Abstract

A Study on Impacts of Middle Management Rotation in Srinakharinwirot University

This research had the objectives of: (1) To study principles, methods, and impacts of rotation from those with experiences regarding job rotation, and from academicians of Organization Management, (2) To study expected impacts of rotation from viewpoints of colleague managers and commanding superiors in Srinakharinwirot University, and (3) To study behavioral science factors relating to rotation decisions of middle managers.

Research samples comprised 22 middle managers, 10 high-level executives of the university, 128 deans/directors/deputy directors, 180 professors, 284 line A and B civil servants, 7 personnel management academicians, and 7 persons experienced in job rotation.

Data collection utilized the following tools: close-end senior executive questionnaires on opinions toward job rotation impacts, middle manager personalities and work characteristics assessment forms, attitude toward job rotation assessment forms, work capabilities self-assessment forms, self-expectations regarding job rotation assessment forms, and questionnaires on opinions, concepts and principles of job rotation.

Research results can be summarized thus:

1. Academicians in management think that rotation is another concept of job redesign to increase job variety. Rotation may be vertical, i.e. promotion or demotion, or horizontal, i.e. movement from one job to another at equivalent levels, all of which are to reduce repetitiveness and boredom of work.

2. Rotation has both positive and negative impacts, strengths, and weakness concerning various issues of work characteristics, human relations, personalities, and progress of work. Among respondents with experiences in rotation, and university executives, opinions include both positives and negatives. But middle managers believe that negative impacts outweigh positive impacts.

3. Department directors and unit heads do not reveal negative attitudes toward rotation, while 20% of Faculty secretaries show negative attitudes toward rotation and 72.7% do not show attitude toward rotation. 33.3% of department directors have opinions of

uncertainty to be able to perform well in new positions. Whereas approximately half of Faculty/College secretaries are unsure of good job performance in new settings. 1 out of 6 department directors feel that impending benefits, such as advancement opportunities, promotion and salary increase, managerial involvement, and supports will diminish. 5 out of 11 Faculty/College secretaries have similar opinions.

4. High-level executives and Department directors and unit heads have medium level of consistency of performance appraisals, in personalities, and consistent in works. Executives report that Department directors and unit heads possess medium level of competency in some work units, while directors perceive themselves as having high competence.

5. Deans / Department/Faculty directors and secretaries have medium level of consistency of performance appraisals in both personalities and works. Deans and department directors report those Department/Faculty secretaries of low and medium work competency. While secretaries mostly self-assess to be high competence.

6. Academicians, the experienced and middle managers have concurring opinions concerning rotation, i.e. that policy must be clear and that there must be preparation of personnel prior to job rotation.

Research results suggest job rotation to be implemented in 3 phases; i.e. 1) Adjustment of attitude toward rotation, 2) Collaborative planning system development phase, 3) Implementation phase, and 4) Evaluation of rotation and system development.