

**THE ANALYSIS OF
DOMINANT LEADERSHIP BEHAVIOR OF
PRODUCTION TEAM LEADERS AS PERCEIVED BY
PRODUCTION OPERATORS:
A CASE STUDY OF PT. X**

By

**Dwi Kinasih Muliarta
011200800024**

**A thesis presented to
the Faculty of Economics President University
in the partial fulfillment of the requirements for
Bachelor Degree of Economics Major in Management**



**President University
Cikarang Baru – Bekasi
Indonesia
January 2012**

PANEL OF EXAMINERS APPROVAL SHEET

The Panel of Examiners declare that this thesis entitled “**The Analysis of Dominant Leadership Behavior of Production Team Leaders as Perceived by Production Operators: A Case Study of PT. X**” that was submitted by Dwi Kinasih Muliarta majoring in Management from the Faculty of Economics was assessed and approved to have passed the Oral Examinations on 17th February 2012.

Irfan Habsjah, MBA, CMA
Chair-Panel of Examiners

Dr. Erwin Ramedhan
Examiner I

Maria Jacinta Arquisola, MHRM
Examiner II

THESIS ADVISER
RECOMMENDATION LETTER

This thesis entitled “**The Analysis of Dominant Leadership Behavior of Production Team Leaders as Perceived by Production Operators: A Case Study of PT. X**” prepared and submitted by Dwi Kinasih Muliarta in partial fulfillment of the requirements for the degree of Bachelor of Science in Economics in the Faculty of Economics has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense.

Cikarang, Indonesia, 30th January 2012

Acknowledged by,

Recommended by,

Irfan Habsjah, MBA, CMA
Head of Management Study Program

Maria Jacinta Arquisola, MHRM
Thesis Adviser

DECLARATION OF ORIGINALITY

I declare that this thesis entitled “**The Analysis of Dominant Leadership Behavior of Production Team Leaders as Perceived by Production Operators: A Case Study of PT. X**” is, to the best of my knowledge and belief, an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, 30th January 2012

Dwi Kinasih Muliarta

ABSTRACT

International business in globalization era has to prepare for special strategies to face what it is called as cultural diversity that has more or less influence in its business practice. Unlike the common national culture of its US parent company, manufacturing subsidiary PT X as the place of the researcher's case study adopts collective culture reflected by the teamwork as primary business function key.

Due to the collective teamwork culture in PT X, leaders, especially the production team leaders in production floor, play important role to contribute as they are the "foremen" who immediately have a contact with groups of production operators, the people who directly produce the PT X products.

This research aims to determine the dominant leadership behavior of PT X production team leaders according to the perceptions of production operators. It is expected that the company will be able to identify the strength of the leaders' behavior to be maintained, and also the behavioral area that needs to be improved.

The leadership behavior is based on Michigan Leadership Studies theory of Task-Oriented, Relation-Oriented and Participative leadership behavior. By holding observation and questionnaire to 100 production operators as a sample, it was found out through descriptive statistic analysis that the Task-Oriented leadership behavior is the perceived dominant behavior of the production team leaders compared to the other behaviors, with the total weighted mean value of 3.83, while 3.55 and 3.41 for Relation-Oriented and Participative leadership behavior respectively.

Finally, it was concluded that the production team leaders were perceived as a predominantly task-oriented leader who coordinate the group of production operators by focusing more on their work especially the quality and quantity of the production output. Although the performance of the production operators under this leadership has been good as reflected by the improved organization quality and quantity performance, the leaders should still improve the relation-oriented and participative leadership to lead more effectively. This can be done by holding a leadership training or particular event such as team-building activity as well as communication sharing involving both leaders and operators in order to unite the bond among them more strongly.

ACKNOWLEDGEMENT

First of all, I would like to give the deepest gratitude to Jesus Christ. I am really grateful for all the challenges during the thesis period, for I am strengthened and improved by experiencing all of them. I moreover am truly grateful and praising Him that this thesis can be finally finished, for it is done only because of His grace.

Secondly, I am indebted to my parents and sister who have always become a blessing through their love, care, prayer and support. Besides, I also would like to express gratitude to my thesis adviser, Maria Jacinta Arquisola. Thank you for your sincerity to guide, teach and help us. I pray for your best in every single aspect in your life.

Thirdly, a really big thanks to Community of Love family and my dorm mates, especially those in batch 2008 and also *GIFers*. I am really blessed and thankful that I have you as my best friends also as brothers and sisters who always care about me, give me spirit and more importantly pray together for this thesis process. Thank you for all the moments we have shared during these three years in university life. I wish you nothing but God's favor and success in future life.

Subsequently, I also thank my high school friends who have always supported me. I am truly blessed by you all. I also thank my partner, Ruben Manuel Prana, for your care, support and prayer. For you all, although we do not see each other frequently, I believe that it is because of your prayer that I can finish this thesis.

Not to forget, I would like to give the highest appreciation to people in PT. X, especially those in the Communication Team, Human Resources Training Department, Secondary Managers and leaders as well as employees who work in PT. X Dormitory. Thank you for the friendliness, great support and knowledge that you all have given to me. Finally, to all IB lecturers, PU staffs, survey respondents and any other people who cannot be mentioned one by one, I am truly thank you all. God bless you.

TABLE OF CONTENTS

	Page
PANEL OF EXAMINERS APPROVAL SHEET	i
THESIS ADVISER RECOMMENDATION LETTER	ii
DECLARATION OF ORIGINALITY	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENT	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTERS	
I. INTRODUCTION	1 - 8
1.1. Background of the Study	1
1.2. Company Profile.....	4
1.3. Problem Identified	5
1.4. Statement of the Problem	5
1.5. Research Objectives	6
1.6. Significance of Study	6
1.7. Theoretical Framework.....	7
1.8. Scope and Limitation of the Study	7
II. LITERATURE REVIEW	9 - 20
2.1. Early Study on Leadership Behavior.....	9
2.2. Michigan Leadership Studies	10
2.3. Later Theory adopted from Michigan Leadership Studies.....	12
2.4. Review of Related Literature on Leadership Behavior	13

III. METHODOLOGY	21-32
3.1. Research Method	21
3.2. Research Instrument	22
3.3. Population and Sample	31
3.4. Limitations.....	32
IV. ANALYSIS OF DATA AND INTEPRETATION OF RESULTS	33
4.1. Reliability and Validity Test Result	33
4.2. Frequency Distribution Analysis	34
4.2.1. Respondents' Demographic Data	34
4.2.2. Respondents' Questionnaire Statement Answers	38
4.3. Weighted Mean Value Analysis	54
4.3.1. General Tabulation of Weighted Mean Value.....	54
4.3.2. Weighted Mean Value based on the Range of Scale Analysis.....	57
4.4. Summary of Data Interpretation and Analysis	63
V. CONCLUSIONS AND RECOMMENDATIONS	68-72
5.1. Conclusions	68
5.2. Recommendations	69
5.2.1. Suggestions for Company.....	69
5.2.2. Suggestions for Further Research.....	71
REFERENCES	73-78
APPENDICES	79-81

LIST OF TABLES

Table 3.1 Leadership Behavior Questionnaire Statement	25
Table 3.2 Likert Scale Scoring	27
Table 4.1 Task-Oriented Leadership Behavior Indicators Results	39
Table 4.2 Relation-Oriented Leadership Behavior Indicators Results.....	43
Table 4.3 Participative Leadership Behavior Indicators Results	49
Table 4.4 General Weighted Mean Value Tabulation.....	54
Table 4.5 Range of Scale Criteria	58
Table 4.6 Task-Oriented Leadership Behavior	58
Table 4.7 Relation-Oriented Leadership Behavior	59
Table 4.8 Participative Leadership Behavior	60
Table 4.9 Summary of Perceived Leadership Behavior Weighted Mean Value	62

LIST OF FIGURES

Figure 1.1 Hofstede's United States Cultural Dimension.....	2
Figure 1.2 PT. X Production Function Area	4
Figure 1.3 Theoretical Framework.....	7
Figure 4.1 Production Area of Respondents	34
Figure 4.2 Length of Service of Respondents.....	36
Figure 4.3 Age of Respondents.....	37
Figure 4.4 Gender of Respondents.....	38
Figure 4.5 Task-Oriented Leadership Range of Scale	59
Figure 4.6 Relation-Oriented Leadership Range of Scale	60
Figure 4.7 Relation-Oriented Leadership Range of Scale	61
Figure 4.8 Overall Leadership Behavior Dimension Range of Scale	62

CHAPTER I

INTRODUCTION

1.1. Background of the Study

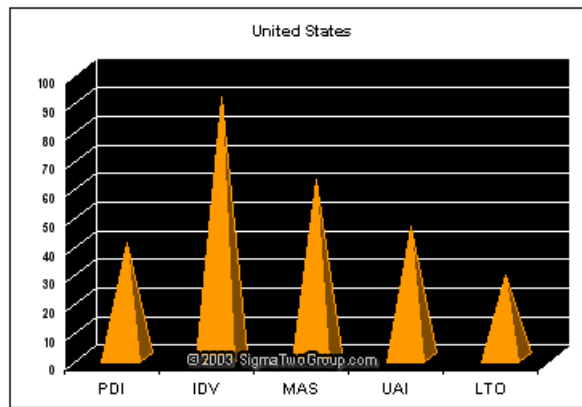
Globalization has been a very common thing to discuss for the last couple years. It is a topic where there are many things are to be elaborated; from a matter of politic, economy and even social cultural field. As a matter of fact, International business in globalization era has to prepare for special strategies to face what it is called as cultural diversity that has more or less influence in its business practice.

Regarding to this matter, a journal of International Business and Cultural Studies discussed that there was a paradigmatic differences in business system between West and East as a result of this cultural diversity (Chang, 2009). With the United States as Western representative and Korea as the Eastern one, this study elaborated the difference in culture and philosophy of these two regions to the economic system and corporate system and characteristic.

Furthermore, Geert Hofstede, a Dutch social psychologist who did a pioneering research about cultural diversity across countries and comprehensively studied how values in the workplace are influenced by culture stated a theory that there are five cultural dimensions to be considered in across country: Power Distance (PDI), Individualism (IDV), Masculinity (MAS), Uncertainty Avoidance (UAI) and Long-term Orientation (LTO) (www.geert-hofstede.com, 2000).

In this, he revealed the cultural dimension score of a number of countries including the United States that was the origin of the researcher's company case study as follows:

Figure 1.1 Hofstede's United States Cultural Dimension



Source: http://www.geert-hofstede.com/hofstede_united_states.shtml, 2011

The lowest score is 29 for long-term orientation dimension (LTO), while the highest cultural dimension score is 91 for individualism dimension (IDV). United States is one of seven countries in the Geert Hofstede research that has the highest score in individualism dimension: United States (91), Australia (90), United Kingdom (89), Netherlands and Canada (80), as well as Italy (76). (www.geert-hofstede.com, 2011)

Indeed, according to Hofstede (<http://www.geerthofstede.nl/>, 2010), Western countries tend to be individualistic rather than collective, which is also proven by the cultural dimension index as depicted in the above figure. Individualism versus collectivism is talking about a degree in which individuals are willing to be integrated into groups. When a society is said to be individualist, it means that the bonding among individuals is loose. People tend to rely on themselves and look after their own. Oppositely, collective society is a strong unified group consisting of those depending, protecting and taking care one another (<http://www.geerthofstede.nl/>, 2010).

PT. X, as the place of the researcher's case study, is a United States-based company operating in Indonesia. It is a manufacturing subsidiary in which is fully owned by X Inc., its parent company in the United States. According to Schein (1983), the culture of an organization is firstly derived from its founder and

executives, which in this case, the culture of PT. X would suppose to be seemingly from United States culture.

However, one thing that appeared to the researcher's attention was about the level of individualism in PT. X as United States company. In this case, PT. X did in fact emphasize its practice in teamwork and have a reward in a group basis. This condition might be caused by the host country where this US-based company operates in Indonesia, the country that has a collective culture in nature (<http://geert-hofstede.com/indonesia.html>, 2011).

Moreover, since the characteristic of PT. X was a manufacturing company, a cycle of jobs was performed by a number of manufacturing areas aligning each other in order to create a whole finished product. More specifically, most of the areas consist of people working in one line where several operators stand by in each step and depend on people in previous step to work on their part and finally finish the process of production. It is therefore, cooperative work within a line is significantly needed in order to complete the process to be finished goods.

As the world era is now going further within globalization phase, companies are demanded to have a right strategy in order to be able to compete in a more competitive and fierce market nowadays. For doing this, each and every single functional decision within the organization has to be taken into account to improve the business effectiveness and efficiency, which one of them is involving human resources function.

In fact, this human resources function has developed from only being a supporting role to become a vital strategic importance in business function (Myloni, Harzing and Mirza, 2004). Indeed, human assets have become one of promising source of competitive advantage for international business companies (Schuler and Rogovsky, 1998 cited in Myloni et.al., 2004). Moreover, the success of an organization can be seen through the job performance of individuals working in there (Sonnetag and Frese, 2002).

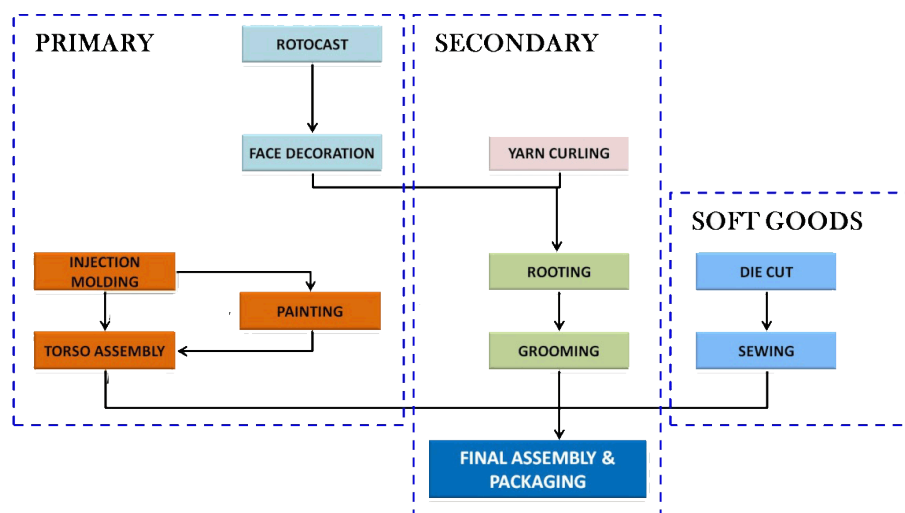
In this, the organizational and job performance are said to involve the role of leaders in a team due to the premise that leadership behavior may drive employee satisfaction leading to customer satisfaction and finally to the organizational performance (Sanfilippo, Bendapudi, Rucci and Schlesinger, 2008). Indeed, the role of effective leaders is one of the most vital factors in producing a good teamwork (Carter, 2006; Woloch, 2008)

It is therefore, the researcher was eager to investigate the leadership behavior that is prevalent in the leaders of PT. X. The leadership behavior theory that was about to be taken was the Michigan Leadership Studies, which divided the behavior of leaders into three types: Task-Oriented, Relation-Oriented and Participative Leadership Behavior (Yukl, 2010). This theory would be discussed more detail in the literature review, together with the study related to it.

1.2. Company Profile

PT. X is a wholly owned subsidiary of X Inc. in United States that consists of 2 manufacturing facilities that are both located at Jababeka Industrial Estate, Cikarang, Bekasi. It is one of the biggest facilities in this area as it employs thousands of production operators to work on its production floor. Its manufacturing process is comprised into several production areas, namely primary, secondary and soft goods area as depicted by the Figure 1.2 below.

Figure 1.2 PT. X Production Function Area



Source: Self-constructed by the researcher

1.3. Problem Identified

As mentioned before, US company as a Western culture company was stated by Hofstede's research and proven by many other subsequent researches to have high individualism (Chang, 2009; www.geert-hofstede.com, 2000; <http://www.geert-hofstede.nl/>, 2010). However, the reality in PT. X as US company was different in terms of the individualism as one of cultural dimension included. This manufacturing company emphasized very much on the teamwork and the importance of having a "need each other" feeling.

As a matter of fact, these people were working in group and solid togetherness was really encouraged. Due to the teamwork culture in PT. X, as mentioned previously, leaders play important role to contribute since, as the name, they are who take the lead of the members' working activity.

Nevertheless, after a number of informal observation to the production operators, it was found that they had kind of complains about their leaders. Some of them expressed the complains by making a use of the communication medium such as a suggestion and sharing box as well as a special forum where a number of production operators are gathered and given opportunity to ask anything they want to the management level. Meanwhile, some of the result of a small conversation between the researcher and production operators also reflected the tendency of them complaining about their leaders.

1.4. Statement of the Problem

"How far do the production team leaders predominantly behave their roles as a leader in the perceptions of production operators as the members in production teams as major key business function in the US-based company named PT. X?"

(a.) This research is about determining the perceived dominant leadership behavior of production team leaders in the US-based company named PT. X (b.) because the researcher would like to find out how far the production team leaders predominantly behave their role as a leader in the perceptions of production operators as the members in production teams as major key business function,

(c.) in order to show what kind of dominant leadership behavior that is prevalent in the production team leaders in PT. X, and to recommend practicable strategy to an attempt in effectively managing the people inside production team.

1.5. Research Objectives

To determine the dominant leadership behavior of production team leaders of PT. X as perceived by the production operators.

1.6. Significance of Study

1.6.1. To the Company

As mentioned before, human assets have now become one of emerging sources to the competitive advantage for multinational companies. By finding out the perceived dominant leadership behavior of the production team leaders, it is expected that the company will be able to identify the strength of the leaders' behavior to be maintained, and also the behavioral area that needs to be developed. Therefore, this study then is able to contribute to the company improvement regarding to the leadership behavior of production team leaders inside collective group of production operators in PT. X.

1.6.2. To the Academic Community

The researcher used the result of Michigan Leadership Studies as the theory of leadership behavior, which was originated in 1950s. It is expected that, by using this 60-year-old theory into the researcher's study, it can be seen whether the theory is still applicable to the current period and will be useful for later academic community who would like to do research on similar topic.

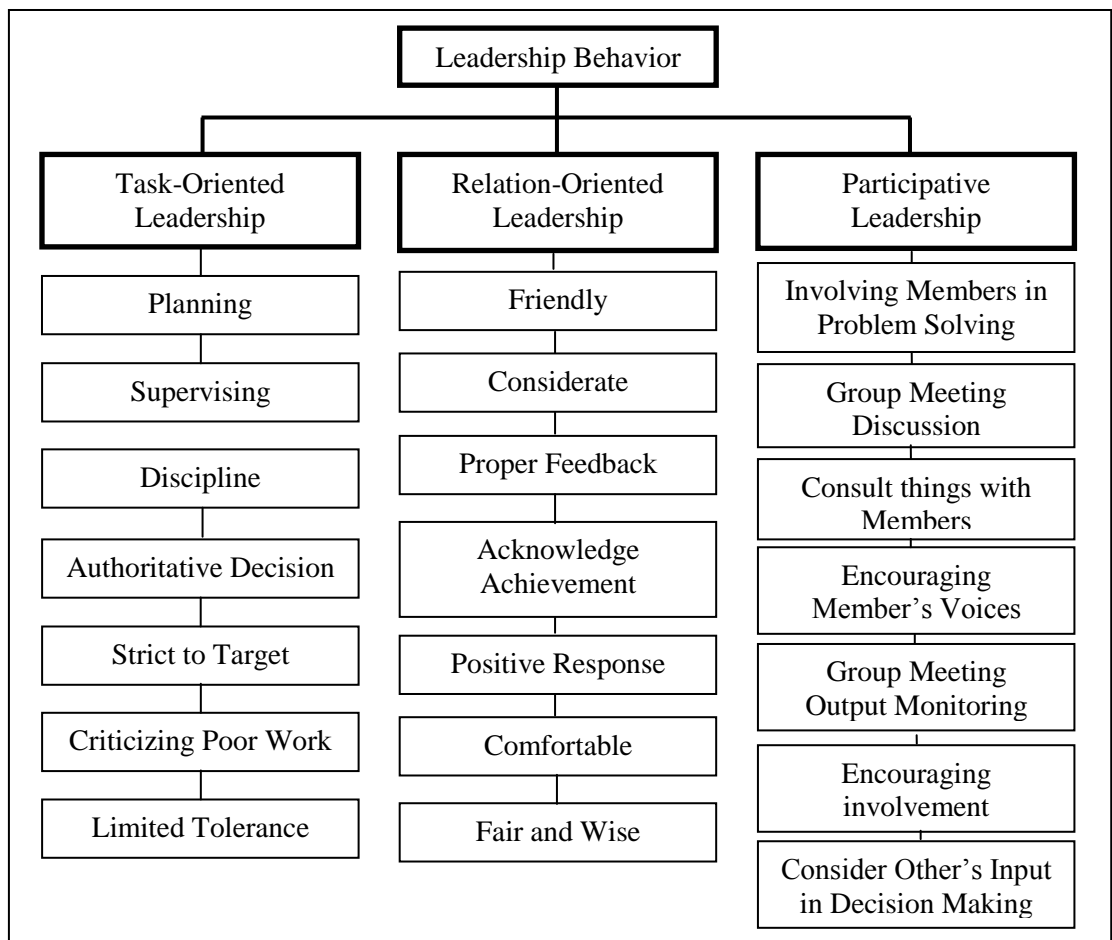
1.6.3. To the Researcher

This study is significant for the researcher since it opened researcher's view and understanding on the leadership behavior theory. By doing this study, the researcher understands that leaders' roles are important in a business place and they have to be careful to behave their leadership as their members observe and reflect the impact of such behavior to their job. It is therefore, when the researcher later jumps into a real working life and gets the opportunity to lead a

group of people in a certain project, for instance, the researcher already has this kind of understanding and adopt the most effective leadership behavior as possible.

1.7. Theoretical Framework

Figure 1.3 Theoretical Framework



Source: Adapted from Bolton, 2007; Yukl, 2010; <http://www.asbcentral.com/>

1.8. Scope and Limitation of the Study

1.8.1. The research will only be conducted in one manufacturing industry and one leadership level

This means that the research will only be conducted in the production floor level of PT X instead of the other manufacturing industries or the other organizational level such as office managerial level.

1.8.2. The research respondents will only be the production operators from PT. X production function area

This means that the primary area (e.g.: Rotocast, Molding, Painting, Torso Assembly), secondary area (e.g.: Rooting & Grooming and Pack Out) and soft goods (e.g.: Die Cut & Sewing). The research will not cover any supporting function such as human resources, human service, finance or any other office administration function.

1.8.3. The term production team leader is the immediate leader of respondent

This means that the context of leader in this research will be the immediate leader of production operators, whether in production lines and other production team.

CHAPTER II

LITERATURE REVIEW

2.1. Early Study on Leadership Behavior

Leadership has been a very exciting topic that attracts many people interest, for it implies some common images such as glamorous power, influence and authority that a person can have as a leader (Yukl, 2010, p. 19). It is a term in which is defined dynamically by many scholars. House et. al. (1999 cited in Yukl, 2010, p. 21), for instance, defined leadership as “the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization. ...”.

As leadership plays a role in the effectiveness and the success of an organization, many perspectives have emerged about how effective leadership behavior should be to contribute to such organization success. In this, there has been many researches done by varied scholars since more than fifty years ago regarding to the study about leadership behavior. More specifically, Yukl (2010, p. 103) stated in his book that the two earliest studies on leader behavior were conducted by psychologist in the 1950s and 1960s, and became the point of reference for later research.

Ohio State Leadership Studies is a very early research on leadership behavior that is to identify the categories of leader behavior and measure how often a leader used such behavior categories (Yukl, 2010, p. 104). This study reveals two types of leadership behavior, consideration that put concern for people and interpersonal relationship, and initiating structure that put concern for accomplishing tasks.

Furthermore, Fleishman and Harris in the year 1962 (Yukl, 2010, p. 104) conducted a research on the correlation between leadership behavior and turnover rate as well as grievance letter in US truck manufacturing plant of the International Harvester Company. In this, they found out that a more considerate

leader had less employee turnover rate and fewer grievances compared to those who were less considerate. Oppositely, a leader who used a lot of initiating structure behavior had a more turnover rate and grievances compared to a less initiating structure behavior of the leader.

2.2. Michigan Leadership Studies

Another pioneer of early and major study on leadership behavior was conducted in 1950s and 1960s by researchers at the University of Michigan to identify the relationship among leader behavior, group processes and measure of group performance, which was commonly known as Michigan Leadership Studies (Yukl, 2010, p. 107-108). In this, leadership was categorized in three types of behavior: task-oriented behavior, relations-oriented behavior and participative behavior.

As the name, task-oriented behavior is a behavior where leader focuses on the functions such as planning, scheduling and coordinating the subordinates to achieve certain job objective that has been made. It is more or less similar with the initiating structure behavior in the Ohio State Leadership that emphasizes on the task accomplishment (Yukl, 2010, p. 107).

Task-oriented leaders put their concern on the production and emphasize on the achievement. Not only that, Professor Schmid Hillel (2006) in the article review by Bolton (2007) on leadership styles and change in human and community service organizations suggested that leadership types are classified into four quadrants: Task versus people orientation and internal versus external orientation, which develop into four types of leadership behaviors: Task oriented internally focused, task oriented externally focused, people oriented externally focused, and people oriented internally focused. He supported the idea that task-oriented leaders, both internal and external focused, are authoritative as they keep the distance from the subordinates' involvement and have a close supervision to the process and outcome of the subordinates (Hillel, 2006 in Bolton, 2007).

Meanwhile, similar with the consideration behavior in Ohio State Leadership, relations-oriented leadership is behavior where a leader puts an attempt to build interpersonal relationship with his subordinates by acting supportively and friendly to his subordinates, trying to understand their problem and being helpful, as well as providing acknowledgement of their contribution and accomplishment (Yukl, 2010, p. 107).

Referring to the characteristic of this behavioral leader type, some argued that relation-oriented behavior is superior to task-oriented leadership behavior (Cummings, MacGregor, Davey, Lee, Wong, Lo, Muise and Stafford, 2009; Wong and Cummings, 2007). Based on the research through the electronic databases in their systematic review to the nursing workforce, Cummings and friends (2009) argued that relation-oriented leaders are more likely to produce positive results in terms of productivity and effectiveness, team work and collaboration, employee retention, job satisfaction, employee health, and the working environment.

One of their findings were that 72% studies about the effect of leadership to the productivity and effectiveness found out that relation-oriented leadership behavior was related to the individual and organizational productivity and effectiveness in work. Furthermore, another finding revealed that the number of solid and effective teamwork with a less conflict is higher when it is under the relation-oriented leader compared to them under the task-oriented one (Cummings, et al., 2009).

These two findings seem significant to the researcher's research on PT. X. As mentioned previously in Chapter I, PT. X is a US company where, unlike its common national culture, emphasizing on collective teamwork. Besides, job performance of the subordinates is also associated with the individual and organizational productivity and effectiveness. It is therefore, Cumming's findings on how relation-oriented behavior is better than the task-oriented in terms of these two items – productivity and effectiveness as well as teamwork – worth to notice.

The last type of leadership behavior according to the Michigan Leadership Studies is participative leadership, which emphasizes on the group supervision rather than individual. This is actually an added finding to the Ohio State Leadership that aims to cover the subject about leading a group of people (<http://changingminds.org/disciplines/leadership/actions/michigan.htm>, 2011).

Indeed, group meeting is one of the core items that a participative leader uses in most condition such as problem solving. However, participative leader is the one who has responsibility for the results. By having a group meeting, it is expected that subordinates will participate in decision making and problem solving that can enhance the communication and cooperation (Yukl, 2010, p. 108).

2.3. Later Theory adopted from Michigan Leadership Studies

Over the years after the 1960s, there have been a number of researchers who adopt the Michigan Leadership Studies and create new terms out of the leadership behavior theory. In this context, the element in participative leadership is merged with the relation-oriented behavior (Bush, 2004).

More specifically, some of these adopted theories are leadership and management theory, transactional and transformational leadership as well as autocratic and democratic leadership theory, which have the same concept as task-oriented and relation-oriented behavior respectively (Zalenzik, 1977; Bennis and Nanus, 1985, Kotter, 1990, Eicher 1998; Bass 1985; Bass, 1990 cited in Brown, 2003). Indeed, most of these theories do have a core idea that task-oriented and relation-oriented behaviors are the two types of leadership behavior (Bush, 2004).

These researchers based their theory on the existing analysis that leadership behavior is distinguished and categorized as either task-oriented or relation-oriented (Brown, 2003, p. 11). For instance, autocratic leaders are those who are task-oriented, meaning those who emphasize on directing, deciding and ordering the subordinates of what tasks they should do. This type of leaders seems to have absolute power over their subordinates and tends to be unlikely considering

subordinates' feeling. The most important thing for autocratic leaders is that they get the job done appropriately.

Meanwhile the democratic leaders have the same concept as relation-oriented and participative behavior as they encourage the employees involvement and are more open in building relationship with the subordinates (Oates, 2010). They seek consultation with the subordinates just like what participative leaders are likely to do and treat people fairly as well as comfortably just like what relation-oriented leaders are likely to behave.

Furthermore, there are also other theories that were developed with regard of the leadership behavior as the combination of both task-oriented and relation-oriented. One of them is situational leadership that was developed by Hersey and Blanchard in 1977 while admitting the task and relation orientation inside their theory labels of delegating, participating, selling and telling (Brown, 2003, p. 15). In this, the theory says that as an employee gains maturity in, for instance, capacity, education, experience and self-esteem, the need for task-oriented behavior treatment will decrease while the need of behavior from relation-oriented leader increases. Subsequently, there is another phase where the need of both task-oriented and relation-oriented support will decrease.

2.4. Review of Related Literature on Leadership Behavior

2.4.1. Leadership Behavior and Job Performance

Up to nowadays, the importance of leadership behavior in the business operation is still significantly counted. Indeed, there has been number of research conducted to investigate either the relationship or the effect of leadership behavior with several vital business outcomes, especially job performance (Chao, Huang, Lin, 2003; Hayward, 2005; Chi, Tsai, Chang, 2007; Lubis, 2009; Nurmawilis, 2008; Huang, Iun, Liu and Gong, 2009; Mariam, 2009; Shadare and Hammer, 2009; Azadehdel, 2010; Kurniawan, 2010; Liang, Chan, Lin and Huang, 2010; Sitepu, 2010).

Leadership behavior was studied in terms of the relationship between superior's leadership behavior and subordinate's quality of work life according to the subordinates (Chao, et.al., 2003). In this, the leadership behavior being studied was categorized into task-oriented, relation-oriented and personal example led. The result of this study was that in the respondents' point of view, there was a positive perception about the superior's leadership behavior and respondents' quality of work life, while the relationship between them was positive in substance.

Furthermore, Hayward (2005) also had a research on the relationship of the leadership and emotional intelligence as the independent variables and employee performance as the dependent variable to a sample of 160 leaders and 800 raters. The leadership behavior that was studied was transformational and transactional behavior, which was each directly combined to the emotional intelligence variable. By using data analysis method of linear regression, this person contended that there was a significant relationship between an emotionally intelligent transactional leader and the employee performance. However, there was no any significant relationship between an emotionally intelligent transformational leader and employee performance.

Transformational and transactional leadership behavior did also become variables in the study of salespeople in Thailand (Chi et.al., 2007). The objective of this research was to study how the leadership behavior of manager influenced salespeople's job performance by examining the mediating role of organizational commitment, and moderating role of emotional intelligence. Based on the findings, the researchers of this study argued that transformational and transactional leaders as the leadership behavior both positively and significantly correlated with salespeople's job performance. Moreover, they also stated that organizational commitment played a complete mediating role, and so did the emotional intelligence as moderating role between the relationship of leadership behavior and job performance.

In fact, the general finding about the positive and significant relation between leadership behavior and job performance is aligned with the study done by Azadehdel (2010). He used the same leadership behavior, which was transactional as well as transformational style, and job performance in terms of productivity through his case study in Iran. Based on his findings, there was a significant correlation between the leadership style of managers and the productivity of the organizations (Azadehdel, 2010)

Not only that, a specific research on leader's participative leadership behavior toward the job performance of the subordinates has been made due to studying the effect of participative leadership behavior as a whole and also its two elements inside – empowerment and trust – toward job performance of managerial and non-managerial subordinates separately (Huang et.al., 2009).

Due to conducting further research process, Huang and friends (2009) collected 527 employees to be a respondent, which consisted of both managerial and non managerial subordinates and supervisors. In this, there were two sets of questionnaire, a participative leadership behavior related questionnaire for the subordinates and a job performance questionnaire related for the supervisors. Prior to analyzing the data by using descriptive statistic and reliability estimates as well as intercorrelation matrices, one of the results that began the discussion was that participative leadership behavior was significantly correlated with job performance of both managerial and non-managerial subordinates. More specifically, the empowerment mediated the link between participative leadership and job performance of managerial subordinates. Meanwhile, trust as another element in participative behavior mediated the link between such leadership behavior and job performance of non-managerial subordinates (Huang, et. al., 2009, p.128 - 135).

Furthermore, the research on leadership behavior is also sometimes aligned with what it is called job satisfaction. As a matter of fact, several studies revealed that both leadership behavior and job satisfaction influenced the job performance of

an employee (Nurmawilis, 2008; Lubis, 2009; Mariam, 2009; Liang et. al, 2010; Kurniawan, 2010).

In this, Nurmawilis (2008) had a leadership behavior theory by Ohio State Leadership Studies – Initiating Structure and Consideration – which is similar with the researcher’s leadership behavior theory being used. Meanwhile, the job performance theory was that from Mathis and Jackson (2002 cited in Nurmawilis, 2008) where they categorized the indicator of job performance into five factors – output quality, output quantity, output due date, attendance rate and cooperative behavior. She took 84 people as the sample to respond the questionnaire that was supported with interview and observation to collect the data and analyzed the result by using univariant analysis and multiple linear regression. In her study, initiating structure became the dominant factor influencing the job performance among other independent variables including consideration leadership behavior and job satisfaction, with the standardized coefficient betta of 0.594.

Indeed, the above result was supported by a later research conducted by Lubis (2009) about the influence of leadership behavior and job satisfaction towards job performance of employees in local immigration bureau. By using the leadership theory of directive, supportive and participative leadership behavior and the job satisfaction theory of Two-Factor Theory, it was found out that the job performance of employees in such office was positively and significantly influenced by these two items.

In addition, the master degree thesis of similar topic about leadership behavior, job satisfaction and job performance was also done by Kurniawan one year later (2010). The objective of his research was to analyze the relation instead of the effect. By analyzing the data, he found out that leadership behavior had positive and significant relation with job satisfaction and job performance, especially the combination of delegating style, selling style and participating style in the situational leadership style theory used (Kurniawan, 2010).

Besides, job satisfaction might also play a mediating role between leadership behavior and job performance, which was proven by the study of Liang and

friends (2010). Regarding to this, they used transformational and transactional leadership behavior as leadership behavior being measured and task performance as the type of job performance. After involving 266 employees from 43 electronic companies in Taiwan, they finally found out that the leadership behavior had a significant positive relation with the job performance and job satisfaction, and job satisfaction was really the mediator of such relationship.

While job satisfaction becomes one common variable to be related together with leadership behavior and job performance (Nurmawilis, 2008; Lubis, 2009; Mariam, 2009; Kurniawan, 2010), motivation is also used as another variable accompanying these two variables (Shadare and Hammed, 2009; Sitepu, 2010). This supports the view by Sonnentag and Frese (2002, p. 4) who, as has been mentioned in the previous subchapter about job performance, argued that job performance may be the source of job satisfaction and motivation, which leads to the logic relevance of these three items alignment.

One example of a study on leadership behavior, motivation and job performance was conducted towards the employees in *Lembaga Pemasyarakatan Anak Kelas II-A* in Medan with the objective of finding out and analyzing the influence of leadership behavior and motivation of the leader to the job performance of subordinates there (Sitepu, 2010). Such descriptive and quantitative research used questionnaire and documentation study to 68 samples that was analyzed by using multiple linear regression analysis method. Subsequent to the data analysis and discussion, it was found out that leadership behavior and motivation of the leaders did positively and significantly influence the job performance of the subordinates by the extent of 86%.

As a matter of fact, despite of what kind of style or behavior the leadership practices exhibits, the leadership itself, in terms of its effectiveness, has been argued to have positive influence as it is involved to ensure the organizational performance, which eventually consists of many individuals in such organization who perform and end up with the performance of that organization (Charlton,

2000; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2004 cited in Shadare and Hammed, 2009).

In this research that was conducted by Shadare and Hammed (2009) toward some industries in Nigeria, one of the findings on the relationship between several independent variables and the job performance as dependent variable showed that leadership effectiveness had the strongest correlation with job performance among any other independent variables ($\beta = 0.521$, $t = 7.11$, $P < 0.05$).

2.4.2. Leadership Behavior in Different Industries

As a matter of fact, the reality that leadership behavior has always been positioned as an influential variable by all of those previous scholars prove that the way a leader behaves is one of vital factors determining the success of an organization and thus the investigation about this matter is highly significant. Furthermore, it is argued that certain leadership behavior tends to be dominant in some certain industries or organizational positions (Govindarajulu and Daily, 2005).

Although the number of studies solely investigating the leadership behavior of certain object is not as many as those studying the correlation or the influence of it towards another factor, there also has been some scholars who put interest in analyzing the leadership style as a sole variable such as Mahce Dereli (2003) who explored leadership behavior in educational industry with the subject of public elementary school principals in Turkey.

The objective of the study was to find out principals' leadership behavior as perceived by the teachers and by themselves. By using a questionnaire distribution method, descriptive statistics and cross tabulation analysis were done in order to find out that the principals are perceived to have a high relation-oriented leadership behavior. (Dereli, 2003)

The leadership behavior was also studied based on the culture of the leadership itself (Sappinen and Kauppinen, 2004). According to this journal, leadership culture was divided into several levels, and one of them was the industry

leadership culture, which refers to the common undertaken leadership behavior based on the type of industry. In this, these two researchers conducted an initial survey to 1086 Canadian leaders from different industries, of which 304 respondents finally completed it. The results of this research in relation to leadership based on different industry type was that leaders from industries like health care, IT, retail and consulting service tended to be relation-oriented who saw the equality with subordinates and maintain harmony among them. In fact, there was only manufacturing industry where the leaders were task-oriented in which tend to exert power in centralization.

Moreover, the leadership in manufacturing industry was reviewed in relation to the safety in industrial practice (Flin and Yule, 2004). Although they meant to analyze the importance of leadership behavior in the safety management of health care, they took the literature from those doing such matter in the manufacturing industry that might be applied in the health care sector due to the lack of research of that topic in that particular sector.

In this review, they divided the leadership position into three levels, namely supervisors, middle managers and senior managers. Based on this division, they found out that transformational leadership behavior was significant for safety performance at all levels of management. Meanwhile for supervisor level, which was the leader at the operational level, transactional behavior in which monitoring and reinforcement were the key actions has proven to be effective leadership behavior for safety behavior in manufacturing industry (Flin and Yule, 2004).

A couple years later, a study on leadership behavior in public service industry was also conducted by Jeffrey C. Fox in his dissertation about analyzing the leadership styles of incident commanders (2009). In this study, he examined the prevalence of leadership behavior of the three incident commanders, which were police agency, fire agency and transportation agency, during the incident utilizing the Unified Command. He used a questionnaire that was analyzed using descriptive statistics and found out that both police and fire agency had a

transformational leadership style while the transportation agency was transactional leader (Fox, 2009).

Not only that, there was also a study on this matter in the financial industry sector conducted by an associate professor in Taiwan named Dr. Yueh-shian Lee (2011). He studied and compared perceived leadership behavior between American and Taiwanese financial managers and found out that American leaders focused more on relation-oriented behavior, whereas the Taiwanese leaders focused more on task-oriented behavior (Lee, 2011).

CHAPTER III

METHODOLOGY

3.1. Research Method

Generally, there are two types of research methodology that are able to be implemented in analyzing and interpreting data being collected, namely quantitative and qualitative method. Either quantitative or qualitative method is to be used accordingly to the purpose of the study, for they both have different approach to use.

Qualitative method is a research method where any statistic procedures are not involved (Boeree, 2005). There are several procedures that can be done to do qualitative, some of them are case studies, focus group, participant observation and the last, which is one of the most useful and common technique, is in-depth interview. The objective of the type of this research method is to dig an in-depth understanding of certain phenomenon.

Oppositely, quantitative analysis is a scientific approach to do a decision making process in which is using data and dealing with numerical values (Render, Stair, Jr. and Hannah, 2009). As the name, it indeed involves calculating and measuring things quantitatively to be analyzed and finally find the result to solve the problems that have been defined at the very first time prior to gathering the data. Such approach has been typically applied when the purpose of the study is to empirically verify existing quantitative properties or phenomenon by employing certain mathematical models to measure.

Since this research aimed to verify the existing phenomenon and find out the prevalent leadership behavior of production team leaders in PT. X, the researcher used quantitative research data analysis as the research method. Besides, quantitative research suited the large number of population and also the respondents that the researcher used in this study (Render et al., 2009).

Furthermore, another motive why the quantitative research was used is that this type of method is the one used by all of the earlier researchers that have been reviewed previously (Chao, et.al., 2003; Hayward, 2005; Chi et.al., 2007; Lubis, 2009; Nurmawilis, 2008; Huang, Iun, Liu and Gong, 2009; Mariam, 2009; Shadare and Hammer, 2009; Azadehdel, 2010; Kurniawan, 2010; Liang et. al., 2010; Sitepu, 2010).

More specifically, this research was a descriptive research when the method is seen from the viewpoint of research objective. This is due to the view that such approach should be used when elaborating the behavior of a subject and digging up the phenomenon that has not been revealed before (http://www.ihmctan.edu/PDF/notes/Research_Methodology.pdf, 2005). In this case, this is to figure out the perceived leadership behavior of production team leaders from the point of view of their members.

Due to the research analysis method, the researcher used descriptive statistics. In this, the data gathered through the questionnaire was proceeded by using SPSS 16.0 that was about to be explained further in the research instrument subchapter.

3.2. Research Instrument

This subchapter is about to describe the data collection procedure used by the researcher in conducting the research study. Besides, there also will be the explanation of how the researcher analyzed the data obtained as a result of data collection process.

3.2.1. Data Collection Methods

Primary and secondary data are the two type data that the researcher obtained for the need of this research study. As mentioned previously, survey through questionnaire was the primary data collection procedure that the researcher used. According to an educational website of Colorado State University (2011), survey is one of the most common types of quantitative research method. In this, certain number of sample in a population was selected and asked to fill out a questionnaire regarding to the topic of the research. Not to forget, little

observation and informal interview were also conducted during the questionnaire distribution process to support the survey of the research topic.

More specifically, the data collection process took four days to complete, which was from November 21, 2011 to November 24, 2011. Prior to the questionnaire distribution to the 100 respondents, the researcher did consult with and ask the permission to the human resources manager as well as the production managers. Not only that, since the researcher planned to distribute the questionnaire in two locations, the PT. X plant and dormitory, the researcher did also ask permission to the human services manager who was in charge for the dormitory life.

At the first day of the data collection process, the researcher presented the objective of the study and proposed the need to have production operators as respondents. Especially for the production manager, the researcher got the opportunity to attend the daily review meeting of production team leaders and managers and presented in front of them in order to get the help from them about the technical procedure to distribute the questionnaire.

After holding the approval, the researcher had 20 random production operators as respondent for the pretest in the plant area of PT. X. The purpose of this pretest was to examine the reliability and the validity of the questionnaire, which was about to be discussed later.

By the next day of the pretest as the researcher found out the result of questionnaire's reliability and validity, the researcher started to distribute fifty questionnaires in the plant area in the afternoon, which was by leaving the questionnaires to the production recorder and making an appointment to take them back when they were completed.

Besides, the researcher also made an appointment to the dormitory patron due to the arrangement of questionnaire distribution in PT. X dormitory area. The reason of distributing the questionnaire in two different locations was to minimize the interruption of the operators' attention during the working hour in the plant area due to their tight schedule in the line.

At the same day, the researcher went to the dormitory and distributed the 50 questionnaires there. Finally, the next day, which was the last day for the questionnaire data collection process, was used to collect the results from the recorder in the plant area.

3.2.1.1. Questionnaire Design

Since survey was the data gathering method of this research, the researcher created a questionnaire consisting of three main sections: introduction, respondent demographic personal data and survey questions about Leadership Behavior.

First of all, introduction section was the section where the researcher informed the respondents about the purpose of doing the survey and the objective of the research study. By doing this, it was expected that the respondents would establish the understanding of what they were about to do and did not fill in the questionnaire carelessly.

Moreover, the second section of the questionnaire was the demographic personal data of respondent, which, as the name, was a column covering the area, service year, age and gender of the respondent.

Finally, the last section was the 21-question survey related to the variable being studied. The system to answer such questions was by choosing one among five rating alternatives of Likert Scale, which is the most frequently used variation of rating scale answering methods. In this, the respondents were asked to respond to each of given statement by choosing one out of the options of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree or Strongly Disagree that has the score of 5, 4, 3, 2 and 1 respectively.

Furthermore, the statements in the questionnaire were actually from the three leadership behavior dimensions that the researcher was likely to study: task-oriented, relation-oriented and participative leadership. In this, there were seven statements for each dimension, resulting to 21 statements to be responded in total.

In an attempt of minimizing the possibility of bias due to patterning the answer unconsciously, the three leadership behavior dimensions were hidden while the

statements were listed randomly, which means that they were not ordered based on the dimension.

However, the following is the list of statements in the questionnaire based on the leadership behavior dimensions:

Table 3.1 Leadership Behavior Questionnaire Statement

Leadership Behavior Dimension	Statement	No. in the Questionnaire
Task Oriented Leadership	1. My leader makes a planning and daily to-do-list for the members	1
	2. My leader is strict about production target accomplishment and the meeting of deadline	6
	3. My leader thoroughly supervises what the members do	8
	4. My leader's decision or statement is not to be argued	10
	5. My leader does not give any tolerance for those who want to have a permission to temporary leave the line outside the official break time (eg.: to go to the restroom, to take a cup of water, etc)	12
	6. My leader does not hesitate to criticize poor work	16
	7. My leader is discipline in coordinating the members	17
Relation Oriented Leadership	1. My leader is friendly and willing to mingle with all group members	2
	2. My leader puts an effort to help the members in difficulty as well as tries to motivate and give spirit to them	5
	3. My leader is willing to acknowledge and congratulate member's achievement	13
	4. My leader makes the members feel comfortable when talking to him/her	15
	5. My leader gives a feedback toward member's performance in appropriate manner	18
	6. My leader responses positively the member's need of career path development or their personal sharing	19
	7. My leader treats the members equally and wise	21

Participative Leadership	1. My leader tends to use a group meeting to solve any problems or issues as well as to make certain decision	3
	2. My leader is likely to gather the members to discuss new job related things	4
	3. My leader encourage the members participation in expressing their voices	7
	4. My leader monitors the production output of the members through a group meeting	9
	5. My leader will hold a meeting if several members are about to discuss any job related problem	11
	6. My leader consults things with the members	14
	7. My leader is willing to consider member's voices in making a decision	20

Source: Self-administered questionnaire by the researcher

3.2.2. Data Analysis

When the data was successfully gathered, data analysis became the next step to do. In this, the raw data was processed step by step to make it able to answer the problem statement and achieve the objectives.

3.2.2.1. Likert Scale

As mentioned briefly in the section of questionnaire design in the data collection method, Likert Scale was used in the questionnaire to determine the leadership behavior of the production team leaders. It is indeed proven to be the most common answering method to be used in the research where a questionnaire is administered (Bertram, 2007). It was developed by Rensis Likert with an initial concern of him to measure psychological attitudes in scientific way (Uebersax, John S., 2006)

Likert Scale in the researcher's questionnaire has allowed the respondent to respond to a statement by scoring each of it with the score of 5, 4, 3, 2 to 1, as each of this score has its own classification that describes their attitude toward such statement as depicted in the following table.

Table 3.2 Likert Scale Scoring

Answer	Score
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

The analysis to this scale was provided when computing all the questionnaire result.

3.2.2.2. Reliability and Validity Test

In order to make sure that the research applicable, the questionnaire as the research instrument should be tested by using reliability and validity test (Ghozali, 2009). Reliability test is used to determine whether all items in the instrument are consistent one another, which is reflected by the answer of the respondents. It is often measured along with the validity test, which, as the name, aims to check whether an instrument is really able to measure what it claims to measure accurately.

Despite of variety approaches of conducting the test, the researcher chose to use Cronbach Alpha to test the reliability. Cronbach Alpha aims to measure the correlation between the true score and the observed score, where the observed score is the result of the true score that is added with the measurement error. In this, the measurement error should be eliminated to the maximum possibility in order to make the test reliable.

It is therefore, the higher the ratio of true score variance to the observed score variance, the stronger the relationship between these two, the more the reliability level of the test would be. According to Ghozali (2009), the test would be claimed as reliable if the value of Alpha is greater than 60%.

The following is the formula of Cronbach Alpha:

$$\text{Cronbach } \alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k S_i^2}{S_p^2} \right)$$

k = number of items in scale

S_i^2 = variance of item i

S_p^2 = variance of total score

Source: <http://www.nyu.edu/its/statistics/Docs/correlate.html>, 2003

However, the researcher used the help of SPSS 16.0 to automatically compute the reliability test through Cronbach Alpha method.

Meanwhile, the validity test was conducted by identifying the correlation among the variables developed by Pearson as follows.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

n : The number of paired observations

$\sum x$: The sum of X variable

$\sum y$: The sum of Y variable

$(\sum x^2)$: The sum of squared X variable

$(\sum x)^2$: The squared sum of X variable

$(\sum y^2)$: The sum of squared Y variable

$(\sum y)^2$: The squared sum of Y variable

$\sum xy$: The sum of the products of X and Y

Source: *Statistical Technique in Business Economics*, 2006, p.464

The researcher chose to use bivariate correlation between each indicator score and total score construct by using the automatic computation in SPSS 16.0. In fact, the same result of validity test could also be seen through the Cronbach Alpha method by referring to the column of Correlated Item – Total Correlation in the output of SPSS since they calculated the same thing.

In this study, the researcher conducted the pretest survey to 20 respondents on November 22, 2011 in order to examine the production operators' perception toward their production team leaders' behavior that were categorized as Task-Oriented, Relation-Oriented and Participative leadership.

3.2.2.3. Descriptive Statistics

According to Hill (2009), there are several types of descriptive statistics that can be presented, including the frequency distribution and the tabulation of weighted mean values that were used by the researcher as detailed in the following sections.

3.2.2.3.1. Frequency Distribution

As the name, frequency distribution is the analysis technique where the raw data is compiled and tabulated based on the frequency of each variable being examined with the percentage of such frequency being presented as well. This data analysis technique was done firstly towards the respondents' demographic data in order to identify the character of the respondent and determine whether or not the respondents met the criteria of the research.

Not only that, the frequency distribution was also used to tabulate the respondents' attitude responses towards the statements given in the questionnaire. Subsequent to the tabulation process of the response of respondents, the researcher analyzed each of the variables in the questionnaire statements based on the leadership behavior dimension. In this, the researcher referred to the percentage amount or the proportion of each of the five Likert scales option to analyze the respondent's responses, starting from the majority to the minority of the responses.

3.2.2.3.2. Tabulation of Weighted Mean Value

Subsequent to the analysis of frequency distribution, the researcher calculated the mean value of the weighted score from the Likert scale in each variable, which then generated the weighted mean value of each variable by the following formula.

$$x = \frac{\sum (f \cdot wi)}{\sum f}$$

x = *Weighted mean value*

f = *Frequency*

wi = *Weight*

Source: *Bram, Jurnal Manajemen & Bisnis Sriwijaya Vol. 3 No. 6, 2005, p. 9*

Firstly, all of 21 variables from the three leadership behavior dimensions were all put in a single table and ordered descending from the variable with the highest weighted mean value. In this, the researcher analyzed the dominance of the three leadership behaviors based on the amount of their variables mean value.

Secondly, the researcher also created the range of scale in order to determine in which level the mean value of the leadership behavior dimension variable did belong to; very high, high, medium, low or very low. The formula to create the interval for the range of scale is presented as follows.

$$Rs = \frac{R (wi)}{M}$$

Rs = *Range of scale*

$R (wi)$ = *Highest weight – Lowest weight*

M = *Amount of weight score*

Source: *Bram, Jurnal Manajemen & Bisnis Sriwijaya Vol. 3 No. 6, 2005, p. 9*

By having the range of scale, the researcher was able to determine the level of how far the leadership behavior was perceived by the respondents as the tabulation was now made separately based on the leadership behavior dimension. The result of the three leadership behavior tabulation was then summarized in order to clearly compare the total mean value of the three leadership behavior.

3.3. Population and Sample

3.3.1. Target Population

The population of this research was the production operators of PT. X as has been mentioned in the scope and limitation of the research. The number of production operators was approximately 6000-10000 people, depending on the load of works.

3.3.2. Sampling Size

The sample was obtained in the PT. X plant and dormitory area, while the sampling technique was convenience sampling. This technique allowed the researcher to choose the respondents who suited the research criterion without considering any probability sampling process as convenience sampling was categorized non-probability sampling technique. The reason of choosing this technique was that the researcher was not able to get the access to the population of the research or the exact sampling frame of the population, which was the list of all individual members of the population in order to be eligible in using probability sampling technique (Coleman and Briggs, 2007, p. 132-135).

More specifically, the number of sample taken by the researcher was 100. This was due to the calculation of the sample size criteria by looking at the three common items of it: the level of precision, confidence level and the degree of variability.

The level of precision or sampling error of the research was $\pm 10\%$, which referred to the range of the true value of the population was estimated to be. By having this margin, it was expected that if 70% of the respondents perceive that their leaders do have a certain leadership behavior, for instance, it would mean that between 60% and 80% of production operators do likely have such certain perception.

Furthermore, the confidence level was 95% since it was the approximate level of which the sample values are within two standard deviations of the value of the true population, while the degree of the variability was 0.5 since this degree described the maximum level of variability, which was the proportion of those who have and do not have the attribute of interest (Israel, 1992 cited in <http://edis.ifas.ufl.edu>, 2009).

By having determined these three criteria of sample size calculation, the researcher then adopted the formula provided by Yamane (1967 cited in <http://edis.ifas.ufl.edu/pd006>, 2009) to calculate the sample sizes. In this, the researcher used the highest population number possible as depicted in the following:

$$n = \frac{N}{1 + N(e)^2} = \frac{10000}{1 + 10000(0.1)^2} = 99.1 = 100 \text{ people}$$

3.4. Limitations

This research was not conducted without challenges. Time limitation was one main challenge that was experienced by the researcher, for the period to finish the research was 3-4months. In this, the researcher had to find out the topic that was able to cover such timeframe. It is therefore, the researcher focused on one manufacturing industry and one level of leadership.

Besides, the confidentiality of the company did also become one of challenges. Due to PT. X strict policy about confidentiality, the researchers had to choose a research topic where it was not sensitive or required much company data. It is therefore, there was no any secondary data obtained in this research. However, since the researcher became an intern in PT. X during the research period, it was easier for the researcher to cooperate with people inside the company.

CHAPTER IV

ANALYSIS OF DATA AND INTEPRETATION OF RESULTS

As the name, this chapter is about to explore and analyze the result of leadership behavior questionnaire as the data being gathered from the 100 production operators as the respondent of this study. Prior to this, there will be a presentation of the pretest result, which is the questionnaire distribution to 20 production operators in order to prove the reliability and validity of the questionnaire. More specifically, there are four general subchapters in this chapter, which are the reliability and validity test result, the frequency distribution analysis of the entire section in the questionnaire, the tabulation of weighted mean value analysis of each variable in the leadership behavior dimensions being studied and finally the leadership behavior analysis based on the combination of these two methods in descriptive statistics.

4.1. Reliability and Validity Test Result

In order to test whether the questionnaire was both reliable and valid to answer the research question and achieve the objective of this study, the researcher firstly examined the reliability and validity of the questionnaire by having a pretest to 20 respondents as what has been mentioned as one of data collection process. If there were invalidity or unreliability in certain questions, they would be deleted or amended.

Subsequent to the pretest survey to 20 respondents, the researcher found out that the questionnaire was both reliable and valid. In reliability test, the Cronbach's Alpha value was 0.964, which did far exceed the limit of reliability by 0.6. Furthermore, the result of bivariate correlation between each indicator and total score construct was ranged from 0.642 to 0.907, which meant that they were above the 0.3 as the rule of thumb of validity test limit (see Appendix 2)

4.2. Frequency Distribution Analysis

Following to the finding that the questionnaire design was both reliable and valid, the result of the real survey through questionnaire is about to be presented in this subchapter, which is began with the frequency distribution of the respondents' demographic data and followed by the frequency distribution analysis of the variables in the leadership behavior questionnaire statements.

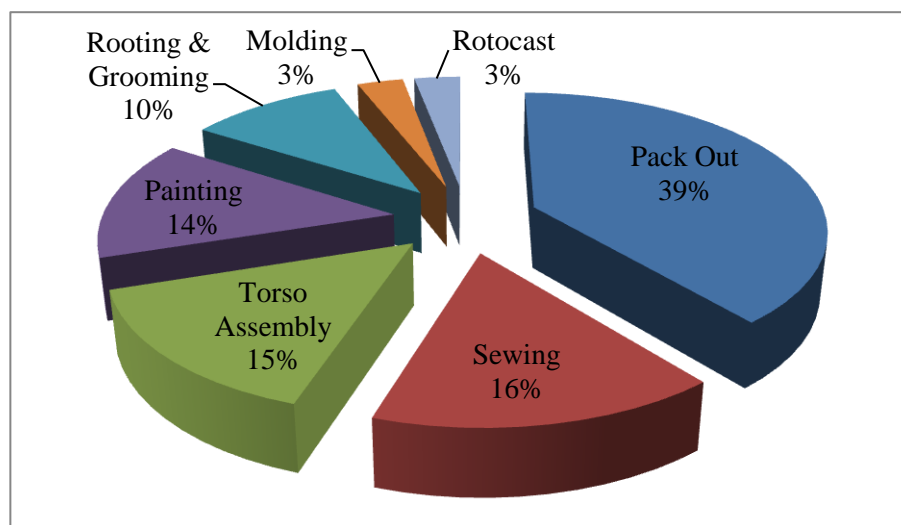
4.2.1. Respondents' Demographic Data

The characteristics of respondent in this questionnaire were divided into four categories: manufacturing area, service year, age and gender. The purpose of asking this demographic data is to get a picture of the respondent's identity. Besides, such data is also useful to, for instance, identify and eliminate if there are some respondents who are not from production function as the scope of this study.

4.2.1.1. Production Area of Respondents

The following table depicts the frequency distribution of the respondents based on their area.

Figure 4.1 Production Area of Respondents



Source: Primary Data

Based on the figure above, the majority of the respondents are from Pack Out area with 39% or 39 respondents. Pack Out is a manufacturing area with the longest process compared to other manufacturing area in PT. X. As the name, this area's main role is to do the packaging of the product until it is stored in the master cardboard and ready to be sent to the US Head Quarter. However, prior to the final packaging of the product to the box, this area should also comprise several other processes. By having all of these processes, there is no wonder if this area has a long line that needs more operators to work along the line to do final assembly. Thus, it is also no wonder if the respondents are mostly from Pack Out area.

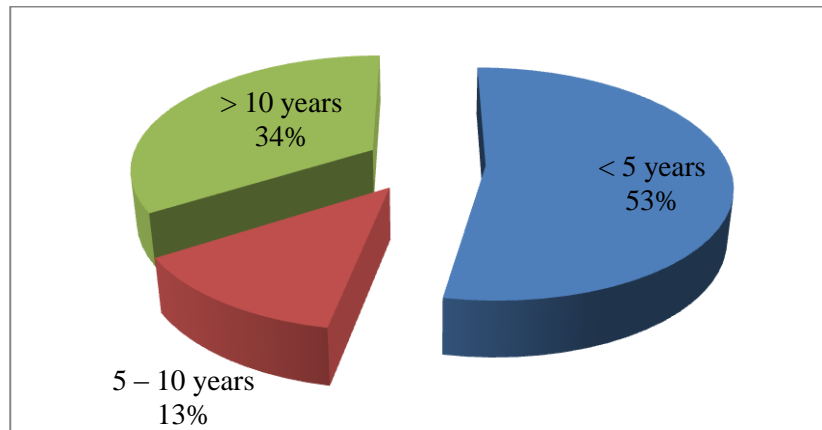
Meanwhile, the next rank of the number of respondents based on the area is occupied by Sewing area, which has slightly different frequency with those from Torso Assembly, Painting and Rooting & Grooming with 15%, 14%, 13% and 10% respectively. These four areas do also have quite many people operating the line. Finally, the least respondents come from Molding and Rotocast with the frequency of 3% that is equally distributed for each.

By identifying the area of the respondents, it was found out that all the respondents did meet the scope and limitation criteria of the respondents who have to be those from production function, which is primary, secondary and soft goods area.

4.2.1.2. Length of Service of Respondents

Another characteristic being identified in the demographic data of the respondents is their service year, which is the length of time they have been working in PT. X as follows:

Figure 4.2 Length of Service of Respondents



Source: Primary Data

The respondents have been working as production operators in PT. X for mostly less than 5 years, which is proven by the service year of 53 people or 53% of the total respondents as listed above. However, this majority of respondent's service year is followed by those who have been working for even more than 10 years, which is 34% of the total respondents, while is completed with the least of 13% respondents who have been working in PT. X for 5 – 10 years.

Based on this arrangement, it could be said that the majority of the respondents have relatively short service year in PT. X. On one hand, the shorter working period of the respondents might cause them not to be really aware of the behavior of the leaders. On the other hand, it can be argued that the operators who are relatively new might tend to be more objective to perceive their leaders since they are still not yet influenced by other parties or any other external factors that might cause subjectivity in the assessment.

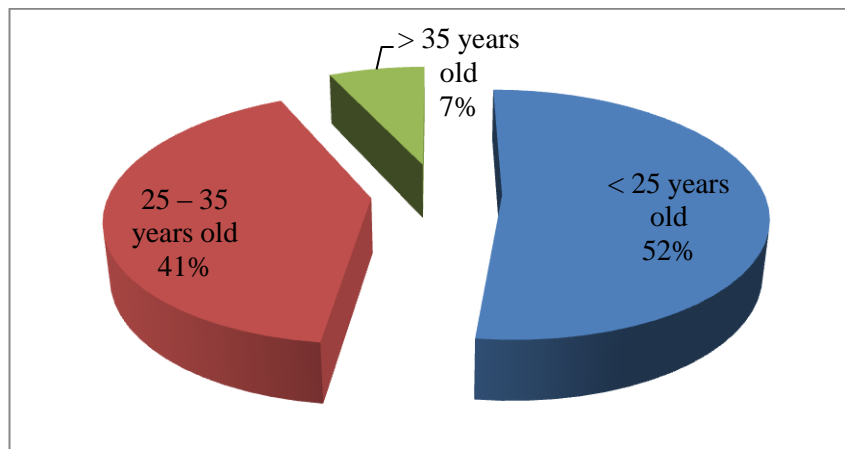
Besides, the percentage of those who have long service year, 34%, is not too far from the first rank. In fact, the portion between the relatively new operators (53 % from < 5 service years) and the medium to older operators (13% and 34% from 5 - >10 service years) is not really weighted on one sided only since it is 53:47. By having this, the research can produce a more balanced result of prevalent

leadership behavior, which is both from new and older production operators' point of view.

4.2.1.3. Age of Respondents

Subsequent to the service year, the frequency distribution of the respondents' age is also measured and depicted in the following:

Figure 4.3 Age of Respondents



Source: Primary Data

Based on the result above, the majority of the respondents are less than 25 years old, which is 52% of the total respondent, and being followed with those who are 25-35 years as well as more than 35 years with 41% and 7% from the total respondents respectively.

As a matter of fact, such result is synchronized with the result of the respondents data based on the service years being presented previously. The minimum age to be able to be a production operator is 18 years old, which makes it make sense if the respondents who have been working mostly less than 5 years are mainly those who are less than 25 years old.

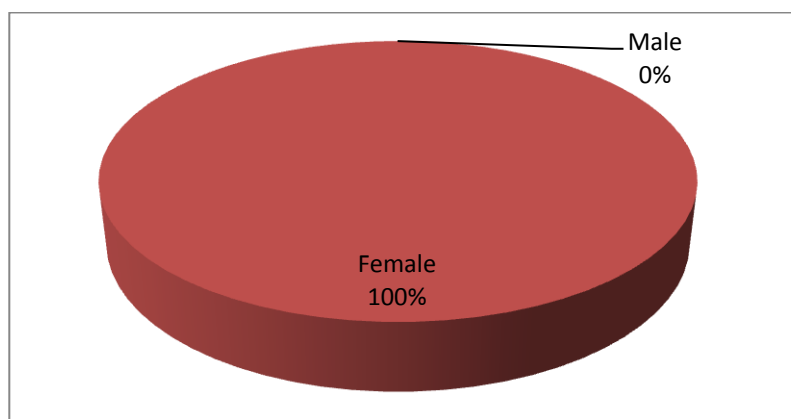
Similar to the previous data about respondents' service year, the portion between those who are younger (52% from <25 years old) and those who are older (41% and 7% from 25 - >35 years old) is relatively balanced, which is 52:48. It is

expected that this result indicates the validity of the research analysis result in order to achieve the objective of this study.

4.2.1.4. Gender of Respondents

Finally, the last demographic data is the gender of the respondents as listed in the following table:

Figure 4.4 Gender of Respondents



Source: Primary Data

It can be seen in the table above, 100% of the respondents are all female. In fact, the majority of the employees in PT. X are female, which is around 70% of the total employees. When the researcher did little observation after the questionnaire distribution process, it was found out that the male employees mostly play a role as engineer, technician or mechanic. It is therefore, all the production operators who became the respondents are female.

4.2.2. Respondents' Questionnaire Statement Answers

In order to determine the perception of the production operators about their leaders' behavior in terms of the three behavioral types based on the theory of Michigan Leadership Studies, this section will firstly present the frequency distribution of the respondents' answers to the questionnaire. This section will be divided into three parts according to the three behavioral types, and will consist of the statements characterizing each of these types as the variables of this research.

4.2.2.1. Task-Oriented Leadership

As has been mentioned previously in the questionnaire design, there are seven statements as the indicator of the task-oriented leadership based on the theory of Michigan Leadership Studies. The frequency distribution is presented as follows:

Table 4.1 Task-Oriented Leadership Behavior Indicators Results

No	Variable Statement	Score									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1.	My leader makes a planning and daily to-do-list for the members (V1)	4	4	6	6	17	17	56	56	18	18
2.	My leader is strict about production target accomplishment and the meeting of deadline (V6)	1	1	6	6	18	18	54	54	21	21
3.	My leader thoroughly supervises what the members do (V8)	3	3	6	6	24	24	52	52	15	15
4.	My leader's decision or statement is not to be argued (V10)	1	1	6	6	23	23	44	44	26	26
5.	My leader does not give any tolerance for those who want to have a permission to temporary leave the line except in the official break time (eg.: to go to the restroom, to take a cup of water, etc) (V12)	1	1	12	12	17	17	50	50	20	20
6.	My leader does not hesitate to criticize poor work (V16)	1	1	5	5	19	19	46	46	29	29
7.	My leader is discipline in coordinating the members (V17)	4	4	5	5	16	16	53	53	22	22

Source: Primary Data

By having the above data, the result of each of the task-oriented behavior indicators can be detailed as follows:

1. Making a planning and daily to-do-list (V1)

Based on the Table 4.1 above, the majority of the respondent do agree that their leader make a planning and daily to-do-list for them, which is proven by 56% of the total respondent chose the score 4 for the statement. Meanwhile, the percentage of those who extremely agree and those who neither agree nor disagree is only slightly different, which is 18% and 17% respectively. Finally, those who either disagree or extremely disagree are only respectively 6% and 4% of the total respondents.

2. Strict about the target and deadline achievement (V6)

Similar to previous statement, 54% of the respondent do agree that their leader is strict about the production output target and the meeting of deadline, while it is followed by those who extremely agree with such statement by the percentage of 21%. Moreover, 18% of them chose to neither agree nor disagree, while only a very small number of respondent feels either disagree or extremely disagree, which is 6% and 1% respectively.

3. Thorough supervision towards the production operators as the member (V8)

Still referring to the above table, 52% respondents agree that their leader supervise the production operators thoroughly. Furthermore, unlike the previous two statements, the proportion of those who neither agree nor disagree is now higher than those who extremely agree, which is 24% and 15% respectively. While similar to the previous statements, the proportion of those who either disagree or extremely disagree is still small, which is respectively 6% and 3%.

4. Decision and statements are not to be argued (V10)

As much as 44% agree that their leader's decision and statements are made not to be argued by giving score of 4, 26% extremely agree with the score of 5, while 23% neither agree nor disagree. However, 6% respondents do not agree that their leader behave in such given statement, even 1% of total respondent extremely disagree about this matter.

5. Giving no tolerance for permission to temporarily leave the line except in the official break time (V12)

Exactly half of the respondents, 50%, agree that their leader does not give any tolerance to temporarily leave the line except in the official break time. This result is followed by 20% who extremely agree that the statement does describe the real behavior of their leader, and 17% who felt neither agree nor disagree. In this, the proportion of those who disagree is 12%, higher than any previous statement, as those who extremely disagree is only 1%.

6. Does not hesitate to criticize poor work (V16)

Aligning with the other questionnaire statements about the Task-Oriented Behavior, the most respondents agree that their leader does not hesitate to criticize poor work, which was indicated by the percentage of 46%. Even more, this result is followed by 29% of them who even extremely agree with such statement, and 19% of them who neither agree nor disagree. As per usual as well, the least respondents choose to either disagree or extremely disagree with the statement by the percentage of 5% and 1% respectively.

7. Discipline to coordinate members (V17)

Finally, the last indicator of the Task-Oriented Behavior dimension is the statement about the discipline behavior of the leader in coordinating the operators. 53% respondents agree that their leader is discipline to coordinate them as members, which is supported by 22% of those who extremely agree with this statement. Subsequently, 16% respondents neither agree nor disagree, while 5% and 4% of them respectively disagree and extremely disagree that their leader is discipline to coordinate members.

Referring to the above data presentation, there is a pattern that consistently occurs in every single statement. First of all, the majority of the respondents do always agree to every behavioral variable stated in the questionnaire about Task-Oriented Leadership behavior, which can be seen through the proportion of the score of 4 that is always higher than 40%.

Furthermore, the second highest proportion of 6 out of 7 variables in this leadership behavior dimension comes from those who extremely agree to the leader's behavior stated in the questionnaires. By always discovering considerable amount of respondents whose answers are extremely agree, it can be seen that there are quite many respondents who are confident with their perception towards the leader's behavior. Besides, the fact that the proportion of those who answers extremely agree has mostly the second highest proportion makes the sum of those who agree and extremely agree to these variables becomes at least 70% in total.

Not only that, another pattern forming in the responds toward these seven variables is that both score 1 and score 2 for respectively extremely disagree and disagree option do always have the two lowest proportions among others, which also means that the proportion of score 3 for the respond of neither agree nor disagree is always higher than those who either disagree or extremely disagree to every variables in this leadership behavior dimension.

Based on these three findings from the frequency distribution of the task-oriented dimension statements, it can be understood that most of the production operators do perceive that their leader significantly performs the behavior that the task-oriented leaders have.

More specifically, one variable that is dominant in this task-oriented dimension based on the frequency distribution method is presented in the point 6 about the behavior of the leader in criticizing poor work (V16). The percentage of the respondents who agree to this statement is not the highest among all seven variables in this dimension, which is 46%. Nevertheless, when the proportion of those who agree and the proportion of those who extremely agree is added together, the sum in this variable yields one of the highest result among all the sum of proportion in the seven variables, which is 75%. This is caused by the percentage of those who choose to extremely agree is the highest among all, with 29%.

In this, most of the respondents who are all production operators feel that their production team leader does not hesitate to criticize poor work done by the operators. Indeed, from an informal small conversation with several respondents during the questionnaire distribution, they said that their leader will directly criticize or warn them when they make a mistake in their production process. Some respondents admitted that in some times, certain leaders' criticism does not really proper to be stated especially in front of public.

4.2.2.2. Relation-Oriented Leadership

Similar to the task-oriented leadership dimension, relation-oriented leadership dimension also consists of seven statements in which are responded as follows:

Table 4.2 Relation-Oriented Leadership Behavior Indicators Results

No	Variable Statement	Score									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1.	My leader is friendly and willing to mingle with all group members (V2)	5	5	9	9	9	9	44	44	33	33
2.	My leader puts an effort to help the members in difficulty as well as tries to motivate and give spirit to them (V5)	5	5	7	7	22	22	41	41	25	25
3.	My leader is willing to acknowledge and congratulate member's achievement (V13)	13	13	6	6	25	25	39	39	17	17
4.	My leader makes the members feel comfortable when talking to him/her (V15)	10	10	5	5	29	29	37	37	19	19
5.	My leader gives a feedback toward member's performance in appropriate manner (V18)	8	8	6	6	22	22	54	54	10	10

No	Variable Statement	Score									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
6.	My leader responds positively the member's need of career path development or their personal sharing (V19)	9	9	11	11	41	41	30	30	9	9
7.	My leader treats the members equally and wise (V21)	9	9	7	7	21	21	40	40	23	23

Source: Primary Data

Referring to the Table 4.2 above, the results of respondent's responses in each variable described in each statement can be explained in the following points.

1. Friendly and willing to mingle with all group members (V2)

According to the tabulated questionnaire data, 44% respondents agree that their leader is friendly and willing to mingle with all group members, which becomes the majority of the respondent. Moreover, this result is followed by 33% respondents who do even extremely agree with such statement.

Meanwhile, a relatively small proportion amount of the respondent chose to neither agree nor disagree, to disagree as well as extremely disagree with such statement by the percentage of 9%, 9% and 5% respectively.

2. Effort to help the members in difficulty as well as tries to motivate and give spirit to them (V5)

Although the percentage is not as high as in the previous variable, the majority of the respondents do still agree with the given variable about the relation-oriented leadership behavior dimension by 41%, whereas the second most respondents do also choose extremely agree by 25%, just like the previous variable pattern.

In a slightly lesser percentage with those answering extremely agree, 22% respondents neither agree nor disagree that their leader has an attempt to help and motivate them.

The two least number of respondents are those who disagree and extremely disagree that their leader is helpful, with the percentage of 7% and 5% respectively.

3. Acknowledge and congratulate member's achievement (V13)

With the percentage of 39%, the majority of respondents agree to this variable. Unlike the previous responses, the result for this variable is that the second most respondents, 25% respondents, neither agree nor disagree that their leader is willing to acknowledge and congratulate their achievement. This result is followed by those who extremely agree with the percentage of 17%.

Again, although these two responses became the lowest two among all five options of response, the respondents who extremely disagree (13%) in this variable is higher than those who disagree (6%).

4. Make the members feel comfortable when talking to him/her (V15)

The range of the frequency from one respond to another in this variable is not really significant. 37% of the respondents agree with the statement, which is followed by those who neither agree nor disagree with the percentage of 29%.

Meanwhile, 19%, 10% and 5% are the percentage of those who respectively extremely agree, extremely disagree and disagree that their leader makes them feel comfortable when talking to him/her.

5. Appropriate manner of feedback toward member's performance (V18)

The pattern of the response in this variable is exactly similar to the previous variable where the order of the respondent frequency from the

most to the least is Agree, Neither Agree nor Disagree, Extremely Agree, Extremely Disagree and Disagree as detailed follows.

54% respondents agree that their leader use appropriate manner to give a feedback toward their performance, whereas 22% of them neither agree nor disagree. 10% of them extremely agree to this statement, while 8% and 6% of the respondents choose to extremely disagree and disagree respectively.

6. Positive responses towards member's need of career path development or personal sharing (V19)

The respond in this variable is the one and only respond that has different pattern compared to the other 6 variables in relation-oriented leadership dimension. While the other six variables has the majority of respondents choosing agree to the statement, the majority of respondent in this variable choosing the option of neither agree nor disagree with the percentage of 41, which is followed by 30% of those who agree to the statement.

Another difference in the pattern of this variable's respond is that the proportion of those who disagree to the statement is higher than those who extremely agree, which is 11% compared to 9% respectively. This result has never appeared in the previous 6 variables where the bottom two has always been those who disagree and extremely disagree. Furthermore, there is similar proportion of the respondents who extremely disagree with those who extremely agree, which is 9%.

7. Equal and wise treatment toward the members (V21)

40% respondents perceive that their leader treats the members equally and wise, which became the majority of the respondent in the response to this variable. Besides, while 23% of the respondents extremely agree to this statement, 21% of them neither agree nor disagree.

Moreover, just like the previous results, the frequency of the respondents who disagree and extremely disagree is always the lowest two among the

options. However, what comes new in this result pattern is that the number of those extremely disagree is higher than those who only disagree in this variable, which is 9% and 7% respectively.

By having the data presentation of the questionnaire frequency distribution about relation-oriented leadership behavior dimension, it can be seen that in 6 out of 7 variables, the majority of the respondents choose to agree with the statement. From this, it can be seen that most of the respondents perceive their leader as the one who performs most of the variables indicating the relation-oriented leader.

Moreover, the second highest response in the 3 out of 7 variables comes from those who extremely agree, while those who choose neither agree nor disagree are categorized as the second highest proportion in the other 3 variables, and the remaining 1 variable out of 7 has the second highest proportion from those who agree with the statement.

Based on this result, the major proportion of the second highest respondent who choose extremely agree and neither agree nor disagree is the same, which is 3 out of 7 variables for each. More specifically, it can be said that the response of extremely agree and neither agree nor disagree has a contrast level of confidence. Those who response extremely agree to certain statement mean that they feel very confident that such statement is the one that they experience and thus perceive (since the degree of extremely agree is higher than the agree one), whereas those who response neither agree nor disagree mean that they do not have adequate confidence whether or not such behavior in the statement is the behavior that they perceive from their leader (since they do not respond with either agree or disagree).

Meanwhile, in 6 out of 7 variables that are described into statements above, the strongly disagree and disagree have always been the bottom two responses among the five options based on Likert Scale. In this 6 variables, 2 of them place the disagree response as the second lowest proportion and followed by extremely disagree as the last or the lowest proportion, while the remaining 4 of them has the disagree as the lowest response being chosen by 100 respondents.

In this, the fact that these two options have always become the bottom two of the chosen response supports the statement that most of the respondents perceive their leader as the one who does perform most of the variables indicating the relation-oriented leader.

However, there is a statement as one variable in relation-oriented leadership behavior dimension that has a very different result compared to the rest of them. The variable is the positive response from the leader about members' career development needs and personal sharing (V19) as explained in the point 6.

In this, as mentioned previously in point 6 above, most of the respondents choose to neither agree nor disagree to the statement. The amount of the respondents who respond neither agree nor disagree might be caused by the inconsistency of the leader performing such variables. The leader's response might be different from day to day, sometimes she responses positively while sometimes she does not.

On the other hand, this result can also be meant that the respondents never try to share their career development needs or personal stuff with their leader so that they do not know whether their leader is likely to response positively to such matters. Either way, the point is that the respondents do not have a clear opinion on this behavior and thus choose to be in the neutral midpoint (Johns, 2010).

Moreover, still referring to the differences in point 6 compared to the rest 6 variables in relation-oriented dimension is that the proportion of those who disagree is in fact higher than those who extremely agree. This result supports the fact that the respondents are commonly not really sure about their perception that their leader is willing to respond positively to their sharing.

Despite of the number of those who neither agree nor disagree that their leader behaves most of the variables indicating the relation-oriented leadership dimension, there is one variable in this relation-oriented behavior that is perceived as a dominant behavior by the respondents, which is the variable stating that their leader is friendly and willing to mingle with all the members (V2) as explained in the point 1.

As stated in the Table 4.2 point 1 above, although the proportion of those who agree, 44%, is only the second highest among all proportion of the agree option in these 7 variables, the sum between this percentage with the percentage of extremely agree option will be the highest compared to the other sum of agree and extremely agree options, which is 77%. This is caused by the proportion of those who extremely agree, 33%, which is the highest among all.

4.2.2.3. Participative Leadership

The last dimension of the leadership behavior questionnaire is participative leadership as detailed in the following Table 4.3.

Table 4.3 Participative Leadership Behavior Indicators Results

No	Variable Statement	Score									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1.	My leader tends to use a group meeting to solve any problems or issues as well as to make certain decision (V3)	5	5	8	8	30	30	39	39	18	18
2.	My leader is likely to gather the members to discuss new job related things (V4)	6	6	10	10	27	27	36	36	21	21
3.	My leader encourages the members participation in expressing their voices (V7)	4	4	8	8	39	39	41	41	8	8
4.	My leader monitors the production output of the members through a group meeting (V9)	1	1	8	8	32	32	42	42	17	17
5.	My leader will hold a meeting if several members are about to discuss any job related problem (V11)	12	12	10	10	30	30	42	42	6	6

No	Variable Statement	Score									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
6.	My leader consults things with the members (V14)	13	13	18	18	27	27	36	36	6	6
7.	My leader is willing to consider member's voices in making a decision (V20)	8	8	7	7	25	25	52	52	8	8

Source: Primary Data

Referring to the Table 4.3 above, the results of respondent's responses in each variable described in each statement can be explained in the following points.

1. A group meeting to solve any problems or issues as well as to make certain decision (V3)

39% respondents choose to agree with the statement above, which is followed by those who neither agree nor disagree by the percentage of 30%. Moreover, the next rank of the proportion is placed by the percentage of extremely agree with 18%.

The bottom two of the responses is the disagree and extremely disagree response, which are chosen by 8% and 5% respondents respectively.

2. Gather the members to discuss new job related things (V4)

36% as the majority of the respondent in this variable choose to agree with the statement above. Meanwhile, 27% of them neither agree nor disagree, which is followed by 21% of them who in fact extremely agree with this statement.

Still, the bottom two of the responses comes from those who disagree and extremely disagree that their leader is likely to gather the members to discuss new job related things, with the percentage of 10% and 6% respectively.

3. Encourage the members participation in expressing their voices (V7)

41% respondents agree that their leader encourages their participation to speak up, while 39% of them as the second highest proportion feel neither agree nor disagree with this statement.

A quite contrast proportion comes from those who extremely agree with the statement, which is only 8% of the total respondents and is similar to those who respond disagree with such statement. The least respondent with the proportion of 4% choose to extremely disagree that their leader encourages them to participate and express their voices as another variable in the participative leadership behavior dimension.

4. Monitor the production output of the members through a group meeting (V9)

Participative leaders do also monitor the output through a group meeting with the purpose that the members will feel involved and respected with the opportunity to explain not only the number of their output, but also the achievement or the obstacles they have faced to attain such number. From this, 42% respondents feel that their leader is participative in terms of monitoring production output through a group meeting.

Again, the second highest proportion is from those who neither agree nor disagree to this statement, which is 32%. Finally, the remaining 26% of the proportion is divided into 17%, 8% and 1% of those who extremely agree, disagree and extremely disagree respectively.

5. Hold a meeting if several members are about to discuss any job related problem (V11)

The majority of the respondents in this variable choose to agree with the percentage of 42%, as it is followed by those who neither agree nor disagree by 30%. Slightly different with the previous variable, the third highest proportion comes from those who extremely disagree that their leader hold a meeting to fulfill the need of the members to discuss any

problem, with the percentage of 12%. The bottom two in this variable is from those who disagree and extremely agree to this statement, with the percentage of 10% and 6% respectively.

6. Consult things with the members (V14)

36% respondents agree that their leader consults things with them, while 27% of them neither agree nor disagree with this statement. If in the previous 4 variables about participative leadership dimension the respondents' proportion to disagree and extremely disagree option is either lower or equal to those who extremely agree, such proportion is now higher than the option of extremely agree, which is 18% and 13% for respectively disagree and extremely disagree option, whereas 6% for extremely agree.

7. Willing to consider member's voices in making a decision (V20)

52% respondents agree to the statement above, while 25% neither agree nor disagree. At this time, the option of extremely agree does not become the option with the least proportion since it has the proportion of 8%, same as the proportion of extremely disagree. The lowest proportion of 7% comes from those who choose to disagree that their leader is willing to listen to and consider their voices in decision making process.'

From this result, it can be seen that the majority of respondents agree that their leader performs all the variables in the participative leadership behavior dimension. However, it is worth to notice that the second highest majority of the respondents have always been those who neither agree nor disagree to all of the statements above.

In this, as mentioned previously, the considerable amount of those responding neither agree nor disagree might be caused by the inconsistency of the leader performing such variables that makes the respondents not really sure whether their leader is participative, and thus choose to "opt out" from the agree-disagree area by choosing this option.

Moreover, tracing back to the attitudes of all the respondents in responding all questionnaire statements, it can be seen that they are not hesitant to choose the extreme side of the option (either extremely agree or extremely disagree). What can be confirmed here is that when the proportion of those choosing these extreme sides is low, it means that they really are not sure whether their leader performs such variables in the participative leadership behavior.

This reason was also supported by the argument by Johns (2010) in his writings about Likert items and scales. He stated that the purpose of a neutral midpoint as the option of neither agree nor disagree is to avoid forcing the respondents to choose to either agree or disagree to a statement while they actually do not have a clear opinion about it. The respondents do not clearly have an opinion on whether or not their leader does perform the participative leadership behavior as reflected by the statements variable above, and thus choosing to be at the neutral midpoint.

Furthermore, the third highest proportion of respondents in 4 out of 7 variables in this participative leadership dimension comes from those who either disagree or extremely disagree to the statements given about their leaders' behavior. In the point 5, the variable of consultation with members (V14), for instance, the proportion of those who disagree and extremely disagree is 18% and 13% as the third and fourth position, whereas those who extremely agree is only 6%. In this, it can be seen that the respondents do not really perceive that their leader is willing to consult things with them.

4.3. Weighted Mean Value Analysis

As discussed earlier in Chapter 3, tabulation of weighted mean value was used in order to find out the average proportion of the leadership behavior of production team leader as perceived by the production operators, which was calculated by dividing the sum of multiplied weight and frequency with the total of frequency. In this, the researcher utilized the descriptive analysis tool in SPSS 16.00 in order to calculate the weighted mean value.

There will be two sections in this subchapter, namely the general mean value tabulation and the weighted mean analysis based on the range of scale. The first section is about to discuss the mean value of all 21 variables in general, whereas the second section will discuss more specifically the perceived prevalence of the three leadership behaviors by positioning and ordering them based on the range of scale.

4.3.1. General Tabulation of Weighted Mean Value

The following is the output of SPSS 16.00 descriptive statistics for the presentation of mean tabulation from the 21 variables in the 3 dimensions of leadership behavior. The data is arranged in descending order from the highest mean value in order to ease the interpretation and analysis of the data.

Table 4.4 General Weighted Mean Value Tabulation

No.	Variable	N	Mean	Std. Deviation	Dimension
1	V16	100	3.97	.881	Task-Oriented
2	V2	100	3.91	1.111	Relation-Oriented
3	V6	100	3.88	.844	Task-Oriented
4	V10	100	3.88	.902	Task-Oriented
5	V17	100	3.84	.961	Task-Oriented
6	V1	100	3.80	.943	Task-Oriented
7	V12	100	3.76	.944	Task-Oriented
8	V5	100	3.74	1.070	Relation-Oriented
9	V8	100	3.70	.905	Task-Oriented
10	V9	100	3.66	.890	Participative
11	V21	100	3.61	1.180	Relation-Oriented
12	V3	100	3.57	1.037	Participative
13	V4	100	3.56	1.113	Participative
14	V18	100	3.52	1.030	Relation-Oriented
15	V15	100	3.50	1.159	Relation-Oriented
16	V20	100	3.45	1.019	Participative
17	V7	100	3.41	.900	Participative
18	V13	100	3.41	1.223	Relation-Oriented

19	V14	100	3.20	1.101	Participative
20	V19	100	3.19	1.051	Relation-Oriented
21	V11	100	3.04	1.145	Participative

Source: Primary Data

Referring to Table 4.4 above, it is clear that all 7 variables in the task-oriented leadership behavior dimension are found at the top ten variables with the highest mean value, which means that the majority of respondents perceive their leader as the one who performs the leadership that is mostly task-oriented.

More specifically, the highest mean value belongs to the variable of criticizing poor performance in task-oriented dimension, with the value of 3.97. In fact, this result in the mean tabulation value does align with the previous result in the frequency distribution for task-oriented leadership dimension. The average of most of respondents perceives their leader to be straightforward when criticizing any poor work seen by the leader. Again, this result is also supported by the result from small conversation with several operators who have ever seen as well as experienced by her own that their leader behaves in such way towards the members.

Furthermore however, the second highest mean value belongs to the variable in relation-oriented dimension, which is leader's friendliness with the mean value of 3.91. This means that although their leaders are perceived by most of the average of the respondents as a straightforward leader in criticizing a poor work, they are also perceived to be friendly and willing to mingle with the operators, which is implied as one of variables in relation-oriented leadership behavior. More importantly, this result is also depicted previously in the frequency distribution analysis where the variable of leader's friendliness becomes leader's dominant behavior being perceived by the respondents in the relation-oriented leadership dimension.

Besides, not only does the variable of friendliness toward the production operators, but also perceived behavior of helpful and motivating leader becomes another variable in relation-oriented dimension that is listed in the middle of the

seven variables in task-oriented leadership dimension. As the variable with the eighth highest mean value, the average of respondents perceive that their leader is willing to help and motivate them in their job.

The friendliness of the leader and her willingness to help as well as motivate members are very important factor to build a good relationship with the members. By doing this, the operators as the members will feel respected to work, as they will be able to learn and do things happily as well as may be willing improve their job. In fact, this is aligned with what Govindarajulu and Daily (2005) stated in their study about the dominant leadership behavior in a unionized manufacturing environment. In a production environment where everyone doing a routine monotonous job in a speedy manner on and on, it is expected that the leader can actively engage the operators in order to be able to improve them as well as their jobs.

Meanwhile, at the last position in the top ten variables with the highest mean value, the average of the respondents perceive that their leader monitors the production output through group meeting, which is included in the participative leadership behavior. This is the only variable describing the participative leadership behavior in the top ten rank.

The result of the perceived leader's participative behavior in holding group meeting to monitor production output is supported by the fact found through a small conversation with the operators and leaders from the Pack Out area who said that there is always a meeting called Daily Review Meeting between leaders and managers and continued with the meeting between leaders and operators at least once a day in order to evaluate the progress in the day before. In fact, the respondent has observed that this Daily Review Meeting is really held every day at 08.30 in the morning.

By having the group meeting to find out the production output, the leader is willing to involve the participation from the operators to explain what, how and why certain output is produced, which is why the variable of monitoring through group meeting becomes one of the participative leadership behavior indicators.

Since there are total of 21 variables in this leadership behavior dimension while the top ten variables have been discussed earlier, it can be seen that the mean value of the rest 11 variables belong to either relation-oriented or participative leadership behavior. Referring to the Table 4.4 in the point 11 to 21 above, the order arrangement of these 11 variables mean value are not dominated by either relation-oriented on participative leadership dimension, which means that the eleventh to the fifteenth position of mean value are not all from relation-oriented dimension whereas the sixteenth up to the twenty first position are not all those from participative dimension, or vice versa.

As a matter of fact, the variables of the relation-oriented and participative dimension are alternately laid from the eleventh to the last mean value rank. This result indicates that the average of the respondents do not perceive their leader as either a strong relation-oriented or participative leader to follow the task-oriented behavior that becomes the strongest perceived behavior since the leader is not perceived to perform the variables indicators of either one of relation-oriented or participative dominantly.

4.3.2. Weighted Mean Value based on the Range of Scale Analysis

Moreover, in order to be able determining the dominance level of the leadership behavior as perceived by the respondents, the researcher needs to determine the position of the respondents' weighted mean value, whether the level of perceived leadership behavior as seen by the respondents is very high, high, medium, low or very low. That is why, the following is the calculation of the value should be used to determine the range of the scale.

$$Rs = \frac{R(\text{weight})}{M} = \frac{5 - 1}{5} = 0.8$$

Where:

Rs = Range of scale

R (weight) = Highest weight – Lowest weight

M = Amount of weight score

Since the lowest weight based on the Likert scale being used in this study is 1 while the range of scale to determine the criteria is found to be 0.8, the range criteria is therefore depicted in the following table, Table 4.5, which will be followed by another four tables consisting of the mean value of each leadership behavior and the summary of these three as depicted in Table 4.6, 4.11, 4.12 and 4.13. Not only that, there are figures of the range of scale for the position of each leadership behavior that is put every after each of the leadership behavior table.

Table 4.5 Range of Scale Criteria

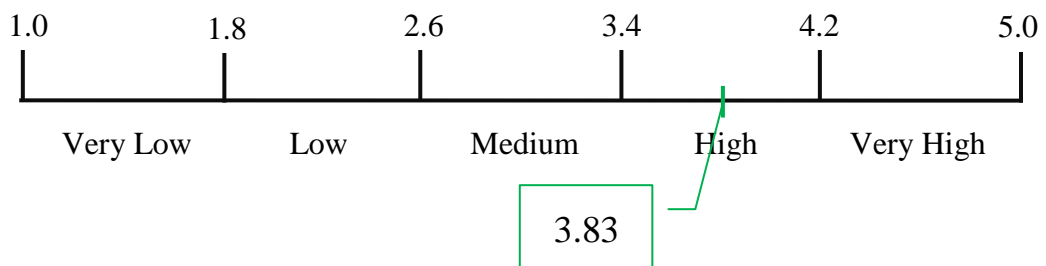
Range of Scale	Criteria
1.0 – 1.8	Very Low
1.8 – 2.6	Low
2.6 – 3.4	Medium
3.4 – 4.2	High
4.2 – 5.0	Very High

Table 4.6 Task-Oriented Leadership Behavior

No.	Variable	Statement	Mean
1	V1	My leader makes a planning and daily to-do-list for the members	3.80
2	V6	My leader is strict about production target accomplishment and the meeting of deadline	3.88
3	V8	My leader thoroughly supervises what the members do	3.70
4	V10	My leader's decision or statement is not to be argued	3.88
5	V12	My leader does not give any tolerance for those who want to have a permission to temporary leave the line outside the official break time (e.g.: to go to the restroom, to take a cup of water, etc)	3.76
6	V16	My leader does not hesitate to criticize poor work	3.97
7	V17	My leader is discipline in coordinating the members	3.84
Total Mean Value			= 26.83/7 = 3.83

Source: Primary Data

Figure 4.5 Task-Oriented Leadership Range of Scale



Referring to both of the table and the figure above, it can be seen that based on the range of scale weighted mean method, the perception of Task-Oriented leadership in the production team leader's behavior is indeed highly prevalent to the production operators as the respondents. It is proven by all of the variables indicator are categorized high according to the range of scale, which thus makes the total value of this leadership behavior is as high as 3.83.

Table 4.7 Relation-Oriented Leadership Behavior

No.	Variable	Statement	Mean
1	V2	My leader is friendly and willing to mingle with all group members	3.91
2	V5	My leader puts an effort to help the members in difficulty as well as tries to motivate and give spirit to them	3.74
3	V13	My leader is willing to acknowledge and congratulate member's achievement	3.41
4	V15	My leader makes the members feel comfortable when talking to him/her	3.50
5	V18	My leader gives a feedback toward member's performance in appropriate manner	3.52
6	V19	My leader responses positively the member's need of career path development or their personal sharing	3.19
7	V21	My leader treats the members equally and wise	3.61
Total Mean Value			= 24.88/7 = 3.55

Source: Primary Data

Figure 4.6 Relation-Oriented Leadership Range of Scale

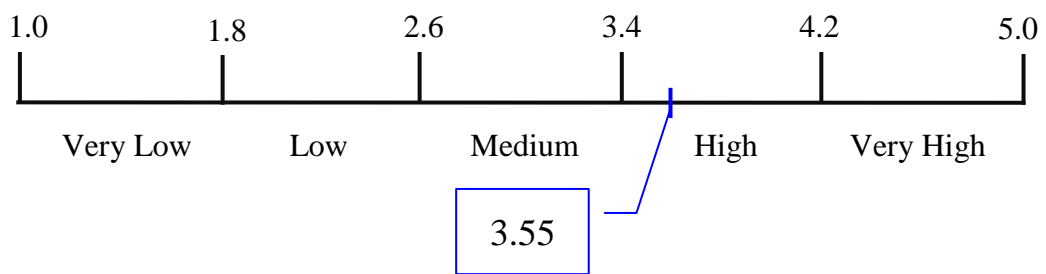


Table 4.7 above depicts the weighted mean value of the variables in the relation-oriented leadership behavior. In this, all variables are categorized high except the one in variable 19 with the mean value of 3.19. based on the range of scale as presented in the Figure 4.6 above, 3.19 is categorized as medium level. However, when the weighted mean value of the variables are totaled, the total weighted

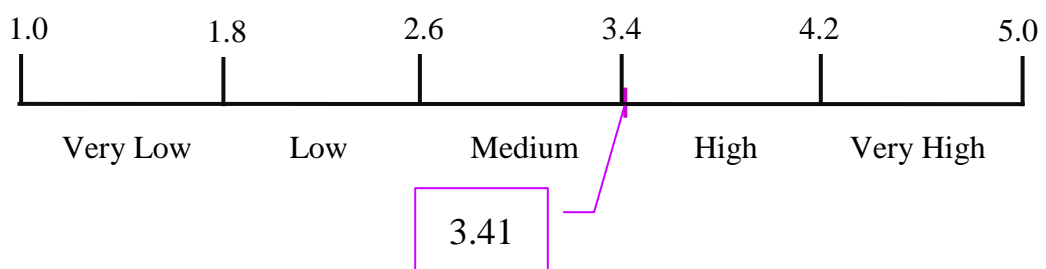
mean value for relation-oriented leadership behavior is categorized as high, with the value of 3.55 as depicted in the figure above.

Table 4.8 Participative Leadership Behavior

No.	Variable	Statement	Mean
1	V3	My leader tends to use a group meeting to solve any problems or issues as well as to make certain decision	3.57
2	V4	My leader is likely to gather the members to discuss new job related things	3.56
3	V7	My leader encourage the members participation in expressing their voices	3.41
4	V9	My leader monitors the production output of the members through a group meeting	3.66
5	V11	My leader will hold a meeting if several members are about to discuss any job related problem	3.04
6	V14	My leader consults things with the members	3.20
7	V20	My leader is willing to consider member's voices in making a decision	3.45
Total Mean Value			= 23.89/7 = 3.41

Source: Primary Data

Figure 4.7 Relation-Oriented Leadership Range of Scale



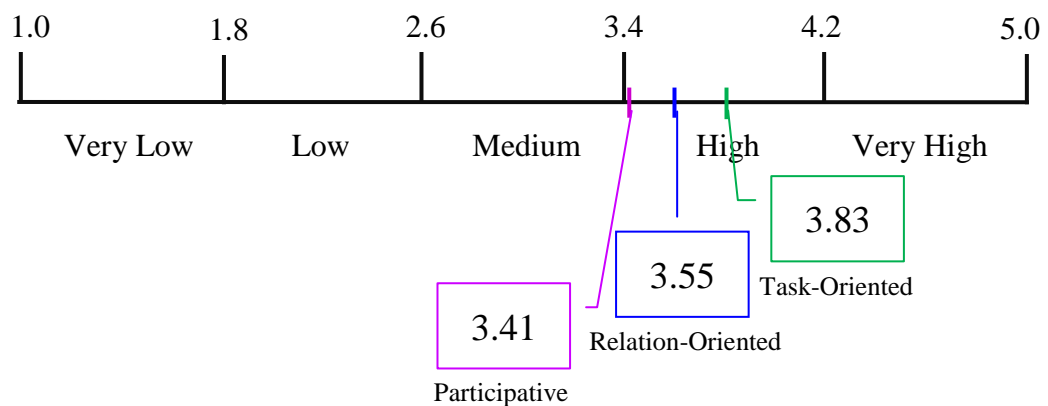
Different with those in the task-oriented and relation-oriented leadership behavior, there are two variables in participative leadership behavior that are categorized in medium level based on the range of scale, which are variable 11 and 14 with the mean value of 3.04 and 3.20 respectively. These two medium level of variables in the participative leadership behavior as perceived by the respondents cause the total mean value for this leadership behavior is very close to the limit of high area, which is 3.41 as depicted in the Figure 4.7 above.

Table 4.9 Summary of Perceived Leadership Behavior Weighted Mean Value

No.	Leadership Behavior Dimension	Mean	Criteria
1	Task-Oriented Leadership Behavior	3.83	High
2	Relation-Oriented Leadership Behavior	3.55	High
3	Participative Leadership Behavior	3.41	High

Source: Primary Data

Figure 4.8 Overall Leadership Behavior Dimension Range of Scale



Here comes the summary of the total mean value of the three leadership behaviors, task-oriented, relation-oriented and participative leadership. For the sake of easiness in reading this result, the color in each color in the table aligns with the color of the box in the figure above. It can be obviously noticed that although the weighted mean value of these leadership behaviors are belong to the high level of the range of the scale, there is a quite significant difference in their values.

Task-oriented leadership behavior, as what has been examined in previous analysis tool, is positioned as the first rank that has the highest mean value compared to the other two, with the value of 3.83. What has not been strongly found previously is that relation-oriented leadership behavior is now proven to be the second dominant leadership behavior of the production team leaders as perceived by the production operators as the respondents, with the value of 3.55. by having this result, it means that the rest leadership behavior is the weakest leadership behavior that is perceived among all. This behavior is participative leadership behavior with the value of 3.41, coming close to the limit of the high criteria in the range of the scale.

4.4. Summary of Data Interpretation and Analysis

Referring to frequency distribution of 21 variables that are categorized as 3 leadership behavior dimensions in Table 4.1, 4.2 and 4.3 above, it can be seen that respondents tend to perceive their leader to perform more in the task-oriented leadership behavior compared to relation-oriented or participative leadership.

The reason for this is that the proportion of those who both agree and extremely agree that their leader performs the task-oriented behavior is the highest among all leadership behaviors. In this, the proportion average of the sum of respondents' agree and extremely agree options for task-oriented dimension is 72.3%, while 60.1% and 53.1 for relation-oriented and participative leadership dimension respectively. This calculation is also supported by the average proportion of the sum of respondents' disagree and extremely disagree options that are only 8.7% for task-oriented dimension, while 15.7% and 16.8% for relation-oriented and participative leadership dimension respectively.

In fact, the result of frequency distribution analysis is aligned with the result of the tabulation of weighted mean value analysis. As it can be viewed from the Table 4.4 of the general weighted mean value tabulation, all of the variables in task-oriented leadership behavior are categorized the top ten highest mean value. Not only that, the weighted mean value based on the range of scale as presented

in the Table 4.9 does also illustrate that the weighted mean value of the task-oriented leadership behavior is the highest among all.

By having all of this quantitative result and analysis, it can become evidence that task-oriented leadership behavior is the most dominant leadership behavior that is prevalent in the point of view of respondents who are all production operators. Besides, the result of the conversation between the researcher and production operators when asking about their leaders in general also gave impression that the production team leaders according to them tend to focus most on their production process and output. This shows that the majority of the respondents perceive their leader to be a task-oriented leader in which is dominated with the variables indicating such behavior.

It is therefore, the result of perceived task-oriented leadership behavior has supported the study conducted by Sappinen and Kauppinen (2004) who contended that the dominant leadership behavior in manufacturing industry was task-oriented leadership behavior. Due to the characteristic of PT. X that was manufacturing industry, it has become one of its natures that production quality and quantity are everything for all employees there, especially those working in the production area.

As the people who are in charge to immediately lead the production operators, the production team leaders have to make sure that the operators have performed their process based on the operating procedure as well as the output schedule being set, which this might create the behavior of them to be task-oriented. Besides, the nature of monotonous repetitive and relatively lower-skilled tasks in PT. X production area is also another reason of the tendency of production team leader to adopt most on the task-oriented leadership behavior.

In fact, the role of production team leaders who become operators' immediate leader and involve in daily operation at the production floor has also been studied by Flin and Yule (2004) as has been reviewed in Chapter 2. In this, the study showed that the leadership behavior was different in different level of leadership.

Transactional leadership was proven to be effective for the supervisor level, which in case of PT. X, the definition of supervisor level is same as the production team leader. Thus, the result of this research has also supported the result of the study conducted by these two scholars since transactional leadership is the later terminology that is derived from the task-oriented leadership behavior (Brown, 2003).

Nevertheless, they previous studies also contended that transactional leadership behavior is not the only one behavior proven to be effective in manufacturing industry (Flin and Yule, 2004). According to these two scholars, transformational leadership was in fact proven to be effective in every level of leadership including supervisor. Although the prevalence level is not as high as task-oriented leadership behavior, relation-oriented leadership behavior of the production team leaders is also quite prevalent in the point of view of the respondents as production operators.

Based on the frequency distribution analysis, the proportion average of the sum of respondents' agree and extremely agree options for relation-oriented dimension is 60.1%, the second highest after task-oriented. This calculation is also supported by the average proportion of the sum of respondents' disagree and extremely disagree options that are 15.7% for such leadership behavior.

Meanwhile, the relation-oriented leadership behavior also becomes the next prevalent leadership behavior based on the general mean value tabulation as depicted in the Table 4.4. In this, although the seven variables of task-oriented seem dominated the mean value highest ranks, there is one variable in relation-oriented that has the second highest mean value, which is the variable of leader's friendliness as discussed earlier. Not only that, relation-oriented leadership behavior also has the second position based on the range of scale weighted mean value as depicted in the Table 4.9.

Finally, the least perceived leadership behavior in the point of view of the respondents is participative leadership, which is depicted both through the

frequency distribution and tabulation of weighted mean value result. In the frequency distribution as presented in the Table 4.3, most of the respondents admit that they neither agree nor disagree with the statements reflecting the variables in participative leadership behavior. Whereas in the general mean value tabulation of Table 4.4, the highest mean value of participative leadership dimension variable has just appeared in the tenth position among all variables in the three dimensions of leadership behavior, while the variable with the lowest mean value among all variables in the three leadership behaviors does also belong to the variable in participative leadership. These results are then convinced with the weighted mean value based on the range of scale as presented in the Table 4.9, which depicting participative leadership behavior in the last position with the lowest weighted mean value.

Again, since one of the natures in PT. X as manufacturing industry is an emphasize on the production quality and quantity, task-oriented leadership behavior is a normal thing to be undertaken by the immediate leaders of the production operators. However, it does not mean that the relation-oriented and participative leadership behaviors are not needed to be undertaken by the production team leaders as these two types of leadership behavior are very important as well.

Based on the conversation with several production operators, some of them have perceived that several leaders are quite inconsiderate. They said that their leaders tend to criticize poor work, and even sometimes by yelling at them in front of all other operators, whereas some of the leaders also get extremely angry very easily due to the little mistake the operators did. In this case, the relation-oriented and participative leadership behavior is indeed significantly needed to keep the task oriented behavior from being over that might lead to an inconsiderate and mean leader.

Actually, the researcher observed that the business operation in PT. X has been run well. This was especially found out when the researcher attended the gathering of all PT. X employees from management level to see the growth

summary report of the year end 2011 presented by the PT. X CEO. In this, it was proven from the report that PT. X has experienced improvement in 2011 compared to the previous year. PT. X has been trusted by the X Inc. as the parent company in US to produce more products compared to other X subsidiaries in other countries. Definitely, the performance of both production team leaders and operators as the ones who are at the core of this manufacturing business function has played major role toward this improvement and the increased growth of PT. X.

Due to the results proven by many earlier researches that the leadership behavior has positive correlation as well as generate significant influence to the performance of the members being led (Chao, et.al., 2003; Hayward, 2005; Chi et.al., 2007; Lubis, 2009; Nurmawilis, 2008; Huang, Iun, Liu and Gong, 2009; Mariam, 2009; Shadare and Hammer, 2009; Azadehdel, 2010; Kurniawan, 2010; Liang et. al., 2010; Sitepu, 2010), it is therefore, by referring the performance to the leadership behavior, the production operators have actually performed well under the current perceived task-oriented leadership behavior of the production team leaders in the current collective teamwork culture. However, still, all PT. X production team leaders should keep carefully behaving their role as a leader in order to keep improving the leadership effectiveness.

Especially due to the working environment of PT. X that adopts the collective cultural where production team becomes the major key function in the business operation, the performance of an individual or a team has significant effect to another person's or another team's performance as in the next production process, which this condition keeps continuing until it produces final goods that will determine the organizational performance at the end. When a leader is failed to be perceived as effective leader by the production operators, it may influence negatively to the working process of them.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

By having the whole research on the dominant leadership behavior of production team leaders based on the production operators' perceptions in PT. X, the researcher is now able to conclude several things that are to be able to answer the research question and thus achieve the objective of this research.

First of all, the dominant leadership behavior of PT. X production team leaders as perceived by the production operators is **task-oriented leadership behavior**. This is concluded based on the analysis of the descriptive statistics presentation through frequency distribution and weighted mean value analysis. More specifically, the leaders according to the production operators are those who focus most on the production quality and quantity, and thus **do not hesitate to criticize poor** work as this becomes the most dominant variable in the task-oriented behavior dimension.

Furthermore, the relation-oriented leadership behavior is the second perceived behavior that is prevalent after the task-oriented leadership. Among the seven variables in this behavior dimension, the variable of leader's friendliness and willingness to mingle with all operators has the highest percentage and weighted mean value. Meanwhile, the participative leadership behavior becomes the least perceived behavior by the production operators. The highest variable among the seven variables in this participative dimension is leader's output monitoring through group meeting.

Finally, regarding to the existence of production teams as major key business function in the US-based company named PT. X, the production team leaders are perceived to behave their role as a predominantly task-oriented leader who coordinate the group of production operators by focusing more on their work

especially the quality and quantity of the production output. It can be concluded that the production operation as the main business function in PT. X has performed well under this leadership behavior, whereas the collective culture there suits well since the entire production operators and leader are from Indonesia, the collective culture nation.

5.2. Recommendations

5.2.1. Suggestions for Company

a. PT. X production team leaders to maintain the task-oriented leadership behavior and improve relation-oriented and participative leadership behavior

Since the production team leaders have been perceived as a predominantly task-oriented leader, they should maintain their strength at that dimension. Not only does the willingness to criticize poor work, but also maintaining the behavior of planning, supervising, monitoring, and assessing production operators' job are some variables in task-oriented leadership behavior that have to be maintained in order to keep the operators' performance. In this, they should put a concern on production quality and quantity as this is also part of PT. X objective; keep improving especially in the quality of the products. By doing this, the job of production operators will thus be sustained and even improved from time to time.

However, the researcher also recommends that the production team leaders should develop their relation-oriented and participative leadership behavior in order to be more effective leaders who can prioritize the completion of task without forgetting about the importance of building good relationship with the operators and encourage their participation in expressing their voices. Especially in the monotonous and speedy working pace of the production operators, the production team leaders should be able to deliver joyful atmosphere and show that they are respected so that the production operators will not feel that they are kind of robots who keep producing the products.

b. The role of PT. X management to hold leadership activities

To enable the production team leaders maintaining the strong task-oriented leadership behavior and improving the relation-oriented and participative behavior as their development area, the role of management is needed to help the leaders to achieve this, which has actually shown by PT. X. Several activities such as leader's outbound and motivational moment, leader's talk forum and operator's talk forum have been held regularly to remind the leaders on how their leadership role is important and thus should be effectively carried out toward the operators.

In addition to the existing activities, a training or talk on a specific topic of effective leadership, for instance, should be considered by the company in order to focus on managing leadership matter. Besides, a regular outing event of team building activity as well as communication sharing forum between leaders and operators can also be held in order to "unite" the leader and members. The result of these events should then be evaluated and monitored when they get back to the real working practice.

c. The implementation of leadership behavior practices in X Inc. manufacturing subsidiaries in other countries that have similar collective culture.

In relation with international business matter, apart from the need of improvement of several leadership behaviors, the performance of the production operators with current perceived task-oriented leadership behavior that is quite supplemented by the relation-oriented and participative behavior has been quite satisfying, which is reflected by the organization performance in the year 2011. That is why, the researcher argues that this leadership behavior can be useful to be considered by other X subsidiaries in other countries that especially have similar collective culture such as China.

5.2.2. Suggestions for Further Research

a. Investigating the relationship of leadership behavior in PT. X with other important factor

After finding out the dominant leadership behavior of the production team leaders as perceived by production operators, the researcher recommends a further research to investigate the relationship of the leadership behavior of production team leaders towards other variables such as job performance. By doing this, the later researcher will be able to identify the extent of the relationship and recommend the strategies to improve job performance through the leadership behavior of production team leaders. This way may contribute more to the company.

b. Investigating the leadership behavior in several manufacturing industries

In this study, the researcher has found out that the dominant leadership behavior in PT. X according to the production operators' perceptions is task-oriented behavior in which has supported the previous research that the leadership behavior in manufacturing industry tends to be task-oriented. However, the researcher does not have enough confidence to state that this result can be generalized to other manufacturing industries in Indonesia or, in a smaller scope, in Cikarang as one of industrial state center in Indonesia.

It is therefore, investigating this subject in several manufacturing industries is recommended to be able to really determine whether task-oriented leadership behavior is indeed suited the nature of manufacturing industries in an industrial state center in Indonesia.

Moreover, a comparative study among multinational companies in Indonesia is highly recommended in order to find out whether different home countries of multinationals influence the leadership behavior of employees in host countries, for instance. Again, since Cikarang is an industrial state center where a lot of industries were established, the later researcher can get advantage of the ease to choose varied industries.

c. Investigating the leadership behavior in different leadership level

One of the scope and limitation in this research is that the leadership behavior being studied is only the behavior of production team leaders in the production floor. In the future, it is recommended to have extended the research on the leadership behavior of a higher leadership level such as managerial level. By doing this, it can enrich the research references on different leadership level.

REFERENCES

- Dimensions of National Culture*. (2010). Retrieved September 2011, from Geert Hofstede & Gert Jan Hofstede: <http://www.geerthofstede.nl/>
- Geert Hofstede: National Culture - Indonesia*. (2011). Retrieved October 2011, from Itim International: <http://geert-hofstede.com/indonesia.html>
- Geert Hofstede: National Culture - United States*. (2011). Retrieved September 2011, from Itim International: <http://geert-hofstede.com/united-states.html>
- How to Design and Report Likert Scale*. (2011). Retrieved October 2011, from edweb.sdsu.edu/.../ReportExample_LikertScale.doc
- Uji Validitas dan Reliabilitas*. (2011). Retrieved October 2011, from <http://staffsite.gunadarma.ac.id/toswari/index.php?stateid=download&id=8165&part=files>
- Writing Guide: Survey Research*. (2011). Retrieved October 2011, from Colorado State University - Writing @ CSU: <http://writing.colostate.edu/guides/research/survey/>
- Bertram, D. (2007). *Likert Scales*. Retrieved October 2011, from <http://poincare.matf.bg.ac.rs/~kristina//topic-dane-likert.pdf>
- Boeree, C. G. (2005). *Qualitative Methods*. Retrieved October 2011, from <http://webpace.ship.edu/cgboer/genpsyqualmeth.html>
- Bolton, E. B. (2007). *Leadership Styles and Leadership Change in Human and Community Service Organizations*. Retrieved October 2011, from Research News You Can Use: <http://fycs.ifas.ufl.edu>
- Bram, Y. F. (2005, December). *Analisis Efektivitas Iklan sebagai Salah Satu Strategi Pemasaran Perusahaan Percetakan dan Penerbitan PT Rambang dengan Menggunakan Metode EPIC Model*. Retrieved November 2011, from Jurnal Manajemen & Bisnis Sriwijaya Vol 3 No. 6: <http://digilib.unsri.ac.id/>
- Brown, B. B. (2003, March 25). *Employees' Organizational Commitment and Their Perception of Supervisors' Relations-Oriented and Task-Oriented Leadership Behaviors*. Retrieved October 2011, from

<http://scholar.lib.vt.edu/theses/available/etd-04072003-224349/unrestricted/BarbaraBrown-4-22-03.pdf>

- Bush, C. (2004). *Leadership Style: Initiating Structure and Consideration*. Retrieved September 2011, from http://www.chsbs.cmich.edu/leader_model/Development/media/Targeted%20Lessons/leadership_style.htm
- Carter, M. M. (2006). *The Importance of Collaborative Leadership in Achieving Effective Criminal Justice Outcomes*. Retrieved September 2011, from www.collaborativejustice.org
- Chang, S. J. (2009). When East and West Meet: An Essay on the Importance of Cultural. *Journal of International Business and Cultural Studies*, 1-13.
- Chao, C. Y., Huang, Y. L., & Lin, C. W. (2003). *The Relationship between Leadership Behavior of a Principal and Quality of Work Life of Teachers in an Industrial Vocational High School in Taiwan*. Retrieved September 2011, from <http://conference.nie.edu.sg/paper/Converted%20Pdf/ab00352.pdf>
- Chi, H.-K., Tsai, H.-P., & Chang, P.-F. (2007, December). *Investigating the relationship among leadership styles, emotional intelligence and organization commitment on job performance: A study of salespeople in Thailand*. Retrieved October 2011, from *The Journal of Human Resource and Adult Learning* Vol. 3, Num. 2, pp. 199-212.
- Cummings, G. G. (2009). *Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review*. Retrieved October 2011, from *Int. J. Nurs. Stud.* doi:10.1016/j.ijnurstu.2009.08.006 (In Press): <http://frames.nbii.gov/documents/hdfss/RelationalLeadershipStyles.pdf>
- Dawson, C., Kothari, C., & Kumar, R. (n.d.). *Research Methodology (For Private Circulation Only)*. Retrieved October 2011, from http://www.ihmctan.edu/PDF/notes/Research_Methodology.pdf
- Dereli, M. (2003, September). *A Survey Research of Leadership Styles of Elementary School Principals*. Retrieved October 2011, from <http://etd.lib.metu.edu.tr/upload/1013432/index.pdf>
- Flin, R., & Yule, S. (2004). *Leadership for safety: industrial experience*. Retrieved September 2011, from *Qual Saf Health Care*.

- Fox, J. C. (2009, August 30). *Analyzing Leadership Styles of Incident Commanders*. Retrieved September 2011
- Ghozali, I. (2009). Uji Reliabilitas dan Validitas Suatu Konstruk atau Konsep. In *Aplikasi Analisis Multivariate dengan Program SPSS* (4th ed., pp. 45-55). Semarang: Badan Penerbit Universitas Diponegoro.
- Govindarajulu, N., & Daily, B. (2005). *Perceived Effectiveness of Supervisory Leadership Behaviors in a Manufacturing-Union Environment*. Retrieved October 2011, from <http://www.swdsi.org/swdsi06/Proceedings06/Papers/MGT05.pdf>
- Hayward, B. A. (2005, December). *Relationship between Performance, Leadership and Emotional Intelligence in a South African Parastatal Organisation*. Retrieved October 2011, from http://eprints.ru.ac.za/302/1/BA_Hayward-MCom.pdf
- Hill, A. (2009, May 14-15). *Analyzing Survey Data*. Retrieved October 2011, from Academic Assessment Workshop: provost.unlv.edu
- Hillel, S. (2006). Leadership Styles and Leadership Change in Human and Community Service Organization. *Nonprofit Leadership and Management*, 17(2). 179-194.
- Huang, X., Iun, J., Liu, A., & Gong, Y. (2010). *Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates*. Retrieved October 2011, from *Journal of Organizational Behavior* 31, 122–143: Wiley InterScience (www.interscience.wiley.com) DOI: 10.1002/job.636
- Introduction to SPSS*. (n.d.). Retrieved October 2011, from COMM 301L: Empirical Research in Communication: www-bcf.usc.edu/~kwanminl/courses/comm301/lect3_2.doc
- Jossey-Bass Publisher. (1995). *The Role of the Founder in Creating Organizational Culture*. Retrieved September 2011, from FFI-FAMILY FIRM INSTITUTE: <http://fbr.sagepub.com>
- Lee, Y.-s. (2011). *A Comparison of Leadership Behaviors in the Financial Industry in the United States and Taiwan*. Retrieved October 2011, from <http://www.jimsjournal.org/5%20Yueh-shian%20Lee.pdf>
- Liang, T.-l., Chan, L.-C., Lin, C.-W., & Huang, Y.-l. (2011, July 18). *Relationship between leadership behaviors and task performance: The*

mediation role of job satisfaction and the moderation role of social distance. Retrieved September 2011, from African Journal of Business Management Vol. 5(14), pp. 5920-5928:
<http://www.academicjournals.org/AJBM> ISSN 1993-8233

Lubis, E. (2009). *Pengaruh Gaya Kepemimpinan dan Kepuasan Kerja terhadap Kinerja Pegawai Kantor Imigrasi Kelas I Khusus Medan*. Retrieved September 2011, from USU Repository:
repository.usu.ac.id/bitstream/123456789/4261/1/10E00030.pdf

Mariam, R. (2009). *Pengaruh Gaya Kepemimpinan dan Budaya Organisasi terhadap Kinerja Karyawan melalui Kepuasan Kerja Karyawan sebagai Variabel Intervening Studi pada Kantor Pusat PT. Asuransi Jasa Indonesia (Persero)*. Retrieved September 2011, from
eprints.undip.ac.id/18830/1/RANI_MARIAM.pdf

MODUL 15 Uji Validitas dan Reliabilitas. (n.d.). Retrieved October 2011, from
eprints.ums.ac.id/911/15/MODUL_15_Validitas_dan_Reliabilitas.doc

Myloni, B., Harzing, A.-W., & Mirza, H. (2004, April). *Host country specific factors and the transfer of Human Resource Management practices in Multinational Companies*. Retrieved October 2011, from International Journal of Manpower: <http://www.harzing.com/download/hrmtransfer.pdf>

Nurmawils, N. (2008). *Pengaruh Gaya Kepemimpinan dan Kepuasan Kerja terhadap Kinerja Karyawan di RSUD Rokan Hulu Propinsi Riau*. Retrieved September 2011, from USU Repository:
repository.usu.ac.id/bitstream/123456789/6684/1/09E00154.pdf

Oates, S. (2011). *Leadership Styles – Autocratic vs Democratic vs Bureaucratic*. Retrieved September 2011, from Leadership Expert:
<http://www.leadership-expert.co.uk/leadership-styles/>

Prasetiawati, E. (2009, June). *Hubungan Gaya Kepemimpinan Situasional Supervisor Dengan Kinerja Karyawan Bagian Perawatan Bangunan dan Fasilitas PT Fajar Mekar Indah Area Gedung Bidakara*. Retrieved September 2011, from Universitas Indonesia Electronic Library.

Render, B., Stair, R. M., & Hanna, M. E. (2009). *Introduction to Quantitative Analysis*. Retrieved October 2011, from Prentice-Hall, Inc:
userhome.brooklyn.cuny.edu/

Sanfilippo, F. M., Bendapudi, N., Rucci, A., & Schlesinger, L. (2008, September). *Strong Leadership and Teamwork Drive Culture and*

- Performance Change: Ohio State University Medical Center 2000-2006*. Retrieved October 2011, from Academic Medicine - Journal of the Association of American Medical Colleges:
<http://journals.lww.com/academicmedicine/>
- Sappinen, J., & Kauppinen, M. (2004, October). *The Canadian Leadership Culture Study*. Retrieved October 2011, from Extended DISC Journal.
- Schein, E. H. (1983). *The Role of Founder in Creating Organizational Culture*. New York: American Management Association.
- Schuler, R., & Rogovsky, N. (1998). Understanding compensation practice variations across firms. The impact of national culture. *Journal of International Business Studies*, Vol. 29, Issue 1, pp: 159-177.
- Shadare, O. A., & Hammed, T. A. (2009). *Influence of Work Motivation, Leadership Effectiveness and Time Management on Employees' Performance in Some Selected Industries in Ibadan, Oyo State, Nigeria*. Retrieved October 2011, from European Journal of Economics, Finance and Administrative Sciences ISSN 1450-2275 Issue 16:
<http://www.eurojournals.com>
- Sitepu, M. J. (2010). *Analisis Pengaruh Gaya Kepemimpinan Dan Motivasi Kepala Lembaga Terhadap Kinerja Petugas Di Lembaga Pemasarakatan Anak Klas II-A Di Medan*. Retrieved October 2011, from USU Repository:
<http://repository.usu.ac.id/bitstream/123456789/4297/9/Cover.pdf>
- Sonnentag, S., & Frese, M. (2002). Chapter 1 Performance Concepts and Performance Theory. In S. Sonnentag, *Psychological Management of Individual Performance* (pp. 3-25). John Wiley & Sons, Ltd.
- Uebersax, J. S. (2006). *Likert Scales: Dispelling the Confusion*. Retrieved October 2011, from <http://www.john-uebersax.com/stat/likert.htm>
- Unit 3 Leadership Styles*. (n.d.). Retrieved October 2011, from ASB Central:
<http://www.asbcentral.com/>
- Woloch, P. (2008, April 8). *The Importance of Teamwork*. Retrieved September 2011, from Article Base - Free Online Articles Directory:
<http://www.articlesbase.com/team-building-articles/the-importance-of-teamwork-381813.html>
- Wong, C. A., & Cummings, G. G. (2007). *The relationship between nursing leadership and patient outcomes: A systematic review*. Retrieved October

2011, from *Journal of Nursing Management* 15(5). 508-521:
<http://frames.nbib.gov/documents/hdfss/RelationalLeadershipStyles.pdf>

Yaffe, R. A. (2003, June). *Common Correlation and Reliability Analysis with SPSS for Windows*. Retrieved October 2011, from
<http://www.nyu.edu/its/statistics/Docs/correlate.html>

Yukl, G. (2010). Perspective on Effective Leadership Behavior. In *Leadership in Organization* (Seventh ed., pp. 103-131). New Jersey: Pearson Prentice Hall.

APPENDICES

APPENDIX 1 – Leadership Behavior Questionnaire

KUESIONER HUBUNGAN SIKAP KEPEMIMPINAN DAN KINERJA PEKERJA

Dalam rangka pengerjaan skripsi yang berjudul *“The Correlation between Leadership Behavior of Team Leader and Job Performance of the Members in PT X”* mengenai hubungan antara sikap kepemimpinan dan kinerja pegawai, dengan ini dimohon kesediaan Bapak/Ibu/Sdr/i untuk mengisi kuesioner yang disediakan. Adapun penelitian ini dilakukan sebagai salah satu syarat untuk mendapatkan gelar strata satu Sarjana Ekonomi di President University. Karena itu, dimohon untuk mengisi kuesioner dengan sejujurnya demi keabsahan hasil penelitian. Peneliti menjamin kerahasiaan hasil kuesioner. Terimakasih.☺

Cikarang, 22 November 2011
Dwi Kinasih Muliarta

Bagian:
MasaKerja:
Usia:
 Perempuan Laki-laki

INSTRUKSI:
Lingkarilah nilai yang Anda rasa paling menggambarkan sikap leader Anda. (lihat skala nilai di bawah ini)

Skala nilai: **5 = Sangat setuju 4 = Setuju 3 = Ragu-ragu 2 = Tidak setuju 1 = Sangat tidak setuju**

No	Sikap Leader	Nilai				
1	Leader saya membuat daftar perencanaan tugas yang harus dilakukan anaknya setiap hari	5	4	3	2	1
2	Leader saya ramah dan mau bergaul dengan anak-anaknya	5	4	3	2	1
3	Leader saya cenderung menggunakan meeting grup untuk memecahkan suatu masalah	5	4	3	2	1
4	Leader saya senang mengumpulkan anak-anaknya untuk berdiskusi mengenai suatu hal baru yang berkaitan dengan pekerjaan	5	4	3	2	1
5	Leader saya berusaha membantu anak-anaknya dalam kesulitan yang dihadapi serta berusaha memberi semangat dan motivasi	5	4	3	2	1
6	Leader saya sangat tegas dalam pencapaian target produksi dan pemenuhan deadline	5	4	3	2	1
7	Leader saya mendukung partisipasi anak-anaknya dalam menyuarakan pendapat	5	4	3	2	1
8	Leader saya dengan teliti mengawasi pekerjaan yang sedang dilakukan anak-anaknya	5	4	3	2	1
9	Leader saya memonitor output produksi anak-anaknya melalui meeting grup	5	4	3	2	1
10	Perkataan/keputusan yang dikeluarkan leader saya tidak dapat diganggugugat	5	4	3	2	1
11	Leader saya akan mengadakan meeting apabila ada sebagian anaknya yang ingin berdiskusi mengenai suatu masalah dalam pekerjaan	5	4	3	2	1
12	Leader saya tidak memberikan ijin untuk sementara meninggalkan line selain pada jam istirahat yang telah ditentukan (contoh: ijin ke toilet, mengambil minum, dll)	5	4	3	2	1
13	Leader saya tidak pernah gengsi untuk memberikan selamat atas prestasi anak-anaknya	5	4	3	2	1
14	Leader saya mengajak anak-anaknya bertukar pikiran	5	4	3	2	1
15	Leader saya membuat anak-anaknya merasa nyaman/santai ketika berbicara dengan beliau	5	4	3	2	1
16	Leader saya berani menegur atau mengkritik anak-anaknya jika terdapat kesalahan	5	4	3	2	1
17	Leader saya disiplin dalam memimpin anak-anaknya	5	4	3	2	1
18	Leader saya memberikan komentar (feedback) terhadap kinerja anak-anaknya secara manusiawi	5	4	3	2	1
19	Leader saya memberi respon yang positif terhadap sharing masalah pribadi atau kebutuhan perkembangan jenjang karir anak-anaknya	5	4	3	2	1
20	Leader saya mau mempertimbangkan pendapat anak-anaknya dalam membuat keputusan	5	4	3	2	1
21	Leader saya memperlakukan anak-anaknya dengan adil dan bijaksana	5	4	3	2	1

Terimakasih atas waktu dan kerjasamanya! Selamat Beraktifitas! ☺

