DEVELOPMENT OF STRATEGIC PLAN TO ENHANCE LEADERSHIP IQ FOR ADMINISTRATORS IN SALESIAN SCHOOLS, THAILAND

Bro.Thanad Anan

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2009

THE ASSUMPTION UNIVERSITY LIBRARY

DEVELOPMENT OF STRATEGIC PLAN TO ENHANCE LEADERSHIP IQ FOR ADMINISTRATORS IN SALESIAN SCHOOLS, THAILAND

Bro.Thanad Anan

A Dissertation Submitted in Partial
Fulfillment of the Requirements
for the Degree of
DOCTOR OF PHILOSOPHY
IN
EDUCATIONAL LEADERSHIP
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2009

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Graduate School of Education
Assumption University

Dissertation Examination Approval

The Dissertation Examination Committee considered the dissertation entitled:

"Development of Strategic Plan to Enhance Leadership IQ for Administrators in Salesian Schools, Thailand"

presented by

Mr. Thanad Anan
ID. No. 4819684

on April 22, 2009

in partial fulfillment of the requirements for a Doctoral Degree in Educational Leadership

The result is:
- ☑ **Excellent**
- ☐ **Good**
- ☐ **Pass**
- ☐ **Fail**

S. Laksana

Dr. Sangob Laksana
Chair

P. Achava-Amrung

Assoc. Prof. Dr. Pornchulee Achava-Amrung
Member/Advisor

W. Mhunpiew

Dr. Wipa Mhunpiew
Member/Inside Reader

F. Manoon

Fr. Dr. Manoon Soncharoen
Member/Outside Reader

MAJOR: EDUCATIONAL LEADERSHIP
KEYWORDS: STRATEGIC PLAN/LEADERSHIP IQ/ADMINISTRATORS/ SALESIAN SCHOOLS

THANAD ANAN: DEVELOPMENT OF STRATEGIC PLAN TO ENHANCE LEADERSHIP IQ FOR ADMINISTRATORS IN SALESIAN SCHOOLS, THAILAND.
DISSERTATION ADVISOR: ASSOC.PROF.PORNCHULEE ACHAVA-AMRUNG, Ph.D.

The purpose of this study was to develop a strategic plan to enhance Leadership IQ for administrators in Salesian schools, Thailand. There were fourteen schools in three types: girls, boys and co educational, and 219 administrators in three levels: religious, administration staff and department heads. In addition, there were 360 teachers, 449 students and 236 service-employees getting involved in this research.

Questions (36 scenarios) were used to measure IQ leadership of administrators based on the eight leadership roles: the selector, the connector, the problem solver, the evaluator, the negotiator, the healer, the protector and the synergizer. The data was collected by randomly selecting teachers, students and service-employees for the best practices. To analyze the collected data, the statistical package for the social sciences (SPSS, version 15.0) was applied to answer the research objectives. Different statistical methods used in this research were descriptive statistics, including ANOVA (F-test) and t-test.

The findings were as follows: Most of the administrators at the three levels of Leadership IQ Profiles had the role of the connector at the high level (high average), but the other roles were on average. Regarding education, all administrative levels had at high scores in the role of the connector, and there was no difference in Leadership IQ between male and female administrators. Furthermore, after comparing the average of leadership IQ among administrators and the best practices, there was no significant difference (t = - 0.36, -0.51, -0.89) in every leadership role.

The results of the study indicated that most of the administrators had high scores in the leadership role of the connector. However, the other leadership roles should more emphasized and valued. Therefore, the strategic plan has been developed to enhance the leadership roles of Salesian administrators.

Acknowledgement

This dissertation could not have been completed successfully without the valuable help and support of these people who are gratefully acknowledged here.

First and foremost, I am honored to express my deepest gratitude to my dedicated major adviser, Associate Professor Dr. Pornchulee Achava-Amrung. She has offered me valuables ideas, suggestions and criticisms with her profound knowledge in educational administration and rich research experience. Thanks for her encouragement and for inspiring me to complete the dissertation.

I am very grateful to our Acting Dean Dr. Sangob Laksana for his thorough support and invaluable suggestions, which inevitably led to the accomplishment of this research. I also appreciate all my committee member's contributions to my research: Assoc. Prof. Dr. Suwattana Eamoraphan, Assoc. Pro. Dr.Supit Rarnjanapun and Dr. Wipa Mhunpiew, who give me precious suggestions before and during my defenses.

I also wish to extend my thanks to all my colleagues in Saint Dominic School for their support in this study. Thanks are also due to my friends in this program of Ph.D. in Educational Leadership, who always give me encouragement.

And last but not least, I would like to express my sincere thanks to my Provincial, Rev.Fr.Theparat Pitisant and his Councilors for their support all the way from beginning of my doctoral studies. I am thankful for all people priests, brothers, sisters, teachers, service employees and students in the Salesian Family for their full cooperation to complete this work. Finally, special thanks to Miss Romsai Khattiviriyapinyo for her help and Miss Yanisa Satitvanitwong for proofreading and editing this dissertation.

THE ASSUMPTION UNIVERSITY LIBRARY

CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
CONTENTS	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
CHAPTER I INTRODUCTION	
Rationale	1
A Brief History and Educational Policy of Salesian School	3
Objectives of the Study	5
Scope of the Study	6
A Conceptual Framework of the Study	7
Definitions of Term	8
Significance of the Study	10
CHAPTER II REVIEW OF THE RELATED LITERATURE	
An Overview of Leadership	12
Principles Related to Leadership IQ	15
The Selector	16
The Connector	19
The Problem Solver	27
The Evaluator	33
The Negotiator	36
The Healer	39

The Protector 40

The Synergizer 42

Leadership Development 44

Gender Issues in Leadership 47

Strategic Planning Models 47

Summary 58

CHAPTER III RESEARCH METHODOLOGY

Population and Sample 61

Instrumentation 64

Instrument Development 65

Data Collection 67

Statistical Treatment of Data and Decision Criteria 69

Interpretation Criteria 70

Data Analysis 72

Summary of the Research Process 73

CHAPTER IV RESEARCH FINDINGS

The Profiles of Salesian Administrators 75

Comparison of the Profiles 88

Best Practices 95

Prologue to the Strategic Plan 107

IQ Profiles of Salesain School Leadership 107

Conclusions of Finding 109

Related Principles and Theories to Development Model 110

- Fiedler's Contingency Model 110

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

- Vroom-Jago Contingency Model 112

- Goleman's Leadership Model 116

- Democratic Style 117

- Socio-Emotional Leaders 118

- The Intelligent leadership Model 119

- Leadership Principles in Salesian Mission 120

The Strategic-Planning Process of Leadership Roles (3Years) 121

The One Day Retreat Program 124

Epilogue 132

CHAPTER V CONCLUSION OF RESEARCH FINDINGS, DISCUSSION AND RECOMMENDATIONS

Objectives of the Study 133

Scope of the Study 133

A Conceptual Framework of the Study 134

Research Methodology 135

Research Findings: IQ Profiles of Salesian School Leadership 135

Conclusion of Findings 137

Discussion 138

Recommendations 146

- Recommendations for Further Research 147

- Recommendation for Application 148

References 151

Appendices

A. Leadership IQ Self-Assessment 157

B. Leadership IQ Self-Assessment (Translation) 179

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969

C. Answer Sheets and Scoring Directions 199

D. Answer Sheets and Scoring Directions (Translation) 200

E. Leadership IQ' Score 201

F. Leadership IQ' Score (Translation) 202

G. Ranking and Rating Procedures to Determine Best Practices 203

H. Ranking and Rating Procedures to Determine Best Practices (Translation) 205

I. T-test Position 1 (Sample VS Best Practice) 207

J. T-test Position 2 (Sample VS Best Practice) 209

K. T-test Position 3 (Sample VS Best Practice) 211

L. Name List of Experts in Validity the Instruments and Review of the Strategic Plan 213

Biography 215

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

LIST OF TABLES

LIST OF TABLES

		Page
1.	Fiedler's Classification of Situations and Leadership Styles	26
2.	Four Fundamental Capabilities of Emotional Intelligence	46
3.	Number and Type of Salesian Schools	62
4.	Number of Administrators in Salesian Schools (Year 2008-2009)	63
5.	Number of Administrators Classified by Status and Gender	64
6.	Numbers and Percentage of Administrators Classified by Position	78
7.	Numbers and Percentage of Administrators Classified by Type	79
8.	Numbers and Percentage of Administrators Classified by Education	79
9.	Numbers and Percentage of Administrators Classified by Status	80
10.	Numbers and Percentage of Administrators Classified by Gender	80
11.	Profiles of all Salesian Administrators	80
12.	Profiles of Lever 1: Religious Administrators	82
13.	Profiles of Administrators in all Three Levels	84
14.	Means and Standard Deviation of Leadership IQ Classified by Education	85
15.	Means and Standard Deviation of Leadership IQ Classified by Status	87
16.	Means and Standard Deviation of Leadership IQ Classified by Gender	88
17.	Means and Standard Deviation of Leadership IQ Classified by School Type	89
18.	Comparison of the Average of Leadership IQ Classified by School Type	90
19.	Comparison of the Average of Protector's Role in Pairs	91
20.	Comparison of the Average of Leadership IQ Classified by Positions	92
21.	Comparison of the Average the Protector's Role in Pairs	93
22.	Comparison of the Average of Leadership IQ Classified by Status	94
23.	Comparison of the Average of the Protector's Role in Pairs	94
24.	Comparison of the Average of Leadership IQ Classified by Education	95

THE ASSUMPTION UNIVERSITY LIBRARY

25. Comparison of the Average of Leadership IQ Classified by Gender 96

26. Best Practices in Three Administrative Positions Classified by School Type 97

27. The Total Points of Leadership IQ of Administrators Classified by School Type and Administrative Levels 100

28. Comparison the Average of Leadership IQ Between the groups of Religious Administrators of the Best Practices 105

29. Comparison the Average of Leadership IQ Between the Groups of Department Heads with the Best Practices 106

30. Comparison the Average of Leadership IQ Between the Groups of Administration Staff with the Best Practices 107

31. Fiedler's Classification of Situations and Leadership Styles 113

32. Stages in the Strategic Plan for Salesian Administrators 124

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

LIST OF FIGURES

LIST OF FIGURES

		Page
1.	A Conceptual Framework of the Study	7
2.	The Blake and Mouton 'Management Grid'	20
3.	Fiedler's Contingency Model Summary	27
4.	Vroom-Jago Leadership Continuum	30
5.	Vroom-Jago Decision Tree for Determining Leadership Style	35
6.	Best Practice of Leadership IQ Profile of Rector (Type 1/Level 1)	100
7.	Best Practice of Leadership IQ Profile of Academic Affairs (Type 1/Level 2)	101
8.	Best Practice of Leadership IQ Profile of Department Head of Career and Technology (Type 1/Level 3)	101
9.	Best Practice of Leadership IQ Profile of Rector (Type 2/Level 1)	102
10.	Best Practice of Leadership IQ Profile of Academic Affairs (Type 2/Level 2)	102
11.	Best Practice of Leadership IQ Profile of Department Head of Foreign Languages (Type 2/Level 3)	103
12.	Best Practice of Leadership IQ Profile of Principal (Type 3/Level 1)	103
13.	Best Practice of Leadership IQ Profile of Student Activity Affairs (Type 3/ Level 2)	104
14.	Best Practice of Leadership IQ Profiles of Department Head of Science (Type 3/ Level 3)	104
15.	Fiedler's Contingency Model Summary	114
16.	Vroom-Jago Leadership Continuum	116
17.	Vroom-Jago Decision Tree for Determining Leadership Style	118

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

CHAPTER I

INTRODUCTION

Rationale

Today's world may have [leaders], but they are now overshadowed by celebrities: The [Leader] is known for achievements…, the celebrity for well-knownness.

The [leader] reveals the possibilities of human nature, the celebrity reveals the possibilities of the press and the media. Celebrities are people who make the news, but [leaders] are people who make history. (Daniel Boorstin, Parade magazine, August 6, 1995)

The two following quotations on Leadership are defined by some famous people, explaining the concept of leadership. "To lead people, walk beside them…As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear; and the next, the people hate…When the best leader's work is done the people say, "We did it ourselves" (Lao-tsu, 2005).

"Leadership must be based on goodwill. Goodwill does not mean posturing and, least of all, pandering to the mob. It means obvious and wholehearted commitment to helping followers. We are tired of leaders we fear, tired of leaders we love, and of tired of leaders who let us take liberties with them. What we need for leaders are men of the heart who are so helpful that they, in effect, do away with

the need of their jobs. But leaders like that are never out of a job, never out of followers. Strange as it sounds, great leaders gain authority by giving it away" (Stockdale, 2005).

Over the course of history, leadership has always been a topic of interest, but it was only during the recent decades has there been any sort of extensive scientific study on it in various angles and contexts. Since then, there have been as wide a variety of definitions for the term "leadership" as there have been people who have studied it. More than 350 definitions exist for the word, and some say that leadership "is one of the most observed and least understood phenomena on earth (Bennis and Nanus, 1985).

It has mostly been agreed, however, that leadership is a process used by a leader to influence individuals or groups for shared purposes, or to meet established goals. Leadership involves influence among people in order to effect changes that are ideally desired by both the leader and the followers. The world today has been undergoing changes that are more profound and far reaching that any experienced since the dawn of the modern age and the scientific revolution (Daft, 1999). In order to prosper today, organizations need leaders who have the capacity to run an organization.

Leadership is a critical management function and the most visible component of a manager's responsibilities – it acts as motivator for others to perform activities designed to achieve specific objectives (Boone, 1996). One survey

revealed that the most important reason that causes employed people to look for new jobs is dislike for their bosses (University of South Alabama poll, 1994).

In a complex, rapidly changing environment, it is frequently the absence of a sense of purpose that causes organizations to flounder and employees to lack commitment and enthusiasm, and thus one of the primary jobs of a leader is to fine the capacity to help create a vision of what the organization can be and what it stands for, and to have employees understand and desire that vision as well. It is not enough that a person designated as "leader" or "boss" will stand up and announce what the goals of the organization as same as educational institution would be; the person must also communicate it in such a way that the goals resonate with the employees or subordinates, so that such things as dedication, teamwork, achievement, and satisfaction result.

A Brief History and Educational Policy of Salesian Schools

"Salesian School" is the name of Catholic private institution which has been organizing education of the young under the model of Saint John Bosco (1816-1888). He was the Founder of the Salesian Congregation (1864) and then was proclaimed as a Saint and the Father and Teacher of youths by the Catholic Church. He presented the youth educational method to educate young people.

Presently, the Salesians have been providing education for the young especially for the poor ones in 127 countries, including Thailand with 16,586 religious members. They have been working in 961 academic schools: 410

kindergartens, 741 elementary, 604 primary, 481 secondary, 138 vocational schools, 61 missionary/parish schools, 336 language schools, 46 agricultural schools, 107 schools for adults, 367 vocational colleges, and 67 universities.(Statistics as of Dec.31, 2005, Salesian Head Office in Pisana, Italy).

The main mission of Salesain Schools is to educate the young to become perfect human beings in line with this religious beliefs; at the same time, helping them to develop their ability and potentiality in the spirit of freedom of choice and consciousness of responsibility to live in harmony with the others to build a better society where they can live together in peace with respect to human dignity.

In order to educate and to train the students to become committed good and honest citizens, Saint John Bosco gave them the following guidelines which are the basic elements of his "Preventive System", which requires that the teacher to be close to his and her students, to help and guide them to do good and to avoid evil and to express themselves freely in various kinds of activities, such as sports, music and drama. The instructor role is to teach and to give advice to the students with loving kindness to develop their potentialities and to avoid what is evil and dangerous. This educative system is based on three principles: reason, religion and loving-kindness (Braido, 1993) as follows:

1. The use of reason, it requires that both educators/teachers and students behave in accordance with the guidance of the intellect. The educators have to love his students and be always ready to forgive and forget their mistakes but guide them to improve their behavior.

2. The use of religion, it requires that the educators/teachers have to practice his/her religion and help his/her students to behave in accordance with their own beliefs and to live a good moral life which will help them also to be good citizens of their countries.

3. The use of loving-kindness, it refers to the interest and willingness of the educators to take care of his/her students, and to follow them up and guide them with loving care as a father, an elder brother/ sister and a friend. This loving-kindness can be well expressed by being close to the youngsters to protect and advise them to avoid what is evil.

In terms of integrated human development, all of the above approaches and principles are concerned with human being practices and they require how young people should live together peacefully and how to behave to others brotherly and respectfully.

In the Thai context, the School administration's roles and responsibilities are divided into 3 main levels; the high level is a group of religious administrators, the middle level is a group of administration staff, and the supervising level is a group of department heads. They work together as an administration team.

Objectives of the Study

1. To identify the profiles of Leadership IQ of Salesian Educational Administrators.

2. To compare the profiles of the different administrative levels classified by school types, position, status, education and gender.
3. To ascertain the best practices in three levels of administrators.
4. To design a Strategic Plan to enhance Leadership IQ to the level of best practices in Salesian Schools.

Scope of the Study

This study is focused on the Salesian Schools. They consist of 14 institutions, both academic and technical throughout Thailand. There are three types among them: the first type is boy school, the second type is girl schools, and the third type is co-educational school. (See the school' names and their located places in Chapter 3)

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

THE ASSUMPTION UNIVERSITY LIBRARY

A Conceptual Framework of the Study

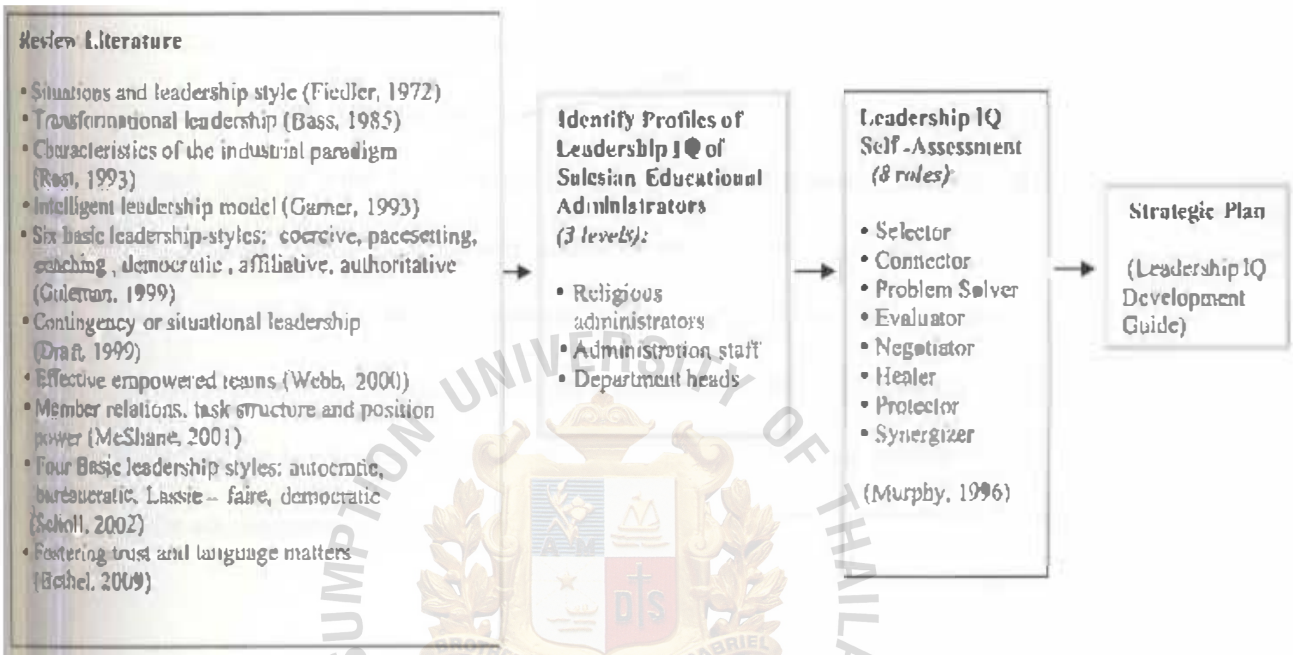

Figure 1 A Conceptual Framework of the Study

For the conceptual framework of this study, the researcher would like to identify the profiles of leadership IQ of Salesian Educational Administrators. The administrators are divided into three levels; the first level consists of a group of religious administrators at the high level, the second level is a group of administration staff at the middle level, and the third level is a group of department heads consisting of supervisors. With the study on Leadership theories and through the process of Leadership IQ (LIQ) Self-Assessment, it enables administrators to know the norm and the best practice of each level. This Test is based on the Eight Roles of Leadership Intelligence (Murphy, 1996). These Eight Roles consist of the

selector, connector, problem solver, evaluator, negotiator, healer, protector and synergizer. All of them are related skills and associated with each other as the themes of a Beethoven Symphony interconnected to create a masterpiece.

The resulting factors of each level will be compared and contrasted to each other in order to determine the best practices, including three dimensions regarding status (religious and non-religious), gender (male and female) and education (graduate and non graduate). Once everything has been determined, it is likely possible to formulate a strategic plan (as Leadership IQ Development Guide) to enhance Leadership IQ to the highest level which is the best suitable practice for the administrators in the Salesian Schools.

Definitions of Terms

Leadership IQ: the effective roles in influencing co-workers as proposed by Murphy (1996). This Leadership IQ focuses on the eight roles as follows:

Selector: the one who has ability to put the right person in the right place doing the right job at the right time.

Connector: the one who has ability to build and enhance relationships.

Problem Solver: the one who has ability to produce results through the problem-solving process.

Evaluator: the one who has ability to enhance individual performance with an act of strategic humility.

THE ASSUMPTION UNIVERSITY LIBRARY

Negotiator: the one who has ability to solve resolutions to conflicts

Healer: the one who has ability to heal the wounds inflicted by change.

Protector: the one who has ability to protect their cultures from the perils of crisis.

Synergizer: the one who has ability to synergize all stakeholders in a way that enables them to achieve improvement together.

School types: consists of three groups, namely, boy schools, girl schools and co-educational schools.

Position: consists of three groups, namely, religious administrators, administration staff and department heads.

Status: consists of three groups, the first group is the religious people who are not married, the second group is the lay people who got married and the third group is the lay people who are singles.

Best Practices: outcomes of selection by voting by school constituencies to select one administrator at each level, namely, religious administrators, administration staff and department heads, so as to be used as the benchmark or a model leadership IQ.

Strategic Plan: a Leadership IQ Development Guide for personal improvement according to the eight roles of leadership.

Salesian Administrators: managing staff at Salesian Schools, Thailand. There are three levels (1) the religious administrators; (2) the administration staff; and (3) the department heads.

Salesian Schools: a group of Catholic institutions in Thailand, organized and run by the religious members under the model of Saint John Bosco (Founder of Salesian Congregation). His mission is to educate young people, especially the poorer ones in society, based on the three principles: reason, religion and loving- kindness.

Significance of the Study

Globalization, consumerism and the information and technology immersion have affected Thai society. These phenomena have strongly influenced the way Thai people live and think, especially the young ones. These young people are unavoidably motivated to do things without effort and are inclined to act and behave far away from their culture, values, and beliefs in which their parents were brought up. In this atmosphere they do what they feel and act what they want.

Thus, in such changing society and environment, Thai educational institutions, especially for the Salesian school's administrators. They must be the first ones who are responsible and use fully abilities to lead and to administrate educational institutions effectively.

THE ASSUMPTION UNIVERSITY LIBRARY

136 e.1

It is the intention of the researcher to design a strategic plan as a Leadership IQ Development Guide in order to more improve intelligently the Salesian Educational Administrators in Thailand.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This research study is done to show an overview of different leadership theories, models and approaches which inform and correlate with the eight roles of intelligent leadership. To create a well-rounded study, relevant studies and literature are reviewed and studied as the following topics:

1. An Overview of Leadership
2. Principles Related to Leadership IQ
3. Leadership Development
4. Gender Issues in Leadership
5. Strategic Planning Models
6. Summary

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

An Overview of Leadership

The description and a clear understanding of Leadership are defined by the educational theorists as the following points of view:

"Leadership is like beauty; it is hard to define, but you know it when you see it" (Bennis, 1989). Defining the concept of leadership is not an easy task. But it is extremely important in order to understand the phenomenon we are studying deeply. Good definitions and clear concepts could enable us to achieve great

breakthroughs in the study and practice of leadership. There are hundreds of definitions about leadership, but it seems very difficult to find any widely accepted definition among leadership theorists (see e.g. Bass and Stogdill, 1990, Rost, 1993). The researcher has collected some example definitions below:

"Leadership is a process whereby an individual influence a group of individuals to achieve a common goal" (Northhouse, 2001: 3).

"Leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political and other resources, in context of competition and conflict, in order to realize goals independently or mutually help by both leaders and followers" (Burns, 1978:425).

"A review of other writers reveals that most management writers agree that leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation" (Hersey and Blanchard, 1982: 83)

"Leadership has been defined in many ways. The most consistent element noted is that leadership involves the process of influence between a leader and followers to attain group, organizational or societal goals" (Hollander, 1985: 486).

"Leadership is a process and a property. The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is a set of qualities or characteristics attributed to those who are perceived to successfully employ such influence" (Jago, 1982: 315).

"Leadership is a process of influencing one or more people in a positive way so that the tasks determined by the goals and objectives of an organization are accomplished" (Hart, 1980:16).

"Leadership refers to interpersonal processes in social groups, through which some individuals assist and direct the group toward the completion of group goals" (Segal, 1981: 41).

"Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1993: 102).

"Leadership is an activity or set of activities, observable to others, that occurs in group, organization, or institution and which involves a leader and followers who are willingly subscribe to common purposes and work together to achieve them" (Clark & Clark, 1996: 25).

"Leadership behavior is purposeful interaction among humans that takes place in a certain group. The interaction has to be such that it improves the performance of the group and maintains constant development in relation to solving surfacing problems and achieving set goals. Leadership behavior is based on the personal potential of a leader and its efficiency is affected by the operational environment, situational factors and the goals set for activities." (Nissinen, 2001: 96).

Today leadership is sometimes replaced by using concepts like coaching, mentoring, guiding and serving. Also, the activities like teaching and training is similar to leadership. Suonpera (1993, 18-19) said that the nature of teaching event includes leadership. The successful progression of a teaching–learning event requires leadership that is in accordance with the situation. There we are directing people's activities towards certain objectives.

Principles Related to Leadership IQ

According to Emmett C. Murphy (1996), he did research and wrote a book on "Leadership IQ: a personal development process scientifically based on a new generation of leaders". His research findings came out with the eight roles of intelligent leadership. These roles associate and integrate with each other as a whole picture which can be described in the following roles:

Role 1: The Selector: Leader knows how to select the right people.

Role 2: The Connector: Leader knows how to connect them to the right cause.

Role 3: The Problem Solver: Leader knows how to solve problems that arise.

Role 4: The Evaluator: Leader knows how to evaluate progress towards objectives.

Role 5: The Negotiator: Leader knows how to negotiate resolutions to conflicts.

Role 6: The Healer: Leaders knows how to heal the wounds inflicted by change.

Role 7: The Protector: Leader knows how to protect their cultures from the perils of crisis.

Role 8: The Synergizer: Leader knows how to synergize all stakeholders in a way that enables them to achieve improvement together.

1. The Selector

The selection process can be very demanding in any organization. In this chapter it gives many references of how to conduct a formal interview for you, doing the interview and being interviewed. There can be many varying degrees of what question should be asked during the interview process. You as the interviewer need to pay attention the interviewee's answers. You will be able to have follow-up questions by listening. As the leader of the company, will you hire someone based on their resume or experiences? This chapter also addresses how to debrief in case if a company downsizes. What was the process that I would be chosen due to downsizing? What were the factors involved? Was it necessary to choose me to

leave the company? Also, how to deal with employees that have been terminated or separated from a company. I think a leader does not want to deal with this situation. Because most people will want an explanation of why? But it has to be done with an effective company successfully.

Goleman's (2000) developed and proposed the following descriptive leadership styles according to how a person behaves. It is rather similar to the four basic leadership styles and is included here in order to more readily develop understanding. There were six styles as follows:

1. Coercive ("Do what I tell you")

Goleman (2000) called this the "coercive" style of leadership and it is the least effective of the six since no one really likes to be ordered around. However, in a short term crisis it can mobilize people quickly.

2. Pacesetting ("Do as I do now")

This is the "pacesetting" style where the leader is focused on doing things better and faster but does not really make expectations clear to subordinates. As a result, responsibility and initiative disappear because people focus on second guessing the leaders' expectations. Pacesetting can be effective with highly motivated, competent teams if used in combination with other styles (Goleman, 2000).

3. Coaching ("Try this")

In this "coaching" style of leadership, leaders help employees identify their strengths and weaknesses, offer lots of feedback and delegate challenging

assignments to help people grow. Interestingly, while the leader's focus is on long-term results (the employee's growth), coaching delivers solid short-term payoffs as well because employees tend to rise to the level of their boss' expectations (Goleman, 2000).

4. Democratic ("What do you think?")

This is the "democratic" style of leadership where leaders build trust and commitment by soliciting ideas and opinions (Goleman, 2000). Morale and productivity would rise with this method. A drawback would be the extra time that the method requires as well as the problem of using consensus to avoid making a decision.

5. Affiliative ("How do you feel?")

Goleman (2000) called this the "affiliative" style as the leader tries to seek out his employees' emotional concern, offer plenty of praise and gives workers freedom in doing their jobs. The result is fierce loyalty. This style is particularly effective for rebuilding teamwork, trust and morale, but it can leave the workers who need some direction feeling insecure and unsure of which direction to turn, so it is best used in combination with the authoritative style.

6. Authoritative ("Let's do this together")

This is the "authoritative" (not authoritarian) style of leadership. Authoritative leaders state a clear vision for their people and motivate them by letting them see clearly how their work contributes to reaching that vision (Goleman, 2000). People see why their work matters and are given flexibility in

achieving their goals. This is the most positive leadership style and works in most situations unless the leader is less experienced than his team.

2. The Connector

The role of the connector deals with how a leader can connect with the people that are under them. The purpose of connecting with people is to build or establish a relationship. This shows that you are interested in leading or have a purpose for leading. Many leaders will jump right into things without ever assessing the problem or communicating with people. The tool that can be used to avoid problems is the "Connection Ladder" (p.59). This can be used to avoid and assess problems in relationships towards the company or individuals. In the "connection Ladder" the most important stage is the contact stage. This stage can be the turning point to connecting or disconnecting with people. You can reward those who get things done on the "Connection Ladder". You can also put more responsibility on those higher up on the corporate ladder. There are relationship styles (p.66). Each style will greatly depend on the individual. Each style has unique qualities that will better assess or deal with relationships. One important element in each style is communication. You have to be able to address the problems and so forth. Everyone may not agree with you, but you as the leader have to take control of the situation or address problems at hand. In order to connect with people you must think how you connect with people, and then you must be able to solve the problems.

Blake and Mouton (1985) created what they called a "Management Grid" to portray the range of leadership styles based on combinations of a concern for people and concern for production. The grid can be seen below:

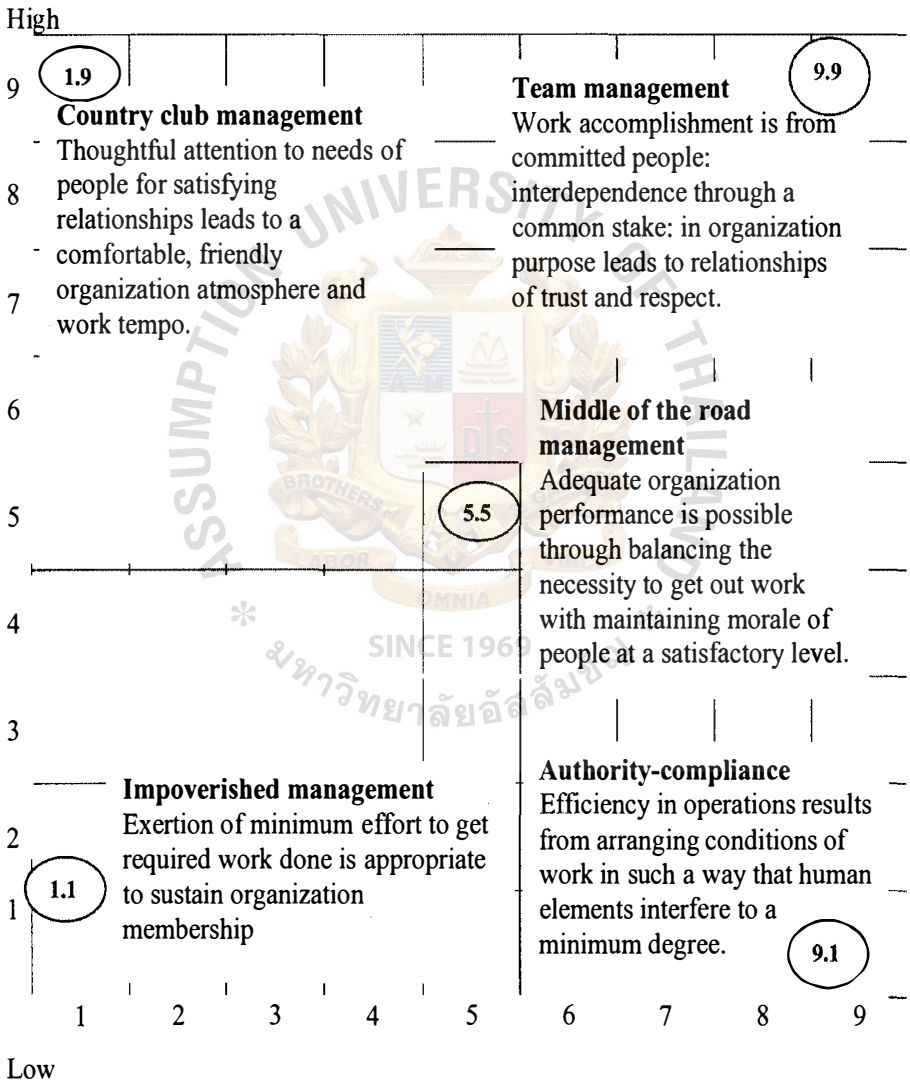

Figure 2 The Blake and Mouton 'Management Grid
Source: Robert Blake and Jane S. Mouton, "The Management Grid III" (1985)

THE ASSUMPTION UNIVERSITY LIBRARY

The two-dimensional model and the seven major leadership styles are as follows (Daft, 1999):

Impoverished management (1,1) is the absence of any kind of effective leadership. There is low concern for both people and production within the company. This style would be practiced by a leader who establishes minimum goals, expends little effort and displays no control with minimum standards.

Middle-of-the-road management (5,5) shows a moderate amount of concern for both people and for production within the company. In practice, the leader would place some emphasis on performance and some emphasis on morale. Such a leader would stress easily defined production goals and group cohesion.

Authoritarian management (9,1) would be a leadership style that aimed for efficiency in operations much more dominantly than any concern for personal relationships. This style would be practiced by a leader who establishes strict quotas, stresses efficiency and displays strict control.

Country club management (1,9) occurs where thoughtful attention is given to the needs of people for satisfying relationships- the emphasis is on people rather than on work output. This leadership style places the needs of people first, attempts to establish meaningful relationships, arranges work in a comfortable manner, requires no quotas, stresses broad goals, and tries to create a friendly atmosphere.

Team management (9,9) is considered to be the most effective style because high consideration is given to both the people and the productivity of the

company, which results in dedicated employees working together to accomplish tasks and ultimately become self-managing and self-directed.

Socio-emotional and task styles of leadership represent extreme forms. Most leaders tend to exhibit behavior from both styles, and although some leaders are high on task leadership and socio- emotional leadership styles (Combination style), most tend to favor one type (Scholl, 2002).

Task leaders are mainly concerned with the completion of tasks, the accomplishment of goals and the general effectiveness of the work group. Leaders using this leadership method are often called directive leaders. They use conditional reinforcement as a management tool, meaning they tend to base rewards on performance, differentiate workers based on their relative contribution to the group. They show more support when members achieve goals. Task leaders emphasize deadlines, structure tasks, set and maintain definite standards for performance, enforce standardized procedures and generally insure that subordinates work up to capacity. The task leader emphasizes employee motivation to perform and behavioral change rather than employee satisfaction. Task or directive leaders tend to specify not only desired outcomes, but desired means (behavior) to achieve these outcomes or goals as well. Behavior and perceptions of task leader include (Scholl, 2002):

1. Main concern is accomplishment of group goals.
2. Solve problems by telling followers how to change their behavior.

3. Reward good performance and disciplines which are unacceptable behavior.
4. Emphasize meeting group goals even at the expense of individual group members.

Socio-emotional leaders (Relationship buildings) are more supportive and accepting of subordinates. They show concern for their welfare and use unconditional reinforcement by acceptance of employees and recognition of their worth outside of task performance and goal attainment. However, socio-emotional leader often withhold criticism, fail to point out errors, or fail to attribute blame or responsibility for poor group performance to employees or group members. Employee satisfaction and the building of relationships are the dominant concern of the task leader (Scholl, 2002).

The socio-emotional leader's main objective is maintaining quality relationships with group members. Relationship building behavior include support (showing acceptance, positive regard and concern for the needs of others) by making the followers feel that they are important to the success of the team, bolstering a subordinate's self concept through positive feedback and recognition of skills and worth, providing assistance and guidance when needed, taking time to listen to the followers' problems and showing empathy and being willing to help solve followers' problem development (increasing skills and facilitating adjustment) by helping followers to analyze their own performance and skills, showing concern for the development of the followers, promoting person's reputation, and developing

skills for future jobs, recognition of significant achievements important contributions, and high effort, showing true appreciation, empowering followers, and seeking advice from followers and conflict management by keeping conflicts de-personalized, attempting to develop win-win solutions and recognizing the interest and points of view of followers by the development of shared objectives (Scholl, 2002).

Combination (task and socio-emotional), this style involves a high level of interpersonal or emotional intelligence skills. The combination leader works to accomplish group goals and recognize subordinate values at the same time. Subordinates are likely to feel secure and valued. Many times the difference is subtle and determined by the leader's skill in communication. The combination style is difficult if leaders try to keep the focus on group success and use the skills and abilities of followers to solve problems (rather than simply telling them what they did wrong) that leader will be able to accomplish the combination approach (Scholl, 2002).

Because there are no clear signs of any universal traits or behavior that would always determine effective leadership. Researchers began studying the situation in which leadership occurred. The basic principle was that the behavior that was effective in some circumstances may be ineffective in others, and therefore the effectiveness of leader behavior is contingent, or dependent, upon organizational situations (Daft, 1999).

Contingencies that are most important to leadership are situation and followers. The contingency approach seeks to explain the characteristics of situations and followers and examines the leadership styles that can be used effectively. If a leader can properly diagnose a situation and be flexible enough to lead according to the appropriate style, successful outcomes are highly likely.

Several models of situational leadership have been developed and will be described here, such as Fiedler's contingency Model, the Vroom - Jago Problem – Solving Model, the Path – Goal Theory, and Hersey and Blanchard's Situational Theory.

Fiedler (1972) suggested that leader effectiveness depended on whether the person's natural leadership style matched the situation and how much power and influence that the leader possessed in a particular situation. The two styles of leadership that Fiedler assumed was the relationship – oriented leader, who is concerned with people and establishes mutual trust and respect, and a task – oriented leader who focuses primarily on accomplishing tasks.

Leadership style would be affected by the following three factors (McShane and Glinow, 2001):

1. Leader – member relations – the degree to which employees trust and respect the leader and are willing to follow him / her.
2. Task structure – the clarity or ambiguity of operating procedures
3. Position power – the extent to which the leader possesses legitimate, reward and coercive power over subordinates.

Combining the three situational characteristics creates eight leadership situations as shown in the following table:

Table 1 Fiedler's Classification of Situations and Leadership Styles

	Description of the Situation			
Type	***Leader – Member Relations***	***Task Structure***	***Power Position***	***Effective Leadership Behavior***
I	Good	Structured	Strong	Task – oriented
II	Good	Structured	Weak	Task – oriented
III	Good	Unstructured	Strong	Task – oriented
IV	Good	Unstructured	Weak	Relations - oriented
V	Poor	Structured	Strong	Relations - oriented
VI	Poor	Structured	Weak	Relations – oriented
VII	Poor	Unstructured	Strong	Either
VIII	Poor	Unstructured	Weak	Task – oriented

Source: Adapted from "The Effects of Leadership Training and Experience: A Contingency Model Interpretation." (Administrative Science Quarterly, 1972)

Situation "I" is most favorable to the leader because leader – member relations are good, task structure is high, and leader position power is strong, while "VIII" is most unfavorable because leader – member relations are poor, task structure is low, and leader position power is weak.

Relationship–oriented leaders (Fiedler's model, 1972) and building a bond of mutual trust with your followers (Bethel, 2009) are more effective in situations of moderate favorability while task – oriented leaders are move effective when the situation is in the extremes of highly favorable or unfavorable situations. This is due to the fact that in favorable situations when things are going wonderfully, all that is needed someone to take charge. In unfavorable situations,

having someone take charge is actually required. For moderate situations, human relations skills are important in achieving high group performance. The following Figure shows a summary of Fiedler's model:

Highly Favorable	**Moderately Favorable**	**Highly Unfavorable**
Task-motivated leaders perform better when the situation is highly favorable. • Group members and leader enjoy working together. • Group members work on clearly defined tasks. • Leader has formal authority to control promotions and other rewards.	Relationship- motivated leaders perform better when the situation is moderately favorable. • A combination of favorable and unfavorable factors.	Task-motivated leaders perform better when the situation is highly unfavorable. • Group members and leader do not enjoy working together. • Group members work on vaguely defined tasks. • Leader lacks formal authority to control promotions and other rewards.
Rationale: Working from a base of mutual trust and relative certainty among followers about task and rewards, leader can devote primary attention to get the job done.	**Rationale:** Followers need support from leader to help them cope with uncertainties about trust, task, and/or rewards.	**Rationale:** In the face of mutual mistrust and high uncertainty among followers about task and rewards, leader needs to devote primary attention to close supervision.

Figure 3 Fiedler's Contingency Model Summary

3. The Problem Solver

The role of the problem solver is to produce results. But you have to be able to spend ample time in order for this to happen. A lot of time will be spent

dealing with daily activities in the job place. And little time is spent in solving problems. Quality time must be spent to have positive results. Look at the roles (p.94) in order to implement and solve problems. One apparent thing is to create a worksheet that shows what the problem is and how much time is spent trying to solve the problems. Keep in mind to stay focused on discovering, defining, and solving problems. It is important to involve everyone to tackle the issues at hand. You must go into this head-on and have a mission or goal.

The Vroom–Jago Model assumed that the leader faced a problem that requires a decision to be made (Daft, 1999). Making that decision could be done by the leader alone, by consulting subordinates, or by group decision. The five leader decision styles are described below (Vroom and Jago, 1988). Autocratic leadership styles are AI and AII, consulting styles are CI and CII, and the group decision style is G:

AI: Autocratic style of Problem Solving: The leader defines problem, diagnoses problem, generates, evaluates and choose among alternative solutions.

AII: Autocratic Style with Group Information Input: The leader defines the problem. Although the leader diagnoses the cause of the problem, the leader may use the group as an information source in obtaining data to determine cause. Using his or her list of potential solutions, the leader may once again obtain data from the group in evaluation of these alternatives and make a choice among them.

CI: Individual Consultative Style: The leader defines the problem and shares this definition with individual members of the work group. The leader

solicits ideas regarding problem causes and potential solutions. The leader may also use these individuals expertise in evaluation of alternative solutions. Once this information is obtained, the leader makes the choice of which alternative solution to implement.

CII: Group Consultative Style: It is the same as CI except the leader shares his or her definition of the problem with the group as a whole.

G: Participative Style: The group as a whole proceeds through the entire decision making process. The group defines the problem and performs all other functions as a group. The role of the leader is that of process facilitator.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

THE ASSUMPTION UNIVERSITY LIBRARY

Degree of subordinate participation	Symbol	Decision-making style
None	AI	**Autocratic leader** You solve the problem or make the decision yourself, using information available to you at that time.
Low		You obtain the necessary information from your subordinate, then decide on the solution to the problem yourself. You any not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly, one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
Moderate	CI	**Consultative leader** You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make a decision that may or may not reflect your subordinates influence.
Moderate	CII	You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make a decision that may or may not reflect your subordinates influence.
High	GII	**Group directed** You share the problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of a chairman. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution that has the support of the entire group.

Figure 4 Vroom–Jago Leadership Continuum
Source: V.H. Vroom and Arthur G. Jago, The New Leadership: Managing Participation in Organizations, 1988

The following nine rules are based on the belief that level of elementary problems controls efficiency, quality and cost (Webb, 2000). If there are many

elementary problems, productivity will be negative, likewise, low level of problems puts productivity in the positive column. In the typical workforce, there is no recognition for people who spend time on elementary problems, big problems receive all the attention, yet, big problems start as minor and there are people around who are aware of them. Because of leadership attitudes, employees develop the habit of ignoring problems until they explode, at which time they become big problems, and then, leaders want to go on record for being a problem solver. Empowered teams correct this attitude. They focus on getting the job down while solving or preventing problems while minor (Webb, 2000).

1. Priority #1: Get the Job Done. In many work environments, top priority is cost control, which limits the ability to get the job done. It cost money to control project cost. Focusing on "getting the job done" is automatic cost control. Decision is based on what it takes to finish a job, not what it cost.

2. Consider employees as an investment, not a cost. In any work environment, employees' skills and abilities will reflect the attitude of its leaders. If leadership considers employees a cost, quality of employees will suffer, likewise, if leadership considers employees an investment, then both sides will be motivated to increase skill quality. Greater efficiency is the result.

3. Employee attitudes are by products of leadership style. If subordinates attitudes are negative toward the company, it is because of leadership style. If they are positive, it is because of leadership style. If attitudes need changing, it must start with the leaders.

THE ASSUMPTION UNIVERSITY LIBRARY

4. Sharing knowledge inspires motivation. People who have opportunity to share knowledge feel they are a part of the team. Team members want to impress by their ability to contribute valuable information and this motivates the desire to seek information. It maintains a desire to excel, accept challenges and reject the status quo.

5. Coach, not control. People who only follow orders do not assume responsibility, are not motivated and do not have a desire to excel. Coaching is inspiring people to find solutions to problems. Finding solutions, is a motivating force, it also becomes a habit. Coaching is sharing knowledge.

6. Team responsibility. Being responsible for results is a highly motivating force. Also, a group of three or more, focused on a common goal, becomes a highly intelligent force. They are aware of minor problems and have authority to manage them. The team is recognized for their ability to prevent problems while getting the job done.

7. Supply quality resources. Efficiency is as effective as available resources, (tools, supplies, work environment), to complete tasks. Teams will work hard to get jobs done, but they need quality resources to be efficient. Resources influence pride, which affects output quality.

8. Opportunity to learn. Repetitive tasks kill the desire to learn, an attitude that rejects change and accepts the status quo. There is always a better way of doing a task, including repetitive task, and better ways are found in empowered

teams. Challenges motivate people to learn and the desire to learn is based on opportunity for challenges.

9. Wages. Effective empowered teams require above average wages. Empowerment is no substitute for low wages. High wages for leaders to manage in an efficient way. Low wages promotes sloppiness. Wage level influences attitude and output quality.

4. The Evaluator

There are five principles in evaluation: *purpose, responsibility, involvement, guidance, and service.* Your evaluation looks towards your team or company and not yourself. How can you better your team or organization? Evaluating provides improving, growing, and adapting. Don't look at as a hindrance of your job duty; but as enhancing individual performance. Look at the roles of the evaluator (p.118) and principles (p.120). In the evaluation process you can create an evaluation appraisal worksheet. This can be based on experience, expectation, skills, etc. There is a good example of the worksheet on page 126. Everyone's evaluation process will be different. Keep in mind you should be committed in order to stay focused and improve individual performance. To have an effective system you need to show that you are an effective tool towards the company. Others will see that and job satisfaction will increase.

Another decision making which utilize leadership styles to utilize depends on eight factors (Daft, 1999):

1. *Quality requirement* (QR) – How important is the quality of this decision?
2. *Commitment requirement* (CR) – How important is subordinate commitment to the decision?
3. *Leader's information* (LI) – Does the leader have sufficient information to make a high – quality decision?
4. *Problem structure* (ST) – Is the decision problem well structure?
5. *Commitment probability* (CP) – If the leader were to make the decision, is it reasonably certain the subordinate would be committed to the decision?
6. *Goal congruence* (GC) – Do subordinates share the organizational goals to be attained in solving the problem?
7. *Subordinate conflict* (CO) – Is conflict over preferred solutions likely to occur among subordinates?
8. *Subordinate information* (SI) – Do subordinates have enough information to make a high – quality decision?

Moreover, when each of the above questions is answered, a leader can use the decision tree below to make a decision on leadership style:

OR Quality requirement:
How important is the technical quality of this decision?

CR Commitment requirement:
How important is subordinate commitment to the decision?

LI Leader's information:
Do you have sufficient information to make a high-quality decision?

ST Problem structure:
Is the problem well structured?

CP Commitment probability:
If you were to make the decision by yourself, is it reasonably certain that your subordinate(s) would be committed to the decision?

GC Goal congruence:
Do subordinates share the organizational goals to be attained in solving this problem?

SC Subordinate conflict:
Is conflict among subordinates over preferred solutions likely?

SI Subordinate information:
Do subordinates have sufficient information to make a high-quality decision?

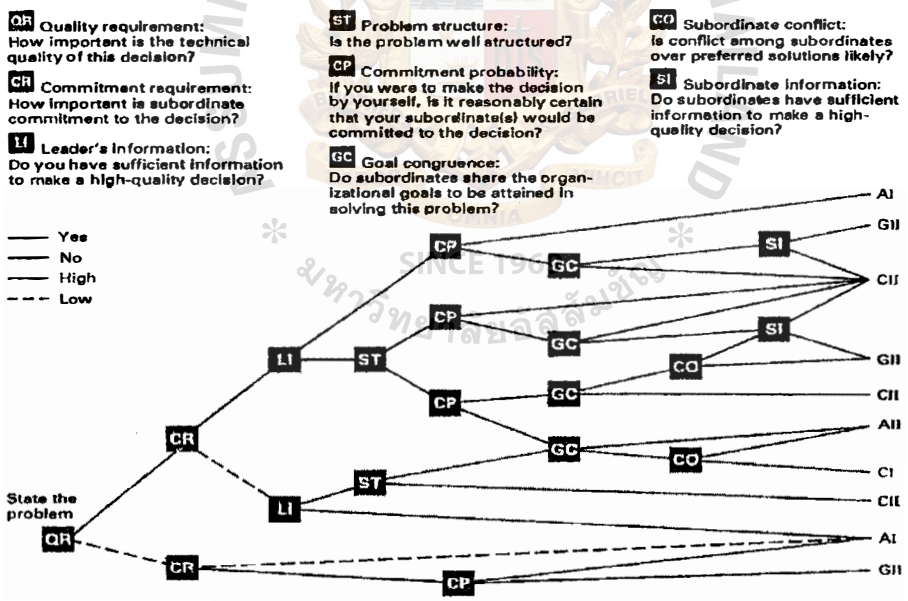

Figure 5 Vroom - Jago Decision Tree for Determining Leadership Style
Source: V.H. Vroom and Arthur G. Jago, The New Leadership: Managing Participation In Organizations, 1988

5. The Negotiator

This chapter is on negotiation. The purpose of negotiating is what needs to be done to serve the customer. Anyone who is good at negotiating can create solutions that is more effective than any party can achieve individually. The point of negotiating is to win for everyone and not just yourself. If you negotiate for only yourself, then nothing will be accomplished. The roles of the negotiator are admonished on page 145. The main goal of the negotiator is to serve the customer by reaching what needs to be done or obtained. When negotiating you need to know what the customer needs? If you understand what the customer needs and what you need, it will be easier to obtain a goal. There are 8 stages in the negotiating guide (p.155). Each stage is effective in what needs to be done in negotiating. Any leader in whatever role should be able to negotiate. It is effective in order to solving problem.

Transaction leadership fits with the contingency and behavioral theories because it focuses on leader behavior that improves employee performance and satisfaction, whereas transformational leadership is about changing the organization's strategies and culture so they fit better with the environment (McShane and Glinow, 2001).

Transformational leaders view the leader-follower relationship as an exchange process. They offer rewards for performance or threatening punishment for non performance. The transactional leader attempts to tap the intrinsic process and instrumental sources of motivation (Scholl, 2002).

Transformational leaders use a more visionary and inspirational approach. They communicate clear and acceptable vision and goals that employees can identify with, which create intense emotion and dedication. Rather than exchanging rewards for performance, transformational leaders attempt to build ownership on the part of group members by involving the group in the decision process (Tichy and De Vanna, 1986, 1990). When transformational leaders are successful, they are able to make desired behavior or behavioral patterns internalized rather become behavior motivated by extrinsic exchange. When the behavior becomes internalized, the leader's need to monitor employee behavior is greatly reduced. Transformational leader's facilitate the transition from external to internal control by (Scholl, 2002):

a. Changing the mental models of employees
b. Linking desired outcomes to valued help by employees
c. Creating employee ownership in outcome so that positive outcomes validate the self-concept of employees.
d. Building strong employee identification with the group or organization.

Ways a leader can influence compliance to directives or requests include (Burns, 1978):

1. *Enjoyment.* The leader attempts to convince the target of the enjoyment he or she will experience along with compliance.
2. *Coercion.* The leader uses or implies threats, frequent checking
3. *Reward.* The leader offers favors, benefits, or future rewards for compliance
4. *Legitimate.* The leader seeks to establish legitimacy of request by claiming the authority or the right to make it, or by verifying that it is consistent with organizational policies, rule or practices
5. *Reciprocity.* The leader appeals based on feeing of debt (based on past favors) to the leader
6. *Expertise.* The leader bases appeal on his/her expertise
7. *Loyalty of Identification with leader.* The leader appeals to feelings of loyalty and friendship toward the leader
8. *Appeal or challenge to traits.* The leader appeals to the individuals traits such team player, hard worker, or risk taker to gain compliance.
9. *Appeal to Values.* The leader appeals to the individual's values such as concern for students, concern for the environment.
10. *Appeal to Competencies and Skills*. The leader appeals based on affirmation of the individual's values skills, such as good leader, or best negotiator

THE ASSUMPTION UNIVERSITY LIBRARY

11. *Appeal to goals*. Identification with goal. The leader attempts to show that the request is in the best interests of the group and its goals.

6. The Healer

The role of the Healer is essential in any business. It is just like a doctor or a nurse who has his/ her responsibility to make people better again. The leader has to be able to address problems with in the workplace. They need to find a solution to the problems. They need to prescribe something that will enable the workplace better. The leader's role is almost the same as a doctor's role in the area of healing. The apparent roles a leader should follow on page 171 for the process of healing. As a healer you need to keep in mind not to let your own emotions get in the way. How can you heal in a positive way? Keep in mind your workers' attitudes as well when you address situations. You may have show humility, but it will benefit you and your company in the long run.

The approach focuses on of followers as the important element of the situation, and consequently of determining effective leader behavior. The model states that subordinates vary in readiness level, and that effective leaders vary their style with the "readiness" of their followers.

The four leadership styles include (Daft, 1999):

Telling – a very directive style that involves giving explicit direction about how tasks should be accomplished.

Selling – involves providing direction but also includes seeking input from others before making decisions.

Participating – focuses on supporting the growth and improvement of others by guiding skill development and acting as a resource for advice and information.

Delegating – a style that offers little direction and little support. Under such conditions, employees assume responsibility for their work and for the success of their organization.

These styles are effective depending on the readiness of the employee. With low-readiness employees, a telling style is very appropriate because people are unable or unwilling to take responsibility for their own task behavior. The selling and participating styles work for followers with moderate readiness, and delegating is appropriate for employees with high readiness.

SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

7. The Protector

The role of the Protector is an essential one. It is the role that may take risks for goals to be achieved. The role demands to go head-on with the problems. You value the people under you such as your customers. Therefore, you do not want to see them fall into more of a crisis. When crisis occurs, every type of conflict may occur, for example, finger-pointing, squabbles, social problems, etc. The goal of the protector is to identify and act in response to threats to organizational well-being. The roles can be seen on page 195. If you look at the risk assessment guide on p.

196, you will be able to further diagnose the crisis that occurs. It is important that you recognize and understand the thought of a crisis happening. How will you assess the problem at hand? You should embrace it and consider it an opportunity for your leadership skills to improve. Once you accept the responsibility, the possibilities are endless for great achievements to happen.

According to the path–goal theory (McShane and Glinow, 2001), the leader's responsibility is to increase subordinates' motivation to attain personal and organizational goals (Evans 1970). The leader chooses among four leadership styles in order to clarify the path for his followers and/ or increase the rewards that the followers value. Path clarification means that leader helps subordinates learn behaviors that lead to successful task accomplishment, while increasing rewards means the leader learns what rewards are important to subordinates (Daft 1999). The leader's job is to increase personal payoffs to subordinates for goal attainment and to make the paths to these payoffs clear and easy to travel (House 1971).

The four leadership styles (McShane and Glinow 2001) are:

1. *Directive oriented* – the leader clarifies performance goals, how to achieve them and standard that the employee will be measured against.
2. *Supportive oriented* – the leader is concerned for the employee's welfare and supportive of the employee's actions toward the end goals
3. *Participative oriented* – the leader consults with employees on decisions that will affect them and takes their input seriously.

4. *Achievement oriented* – the leader sets challenging goal and encourages and expects employees to meet the goals

Path–goal theory states that the four style above will be effective in some situations and maybe not in others. Two set of situational variables that moderate the relationship between a leadership style and effectiveness (McShane and Glinow 2001) are:

1. Employee characteristics-includes such factors as subordinate ability, skills, needs, and motivations.
2. Characteristics of the employee's work environment–includes the degree of task, structure, the nature of the formal authority system, and the work group itself.

8. The Synergizer

As a synergizer you provide the necessary tools for teams and individuals coming together to achieve something greater than what is there already. The synergizer knows responsibility of individuals, always analyzes and makes choices. Those choices they make are put into practice. You can say "They practice what they preach". They empower others and bring into essence of wanting to fulfill the dream of the big picture. They take control of their own destiny. Never lacking commitment in what they due, they are always 100 % confident in what they do. You can see the roles of the synergizer on p.255. There is also a seven-step guide to self-improvement on p.230 which provides what steps to take and the lesson learned

from each step. They have a vision for the company, customers and individuals. Their essential is to see achievement obtained.

Traditionally, intelligence is defined operationally as the ability to answer items on tests of intelligence. This is far way from the modern concept of intelligence. Garner (1993,15) defined intelligence as "An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community". Pentti Sydanmaanlakka (2003) made his own definition of intelligence; intelligence means the capacity to use different kinds of competencies in various domains of body, mind, emotion and spirituality in order to solve problems or create products in a particular cultural setting.

The intelligent leadership model is based on the postindustrial paradigm which is said to be replacing the industrial paradigm in the next ten years (Rost, 1993). The major characteristics of the industrial paradigm according to Rost (1991,18) are as follows: 1) Structural functionalistic view of the organizations, 2) View of management as the preeminent profession, 3) A personalistic focus on the leader 4) A dominant objective of goal achievement, 5) A self-interested and individualistic outlook, 6) A male model of life, 7) A utilitarian and materialistic ethical perspective, and 8) Rational, technocratic, linear, quantitative and scientific language and methodology

The intelligent leadership model is also based on the systematic theory and systematic thinking (1990, 68-92). Systematic thinking is a discipline for seeing wholes. The essence of system thinking is based on two issues: seeing

interrelationships rather than linear cause-effect chains and seeing processes of change rather than snapshots. Leadership is seen as a wider process, which takes place in an organization. In that process there are many variables which all affect each other. With systematic thinking we try to clarify and really see the key interactions in this process and this way discloses the essence of leadership.

Intelligent leadership is a shared and collaborative process. It is a process that should be taught not only to leaders, but also to followers. The premise of intelligent leadership is that it must be practiced by both, the so-called leaders and the so-called followers. Intelligent leadership means putting people to work together efficiently. It is not manipulation. It is not management. Rather it should energize our employees and organizations.

Leadership Development

Good leaders influence others toward positive action for themselves and the organization's mission. Although leadership style vary, the following points have been pointed out from research conducted by numerous sources (Goleman, 1998):

1. The leader's role is integral to all the things that happen.
2. A leader's success depends on his or her high levels of self – awareness, self – management and accurate self – assessment.
3. Emotional intelligence is the foundation of good leadership

4. Good leaders are not threatened by their subordinate's abilities or fear that their subordinates would rise up higher than they; rather, they would encourage and develop these abilities an skills for success.
5. Being promoted to a position of leadership does not make one a leader.

Research studies revealed that emotional intelligence is twice as important as any other factor in predicting outstanding employee performance, accounting for more than 85% of star performance in top leaders. When senior leaders had a critical mass of emotional intelligence capabilities, their divisions outperformed yearly earning goals by 20% whereas division leaders without that critical mass underperformed by almost the same amount (Goleman, 1998).

Emotional intelligence is the ability to manage oneself and one's relationships effectively and consists of four fundamental capabilities : self – awareness, self – management, social awareness and social skill. Each capability is comprised of specific sets of competencies. Below is a representation of these capabilities and competencies :

Table 2 Four Fundamental Capabilities of Emotional Intelligence

Self – Awareness

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence
- Intuition

Social Awareness

- Empathy; Understanding others
- Service orientation
- Organizational/political awareness

Self – Management

- Emotional self-control
- Adaptability & flexibility
- Resilience
- Effectiveness under pressure
- Authenticity & intentionality
- Trustworthiness & integrity
- Conscientiousness & accountability
- Innovation

Social Skills

- Developing others
- Leveraging diversity
- Influence
- Communication
- Conflict management
- Leadership – Visionary Leadership
- Catalyzing change
- Building bonds
- Teamwork

Self – Motivation

- Achievement orientation;
  A drive for excellence
- Initiative
- Optimism
- Commitment

Source: Daniel Goleman, "What Makes a Leader?" – Harvard Business Review, 1998

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Gender Issues in Leadership

Researchers have studied the leadership styles of men and women. For example, the stereotype of women is that they have an interactive style. It has been found that there is no difference between men and women in the level of people – oriented vs task – oriented leadership (McShane and Glinow, 2001).

Strategic Planning Models

Strategic planning model serves many purposes. Its most importance is planning the process of doing strategic planning also referred to as "planning to plan" or "meta-planning". Another purpose is to lay out the process of strategic planning so that everyone involved understands what is going to happen. Another is to explain the process of strategic planning to those who may not understand it as trainers do to new organizational hires or professors to students. Another is to change the process from what the organization used to do for a better one, taking the opportunity to justify and explain the changes to the organization at the same time. Finally, the model can set out a timeline, during which the planning process is accomplished. Here it is going to present the principle steps of some proposed strategic planning models as the following:

James F. Bandrowski (1990) advocated a five-step "creative planning" process that includes steps for analysis, creativity, judgment, planning and ultimately action:

Step 1, *Analysis* involves evaluating a company from six different angles- profitability, markets, competitors, technologies, operations and organization. It also involves developing creative insights into the company and its industry. For example, what the company's major issues are, the blocks to increasing profitability, and the traditions in the company or industry that no longer make sense.

Step 2, *Creativity* involves creative leaps and imagination, a team to generate ideas about any aspect of the company ways to increase profitability and productivity, reduce costs, beat the competition, and the like. This step is to inject fresh thinking into the process.

Step 3, *Judgment* takes the "wild" ideas generated in Step 2 and prunes out the infeasible ones, modifies or combines some of the others, and products usable strategic concepts. These are refined further until they become feasible and prioritized. The strategy you will pursue will start to come into focus here.

Step 4, *Planning* allows you to stand back and articulate the company's mission, vision, positioning values and guiding principles. Also in this step the company sets the quantitative objectives. It will try to achieve them. Finally, to work out the details-the action programs, budgets, financial forecast and contingency plan that have to be in place for implementation to proceed smoothly.

Step 5, *Action* is the step where the plans and strategies are implemented. The plan becomes a framework for decision-making and control throughout

implementation. Each operational unit should also create its own plans, replete with objectives, resource allocations, assignments, and timetable.

Roger Kaufman (1992) proposed a different model. First, you must choose the appropriate planning level (mega-, macro-, or micro-planning): "mega" for the corporation, "macro" for the division and "micro" for operational planning. Steps 2-5 involve collecting data about the organization's beliefs and values, its vision focusing on ends and not means, that is: what is, what should be, what could be its current mission, and its needs. Steps 6-12 involve planning, where matches and mismatches are identified visions, values, needs and current missions are integrated. In these steps, differences are reconciled, needs are prioritized, and a preferred future is selected. Finally, after doing a SWOT analysis and deriving decision rules, strategic action plans are developed. In the final phase, the plan is implemented.

Kerry Napuk (1996) provided five stages represented by a series of "simple" questions that facilitate the complexities of modeling. These, in turn, generate objectives, urgent issues and best opportunities for which Napuk said to set one or more strategies and the actions to achieve them.

1. How do we get here? What has accounted for our success or lack thereof?
2. Where do we want to go? Is our vision real? Does it build on things we do really well? What are the company's strengths and weaknesses? Do the strengths support the vision?

3. What are the objectives, in order of importance? Are they all achievable? What are the goals? How do they compare to competitors and the industry?
4. How do we get to where we want to go? What and where the best business opportunities, which may require market research? What strategies are needed to realize these opportunities? What market plans are needed to realize the business opportunities?
5. How do we make the plan work? What resources are needed to convert the opportunities, such as people, fund, and technology? How will these resources be obtained? What are the critical risks, threats, and response to strategies? What actions need to be taken?

Karl Albrecht (1994) described a strategy formulation process that begins with environmental, opportunity, and organizational scanning which are akin to situation analysis. This leads into a model-building stage that is comprised of what he calls a *Strategic Success Model.* The strategy formulation process ends with successive stages of gap-analysis and action planning---choosing *key result areas* (KRAs)---setting objectives that will close the gap, and strategy deployment, which is the necessary communication that precedes implementation. Albrecht's Strategic Success Model is comprised of five levels:

1. *Creating a vision statement*---a shared image of what the leaders want the company to become, an answer to how the organization would like those it cares about to perceive it.

2. *Creating a mission statement* that is a simple, compelling statement about how the enterprise does business, a customer value model that is value defined from the customer's perspective and a statement of core values essential to accomplishing the mission---not motherhood statements.
3. *Defining the strategic concept* which requires knowledge of the operating environment, the logic of the business and strategy and the customer value package also referred to as the firm's value proposition. (See Customer Value Package.)
4. *Defining strategic initiatives*, both KRAs and business targets (objectives).
5. This last level includes not only outcomes, but also *adaptive goals*---not the business targets of the previous step, but new problems and challenges noticed during implementation that deserve the organization's attention.

In yet another five-step model Kenichi Ohmae (1983) advocated:

1. Clearly defining the business domain.
2. Analyzing the basic forces and trends in the environment, extrapolating into the future, and describing the most logical and succinct scenario in which the company will be mostly likely to find itself competing.
3. Choosing only a few strategic options and deploying resources boldly and aggressively.

4. Regulating the strategy according to available resources.
5. Staying with the strategy unless basic assumptions change.

Michele Bechtell (1995) used Hoshin planning as the basis for strategic planning. As the preface to her book *The Management Compass: Steering the Corporation Using Hoshin Planning* states, "*Hoshin kanri* is a management methodology to reliably execute strategic breakthroughs." Developed in Japan, *Hoshin kanri* is rapidly gaining favor in the United States and around the world. "HP, Intel, Milliken, TI, Zyted and P&G are among the world class corporations using Hoshin management to link daily activity with strategic objectives."

The model used in Hoshin management starts with creating a long term vision and aligning the organization's goals with changes in its environment. Next, management must select and define a vital few breakthrough objectives---or gaps that need to be closed---to sharpen the organization's future focus. Management then must create a companywide plan of attack, aligning people, activities, and resources behind those things that matter most to the organization. The rest is implementation. Daily activities must be aligned with the plan and progress tightly controlled. Changes in the environment may spark changes in the organization's priorities, requiring operational plans to be modified and the organization to become more flexible. Hoshin management can be summed up in two words: focus and alignment.

Timothy Nolan, Leonard Goodstein, and J. William Pfeiffer (1993) in their book, *Plan or Die*, suggest an *applied* strategic-planning model as follows:

1. *Planning to plan*---setting up the planning process, deciding how to involve the organization's principal stakeholders, and deciding who to involve and what data to collect.
2. *Values scan*---identifying the underlying and real values of the people in the company and how the company intends to do business.
3. *Mission formulation*---must include *what* function the organization serves, *for whom* it serves this function, *how* it goes about fulfilling this function, and *why* it exists.
4. *Strategic business modeling*---the process by which the organization specifically defines success in the context of the business it wants to be in, how that success will be measured, what will be done to achieve it and with what organizational culture. This includes topics, such as proactive futuring, the organization's approach to innovation, its orientation to risk as well as its competitive stance.
5. *Performance audit*---how the organization has been doing, which includes a SWOT analysis.
6. *Gap analysis*---represents the difference between the outcome---what is desired---and the performance audit---where the company is now. If the disparity is too great, the strategic business model has to be reworked and the process repeated iteratively until the gap is within the capabilities and resources of the organization to close.

THE ASSUMPTION UNIVERSITY LIBRARY

7. *Integrating action plans*---of each business and functional unit within the organization into a comprehensive whole.
8. *Contingency Planning*---focuses on the low probability events that would have a high impact---positive and negative---on the organization if they were to occur.

Dave Francis (1994) proposed a ten-step competitive strategy process. The first nine steps are the strategy-planning model, with the final step being the strategy's implementation:

1. *Exploring industry scenarios*---assessing opportunities and threats for similar firms.
2. *Assessing market dynamics*---defining customer groupings.
3. *Evaluating structural profitability*---answering the question, "Can we make money?"
4. *Analyzing competitors*---helping you know your enemy.
5. *Collecting external perceptions*---challenging your assumptions.
6. *Clarifying values*---clarifying what you believe in.
7. *Generating ideas*---exploring all the things you could do.
8. *Developing strategic options*---clarifying alternative future.
9. *Defining a competitive strategy*---identifying your formula for gaining superiority.

William Finnie (2000) outlined a three-cycle process for strategy development and implementation:

- *Cycle 1, Strategy Development* (primarily qualitative and top down)---includes defining the business and setting strategic objectives, including *big, hairy, achievable goals* (BHAG); developing generic strategies and customer-driven, competitor-driven, and people-driven strategies; developing the vision and mission statements, key moves, and broad action plans; and getting bottom-up commitment.
- *Cycle 2, Strategy Implementation* (primarily quantitative and bottom-up)---includes forming departmental strategies and SMART goals.
- *Cycle 3, Strategy Implementation*---further includes creating performance measures and detailed action plans.

Robert E. Johnston Jr. and J. Douglas Bate (2003), while proposing a model for strategic thinking---or "strategy innovation" to use their term, actually incorporate aspects of strategic planning go beyond just strategic thinking. Their strategy innovation or "Discovery" process is divided into the following five phases:

1. *Staging Phase*---where the Discovery team is selected, key roles identified, and objectives of the initiative are set.
2. *Aligning Phase*---where the Discovery team and senior management align themselves with to the focus and scope of the initiative, agreeing on the "strategic frontier(s)" to be explored, such as new markets, new ways of providing customer value, mew products, or a new business model entirely.

3. *Exploring Phase*---where the Discovery team collects new insights on the strategic frontier leading to identify new opportunities for the company.
4. *Creating Phase*---where the Discovery team creates and refines a portfolio of new business opportunities using the insights gained in the preceding phase.
5. *Mapping Phase*---where the Discovery team creates a strategic road outlining key events, trends, milestones, and the like to move the company into its strategic future.

Conelis De Kluyver (2000) proposed a more traditional model integrated with three questions:

1. *Evaluate Current Performance*---mission, goals, Objectives, and strategies.
2. *Industry analysis*---structure, evolution, competition, competition analysis and positioning.
3. *Environment analysis*---economic, social, technological, political.
4. *Company analysis*---structure, resources, processes, staffing, culture.

} Where are we now?

5. *SWOT analysis*---strengths, weaknesses, opportunities and threats
6. *Strategy options*---business unit, corporate

} Where should we go?

7. *Evaluation and implementation*---resource requirements, risk/return

} How should we get there?

Finally, Bill Birnbaum (2004), in *Reinventing Strategic Planning*, proposed an update on the traditional strategic-planning process that he called the Strategy 21^{tm} Process:

1. *Examining the current business model*---including whether the company has a competitive advantage, what it is, and whether it is eroding how competitive the company is whether it has a core competence, how its industry, market, and environment are changing and what the weakest link is in its business model.
2. *Beyond the current business model*---including scanning the environment outside the business model for potential new competitors, threats from substitutes, other distribution channels, and so on.
3. *Designing the "grand strategy"*---choosing from among three options such as continuing or improving the currents business model; changing to a new business model, or diversifying so as to manage multiple business models.
4. *Developing a compelling vision*---creating an exciting vision of the company's future that everyone in the company can get behind.
5. *Assuring enablers of strategy*---these include intellectual capacity (creating a learning organization), processes, organizational structure, technologies, external relationships and capital resources.

6. *Setting objectives to measure success*---including measures from the following categories: financial, marketing/sales, products/services, operations, human resources and community.
7. *Designing a monitoring process*---checking over time that both the set of objectives and the strategy are being achieved.

All of these above strategic planning models make sense and have been used "in the filed" to help various kinds of organizations. Any model can be chosen and used in different management. Without the strategic planning and implementation, the organizations or even educational institutions would never change.

Summary

We clearly saw that the Leadership phenomenon could be approached from many different perspectives, but there were several aspects which having something in common and having the same dominant objective of goal achievement. These theories and principles came out from the several famous thinkers, such as trait theory of leadership, behavioral approach to leadership, contingency/ situational leadership, transactional vs. transformational leadership, intelligent leadership, leadership IQ and other critical issues for leadership. Even though these leadership theories are fit with running in organizations, but certainly they can be applied and used in an educational context.

In this study, the researcher learned a lot about leadership models and Leadership IQ. In every career we have realized that intelligent leadership and other leadership approaches are very important factors in leading people in organizations. According to the research findings of Emmett C. Murphy (1996), he found out the eight roles of intelligent leadership, consisting of the selector, the evaluator, the healer, the connector, the problem solver, the negotiator, the healer, the protector and the synergizer. From his research, it has been found that these eight roles can make effective leaders. The eight roles of leadership increase high leadership IQ and all leadership models related skills are required to translate those roles into action. All of these eight roles of leadership are like a spider web or geodesic dome in which a part is related to other parts. The best way to see everything is to consider the whole picture as a big unit. And all of these roles were intertwined and guided by achievement, pragmatism, practice strategic humanity, customer-focused, commitment, optimism and responsibility. These characteristics can create effective leaders and also followers with high leadership IQ for our knowledge organizations and educational institutions. We can call this kind of leadership as a new leadership approach of at present.

Molded together, the eight roles of leadership and all of the leadership models that increase Leadership IQ provide a new model for success that any leader in any organization or even in educational institutions can use with confidence. Individuals achieve when they fulfill all of the roles, where each role interacts with

and supports the others, just as the themes of a Beethoven symphony interconnected to create a masterpiece.

Theoretically, understanding leadership models and the eight roles of leadership as mentioned above are very useful in creating an effective leader. But in principle, doing the strategic plan is more significant and also helpful to develop and improve the effective and intelligent leaders (administrators and teachers) in educational institutions, especially in Salesian schools. (See Strategic Planning for Salesian administrators in chapter 4)

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method that was followed in conducting research, respondents of the study, research instrument, techniques, data gathering procedure and statistical treatment of the data collated. Therefore, this study runs with the following steps:

1. Population and Sample
2. Instrumentation
3. Instrument development
4. Data collection procedure
5. Statistical Treatment of Data and Decision Criteria
6. Data analysis

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Population and Samples

The population of this study were divided into three levels: a group of religious administrators, a group of administration staff and a group of department heads of both Salesian academic and vocational schools all over Thailand. There were 14 schools under the Salesian administration, being comprised three types: Type I: five of boy school, Type II: five of girl school and Type III: four of co-educational school as shown in Table 1.

Table 3 Number and Type of Salesian Schools

Type	Name of the Schools	Location
I	**Boys School.**	
	1. Saint Dominic School	Bangkok
	2. Don Bosco School	Bangkok
	3. Don Bosco Technical School	Ratchaburi
	4. Sarasit Phithayalai School	Ratchaburi
	5. Saeng Thong Vitthaya School	Songkhla
II	**Girls School.**	
	1. Nareevitthaya School	Prachuapkerekan
	2. Nareewut School	Ratchaburi
	3. Thidanukau School	Songkhla
	4. Saint Mary School	Udonthani
	5. Mareeupphathem School	Nakornpathom
III	**Co educational School**	
	1. Arun Vitthaya School.	Prachuapkerekan
	2. Hua Hin Vithayalai School	Prachuapkerekan
	3. Don Bosco Surath Technical School	Surathani
	4. Don Bosco Vitthaya School	Udonthani

Samples were selected by using the following steps:

1. The researcher focused on fourteen Salesian school's administrators all over Thailand. According to the school administration's structure, there are three levels. The first is a group of religious administrators. The second is a group of administration staff. And the third is a group of department heads.

2. These three levels of school administrators were used to obtain data, which came from the results of Leadership IQ Self- Assessment.

Table 4 Number of Administrators in Salesian Schools (Year 2008-2009)

School	Number of Religious administrators	Number of Administration staff	Number of Department heads	Total
1. Saint Dominic School	3	8	8	19
2. Don Bosco School	3	7	5	15
3. Don Bosco Technical School	3	8	3	14
4. Sarasit Phithayalai School	3	6	8	18
5. Saeng Thong Vitthaya School	3	4	4	11
6. Nareevitthaya School	2	6	8	16
7. Nareewut School	4	7	8	19
8. Thidanuknow	4	7	8	19
9. Saint Mary School	4	7	8	19
10. Mareeuppratham school	4	7	8	19
11. Arun Vitthaya School.	3	6	8	16
12. Hua Hin Vithayalai School	3	12	8	23
13. Don Bosco Surath Technical School	2	5	5	12
14. Don Bosco Vitthaya School	3	5	5	13

In table 3, it shows the number of 232 school administrators which they were randomly drawn.

Additionally, Table 4 shows the differences which were classified by status, education and gender of fourteen school administrators. The data was obtained for this study.

Table 5 Number of Administrators Classified by Positions and Gender

No.	School	Level 1			Level 2			Level 3		
		M	F	T	M	F	T	M	F	T
1	Hua-Hinvitthayalai	3	0	3	6	6	12	2	6	8
2	Sarasit	2	0	2	6	0	6	5	3	8
3	St.Dominic	2	0	2	5	3	8	6	2	8
4	Donboscovitthaya	3	0	3	4	1	5	4	1	5
5	Saengthongvitthaya	3	0	3	3	1	4	2	2	4
6	DonBosco Banpong	3	0	3	8	0	8	3	0	3
7	Don Bosco Bangkok	3	0	3	7	0	7	4	1	5
8	Don Bosco Surath	2	0	2	3	2	5	4	1	5
9	Nareevitthaya	0	2	2	0	6	6	0	8	8
10	Thidanuknow	0	4	4	0	7	7	0	8	8
11	Arunvitthaya	2	1	3	3	3	6	0	8	8
12	Marreeuphatham	0	4	4	0	7	7	0	8	8
13	Saint Mary	0	4	4	1	6	7	0	8	8
14	Nareewut	0	4	4	0	7	7	1	7	8
	Total	21	20	41	44	51	95	34	62	96

From the above tables, the data showed the total of all level of Salesian administrators consisting of 232 people. They were divided into three categories, namely the number of religious administrators, the number of administration staff and the number of department heads who were classified according to names of the schools, positions and gender.

Instrumentation

To achieve the objectives and to obtain the data of this study, the Leadership IQ Self-Assessment was designed by the researcher and used as instrument. This instrument consists of 36 scenarios based on the researcher's educational experiences. The main purpose of this instrument (as an assessment

tool) was to determine or to test the Leadership IQ of all level of Salesian school administrators. Regarding the testing, each scenario has three choices for the best answer by each administrator. All of the scenarios (questions) focused on the eight roles of intelligent leadership. Thus, all of the provided scenarios were classified as follows: 6 questions for Selector role, 4 questions for Connector role, 3 questions for Problem- Solver role, 5 questions for Evaluator role, 5 questions for Negotiator role, 5 questions for Healer role, 5 questions for Protector role, and 3 questions for Synergizer role. (See in Chapter 2)

The directions for interpretation of Leadership IQ Self-Assessment were used as follows: 1 point for every correct answer and no point for all wrong answers. After finishing scoring of each respondent, the total points were marked. The scoring range starts from the lowest up to the highest: 0 - 8, 9-19, 20-26, 27-32 and 33-36. When the researcher obtained the results of all Leadership IQ Self-Assessment, he was gradually able to build a Leadership IQ Development Guide (a Strategic Plan) for improvement in specific areas.

Instrument development

To determine the validity of the instrument, the most important validity is the content validity---the extent to which the instrument measures what to be measured. The expert judgment is the practical approach to estimate the content validity. The instrument development was determined by the following steps:

1. The researcher studied and reviewed the theories, the practices, and the research findings about leadership IQ, leadership models and strategic planning models.

2. After the researcher had gained knowledge from studying and reviewing the theories, the practices, the research findings about leadership IQ, leadership models and strategic planning models, he applied and used those knowledge and principles to write the instrument items from the organizational context into educational settings.

3. The researcher applied Murphy's theory (1996) to Thai educational context and situation. His theory and principles focused on the eight roles of Leadership IQ, namely the selector, the connector, the problem solver, the evaluator, the negotiator, the healer, the protector and the synergizer. These roles and tools were used in the companies among leaders and workleaders. But in this study, the researcher used the theory in the school context among administrators and teachers.

For example, regarding the role of the selector in a company, when you interview the candidate, you should know how to put the right people in the right place doing the right job at the right time and you as leaders should do the following process: 1) Prompt the candidate to speak spontaneously 2) Track early experience 3) Let the candidate do the talking. In the educational settings, administrators do it with the same method among administrators and the candidates or the teachers. Administrators should know how to select and how to put the teachers in the right place and do the right tasks at the right time.

4. The instrument items (scenarios) were a testing of Leadership IQ Self-Assessment based on Salesian educational context and situation in Thailand. All in all, there were 36 scenarios, each had three choices and all of the scenarios focused on the eight roles which were in the following: the scenarios of the selector were 6, the scenarios of the connector were 4, the scenarios of the problem Solver were 3, the scenario of the evaluator were 5, the scenarios of the negotiator were 5, the scenarios of the healer were 5, the scenarios of the protector are 5, the scenarios of the synergizer were 3. These scenarios were tested by the Salesian administrators of fourteen schools in three administrative levels (religious administrator, administration staff and department heads) classified by school types, positions, status, education and gender.

5. The content validity of the instrument items were determined by three experts. The first one is Dr.Sangob Laksana. He is an expert in Measurement and Statistics. The second one is Dr. Darunee Chooprayoon. She is an expert in Higher Education. And the third one is Dr. Fr.Manoon Soncharoen. He is an expert in Salesian school administration. (See in Appendix L)

Data Collection

After the instrument items, 36 scenarios (Leadership IQ Self-Assessment) and the form of voting for best practices had been determined by experts, the researcher officially carried on data collection at the fourteen Salesian Schools with the following procedures:

THE ASSUMPTION UNIVERSITY LIBRARY

1. The researcher asked a request letter obtaining permission to distribute scenarios and the form of voting for best practices for the Graduate School of Education (Assumption University).
2. The researcher contacted the principals or the rectors to confirm the request for questionnaires to administrators and also to the ones concerned whose names and numbers were determined in the sample name list.
3. The researcher collaborated with the religious administrators (principal, manager or rector) of each school to distribute and collect scenarios and the form of voting for the best practices from administrators. Then, he asked permission from the religious administrators to let the lay administrators, teachers, service-employees and students do the scenarios and the form of voting as soon as possible. Most of the scenarios and the form of voting were collected and returned to the researcher in a few days. But some were collected and sent to the researcher by mail.
4. The data was sent and collected to the ones concerned for about ten days. There were 232 scenarios and 1,045 forms of voting for the best practices returned, counted for 219 (94.40%) of a total of 232 scenarios and for 100% of a total of 1,045 forms of voting for the best practices were considered eligible for analysis.

5. After the process of analysis and interpretation of the collected data, the researcher got the research findings. Then, the researcher made a draft of the strategic plan as the development model and proposed it to the experts to be reviewed in order to achieve a consensus. Their comments and suggestions were added into the strategic plan.

Statistical Treatment of Data and Decision Criteria

The data was analyzed by Statistical Package for Sciences (SPSS) version 11.5. The data was analyzed using both descriptive and inferential statistics - the descriptive statistics used included the ANOVA. Descriptive analysis is the method of preliminary date analysis that helps summarize the general nature of variables included in a study and the interrelations among them (Anderson: 1987).

1. Mean was used to determine the average of the responses of the respondents based on their perceptions of student morality development. A Likert Scale was used to analyze and interpret student morality development.

2. Standard Deviation was used to analyze how dispersed each score was from the mean. In other words, standard deviation was used for the spread and the closeness of the scores.

3. ANOVA (F-test) and t-test were used in this study. F-test was used to determine if at least two means were significantly different. The significant F suggests that all means are considered equal. The significant F will suggest that there will be at least two means, one pair that are significantly different. The F-test

is based on the variance of certain component between-groups variance, within-groups variance and total variance. Besides, t-test was used to determine the differences between two independent samples or proportions.

Interpretation Criteria

In this study, Leadership IQ would be calculated into mean and standard deviation scores according to the researcher's criteria and not Murphy's criteria as follows (from 1 to 5):

1. The Selector role used the criteria 0-6:

   0 – 1.33 = Low Average (LA)

   1.34 – 3.17 = Average (A)

   3.18 - 4.33 = High Average (HA)

   4.34 - 5.33 = Superior (S)

   5.34- 6.00 = High Superior (HS)

2. The Connector role used the criteria 0-4:

   0 – 0.89 = Low Average (AL)

   0.90-2.11 = Average (A)

   2.12-2.89 = High Average (HA)

   2.90-3.56 = Superior (S)

   3.57-4.00 = High Superior (HS)

3. The Problem Solver role and the Synergizer role used the criteria 0-3:

   0 – 0.67 = Low Average (LA)

0.68 – 1.58 = Average (A)

2.18- 2.67 = Superior (S)

2.68- 3.00 = High Superior (HS)

4. The Evaluator role, the Negotiator role, the Healer's role and the Protector role used the criteria 0-5:

0 – 1.11 = Low Average (LA)

1.12 – 2.64 = Average (A)

2.65-3.61 = High Superior (HS)

3.62 – 4.44 = Superior (S)

4.45-5.00 = High Superior (HS)

5. The explanation of scoring range and weight into categories to determine overall Leadership IQ in eight roles of administrators as follows:

0 – 8.00 = Low Average: demonstrating cursory and intermittent knowledge (LA)

8.01 – 19.00 = Average: demonstrating partial knowledge (A)

19.01 – 26.00 = High Average: demonstrating basic knowledge (HA)

26.01 – 32.00 = Superior: demonstrating significant knowledge (S)

32.01– 36.00 = High Superior: demonstrating extensive knowledge (HS)

ASSUMPTION UNIVERSITY OF THAILAND
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Data Analysis

Data was analyzed according to the stated objectives:

Objective 1: Leadership IQ Profiles of Salesian Administrators

Descriptive analysis usd means, standard deviations, portrayed profiles of Salesian administrators in three levels. The first level was the religious administrators. The second level was the administration staff. And the third level was the department heads. All of the three levels were as indicated by status, education and gender.

Objective 2: Comparison of the Profiles in different levels

Comparing the profiles of the different three levels of administrators in the fourteen schools was clarified by position, status, education and gender. ANOVA (F-test) was used to determine at least two means, one pair that are significantly different. The F-test is based on the variance of certain component, between-groups variance, within-group variance, and total variance. And t-test was used to determine two independent samples and pair sample.

Objective 3: Best Practices

The best practices came out from the 3 levels of administrators: religious administrators, administration staff, and department heads. This is a way finding out the best practices of each level in each school type. The best practices were selected

by a fixed number of teachers, students and service-employees. The best practices are the ones who got the highest percentage of those levels.

Objective 4: Strategic Plan

After getting the research findings, the researcher proposed a draft of Strategic Plan to the expert review in order to get comments and suggestions. After adapting those recommendations into the strategic plan, it could be used to enhance Leadership IQ for personal improvement to the level of best practice in Salesian Schools.

Summary of the Research Process

In this chapter, the methodology of the study was described. The discussion included a description of the instrumentation used, a description of the study population, an explanation of how the study samples were chosen, a description of the procedures used for data collection and the data analysis used for each of the research questions (scenarios). The sample groups were divided according to levels of administration. (religious administrators, administration staff and department heads). The groups of administrators were studied and compared.

The survey instruments were distributed and collected. The data obtained were tabulated and analyzed statistically. The best practices came out from the 3 levels of administrators through a process of voting. The best practices were selected by a fixed number of teachers, students and service-employees. Thus, the best

practices are the ones who get the highest percentage of those levels. The strategic plan will be determined by the expert review in order to get comments and suggestions. After adapting those recommendations into the strategic plan, it could be used to enhance Leadership IQ for personal improvement to the level of best practices in Salesian Schools.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the results of the data were guided and analyzed by the following research objectives:

1. To identify the profiles of Leadership IQ of Salesian educational administrators.
2. To compare the profiles of the different administrative levels.
3. To ascertain best practices in three administrative levels.
4. To design a strategic plan to enhance Leadership IQ to the level of best practices in Salesian Schools.

This is a quantitative research. The data obtained from the survey was analyzed to identify and to compare the profiles of Leadership IQ of administrators in fourteen of Salesian Schools in Thailand. There were 219 administrators and divided into three levels of administration: 36 religious administrators, 82 administration staff, and 110 department heads. The profiles of administrators came from Leadership IQ Self Assessment. The questions of Self Assessment consist of 36 scenarios focusing on the 8 roles of effective leadership. The results of the data were analyzed by the following factors: 1) 36 scenarios, 2) best practices in three administrative positions classified by school types, 3) presenting the Strategic

Planning Process to develop model of this research findings. Therefore, the results of the findings were presented according to the research objectives as follows:

1. Leadership IQ Profiles of Salesian Administrators

The Leadership IQ of Salesian administrators was identified and analyzed in three levels. The first level is religious administrators. The second level is administration staff. And the third level is department heads. The data was analyzed and classified by position, education, status and gender.

2. Comparison of the Profiles in Three Levels

The Leadership IQ of Salesian administrators was compared to all administration levels and classified by school type, position, status, education and gender.

3. Best Practices

The Best Practices of Salesian administrators were selected from teachers, students and service-employees of all levels in each school in order to have a model leadership IQ. The data was showed by graphic presentation.

ASSUMPTION UNIVERSITY OF THAILAND
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

4. Strategic Plan

The results of research findings and best practices were designed as the Strategic Plan for personal development and enhancement Leadership IQ of Salesian administrators.

1. The Profiles of Salesian Administrators

From Table 6 to 16, they showed the number of Salesian administrators whose leadership IQ was classified and analyzed by school type, position, status and gender as follows:

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS of St. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

THE ASSUMPTION UNIVERSITY LIBRARY

Table 6 Number and Percentage of Administrators Classified by Position

Position	Number	Percentage
Level 1		
1. Rector	7	3.2
2. Principal	11	5.0
3. Manager	10	4.6
4. Rector and Principal	3	1.4
5. Rector and Manager	4	1.8
6. Principal and Manager	1	0.5
Level 2		
7. Academic Affairs	14	6.4
8. Policy and Planning Affairs	10	4.6
9. Public Relation Department	10	4.6
10. Student Activity Affairs	16	7.3
11. Maintenance Division	9	4.1
12. Human Resource Development	11	5.1
13. Professional Promotion Department	2	0.9
14. Administration and Finance	7	3.2
15. Technology and ICT Division	1	0.5
16. Nursery Division	2	0.9
Level 3		
17. Head of Science	10	4.6
18. Head of Mathematics	10	4.6
19. Head of Thai language	11	5.0
20. Head of Social Studies	11	5.0
21. Head of Art	11	5.0
22. Head of Physical Education	11	5.1
23. Head of Foreign Languages	11	5.0
24. Head of Career and Technology	11	5.0
25. Head of Technical Division	11	5.0
26. Head of Class Level	4	1.8
Total	219	100.0

The Table 6 showed all Salesian schools have 219 administrators which are divided into three levels. The first level is the number of 36 religious administrators. The second level is the number of 82 administration staff. And the third level is the number of 101 heads of departments.

Most of them at the first level are 11 principals counted as is 5.0%. There are 7 people taking two positions counted as 3.7%

As for the administration staff, most are responsible for student activities counted as is 7.3% and 14 people are academic affairs counted as 6.4%

The last group are the heads of subjects and class levels have more or less the same number.

Table 7 Number and Percentage of Administrators classified by Type

School Type	Number	Percentage
1. Boy	75	34.2
2. Girl	88	40.2
3. Co- ed	56	25.6
Total	219	100.0

The Table 7 showed most of administrators are women in girl schools. There are 88 people counted as 40.20%

Table 8 Number and Percentage of Administrators Classified by Education

Education Level	Number	Percentage
1. Bachelor's Degree	167	76.3
2. Master's Degree	51	23.3
3. Doctorate's Degree	1	0.5
Total	219	100.0

The Table 8 showed most of the administrators graduate in educational degree are 167 counted as 76.3%

Table 9 Number and Percentage of Administrators Classified by Status

Status	Number	Percentage
1. Religious	34	15.5
2. Not married	55	25.1
3. Married	130	59.4
Total	219	100.0

The Table 9 showed most of the administrators who are married are 130 people counted as 59.4%

Table 10 Number and Percentage of Administrators classified by Gender

Gender	Number	Percentage
1. Male	100	45.7
2. Female	119	54.3
Total	219	100.0

The Table 10 showed most of the administrators are 119 women, counted as 4.30%

Table 11 Profiles of all Salesian Administrators

Leadership IQ	$\bar{x}$	S.D.	Interpretation
1. The Selector	2.12	1.14	A
2. The Connector	2.85	0.91	HA
3. The Problem Solver	1.45	0.64	A
4. The Evaluator	2.56	1.06	A
5. The Negotiator	1.42	1.02	A
6 The Healer	1.70	1.01	A
7. The Protector	2.12	1.06	A
8. The Synergizer	1.33	0.82	A
Total	15.05	3.03	A

The results from Table 11 indicated that the means of Leadership IQ as a whole picture is in the range of demonstrating partial knowledge (A=15.05)

When leadership IQ was considered in other roles, it was found that seven roles of them were in the average, namely the selector, the problem solver, the evaluator, the negotiator, the healer, the protector and the synergizer. The high average was the connector role.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Table 12 Profiles of Level 1: Religious Administrators

Leadership IQ	Rector (7)			Principal (11)			Manager (10)		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	2.29	1.11	A	1.91	0.83	A	1.70	1.42	A
2. The Connector	2.71	0.76	HA	2.73	1.01	HA	3.00	0.94	S
3. The Problem Solver	1.43	0.53	A	1.73	0.79	HA	1.40	0.52	A
4. The Evaluator	2.71	1.25	HA	2.73	0.90	HA	2.20	0.92	A
5. The Negotiator	1.71	0.76	A	1.45	0.69	A	0.90	0.88	LA
6. The Healer	1.43	0.79	A	1.82	1.25	A	1.80	1.14	A
7. The Protector	2.29	0.76	A	2.92	1.22	HA	3.30	0982	HA
8. The Synergizer	1.14	0.69	A	1.27	0.79	A	1.20	0.79	A
Total	14.86	3.18	A	15.82	3.84	A	14.70	3.20	A

Leadership IQ	Rector and Principal (3)			Rector and Manager (4)			Principal and Manager (1)		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	2.33	1.15	A	2.00	0.82	A	8	-	-
2. The Connector	3.33	0.58	S	3.00	0.82	S	3.00	-	-
3. The Problem Solver	1.67	0.58	HA	1.50	0.58	A	1.00	-	-
4. The Evaluator	2.33	0.58	A	3.25	1.50	HA	4.00	-	-
5. The Negotiator	1.33	0.58	A	2.75	1.50	HA	1.00	-	-
6. The Healer	2.67	1.53	HA	1.25	0.96	A	4.00	-	-
7. The Protector	4.00	1.73	S	1.75	0.96	A	2.00	-	-
8. The Synergizer	0.67	0.58	LA	1.50	0.58	A	1.00	-	-
Total	18.00	6.08	A	16.25	2.22	A	16.00	-	-

The results from the table 12 indicated that administrators who were in all position of the first level had an average of Leadership IQ score at demonstrating partial knowledge. (A=14.86, 15.82, 14.70, 18.00 and16.25)

When leadership IQ was considered in other roles, it was found that most of the rectors' positions had six roles of Leadership IQ which were on average. The roles of connector and evaluator were on high average. Most of the principal, manager and rector with manager positions had five roles of leadership IQ which were on high average. The connector role was superior. Most of the rectors with principal positions had five roles of leadership IQ on the average. The connector and protector roles were superior.

As the principal and manager, it could not be interpreted because there was an only position as seen from the table.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Table 13 Profiles of Administrators in all Three Levels

Leadership IQ	Level 1			Level 2			Level 3		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	1.92	1.11	A	2.23	1.25	A	2.11	1.06	A
2. The Connector	2.89	0.85	HA	2.79	0.91	HA	2.89	0.94	HA
3. The Problem Solver	1.53	0.61	A	1.51	0.63	A	1.37	0.64	A
4. The Evaluator	2.64	0.96	A	2.38	1.05	A	2.68	1.09	HA
5. The Negotiator	1.47	0.97	A	1.51	1.10	A	1.34	0.97	A
6. The Healer	1.81	1.17	A	1.71	0.95	A	1.65	1.01	A
7. The Protector	2.83	1.16	HA	2.16	1.05	A	1.83	0.91	A
8. The Synergizer	1.19	0.71	A	1.40	0.84	A	1.32	0.85	A
Total	15.56	3.47	A	15.18	2.84	A	14.77	3.02	A

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

The results from the table 13 indicated that as a whole, all level of administrators (Religious administrators, Administration staff and Department heads) had an average of Leadership IQ score in the level of demonstrating partial knowledge. (A=15.56, 15.18 and 14.77)

When leadership IQ was considered in other roles, it was found as follows:

1. Most of the administrators in the first level had Leadership IQ score of six roles on average. The connector role was on high average. And the connector and protector roles were on high average.
2. Most of the administrators in the second and the third levels had Leadership IQ score of six roles at the average. The connector and evaluator roles were on high average.

Table 14 Means and Standard Deviation of Leadership IQ Classified by Education

Leadership IQ	Bachelor's Degree			Higher Bachelor's Degree		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	2.21	1.16	A	1.85	1.06	A
2. The Connector	2.82	0.93	HA	2.96	0.84	S
3. The Problem Solver	1.43	0.64	A	1.50	0.61	A
4. The Evaluator	2.52	1.08	A	2.69	0.98	HA
5. The Negotiator	1.42	0.99	A	1.44	1.13	A
6. The Healer	1.68	1.01	A	1.75	1.03	A
7. The Protector	2.03	1.04	A	2.40	1.09	A
8. The Synergizer	1.33	0.85	A	1.33	0.76	A
Total	14.98	3.12	A	15.29	2.75	A

The results from the table 14 indicated that all of the administrators in the first level had an average of leadership IQ in the range of demonstrating partial knowledge as a whole. (A=14.98 and 15.29)

When the leadership IQ was considered in other roles, it was found that most of the administrators with bachelor's degree had Leadership IQ of six roles on average, but the connector role was on high average. Most of the administrators who with higher bachelor's degrees had Leadership IQ scores of seven roles on average, but the connector role was superior and the evaluator role was on high average.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Table 15 Means and Standard Deviation of Leadership IQ Classified by Status

Leadership IQ	Religious (n=34)			Not married (n=55)			Married (n=130)		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	1.91	1.14	A	2.09	1.04	A	2.19	1.18	A
2. The Connector	2.91	0.87	S	3.05	0.78	S	2.75	0.96	HA
3. The Problem Solver	1.50	0.62	A	1.35	0.67	A	1.48	0.63	A
4. The Evaluator	2.62	0.99	A	2.89	0.94	HA	2.41	1.10	A
5. The Negotiator	1.50	0.99	A	1.47	1.17	A	1.38	0.97	A
6. The Healer	1.88	1.15	A	1.73	1.03	A	1.64	0.97	A
7. The Protector	2.88	1.15	HA	2.02	1.03	A	1.96	0.97	A
8. The Synergizer	1.18	0.72	A	1.40	0.66	A	1.34	0.91	A
Total	15.68	3.53	A	15.58	3.00	A	14.66	2.86	A

The results from the table 15 indicated that administrators of all status had an average of Leadership IQ scores in the range of demonstrating partial knowledge (A=15.68, 15.58 and 14.66). Leadership IQ was considered in other roles. It was found that most of the religious administrators had 6 roles on average, one role was superior (Connector) and another role on high average (Protector). Most of the administrators who are singles and married had Leadership IQ of 6 roles on average, but as for not married people, they were superior in the connector role and were on high average in the evaluator role. And the married people were on high average in the connector role.

THE ASSUMPTION UNIVERSITY LIBRARY

Table 16 Means and Standard Deviation of Leadership IQ Classified by Gender

Leadership IQ	Male (n=100)			Female (n=119)		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	2.24	1.21	A	2.03	1.08	A
2. The Connector	2.75	0.91	HA	2.94	0.90	S
3. The Problem Solver	1.42	0.65	A	1.47	0.62	A
4. The Evaluator	2.49	1.14	A	2.62	0.98	A
5. The Negotiator	1.41	1.06	A	1.44	0.99	A
6. The Healer	1.57	1.03	A	1.81	0.99	A
7. The Protector	2.37	1.05	A	1.91	1.03	A
8. The Synergizer	1.29	0.89	A	1.36	0.77	A
Total	14.93	3.27	A	15.15	2.83	A

The results from the table 16 indicated that administrators, both males and females, the average of Leadership IQ scores was in the range of demonstrating partial knowledge as a whole (A=14.93 and 15.15).

When the leadership IQ was considered in other roles, it was found that most of the male administrators had Leadership IQ of seven roles in the range of average. The connector role was on high average in male. Most of the female administrators had Leadership IQ of seven roles in the range of average, whereas their connector role was superior.

Table 17 Means and Standard Deviation of Leadership IQ Classified by School Types

Leadership IQ	Boy Schools (n=75)			Girl Schools (n=88)			Co educational Schools (n=56)		
	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation	$\bar{x}$	S.D	Interpretation
1. The Selector	2.12	1.08	A	2.10	1.06	A	2.16	1.35	A
2. The Connector	2.77	0.95	HA	2.97	0.89	S	2.79	0.89	HA
3. The Problem Solver	1.36	0.69	A	1.45	0.59	A	1.55	0.63	A
4. The Evaluator	2.61	1.06	A	2.65	1.05	HA	2.36	1.05	A
5. The Negotiator	1.35	1.07	A	1.50	0.97	A	1.41	1.04	A
6. The Healer	1.76	0.98	A	1.74	1.07	A	1.55	0.97	A
7. The Protector	2.40	1.04	A	1.83	1.01	A	2.20	1.07	A
8. The Synergizer	1.37	0.87	A	1.34	0.79	A	1.25	0.84	A
Total	15.15	3.14	A	15.20	2.90	A	14.68	3.10	A

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969

The results from the table 17 indicated that administrators in all three school types had the average of Leadership IQ in the range of demonstrating partial knowledge as a whole.(A=15.15, 15.20 and 14.68).

When the leadership IQ was considered in other roles, it was found that most of the male administrators working at boy schools and co-educational schools had Leadership IQ of seven roles in the range of average. The only connector role was on high average. Most of the female administrators working at girl schools had Leadership IQ of six roles in the range of average. The evaluator role was on high average, whereas the connector role was superior.

2. Comparison of the Profiles

From table 18 to 24 showed the comparison Leadership IQ Profiles of Salesian administrators analyzed and classified by school type, status, education, and gender as follows:

Table 18 Comparison of the Average of Leadership IQ Classified by School Type

		Sum of Squares	Df	Mean Square	F	Sig.
The Selector	Between Groups	.118	2	.059	.045	.956
	Within Groups	283.553	216	1.313		
	Total	283.671	218			
The Connector	Between Groups	1.851	2	.926	1.114	.330
	Within Groups	179.473	216	.831		
	Total	181.324	218			
The problem Solver	Between Groups	1.209	2	.604	1.501	.225
	Within Groups	86.937	216	.402		
	Total	88.146	218			
The Evaluator	Between Groups	3.194	2	1.597	1.433	.241
	Within Groups	240.723	216	1.114		
	Total	243.918	218			
The Negotiator	Between Groups	.967	2	.483	.461	.631
	Within Groups	226.540	216	1.049		
	Total	227.507	218			
The Healer	Between Groups	1.602	2	.801	.777	.461
	Within Groups	222.508	216	1.030		
	Total	224.110	218			
The Protector	Between Groups	13.631	2	6.815	6.365**	.002
	Within Groups	231.282	216	1.071		
	Total	244.913	218			
The Synergizer	Between Groups	.509	2	.255	.372	.690
	Within Groups	147.819	216	.684		
	Total	148.329	218			
Leadership IQ	Between Groups	10.528	2	5.264	.571	.566
	Within Groups	1991.919	216	9.222		
	Total	2002.447	218			

** $p < 0.01$

Table 19 Comparison of the Average of Protector's Role in Pairs

School Type	Boy ($\bar{X}$ =2.40)	Girl ($\bar{X}$ =1.83)	Co-ed ($\bar{X}$ =2.20)
Boy	-	0.57*	0.20
Girl	-	-	-0.37
Mixed	-	-	-

* $p < 0.05$

The results from tables 18 and 19 indicated that the average of Leadership IQ as a whole was classified by school type, there was no significant difference (F = 0.57)

When leadership was considered in other roles, it was found that the protector role classified by school type was different. It is of 99% significant difference (F = 6 .365)

When comparing the average of leadership IQ in pairs of the protector's role, it was found that it was significantly different in pairs, boy and girl schools with 95% of reliability.

Girl schools' administrators displayed lower protector role when compared with boy schools and co-educational schools.

Table 20 Comparison of the Average of Leadership IQ Classified by Position

		Sum of Squares	df	Mean Square	F	Sig.
The Selector	Between Groups	2.522	2	1.261	.969	.381
	Within Groups	281.150	216	1.302		
	Total	283.671	218			
The Connector	Between Groups	.491	2	.246	.293	.746
	Within Groups	180.833	216	.837		
	Total	181.324	218			
The problem Solver	Between Groups	1.241	2	.620	1.542	.216
	Within Groups	86.906	216	.402		
	Total	88.146	218			
The Evaluator	Between Groups	4.470	2	2.235	2.016	.136
	Within Groups	239.447	216	1.109		
	Total	243.918	218			
The Negotiator	Between Groups	1.492	2	.746	.713	.491
	Within Groups	226.014	216	1.046		
	Total	227.507	218			
The Healer	Between Groups	.624	2	.312	.301	.740
	Within Groups	223.486	216	1.035		
	Total	224.110	218			
The Protector	Between Groups	26.836	2	13.418	13.290**	.000
	Within Groups	218.078	216	1.010		
	Total	244.913	218			
The Synergizer	Between Groups	1.109	2	.554	.814	.445
	Within Groups	147.220	216	.682		
	Total	148.329	218			
Leadership IQ	Between Groups	18.186	2	9.093	.990	.373
	Within Groups	1984.261	216	9.186		
	Total	2002.447	218			

** $p < 0.01$

Table 21 Comparison of the Average of the Protector's Role in Pairs

Position	Level I ($\bar{X}$ =2.83)	Level II ($\bar{X}$ =2.16)	Level III ($\bar{X}$ =1.83)
Level I	-	0.67*	1.00*
Level II	-	-	0.33
Level III	-	-	-

* $p < 0.05$

The results from tables 20 and 21 indicated that the average of Leadership IQ as a whole was classified by positions, it was not significantly different (F = 0.99).

When leadership IQ was considered in other roles, it was found that there was the only role, the protector role classified by position was significantly different with 99% of reliability (F = 13.29).

When comparing the average of leadership IQ was considered in pairs of the protector's role, it was found that it was significantly different in two pairs, the first level and the second levels of the department heads with 95% of reliability.

Table 22 Comparison of the Average of Leadership IQ Classified by Status

		Sum of Squares	df	Mean Square	F	Sig.
The Selector	Between Groups	2.198	2	1.099	.843	.432
	Within Groups	281.473	216	1.303		
	Total	283.671	218			
The Connector	Between Groups	3.629	2	1.815	2.206	.113
	Within Groups	177.695	216	.823		
	Total	181.324	218			
The problem Solver	Between Groups	.779	2	.389	.963	.383
	Within Groups	87.367	216	.404		
	Total	88.146	218			
The Evaluator	Between Groups	9.151	2	4.574	4.210	.016
	Within Groups	234.767	216	1.087		
	Total	243.918	218			
The Negotiator	Between Groups	.529	2	.264	.251	.778
	Within Groups	226.978	216	1.051		
	Total	227.507	218			
The Healer	Between Groups	1.663	2	.832	.808	.447
	Within Groups	222.446	216	1.030		
	Total	224.110	218			
The Protector	Between Groups	23.594	2	11.797	11.514**	.000
	Within Groups	221.319	216	1.025		
	Total	224.913	218			
The Synergizer	Between Groups	1.080	2	.540	.792	.454
	Within Groups	147.249	216	.682		
	Total	148.329	218			
Leadership IQ	Between Groups	48.517	2	24.258	2.682	.071
	Within Groups	1953.931	216	9.046		
	Total	2002.447	218			

** $p < 0.01$

Table 23 Comparison of the Average of the Protector's Role in Pairs

Status	Religious ($\bar{X}$ =2.88)	Not married ($\bar{X}$ =2.02)	Married ($\bar{X}$ =1.96)
Religious	-	0.87*	092*
Not married	-	-	0.06
Married	-	-	-

* $p < 0.05$

The results from tables 22 and 23 indicated that the average of Leadership IQ as a whole classified by status of administrators was not significantly different (F=2.682).

When leadership IQ was considered in other roles, it was found that there was the only role: the protector role classified by status was significantly different with 99% of reliability (F= 11.514).

When comparing the average was considered in pairs of the protector's role, it was found that it was significantly different in two pairs for those who are religious administrators, and those who are not married as well as for those who are religious administrators, and those who got married with 95% of reliability.

Table 24 Comparison of the Average of Leadership IQ Classified by Education

Leadership IQ	Bachelor degree		Higher than Bachelor		t	Sig.
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	(t)	(2-tailed)
1. The Selector	2.21	1.16	1.85	1.06	2.02*	0.045
2. The Connector	2.82	0.93	2.96	0.84	-0.98	0.331
3. The Problem Solver	1.43	0.64	1.50	0.61	-0.68	0.497
4. The Evaluator	2.52	1.08	2.69	0.98	-1.02	0.309
5. The Negotiator	1.42	0.99	1.44	1.13	-0.14	0.887
6. The Healer	1.68	1.01	1.75	1.03	-0.42	0.677
7. The Protector	2.03	1.04	2.40	1.09	-2.24*	0.026
8. The Synergizer	1.33	0.85	1.33	0.76	0.02	0.985
Total	14.98	3.12	15.29	2.75	-0.65	0.518

* $p < 0.05$

The results from table 24 indicated that the average of leadership IQ of administrators as a whole was classified by education. There was no significant difference (t = -0.65).

When leadership IQ was considered in other roles, it was found that there was the only role, the protector role with the average of those who had higher bachelor's degree than those who had bachelor's degree significantly with 95% of reliability (t = -2.24).

Table 25 Comparison of the Average of Leadership IQ Classified by Gender

Leadership IQ	Male		Female		t	Sig.
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	(t)	(2-tailed)
1. The Selector	2.24	1.21	2.03	1.08	1.39	0.166
2. The Connector	2.75	0.91	2.94	0.90	-1.55	0.123
3. The Problem Solver	1.42	0.65	1.47	0.62	-0.59	0.559
4. The Evaluator	2.49	1.14	2.62	0.98	-0.92	0.359
5. The Negotiator	1.41	1.06	1.44	0.99	-0.19	0.846
6. The Healer	1.57	1.03	1.81	0.99	-1.73	0.085
7. The Protector	2.37	1.05	1.91	1.03	3.29**	0.001
8. The Synergizer	1.29	0.89	1.36	0.77	-0.64	0.525
Total	14.93	3.27	15.15	2.83	-.054	0.592

** $p < 0.01$

The results from table 25 indicated that the average of Leadership IQ as a whole which was classified by gender. There was no significant difference (t = -0.45).

When leadership IQ was considered in other roles, it was found that there was the only role, the protector role with the average of more male administrators than the female ones significantly with 99% of reliability (t = 3.29).

3. Best Practices

From the tables 26 to 27 and graphic presentation showed the best practices in percentage of three administrative levels classified by school type as follows:

Table 26 Best Practices in Three Administrative Positions Classified by School Type

Type	School' Name	Chosen Position	Percentage
I	**Boy Schools.**		
	1. Saint Dominic (87)		
	Level 1	Rector	74.71
	Level 2	Academic Affairs	31.03
	Level 3	Head of Mathematics	26.44
	2. Don Bosco Bangkok (50)		
	Level 1	Rector	64
	Level 2	Student Activity Affairs	54
	Level 3	Head of Social Studies	32
	3. Don Bosco Ratchaburi (57)		
	Level 1	Rector	52.63
	Level 2	Academic Affairs	64.91
	Level 3	Head of Career	49.12
	4. Sarasit Phithayalai (116)		
	Level 1	Rector	50.86
	Level 2	Student Activity Affairs	30.17
	Level 3	Head of Mathematics	26.72
	5. Saeng Thong Vitthaya (81)		
	Level 1	Principal	54.32
	Level 2	Maintenance Division	46.91
	Level 3	Head of Science	18.52
II	**Girl Schools**		
	1. Nareevitthaya (66)		
	1.1 Level 1	Rector	68.18
	1.2 Level 2	Academic Affairs	40.90
	1.3 Level 3	Head of Science	28.79

THE ASSUMPTION UNIVERSITY LIBRARY

Type	Name of the Schools	Chosen Position	Percentage
	2. Nareewut (89)		
	2.1 Level 1	Principal	59.55
	2.2 Level 2	Academic Affairs	29.21
	2.3 Level 3	Head of Science	38.20
	3. Thidanukau (53)		
	3.1 Level 1	Rector	45.28
	3.2 Level 2	Human Resource Department	37.74
	3.3 Level 3	Head of Mathematics	28.30
	4. Saint Mary (70)		
	4.1 Level 1	Manager	60
	4.2 Level 2	Student Activity Affairs	30
	4.3 Level 3	Head of Science	27.14
	5. Mareeupphathem (46)		
	5.1 Level 1	Principal	93.48
	5.2 Level 2	Policy & Planning Affairs	26.09
	5.3 Level 3	Head of Foreign Languages	47.83
III	**Co- educational Schools**		
	1. Arun Vitthaya (65)		
	Level 1	Principal	100
	Level 2	Student Activity Affairs	55.38
	Level 3	Head of Career	20
	2. Hun Hin Vitthayalai (81)		
	Level 1	Rector	50.62
	Level 2	Student Activity Affairs	64.20
	Level 3	Head of Science	34.57
	3. Don Bosco Surath (73)		
	Level 1	Rector	57.53
	Level 2	Student Activity Affairs	49.32
	Level 3	Head of Science	31.51
	4. Don Bosco Vitthaya (74)		
	Level 1	Rector	74.32
	Level 2	Academic Affairs	58.11
	Level 3	Head of Science	22.97

The results from table 25 showed the following highlights:

1. The highest percentage of ***boy schools*** were Rector (74.71), Academic Affairs (64.91) and Department Head of Career and Technology (49.12).
2. The highest percentage of ***girl schools*** were *Rector*(68.18), Academic Affairs (40.90) and Department Head of Foreign Languages (47.83).
3. The highest percentage of ***co- education schools*** were *Principal* (100), Student Activity affairs (64.20), Department Head of Science (34.57).
4. The lowest percentage (18.52) of ***boy schools*** was the Department Head of Science.
5. The lowest percentage (26.09) of ***girl schools*** was *the Policy and Planning Affairs.*
6. The lowest percentage (22.97) of ***co- education schools*** was the *Department Head of Science.*

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Table 27 The Total Points of Leadership IQ of Administrators Classified by Type and Level

Administrators	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**
Boy Schools									
Level 1	1	3	1	2	2	1	2	0	**12**
Level 2	2	3	1	3	1	4	3	1	**18**
Level 3	3	4	1	2	0	1	2	2	**15**
Girl Schools									
Level 1	3	4	1	3	2	1	2	2	**18**
Level 2	1	2	2	2	4	3	2	2	**18**
Level 3	1	3	1	4	2	2	1	2	**16**
Co-educations									
Level 1	3	4	2	2	1	3	5	1	**21**
Level 2	3	3	1	2	1	1	2	1	**14**
Level 3	1	3	1	4	3	2	1	2	**17**
Total	**18**	**29**	**11**	**24**	**16**	**18**	**20**	**13**	**149**

The results from the table 26 showed the total points of Leadership IQ classified by type and level.

Best Practices

Boy Schools

Type 1 /Level 1

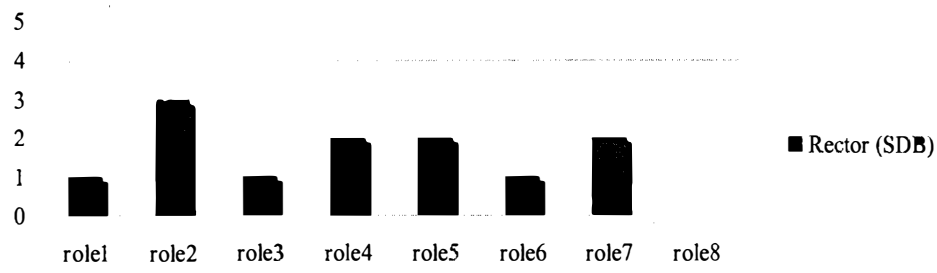

Figure 6 The Leadership IQ Profile of Rector

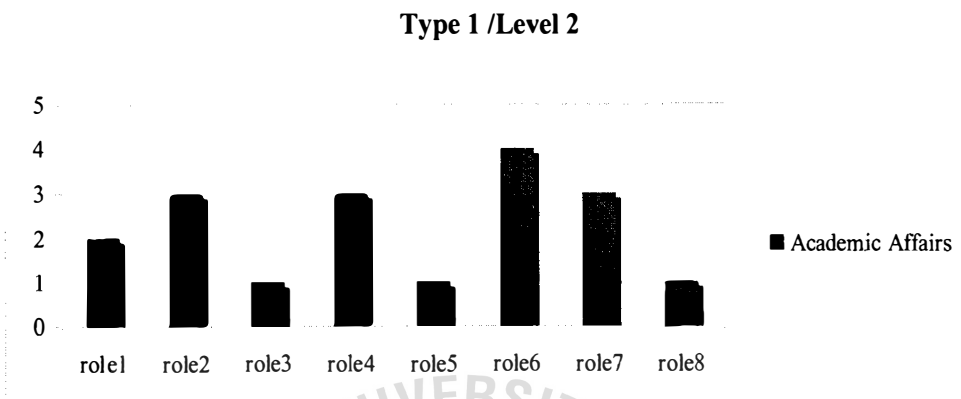

Figure 7 The Leadership IQ Profile of Academic Affairs

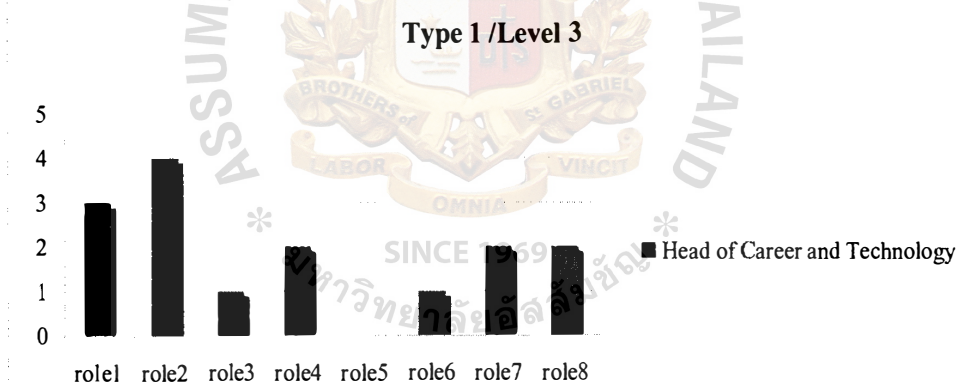

Figure 8 The Leadership IQ Profile of Department Head of Career and Technology

Best Practices

Girl Schools

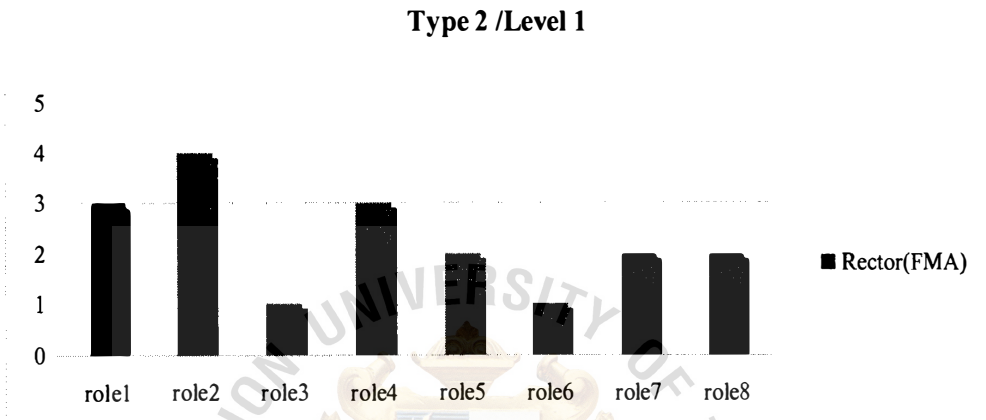

Figure 9 The Leadership IQ Profile of Rector

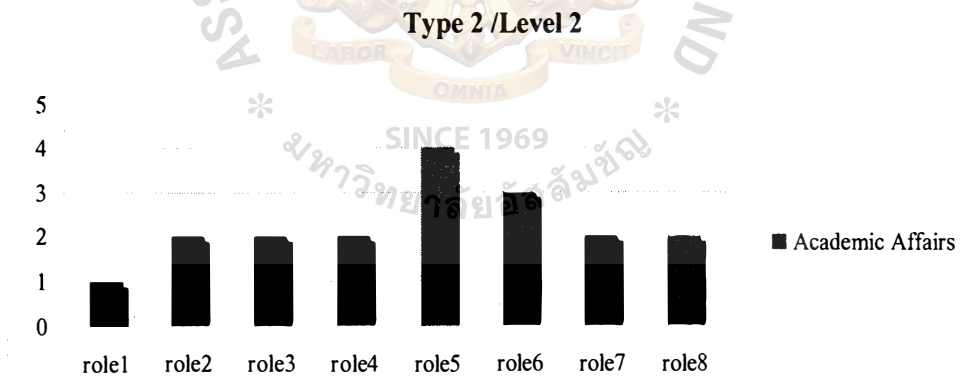

Figure 10 The Leadership IQ Profile of Academic Affairs

Type 2 /Level 3

Figure 11 The Leadership IQ Profile of Department Head of Foreign Languages

Best Practices

Co-educational Schools

Type 3 /Level 1

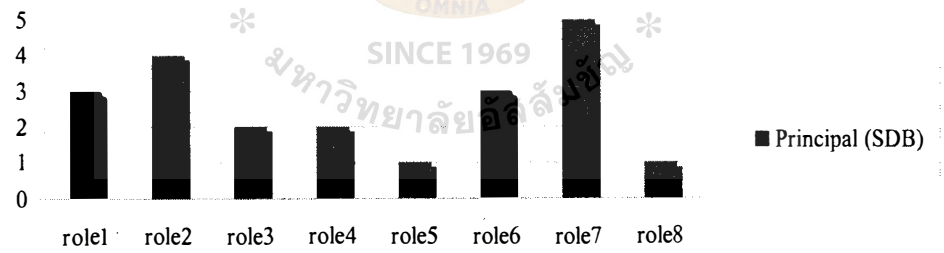

Figure 12 The Leadership IQ Profile of Principal

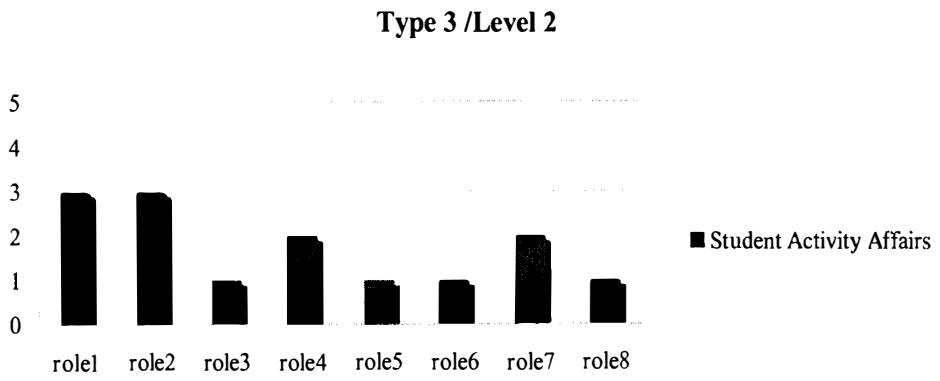

Figure 13 The Leadership IQ Profile of Student Activity Affairs

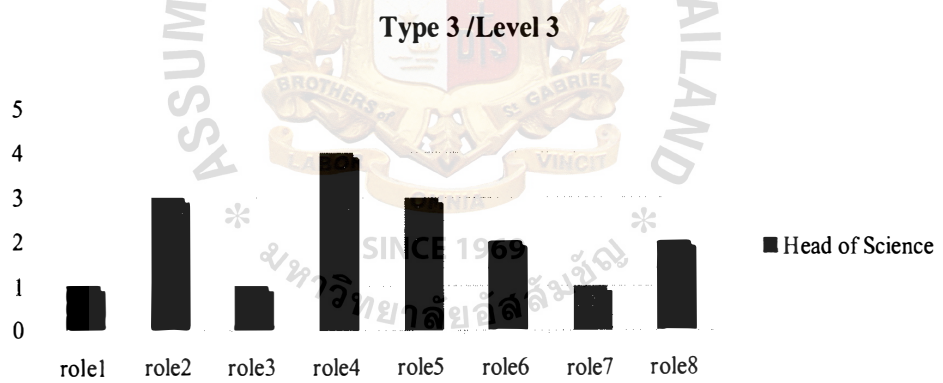

Figure 14 The Leadership IQ Profile of Department Head of Science

From the above tables 25, 26 and figures 6 to 14 showed the results of selecting the best practices of all the levels of administrators classified by school type, level, percentage and points.

Table 28 Comparison of the Average of Leadership IQ between the Groups of Religious Administrators of the Best Practices

Leadership IQ	Religious Group (36)		Best Practice's Group (3)		T	Sig.
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	(t)	(2-tailed)
1. The Selector	1.92	1.11	2.33	1.15	-0.60	0.601
2. The Connector	2.89	0.85	3.67	0.58	-1.54	0.133
3. The Problem Solver	1.53	0.61	1.33	0.58	0.53	0.597
4. The Evaluator	2.64	0.96	2.33	0.58	0.54	0.593
5. The Negotiator	1.47	0.97	1.67	0.58	-0.34	0.736
6. The Healer	1.81	1.17	1.67	1.15	0.20	0.857
7. The Protector	2.83	1.16	3.00	1.73	-0.23	0.818
8. The Synergizer	1.19	0.71	1.00	1.00	0.44	0.660
Total	15.56	3.47	16.33	5.03	-0.36	0.719

The results from Table 28 indicated that the average of Leadership IQ as a whole between the groups of religious administrators and the best practices was not significantly different (t = -0.36).

When leadership IQ was considered in other roles, it was found that there was no significant difference in every role.

Table 29 Comparison of the Average of Leadership IQ between the Groups of Department Heads and the Best Practices

Leadership IQ	Group of Department Heads (10)		Group of Best Practice (3)		t	Sig.
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	(t)	(2-tailed)
1. The Selector	2.11	1.06	2.00	1.00	0.18	0.861
2. The Connector	2.89	0.94	3.67	0.58	-1.42	0.158
3. The Problem Solver	1.37	0.64	1.33	0.58	0.09	0.930
4. The Evaluator	2.68	1.09	3.00	1.00	-0.50	0.619
5. The Negotiator	1.34	0.97	1.33	1.53	0.01	0.995
6. The Healer	1.65	1.01	1.67	0.58	-0.02	0.982
7. The Protector	1.83	0.91	1.67	0.58	0.31	0.755
8. The Synergizer	1.32	0.85	1.67	0.58	-0.71	0.480
Total	14.78	3.01	15.67	0.58	-0.51	0.614

The results from Table 29 indicated that the average of Leadership IQ as a whole between the groups of department heads and the best practices was not significantly different (t = -0.51).

When leadership IQ was considered in other roles, it was found there was no significant difference in every role.

Table 30 Comparison of the Average of Leadership IQ between the Groups of Administration Staff and the Best Practices

Leadership IQ	Group of Administration Staff (82)		Group of Best Practices (3)		t	Sig.
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	(t)	(2-tailed)
1. The Selector	2.23	1.25	2.00	1.00	0.32	0.752
2. The Connector	2.79	0.91	2.67	0.58	0.24	0.814
3. The Problem Solver	1.51	0.63	1.33	0.58	0.48	0.631
4. The Evaluator	2.38	1.05	2.33	0.58	0.07	0.942
5. The Negotiator	1.51	1.10	2.00	1.73	-0.74	0.462
6. The Healer	1.71	0.95	2.67	1.53	-1.69	0.095
7. The Protector	2.16	1.05	2.33	0.58	-0.29	0.775
8. The Synergizer	1.40	0.84	1.33	0.58	0.14	0.889
Total	15.17	2.84	16.67	3.21	-0.89	0.374

The results from table 30 indicated that the average of Leadership IQ as a whole between the groups of administration staff and the best practices was not significantly different (t = -0.89).

Leadership IQ was considered in other roles, it was found that there was no significant difference in every role.

Consensus from the Connoisseurship

On April 8, 2009 from 1 to 2.45 pm. at C-Building, Assumption University, Bangkok. The researcher presented the proposed development model of a strategic plan to experts (see in Appendix L) in order to review and to give suggestions about it. The given recommendations were concluded as the following consensus:

1. The One Day Retreat is good enough to change people' behaviors in three- year- plan through providing programs and doing activities.
2. Put more details on the Retreat Program such as the follow up plan.
3. The Retreat should be applied to daily process and integrated with regular activities of the group.
4. Put the indicators in the Model.
5. In Chapter IV should start from vision and mission statements, and the development model should be focused on awareness, enhancement and follow up.
6. Pre-train the trainers

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Validated Strategic Plan to Enhance Leadership IQ for Administrators in Salesian Schools, Thailand

Prologue to the Strategic Plan

In order to develop the model, the researcher emphasized the high and the low dimensions of administrators' leadership IQ of self assessment, including the effects of education, status and gender as a result of the survey.

1) IQ Profiles of Salesian School Leadership

The results of the research findings indicated that the three levels of administrators had the IQ Profiles of Salesian School Leadership as follows:

a) Level 1: Most of the religious administrators

- The connector role was on high average and superior and the other roles were on average.

b) Level 2: Most of the administrator staff

- The connector role was on high average and the other roles were on average.

c) Level 3: Most of the Department heads

- The connector and the evaluators' roles were on high average, and the others were on average.

ASSUMPTION UNIVERSITY OF THAILAND SINCE 1969 มหาวิทยาลัยอัสสัมชัญ

Regarding the education

a) Those who got bachelor's degrees had high average in the connector role, and the other roles were on average.

b) Those who got higher than bachelor's degrees were superior in the connector role and on high average in the evaluator role, but the other roles were on average.

Regarding the status

a) Those who are religious were superior in the connector role and were on high average in the protector role, but the other roles were on the average.

b) Those who are singles were superior in the connector role and were on high average in the evaluator role, but the married ones had the connector role on high average, and the other roles were on average.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Regarding the gender

a) Most of the male administrators had the connector role on high average, and the other roles were on average.

b) Most of the female administrators were superior in the connector role , and the other roles were on average.

Regarding the school types

a) Most of the male administrators working at boy schools and co-educational schools had the connector role on high average and the other roles are in the average.

b) Most of the female administrators working at girl schools had the evaluator role on high average and the connector role was superior, but the other roles were on average.

Conclusions of Finding:

1. Most administrators had the connector role at the high level, and the other roles were on average.

2. Regarding the education, higher degrees were at the high level in the connection role.

3. Regarding the status, religious, married and singles had the same high level in the connector role, and other roles were on average.

4. Regarding the gender, male and female had the same high level in the connector role, and the other roles were on the average.

5. Regarding the school types, male administrators working at boy schools and co educational schools had the connector role on high average, but the female ones working at girl schools had the evaluator role on high average, and the connector role was superior.

Therefore, those administrators who have not high level in their Leadership Roles could be improved and trained by those who have at the higher level or the other experts.

2) Related Principles and Theories to Strategic Plan

Fiedler's Contingency Model (1972)

Fiedler (1972) suggested that leader effectiveness depended on whether the person's natural leadership style matched the situation and how much power and influence that the leader possessed in a particular situation. The two styles of leadership that Fiedler assumed was the relationship – oriented leader, who is concerned with people and establishes mutual trust and respect, and a task – oriented leader who is focused primarily on accomplishing tasks.

Leadership style would be affected by the following three factors (McShane and Glinow 2001):

4. *Leader* – member relations – the degree to which employees trust and respect the leader and are willing to follow him / her.
5. *Task structure* – the clarity or ambiguity of operating procedures
6. *Position power* – the extent to which the leader possesses legitimate, reward and coercive power over subordinates.

Combining the tree situational characteristics creates eight leadership situations as shown in the following table:

Table 31 Fiedler's Classification of Situations and Leadership Styles

	Description of the Situation			
Type	***Leader – Member Relation***	***Task Structure***	***Power Position***	***Effective Leadership Behavior***
I	Good	Structured	Strong	Task – oriented
II	Good	Structured	Weak	Task – oriented
III	Good	Unstructured	Strong	Task – oriented
IV	Good	Unstructured	Weak	Relations - oriented
V	Poor	Structured	Strong	Relations - oriented
VI	Poor	Structured	Weak	Relations - oriented
VII	Poor	Unstructured	Strong	Either
VIII	Poor	Unstructured	Weak	Task – oriented

Source: Adapted from "The Effects of Leadership Training and Experience: A Contingency Model Interpretation." (Administrative Science Quarterly, 1972)

Situation "I" is most favorable to the leader because leader – member relations are good, task structure is high, and leader position power is strong, while "VIII" is most unfavorable because leader – member relations are poor, task structure is low, and leader position power is weak.

Relationship–oriented leaders are more effective in situations of moderate favorability while task–oriented leaders are move effective when the situation is in the extremes of highly favorable or unfavorable. This is due to the fact that in favorable situations when things are going wonderfully, all that is needed

is someone to take charge. In unfavorable situations, having someone take charge is actually required. For moderate situations, human relations skills are important in achieving high group performance. The following Figure shows a summary of Fiedler's model:

Highly Favorable	**Moderately Favorable**	**Highly unfavorable**
Task-motivated leaders perform better when the situation is highly favorable.	Relationship- motivated leaders perform better when the situation is moderately favorable.	Task-motivated leaders perform better when the situation is highly unfavorable.
• Group members and leader enjoy working together. • Group members work on clearly defined tasks. • Leader has formal authority to control promotions and other rewards.	• A combination of favorable and unfavorable factors.	• Group members and leader do not enjoy working together. • Group members work on vaguely defined tasks. • Leader lacks formal authority to control promotions and other rewards.
Rationale: Working from a base of mutual trust and relative certainty among followers about task and rewards, leader can devote primary attention to getting the job done.	**Rationale:** Followers need support from leader to help them cope with uncertainties about trust, task, and/or rewards.	**Rationale:** In the face of mutual mistrust and high uncertainty among followers about task and rewards, leader needs to devote primary attention to close supervision.

Figure 15 Fiedler's Contingency Model Summary

Vroom–Jago Contingency Model (1999)

The Vroom–Jago Model assumes that the leader faces a problem that requires a decision to be made (Daft, 1999). Making that decision could be done by

the leader alone, by consulting subordinates, or by group decision. The five leader decision styles are described below (Vroom and Jago, 1988). Autocratic leadership styles are AI and AII, consulting styles are CI and CII, and the group decision style is G:

AI: *Autocratic style of Problem Solving.* The leader defines problem, diagnoses problem, generates, evaluates and choose among alternative solutions.

AII: *Autocratic Style with Group Information Input.* The leader defines the problem. Although the leader diagnoses the cause of the problem, the leader may use the group as an information source in obtaining data determine cause. Using his or her list of potential solutions, the leader may once again obtain data from the group in evaluation of these alternatives and make a choice among them.

CI: *Individual Consultative Style.* The leader defines the problem and shares this definition with individual members of the work group. The leader solicits ideas regarding problem causes and potential solutions. The leader may also use these individuals expertise in evaluation of alternative solutions. Once this information is obtained, the leader makes the choice of which alternative solution to implement.

CII: *Group Consultative Style.* Same as CI, except the leader shares his or her definition of the problem with the group as a whole.

G: *Participative Style.* The group as a whole proceeds through the entire decision making process. The group defines the problem and performs all other functions as a group. The role of the leader is that of process facilitator.

Degree of subordinate participation	Symbol	Decision-making style
None	AI	**Autocratic leader** You solve the problem or make the decision yourself, using information available to you at that time.
Low		You obtain the necessary information from your subordinate, then decide on the solution to the problem yourself. You any not tell your subordinates what the problem is in getting the information from them The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
Moderate	CI	**Consultative leader** You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make a decision that may or may not reflect your subordinates influence.
Moderate	CII	You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make a decision that may or may not reflect your subordinates influence.
High	GII	**Group directed** You share problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) . on a solution, Your role is much like that of a chairman. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution that has the support of the entire group.

Figure 16 Vroom-Jago Leadership Continuum
Source: V.H. Vroom and Arthur G. Jago, *The New Leadership: Managing Participation in Organizations, 1988*

Another principal of a decision making which leadership style to utilize depends on eight factors (Daft 1999):

1. *Quality requirement* (QR) – How important is the quality of this decision?
2. *Commitment requirement* (CR) – How important is subordinate commitment to the decision?

3. *Leader's information* (LI) – Does the leader have sufficient information to make a high – quality decision?
4. *Problem structure* (ST) – Is the decision problem well structure?
5. *Commitment probability* (CP) – If the leader were to make the decision, is it reasonably certain the subordinated would be committed to the decision?
6. *Goal congruence* (GC) – Do subordinates share the organizational goals to be attained in solving the problem?
7. *Subordinate conflict* (CO) – Is conflict over preferred solutions likely to occur among subordinates?
8. *Subordinate information* (SI) – Do subordinates have enough information to make a high – quality decision?

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Moreover, when each of the above questions is answered, a leader can use the decision tree below to make a decision on leadership style:

OR	Quality requirement: How important is the technical quality of this decision?
CR	Commitment requirement: How important is subordinate commitment to the decision?
LI	Leader's information: Do you have sufficient information to make a high-quality decision?
ST	Problem structure: Is the problem well structured?
CP	Commitment probability: If you were to make the decision by yourself, is it reasonably certain that your subordinate(s) would be committed to the decision?
GC	Goal congruence: Do subordinates share the organizational goals to be attained in solving this problem?
SC	Subordinate conflict: Is conflict among subordinates over preferred solutions likely?
SI	Subordinate information: Do subordinates have sufficient information to make a high-quality decision?

Figure 17 Vroom-Jago Decision Tree for Determining Leadership Style
Source: V.H. Vroom and Arthur G. Jago, *The New Leadership: Managing Participation In Organizations, 1988*

SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Goleman's Leadership Model (2000)

Goleman's (2000) developed the following descriptive leadership styles, according to how a person thinks and feels with mutual trust as follows:

1. *Democratic ("What do you think?")*

This is the "democratic" style of leadership where leaders build trust and commitment by soliciting ideas and opinions. Morale and productivity would rise with this method. A drawback would be the extra time that the method requires, as well as the problem of using consensus to avoid making a decision.

2. *Affiliative ("How do you feel?")*

He calls this the "affiliative" style, as the leader tries to seek out his employees' emotional concerns, offer plenty of praise, and gives workers freedom in doing their jobs. The result is fierce loyalty. This style is particularly effective for rebuilding teamwork, trust and morale, but it can leave the workers who need some direction feeling insecure and unsure of which direction to turn, so it is best used in combination with the authoritative style.

Democratic Style (Scholl, 2002)

The democratic leadership style, also called the participative style as it encourages employees to be part of the decision making, is characterized by a structured but cooperative approach to decision making. The democratic leaders keeps subordinate informed about things that affect their work and shares decision making and problem solving responsibilities with them. This type of leadership style fosters professional competence. Supervision is minimal, since individuals talk the responsibility for their behavior. Subordinates are encouraged to express their ideas and make suggestions.

The democratic leadership style encourages employee participation and professional growth and is well suited in environments where people have a very high level of expertise. The democratic leadership style promotes greater job satisfaction and improved morale and can produce high quality and high quantity

work for long periods of time, since may employees appreciate the trust they receive. Typically the democratic leader:

1. Develops plans to help employees evaluate their own performance
2. Allows employees to establish goals
3. Encourages employees to grow on the job and be promoted
4. Recognizes and encourages achievement.

Socio-Emotional Leaders (Scholl, 2002)

The socio-emotional leader's main objective is maintaining quality relationships with group members. Relationship building behaviors include: support by making the followers feel that they are important to the success of the team, bolstering a subordinate's self concept through positive feedback and recognition of skills and worth, providing assistance and guidance when needed, taking time to listen to the followers' problem: development by helping followers to analyze there own performance and skills, showing concern for the development of the followers, promoting person's reputation, and developing skills for future jobs; recognition of significant achievement important contributions, and high effort, showing true appreciation, empowering followers, and seeking advice from followers; and conflict management by keeping conflicts de-personalized, attempting to develop win-win solutions, and recognizing the interest and points of view of followers by the development of shared objectives.

The Intelligent Leadership Model (Rost, 1991 & Gardner, 1993)

Garner (1993) has defined intelligence as follows: "An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community". Sydanmaanlakka (2003) has made his own definition of intelligence: Intelligence means the capacity to use different kinds of competencies in various domains of body, mind, emotion and spirituality in order to solve problems or create products in a particular cultural setting.

The intelligent leadership model is based on the postindustrial paradigm which is said to be replacing the industrial paradigm in the next ten years (Rost 1993). The major characteristics of the industrial paradigm according to Rost (1991) are: 1)structural functionalistic view of the organizations, 2) view of management as the preeminent profession, 3) a personalistic focus on the leader, 4) a dominant objective of goal achievement, 5) a self-interested and individualistic outlook, 6) a male model of life, 7) a utilitarian and materialistic ethical perspective, and 8) rational, technocratic, linear, quantitative and scientific language and methodology.

The intelligent leadership model is also based on the system theory and system thinking. System thinking is a discipline for seeing wholes. The essence of system thinking is based on two issues: seeing interrelationships rather that linear cause-effect chains and seeing processes of change rather than snapshots. Leadership is seen as a wider process, which takes place in an organization. In that process there are many variables which all affect each other. With system thinking

we try to clarify and really see the key interactions in this process and this way discloses the essence of leadership.

Intelligent leadership is a shared and collaborative process. It is a process that should be taught not only to leaders, but also to followers. The premise of intelligent leadership is that it must be practiced by both, the so-called leaders and the so-called followers. Intelligent leadership means putting people to work together efficiently. It is not manipulation. It is not management. Rather it should energize our employees and organizations.

Leadership Principles in Salesian Mission (Vigano,1984)

1. The Lord made clear Don Bosco (1816-1888) that he was to direct his mission first and foremost to the young, especially to those who are poorer. We (Salesian administrators) are called to the same mission and are aware of its supreme importance: young people are at the age when they must make basic life –choices which affect the future of society and of the Church. With Don Bosco we reaffirm our preference for the young who are "poor, abandoned and in danger", those who have greater need of love and evangelization, and we work especially in areas of greatest poverty. (Constitutions, No.26).

2. Don Bosco has handed on to us has Preventive System as a means for carrying out our educational and pastoral service. "This system is based entirely on reason, religion and loving kindness" (MB XIII, 919). Instead of constraint, it appeals to the resources of intelligence, love and the desire for God, which everyone

has in the depths of his being. It brings together educators and youngsters in a family experience of trust and dialogue. Imitating God's patience, we encounter the young at their present stage of freedom. We then accompany them, so that they may develop solid convictions and gradually assume the responsibility for the delicate process of their growth as human beings and as men of faith. (Constitutions, No.38)

The Strategic-Planning Process of Leadership Roles (3 years)

The following Strategic Planning Process consists of 11 stages, responsible persons and the outputs. This plan is a practical tool for improvement and development of Leadership Roles and Skills for administrators. There are three steps for on going development as follows:

Steps 1-3: Awareness

Step 4: Enhancement

Steps 5-11: Follow up

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Table 32 Stages in the Strategic Plan for Salesian Administrators

Stages	Responsible Entities	Outputs
1. Preplanning	• Development Plan Committee (DPC)	• Objectives • Meeting outline • Tentative activities • Desired outputs
2. Meeting Logistics	• Development Plan Committee (DPC)	• Data, coordinator, venue, select-expert facilitator
3. Adoption of Model and Design of Retreat	• Development Plan committee and facilitator	• Meeting conditions Retreat agenda
4. The One-Day Retreat (see the proposed program)	• Salesian Administrator Development (SAD)	• Strategic Issues • Potential activities • Strategic alternatives (bundles)
5. Bundle Composition	• Set up-the subcommittee	• Retreat report
6.Bundle Grading (1)	• SAD Department and facilitator	• Evaluation criteria and voting
7. Scenarios Definition	• Member of the Development Plan Committee	• 4 scenarios (one for each bundle)
8. Bundle Grading (2)	• SAD Department and facilitator	• Selecting a preferred bundle (was not achieved this round)
9. Scenarios' Champions	• School Department members	• Scenarios analysis and scenarios presentation
10. Bundle Grading (3)	• SAD Department and facilitator	• Selecting a preferred bundle
11. Development Plan	• SAD Department	• Tasks/responsibilities/ dates.

From the above mentioned prologue of research findings together with theoretical foundations in alignment to the Salesian Mission, the strategic plan

focuses on the core elements of "One-Day Retreat Program" where activities are to be organized in the way that specific IQ of administrators may increase significantly . The following training activities are designed to enhance each of the 8 IQ roles.

The **"One Day Retreat Program"** will be organized with the following principles:

1. This plan is a three year plan and based on vision and mission.
2. This whole plan focused on awareness, enhancement and follow- up.
3. It will be organized two times in a year (in May and in October)
4. Four topics per day require at least two experts to give the inputs and to do activities according to its goal.
5. The trainers should be well-trained first.
6. Evaluation is required after the retreat.
7. During the year, the school principal or an assigned administrator in each school should follow up their own administrators. (Ongoing improvement).

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIS VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

The One-Day Retreat Program

1. The Role of the Selector.

Theoretical Basis: Two theories are utilized in these development activities. They are stated with specific conversation contributing to the desired outcomes as follows:

1. Vigano (1984), basic life relating to choices, morality and altruism.

2. Vroom-Jago (1988), sharing relating to decision and agreement.

Both of the principles are in alignment with the development of talking and dialogue.

Goal: To select the right people/teachers.

Tool: Focused Questioning

1) Prompt the candidate/teacher to speak spontaneously.
2) Track his/her early experiences.
3) Let the candidate/teacher do the talking.

Group-discussion:

- You, as administrators want to know the new teachers individually, what method should you do?

Suggestions: .....

THE ASSUMPTION UNIVERSITY LIBRARY

2. The Role of the Connector.

Theoretical Basis: Two theories are utilized in these development activities. They are stated with specific connections contributing to the desired outcomes as follows:

1. Fiedler (1972), human relationship-oriented relating to mutual trust and respect. *2. Daft (1999),* a decision making relating to commitment requirement between leader and subordinate.

Both of the principles are in alignment with the development of mutual understanding and trust.

Goal: To build and to enhance relationships.

Tool: The following Connection Ladder is one tool that can be used to avoid and assess problems with in relationships towards schools or individuals.

- Commitment: Mutual understanding and trust.
- Empowerment: Encouraging and reining for caring the other person to take on as much responsibility.
- Empathy: Sharing and understanding the other person's needs.
- Involvement: Listening and responding to the other person's words, disposition, and concerns.
- Awareness: Recognizing the other person's special characteristics and needs.

Group-discussion:

- You, as administrators, want to build unity and responsibility to your administration team, what method should you do?

Suggestions .....

3. The Role of the Problem Solver

Theoretical Basis: Two theories are utilized in these development activities. They are stated with specific making the decision contributing to the desired outcomes as follows:

1. Vroom-Jago (1999), solutions related to using autocratic and group consultative styles of problem solving.

2. Goleman (2000), solving problems related to soliciting ideas and opinions.

Both of the principles are in the alignment with the development of discovering, defining and solving problems.

Goal: To solve problems that arise or to produce results.

Tool: The Problem-solving process.

1) Gathering data.
2) Quickly identify problems.
3) Pinpoint problems and solve an immediate problem.

Group-discussion:

- When you have found that some of your teachers have conflicts with the service-employees. As a leader, what method should you do to solve problems?

Suggestions: .....

4. The Role of Evaluator

Theoretical Basis: Two theories are utilized in these development activities. They are stated with specific performances and skills contributing to the desired outcomes as follows:

1. Fiedler (1972), feedback related to task-oriented and the clarity of operating procedures.

2. Scholl (2002), success or achievement related to showing concern for the development of the followers and promoting them to achieve goals.

Both of the principles are in alignment with the development of promoting person's reputation through performance appraisals.

Goal: To enhance individual performance.

Tool: Diagnoses of levels of service and use of performance appraisals are to create improvement strategies so there are 5 purposes in evaluation.

1) Define the purpose, what and why of evaluation
2) Increase responsibility for outstanding performance
3) Involve each individual teacher/staff
4) Guide and teach to develop potential
5) Serve those who serve through positive reinforcement

Note: Worksheet will be provided.

Group-discussion:

- When you have to evaluate all people involved in your schools, what are the evaluation process areas?

Suggestions: .....

5. The Role of Negotiator

Theoretical Basis: One theory is utilized in these development activities. It is stated with specific service contributing to the desired outcomes as follows: *Vroom-Jago (1998, 1999)*, a group decision relating to attempting to reach agreement (consensus) for the entire group and willing to accept and implement any solution that has supported all people concerned.

This principle is alignment with the development of serving by enriching agreement on what the others need.

Goal: To serve the customer by achieving consensus on what needs to be done.

Tool: Consensus negotiation. (The Customer needs Analyzer)

1) Pursue a negotiation strategy of customer first
2) Define the challenge to the customer
3) Identify customer needs
   - Technical needs
   - User needs
   - Strategic needs
   - Social needs
4) Create a synergistic solution seek consensus

Group-discussion:

- You, as administrators, are going to make an agreement between your school and a company about setting up computer systems, what method should you do?

Suggestions: .....

6. The Role of Healer

Theoretical Basis: Two theories are utilized in these development activities. They are stated with specific associate contributing to the desired outcomes as follows: *1. Vigano (1984)*, educational service relating to loving-kindness and religion.

2. *Vroom-Jago (1988)*, consulting and defining relating to alternative solutions.

Both of the principles are in alignment with the development of recognizing and helping others.

Goal: To mend the fabric of organizational life.

Tool: The healing process (The healing needs analyzer)

1) Recognize the need for healing
2) Explain the diagnosis to the associate
3) Define the healing challenge to the associate
4) Find an effective solution

Note: Indicators will be provided. (Behavior/Attitude/Physics)

Group-discussion:

- When you have found that some of your teachers are not happy and despaired, what is your process of healing?

Suggestions: .....

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

7. The Role of Protector

Theoretical Basis: Two theories are utilized in these development activities. They are stated with specific protections contributing to the desired outcomes as follows:

1. Mcshane and Glinow (2001), action and welfare related to supportive-oriented.

2. Scholl (2002), professional growth related to fostering and encouragement professional competence.

Both of the principles are in alignment with the development of managing crisis and assessing conflict.

Goal: To discover and respond to threats to organizational well-being.

Tool: Risk assessment and conflict management.

1) Anticipate the risk
2) Assess the risk with the Risk Assessment Guide. (identify the type of risk and where it comes from)
3) Plan to take charge
4) Learn from the risk
5) Manage conflict

Note: See the risk assessment guide

Group-discussion:

- When you have found that your service employees did not receive social welfare from the state, what should you do in order to protect them?

Suggestions: .....

8. The Role of Synergizer

Theoretical Basis: Two theories are utilized in these development activities. They are stated with transformation contributing to the desired outcomes as follows.

Rost and Gardner (1991, 1993), intelligence related to the systematic theory and systematic thinking. Systematic thinking is a discipline for seeing wholes. This system based on seeing interrelationships rather than linear cause-effect chains and seeing processes of changes instead of snapshots.

These principles are in alignment with the development of collaboration and integration of vision.

Goal: To create a whole greater than the sum of its parts.

Tool: The Synergizer Process.

Choices for Change

Synergy
Collaboration
Self-determination
Integration of vision and reality
Whole greater than the sum of its parts

Entropy	**Feel Good Change**	**Crisis-Driven Change**
Passive	Accommodative	Hostile
Denial of reality	Submissive	Defiant
Avoidance	Safe	Overreaction
Disconnection	Little potential for impact	

Group-discussion:

- When you want to appoint all administration staff's position for the new school year, what should you do?

Suggestions: .....

Epilogue

Theories, principles and models are the essential tools for development and improvement of leadership skills. In practice, we need to make a strategic plan for implementation and putting it into practice.

In this study, the researcher proposes a three-year planning to achieve the Salesian mission in educating students diverse academic, cultural, religious, racial and ethnic backgrounds, especially for the poorer ones.(Vigano,1984) This challenge confronts those involved with Catholic education and all educators as well. Thus, we need to prepare leaders or administrators who are deeply spiritual, servant-like, prophetic, visionary and empowering (Oldenski, 1997).

This plan will be a kind of knowledge management (knowledge-sharing) across the fourteen Salesian schools. These schools will be likely to have programs and exchanging programs (network) among themselves regarding Leadership IQ and skills organized by the administrators themselves or other experts.

CHAPTER V

CONCLUSION OF RESEACRH FINDINGS, DISCUSSION AND RECOMMENDATIONS

As for the purpose of developing of the Strategic Plan to enhance Leadership IQ for administrators in Salesian Schools, the researcher has summarized the results according to the objectives, scope of the study, a conceptual framework of the study, research procedures, research findings, implications, discussions and recommendations as follows:

Objectives of the Study

1. To identify the profiles of Leadership IQ of Salesian Educational Administrators.
2. To compare the profiles of the different administrative levels.
3. To ascertain the best practices in three levels classified by school types, positions, status, education and gender.
4. To design a strategic plan to enhance Leadership IQ to the level of best practices in Salesian Schools.

Scope of the Study

This study is focused on the Salesian schools. They consist of fourteen institutions, both academic and technical ones all over Thailand. There are three

types among them. The first type is boy school. The second type is girl schools. And the third type is co-educational school.

A Conceptual Framework of the Study

Figurel in chapter 1, it shows a conceptual framework which is like the compass leading to develop the Strategic Plan of Leadership IQ for administrators in Saleasian Schools. The focused population of this study are educational administrators who are divided into three levels. The first level consists of a group of religious administrators. The second level is a group of administration staff. And the third level is a group of department heads.

In order to achieve the goal, there are two main factors related to this study as the followings: 1) Reviewing literature: educational theories and principles on Leadership including thesis and dissertations concerned. 2) Searching the profiles of Leadership IQ of Salesian administrators in three levels by means of doing self assessment that based on 8 roles: the selector, the connector, the problem-solver, the evaluator, the negotiator, the healer, the protector and the synergizer.

The information and data of the above two factors were analyzed, compared and contrasted to each other in determining the best practices in each level of each school, including the effects of position, status, education and gender. The results enable us to know the profiles of administrators and the best practices in terms of effective leadership roles.

The research findings of this study are beneficial to administrators. It is needed to design the Strategic Plan (as a model) in order to enhance and develop leadership roles of Salesian administrators in the changing environment.

Research Methodology

This research is quantitative methodology. This study aims to develop a strategic plan of Leadership IQ for administrators that is applicable to Salesian Schools in Thailand. This process is divided into three stages as follows:

Stage 1: Documentary Research

Stage 2: Process of Model Development

2.1 Instrumentation

2.2 Sampling Design, Data Collection and Analysis

2.3 Conceptualization of the Model

Stage 3: Development Model judged by experts

Research Findings: IQ Profiles of Salesian School Leadership

The results of the research findings indicated that the three levels of administrators had the IQ Profiles of Salesian School Leadership as follows:

a) Level 1: Most of the religious administrators

- The connector role was on high average and superior and the other roles were on average.

b) Level 2: Most of the Administrator staff

- The connector role was on high average and the other roles were on average.

c) Level 3: Most of the Department heads

- The connector and the evaluators' roles were on high average, and the others were on average.

Regarding the education

a) Those who got bachelor's degrees had high average in the connector role, and the other roles were on average.

b) Those who got higher than bachelor's degrees were superior in the connector role and on high average in the evaluator role, but the other roles were on average.

Regarding the status

a) Those who are religious were superior in the connector role and were high average in the protector role, but the other roles were on average.

b) Those who are singles were superior in the connector role and more on high average in the evaluator role, but the married ones had the connector role on high average, and the other roles were on in average.

Regarding the gender

a) Most of the male administrators had the connector role on high average, and the other roles were on average.

b) Most of the female administrators were superior in the connector role and the other roles were on average.

Regarding the school types

a) Most of the male administrators working at boy schools and co-educational schools had the connector role on high average, and the other roles were on average.

b) Most of the female administrators working at girl schools had the evaluator role in high average and the connector role was superior, but the other roles were on average.

Conclusions of Finding:

1. Most administrators had the connector role at the high level, and the other roles were on average.

2. Regarding the education, those with higher degrees were at high level in the connection role.

3. Regarding the status, religious, married and singles had the same high level in the connector role, and other roles were on average.

4. Regarding the gender, male and female had the same high level in the connector role, and the other roles were on average.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

5. Regarding school types, male administrators working in boy schools and co educational schools had the connector role on high average, but the female ones working at girl schools had the evaluator role on high average, and the connector role was superior.

Therefore, those administrators who have not high level in their Leadership Roles could be improved and trained by those who have at the higher level or the other experts. (See the Program in the Strategic Plan in Chapter 4)

Discussions

The results of this research have been summarized according to the following four points:

1. Most administrators have the high level of leadership IQ in the connector's role.

2. Most administrators have the average of Leadership IQ in the other roles.

3. The educational background of the administrators affect the role of connector and other roles.

4. Gender does not affect leadership roles.

From the findings, the role of connector of the administrators both religious and lay people in three levels is a higher level than other roles, but the other seven roles are in the average; namely, the selector, the problem solver, the evaluator, the negotiator, the healer, protector and the synergizer. The role of the connector is one of the eight roles of leadership. In fact all of these roles that are associated with Leadership IQ provide a new model for success. (Murphy, 1996)

However; the researcher would like to emphasis that the role of connector aims to enhance and to build relationships. The role of the connector is strongly based on relationship-oriented, leader-member relations, and team management.

In the researcher's view, the leadership role of the connector should be the highlight of discussion, and all of the eight roles of leadership should be developed towards the higher level.

The results of this research support the importance and distribution of intelligent leadership or leadership IQ. The result will help school administrators to build good management and increase effective administration in order to achieve their goals in personal and working life. Correspondingly, being an intelligent leader has become a crucial factor that enables administrators to improve their performance at work.

Gardner (1993), defined intelligences: the capacity to use different kinds of competencies in various domains of body, mind, emotion and spirituality in order to solve problems or create products in a particular cultural setting. The intelligent leadership model is also based on the system theory and system thinking (Senge 1990). System thinking is a discipline for seeing wholes. The essence of system thinking is based on two issues: seeing interrelationships rather than liner cause-effect chains and seeing processes of change rather than snapshots. Leadership is seen as a wider process, which takes place in an organization. In that process there are many variables which all affect each other. With system thinking we try to

clarify and see the key interactions in this process and which discloses the essence of leadership.

Intelligent leadership is a shared and collaborative process. It is a process that should be taught not only to leaders, but also to followers. The premise of intelligent leadership is that it must be practiced by both, the so-called leaders and the so-called followers. Intelligent leadership means putting people to work together efficiently. It is not manipulation. It is not management. Rather it should energize our employees and organizations.

From the above explanations, intelligent leadership is the capacity to express interrelationships with mind, head, heart and hands to achieve the goals. This kind of leadership is related to the role of the connector. Therefore, there is an association between the intelligent leadership and the role of the connector.

Another significant dimension of leadership IQ taken from the research studies reveal that emotional intelligence is twice as important as any other factor in predicting outstanding employee performance, accounting for more that 85% of star performance in top leaders (Goleman, 1998). Emotional intelligence is the ability to manage oneself and one's relationship effectively. From this point of view, one concludes that emotional intelligence deals with the role of the connector.

Relationship building is related to self-awareness, self management, social awareness and social skills. This is the main concept of intelligent leadership that relates to relation building which is the role of the connector. Moreover; Scholl (2002), defined the role of effective leader: maintaining quality relationships with

group members. Relationship building behaviors include: support (showing acceptance, positive regard, and concern for the needs of others) by making the followers feel that they are important to the success of the team, bolstering a subordinate's self concept through positive feedback and recognition of skills and worth, providing assistance and guidance when needed, taking time to listen to the follower's problems and showing empathy, and being willing to help solve followers' problem.

From the book of Leadership IQ, Murphy (1996), emphasizes the effective connector's role as a connection ladder. The process of building connection starts from awareness, involvement, empathy, empowerment and commitment as follows:

1. Awareness: Recognition of individuality

- Recognizing the other person's special characteristics and needs
- Adjusting behavior to the other's presence and personality
- Recognizing the other person's fundamental worth

2. Involvement: Focus of full attentions

- Actively listening and observing
- Putting distractions aside when interacting with another person
- Responding to the other person's words, disposition, and concerns

3. Empathy: Emotional nurturing

- Walking in the other person's shoes without putting them on
- Sharing and understanding the other person's needs
- Demonstrating genuine concern and caring

4. Empowerment: Sharing of control

- Giving and receiving information; providing options
- Reinforcing the other person's inner strength and resources
- Encourging the other person to take on as much responsibility as is reasonably possible

5. Commitment: Meaningful relationship

- High level of mutual understanding and trust
- Significant personal bonding
- Effective collaborative effort

The above connection ladder is called relationship styles. This style is related to the studies on cultural differences between individualism and collectivism (Hofstede, 1997), indicated that Thailand is a collectivist country with an individualism index (IDV) scores of only 20. It means Thai people have relationships with others at the high level. People in that country from birth onward are cohesive in-groups. The interest of the group prevails over the interest of individual. Everyone in the society should sacrifice their own interests for the sake of group. People in collectivist countries have close ties with family and community. They are often responsible for each other. The concept of collectivism is based on human relationships.

Building relationships and trust to others are important parts of culture. In other words, culture shapes human relations in various way. Every country has own

culture. Human relationships also are part of Thai culture. It is one of the Thai characteristics. This kind of characteristics exists in a collectivist society. That why Thai leadership style is based on building human relationships and trust to others. This kind of leadership style relates to the role of the connector.

Another effective perspective of this findings showed that educational degrees affect to Leadership Role on the Connector. According to Murphy (1996), referring to the meaning of leadership intelligence is as follows: "The degree to which a leader is able to use the faculty of reason- the ability to learn from experience, to otherwise acquire and retain knowledge and to respond successfully to new situations- to guide or show others to an effective course of action and thought" (Webster's New World Dictionary, 1990). This means that intellectual knowledge and abilities (higher educational level) are the important tools to fully show the way, to guide and to help others. From this point of view, it can be concluded that the educational degrees affect the role of the connector.

From the researcher's view, Catholic education, Catholic schools included with Salesian schools have the same vision and mission, that is aimed to deal with human knowledge, ethical perspectives, virtues characteristics, social justice and culture. The Catholic schools are committed thus to development of the whole man, since in Christ, the perfect man, all human values find their fulfillment and unity. Catholic education has as its very purpose the proclamation of the Gospel and the challenge to help young people integrate faith into their daily life. This new evangelization includes both the aspects of the role of faith in life and a new

commitment in our culture to celebrate diversity, to be welcoming to new immigrants, and to be concerned for the poor of our own country as part of the proclamation of the transforming power of the Gospel. (Oldenski, 1997). The new evangelization which is a deepening of faith in the Gospel as the power which can transform the world. This is the mission statement of Catholic education and Catholic schools. From this point of view, the researcher would say that the mission of Catholic education and schools are concerned and related with human relations in various dimension.

Therefore; Catholic and Salesian schools are committed to educate and to serve students and people of diverse economic, cultural, religious, racial and ethnic backgrounds. Catholic schools are called to be catalyst social change based on the Gospel. In other words, leadership in and on behalf of Catholic schools is deeply spiritual, servant like, prophetic, visionary and empowering. This is the great mission and the challenging role of Catholic education and schools in the past and in the world today.

For this reason, it requires Catholic leaders or school administrators should be effective or qualified not only in the role of the connector with others, but other roles of leadership are needed as follows: (1) the role of the selector: leaders should know how to select or to put the right person in the right place doing the right job at the right time. (2) the role of the problem solver: leaders should know how to discover, define and solve problems in the front lines of service. (3) the role of evaluator: leaders should know how to define and to enhance performance criteria

for individuals, teams and organizations. (4) the role of the negotiator: leaders should know how to identify and to serve people by achieving consensus on what needs to be done. (5) the role of the healer: leaders should know to recognize the signs, identify the stressors, identify changes in the life situation, identify the problems, take action and evaluate results. 6) the role of the protector: leaders should know how to crises that threaten to tear people and organizations apart with patience and perseverance, provide the bet protection for them, and prepare them to approach the possibility of crisis as an opportunity for growth. (7) the role of the synergizer: leaders know how to provide a larger structure within which individuals and teams come together to achieve a hole grater than the sum of its parts, in other words, leaders know to plant the seeds for the future by achieving in the present. (Murphy, 1996).

In summary, leadership IQ increases intellectual knowledge and skills towards the effectiveness of leadership roles with human relations and emotional intelligence. To achieve the setting goals, the leadership roles should be connected or emerged together by the use of heads, hearts and hands. Good leaders use the head for thinking and planning, use the heart for guiding and consoling, and use the hand for sharing and helping with actions.

To achieve the assigned mission and tasks at work, Catholic educators and Salesian administrators are to be active in activating their intellectual knowledge, emotional intelligence and human relationships at the higher levels. Since emotions are powerful organizers of thought and action, they come to the aid

of leadership IQ when one needs to solve important problem or make a key decision. Emotional intelligence has been determined as an indispensable activator and enhance of intellectual prowess (Cooper and Sawaf, 1997). Many previous studies concluded that leadership IQ is a necessary condition but emotional intelligence is a sufficient condition to make a performance star at work (Goleman, 2001). In reality, no action comes only from cognition, it is emerged by emotional and human relation factors.

However, to achieve the vision and mission, all the eight roles of leadership are needed and they are associated to each other. These leadership roles based on intellectual knowledge, emotional intelligence and human relationships. Challengingly, in the world of globalization and information technology today, these leadership roles could be the effective tools to serve all kind of people efficiently. Leaders should integrate all of them together, since they could increase that leadership IQ by providing a new model that virtually any leader in any organization can use with confidence.

Recommendations

Getting administrators to perform at their best is very important for any educational administration. Since the research found that the enhancement of human relationships is an integral part of leadership IQ in the Thai cultural context, it is necessary to give administrators support and assistance about the above for richer

understanding for their working life in order to help them achieve their goals in their personal and professional life.

Recommendations for Further Research

Leadership IQ has been emphasized for years as an important factor in the success of personal and professional lives. However, the significant amount of amount of controversy surrounding intelligent leadership supports the need for further research. (Sydanmaanlakka, 2003). The researcher would like to recommend further studies in leadership IQ and administrator performance as follows:

- This research has found no significant differences between religious administrators and the other two levels regarding the IQ leadership profiles of leadership roles. More research is required to investigate the above.
- Also this research has found no significant differences between status and genders regarding the Leadership IQ profiles of administrators. More research is required to investigate the above.
- It would be beneficial to investigate the relationship between Leadership IQ and other aspects such as emotional intelligence, moral intelligence and leadership qualities.
- It is necessary to determine and to develop the Leadership IQ Self-Assessment for administrator in different levels.
- It would be useful to know the Leadership IQ on the eight roles' profiles of administrator in each school and in the different levels of Salesian schools.

- It would be meaningful to compare Leadership IQ on the eight roles' profiles of administrator between the Salesain Schools and other Catholic schools.
- It would be challenging to know "Best Practices" of administrators in three levels of fourteen schools.
- In one way or another, the differences in cultures and social contexts may affect the process of investigating leadership IQ.
- Concerning leadership roles, it would be meaningful to determine the approaches, strategic plan and methods to improve leadership IQ of administrators such as team-building, intellectual training application, performance feedback and motivation.

Recommendations for Application

Based on the findings of the study, regarding leadership IQ profiles of the three levels of administrators, the mean score are still low in the role of the selector, the role of the negotiator and also in other roles were more or less in the same scores (middle and low). It is still strongly recommended for the administrators to improve their leadership IQ, especially in the dimension of intellectual knowledge and skills. Therefore, first of all the researcher should present the research results to the Salesian Provincial Council of Thailand in order to put the program in the annual plan. In the same time the researcher should present and share his research findings to the Commission on Education of the Salesian Society in order to provide instructors with programs and activities such as training

courses, seminars, workshops, and conferences in leadership intelligence. They also should be offered opportunities to participate in activities such as academic conferences and workshops, including administration exchange programs among Salesian schools, and school visits both in country and abroad to enhance their intellectual experience and skills.

Administrators should motivate themselves and the initiatives, for example, by being willing to take responsibilities above and beyond their stated tasks, especially during the difficult times of crisis and change. They are suggested to build rapport and high trust relationships not only in their personal life but also across the entire school and all Salesian schools to be involved in all channels of communication. Further more, it would be beneficial if they could take full and immediate advantage of informal highly adaptive ad hoc networks and teams to create break-thoughts.

Administrators especially religious administrators should keep on-going professional development in accordance with the needs of students and society. They need to be lifelong learners to keep their knowledge and skills up-to-date. Further studies is a very important task parallel with administration that any effective administrator to accomplish. The findings of this research determined that the intellectual skills of administrators as a whole were still moderate in comparison with other leadership roles. Therefore, it is strongly recommended that the Salesian administration develop appropriate policies to encourage further studies such as providing administrators with training courses in school administration and

management as well as offering them more opportunities to actively participate and share knowledge and skills in academic workshops, seminars, and conferences both in country and abroad.

Administrators who are both young and older and with less working experience should be offered more opportunities to improve intellectual knowledge and leadership skills. Salesian administration also should give more attention and assistance to religious administrators because they have lower scores in some leadership roles in comparison with the single and the married ones.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

References

Abraham, S. C. (2006). *Strategic planning: A practical guide for competitive success.* Mason, OH: Thomson/South-Western.

Albrecht, K. (1994). *The Northbound train: Finding the purpose, setting the direction, shaping the destiny of your organization.* New York: AMACOM.

Bandrowski, J. F. (1990). *Corporate imagination plus: Five steps to translating innovative strategies into action.* New York: Free Press.

Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics, 13*(3), 26-40.

Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York: Free Press.

Bechtell, M. L. (1995). *The management compass: Steering the corporation using Hoshin planning.* New York: AMA Management Briefing.

Bennis, W. G. (1985). *On becoming a leader.* Reading, MA: Addison-Wesley.

Bethel, M.S. (2009). A New Breed of Leadership: 8 leadership qualities that matter most in the real world. New York: The Berkly Publishing Group.

Birnbaum, B. (2004). *Strategic thinking: A four piece puzzle.* Costa Mesa, CA: Douglas Mountain Publishing.

Blake, R. R., & Mouton, J. S. (1985). *The managerial grid III: The key to leadership excellence.* Houston: Gulf Publishing Company.

Braido, P. (1993). *Breve storia del sistema preventivo.* Roma: LAS.

Burns, J. M. (1978). *Leadership.* New York: Harper & Row.

Clark, K. E., & Clark, M. B. (1996). *Choosing to lead* (2nd ed.). Greensboro, NC: Center for Creative Leadership.

Cooper, R.K., & Sawaf, A.(1997). *Executive EQ.* London: Orion Business Books.

Daft, R. L. (1999). *Leadership: Theory and practice.* Fort Worth: Dryden Press.

Daniel Boorstin, Parade magazine, August 6, 1995.

De Kluyver, C. A. (2000). *Strategic thinking: An executive perspective.* Upper Saddle River, NJ: Prentice Hall.

Evans, M. G. (1970). The effects of supervisory behavior on the path-goal relationship. *Organizational Behavior & Human Performance, 5*(3), 277-298.

Fiedler, F. E. (1972). The effects of leadership training and experience: a contingency model interpretation. *Administrative Science Quarterly, 17*(4), 453-470.

Finnie, W. C. (2000). *Hands-on strategy: The guide to crafting your company's future* (2nd ed.). New York: Grace & Co.

Francis, D. (1994). *Step-by-step competitive strategy*. London: Routledge.

Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: Basic Books.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (1998). What makes a leader? *Harvard Business Review, 76*(6), 92-102.

Goleman, D. (2000). Leadership that gets results. *Harvard Business Review, 78*(2), 78-90.

Hart, L. B. (1980). *Moving up! women and leadership.* New York: AMACOM.

Heller, F., & Yukl, G. (1969). Participation, managerial decision-making and situational variables. *Organizational Behavior and Human Performance, 4*(3), 227-241.

Hersey, P., & Blanchard, K. H. (1982). *Management of organizational behavior: Utilizing human resources* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Hofstede, G. & Hoftede, G.J. (2005). *Culture and Organizations: Software of the Mind*, New York, NY: McGraw-Hill.

Hollander, E. P. (1985). Leadership and power. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (Vol. II, pp. 485-537). New York: Random House.

House, R. J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly, 16*(3), 321-338.

Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science, 28*(3), 315-336.

Johnston, R. E., & Bate, J. D. (2003). *The power of strategy innovation: A new way of linking creativity and strategic planning to discover great business opportunities.* New York: AMACOM.

Kaufman, R. (1992). *Strategic planning plus: An organizational guide.* Newbury Park, CA: Sage.

Kennedy, K., & Lee, J. C. K. (2008). *The changing role of schools in Asian societies: Schools for the knowledge society*. London: Routledge.

McShane, S. L., & Von Glinow, M. A. Y. (2000). *Organizational behavior*. Boston: Irwin/McGraw-Hill.

Murphy, E. C. (1996). *Leadership IQ: A personal development process based on a scientific study of a new generation of leaders*. New York: John Wiley & Son.

Napuk, K. (1996). *The strategy led business: Step-by-step strategic planning for small and medium sized companies*. New York: McGraw-Hill.

Nissinen, V. (2001). *Military leadership: A critical constructivist approach to conceptualizing, modelling and measuring military leadership in the Finnish Defense Forces*. Unpublished Doctoral Dissertation, University of Helsinki, Helsinki.

Nolan, T. M., Goodstein, L. D., & Pfeiffer, J. W. (1993). *Plan or die!: 10 keys to organizational success*. Johannesburg: Pfeiffer.

Northouse, P. G. (2001). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

Ohmae, K. (1982). *The mind of the strategist: Business planning for competitive advantage*. New York: Penguin Books.

Oldenski, T. (1997). *Liberation theology and critical pedagogy in today's Catholic schools*. New York: Garland.

Promsri, C. (2005). LQ: Leadership intelligence. *Christian University of Thailand Journal, 11*(2), 93-98.

Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.

Segal, D. R. (1981). Leadership and management: Organizational theory. In J. Buck & L. Korb (Eds.), *Military leadership* (pp. 41-70). Beverly Hills, CA: Sage.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency Doubleday.

Singh, R. (1983). Leadership style and reward allocation: Does least preferred co-worker scale measure task and relation orientation? *Organizational behavior and human performance, 32*(2), 178-197.

Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology, 25*(1), 35-71.

Sydanmaanlakka, P. (2003). *Intelligent leadership and leadership competencies: Developing a leadership framework for intelligent organizations.* Unpublished Doctoral Dissertation, Helsinki University of Technology, Helsinki.

University of South Alabama Poll. (1994). Survey: Boss reason most seek new jobs. *Mobile Register,* p. 2.

Vigano, E. (1984). *Constitutions of the Society of St. Francis de Sales*. Rome: Don Bosco Press.

Vroom, V. H., & Jago, A. G. (1988). *The new leadership: Managing participation in organizations*. Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. A. (1981). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice-Hall.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Yukl, G. A. (1989). *Leadership in organizations.* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. A. (1994). *Leadership in organizations.* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. A. (1998). *Leadership in organizations.* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Website

School, R.W. (2002). *Leadership Approaches.* Retrieved from http://www.cba.uri.edu/school

Webb, R. L. (2003). *Nine rules for effective teams.* Retrieved December 15, 2008, from http://www.motivation-tools.com/workplace/empowerment_rules.html

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: DE 025/2009

February 27, 2009

Dr. Darunee Chooprayoon
Dean, Faculty of Liberal Arts
Krirk University
Bangkok 10220

Dear Dr. Darunee Chooprayoon,

Bro. Thanad Anan is a Ph.D. candidate in the Doctor of Philosophy Program in Educational Leadership at the Graduate School of Education, Assumption University. He is conducting a dissertation research on "Development of Strategic Plan to Enhance Leadership IQ for Administrators in Salesian Schools, Thailand". The student would like your comments and suggestions on the content validity of his research instrument.

I would greatly appreciate all the support that you can provide for Bro. Thanad Anan. I am confident that his research will contribute greatly to the field of education. Please accept my sincere gratitude for your support and much needed assistance in this matter.

Very truly yours,

S. Laksana

Dr. Sangob Laksana
Acting Dean, Graduate School of Education

SL/nr.

Graduate School of Education
Tel: 66 2 3004553 ext. 3717
Fax: 66 2 3004143

ASSUMPTION UNIVERSITY THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: DE 026/2009

March 9, 2009

Dear Rector/Principal,

Bro. Thanad Anan is a Ph.D. candidate in the Doctor of Philosophy Program in Educational Leadership at the Graduate School of Education, Assumption University. He is conducting a dissertation research on "Development of Strategic Plan to Enhance Leadership IQ for Administrators in Salesian Schools, Thailand". The student would like to collect data at your school.

I would greatly appreciate all the support that you can provide for Bro. Thanad Anan. I am confident that his research will contribute greatly to the field of education. Please accept my sincere gratitude for your support and much needed assistance in this matter.

Very truly yours,

S. Laksana

Dr. Sangob Laksana
Acting Dean, Graduate School of Education

SL/nr.

Graduate School of Education
Tel: 66 2 3004553 ext. 3717
Fax: 66 2 3004143

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: DE 024/2009

March 31, 2009

Dear Sir/Madam,

Bro. Thanad Anan is a Ph.D. candidate in the Doctor of Philosophy Program in Educational Leadership at the Graduate School of Education, Assumption University. He is conducting a dissertation research on "Development of Strategic Plan to Enhance Leadership IQ for Administrators in Salesian Schools, Thailand".

The student would like to invite you to join a meeting (focused group) in order to give comments and suggestions on the proposed strategic planning for developing administrators in Salesian schools. The meeting will be on April 8, 2009 at 1:00 p.m., Room C81, Coronation Hall (C-Bldg.), Hua Mak Campus of Assumption University.

Your presence at the meeting will be greatly appreciated.

Very truly yours,

Dr. Sangob Laksana
Acting Dean, Graduate School of Education

SL/nr.

Graduate School of Education
Tel: 66 2 3004553 ext. 3718, 3610
Fax: 66 2 3004143

ASSUMPTION UNIVERSITY THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix A

Leadership IQ Self Assessment

Directions:

Please you read each scenario carefully and right on the assessment itself, then circle the best of the three choices offered. The scenarios and choices are given as follows:

1. You are the Principal/Director for a medium-sized computer technology school, and you have decided to terminate one teacher, his name is Sompong, one of your assistant teachers. He is considered rude by your other teachers and is not well respected by his co-teachers. And to top it all off, his department's performance has been steadily worsening over the past ten months. You have tried on numerous occasions to help him understand and correct his behavior, but nothing has worked. Finally, after evaluation and counseling have failed, you decide to fire him. You call him into your office for the termination interview, and say the following:

a. "Sompong, we need to discuss your termination from the school. We've discussed your performance numerous times over the past several months and there has been little improvement. Thus, it would be best for all parties if we went our separate ways. Stop by personnel on your way out to complete all of the appropriate paperwork and pick up your last check."

b. "Sompong, I've asked you in to discuss your termination from the school. We've discussed your performance numerous times over the past several months and there has been little improvement. I'm not sure if it's the situation here

or what. I feel that we had agreed upon attainable goals and they haven't been reached in a timely fashion."

c. "Sompong, over the past several months I think I've been pretty fair with you. I've tried to help you improve and become a team player, but you just haven't listened to me, I'm beginning to wonder if maybe there is really a deeper problem here. Our teachers and students think you're rude, no one on your team really reacts well to you, and I just don't think you're going to cut it as a teacher in this school."

2. You've recently been promoted to head master for a large school. Pornthep Jaidee, the school's assistant head master for the past 20 years, seems to be going through a tough time. His performance has fallen way off, and he doesn't seem as excited about his job as he once was. You decide you need to find some way to reengage him and help him turn his performance around. You invite him to lunch and after some polite small talk you say:

a. "Pornthep, you have an excellent record at the school, which makes your teaching abilities all the more striking, Would you mind, though, if we set that issue aside for a moment and talked about a more basic question-namely, you? Where are you with things? How do you feel about your job, other teachers, and your relationship with the school?"

b. "Phonthep, you have an excellent record at our school, which makes your parent complaints all the more striking. If you don't mind, I'd like to review all

of this decision case by case and see if we can't figure out what's really going wrong in each particular instance."

c. "Phonthep, you have an excellent record at this school, which makes your parent complaints all the more striking. And, because of your history of great performance, I need to be very honest with you, I'm concerned when I see someone's performance decline so sharply. Perhaps it's time we think about moving you to a different position. I want to help you get the department head position without damaging the overall performance of the school."

3. You're the Manager of a large school and you're looking for a new Principal. Your first interviewee has worked and taught in different schools for over 20 years, When you sit down to interview her, the first thing you say (after she hands you her resume and you engage in some obligatory small talk) is:

a. "Why don't you walk me through your resume and tell me something about your specific responsibilities and duties at each of the schools where you have worked and taught ?"

b. "Why don't we just put your resume aside for a few minutes and you can tell me a bit about your first-ever work and teaching experience."

c. "Before we walk through your qualifications, do you have any questions about the position you're interviewing for?"

THE ASSUMPTION UNIVERSITY LIBRARY

4. One of your teachers, Somchai, comes to you to complain about a co-teacher, Somsri. After he finishes his complaint, however, he asks you not to mention it or do anything about it. You respond:

a. "Somchai, if you have a problem with Somsri that could possibly affect this school, then you've put me in an awkward spot by asking me to not do anything. I'm sorry, but I will have to look into this situation with each of you individually."

b. "Somchai, if that's how you want it, fine. I won't do anything, but neither will I hold this against Somsri, I'm not going to tarnish her reputation based on hearsay."

c. "Well Somchai, if you have this problem with Somsri, I'm afraid I'm going to have to bring you both together to discuss it. I can't have the two of you running away from each other and the students suffering because you two can not work together. We've got to sit down like adults and straighten this thing out."

Use the Following Scenario for Questions 5 to 8

You've just been appointed Principle of a new school just established to implement a new teaching educational model program, and you have six months to accomplish specific results. The job is not impossible, but it will require quick and decisive action. You will have a four people assigned to your team, and their attitudes range from enthusiasm to hostility, your first job as the leader is to talk with and motivate

each person to achieve the team's goals, although your head master has told you that you can, if necessary, remove people from the team.

5. Suchada, the first person you talk to, is very excited about the project and looking forward to starting, she is motivated seeing the school being successful. When you ask her how she feels about your tight deadline, she says: "I think we can make it, but we've all got to get on board. I know that I'm ready to go and I'm really looking forward to the opportunity to make some good contributions." In response to this you say:

a. "Thanks for the input. It's always good to have such wonderful enthusiasm involved in a project. But, remember that we will all have to work together as a team on this. We've just got to be mindful of the temptation to go for the individual glory."

b. "Thanks for the input. I'll be letting you know what role you'll be playing sometime this week."

c. "Thanks for the input. It's always good to have such enthusiasm involved with a program like this. I'm looking forward to your playing an important role as we go forward."

6. The second person you meet with is Somboon. He is moderately enthusiastic about the project but seems to have some concerns about the deadline. He's always been a very dependable person, but he's never been a shining star or a real risk-taker. When you ask him what his feelings are regarding the tight deadline, he says:

"I do like the assignment, but I'm worried that we might not have enough time to do it right. And I'm not sure we have the resources we need. But, you know, Suchada seems to really have a handle on things." In response to this you say:

a. "Well, that is an interesting concern, but I really think the situation under control, and I just know the team is going work out great. I know that Suchada feels that way that I do, so why do not talk to her and get her reactions to things before we have our first group meeting."

b. "I understand your concern, but I am very glad you like the assignment. I will bet if you and Suchada work together as the core of the team we can make it".

c. "Thanks for the analysis and the input. Unfortunately, we are all stuck with the deadline and the resources. I wish there was something I could do about it, but you know the guys upstairs only give us what they think is necessary, not what really might be necessary."

ASSUMPTION UNIVERSITY OF THAILAND
BROTHER GABRIEL LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

7. The third person you meet with is Ronachai, who lives by the code of the shrug: who knows, who cares. He's really indifferent to the project as a whole and doesn't seem to want to exert any energy to help it along. When you ask him what his feelings are on the tight deadline you all face, he says: "Well, I don't know… I'm just not sure It's not the project so much as the tight-deadline I just don't see how it's possible to pull it off in such a short time." In response to this you say:

a. "I can understand your concern. You've worked with Suchada and Somboon, right? They're both pretty optimistic and I think we should get together

with them to identify our concerns and prepare an action plan. We'll need to work together pretty closely to take advantage of our team potential to reach this goal. It's certainly important to all of us here."

b. I can understand your concern. Why don't you just go see Suchada and Somboon and let them explain thing to you. Tell them all of your concerns and let them react. They're really ready to take action and can steer you in the right direction."

c. "I'm interested to learn more about your reservations. Why don't you walk me through your specific issues one by one and we'll see which ones we should address."

8. The last person you talk with is Ladda. She is downright hostile to being part of this team. When you ask her what her feelings are regarding the tight deadline you are all faced with, she says: "Honestly, I think it's impossible. We're being set up to fail. I don't feel good about working on this project. Furthermore, I can't see how we can possibly pull this thing off." In response to this you say:

a. "Well, it's certainly your right to feel that way. I think we can succeed wonderfully, but if you don't want to be a part of this, you can leave, I'm authorized to let people go and I think that in your case, this is probably the best thing for everyone."

b. "Well, I appreciate your candor. You know I value your opinion and we both know it's vitally important to build a cohesive team. Would you think about

what potential obstacles we ought to watch out for, and prepare a list for discussion? I think we need to be very concrete about what we say and do. The stakes are pretty high."

c. "Well, if you were in my position, what would you do? It's all well and good for you to just sit there and be a negative influence, but I don't have that luxury. So, it you were me, what would you do? We're all stuck in this so we might as will accept reality."

9. You're the Principal of a school. One day, when you are working with only one other person, you notice that the office is filled with other teachers and that your one teacher is in the back of the room, To correct this, you go and say to them:

a. "Why are you hanging out back here while the other teachers converse with each other? We all have a common goal and walk together through any situation. From now on, if anything gets in the way of your serving parents, let me know immediately."

b. "Why are you in the back? Did one of the other teachers say something to offend you? Let me know the next time they do something because there is no way I'm letting other teachers dictate how to run things around here.

c. We are here to work together, to encourage, to help and to teach students. Let me know if you have any problems or concerns.

10. If you bring two or more teachers together to discuss a conflict and you are unable to help them reach a consensus initially, the best course of action would be to:

a. Adjourn the meeting for a day or so.

b. Keep the meeting in session until a consensus is reached.

c. Adjourn the meeting and decide on a course of action yourself.

11. You have to conduct an evaluation interview for one of your teachers, Thanom. The most effective way to ensure that any improvements you suggest to him are taken seriously and actually receive his full attention would be to:

a. Have you and Thanom fill out an evaluation form rating his performance.

b. Have you alone fill out an evaluation form rating Thanom's performance.

c. Have Thanom alone fill out an evaluation form rating his performance.

12. When conducting an initial hiring interview, it's best to organize the seating arrangements for the interviewer and the interviewee as follows

a. In an office or conference room and face to face (across a desk or table) for a formal, professional feel.

b. In an office or conference room with the chairs arranged side by side or face to face (not separated by a desk or table) in a relaxed, informal fashion.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

c. Out to lunch or dinner in a friendly, casual setting.

13. When undertaking large-scale educational program change, for example, to bilingual program:

a. Take action as soon as a general direction is established and fine-tune as you go.

b. Does a thorough assessment of your current position, then mobilize for action?

c. Do a complete assessment of your current position then don't take any action until you have support from everyone in the school.

14. When you bring two or more teachers together to discuss a conflict, it's most effective for you to function in the following role:

a. Control the discussion and draw very specific bits of information from each participant.

b. Remain hands off-just make sure that the meeting doesn't get too far out of hand.

c. Ask questions and draw information from each participant, but let them have some free-flowing discussion between themselves.

15. When conducting hiring interviews, the most useful format for gathering information about a number of different candidates is to:

a. Use a very structured format, with a list of core questions to be asked of each applicant.

b. Use a format that traces each individual applicant's history as guided by questions from the interviewer.

c. Use a very loose format, allowing each individual applicant to highlight his or her most important achievements.

16. When discussing signs of negative changes in a teacher's performance (such as poor concentration, pessimism, lethargy, indecisiveness, falling student performance, poor classroom management and so on) it's best to:

a. Discuss these signs only as they relate to work performance.

b. Discuss these signs and how they might impact home life, work life, and any other areas.

c. Steer clear of any part of the problems' causes: discuss only how to make positive changes to specific behaviors.

17. A co-worker or subordinate, who you've heard through the grapevine has had some very significant personal problems at home for about a month, approaches you for advice. Your best response is to:

a. Listen to his or her problems and then offer counsel and guidance based upon your knowledge and experience.

b. Listen to his or her problems and then offer some possible avenues for seeking counsel and guidance from a professional.

c. Tell him or her you're probably not the best person to talk to and that he or she should go right to a professional for help.

18. When conducting an initial hiring interview, it's best to spend the following amount of time listening versus talking:

a. More time talking than listening.

b. More time listening than talking.

c. The same amount of time listening and talking

Use the Following Scenario for Questions 19 to 22

You are a school principal, and it is time for you to conduct some annual performance appraisals. The first person you speak with is Thanad. Thanad has been a relatively steady and good teacher, but he does occasionally communicate a sarcastic attitude and has been known to make snide remarks in teacher's meetings.

19. Your best approach in setting up Thanad's performance appraisal is to:

a. Arrange one meeting with Thanad: Explain the review process and perform his evaluation at this meeting.

b. Arrange two meeting with Thanad: one to explain the review process, and a second to perform the evaluation.

c. Meet with Thanad and involve him in arranging the evaluation process according to his schedule.

20. You explain to Thanad, "We're going to evaluate teaching and the specific behavior it takes to deliver it. In consultation with some students, other teachers, and the board, the school has committed itself to examining distinct categories of performance. These are: first, individual service to students: second, service to other teachers: third, stewardship, including attendance and efficient use of staff and resources: and, last, technical in specific teacher roles." To this, Thanad replies sarcastically, "Well, doesn't evaluation really just come down to whether you know how to play the game?" You reply:

a. "Not at all. In fact I'm a bit surprised that you asked me that. We've committed ourselves to a pretty honorable path of commitment to the students and, in fact, any political game playing of the sort that you're talking about won't be tolerated. You need to think of yourself as being in the front lines of service just like a doctor in a hospital. Your service to our students is as important as the doctor's treatment of a patient."

b. " I don't really think so. Does it seem that way? Because I've always felt that we're like doctors in a hospital. We're responsible for treating our patients with the best care possible and giving all of our energy to the patient."

c. "Good question. You tell me, Thanad. Let's consider a different setting than our own. Say a hospital. Would you want to be in the hands of a brilliant doctor who doesn't show up? Or a nurse who tells you to bite the bullet when you ask for pain medication? Or a lab tech who forgets to share information with your physician regarding blood tests?"

21. In response to what you've just told him, Thanad continues his sarcastic and snide remarks: "I can see what you mean about a hospital, but I'm not likely to kill anyone from my chair in this biology lab." You say:

a. "I see your point, but you may be underestimating your importance to the team and our students. Could the results of your tests reveal a health problem for the public? If you didn't accurately perform the tests, could our clients sue the company for failure to fulfill our responsibilities? If the results were wrong or late, would our co-workers be put in a huge jam when preparing reports? What would be your answers to these questions, Thanad?"

b. "Listen, Thanad, we're rapidly reaching the point where your attitude is inappropriate and, frankly, insubordinate, I would suggest to you that before going any further, you pause and rethink you attitude. I'm going to take a few minutes myself before I let this incident unnecessarily color my evaluation of you."

c. "Thanad, I'm sorry you feel this way, don't you see how important you are to the team? Without every one of us giving 110 percent we're just not going to make it' What can I say to convince you that your role is just as important as that doctor's role?"

22. The most defensible evaluation form is:

a. A very general form with lots of specific notes from the evaluator.

b. A very specific form with few written notes from the evaluator.

c. No form at all, with extensive written notes from the evaluator.

23. When your teachers are faced with significant personal problems, the best way for you to maintain their performance on the job is to:

a. Give them a few days off to sort out whatever they need to, but don't let them forget that one of the purposes of taking a brief hiatus is to improve their on-the-job performance.

b. Let them sort out whatever they have to on their own time: help them maintain a sense of discipline and structure while they're at work.

c. Give them as much time off as they need to achieve real, long-term closure for whatever the issue is.

24. When addressing performance problems. The starting point for discussion with teachers should be the question:

a. How do you feel?

b. What are you doing?

c. Where's the problem?

25. If, when undertaking large-scale change, you have a contingent of people who are unwilling to participate. Your best course of action is to:

a. Strive to get them all on board: they could derail your process later.

b. Isolate them from the people spearheading the change process: make an effort to remove them from the school now.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

c. Offer them the opportunity to participate, but do not take any significant effort to bring them along: focus on the people with positive energy.

26. The central issue leaders need to address to ensure high levels of teamwork and performance is:

a. The way work is organized.

b. Performance incentives (financial or other wise).

c. Team and interpersonal skills training for employees.

27. One of your teachers, Thavil, comes to you and says. " Jettana is really screwing up on the job. He's messed up lesson plans in the past two days. If something isn't done about him soon, we could start getting complaints from parents." You respond by saying, "I hear you," to which Thavil angrily replies, " I've heard that before, Are you going to do something or not" you say:

a. "I understand that you're angry at Jettana. Your job is to teach in an orderly way and tell me about any problems you may have. You did that. Now it's my problem. Let me handle my job and you do yours, okay?"

b. "I understand that you're angry at Jettana. I will speak with him and take care of the problem you've just told me about as soon as we're done here."

c. "Listen, Thavil, this is my problem and I will handle it as I see fit. I will not do this on your schedule or anyone else's. I will do what I think is appropriate

when I think it's appropriate. And, frankly, if that means I don't take action on your allegations. Then so be it'"

28. As a principal, when you make a mistake it's best to:

a. Admit your mistake before addressing a solution; it's important to show your employees that you're human without unnecessarily weakening your leadership position.

b. Move on quickly without admitting your mistake: once you allow yourself to be treated like your employees, you will no longer be regarded as a strong leader.

c. Admit your mistake and address a solution immediately: it's important that your employees see that not only does everyone make mistakes, but that everyone is held accountable to the same principles.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Use the Following Scenario for Questions 29 to 32

You're a friend of a school principal and you have found a family looking a house for a house to rent in an attractive suburban neighborhood which is close to the school.

29. Your first thing to do is to discuss the details of the renting price with Niphon, the present owner of the house. You initiate this discussion by saying, "Niphon, I need to be sure I really understand your needs and requirements regarding rent.

May I ask, what's your bottom line? What must you get?" To this, Niphon says, "As much as we can." Your response is:

a. "Well, we did a number of a market analysis of the area, so we have a starting price for rent. But we may be able to sell it for more to a couple I have got lined up. Let's highlight the repairs and improvements you have made here and see if they go for that.

b. "Well, let me give you a market analysis we completed which includes the rent of a piece of land just up the street. We believe that yours should rent for about 10,000, Bath per month more because of size and condition."

c. "Well, believe me, Niphon, you and I share the same concern. We did a market analysis of the area and some of the recent rent on the street, but we shouldn't limit ourselves to that just yet. Why don't I see where I can get with this prospect and we'll see where that takes us."

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

30. Next, you have a meeting with the interested couple, Chatchai and Vannee. They have two children , ages 13 and 16, and as you think about what kinds of requirements they might have, you note that the number of bathrooms might be an issue. You also know that both parents work full-time and their kids will most likely have to spend some time alone at home, so they're probably concerned about the safety of the neighborhood. Niphon's house fits the bill in these areas quite nicely and you'd like to have Chatchai and Vannee see the house. You get together with them for lunch, and after some small talk you say:

a. "I've thought about your situation and it seems that you're really going to need some basic things addressed. First, because of your two kids, you'll probably need a place with good bathroom space. And second, because you both work, you'll probably want some assurances that this place is pretty safe. Right?"

b. "I need to have an understanding of your day-to-day needs to identify houses for you to look at. What are your most important considerations?"

c. "I've thought about what you might need in a house and I think I've found just the place. It has everything I think you need, and I think it's going to be a great fit."

31. After discussing some specifics with Vannee and Chatchai, you get the sense that Vannee has some concerns other than the physical layout of the house. Although she hasn't said so, you sense that she's even more concerned about long-term issues like the house's resale value. You address this by saying:

a. "I'm getting the sense that you have some concerns about the house as a financial investment. You don't need to be worried about that because this area is just fantastic. We've had great resale values for years and our current market analyses don't show any sign of dropping off."

b. "What is it that you ultimately want to get out of this home? What are your real hopes and expectations?"

c. "I know that you probably have some other areas of concern you'd like to address, but can I suggest that we put those on hold until we actually see some

homes? I think we want to keep a clear mind about how the house will actually work for your living requirements before we address some of the larger issues."

32. Finally, after you address all of these issues, your conversation starts to wind down. Before you formally end your meeting, however, you remember that the local school system might be an issue to them. You say:

a. "Just one more point before we go. The schools around here are really quite good and I'm sure your children will fit in just fine. I haven't seen any kids yet that haven't."

b. "Over the next few days. Why don't you drive around the area and take a look at the schools. You'll have a nice time and you can just fit that in at your own pace."

c. "Are there any special needs that you want me to consider in looking at houses, such as schools?

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

33. When an organization (Educational institution) is about to undertake any kind of significant change (from layoffs to restructuring), the best course of action for senior leadership is to:

a. Decide on the best course of action for the organization, and when implementation is under way, involve the front lines bit by bit as needed

b. Inform the front lines as soon as the need for significant change is discovered. Involve the front lines early and often throughout the change process,

while keeping firm control of the basic direction in which you want the organization to head.

c. Inform the front lines as soon as the need for significant change is discovered. Let the front lines determine the direction the organization should head and allow them to share authority in the ultimate decision-making process.

34. You're the principal of a contract negotiating team for your school and you've been charged with resolving some outstanding issues with Ladda, the head of the head teacher of the English department. You begin the meeting by saying, ", Ladda thank you for the opportunity to meet to address our remaining challenges. What's your analysis of our current standing and today's objectives?" Her response is, "Well frankly, my challenge is explaining to my people why they should agree to anything when they don't know what school's plans are for the future. If we sign the three-year agreement and you agree with , then where are we?" You reply:

a. "I understand. You're saying that your people don't know why they should agree to a plan for their future when they don't know a major piece of the plan-namely, the future for the school as a whole. Is that right?.

b. "Well frankly, Ladda, I'm not sure you're really getting the big picture. Your people don't have much of an option in this case. The executive team is going to do whatever they're going to do, regardless of what the other teachers think. However, if you want the agreement for as long as it's good, we'd love to have you along."

c. "Listen, if you need some other kinds of assurances, I'll try to get those assurances. We will do whatever we need to do to make the English department teacher feel more comfortable with the agreement."

35. You are approached by one of your teachers who is having a serious problem with another of your teachers. The first thing you should do is:

a. Bring them together to discuss their conflict.

b. Talk with each person individually to do your own assessment of the conflict.

c. Stay out of it and let them resolve the issue themselves.

36. When one of your subordinates starts evidencing negative changes in performance (such as poor concentration, pessimism, lethargy, indecisiveness, blaming others, fatigue, and so on) it's best to:

a. Discuss the situation with that person as soon as you see a slight change (before a specific incident occurs).

b. Discuss the situation as soon as possible after a specific incident occurs.

c. Wait until you have more than one specific incident or confirmation from other co-workers to back up your assertions before you discuss this with your subordinate.

Appendix B

แบบประเมินตนเองด้านสติปัญญาของความเป็นผู้นำ

<u>คำชี้แจง</u>

ขอให้ท่านอ่านสถานการณ์จำลองแต่ละสถานการณ์ต่อไปนี้ และในแต่ละสถานการณ์ให้วงกลมตัวเลือกที่ดีที่สุดตามทัศนะของท่าน ตามที่กำหนดให้ดังต่อไปนี้

1. ท่านเป็นผู้อำนวยการโรงเรียนสอนเทคโนโลยีคอมพิวเตอร์ขนาดกลางแห่งหนึ่ง ซึ่งได้ตัดสินใจเลิกสัญญาจ้างครู ผู้ช่วยคนหนึ่งขอท่านชื่อสมพงษ์ เขาเป็นคนไม่สุภาพในความคิดเห็นของเพื่อนครู และไม่เป็นที่เคารพนับถือของเพื่อนครูด้วยกัน เหนืออื่นใด ผลการทำงานตามหน้าที่ในแผนกของเขาแย่ลงตลอดระยะเวลา 10 เดือนที่ผ่านมานี้ ท่านได้พยายามหลายครั้งแล้วที่จะช่วยเขาให้เข้าใจและแก้ไขพฤติกรรมของเขา แต่ไม่ได้ผล ในที่สุดหลังจากการประเมิน และการให้คำปรึกษาล้มเหลว ท่านตัดสินใจเลิกจ้างเขา ท่านเรียกเขาเข้ามาในห้องทำงานเพื่อแจ้งเรื่องการเลิกจ้าง และพูดกับเขาดังนี้ว่า

ก .ครูสมพงษ์ เราจำเป็นต้องพูดเรื่องการเลิกสัญญาจ้างของครูกับทางโรงเรียน เราได้เคยพูดคุยเกี่ยวกับการทำงานของครูมาหลายครั้งแล้วในช่วงหลายเดือนที่ผ่านมานี้ แต่แทบไม่ได้มีการปรับปรุงอะไรให้ดีขึ้นเลย ดังนั้น จึงเป็นการดีสำหรับทุกฝ่ายถ้าเราต่างไปตามเส้นทางของตน ให้แวะไปที่ฝ่ายบุคลากรระหว่างไปทำเรื่องเอกสารให้เรียบร้อยแล้วรับเช็คเงินเดือนงวดสุดท้ายไป

ข .ครูสมพงษ์ ผมขอเชิญให้ครูเข้ามาเพื่อพูดเรื่องการสิ้นสุดสัญญาจ้างของคุณกับทางโรงเรียน เราได้เคยพูดคุยเรื่องการทำงานของครูมาหลายครั้งแล้วในช่วงหลายเดือนที่ผ่านมานี้ และแทบไม่มีอะไรปรับปรุงดีขึ้นเลย ผมไม่แน่ใจว่ามันเป็นเพราะสถานการณ์ที่นี่หรือเป็นเพราะอะไรอื่น ผมมีความรู้สึกว่าเราได้เคยตกลงกันถึงเป้าหมายต่าง ๆ ที่พอจะไปถึงได้ แต่ก็ไม่บรรลุตามกำหนดเวลาอันควรเลย

ค .ครูสมพงษ์ ตลอดเวลาหลายเดือนที่ผ่านมา ผมคิดว่าผมได้ให้ความเป็นธรรมกับครู ผมได้พยายามช่วยครูให้ปรับปรุงและร่วมงานเป็นทีมกับคนอื่น แต่ครูไม่ฟังผมเลย ผมเริ่มมาคิดสงสัยแล้วว่าอาจจะมีปัญหาที่ลึกซึ้งมากกว่านี้ก็เป็นได้ ครูของเราและบรรดานักเรียนต่างคิดกันว่าคุณเป็นคนไม่สุภาพ ไม่มีใครในทีมงานของครูมีปฏิกิริยาต่อครูในทางที่ดีเลย ผมจึงคิดว่าครูไม่น่าที่จะทำหน้าที่เป็นครูในโรงเรียนนี้ได้

2. ไม่นานมานี้ท่านได้รับเลื่อนตำแหน่งให้เป็นครูใหญ่ของโรงเรียนขนาดใหญ่แห่งหนึ่ง นายพรเทพ ใจดี ซึ่งเป็นผู้ช่วยครูใหญ่ของโรงเรียนมา 20 ปี กำลังประสบปัญหาอย่างหนัก การปฏิบัติงานของเขาตกต่ำลงไปมาก และดูเหมือนว่าไม่มีความกระตือรือร้นกับการงานของเขาเหมือนแต่ก่อน ท่านตัดสินใจว่า ท่านจำเป็นต้องหาวิธีใดวิธีหนึ่งที่จะช่วยชักจูงเขาให้หันกลับมาให้ได้ คุณชวนเขาไปรับประทานอาหารกลางวัน และ หลังจากพูดคุยกัน ตามมารยาทท่านพูดขึ้นว่า

ก .ครูพรเทพ ครูมีประวัติการทำงานที่ดีเยี่ยมในโรงเรียน ซึ่งทำให้ความสามารถในการสอนของครูมีความโดดเด่นมากยิ่งขึ้น ถ้าไม่รังเกียจ ขอให้เรามาพูดคุยเกี่ยวกับปัญหาพื้นฐานบางประการได้มั้ย ครูมีจุดยืนอย่างไรกับเรื่องต่าง ๆ ครูรู้สึกอย่างไรกับงานของครู ครูคนอื่น ๆ และความสัมพันธ์ของ ครูกับโรงเรียน

ข .ครูพรเทพ ครูมีประวัติการทำงานที่ดีเยี่ยมในโรงเรียนของเรา แต่กลับมีการร้องเรียนจากผู้ปกครองเกี่ยวกับความเสียหายของคุณ ถ้าครูไม่รังเกียจ ผมอยากที่จะทบทวนข้อร้องเรียนเหล่านี้เป็นราย ๆ ไป เพื่อดูว่ามีอะไรผิดพลาดในแต่ละกรณี

ค .ครูพรเทพ ครูมีประวัติการทำงานที่ดีเยี่ยมในโรงเรียนนี้ แต่กลับมีการร้องเรียนจากผู้ปกครองเกี่ยวกับคุณมีความโดดเด่นมากขึ้น และเพราะประวัติการทำงานที่ดีเยี่ยมของครูนี่เอง ผมจึงจำเป็นต้องพูดจาอย่างตรงไปตรงมากับครู ผมเป็นห่วงเมื่อผมเห็นการทำงานของใครคนหนึ่งตกต่ำลงไปมากเช่นนี้ บางทีมันคงจะถึงเวลาที่เราจะต้อง ย้ายครูไปยังอีกตำแหน่งหนึ่งแล้ว

SINCE 1969 มหาวิทยาลัยอัสสัมชัญ

กระมัง ผมต้องการช่วยครูให้ได้รับตำแหน่งหัวหน้าหมวดโดยไม่ทำให้ผลการดำเนินงานบริหารงานของโรงเรียนโดยรวมเสียไป

3. ท่านเป็นผู้จัดการของโรงเรียนขนาดใหญ่แห่งหนึ่ง และกำลังมองหาครูใหญ่คนใหม่ ผู้ที่มาสัมภาษณ์กับท่านคนแรกได้ทำงานและสอนในโรงเรียนต่าง ๆ มาแล้วกว่า 20 ปี เมื่อท่านนั่งลงเตรียมสัมภาษณ์เขา สิ่งแรกที่ท่านพูด (หลังจากที่เขาส่งประวัติการทำงานของเขาให้แก่ท่านและท่านได้พูดทักทายตามธรรมเนียมแล้ว) คือ

ก .ครูจะเล่าประวัติการทำงานของครูและบอกให้ผมทราบเกี่ยวกับภาระหน้าที่รับผิดชอบของครูในโรงเรียนแต่ละแห่งที่ครูได้เคยสอนมานะครับ

ข .ครูน่าจะวางประวัติการทำงานของครูไว้ก่อนแล้วเล่าให้ผมฟังเกี่ยวกับงาน และประสบการณ์การสอนครั้งแรกของครูนะครับ

ค .ก่อนที่เราจะมาดูรายละเอียดเกี่ยวกับประวัติการทำงานของครู ครูมีอะไรจะถามเกี่ยวกับตำแหน่งงานที่ครูกำลังสมัครอยู่นี้ไหมครับ

4. ครูสมชายซึ่งเป็นคุณครูคนหนึ่ง เข้ามาหาท่านเพื่อร้องเรียนเกี่ยวกับเพื่อนร่วมงานคนหนึ่ง ชื่อครูสมศรี หลังจากที่เขาร้องเรียนเสร็จ เขาขอร้องครูอย่าได้เอ่ยถึงเรื่องนี้แก่ใครหรือจัดการอย่างใดอย่างหนึ่ง ครูตอบว่า

ก .ครูสมชาย ถ้าครูมีปัญหาอย่างหนึ่งกับสมศรีซึ่งอาจมีผลกระทบต่อโรงเรียนนี้ ครูทำให้ผมตกอยู่ในจุดที่กระอักกระอ่วนใจโดยขอให้ผมอย่าได้จัดการทำอะไร ผมต้องขอโทษที่จะต้องลงไปดูปัญหานี้ และพูดคุยกับครูทั้งสองเป็นการส่วนตัวทีละคน

ข .ครูสมชาย ถ้าครูต้องการเช่นนั้น ผมก็ไม่มีปัญหาอะไร ผมจะไม่จัดการอะไร และก็จะไม่คิดอะไรเป็นอคติกับครูสมศรี ผมจะไม่ไปทำให้ชื่อเสียงของเธอเสียหายด้วยคำพูดกล่าวหาเลื่อนลอย

ค .เอาล่ะ ครูสมชาย ถ้าครูมีปัญหาเช่นว่านี้กับสมศรี ผมคิดว่าผมคงต้องเชิญครูทั้งสองมาพูดคุยกัน ผมไม่อาจปล่อยให้ครูทั้งสองหนีหน้าปัญหา ซึ่งเป็นผลเสียต่อนักเรียน เพราะการที่ครูไม่สามารถทำงานร่วมกันได้ เราต้องพูดคุยกันอย่างผู้ใหญ่และสะสางปัญหานี้

สถานการณ์จำลองต่อไปนี้ใช้สำหรับคำถามที่ 5 -8

ท่านได้รับแต่งตั้งให้เป็นหัวหน้าทีมงานของโรงเรียนที่ตั้งขึ้นใหม่แห่งหนึ่ง เพื่อดำเนินงานตามโครงการแบบจำลองทางการศึกษาด้านการสอน และท่านมีเวลา 6 เดือนเพื่อที่จะทำให้บรรลุเป้าหมาย งานนี้จะสำเร็จได้เมื่อมีการดำเนินการที่เด็ดขาดรวดเร็ว ท่านมีผู้ช่วยในทีมงาน 4 คน ทัศนคติของคนทั้งสี่มีตั้งแต่กระตือรือร้นไปจนถึงเป็นปฏิปักษ์ หน้าที่ประการแรกของท่านคือการพูดคุยกับแต่ละคนและกระตุ้นให้พวกเขาทำงานให้บรรลุเป้าหมาย ถึงแม้ว่าครูใหญ่ได้บอกท่านว่า ท่านสามารถคัดคนออกจากทีมงานได้ ถ้าจำเป็น

5. ครูสุชาดา เป็นบุคคลแรกที่ท่านพูดคุยด้วย เธอตื่นเต้นมากกับโครงการนี้และรอคอยที่จะได้เริ่มต้นทำงาน เธอมีแรงจูงใจที่จะเห็นโรงเรียนประสบความสำเร็จกับโครงการนี้ เมื่อท่านถามเธอว่า เธอรู้สึกอย่างไรกับกำหนดเวลาแล้วเสร็จโครงการที่กระชั้นชิดเช่นนี้ เธอกล่าวว่า ดิฉันคิดว่าเราสามารถทำได้ทันเวลา แต่ว่าเราทุกคนต้องร่วมลงเรือลำเดียวกัน ดิฉันรู้ว่าดิฉันพร้อมที่จะทำและรอคอยโอกาสที่จะได้มีส่วนช่วยให้ประสบความสำเร็จ ต่อคำตอบนี้ท่านกล่าวว่า

ก. ขอบคุณสำหรับข้อมูลดังกล่าว และขอบคุณอีกครั้งสำหรับความกระตือรือร้นของครู แต่พึงระลึกว่า เราจะต้องร่วมมือทำงานกันเป็นทีม เราต้องระวังไม่แสวงหาความได้หน้าตาจากโครงการดังกล่าว

ข. ขอบคุณสำหรับข้อมูลดังกล่าวนี้ ผมจะแจ้งให้ทราบว่าครูแต่ละคนจะมีหน้าที่อะไรภายในสัปดาห์นี้

ค. ขอบคุณสำหรับข้อมูลดังกล่าวนี้ ดีที่โครงการนี้ ได้รับการตอบรับที่ดีเช่นนี้ ผมรอคอยที่จะได้เห็นครูทำหน้าที่สำคัญเมื่อเราขยับก้าวไปกับโครงการ

6. บุคคลที่สองที่ท่านพูดคุยด้วยคือ ครูสมบูรณ์ เขามีความกระตือรือร้นปานกลางกับโครงการนี้ แต่ดูเหมือนว่าเขากังวลเกี่ยวกับเรื่องกำหนดเวลา เขาเป็นคนที่ไว้ใจได้เสมอ แต่เขาไม่เคยเป็นดาวดวงเด่น หรือเป็นผู้กล้าเสี่ยง เมื่อคุณถามเขาว่าเขารู้สึกอย่างไรกับกำหนดขีดเส้นตายที่เร่งรัดดังกล่าว เขากล่าวว่า ผมชอบงานที่ได้รับมอบหมายนี้ แต่มีความกังวลว่าเราไม่มีเวลาพอที่จะทำงานนี้ได้ถูกต้อง และผมก็ไม่แน่ใจว่าเราจะมีทรัพยากรตามที่ต้องการหรือไม่ แต่ท่านก็คงทราบว่า ครูสุชาดามีความสามารถควบคุมสถานการณ์ได้ ต่อคำตอบนี้คุณกล่าวว่า

ก. เอาล่ะ ความกังวลของครูน่าสนใจทีเดียว แต่ผมมีความรู้สึกว่าสถานการณ์สามารถควบคุมได้ และผมก็ทราบดีว่าทีมงานของเราจะสามารถแก้ไขปัญหาได้อย่างดี ผมทราบว่าครูสุชาดาก็คิดเห็นทำนองเดียวกันกับผม งั้นเราน่าจะไปพูดคุยกับเธอและดูปฏิกิริยาของเธอต่อทุกเรื่องก่อนที่เราจะมีการประชุมกลุ่มร่วมกันครั้งแรก

ข. ผมเข้าใจความกังวลของครู แต่ก็ดีใจมากที่ครูชอบงานที่มอบหมายนี้ ผมเชื่อแน่ว่าถ้าครูและครูสุชาดาทำงานร่วมกันเป็นหลักของทีมงาน เราสามารถทำได้ทันตามกำหนดแน่

ค. ขอบคุณสำหรับการวิเคราะห์และข้อมูล แต่น่าเสียดายที่พวกเราทั้งหมดต้องมีปัญหากับเรื่องกำหนดเวลาและทรัพยากร ผมหวังว่าคงช่วยทำอะไรได้บ้าง แต่ครูก็คงรู้นะครับว่าผู้บริหารให้เราเฉพาะสิ่งที่พวกเขาคิดว่าจำเป็น ไม่ใช่สิ่งที่น่าจะเป็นสิ่งจำเป็นจริง ๆ

7. บุคคลที่สามที่ท่านเรียกพบคือ ครูรณชัย ผู้ซึ่งดำเนินชีวิตด้วยหลักการยักไหล่ ใครจะไปรู้ล่ะ ใครจะไปสนล่ะ เขาไม่แยแสต่อโครงการนี้ และดูเหมือนว่าไม่ต้องการออกแรงแม้แต่น้อยที่จะช่วยให้งานดำเนินไปได้ เมื่อท่านถามความรู้สึกของเขาต่อกำหนดเวลาอันเร่งรัดที่พวกท่านต้องเผชิญ เขากล่าวว่า ผมไม่ทราบ ผมไม่แน่ใจ ไม่แน่ใจในตัวโครงการหรือกำหนดเวลาที่เร่งรัด ผมไม่เห็นว่าจะทำงานนี้สำเร็จไปได้อย่างไรในช่วงเวลาอันสั้นเช่นนั้น ต่อคำตอบนี้ท่านกล่าวว่า

ก. ผมเข้าใจข้อห่วงใยของครู ครูได้ทำงานกับครูสุชาดาและครูสมบูรณ์มาก่อนแล้วใช่ไหม ทั้งสองค่อนข้างมีทัศนคติที่ดีและผมคิดว่าเราควรที่จะรวมตัวกับเขาทั้งสองเพื่อชี้ให้เห็นข้อกังวลของ

เราและเตรียมแผนดำเนินการ เราจำเป็นต้องทำงานร่วมกันค่อนข้างจะใกล้ชิดเพื่อใช้ศักยภาพการทำงานเป็นทีมร่วมกันให้เป็นประโยชน์ต่อการบรรลุเป้าหมายนี้ สิ่งนี้สำคัญแน่นอนต่อพวกเราทุกคนที่นี่

ข. ครูผมเข้าใจข้อห่วงใยของครู ครูน่าจะไปพบสุชาดาและสมบูรณ์และให้พวกเขาอธิบายสิ่งต่าง ๆ แก่ครู บอกให้พวกเขารู้ถึงความกังวลทั้งหมดของครูและดูปฏิกิริยาของพวกเขา พวกเขาพร้อมที่จะดำเนินการจริง ๆ และสามารถที่จะนำครูไปในทิศทางที่ถูกต้องได้

ค. ผมสนใจที่จะทำความรู้ความเข้าใจกับข้อสังเกตและข้อห่วงใยของครู ครูควรจะบอกประเด็นปัญหาเฉพาะเป็นข้อ ๆของครูให้ผมเข้าใจ แล้วเราจะเห็นได้ว่าประเด็นไหนควรได้รับดูแลแก้ไข

8. คนสุดท้ายที่ท่านพูดคุยด้วยคือ ครูลัดดา เธอมีอคติต่อการเป็นส่วนหนึ่งของทีมงานนี้โดยสิ้นเชิง เมื่อท่านถามเธอว่า เธอรู้สึกอย่างไรต่อกำหนดเวลาที่เร่งรัดที่พวกท่านทุกคนต้องเผชิญ เธอกล่าวว่า ขอบอกตามตรงนะคะ ดิฉันคิดว่ามันเป็นไปไม่ได้ เราถูกกำหนดให้ล้มเหลวโดยแท้ ดิฉันรู้สึกไม่ดีเลยเกี่ยวกับการทำโครงการนี้ นอกจากนี้ดิฉันยังมองไม่เห็นว่าเราสามารถทำโครงการนี้ให้ดำเนินไปได้อย่างใด ต่อคำตอบนี้ท่านกล่าวว่า

ก. แน่นอนทีเดียวที่ครูจะรู้สึกเช่นนั้น ผมคิดว่าเราสามารถที่จะทำสำเร็จได้อย่างน่าอัศจรรย์ แต่ถ้าครูไม่ต้องการจะเป็นส่วนหนึ่งของโครงการนี้ ครูออกจากทีมไปได้ ผมมีอำนาจที่จะให้คนออกได้ และผมคิดว่าในกรณีของครูนั้น สิ่งนี้คงเป็นสิ่งที่ดีที่สุดสำหรับทุกคน

ข. ผมชอบในความตรงไปตรงมาขอครู ครูคงทราบนะว่าผมเห็นคุณค่าในความคิดเห็นของคุณ และเราทั้งสองต่างรู้ดีว่ามันเป็นสิ่งสำคัญอย่างยิ่งที่จะสร้างทีมงานที่ผนึกกำลังกัน ครูลองคิดดูซิว่ามีอุปสรรคใดที่เราควรจะจับตาเฝ้ามอง และเตรียมรายการไว้เพื่อมาถกปัญหากัน ผมคิดว่าเราจำเป็นต้องพูดและทำให้เป็นรูปธรรมอย่างมาก เดิมพันนี้สูงมากนะ

ค. ถ้าครูเป็นผม ครูจะทำยังไง มันง่ายดีหรอกสำหรับครูที่ได้แต่นั่งอยู่เฉย ๆ และส่งแรงลบให้ แต่ผมไม่ได้มีความสบายเช่นนั้น ดังนั้น ถ้าครูเป็นผม คุณจะทำอย่างไร เราทุกคนต่างก็ติดกับอยู่ตรงนี้ แต่น่าจะยอมรับความเป็นจริงนะ

9. ท่านเป็นอาจารย์ใหญ่ของโรงเรียนแห่งหนึ่ง วันหนึ่ง ขณะที่ท่านกำลังทำงานอยู่กับครูอีกคนหนึ่ง ท่านสังเกตเห็นว่าห้องทำงานเต็มไปด้วยครูคนอื่น ๆ อีกหลายคนและครูอีกคนหนึ่งอยู่ที่หลังห้อง เพื่อแก้ไขเรื่องนี้ ท่านไปพูดกับเขาว่า

ก. ทำไมครูจึงมานั่งตามลำพังอยู่ที่ข้างหลังห้องตรงนี้ ขณะที่ครูคนอื่นกำลังคุยกันอยู่ เราทุกคนต่างก็มีเป้าหมายร่วมกันและเดินฝ่าทุกสถานการณ์ด้วยกัน นับแต่นี้ไปถ้ามีสิ่งใดเป็นอุปสรรคต่อการทำงานของครู บอกให้ผมทราบทันที

ข. ทำไมครูจึงอยู่หลังห้อง มีครูคนไหนพูดสิ่งใดที่ล่วงเกินครูหรือเปล่า บอกให้ผมทราบ คราวหน้าถ้าพวกเขาได้ทำอะไร เพราะว่าไม่มีทางที่ผมจะปล่อยให้ครูคนอื่นบงการการดำเนินสิ่งต่าง ๆ ที่นี่

ค. เราอยู่ที่นี่เพื่อทำงานร่วมกัน เพื่อให้กำลังใจ ช่วยเหลือและเพื่อสอนเด็กนักเรียน บอกให้ผมทราบ ถ้าครูมีปัญหาหรือความห่วงกังวลใด ๆ

10. ถ้าท่านนำครูอย่างน้อยสองคนมาพูดคุยถึงข้อขัดแย้งอย่างหนึ่ง และท่านไม่สามารถช่วยพวกเขาให้บรรลุข้อตกลงร่วมกันได้ในเบื้องต้น วิธีดำเนินการที่ดีที่สุดน่าจะเป็นดังนี้

ก. พักการประชุมพูดคุยเรื่องนั้นไว้สักวันสองวัน

ข. ดำเนินการประชุมพูดคุยต่อไปจนกว่าจะบรรลุข้อตกลงร่วมกัน

ค. พักการประชุมพูดคุย และคิดหาวิธีดำเนินการบางอย่างด้วยตัวของท่านเอง

11. ท่านต้องประเมินการทำงานให้แก่ครูคนหนึ่ง ชื่อถนอม วิธีที่จะได้ผลดีที่สุดที่จะรับรองได้ว่าการแก้ไขปรับปรุงใด ๆ ที่ท่านแนะนำแก่เขาจะได้รับการปฏิบัติตามอย่างจริงจังและเอาใจใส่เต็มที่น่าจะเป็นดังนี้

ก. ให้ท่านและครูถนอมกรอกแบบประเมินผลเพื่อวัดผลการทำงานของเขา

ข. ให้ท่านเพียงคนเดียวกรอกแบบประเมินผลเพื่อวัดผลการทำงานของเขา

ค. ให้ครูถนอมเพียงคนเดียวกรอกแบบประเมินเพื่อวัดผลการทำงานของเขา

12. เมื่อสัมภาษณ์การจ้างงานขั้นต้น วิธีดีที่สุดที่จะจัดที่นั่งสำหรับผู้สัมภาษณ์และผู้เข้ารับการสัมภาษณ์ควรเป็นดังนี้

ก. ในห้องทำงานหรือห้องประชุมและหันหน้าเข้าหากัน (โดยมีโต๊ะคั่น) ให้เกิดความรู้สึกเป็นทางการเชิงวิชาชีพ

ข. ในห้องทำงาน หรือห้องประชุมพร้อมด้วยเก้าอี้ที่จัดเรียงเคียงข้างกัน หรือหันหน้าเข้าหากัน (โดยไม่มีโต๊ะคั่น) ในลักษณะที่ผ่อนคลาย ไม่เป็นทางการ

ค. ออกไปรับประทานอาหารกลางวันหรืออาหารเย็นในบรรยากาศเป็นกันเอง

13. เมื่อรับหน้าที่เปลี่ยนแปลงโครงการการศึกษาระดับใหญ่ อย่างเช่น โครงการสองภาษา ควรกระทำดังนี้

ก. ดำเนินการทันทีที่มีการกำหนดทิศทางทั่วไป แล้วจึงค่อยปรับรายละเอียดระหว่างดำเนินการ

ข. ประเมินสถานะปัจจุบันของท่าน แล้วระดมกำลังเพื่อดำเนินการ

ค. ประเมินสถานะปัจจุบันของท่าน แต่ยังไม่ต้องดำเนินการใด ๆ จนกว่าจะได้รับการสนับสนุนจากทุกคนในโรงเรียน

14. เมื่อท่านนำครูอย่างน้อยสองคนมาพูดคุยถึงปัญหาความขัดแย้งประการหนึ่งประการใด สิ่งที่จะได้ผลมากที่สุดสำหรับบทบาทหน้าที่ของท่านคือ

ก. ควบคุมการพูดคุยปัญหา และรวบรวมข้อมูลจำเพาะทุกข้อมูลจากผู้เข้าร่วม

ข. วางตัวเป็นกลาง และดูแลไม่ให้การพูดคุยปัญหานั้นเลยเถิดจนควบคุมไม่อยู่

ค. ตั้งคำถามและรวบรวมข้อมูลจากผู้เข้าร่วมแต่ละคน แต่ให้พวกเขามีการพูดคุยปัญหาอย่างอิสระ

15. เมื่อสัมภาษณ์การจ้างงาน รูปแบบที่ให้ประโยชน์มากที่สุดเพื่อรวบรวมข้อมูลจากผู้สมัครจำนวนมากคือ

ก. ใช้รูปแบบที่เป็นโครงสร้างที่มีแบบแผนมาก โดยมีข้อคำถามหลักที่จะถามผู้สมัครแต่ละคน

ข. ใช้รูปแบบที่สืบสาวประวัติของผู้สมัครแต่ละราย ตามที่คำถามของผู้สัมภาษณ์ชี้นำ

ค. ใช้รูปแบบที่หลวม ๆ อนุญาตให้ผู้สมัครแต่ละรายเน้นความสำเร็จที่สำคัญที่สุดที่ตนได้เคยบรรลุถึง

16. เมื่อพูดถึงปัญหาสัญญาณเชิงลบในการปฏิบัติงานของครูคนหนึ่ง (อย่างเช่น สมาธิสั้น มีอคติ เฉื่อยชา ตัดสินใจไม่ได้ ผลการเรียนของนักเรียนตกต่ำลง การจัดการชั้นเรียนที่แย่และอื่น ๆ) วิธีดีที่สุดคือ

ก. ถกปัญหาสัญญาณเหล่านี้เฉพาะที่เกี่ยวข้องกับผลการปฏิบัติงาน

ข. ถกปัญหาสัญญาณเหล่านี้โดยพูดถึงสัญญาณดังกล่าวอาจกระทบกับชีวิตในครอบครัว ชีวิตทำงาน และในด้านอื่นๆ

ค. หลีกเลี่ยงการพูดถึงสาเหตุใด ๆของปัญหา ถกเฉพาะวิธีที่จะทำให้เกิดการเปลี่ยนแปลงในเชิงบวกต่อพฤติกรรมเฉพาะ

17. เพื่อนร่วมงานหรือผู้ใต้บังคับบัญชาคนหนึ่ง ซึ่งท่านได้ทราบผ่านทางการร่ำลือว่าได้ประสบปัญหาส่วนตัวทางบ้านที่สำคัญมากบางประการ ได้เข้ามาขอคำแนะนำจากท่าน วิธีตอบที่ดีที่สุดของท่านคือ

ก. ฟังปัญหาของเขาและให้คำปรึกษาการชี้แนะตามความรู้และประสบการณ์ของคุณ

ข. ฟังปัญหาของเขา แล้วเสนอหนทางที่เป็นไปได้สำหรับหาคำปรึกษาและการชี้แนะจากมืออาชีพ

ค. บอกเขาว่าท่านคงไม่ใช่บุคคลที่เหมาะที่สุดที่เขาจะพูดคุยด้วยและแนะให้เขาไปหามืออาชีพเพื่อขอความช่วยเหลือ

18. เมื่อสัมภาษณ์จ้างงานในเบื้องต้น ควรใช้เวลาสำหรับการฟังหรือการพูดคุยแบบใดจะได้ผลดีที่สุด

ก. ให้เวลาพูดคุยมากกว่าฟัง

ข. ให้เวลาฟังมากกว่าพูดคุย

ค.ให้เวลาฟังและพูดคุยเท่า ๆ กัน

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

สถานการณ์จำลองต่อไปนี้ใช้สำหรับคำถามที่ 19 ถึง 22

ท่านเป็นครูใหญ่โรงเรียนแห่งหนึ่ง เมื่อถึงเวลาที่ท่านจะต้องประเมินผลการปฏิบัติงานประจำปี บุคคลแรกที่ท่านพูดคุยด้วยคือครูถนัด เป็นครูที่ค่อนข้างดี เขาคงเส้นคงวา แต่บางครั้งเขาก็มักจะเหน็บแนมเย้ยหยัน และเป็นที่รู้กันว่าเคยกล่าวถ้อยคำถากถางในระหว่างประชุมครู

19. แนวทางดีที่สุดที่ท่านจะประเมินการปฏิบัติงานของครูถนัดคือ

ก. นัดพบกับครูถนัดแล้ว อธิบายวิธีการประเมินพร้อมประเมินเขาในการพบกันนี้

ข. นัดพบกับครูถนัดสองครั้ง ครั้งแรกเพื่ออธิบายวิธีการประเมิน และครั้งที่สองดำเนินการประเมิน

ค. นัดพบกับครูถนัดและให้เขามีส่วนร่วมในการจัดเตรียมการประเมินตามความสะดวกของตารางเวลาของเขา

20. ท่านอธิบายแก่ครูถนัดว่า เราจะประเมินการสอน และพฤติกรรมการสอน โดยการปรึกษาหารือกับนักเรียนบางคน ครูคนอื่น ๆ และคณะกรรมการบริหาร โรงเรียนมีหน้าที่ที่จะตรวจสอบผลการปฏิบัติงานเฉพาะบางด้าน อันได้แก่ ประการแรก หน้าที่บริการของครูแต่ละคนที่ให้แก่นักเรียน ประการที่สอง หน้าที่บริการต่อครูคนอื่น ประการที่สาม หน้าที่จัดการบริการซึ่งรวมถึงการเอาใจใส่ดูแล และการใช้บุคลากรและทรัพยากรอย่างมีประสิทธิภาพ และประการสุดท้าย ด้านเทคนิคในบทบาทจำเพาะของครูผู้สอน ในเรื่องดังกล่าว ครูถนัดตอบอย่างเหน็บแนมว่า การประเมินผลตามความเป็นจริงแล้วก็คือว่าครูรู้จักเล่นเกมหรือไม่ ใช่ไหม ท่านตอบว่า

ก. ไม่ใช่เลย อันที่จริงแล้วผมออกจะแปลกใจเล็กน้อยที่ครูถามเช่นนั้น เราต่างก็ได้ปาวารนาตนต่อหนทางอันมีเกียรติที่เรายึดมั่นต่อนักเรียน และอันที่จริงการเล่นเกมการเมืองใด ๆ ที่คุณกำลังพูดถึงอยู่นั้นจะเป็นสิ่งที่ยอมรับไม่ได้ ครูจำเป็นต้องคิดถึงตนเองว่ากำลังอยู่ในแนวหน้าของการ

บริการเหมือนอย่างหมอในโรงพยาบาล หน้าที่บริการของครูที่มีต่อนักเรียนมีความสำคัญเท่า ๆ กับการรักษาคนไข้ของหมอ

ข. ผมไม่คิดเช่นนั้นนะ มันดูเหมือนเป็นเช่นนั้นหรือ เพราะว่าผมมีความรู้สึกอยู่เสมอว่าเราเป็นเหมือนหมอในโรงพยาบาล เรารับผิดชอบต่อการรักษาคนไข้ของเราด้วยความเอาใจใส่ดูแลอย่างดีที่สุดที่จะดีได้และทุ่มเทพลังของเราทั้งหมดให้แก่คนไข้

ค. คำถามนี้ดีมาก ครูณัดบอกผมสิ ให้เราลองมาพิจารณาสถานการณ์ที่แตกต่างจากที่เป็นอยู่นี้อีกสถานการณ์หนึ่ง เอาเป็นว่า โรงพยาบาลสักแห่งหนึ่งนะ ครูต้องการที่จะตกอยู่ในมือของหมอที่เก่งสุด ๆ คนหนึ่งที่ไม่ปรากฏตัวเลย หรืออยู่ในการดูแลของพยาบาลคนหนึ่งที่บอกให้ครูอดทนเอาไว้เมื่อคุณขอยาแก้ปวด หรือช่างเทคนิคในห้องปฏิบัติการ ซึ่งลืมบอกข้อมูลเกี่ยวกับผลทดสอบเลือดของครูให้หมอรับทราบ

21. เมื่อท่านตอบสิ่งที่ท่านเพิ่งจะได้บอกเขาในข้อที่ 20 ครูณัดยังคงกล่าวด้วยถ้อยคำเหน็บแนมถากถางต่อว่า ผมเข้าใจสิ่งที่ครูหมายถึงเกี่ยวกับโรงพยาบาล แต่ผมคงไม่น่าจะทำให้ใครเสียชีวิตได้จากที่นั่งอยู่ในห้องปฏิบัติการนะครับ ท่านกล่าวว่า

ก. ผมเข้าใจประเด็นของครู แต่ครูอาจจะให้ความสำคัญของครูที่มีต่อทีมงานและนักเรียนของเราต่ำไป ผลจากการทดสอบของครูสามารถเปิดเผยปัญหาด้านสุขภาพต่อสาธารณชนได้ไหม ถ้าครูไม่ทดสอบอย่างถูกต้องแม่นยำ ลูกค้าของเราสามารถที่จะฟ้องบริษัทที่ไม่สามารถรับผิดชอบหน้าที่ได้สมบูรณ์ได้ใช่ไหม ถ้าผลทดสอบผิดพลาดหรือออกมาช้าเกินเวลา ผู้ร่วมงานของเราจะประสบปัญหาขัดข้องในการเตรียมทำรายงานใช่ไหม คุณจะตอบคำถามเหล่านี้ได้อย่างไร ครูณัด

ข. ฟังนะ ครูณัด เรากำลังมาถึงจุดที่แสดงว่าทัศนคติของครูไม่เหมาะสม กล่าวอย่างตรงไปตรงมา คุณไม่อ่อนน้อม ผมขอแนะนำให้ครูพิจารณาทัศนคติของครูก่อนที่จะพูดอะไรต่อไปนะ ตัวผมเองก็จะขอเวลาสักครู่ ก่อนที่จะปล่อยให้เหตุการณ์โต้แย้งนี้ทำให้การประเมินผลการทำงานของครูไม่เที่ยงตรงโดยไม่จำเป็น

ค. ครูถนัด ขออภัยที่ครูรู้สึกเช่นนี้ ครูไม่เข้าใจหรือว่าครูมีความสำคัญต่อทีมงานเพียงใด ถ้าพวกเราทุกคนไม่ให้ความร่วมมือร่วมแรง 110 เปอร์เซ็นต์ เราก็จะไม่สามารถทำสำเร็จได้ ผมจะพูดยังอย่างไรดีที่จะโน้มน้าวให้ครูเชื่อได้ว่าบทบาทหน้าที่ของคุณมีความสำคัญพอ ๆ กับบทบาทหน้าที่ของหมอ

22. แบบประเมินผลที่ดีที่สุดในเชิงปกป้องคือ

ก. แบบทั่วไปที่มีข้อสังเกตจำเพาะมากมายจากผู้ประเมิน

ข. แบบจำเพาะพิเศษที่มีบันทึกข้อสังเกตจากผู้ประเมิน

ค. ไม่มีรูปแบบใดๆ โดยมีบันทึกกำกับไว้มากมายจากผู้ประเมิน

23. เมื่อครูของท่านเผชิญกับปัญหาส่วนตัวที่สำคัญ วิธีดีที่สุดสำหรับท่านที่จะคงรักษาการปฏิบัติงานของพวกเขาก็คือ

ก. ให้พวกเขาหยุดงานสักสองสามวันเพื่อสะสางสิ่งที่พวกเขาเห็นว่าจำเป็น แต่อย่าปล่อยให้พวกเขาลืมไปว่าจุดประสงค์ประการหนึ่งที่ให้พวกเขาหยุดงานก็เพื่อปรับปรุงผลการทำงานในระหว่างปฏิบัติหน้าที่

ข. ให้พวกเขาสะสางปัญหาที่พวกเขาต้องการในเวลาของเขา ช่วยพวกเขาให้คงรักษาวินัยและโครงสร้างขณะที่ปฏิบัติงาน

ค. ให้พวกเขาหยุดงานตามความต้องการ เพื่อที่จะได้ปิดประเด็นปัญหาในระยะยาวอย่างแท้จริงไม่ว่าเป็นประเด็นอะไร

24. เมื่อจัดการดูแลปัญหาด้านการทำงาน จุดเริ่มต้นเพื่อการพูดคุยกับครูควรจะเป็นคำถามดังนี้

ก. คุณรู้สึกอย่างไร

ข. คุณกำลังทำหน้าที่อะไรอยู่

ค. ปัญหาของคุณอยู่ที่ตรงไหน

25. เมื่อรับภาระเปลี่ยนแปลงขนานใหญ่ ถ้ามีคนจำนวนหนึ่งไม่ค่อยเต็มใจเข้าร่วม แนวทางดำเนินการของท่านคือ

ก. พยายามให้ทุกคนร่วมมือกัน (มิเช่นนั้น)พวกเขาอาจจะทำให้ขั้นตอนดำเนินการออกนอกเส้นทางได้ในภายหลัง

ข. แยกพวกเขาออกจากผู้ที่กำลังเดินหน้ากับกระบวนการเปลี่ยนแปลง ใช้ความพยายามย้ายพวกเขาออกจากโรงเรียนโดยเร็ว

ค. ให้โอกาสแก่พวกเขาที่จะเข้าร่วม แต่ไม่ต้องพยายามมากนักที่จะนำพวกเขามาด้วย เน้นเฉพาะผู้ที่มีพลังเชิงบวกเท่านั้น

26. ประเด็นปัญหาหลักที่บรรดาผู้นำต้องดูแลเพื่อให้เกิดการทำงานเป็นทีมและผลการปฏิบัติหน้าที่ที่มีประสิทธิภาพสูงสุดคือ

ก. วิธีการบริหารจัดการภาระงาน

ข. แรงจูงใจสำหรับการปฏิบัติหน้าที่ (ด้านการเงินหรืออื่น ๆ)

ค. การฝึกทักษะการทำงานเป็นทีมและระหว่างบุคคลให้แก่ลูกจ้าง

27. ครูถวิล ซึ่งเป็นครูคนหนึ่ง มาพบท่านและกล่าวว่า ครูเจตนากำลังทำเรื่องสับสนไปหมด โดยทำแผนการสอนมั่วตลอดสองวันที่ผ่านมานี้ ถ้าไม่จัดการอะไรสักอย่างกับเขา ผู้ปกครองก็คงจะร้องเรียนแน่ ท่านตอบว่า ผมรับฟังครู ซึ่งครูถวิลตอบกลับด้วยความโมโหว่า ผมได้ยินคำตอบแบบนี้มาก่อนแล้ว ครูตกลงจะจัดการอะไรสักอย่างมั้ย ท่านกล่าวว่า

ASSUMPTION UNIVERSITY OF THAILAND SINCE 1969 มหาวิทยาลัยอัสสัมชัญ

ก. ผมเข้าใจดีว่าครูโกรธครูเจตนา หน้าที่ครูก็คือสอนให้ถูกต้องเรียบร้อยและบอกให้ผมทราบถึงปัญหาที่ครูอาจพบ ครูได้ทำแล้ว ตอนนี้เป็นปัญหาของผมล่ะ ให้ผมจัดการงานของผมเองและครูก็ทำงานขอครู ตกลงตามนี้นะครับ

ข. ผมเข้าใจดีว่าครูโกรธครูเจตนา ผมจะพูดคุยกับเขาและดูแลปัญหาที่ครูเพิ่งบอกผมทันทีที่เราจบการสนทนานี้

ค ฟังนะ ครูถวิล นี่เป็นปัญหาของผมและผมจะจัดการดูแลมันเท่าที่ผมเห็นควร ผมจะไม่ทำโดยอาณัติของครูหรือของใคร ผมจะทำในสิ่งที่ผมเห็นว่าเหมาะสมและในเวลาที่ผมคิดว่าเหมาะสมและขอบอกอย่างตรงไปตรงมาว่า ถ้ามันหมายความว่าผมไม่ดำเนินการตามการกล่าวหาของครู ก็ให้เป็นไปเช่นนั้นแล้วกัน

28. ในฐานะเป็นผู้นำ เมื่อท่านทำอะไรผิดพลาดทางที่ดีที่สุดคือ

ก. ยอมรับความผิดพลาดของท่านก่อนที่จะหาทางแก้ปัญหา มันเป็นเรื่องสำคัญที่จะต้องแสดงให้ลูกจ้างของท่านได้รู้ว่าท่านก็เป็นมนุษย์ธรรมดาคนหนึ่ง โดยไม่ต้องไปกระทบกับสถานะความเป็นผู้นำของท่านให้อ่อนแอลง

ข. รีบเดินหน้าต่อไปโดยไม่ต้องยอมรับความผิดพลาดของท่าน ถ้าหากท่านปล่อยให้ตนเองถูกปฏิบัติเช่นเดียวกับลูกจ้างของท่าน ท่านจะไม่มีวันได้รับการนับถือว่าเป็นผู้นำที่เข้มแข็งอีกต่อไป

ค. ยอมรับความผิดพลาดและหาทางแก้ไขทันที มันเป็นเรื่องสำคัญที่ลูกจ้างของท่านพึงรู้ว่าไม่เพียงแต่ทุกคนทำผิดพลาดได้ แต่ทุกคนก็ต้องรับผิดชอบโดยยึดถือหลักการเดียวกัน

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

สถานการณ์จำลองต่อไปนี้ใช้สำหรับคำถามที่ 29 -33

ท่านเป็นเพื่อนของอาจารย์ใหญ่โรงเรียนแห่งหนึ่ง และท่านได้พบครอบครัวหนึ่งกำลังมองหาบ้านเช่าในบริเวณชานเมืองที่น่าอยู่ ใกล้กับโรงเรียน

29. สิ่งแรกที่ท่านทำก็คือพูดคุยรายละเอียดเกี่ยวกับค่าเช่ากับนายนิพนธ์ เจ้าของบ้านคนปัจจุบัน คุณเริ่มต้นสนทนาด้วยการกล่าวว่า คุณนิพนธ์ ผมเข้าใจและอยากทราบถึงค่าเช่าบ้านของคุณ ผมขอถามนะว่า ค่าเช่าต่ำสุดที่คุณจะรับได้คือเท่าไหร่ นายนิพนธ์ตอบว่า มากเท่าที่จะมากได้ คำตอบของคุณคือ

ก. เราได้วิเคราะห์การตลาดตรงบริเวณนี้ เราจึงพอรู้ราคาค่าเช่าเริ่มต้น แต่เราอาจจะสามารถขายมันให้ได้ราคามากขึ้นแก่คู่สามีภรรยาคู่หนึ่งที่ผมมีเตรียมไว้แล้วนะ ให้เรามาพิจารณาส่วนที่ซ่อมแซมปรับปรุงที่คุณได้ทำไปและดูว่ามันเหมาะสมกับราคานั้นหรือไม่

ข. ผมขอมอบการวิเคราะห์การตลาดที่เราได้ทำเสร็จเรียบร้อยแล้วแก่คุณ ซึ่งรวมถึงอัตราค่าเช่าที่ดินผืนหนึ่งตรงบริเวณขึ้นไปทางด้านโน้นของถนน เราเชื่อว่าบ้านของคุณสามารถเรียกค่าเช่าได้เพิ่มขึ้นอีก10 ,000.- บาทต่อเดือน เพราะขนาดและสภาพของพื้นที่

ค. เอาล่ะ! เชื่อผมเถอะ คุณนิพนธ์ คุณและผมมีความกังวลห่วงใยเช่นเดียวกัน เราได้วิเคราะห์การตลาดของพื้นที่ตรงนั้นและอัตราค่าเช่าเมื่อเร็วๆ นี้บนถนนสายนี้ แต่เรายังไม่ควรจำกัดค่าเช่าของเราอยู่เพียงเท่านั้น ให้ผมลองได้ศึกษาดูว่าเราสามารถที่จะไปถึงไหนได้

30. จากนั้นท่านได้นัดพบกับสามีภรรยาที่สนใจเช่าบ้านหลังนั้น คือนายชาติชายและนางวรรณี ทั้งสองมีลูกสองคน อายุ 13 ปีและ16 ปี ขณะที่ท่านคิดถึงข้อเรียกร้องที่คนทั้งสองอาจจะมี ท่านเข้าใจว่าห้องน้ำอาจเป็นประเด็นสำคัญ ท่านยังทราบอีกว่าคนทั้งสองนี้ทำงานเต็มเวลา ลูกของเขาจึงต้องใช้เวลาส่วนหนึ่งอยู่บ้านตามลำพัง ดังนั้นพวกเขาอาจจะกังวลเกี่ยวกับความปลอดภัยในบริเวณละแวกนั้น บ้านของคุณนิพนธ์เหมาะกับความต้องการของพวกเขาในท้องที่เหล่านี้

อย่างดีทีเดียว และท่านอยากที่จะให้นายชาติชายและนางวรรณีมาดูบ้าน ท่านจึงได้นัดพบเขามารับประทานอาหารกลางวัน และหลังจากพูดคุยทักทายอะไรกันแล้วคุณกล่าวขึ้นว่า

ก. ผมได้คิดใคร่ครวญสถานการณ์ของคุณดูแล้วและดูเหมือนว่าคุณต้องการที่จะให้มีการจัดการดูแลพื้นฐานอะไรบางอย่าง ประการแรก เพราะเห็นแก่ลูกทั้งสองของคุณ คุณคงต้องการบ้านที่มีเนื้อที่ห้องน้ำมากพอสมควร ประการที่สอง เพราะว่าคุณทั้งสองต้องทำงาน คุณคงต้องการการรับประกันว่าบริเวณนี้มีความปลอดภัยมาก ใช่ไหมครับ

ข. ผมต้องการทำความเข้าใจถึงความจำเป็นแต่ละวันของคุณเพื่อระบุว่าบ้านที่คุณมองหานั้นถูกต้อง คุณมีเรื่องที่ต้องพิจารณาอะไรมากที่สุดครับ

ค. ผมได้คิดใคร่ครวญถึงสิ่งที่จำเป็นสำหรับคุณภายในบ้าน และผมคิดว่าผมได้พบสถานที่เหมาะสมสำหรับคุณแล้ว มันมีครบทุกอย่างที่ผมคิดว่าคุณต้องการ และผมคิดว่ามันจะเหมาะสมอย่างมาก

31. หลังจากได้พูดคุยรายละเอียดบางประการกับนายชาติชายและนางวรรณีแล้ว ท่านมีความรู้สึกว่านางวรรณีมีข้อกังวลบางอย่างนอกเหนือจากแบบแปลนด้านกายภาพของบ้าน ถึงแม้ว่าเธอไม่ได้พูดออกมา แต่ท่านก็พอจะรับรู้ได้ว่าเธอมีความกังวลเกี่ยวกับปัญหาระยะยาวมากกว่า เช่นราคาบ้านเมื่อขายต่อ ท่านตอบปัญหานี้โดยกล่าวว่า

ก. ผมรู้สึกว่าคุณมีความกังวลบางประการเกี่ยวกับบ้านนี้ในแง่ของการลงทุนด้านการเงิน คุณไม่ต้องกังวลเกี่ยวกับเรื่องนี้เลยเพราะว่าพื้นที่บริเวณนี้วิเศษมาก เราได้มีการขายต่อได้ราคางามตลอดมาและการวิเคราะห์ทางการตลาดปัจจุบันก็ไม่มีสัญญาณใด ๆ ของราคาถดถอยเลย

ข. สิ่งที่คุณต้องการที่จะได้จากบ้านหลังนี้ในคืออะไรครับ ความหวังและความคาดหวังแท้จริงของคุณคืออะไรครับ

ค. ผมทราบครับว่าคุณคงมีความกังวลห่วงใยด้านอื่น ๆ ที่คุณต้องการดูแลแก้ไข แต่ผมขอเสนอแนะว่าเราหยุดคิดถึงปัญหาเหล่านั้นไว้ก่อนจนกว่าจะได้เห็นบ้านครับ ผมคิดว่าเราต้องตั้งสติให้ชัดเจนก่อนเกี่ยวกับบ้านที่เหมาะสมกับการอาศัยอยู่ตามความต้องการของคุณ แล้วค่อยมาศึกษาประเด็นปัญหาที่ใหญ่กว่านี้

32. ในที่สุด หลังจากท่านได้คุยประเด็นปัญหาเหล่านี้แล้ว การสนทนาของพวกคุณก็เริ่มงวดลง ก่อนที่ท่านจะจบการสนทนากันอย่างเป็นกิจจะลักษณะ ท่านนึกขึ้นมาได้ว่าระบบโรงเรียนในท้องที่นั้นอาจเป็นประเด็นปัญหาอย่างหนึ่งสำหรับพวกเขา ท่านกล่าวว่า

ก. อีกประเด็นหนึ่งก่อนที่เราจะร่ำลากัน โรงเรียนในละแวกนี้ค่อนข้างจะดีทีเดียว และผมแน่ใจว่าจะเหมาะกับลูก ๆ ของคุณเป็นอย่างดี ผมยังไม่เคยเห็นเลยว่ามีเด็กคนใดที่เรียนล้มเหลวในโรงเรียนเหล่านี้

ข. ในช่วงสองสามวันข้างหน้า คุณน่าจะลองขับรถตระเวนไปในบริเวณนี้และแวะดูบรรดาโรงเรียนต่าง ๆ คุณจะรู้สึกสนุกและค่อยพิจารณาปรับสิ่งต่าง ๆ ให้เข้ากับความต้องการของคุณ

ค. มีความต้องการพิเศษอื่นใดอีกบ้างไหมครับที่คุณต้องการให้ผมพิจารณาในการช่วยดูเรื่องบ้านของคุณ อย่างเช่นเรื่องของโรงเรียน

33. เมื่อสถาบันการศึกษาแห่งหนึ่งกำลังจะดำเนินการเปลี่ยนแปลงที่สำคัญ (จากเรื่องของการเลิกจ้างไปจนถึงเรื่องเปลี่ยนโครงสร้างใหม่) แนวทางดำเนินการที่ดีที่สุดสำหรับผู้บริหารระดับสูงคือ

ก. ตัดสินใจเลือกแนวทางดีที่สุดสำหรับองค์กร และเมื่อการดำเนินการก้าวเดินไป ให้นำบรรดาแนวหน้าทั้งหลายมาร่วมด้วยทีละขั้นตามความจำเป็น

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

ข. แจ้งให้บรรดาหัวหน้าทั้งหลายทราบทันทีที่จำเป็นต้องมีการเปลี่ยนแปลง นำบรรดาพวกหัวหน้าทั้งหลายมาร่วมด้วยแต่เนิ่น ๆ และตลอดขั้นตอนการเปลี่ยนแปลง พร้อมกับควบคุมให้มั่นคงในทิศทางพื้นฐานที่ท่านต้องการให้องค์กรมุ่งไป

ค. แจ้งให้บรรดาหัวหน้าทั้งหลายทราบทันทีที่พบว่าต้องมีการเปลี่ยนแปลงที่มีความสำคัญ ให้บรรดาหัวหน้ากำหนดตัดสินทิศทางที่องค์กรควรจะมุ่งไป และให้พวกเขาได้ร่วมกันมีอำนาจหน้าที่ในกระบวนการตัดสินใจในที่สุด

34. ท่านเป็นหัวหน้าของทีมเจรจาข้อตกลงสัญญาสำหรับโรงเรียนของท่าน และท่านได้รับหน้าที่แก้ไขประเด็นปัญหาเด่น ๆ บางประการกับครูลัดดา หัวหน้าหมวดภาษาอังกฤษ ท่านเริ่มต้นการพูดคุยด้วยการกล่าวว่า ครูลัดดา ผมขอขอบคุณสำหรับโอกาสที่ได้มาพบกันเพื่อมาดูประเด็นปัญหาท้าทายที่เหลืออยู่บางประการ ครูวิเคราะห์อย่างไรเกี่ยวกับสถานะปัจจุบันของเราและวัตถุประสงค์ของทุกวันนี้ เธอตอบว่า ขอบอกตามตรงนะคะว่า สิ่งที่ท้าทายดิฉันคือการอธิบายให้คนในหมวดของดิฉันเข้าใจว่าทำไมพวกเขาควรต้องเห็นพ้องกับทุกอย่าง ทั้ง ๆ ที่ เขาไม่รู้ว่าแผนของโรงเรียนในอนาคตคืออะไร ถ้าเราลงนามในข้อตกลงสามปีและคุณเห็นด้วยแล้ว จุดยืนเราอยู่ที่ไหนกัน ท่านตอบว่า

ก. ผมเข้าใจ ครูกำลังกล่าวว่าคนในหมวดของครูไม่ทราบว่าพวกเขาทำไมจึงควรต้องเห็นด้วยกับแผนการสำหรับอนาคตของพวกเขาในเมื่อพวกเขาไม่รู้แผนสำคัญชิ้นใหญ่แม้แต่แผนเดียว เช่น อนาคตสำหรับโรงเรียนโดยรวม ถูกต้องไหมครับ

ข. ขอบอกตามตรงนะครูลัดดา ผมไม่แน่ใจว่าครูเข้าใจภาพรวม คนของครูไม่ค่อยมีความคิดเห็นใดในกรณีนี้ ทีมงานฝ่ายบริหารจะดำเนินการสิ่งที่พวกเขากำลังจะทำ โดยไม่คำนึงถึงว่าครูคนอื่นจะคิดอย่างไร อย่างไรก็ตามถ้าครูต้องการได้ข้อตกลงตราบเท่าที่มันมีผลดี เราก็อยากจะได้ครูมาร่วมทำด้วย

ค ฟังนะ ถ้าครูต้องการการรับรองอย่างอื่น ผมจะพยายามหามาให้ เราจะทำทุกอย่างที่เราทำได้ เพื่อทำให้ครูในหมวดภาษาอังกฤษมีความสบายใจมากขึ้นกับข้อตกลงนั้น

35. ครูคนหนึ่งเข้ามาหาท่าน เขามีปัญหากับครูอีกคนหนึ่งของท่าน สิ่งแรกที่ท่านควรทำคือ

ก. นำเขามาพบกันเพื่อพูดคุยความขัดแย้งระหว่างเขาทั้งสอง
ข. พูดคุยกับแต่ละคนเป็นส่วนตัวเพื่อประเมินความขัดแย้งนั้นด้วยตัวท่านเอง
ค. อย่าเข้าไปเกี่ยวข้องและปล่อยให้พวกเขาแก้ปัญหาด้วยตนเอง

36. เมื่อผู้ใต้บังคับบัญชาคนหนึ่งของท่านเริ่มแสดงอาการที่มีต่อการปฏิบัติงาน (เช่น การไม่มีสมาธิ มีอคติ เฉื่อยชา ตัดสินใจไม่ได้ กล่าวโทษคนอื่น เมื่อยล้า และอื่น ๆ) วิธีดีที่สุดคือ

ก. พูดคุยสถานการณ์ดังกล่าวกับบุคคลนั้นทันทีที่ท่านเห็นมีการเปลี่ยนแปลงเพียงเล็กน้อย (ก่อนจะเกิดเหตุการณ์ชัดเจนขึ้น)

ข. พูดคุยสถานการณ์นั้นทันทีที่ทำได้หลังจากเกิดเหตุการณ์ อย่างใดอย่างหนึ่งแล้ว

ค. ให้คอยจนกว่าท่านได้รับทราบเหตุการณ์มากกว่าหนึ่งอย่าง หรือมีการยืนยันจากผู้ร่วมงานคนอื่นเพื่อสนับสนุนข้อกล่าวอ้างของท่าน ก่อนพูดคุยเรื่องนี้กับผู้ใต้บังคับบัญชาของท่าน

Appendix C

Answer Sheets and Scoring Directions

School's name..... School's Type.....

Position.....Education.....

Status.....Gender.....

Number	Your answer	Points	Number	Your answer	Points
1.			19.		
2.			20.		
3.			21.		
4.			22.		
5.			23.		
6.			24.		
7.			25.		
8.			26.		
9.			27.		
10.			28.		
11.			29.		
12.			30.		
13.			31.		
14.			32.		
15.			33.		
16.			34.		
17.			35.		
18.			36.		

Total: _____

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix D

กระดาษคำตอบ และ ทิศทางของคะแนน

ชื่อโรงเรียน..... ลักษณะของโรงเรียน.....

ตำแหน่ง..... ระดับการศึกษา.....

สถานภาพ..... เพศ.....

ลำดับที่	คำตอบของท่าน	คะแนน	ลำดับที่	คำตอบของท่าน	คะแนน
1.			19.		
2.			20.		
3.			21.		
4.			22.		
5.			23.		
6.			24.		
7.			25.		
8.			26.		
9.			27.		
10.			28.		
11.			29.		
12.			30.		
13.			31.		
14.			32.		
15.			33.		
16.			34.		
17.			35.		
18.			36.		

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix E

Leadership IQ' Score

Directions: This is an explanation of scoring range to determine overall Leadership IQ Self Assessment of Administrators.

Score	**Leadership IQ**
33-36	High superior: you demonstrate extensive knowledge and practical understanding of the course of action chosen by exceptional leaders.
27-32	Superior: you demonstrate significant knowledge and practical understanding of the course of action chosen by exceptional leaders.
20-26	High average: you demonstrate basic knowledge and practical understanding of the course of action chosen by exceptional leaders.
9-19	Average: you demonstrate partial knowledge and practical understanding of the course of action chosen by exceptional leaders.
0-9	Low average: you demonstrate cursory and intermittent knowledge and practical understanding of the course of action chosen by exceptional leaders.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix F

ระดับคะแนนของสติปัญญาด้านความเป็นผู้นำ

คำอธิบาย นี่คือการให้ความหมายระดับคะแนนการประเมินตนเองด้านสติปัญญาความเป็นผู้นำของผู้บริหาร

33 – 36 หมายถึง คุณแสดงออกซึ่งความรู้ที่กว้างขวางและมีความเข้าใจในเชิงปฏิบัติต่อวิธีการดำเนินการที่ผู้นำชั้นเยี่ยมได้เลือกไว้

27 – 32 หมายถึง คุณแสดงออกซึ่งความรู้ที่ดีและมีความเข้าใจในเชิงปฏิบัติต่อวิธีการดำเนินการ ที่ผู้นำชั้นเยี่ยมได้เลือกไว้

20 – 26 หมายถึง คุณแสดงออกซึ่งความรู้พื้นฐานและมีความเข้าใจในเชิงปฏิบัติต่อวิธีการดำเนินการ ที่ผู้นำชั้นเยี่ยมได้เลือกไว้

9 – 19 หมายถึง คุณแสดงออกซึ่งความรู้บางส่วนและมีความเข้าใจในเชิงปฏิบัติต่อวิธีการดำเนินการ ที่ผู้นำชั้นเยี่ยมได้เลือกไว้

0 – 18 หมายถึง คุณแสดงออกซึ่งความรู้แบบฉาบฉวยและมีความเข้าใจในเชิงปฏิบัติต่อวิธีการดำเนินการที่ผู้นำชั้นเยี่ยมได้เลือกไว้

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix G

Ranking and Rating Procedures to Determine Best Practices

Directions:

This activity has a purpose to find the best practices in Leadership IQ in various characters. So you are invited to vote who is the best star in each level. Voting will be done by teachers, students and service employees of fourteen schools. You choose only one answer and put / in the box of each level and also give your reasons. The sample selection will be used by referring to Krejcie & Morgan, 1970.

A. Population and Sample Size

Population (N)		Sample Size (n)
1. Teachers	1,828	317
2. Service Employees	588	234
3. Students	30,516	379

SINCE 1969

B. Three Levels for Voting

Level 1	Vote	Reasons
Rector		
Principal		
Manager		
Level 2		
Academic Affairs		
Administrative Affairs		
Public Relation		
Student Activity Affairs		
Infrastructure Affairs		
Human Resource Department		
Level 3		
Head of Science Department		
Head of Mathematics Department		
Head of Thai Language Department		
Head of Social Students, Religion and Culture Department		
Head of Art Department		
Head of Health and Physical Education Department		
Head of Foreign Language Department		
Head of Career and Technology Department		

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix H

การจัดลำดับและการวางลำดับเพื่อกำหนดแนวปฏิบัติที่ดีที่สุด

คำแนะนำ จุดประสงค์ในการทำกิจกรรมชุดนี้ เพื่อค้นหาแนวปฏิบัติที่ดีที่สุดในด้านความสามารถด้านสติปัญญาความเป็นผู้นำของผู้บริหารแต่ละระดับของแต่ละโรงเรียน โดยการลงคะแนนส่วนตัวของจำนวนครูและนักเรียนที่กำหนด คนหนึ่งสามารถลงคะแนนได้ 1 ครั้งของแต่ละระดับเท่านั้น ตามตารางที่กำหนดมานี้ การเลือกกลุ่มตัวอย่าง เพื่อหา Best Practice ใช้วิธีการของ Krejcie & Morgan, 1970

ก. ประชากรและกลุ่มตัวอย่าง

	ประชากร (N)	กลุ่มตัวอย่าง (n)
1. ครู	1,828	317
2. พนักงาน	588	234
3. นักเรียน	30,516	379

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

ข. 3 ระดับเพื่อการลงคะแนน

ระดับที่ 1	การลงคะแนน	เหตุผล
อธิการ		
ผู้อำนวยการ		
ผู้จัดการ		
ระดับที่ 2		
ฝ่ายวิชาการ		
ฝ่ายนโยบายและแผน		
ฝ่ายสัมพันธ์ชุมชน		
ฝ่ายกิจการนักเรียน		
ฝ่ายอาคารสถานที่		
ฝ่ายพัฒนาบุคคลากร		
ระดับที่ 3		
หัวหน้ากลุ่มวิทยาศาสตร์		
หัวหน้ากลุ่มคณิตศาสตร์		
หัวหน้ากลุ่มภาษาไทย		
หัวหน้ากลุ่มสังคม ศาสนาและวัฒนธรรม		
หัวหน้ากลุ่มศิลปะ		
หัวหน้ากลุ่มพลานามัย		
หัวหน้ากลุ่มภาษาต่างประเทศ		
หัวหน้ากลุ่มการงานอาชีพและเทคโนโลยี		
หรือ หัวหน้าสาขา/หัวหน้าช่วงชั้น		

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix I

T-Test Position 1 (Sample VS Best Practice)

Group Statistics

	Position	N	Mean	Std. Deviation	Std. Error Mean
role1	1	36	1.9167	1.10518	.18420
	4	3	2.3333	1.15470	.66667
role2	1	36	2.8889	.85449	.14242
	4	3	3.6667	.57735	.33333
role3	1	36	1.5278	.60880	.10147
	4	3	1.3333	.57735	.33333
role4	1	36	2.6389	.96074	.16012
	4	3	2.3333	.57735	.33333
role5	1	36	1.4722	.97060	.16177
	4	3	1.6667	.57735	.33333
role6	1	36	1.8056	1.16667	.19444
	4	3	1.6667	1.15470	.66667
role7	1	36	2.8333	1.15882	.19314
	4	3	3.0000	1.73205	1.00000
role8	1	36	1.1944	.70991	.11832
	4	3	1.0000	1.00000	.57735
Sum-role	1	36	15.5556	3.46777	.57796
	4	3	16.3333	5.03322	2.90593

ASSUMPTION UNIVERSITY OF THAILAND
มหาวิทยาลัยอัสสัมชัญ

Independent Samples Test

		Level's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
role1	Equal variances assumed	.013	.911	-.626	37	.535
	Equal variances Not assumed			-.602	2.316	.601
role2	Equal variances assumed	.442	.510	-1.537	37	.133
	Equal variances Not assumed			-2.146	2.791	.128
role3	Equal variances assumed	.694	.410	.533	37	.597
	Equal variances Not assumed			.558	2.387	.625
role4	Equal variances assumed	.830	.368	.539	37	.593
	Equal variances Not assumed			.826	3.020	.469
role5	Equal variances assumed	.960	.333	-.339	37	.736
	Equal variances Not assumed			-.525	3.043	.636
role6	Equal variances assumed	.015	.902	.198	37	.844
	Equal variances Not assumed			.200	2.354	.857
role7	Equal variances assumed	.980	.329	-.232	37	.818
	Equal variances Not assumed			-.164	2.152	.884
role8	Equal variances assumed	.121	.730	.444	37	.660
	Equal variances Not assumed			.330	2.171	.771
Sum-role	Equal variances assumed	.430	.516	-.363	37	.719
	Equal variances Not assumed			-.263	2.161	.816

UNIVERSITY OF THAILAND
SINCE 1969

Appendix J

T-Test Position 2 (Sample VS Best Practice)

Group Statistics

	Position	N	Mean	Std. Deviation	Std. Error Mean
role1	2	82	2.2317	1.25017	.13806
	5	3	2.0000	1.00000	.57735
role2	2	82	2.7927	.91271	.10079
	5	3	2.6667	.57735	.33333
role3	2	82	1.5122	.63331	.06994
	5	3	1.3333	.57735	.33333
role4	2	82	2.3780	1.04987	.11594
	5	3	2.3333	.57735	.33333
role5	2	82	1.5122	1.10268	.12177
	5	3	2.0000	1.73205	1.00000
role6	2	82	1.7073	.94918	.10482
	5	3	2.6667	1.52753	.88192
role7	2	82	2.1585	1.04786	.11572
	5	3	2.3333	.57735	.33333
role8	2	82	1.4024	.84415	.09322
	5	3	1.3333	.57735	.33333
Sum-role	2	82	15.1707	2.83629	.31322
	5	3	16.6667	3.21455	1.85592

ASSUMPTION UNIVERSITY OF THAILAND
มหาวิทยาลัยอัสสัมชัญ

Independent Samples Test

		Level's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
role1	Equal variances assumed	.344	.559	.317	83	.752
	Equal variances Not assumed			.390	2.235	.730
role2	Equal variances assumed	.704	.404	.237	83	.814
	Equal variances Not assumed			.362	2.382	.747
role3	Equal variances assumed	.715	.400	.481	83	.631
	Equal variances Not assumed			.525	2.180	.643
role4	Equal variances assumed	1.667	.199	.073	83	.942
	Equal variances Not assumed			.127	2.512	.909
role5	Equal variances assumed	1.378	.244	-.740	83	.462
	Equal variances Not assumed			-.484	2.060	.675
role6	Equal variances assumed	1.154	.286	-1.687	83	.095
	Equal variances Not assumed			-1.080	2.057	.390
role7	Equal variances assumed	1.153	.286	-.286	83	.775
	Equal variances Not assumed			-.495	2.510	.660
role8	Equal variances assumed	1.190	.279	.140	83	.889
	Equal variances Not assumed			.200	2.325	.858
Sum-role	Equal variances assumed	.033	.855	-.894	83	.374
	Equal variances Not assumed			-.795	2.116	.506

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix K

T-Test Position 3 (Sample VS Best Practice)

Group Statistics

	Position	N	Mean	Std. Deviation	Std. Error Mean
role1	3	101	2.1089	1.05736	.10521
	6	3	2.0000	1.00000	.57735
role2	3	101	2.8911	.93703	.09324
	6	3	3.6667	.57735	.33333
role3	3	101	1.3663	.64378	.06406
	6	3	1.3333	.57735	.33333
role4	3	101	2.6832	1.08564	.10803
	6	3	3.0000	1.00000	.57735
role5	3	101	1.3366	.97239	.09676
	6	3	1.3333	1.52753	.88192
role6	3	101	1.6535	1.01425	.10092
	6	3	1.6667	.57735	.33333
role7	3	101	1.8317	.90630	.09018
	6	3	1.6667	.57735	.33333
role8	3	101	1.3168	.84771	.08435
	6	3	1.6667	.57735	.33333
Sum-role	3	101	14.7822	3.00867	.29937
	6	3	15.6667	.57735	.33333

ASSUMPTION UNIVERSITY OF THAILAND
มหาวิทยาลัยอัสสัมชัญ

Independent Samples Test

		Level's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
role1	Equal variances assumed	.151	.698	.176	102	.861
	Equal variances Not assumed			.186	2.135	.869
role2	Equal variances assumed	.674	.414	-1.421	102	.158
	Equal variances Not assumed			-2.241	2.325	.136
role3	Equal variances assumed	.419	.519	.088	102	.930
	Equal variances Not assumed			.097	2.150	.931
role4	Equal variances assumed	.269	.605	-.499	102	.619
	Equal variances Not assumed			-.539	2.142	.640
role5	Equal variances assumed	.922	.339	.006	102	.995
	Equal variances Not assumed			.004	2.048	.997
role6	Equal variances assumed	1.475	.227	-.022	102	.982
	Equal variances Not assumed			-.038	2.383	.973
role7	Equal variances assumed	.712	.401	.313	102	.755
	Equal variances Not assumed			.478	2.303	.674
role8	Equal variances assumed	1.158	.284	-.708	102	.480
	Equal variances Not assumed			-1.017	2.264	.405
Sum-role	Equal variances assumed	3.735	.056	-.507	102	.614
	Equal variances Not assumed			-1.974	6.444	.092

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Appendix L

Name List of Experts in Validity of the Instruments

1. Dr. Sangob Lakksana

   Dean, Graduate School of Education,

   Assumption University

2. Assoc. Prof. Dr. Pornchulee Achava-Amrung

   Graduate School of Education

   Assumption University

3. Assoc. Prof. Dr. Suwattana Eamoraphan

   Graduate School of Education

   Assumption University

4. Assoc. Prof. Dr. Supit Karnjanapun

   Graduate School of Education

   Assumption University

5. Dr. Darunee Chooprayoon

   Dean, Faculty of Liberal Arts

   Krirk University

6. Rev. Fr. Dr.Manoon Soncharoen

   Rector, Don Bosco Surat Technical School

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Name List of Experts in Review of a Strategic Plan

1. Assoc. Prof. Dr. Supit Karnjanapun

   Graduate School of Education

   Assumption University

2. Dr. Surapee Sorajakul

   Director, Ekamai International School

3. Assoc. Prof. Dr. Suwattana Eamoraphan

   Graduate School of Education

   Assumption University

4. Dr. Chiraprapha La-Ongkum

   Director Central Library

   Assumption School of Education

5. Rev.Fr. John Tamayo sdb,

   Rector, Salesian Provincial House

6. Rev. Fr. Bancha Kittprasert sdb,

   Vice Rector, Don Bosco Technical School

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS OF ST. GABRIEL
LABOR OMNIA VINCIT
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

Biography

Personal Data:

Name:	Bro.Thanad Anan sdb.
Place of Birth:	Ratchaburi Province, Thailand
Date of Birth:	November 28, 1962
Nationality:	Thai
Religion:	Catholic
Status:	Religious
Address:	Saint Dominic School, New Petchaburi Rd, Makkasan, Bangkok, 10400

Educational Background:

1977 Elementary School Diploma from Sarasit School, Ratchaburi

1982 High School Diploma from Saint Dominic School, Bangkok

1981 Bachelor Degree of Education from Ramkhamhaeng University, Bangkok

1997 Master Degree of Arts, Assumption University, Bangkok

Educational Experience:

1995- 1997	Principal of Hua Hin Vitthayalai School, Prachuapkeerekan
1998-2003	Principal of Sarasit Phithayalai School, Rathchaburi
2004- Present	Manager of Saint Dominic School, Bangkok

THE ASSUMPTION UNIVERSITY LIBRARY