



Appendices

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Appendix A

Initial investigation

Table 1: Design concept for identifying and specifying problem

Initial investigation	Frame-work	Rationale	Methodology	Rationale
Step1. Initial problems Searching barriers of EP management at Montfort College, Secondary Section, Chiang Mai province	-Secondary data -Primary data	Study a real situation with various problems of the EP management - Participate with board meeting -The respondents of various meetings of administrative staffs, -Various groups of concerned people: petitioning letters from the teaching staff	-Sample group: 15 participants with 9 males and 6 females -Informal interview -Analyze and categorize by using frequency and arrange in form thematic pattern.	-The conversational approach allows a degree of freedom and adaptability in getting the information from interviewee (goes with the flow).

The results of barrier of EP management were shown in Table 2.

Table 2: The ordered significant priority of barriers EP management

Dimension	Male	Female	Total
1. Cross-cultural communication	7	6	13(27.66)
2. Leaderships	6	5	11(23.40)
3. Personnel Management	5	4	9(19.15)
4. Communication	4	4	8(17.02)
5. Training	3	3	6(13.64)

The respondents in Table 4.1, the results from the dimensions showed that Cross-cultural communication was the most significant barriers of EP management, which represented 27.66 % , the second, leadership was 23.40%, the third, personal management was 19.15%, respectively.

The following were results and analysis of the ordered significant priority of barriers EP management as shown in Table 2. The findings were cross-cultural communication (N = 13), leadership (N = 11), personnel management (N = 9), communication (N = 8), and training (N = 6), respectively.

The analyzed barriers of the EP management showed that cross-cultural communication was the key barrier because the EP at Montfort College is consisted of seven-nationality of Western staff: British, American, Australian; Eastern staff: Chinese, Indian, Philippines, and Thai, who have different backgrounds, especially diverse cultures and language problem. This makes the EP staff always have misunderstanding each other, which is difficult to deal with. Leaderships showed that leaders of the EP are quite poor in English communicative skills, so they often manage the EP by using one way communication, which affects on personnel management. Personnel management problem always occurs in a workplace because the EP staffs do not know and understand direct of work, especially the EP goal, vision, and mission due to lack of the provided teachers' handbook.

In addition, communication problem is very difficult to develop because all staffs: Western staff; Eastern staff, and administrators do not interact to each other, so there has a big gap communication among staff, between administrators and teaching staff. Moreover, training program was also a barrier of the EP management, so on the job training is needed to organize for all staff to learn and share experiences together.

Therefore, cross-cultural communication was the main barrier of the EP management. The other barriers were sub-problems, which also were depended on each other.

Table 3: Design concept for identifying and specifying problem

Initial investigation	Frame-work	Rationale	Methodology	Rationale
Step2. Identify problem at three EP schools	-Primary data - Secondary data - Search review literature in terms of cross-cultural communication	- Key Fundamental information	- <u>Sample group:</u> Purposive samplings at three EP of High Schools, Chiang Mai: 3 administrators, 2 Thai teachers, and 21 Foreign teachers. The samplings are comprised of 26 persons (15male and 11 female - <u>Data collection</u> semi-structured questions through both interview and questionnaires Data analysis - <u>Data analysis:</u> The analyzed and categorized content in form of thematic patterns	- To obtain the detailed information about a person's thought, ideas, opinions, knowledge, experiences -To obtain accurately data by selecting the concerned EP staff -To explore new issues or their perspectives on particular idea, and situation in depth.

The results of identifying problem were shown in Table 4.

Table 4: The ordered significant priority of sub-problems in terms of cross-culture communication

Theme	Thailand	China	India	Philippines	Australia	England	America	Total
	3(F)	2(F)	0(F)	3(F)	2(F)	1(F)	0(F)	11(F)
	1(M)	1(M)	1(M)	3(M)	2(M)	3(M)	3(M)	15(M)
	2(3)	3	1	6	4	4	3	26(%)
	M)							
	5							
1. Defensive routines	2(F)	2(F)	0(F)	3(F)	1(F)	1(F)	0(F)	
	1(M)	1(M)	1(M)	3(M)	2(M)	3(M)	3(M)	
	2(3)	3	1	6	3	4	3	24(92.31)
	M)							
	4							
2. Language problem	3(F)	2(F)	0(F)	3(F)	1(F)	1(F)	0(F)	
	1(M)	1(M)	1(M)	2(M)	1(M)	2(M)	3(M)	
	1(3)	3	1	5	2	3	3	21(80.7)
	M)							
	4							
3. Culture background	1(F)	1(F)	0(F)	2(F)	2(F)	1(F)	0(F)	
	1(M)	1(M)	1(M)	2(M)	2(M)	3(M)	3(M)	
	1(2)	2	1	4	4	4	3	20(76.9)
	M)							
	2							
4. Information error	3(F)	1(F)	0(F)	2(F)	2(F)	1(F)	0(F)	
	1(M)	1(M)	0(M)	2(M)	1(M)	2(M)	2(M)	
	1(2)	2	0	4	3	3	2	18(69.2)
	M)							
	4							

5. Teamwork	2(F) 1(M) 3	1(F) 1(M) 2	0(F) 0(M) 0	1(F) 2(M) 3	1(F) 2(M) 3	1(F) 3(M) 4	0(F) 2(M) 2	17(65.3)
6. Coordination	2(F) 1(M) 3	0(F) 1(M) 1	0(F) 1(M) 1	1(F) 1(M) 2	1(F) 1(M) 2	2(F) 1(M) 3	0(F) 2(M) 2	14(53)

As shown in Table 2, the major responders: 92.31% indicated that defensive routine was the main of sub-problems in terms of cross-cultural communication, the second: 80.77% was language problems, and the third: 76.92% was culture background, respectively.

The following were result and analysis. The ordered significant priority of sub-problems in terms of cross- culture communication as shown in Table 3. The finding were defensive routines (N = 24), language problem (N = 21), culture background (N = 20), information error (N = 18), teamwork (N = 17) and coordination (N = 14).

The *defensive routines* of the EP staff have become over-protective making them reluctant to participate in any activity or duty not directly related to their contract. For example: the Foreign teachers usually ignore any activities concerned with the EP that are not directly related to teaching even though these duties play an important aspect in teaching.. In these situations Thai and Foreign teachers always refuse to take responsibility in activities or jobs.

Language problem that most administrators and Thai teachers have weak skills when trying to communicate in English; this leads to a communication gap in the EP. Due to a lack of language proficiency these are the following reflections from the EP staffs. *Culture background* is a set of learned beliefs, values and behaviors the way of life shared by the people. Kanungo (2006: p. 28) notes that “culture is the key to people’s of living, accepting changes and doing business is rapidly losing geographical borders. Management practices due to cultural changes are becoming global norms leading to different values.”

Information error regarding the EP schools is any relevant information or news that doesn't move freely and leads to the staffs becoming confused in each situation. An effective organization needs unity and free flowing relationships among the staff. The ideal of *a team* also requires leadership skills to make the objectives shared and to encourage participation amongst all members of the staff. However, according to this study the administrators and staff have indicated a lack of leadership and teamwork. *Coordinator* was one of the sub-problems of cross-cultural communication. As indicated in *Language Problems* most administrators and Thai teachers are weak in English communication skills. Without proper communication, it is difficult to organize various activities for working well altogether at the school. Thus, rarely do these programs have an effective coordinator.

In short, defensive routine was the main problems in terms of cross-cultural communication based on three EP schools, Chiang Mai Province.

Appendix B

The results of formulating problems and suggestions

Results Area 1: Problems & Suggestions

1) Problems:

The *area 1* also displayed the *Figure 1*, which were the overlapped problems among Western staff, Eastern staff, and administrators. It showed in *Table 1* that the issue of problems identified the ordered significant results.

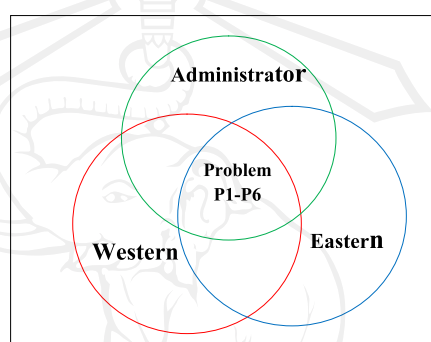


Figure 1: The overlapped problems among Western staff, Eastern staff, and administrators

Table 1: The overlapped problems among Western staff, Eastern staff, and administrators

Issues (Problems)	Total	Percentage
P1. Misunderstanding	26	30.23
P2. Unclear procedure/direction of work	17	19.76
P3. Relationship/work relationship problem	15	17.44
P4. Unclear communication, less communication	13	15.11
P5. Do not understanding about goal, vision, mission, objective	9	10.46
P6. Improve procedure, process of working	6	6.98

The overlapped problems from point of views of Western staff, Eastern staff, and administrators as shown in Table 1: it was found that the most significant problems, which affected on managing the EP was misunderstanding: 30.23%, the second was unclear procedure/direction of work: 19.76%, the third was relationship/ work relationship problem: 17.44%, respectively.

2) Suggestions:

This area exhibited as shown in *Figure 2*, which were the overlapped suggestions among Western staff, Eastern staff, and administrators. It also showed in *Table 2* that the issues of suggestions indentified the ordered significant results.

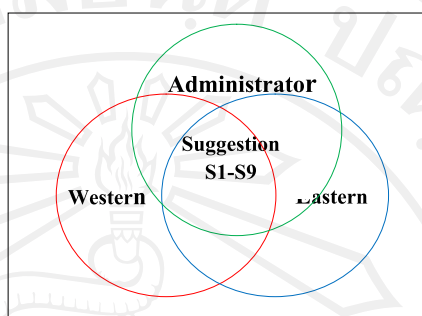


Figure 2: The overlapped suggestions amongst Western staff, Eastern staff, and administrators

Table 2: The overlapped suggestions amongst Western staff, Eastern staff, and administrators.

Issues (Suggestions)	Total	Percentage
S1. Need to build shared vision	20	17.54
S2. Responsibility and accountability/feedback	19	16.67
S3. Create understanding	17	14.91
S4. Need to build work relationship	15	12.82
S5. Create environment as democratic atmosphere	14	12.28
S6. Improve procedure, process of working	11	9.65
S7. Learning culture together by sharing ideas and experience	7	6.14
S8. Need EP standard	6	5.26
S9. Need forum to talk	5	4.38

Responders' percentages regarding to the overlapped suggestions of Western staff, Eastern staff, and administrators as shown in Table 2. Majority of responders need to build shared vision was 17.54%, the second: responsibility and accountability/feedback was 16.67%, the third: create understanding was 14.91%, respectively.

Results Area 2: Problems & Suggestions

1) Problems:

This area exhibited the *Figure 3*, which were the overlapped problems between Western staff and administrators. It also showed in *Table 3* as the issue of problems that indentified the ordered results for improving the EP.

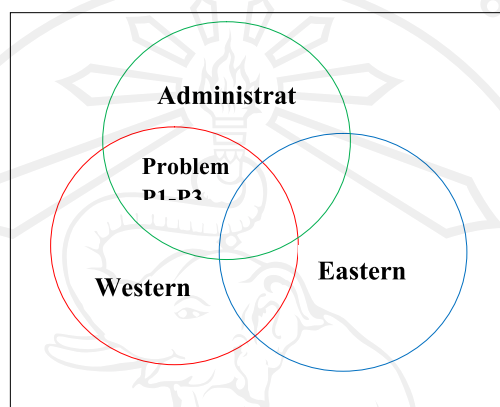


Figure 3: The overlapped problems between Western staff and administrators

Table 3: The overlapped problems between Western staff and administrators

Issues (Problems)	Total	Percentage
P1. No unity	4	50
P2. Ineffective plan	2	25
P3. Unclear job training	2	25

As shown in Table 3, it was found that the percentage of overlapped issue of problems between Western staff and administrators indentified that no unity was 50%, the second, ineffective plan and unclear job training were 25%.

2) Suggestions:

This area exhibited as shown in *Figure 4*, which were the overlapped suggestions between Western staff and administrators. The issues in *Table 4* were the issue of suggestions that indentified the ordered results for developing the EP.

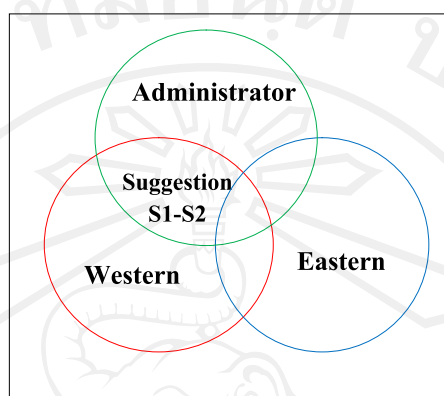


Figure 4: The overlapped suggestions between Western staff and administrators

Table 4: The overlapped suggestions between Western staff and administrators

Issues (Suggestions)	Total	Percentage
S1. Need achievement/ success/proud reputation	4	66.67
S2. Need freedom/democratic working	2	33.33

As shown in Table 4, it was found that the percentage of overlapped issue of suggestions between Western staff and administrators indicated that need achievement/ success/proud reputation was 66.7 % and need freedom/democratic working was 33.33 %, respectively.

Results Area 3: Problems & Suggestions

1) Problems:

This area showed *figure 5*, which were the overlapped problems between Eastern staff and administrators. It also showed in *Table 5* which was the issue of problems that indentified the ordered results for improving the EP.

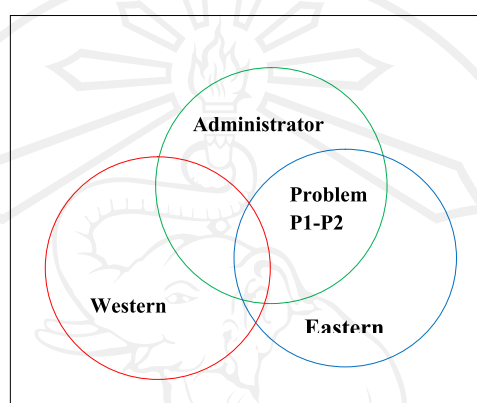


Figure 5: The overlapped problems between Eastern staff and administrators

Table 5: The overlapped problems between Eastern staff and administrators

Issues (Problems)	Total	Percentage
P1. No acceptance one another's opinions	4	57.14
P2. High turn-over leaders	3	42.86

As shown in Table 5, it was found that the percentage of overlapped problems between Eastern staff and administrators identified that no acceptance one another's opinions was 57.14% and high turn-over leaders was 42.86%, respectively.

2) Suggestions:

This area pointed out *Figure 6*, which were the overlapped suggestions between Eastern staff and administrators. It also represented in *Table 6*, which were the issue of suggestions that identified the ordered results for evolving the EP.

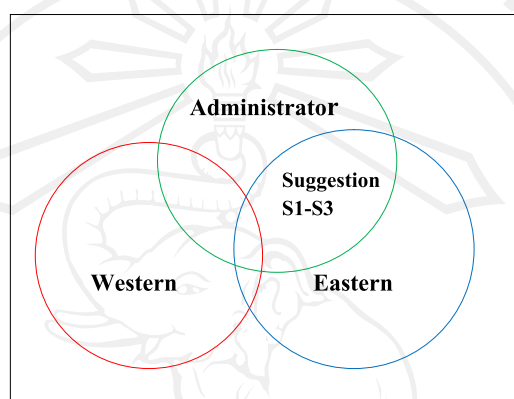


Figure 6: The overlapped suggestions between Eastern staff and administrators

Table 6: The overlapped suggestions between Eastern staff and administrators

Issue (Problems)	Total	Percentage
S1. Need working as a team	13	56.52
S2. Need sincere, care, trust, respect	6	26.09
S3. Need working culture	4	17.39

As shown in Table 6, it was found that the percentage of problems between Eastern staff and administrators indicated that need working as a team was 56.52%, the second: need sincere, care, trust, respect was 26.09%, and need working culture was 17.3%, respectively.

Results Area 4: Problems & Suggestions

1) Problems:

The area 4 showed 7, which were the overlapped problems between Western staff and Eastern staff. It also showed in *Table 7*, which were the issue of problems that identified the ordered results for improving the EP

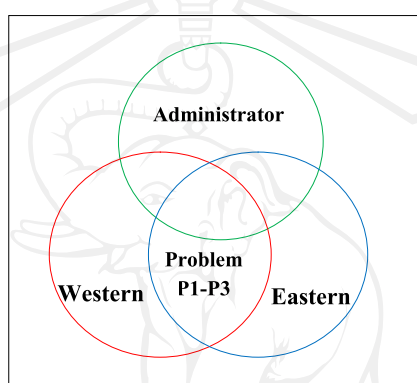


Figure 7: The overlapped problems between Western staff and Eastern staff

Table 7: The overlapped problems between Western staff and Eastern staff

Issues (Problems)	Total	Percentage
P1. Cooperation problem	7	46.67
P2. Coordination problem	5	33.33
P3. Unfair treatment /discrimination (payment)	3	20

As shown in *Table 7*, it was found that the percentage of overlapped problems between Western staff and Eastern staff identified: the first, cooperation problem was 46.67%; the second: coordination problem was 33.33%; and the third: unfair treatment was 20%, respectively.

2) Suggestions:

This area exhibited the *Figure 8*, which was the overlapped suggestion between Western staff and Eastern staff. There was only one issue of suggestion shown in *Table 8* that indentified for developing the EP.

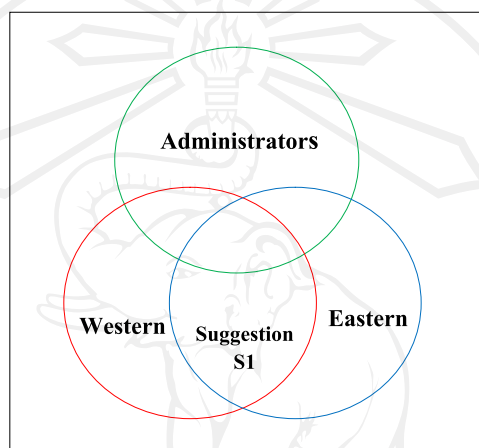


Figure 8: The overlapped suggestion between Western staff and Eastern staff

Table 8: The overlapped suggestion between Western staff and Eastern staff

Issues (Problems)	Total	Percentage
S1. Need school policy	3	100

As shown in Table 8, it was found that the percentage of overlapped suggestion between Western staff and Eastern staff identified that need school policy was 100%.

Results Area 5: Suggestions

Suggestions:

As shown in *Figure 9*, it was found that there was not un-overlapped suggestions from administrators. There were four issues of suggestions as shown in *Table 9* that identified for developing the EP.



Figure 9: The un-overlapped suggestions from administrators

Table 9: The un-overlapped suggestions from administrators

Issues (Suggestions)	Total	Percentage
S1. Need senior teacher hand down heritage	4	44.44
S2. Need staffs working together and Thai staffs give good example to foreign teachers	2	22.22
S3. Need collaboration	2	22.22
S4. Need work commitment	1	11.11

As shown in Table 9, it was found that the percentage of suggestions from the administrators identified as: 1) need senior teacher hand down heritage was 44.44%; 2) need staffs working together and Thai staffs giving good example to foreign teachers; and collaboration were 22.22%, 22.22; and 3) need work commitment was 11.11%, respectively.

Results Area 6: Problem

Problem:

This area showed the *Figure 10*, which was the only one un-overlapped issue of problem that proposed by Western staff for solving the EP's problem as shown in *Table 10* that indentified for improving the EP.

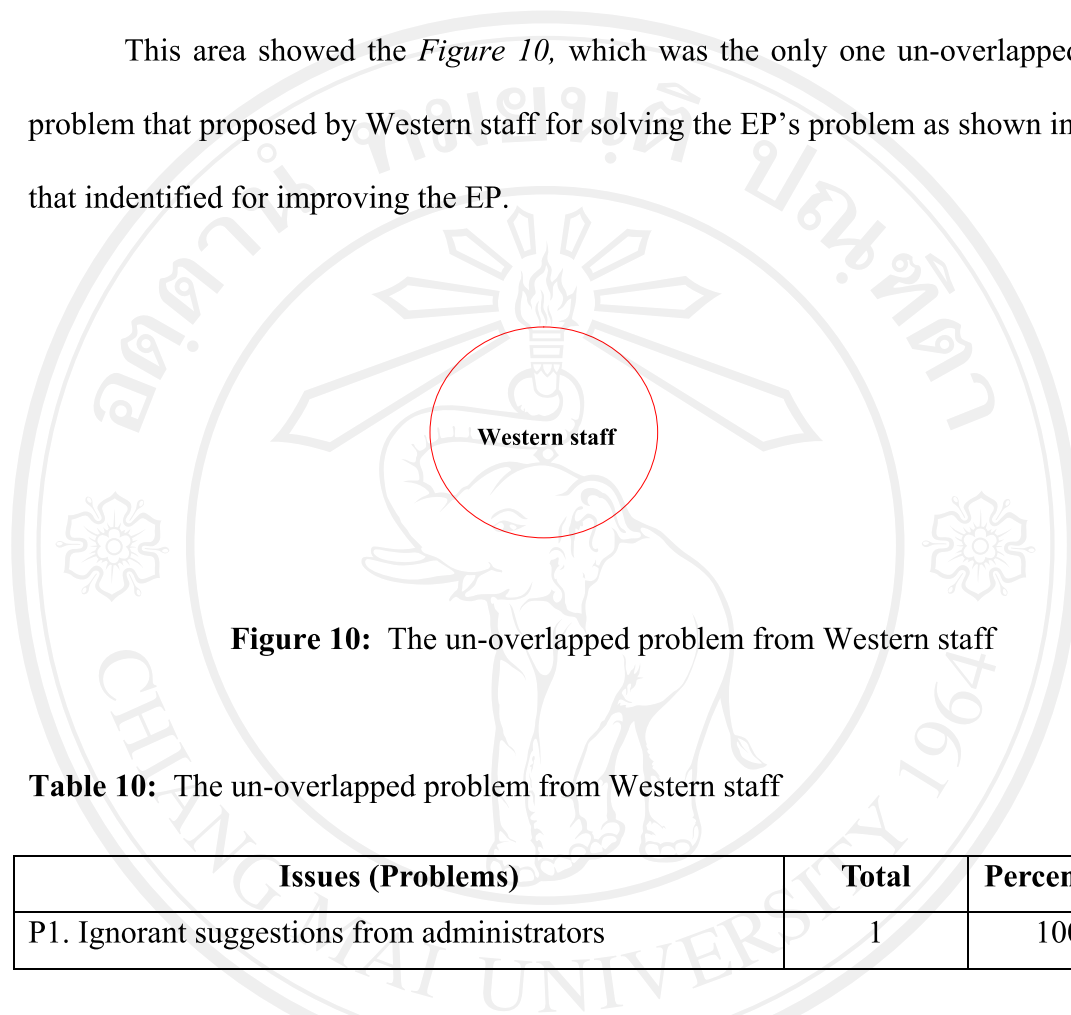


Figure 10: The un-overlapped problem from Western staff

Table 10: The un-overlapped problem from Western staff

Issues (Problems)	Total	Percentage
P1. Ignorant suggestions from administrators	1	100

As shown in Table 10, it was found that the percentage of problem from Western staff identified that ignorant suggestion from administrators was 100%.

Results Area 7: Problem

Problem:

This area displayed the *Figure 11*, which was only one un-overlapped issue of problem that pinpointed by Eastern staff to solve the EP's problem as showed in *Table 11*.



Figure 11: The un-overlapped problem from Eastern staff

Table 11: The un-overlapped problem from Eastern staff

Issues (Problems)	Total	Percentage
P1. No implementation	1	100

As shown in Table 11, it was found that the percentage of problem from Eastern staff pinpointed that no implementation problem was 100%.

Table 12: Operation definition based on data collection: the transcription from video recorder

Issues /frequency (S = suggestion, P = problem)	Operation definition
S1. Need to build goal, vision, and mission(20)	Building vision and mission together (Administrators, Foreign and Thai teachers) that leads to EP members working culture as mutual understanding ,agreement, teamwork
S2. Responsibility and accountability/ feedback (19)	The EP staffs have unclear direction of work, responsibilities duties/ job description that make it unaccountable or unable to follow up as a reflection, feedback or PDCA
S3. Create understanding (17)	The factors for creating understanding amongst EP teachers and administrators of EP are working system, effective communication (verbally and nonverbally) clear roles and duties will make the staffs enjoyable a workplace, good relationship and have good atmosphere of living and working together.
S4. Need to build work relationship (15)	Clear vision and job duties, effective communication, reduce communication gap and misunderstanding, provide learning, sharing ideas and experience, understand organization culture, and understand different background of EP staffs will lead to build work relationship
S5. Create environment atmosphere/ democratic working (14)	The factors of creating environment/ atmosphere are having appropriate forum/place, working and living together with mutual understanding, democratic of working, responsibilities of duties, collaboration.
S6. Improve procedure, systematic, process of working (11)	The school should separate procedure/ systematic process of working of the EP from Normal Program because it is mixed between both them. So, it leads to complicate system and makes more difficult to understand or deal with to each other.
S7. Learning culture together by sharing ideas, experience (7)	Learn how to learn together, sharing knowledge and experience with diverse cultures and different backgrounds and accepting agreement can reduce misunderstanding and increase good relationship.
S8. Need EP standard (6)	The standard of education should be improved by setting the EP's standard based on clear structure, clear working process, clear working roles and duties/ job description, assessment and not use the same as Normal Program's standard. So, the EP will have its own uniqueness.
S9. Need forum to talk (5)	Appropriate place or forum is able to make our EP staffs open communication, more talk, more discussion and more understanding one another. At last, it will reduce misunderstanding and create good work relationship.

Issues)/frequency (S = suggestion, P = problem)	Operation definition
P10. Misunderstanding (26)	The procedure, direction of work, systematic process or work is mixed with Normal Program. Unclear working process/ unclear procedure is cause of misunderstanding, work relationship. So, the EP should have its own system
P11. Unclear procedure/ direction of work (17)	The procedure, direction of work, systematic process or work is mixed with Normal Program. Unclear working process/ unclear procedure. These make most staff cannot work with other staffs or departments, particularly, no one explains to us, so we do our jobs only teaching.
P12 . Relationship/work relationship problem (14)	Relationship problem, unclear work relationship regarding to no interaction from administrators, no inviting for school meeting, ineffective coordinators, different background and diverse cultures, unclear systematic process of work, unclear job description, rotation of work of EP's leader and EP teachers. The most important thing is administrators always command EP teachers by documents.
P13. Unclear Communication, less communication (13)	Ineffective communication in organization regarding to lack of communication, unclear communication, poor coordinators, no interaction among EP teachers and administrators, misunderstanding, relationship gap among EP staff and administrators, and work relationship problems..
P14. Do not understanding about goal, vision mission, or objective (9)	There is no EP vision and mission. The school vision, mission's ideas and everything which concerns in EP are from administrators and Normal Program teachers and it is never mention for new teachers on the Orientation Day. Moreover, no participation from Foreign teachers because they are never asked for joining any meetings with them.
P15. Unclear job description (6)	EP teachers use Normal Program's job description because there is no job description for EP staffs.
S16. Need achievement/ success/ proud reputation (4)	If EP staffs understand the objective of education organization and vision mission by learn how to learn understand one another, the EP staffs will have success in working, especially unity of work.
S17 .Need freedom/ democratic working (2)	Administrators and EP staffs should create atmosphere of democratic working and freedom which we accept one another's ideas. This will lead to become as teamwork.
P18. No unity (4)	Administrators and EP staffs are not in agreement and act together particular purpose.
P19. Ineffective plan (2)	The plan has no effect on a process or situation due to coordination problems.

Issues /frequency (S = suggestion, P = problem)	Operation definition
P20. Unclear job training (2)	There is no survey training's need of EP teachers and priority to dealing with it, for example job training and training manual for new teachers are the first priority. These leads to EP staffs do not know and understand organizational culture, school vision, mission, goal, and standards
S21. Need working as a team (13)	Working as a team need team climate, which administrators should realize on it by encouraging and providing the atmosphere for the EP staff working together as a team so as to bring out the development of the organization.
S22. Need sincere, care, trust, , respect, (6)	Managing diverse workforce in the EP should building good understanding, trust, respect, sincere among members of the organization and administrators should care the EP staffs by expression their feeling a lot of affection for them
S23. Working culture (4)	Working culture by learning to work from one another leads to the EP's members enjoy working as a family.
P24. No acceptance one another's opinions (4)	There is no acceptance one another's opinions I would like to see the system of work in which every member tries to help one another. In my opinion this system of working will enable us to enjoy working most. Therefore, I would like to emphasize here that mutual acceptance of one another will make us enjoy our work all the more.
P25. High turnover leaders(3)	There is no need for the subordinates to adjust every year like the EP is changing heads every year. due to high turn-over leaders.
S26. School policy (3)	The administrators should inform and explain school policy to the EP staffs and utilize it for managing the EP.
P27. Cooperation problem (7)	Cooperation problem may come from Thai teachers do not set up good examples and there is unclear understanding of duties and roles. To achieve goal, working atmosphere in terms of cooperation should be promoted by providing flexible various situations.
P28 Coordination problem (5)	There are no good examples from Thai teachers acting as coordinators and providers for the foreign teachers who require information for the smooth running of the English Program.
P29. Unfair treatment (payment) discrimination (3)	Different payment is an unfair problem in school that creates bad feelings between different. We do not need discrimination but need fair treatment for all teachers both native speakers and non-native speakers in this way we will also be encouraged to work effectively and competitively.
S30. Need senior teachers hand down heritage to new staff (4)	Good examples from senior teachers will help Foreign teachers and the new comers to perform at least as well as their seniors.

S31. Need staffs working together and Thai staffs giving good example to foreign teachers (2)	Good examples from senior teachers will help Foreign teachers and the new- comers to perform at least as well as their seniors.
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Issues /frequency (S = suggestion, P = problem)	Operation definition
S32. Need collaboration	The atmosphere of mutual understanding with informal chat will hopefully bring about the atmosphere of collaboration. The administration should organize some activities for them to learn, know and understand one another more intimately and put together the reflection during which everybody has to talk about what they think and feel about certain things and what they think could be done to improve and develop the English Program.
S33. Work Commitment	Work commitment is agreement of building vision, taking part in working out plans and working process by mutual understanding of the EP staffs
P34. Ignorant suggestion (1)	Putting record ideas from EP teachers to administration are never accepted and there is no feedback.
P35. No implementation (1)	There is no implementation because administrators do not accept the EP staffs' ideas and also no feedback, either.

Appendix C

The results of co-creating: shared vision process

Personal vision, Team vision, inter-group vision

All members of EP staff: 26 participants: 2 British, 2 American, 1 Australian, 1 Chinese, 1 Indian, 6 Philippines, 8 Thai, 5 Administrators

Practice Level: Personal vision & Team vision

Table 1: Personal vision: all EP staff

Nationality	Teaching staff	Personal vision statement
British (2)	Male 1	Vision: In every aspect of teaching, English should be used as the means of all communication within the department. All lessons, the assembly in the morning, home room meeting, and all social relations of the students whether with foreign staff or Thai teachers should be conducted in English.
	Male 2	Vision: To have administration independent of the rest of the school. To have students not only educated to a high level, in order to gain university entrance, but also aiming for other national and international qualifications.
American (2)	Male 1	Vision: Montfort's EP should have reputation for integrity and overall trust in the quality at our students
	Male 2	Vision: Students will be competent in the use of the English Language, by the developing clear integration of materials from each subject. Students learn responsibility, integrity and a high moral standard for life.
Australian (1)	Male 1	Vision: To cultivate a climate of academic excellence and social responsibility to equip students to address the challenges of a changing global environment.
Chinese (1)	Female 1	Vision: The students in English Program enable to learn some knowledge about English native countries, such as cultures, literature, and history to help the students to understand languages well.
Indian (1)	Male 1	Vision: To develop well rounded students ready to lead the nation in a 21 st century world.

(Cont.) Table 1: Personal vision: all EP staff

Nationality	Teaching staff	Personal vision statement
Philippines (6)	Male 1	<p>Vision: To give the teachers a chance and occasion to develop their skills or improve it in the next level. Giving the teachers a chance to attend special courses which is directly link to his/her subject of teaching and even letting them choose by their own</p> <ul style="list-style-type: none"> • To able to give the students the proper discipline in the school and full knowledge, wisdom that might help them discern things in their future life. • To maximize the use of English as a second language and as a medium for learning in the English Program • To let students feel in harmony with the whole school, that the English Program is in unity with the Thai Program • To remain faithful to the teachings of Saint Luiois Marie Grignont de Montfort.
	Male 2	<p>Vision: By 2013, Montfort College, English Program will have international standard of learning and aim to become competitive globally.</p>
	Male 3	<p>Vision: Montfort College, English Program, in connection with the community, provides a comprehensive education that prepares our students to be literate, career-oriented, and productive citizens ready for the challenges of the Twenty-First Century.</p>
	Male 4	<p>Vision: Montfort College Secondary Section-English Program is an educational community that recognizes the role of education founded on universal values in ensuring quality life for all.</p>
	Male 5	<p>Vision : To be able to produce young people equipped with dynamic wisdom and responsibility to face the challenges of a new society</p>
	Female 1	<p>Vision: English Program exists in order to develop students' potentials for productive and meaningful living and to enhance their faith-fullness in the performance of their duties as stewards of God's creation.</p>

(Cont.) Table 1: Personal vision: all EP staff

Nationality	Teaching staff	Personal vision statement
Thai (8)	Male 1	Vision: All students and personnel of the EP are learners and able to utilize English skills fluently as the second language in daily life and succeed in studying in university.
	Male 2	Vision: The English Program is an organization with recognized international standard of curriculum and learning organization and learners can further their studies at the university level and possess moral and ethical values that enable them to live in Thai society and the universal world in happiness.
	Male 3	Vision: The English Program is an organization that produces learners of academic and activity quality that are recognized internationally in the utilization of English as a means of communication on the basis if clear administration with coordination and cooperation of personnel as a unity.
	Male 4	Vision: The English Program is an organization that produces high-learning achievers. All learners can communicate in English fluently and can live in the world as gentlemen and polite ladies gracefully.
	Male 5	Vision: Learners can communicate in English in an appropriate context both in daily life and academically. They can succeed in their academic pursuit in their desired institute under the atmosphere of mutual exchange of learning with teachers acting as facilitators to lead learners to learn in happiness.
	Female 1	Vision: The English Program is an organization of mutual exchange of not only learning and teaching experience of Thai students but also of cultural exchange of each nation in order to enable the learners to communicate in universal language and are recognized internationally.
	Female 2	Vision: The English Program is an organization with the atmosphere of mutual cultural, educational and social exchange between learners and teachers as well as between Thai and foreign teachers. Learners can communicate in English effectively and are recognized by people both domestically and internationally.
	Female 3	Vision: The English Program is an organization of academic excellence and is nationally recognized. Learners have knowledge, capability and are prepared to further their studies at the prestigious universities both domestically and internationally. Learners possess moral and ethical values that enable them to live in the universal world in happiness.

(Cont.) Table 1: Personal vision: all EP staff

Nationality	Administrative staff	Personal vision statement
Thai Administrators (5)	Male 1	Vision: The English Program students are genius in the use of language and technology and can further their studies at the university level both domestically and internationally and can live in the universal world gracefully.
	Male 2	Vision: In 2013 academic year the English program will be a learning organization.
	Female 1	Vision: In 2013 academic year the English Program develop the learning system in which learners can communicate in English at the international standard.
	Female 2	Vision: In 2013 academic year, learners learn and communicate in English effectively and develop themselves in all dimensions in happiness.
	Female 3	Vision: In 2013 academic year, the English Program is administered with an international standard. Learners and teaching personnel learn by using English skills at the internationally recognized standard and develop themselves in all dimensions in happiness.

Team vision

Table 2: The integrated personal vision to become as Team vision: A group of British staff

Nationality/ number	Teaching staff	Personal vision statement
British (2)	Male 1	Vision: In every aspect of teaching, English should be used as the means of all communication within the department. All lessons, the assembly in the morning, home room meeting, and all social relations of the students whether with foreign staff or Thai teachers should be conducted in English.
	Male 2	Vision: To have administration independent of the rest of the school. To have students not only educated to a high level, in order to gain university entrance, but also aiming for other national and international qualifications.
Team Vision: The integrated EP vision by British staff		
<p>English should be used in all aspects of communication with students, including class time, assembly, home room sessions and teacher/student relations. Moreover, the department administration should be independent from the rest of the school.</p> <p>This will enable students to not only gain university entrance, but also to successfully pursue national and international qualifications.</p>		

(Cont.) Table 2: The integrated personal vision to become as Team vision: A group of American staff

Nationality/ number	Teaching staff	Personal vision statement
American (2)	Male 1	Vision: Montfort's EP should have reputation for integrity and overall trust in the quality at our students
	Male 2	Vision: Students will be competent in the use of the English Language, by the developing clear integration of materials from each subject. Students learn responsibility, integrity and a high moral standard for life.
Team Vision: The integrated EP vision by American staff		
<p>Montfort EP students demonstrate integrity, responsibility and a high moral standard recognized throughout their communities. They will be competent in the use of the English language in various situations that occur daily.</p>		

(Cont.) Table 2: The Individual Australian staff

Nationality/ number	Teaching staff	Personal vision statement
Australian (1)	Male 1	Vision: To cultivate a climate of academic excellence and social responsibility to equip students to address the challenges of a changing global environment.
Individual Vision: an Australian staff		
To cultivate a climate of academic excellence and social responsibility to equip students to address the challenges of a changing global environment		

(Cont.) Table 2: The Individual Chinese staff

Nationality/ number	Teaching staff	Personal vision statement
Chinese (1)	Female 1	Vision: The students in English Program enable to learn some knowledge about English native countries, such as cultures, literature, and history to help the students to understand languages well.
Individual Vision: a Chinese staff		
The students in English Program enable to learn some knowledge about English native countries, such as cultures, literature, and history to help the students to understand languages well.		

(Cont.) Table 2: The Individual Indian staff

Nationality/ number	Teaching staff	Personal vision statement
Indian (1)	Male 1	Vision: To develop well rounded students ready to lead the nation in a 21 st century world.
Individual Vision: an Indian staff		
To develop well rounded students ready to lead the nation in a 21 st century world.		

(Cont.) Table 2: The integrated personal vision to become as Team vision: A group of Philippines staff

Nationality /number	Teaching staff	Personal vision statement
Philippines (6)	Male 1	<p>Vision: To give the teachers a chance and occasion to develop their skills or improve it in the next level. Giving the teachers a chance to attend special courses which is directly link to his/her subject of teaching and even letting them choose by their own</p> <ul style="list-style-type: none"> • To able to give the students the proper discipline in the school and full knowledge, wisdom that might help them discern things in their future life. • To maximize the use of English as a second language and as a medium for learning in the English Program • To let students feel in harmony with the whole school, that the English Program is in unity with the Thai Program • To remain faithful to the teachings of Saint Luiois Marie Grignont de Montfort.
	Male 2	<p>Vision: By 2013, Montfort College, English Program will have international standard of learning and aim to become competitive globally.</p>
	Male 3	<p>Vision: Montfort College, English Program, in connection with the community, provides a comprehensive education that prepares our students to be literate, career-oriented, and productive citizens ready for the challenges of the Twenty-First Century.</p>
	Male 4	<p>Vision: Montfort College Secondary Section-English Program is an educational community that recognizes the role of education founded on universal values in ensuring quality life for all.</p>
	Male 5	<p>Vision : To be able to produce young people equipped with dynamic wisdom and responsibility to face the challenges of a new society</p>
	Female 1	<p>Vision: English Program exists in order to develop students' potentials for productive and meaningful living and to enhance their faith-fullness in the performance of their duties as stewards of God's creation.</p>
Team Vision: The integrated EP vision by Philippines staff		
<p>Montfort College Secondary Section-English Program is an educational community that recognizes the role of education founded on universal values in ensuring quality life for all. This institution provides a comprehensive education that prepares our students to be literate, career-oriented, and productive citizens ready for the challenges of the Twenty-First Century.</p>		

(Cont.) Table 2: The integrated personal vision to become as Team vision: A group of Thai staff

Nationality /number	Teaching staff	Personal vision statement
Thai (8)	Male 1	Vision: All students and personnel of the EP are learners and able to utilize English skills fluently as the second language in daily life and succeed in studying in university.
	Male 2	Vision: The English Program is an organization with recognized international standard of curriculum and learning organization and learners can further their studies at the university level and possess moral and ethical values that enable them to live in Thai society and the universal world in happiness.
	Male 3	Vision: The English Program is an organization that produces learners of academic and activity quality that are recognized internationally in the utilization of English as a means of communication on the basis if clear administration with coordination and cooperation of personnel as a unity.
	Male 4	Vision: The English Program is an organization that produces high-learning achievers. All learners can communicate in English fluently and can live in the world as gentlemen and polite ladies gracefully.
	Male 5	Vision: Learners can communicate in English in an appropriate context both in daily life and academically. They can succeed in their academic pursuit in their desired institute under the atmosphere of mutual exchange of learning with teachers acting as facilitators to lead learners to learn in happiness.
	Female 1	Vision: The English Program is an organization of mutual exchange of not only learning and teaching experience of Thai students but also of cultural exchange of each nation in order to enable the learners to communicate in universal language and are recognized internationally.
	Female 2	Vision: The English Program is an organization with the atmosphere of mutual cultural, educational and social exchange between learners and teachers as well as between Thai and foreign teachers. Learners can communicate in English effectively and are recognized by people both domestically and internationally.
	Female 3	Vision: The English Program is an organization of academic excellence and is nationally recognized. Learners have knowledge, capability and are prepared to further their studies at the prestigious universities both domestically and internationally. Learners possess moral and ethical values that enable them to live in the universal world in happiness.

(Cont.) Table 2: The integrated personal vision to become as Team vision: A group of Thai staff

Team Vision: The integrated EP vision by Thai staff
In 2013 the English Program, the Academic Affairs is administered with international standard with clarity, coordination and is the learning organization of both Thai and Foreign teachers. Learners excel in academics and activities, have skills in English as a second language, possess moral and ethical values and can live in the society gracefully with dignity.

(Cont.) Table 2: The integrated personal vision to become as Team vision: A group of administrative staff

Nationality/ number	Adminis- -trator	Personal vision statement
Thai Administrators (5)	Male 1	Vision: The English Program students are genius in the use of language and technology and can further their studies at the university level both domestically and internationally and can live in the universal world gracefully.
	Male 2	Vision: In 2013 academic year the English program will be a learning organization.
	Female 1	Vision: In 2013 academic year the English Program develop the learning system in which learners can communicate in English at the international standard.
	Female 2	Vision: In 2013 academic year, learners learn and communicate in English effectively and develop themselves in all dimensions in happiness.
	Female 3	Vision: In 2013 academic year, the English Program is administered with an international standard. Learners and teaching personnel learn by using English skills at the internationally recognized standard and develop themselves in all dimensions in happiness.
Team Vision: The integrated EP vision by administrative staff		
In 2013, the English Program of the Academic Affairs is a learning organization with the international standard of administration. It has teaching and learning system, which support the learner to learn and communicate in good English with the international standard of achievement. Learners develop themselves in all dimensions and can live peacefully with others in the society with happiness and dignity		

Table 3: Summarized of the refined team vision by a group of each nationality and a group of administrative staff

Region/ position	Nationality	Team vision
Western staff	British	<p>English should be used in all aspects of communication with students, including class time, assembly, home room sessions and teacher/student relations. Moreover, the department administration should be independent from the rest of the school.</p> <p>This will enable students to not only gain university entrance, but also to successfully pursue national and international qualifications.</p>
	American	<p>Montfort EP students demonstrate integrity, responsibility and a high moral standard recognized throughout their communities. They will be competent in the use of the English language in various situations that occur daily.</p>
	Australian	<p>To cultivate a climate of academic excellence and social responsibility to equip students to address the challenges of a changing global environment.</p>
Eastern staff	Chinese	<p>The students in English Program enable to learn some knowledge about English native countries, such as cultures, literature, and history to help the students to understand languages well.</p>
	Indian	<p>To develop well rounded students ready to lead the nation in a 21st century world.</p>
	Philippines	<p>Montfort College Secondary Section-English Program is an educational community that recognizes the role of education founded on universal values in ensuring quality life for all. This institution provides a comprehensive education that prepares our students to be literate, career-oriented, and productive citizens ready for the challenges of the Twenty-First Century.</p>
	Thai	<p>In 2013 the English Program, the Academic Affairs is administered with international standard with clarity, coordination and is the learning organization of both Thai and Foreign teachers. Learners excel in academics and activities, have skills in English as a second language, possess moral and ethical values and can live in the society gracefully with dignity.</p>
Administrators	Thai	<p>In 2013, the English Program of the Academic Affairs is a learning organization with the international standard of administration. It has teaching and learning system, which support the learner to learn and communicate in good English with the international standard of achievement. Learners develop themselves in all dimensions and can live peacefully with others in the society with happiness and dignity.</p>

Principle Level: Inter-team vision

Table 4: The refined inter-term vision by a representative seven – nationality of teaching staff and administrative staff

Region / position	Nationality	Team vision
Western staff	British	English should be used in all aspects of communication with students, including class time, assembly, home room sessions and teacher/student relations. Moreover, the department administration should be independent from the rest of the school. This will enable students to not only gain university entrance, but also to successfully pursue national and international qualifications.
	American	Montfort EP students demonstrate integrity, responsibility and a high moral standard recognized throughout their communities. They will be competent in the use of the English language in various situations that occur daily.
	Australian	To cultivate a climate of academic excellence and social responsibility to equip students to address the challenges of a changing global environment.
Eastern staff	Chinese	The students in English Program enable to learn some knowledge about English native countries, such as cultures, literature, and history to help the students to understand languages well.
	Indian	To develop well rounded students ready to lead the nation in a 21 st century world.
	Philippines	Montfort College Secondary Section-English Program is an educational community that recognizes the role of education founded on universal values in ensuring quality life for all. This institution provides a comprehensive education that prepares our students to be literate, career-oriented, and productive citizens ready for the challenges of the Twenty-First Century.
	Thai	In 2013 the English Program, the Academic Affairs is administered with international standard with clarity, coordination and is the learning organization of both Thai and Foreign teachers. Learners excel in academics and activities, have skills in English as a second language, possess moral and ethical values and can live in the society gracefully with dignity.
Administrator	Thai	In 2013, the English Program of the Academic Affairs is a learning organization with the international standard of administration. It has teaching and learning system, which support the learner to learn and communicate in good English with the international standard of achievement. Learners develop themselves in all dimensions and can live peacefully with others in the society with happiness and dignity.

The brainstorming of mutual agreement based on the proposed team vision by a representative seven – nationality of teaching staff and administrative staff	
Brainstorm: Key phrases	Inter-team vision
<ul style="list-style-type: none"> - By 2013, the English Program of Montfort College Secondary Section will be: - Achieve Academic excellence and cultivate critical thinking skills. - Develop integrity, responsibility and high moral standards recognized throughout their communities. - Be able to use the English language fluently as international standard. - Have a well – rounded development which equips them for the challenges of the 21st century. 	<p><i>“By 2013, the English Program of Montfort College Secondary Section will be a learning organization of excellence in academic subjects and activities with international standards of administration that produces students who achieve academic excellence and cultivate critical thinking skills; develop integrity, responsibility and high moral standards recognized throughout their communities and have a well-rounded development which equips them for the challenges of the 21st century.”</i></p>

Appendix D

Results of verifying the solution (OM-1, OM-5, OTAM-1)

The following is identifying knowledge-oriented problems and opportunity as a feedback form to confirm the refined EP vision by all the EP staffs' suggestions: 26 participants.

OM-1: The feedback refined vision statement: inter-term vision

The feedback form about the EP vision

Direction: According to the personal vision of the EP staff, this is the common vision statement of the EP, which is refined and integrated by brainstorming of mutual agreement based on the proposed vision of the representatives of seven-nationality of teaching staff and administrators. Please, read the common vision statement of the EP carefully as follows and put ✓ in the agreement column OR put ✗ in the disagreement column and give some suggestions as you think it should be.

The common shared vision of the English Program

“By 2013, the English Program of Montfort College Secondary Section will be a learning organization of excellence in academic subjects and activities with international standards of administration that produces students who achieve academic excellence and cultivate critical thinking skills; develop integrity, responsibility and high moral standards recognized throughout their communities and have a well-rounded development which equips them for the challenges of the 21st century.”

The feedback form for the EP's members to review: agree or disagree with the completed EP vision.

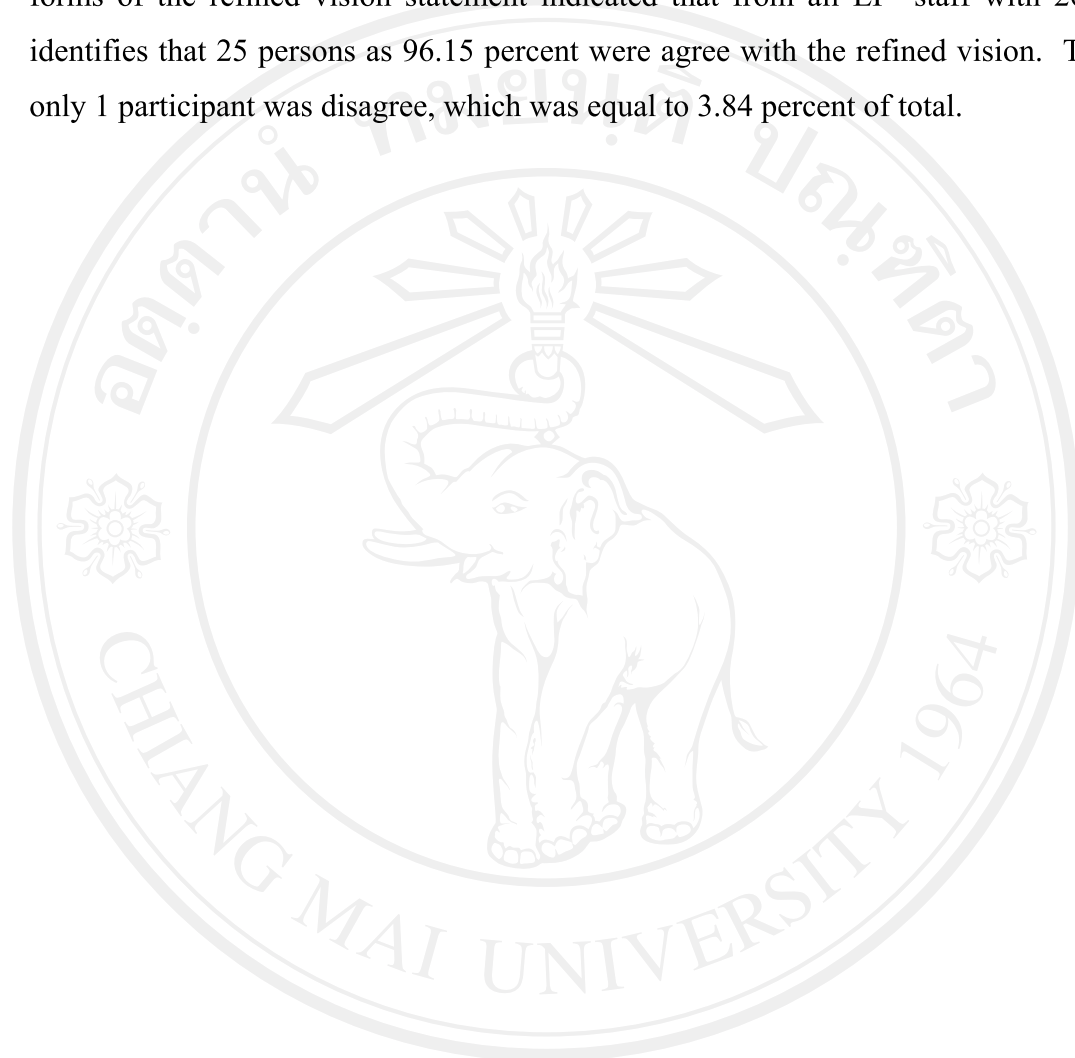
Agree	Disagree	Suggestions

Written by.....(Nationality)

Table: 1: The respond of the refined vision statement

Region/position	Nationality	EP staff: Male/Female	The refined vision statement		Total 26 (%)
			Agree	Disagree	
Western staff	British	Teacher 1 (M)	✓		100
		Teacher 1 (M)	✓		100
	American	Teacher 1 (M)	✓		100
		Teacher 1 (M)	✓		100
	Australian	Teacher 1 (M)	✓		100
Eastern staff	Chinese	Teacher 1 (F)	✓		100
	Indian	Teacher 1 (M)	✓		100
		Teacher 1 (M)	✓		100
	Filipino	Teacher 1 (M)	✓		100
		Teacher 1 (M)	✓		100
		Teacher 1 (F)	✓		100
	Thai	Teacher 1(M)	✓		100
		Teacher 1 (M)		✓	0
		Teacher 1 (M)	✓		100
		Teacher 1(M)	✓		100
		Teacher 1 (M)	✓		100
		Teacher 1 (F)	✓		100
		Teacher 1 (F)	✓		100
		Teacher 1 (F)	✓		100
	Administrator	Thai	Admin. 1 (M)	✓	
Admin. 1 (M)			✓		100
Admin. 1 (F)			✓		100
Admin. 1 (F)			✓		100
Admin. 1 (F)			✓		100

As exhibit in Table 5.7 was the result of step 1. The analyzed of return feedback forms of the refined vision statement indicated that from all EP' staff with 26 persons identifies that 25 persons as 96.15 percent were agree with the refined vision. There was only 1 participant was disagree, which was equal to 3.84 percent of total.



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OM-5: Table 2: The analyzed inter-group vision (the refined EP vision)

The refined EP vision statement	The analyzed EP vision as topics/issues
<p>By 2013, the English Program of Montfort College Secondary Section will be a learning organization of excellence in academic subjects and activities with international standards of administration that produces students who achieve academic excellence and cultivate critical thinking skills; develop integrity, responsibility and high moral standards recognized throughout their communities and have a well-rounded development which equips them for the challenges of the 21st century.”</p>	1. International standards of administration
	2. Students’ moral and ethical value
	3. Students’ social and environment responsibility
	4. Well rounded students: music, sports and language skill
	5. The cultivated of reading, critical thinking, and writing skills
	6. Students’ academic excellence achievement
	7. Student’s international standard of achievement

OM-5 worksheet: Table 3: Results 1: The summarized opinions of administrators about international standards of administration

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 1. International standards of administration
1. Head of Academic Affairs, 2. Head of English Program, 3. Head of Students Affairs, 4. Assistant of Academic Affairs,	1. Business feasibility: <i>Values</i>	Moderate level	It is valuable in business feasibility based on international standards of administration <i>in moderate level</i> because the EP needs to solve a lot of weak points and set up strategic plan. In addition it has limitation of the recruited foreign teachers that it is depended on the regulations of Ministry of Education: the Foreign teachers' qualification (that the compulsory subjects must be taught by native speaker only). The EP's investments are evaluated and it has a few factors of risk to dealing with. Although, it is accredited by the Office for National Education Standards and Quality Assessment and students' outcomes satisfy stake holders, the EP still has staffs' communication problem among staffs. As, the aim of EP is to produce students to have various opportunities for further study both abroad and in country, therefore, school director should emphasize on KM for improving the EP management in terms of business feasibility.
5. Assistant of Student Affairs	2. Technical Feasibility: <i>Too difficult for members of organization to be able to do or not</i>	Moderate level	The opinions of administrators exhibit that technical feasibility is difficult for members of organization for operating in <i>moderate level</i> because administrators do not emphasize on IT. However, the EP needs a professional in KM because the EP's members have not understood KM deeply. Importantly, the administrators have collaboration problem between departments that cause the obstructed working process in terms of clarification.
	3. Project Feasibility: <i>Organization enables to supply resources for operating project or not</i>	Moderate level	This organization enables to supply resources for operating project feasibility is in <i>moderate level</i> because the EP still needs a clear strategic management and key persons who are influent in English language skills. In addition, the concerned staffs should communicate together. Importantly, there have the operated projects problems due to misunderstanding among staff.

This table indicated that the administrators' opinions in terms of international standards of administration were at *Moderate Level*.

OM-5 worksheet: Table 4: Results 1: The summarized opinions of administrators about of students' moral and ethical value

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 1. Students' moral and ethical value
1.Head of Academic Affairs, 2.Head of English Program,	1.Business feasibility: <i>Values</i>	Moderate level	Business feasibility is in <i>moderate level</i> because in practice, it is difficult to evaluate students' moral and ethical value in reality and accurately. It is also more subjective than objective. And the outputs must be take times because of the changed students behaviors based on their maturity. In addition, the gained profits as the well-known students in terms of good behaviors' outcomes will be in the long run. However, the investment for the utilized KM tool may lead to obtain benefits in the long run.
3.Head of Students Affairs, 4.Assistant of Academic Affairs, 5. Assistant of Student Affairs	2.Technical Feasibility: <i>Too difficult for members of organization to be able to do or not</i>	Moderate level	Technical feasibility is too difficult for members of organization and is able to do in <i>moderate level</i> because it still needs professional to operate this project by providing in-service training program for staffs. In addition, some staffs are still lack of knowledge in terms of IT. Moreover, the EP is comprised of diverse cultures and different backgrounds of staffs that it is very hard to teach Thai students as well behave due to their understanding in Thai culture. However, it may operate by providing and supporting student activities to support student's moral and ethical. Importantly, it is difficult to assess student's behaviors because it is subjective. So, it needs good models from seniors, teachers and administrators.
	3. Project Feasibility: <i>Organization enables to supply resources for operating project or not</i>	High level	Organization enables to supply resources for operating project high level because it is organization's policy, which is contained in school strategic plans. Moreover, there are lots of activities to support student' behaviors, which will lead to obtain effective outputs. Importantly, a risk management is quite low and the expected students are approximately more than 80%. However, it still has problem of staff's collaboration, which hardly take part together for operating student learning activities, particularly foreign teachers.

This table indicated that the administrators' opinions in terms of Students' moral and ethical value were at *Moderate Level*.

OM-5 worksheet: Table 5: Results 1: The summarized opinions of administrators about students' social and environment responsibility

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 3. Students' social and environment responsibility
1.Head of Academic Affairs, 2.Head of English Program, 3.Head of Students Affairs,	1.Business feasibility: <i>Values</i>	High level	It is in <i>high level</i> . The EP is able to get values certainly because students have various opportunities for further study both in country and abroad. However, students' cultivated social and environment responsibility will take times and business feasibility will be gained in the long run. In the short time, some activities of this project supports students' outcomes that satisfy stakeholders. Importantly, it is good organization's image and attitude for people in community. Thus, this project may make this organization be famous and sustainable in the future. Therefore, administrative staff should be emphasized on KM for developing member's knowledge and capability
4.Assistant of Academic Affairs, 5. Assistant of Student Affairs	2.Technical Feasibility: <i>Too difficult for members of organization to be able to do or not</i>	Moderate level	It is too difficult for members of the EP to do in <i>moderate level</i> . Because it still has communication problems among staffs. In addition, the cultivated social and environment responsibility for students are hard work and takes time. Thus, it really needs staffs' collaboration to operate this project together seriously. However, it may be managed because the EP has plan, projects, and activities for operating. In addition, there is IT supporting administrative staffs to manage it.
	3. Project Feasibility: <i>Organization enables to supply resources for operating project or not</i>	High level	Organization enables to supply resources for operating project in <i>high level</i> because it is a project which is enclosed in school's strategic plan. In addition, the EP has provides activities for this project all year and these are contained in school policy and year plan.

This table indicated that the administrators' opinions in terms of students' social and environment responsibility were at *Moderate Level*

OM-5 worksheet: Table 6: Results 1: The summarized opinions of administrators about well rounded students: music, sports and language skills

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 4.Well rounded students: music, sports and language skills
1.Head of Academic Affairs,	1.Business feasibility: <i>Values</i>	High level	Business feasibility is in high level. The EP is able to get values certainly because students have various opportunities for further study both in country and abroad. In addition, the students' outcomes satisfy parents. Moreover, the EP needs KM for developing member's knowledge and capability continuously. However, administrative staff should realize on cross-cultural atmosphere and communication gap, which are still problems.
2.Head of English Program,			
3.Head of Students Affairs,	2.Technical Feasibility: <i>Too difficult for members of organization to be able to do or not</i>	High level	Technical feasibility is difficult for members of organization and it can be managed in high level because it is has well-plan project that can be investigated by organizational committee. In addition, IT is very useful for providing information to school's staff and stakeholders. Importantly, it EP has low crisis of risk management because of strength organization. However, administrative staff must create students' atmosphere for developing students' English communicative skills more fluently by the collaborated staffs.
4.Assistant of Academic Affairs,			
5. Assistant of Student Affairs	3. Project Feasibility: <i>Organization enables to supply resources for operating project or not</i>	High level	Project Feasibility is in high level. Organization enables supplying resources to operate project because it is a school policy and contained school's year pan. So, there is providing budgets for it. In addition, staffs can operate this project with their potential and strong intension. Although, there are varieties of student activities, it has a limit to supports individual's needs.

This table indicated that the administrators' opinions in terms of well rounded students: music, sports and language skills were at *High Level*

OM-5 worksheet: Table 7: Results 1: The summarized opinions of administrators about the cultivated of reading, critical thinking, and writing skills

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 5. The cultivated of reading, critical thinking, and writing skills
1.Head of Academic Affairs,	1.Business feasibility: <i>Values</i>	High level	Business feasibility is in high level because students are able to be stand on international standard based on the cultivated of reading, critical thinking, and writing skills. In addition, it is the student's achievement and benefits. More importantly, they can spend their life in any communities with high effective and quality persons. However, critical thinking and communication should be clear and easy to understand for all staffs and stakeholders and other concerned department.
2.Head of English Program,			
3.Head of Students Affairs,	2.Technical Feasibility: <i>Too difficult for members of organization to be able to do or not</i>	Moderate level	Technical feasibility is difficult for members of organization in moderate level because it has low risk in terms of success. It is also a clear project that can be evaluated and examined by school committee. Moreover, the IT provides information for all staff; particularly it is very useful for administrators to manage the EP such as a better communication and understanding.
4.Assistant of Academic Affairs,			
5. Assistant of Student Affairs	3. Project Feasibility: <i>Organization enables to supply resources for operating project or not</i>	High level	Organization enables to supply resources for operating project in high level because it is contained in school year plan and teaching curriculum teaching staff conduct activities regularly. In addition, administrative staff organizes well-plan students' learning activities for supporting high quality students' achievement. There also have plenty of experts as the native speaker in languages skills. Importantly, there has low risk management.

This table indicated that the administrators' opinions in terms of cultivated of reading, critical thinking, and writing skills were at *High Level*

OM-5 worksheet: Table 8: Results 1: The summarized opinions of administrators about students' academic excellence achievement

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 6. Students' academic excellence achievement
1.Head of Academic Affairs,	1.Business feasibility: <i>Values</i>	High level	Business feasibility based on values in high level because it is strategic plan of organization. In addition, students' outputs in terms of achievements are accepted by society/communities because of an effective management. Importantly, stakeholders satisfy students' outcomes that lead to gain plenty of quality inputs due to the well-known organization.
2.Head of English Program,	2.Technical Feasibility: <i>Too difficult for members of organization to be able to do or not</i>	Moderate level	Technical Feasibility is difficult for members of organization in moderate level and organization is able to do because some staffs have knowledge in IT. Meanwhile administrators should encourage all staffs realize on the utilized IT by providing and facilitating training program. Meanwhile, all staffs have to learn to obtain knowledge and skills through training in IT. Moreover, it needs collaboration from the concerned staffs.
3.Head of Students Affairs,	3. Project Feasibility: <i>Organization enables to supply resources for operating project or not</i>	High level	Students' excellence achievement based on project feasibility is in high level. Organization enables to supply resources for operating project because the EP has high potential and intension of administrators and staffs. In addition, school can organize native speakers as professional teaching staff for the EP. Meanwhile, it provides various activities for supporting student's needs. Moreover, most staffs realize on high competition sustainable organization. However, this project needs collaboration seriously from all staffs and the concerned departments.
4.Assistant of Academic Affairs,			
5. Assistant of Student Affairs			

This table indicated that the administrators' opinions in terms of students' academic excellence achievement were at *High Level*

OM-5 worksheet: Table 9: Results 1: The summarized opinions of administrators about students' international standard of achievement

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 7: Students' international standard of achievement
1.Head of Academic Affairs, 2.Head of English Program, 3.Head of Students Affairs, 4.Assistant of Academic Affairs,	1.Business feasibility: <i>Values</i>	High level	Business feasibility based on values is in high level. It is worth for investment because it is school policy that school provides variety of activities for supporting and developing students' capacity and potential. In addition, students have a high chance as the international standard. They can spend their life in any communities all over the world as high quality population. Moreover, it leads organization to become well-known and gain quality inputs, which create sustainable organization. However, administrators should be revised administrations' policy because they take turn quite very often that will lead the EP to have problem management. Importantly, a process should be operated by using KM tools that may solve EP problems. So, it will make the EP gain more benefits.
5. Assistant of Student Affairs	2.Technical Feasibility : <i>Too difficult for members of organization to be able to do or not</i>	Moderate level	Technical feasibility is not too difficult for members of organization. It can be run in moderate level because organization design strategic plan and has variety of activities to support all year, especially the up-grade IT. However, it needs collaboration from all staffs, so every staff should take part to improve the EP together as a team based on IT.
	3. Project Feasibility : <i>Organization enables to supply resources for operating or not</i>	Moderate level	Project feasibility in terms of organization enables to supply resources for operating project in high level. Because it is school's goal and policy that is organizes and supplies resources for operating this project for producing high quality students' international standard of achievement. Moreover, administrators and staffs have high potential and intension to run this project, but this project needs staff's collaboration to work together.

This table indicated that the administrators' opinions in terms of students' international standard of achievement were at *Moderate Level*

OM-5: Table 10: Result 2: The summarized overall of administrator's opinions in terms of the EP vision

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
1. International standards of administration	Moderate level	<p>Because the EP needs to solve a lot of weakness points and set up strategic plan. In addition it has limitation of the recruited foreign teachers that it is depended on the regulations of Ministry of Education: the Foreign teachers' qualification (that the compulsory subjects must be taught by Native speaker only). Meanwhile, key persons are not influent in English language skills. Moreover, the EP's investments are evaluated and it still has some risk factors to dealing with.</p> <p>Although, it is accredited by the Office for National Education Standards and Quality Assessment and students' outcomes satisfy stake holders, the EP still has staffs' communication problem and misunderstanding among staffs due to different backgrounds and nationalities of staffs. This is the factor that affect on administration.</p> <p>As, the aim of EP is to produce students to have various opportunities for further study both abroad and in country. Therefore, school director should emphasize on KM for improving the EP management in terms international standard of administration.</p>
2: Students' moral and ethical value	Moderate level	<p>Because it is very difficult to operate in terms of practice. In addition, it is difficult to evaluate students' moral and ethical value in reality and accurately because it is more subjective than objective. And the outputs must be taken times because of the changed students behaviors based on their ages. Therefore, the gained profits as the well-known students in terms of good behaviors' outcomes will be in the long run As this school is run by St. Gabriel, which has the related vision as students' moral and ethical values. So, the EP vision has to be similar to St. Gabriel's direction. However, the operated strategic plan has to be clear first because it is contained in school policy. Importantly, it still has staff's collaboration problem, which hardly take part together for operating student learning activities.</p>

3. Students' social and environment responsibility	Moderate level	<p>It is quite difficult to operate as the vision. Because students' cultivated social and environment responsibility will take times and business feasibility will be gained in the long run. In the short time, the provide activities may supports students' outcomes that satisfy stakeholders and makes the EP as good image for people in community. Thus, this project may make this organization be famous but unsustainable in the future.</p> <p>Although, it is contained in organizational policy and teaching curriculum, which is facilitated by the administrators, it still have a lot of problems as communication problems and misunderstanding among staffs. Thus, the cultivated social and.</p>
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(Cont.)OM-5: Table 10 Result 2: The summarized of administrator's opinions

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
		<p>environment responsibility for students are hard work and takes time. Thus, it really needs staffs' collaboration to operate this project together seriously To operate this project effectively, administrator should be emphasized on KM for developing member's knowledge and capability. It may be managed because the EP has plan, projects, and activities for operating, but the outputs might be get as a low or moderate.</p>
4: Well rounded students: music, sports and language skills	High level	<p>Because, this project is contained in school's goal and policy, teaching curriculum, which are organized and facilitated by teaching and administrative staff. In addition, the EP has quality inputs, which both students and teaching staff. Most staffs are experts as the native speaker in English communicative skills, who organize well-plan learning activities for supporting students' achievement as high effective and quality persons. Thus, students will spend their life in any communities in the world with high effective and quality person in the future.</p> <p>However, it still has diverse cultural atmosphere problem in terms of communication gab and misunderstanding among staffs due to staff's backgrounds. Importantly, it needs staffs' collaboration for operating this project together.</p>
5. The cultivated of reading, critical thinking, and writing skills	High level	<p>Because, this project is contained in school's plan, curriculum' goal, which is supported and facilitated by teaching and administrative staffs. In addition, school has opportunities to recruit quality teachers due to high supportive budget. Most staffs are experts as the native speaker in English communicative skills. They have high potential to provide students activities. So, Students can gain knowledge, experiences from them. Moreover, they have different</p>

		teaching's styles that provide diverse cultural atmosphere's learning for students. The students obtain techniques, critical thinking from various staff's teaching styles. Importantly, they can organize well-plan learning activities for supporting students' achievement as high effective and quality persons that they may spend their life in any communities with a quality persons
6. Students' academic excellence achievement	High level	Because it is school's goal and policy, which contained in the developed school plan. In addition, it will lead the EP' image as the well-known organization that can gain high quality inputs as the succeeded business. Importantly, there has the evidence of students' evaluation that is evaluated as formal examination 6 times for two semesters that teachers can follow up students as care and attention. The outputs also satisfy parents and it tends to as in excellent. However, It also needs partnerships and networks to develop this project for developing the EP to obtain students' academic excellence achievement continuously. Meanwhile, to obtain the achieved organization for high competition and sustainable organization, it needs to improve the updated vision as world changes

(Cont.)OM-5: Table 10: Result 2: The summarized of administrator's opinions

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
7: Students' international standard of achievement	Moderate level	Although the EP has high potential and quality of staffs, to obtain students' in international standard of achievement, administrators and Thai teaching staff have to improve English language as fluently in four skills. In addition, administrators have to realize on IT and encourage all staffs to utilize IT by providing and facilitating training IT program for staffs to gain knowledge and skills. Importantly, a key factor for operating is staffs' collaboration. More importantly, administrators and teaching staff have to provide atmosphere in the EP as cross-cultural learning, which supports both students and teaching staffs to learn and operate student's learning activities together.

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OM-5: Table 11 *Result 3: Topic analysis in high level based on administrators' rationale*

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
Well rounded students: music, sports and language skills	High level	Because, the EP has quality inputs, which both students and teaching staff. Most staffs are experts as the native speaker in English communicative skills, who organize well-plan learning activities for supporting students' achievement as high effective and quality persons. In addition, it is school's goal and policy, which is staffs duties and responsibility. School also organizes and supplies resources for operating this project, especially student's learning activities that are organized all years for producing well rounded students: music , sports and language skills. To gain more students' achievements, administrators should realize on intensive-training IT program that is very useful for providing information to staff. In addition, the EP needs KM for developing staff's knowledge and capability continuously.
The cultivated of reading, critical thinking, and writing skills	High level	Because, this project is contained in school's plan, curriculum' goal, which is supported and facilitated by teaching and administrative staffs. In addition, school has opportunities to recruit quality teachers due to high supportive budget. Most staffs are experts as the native speaker in English communicative skills. They have high potential to provide students activities. So, Students can gain knowledge, experiences from them. Moreover, they have different teaching's styles that provide diverse cultural atmosphere's learning for students. So, the students can learn techniques, critical thinking from various staff's teaching styles. Importantly, staffs can organize well-plan learning activities for supporting students' achievement as high effective and quality persons.
Students' academic excellence achievement	High level	Because it is school's goal and policy, which contained in the developed school plan. In addition, it is staff's duties and responsibility that has to facilitate will the EP student to be as student's academic excellence achievement. Because school has well pan to look after students, for example, student's academic is evaluated as formal examination 6 times for two semesters that teachers can follow up students as care and attention. The outputs of students still satisfy parents. So, the EP will gain more achievement if there are partnerships and networks of professional in management support this project for high competition and sustainable organization. Moreover, administrators should encourage all staffs realize on the utilized IT by providing and facilitating training IT program for them to gain knowledge and skills.

OM-5 : Table 12: *Result 4:* The possibility organizational vision as principle level in terms of well rounded students: music, sports and language skill based on administrative staffs opinions.

Topic: Well rounded students: music, sports and language skills			
Issues	Degree (%) / N	Issues	Degree (%) / N
- All staffs have to collaborate/ take part/work together/ operate this project together with atmosphere of cultural understanding.	100% N=7	- The students' outcomes/ achievement/quality inputs satisfy parents.	42.85% N=3
- It is able to be dealt with because it is school goal/policy/ year plan/ teaching curriculum.	71.42% N= 5	-Some staffs understand in IT that may apply it to utilize for their job duties.	28.57% N=2
- There is providing high budgets for all student activities all year.	71.42% N= 5	-The EP needs KM for developing member's knowledge and capability continuously.	14.28% N=1
- The administrative staff should organize and provide cross-cultural atmosphere for working together with mutual understanding.	57.14% N=4	- The EP has low crisis of risk management because of strength organization.	14.28% N=1
		- The EP staffs can operate this project well as their high potential with strong intension.	14.28% N=1

OM-5 : Table 13: *Result 5:* The possibility organizational vision as principle level in terms of the analyzed key issues of based on the cultivated of reading, critical thinking, and writing skills administrative staffs opinions.

Topic: The cultivated of reading, critical thinking, and writing skills			
Key issues	Degree (%) / N	Key issues	Degree (%) / N
-Foreign teachers have high potential: teaching's styles knowledge, experiences to teach and provide activities in term of the cultivated of reading, critical thinking, and writing skills to students.	100% N=9	It is contained in school year plan and students' learning activities.	44.44% N=4
- Students learn a lot of teaching styles, experiences, knowledge, and practice skills form foreign teachers.	88.88% N=8	.- It is teaching staffs' duties and responsibility.	3.33% N=3
School's plan/ teaching curriculum/ curriculum's goal, policy	55.55%, N=5	-Staffs' collaboration/ working together is a key for operating this project.	22.227% N=2
		- <u>IT</u> is very useful for administrators to manage the EP.	22.22% N=2
		- It is also a clear project that can be evaluated and examined by school committee	11.11% N=1

OM-5 : Table 14: *Result 6:* The possibility organizational vision as principle level in terms of the analyzed key issues of students' academic excellence achievement based administrative staffs opinions.

Topic: Students' academic excellence achievement			
Key issues	Degree (%) / N	Key issues	Degree (%) / N
- Staff s' collaboration and networks	100% N=7	- To encourage all staffs realize on the utilized <u>IT</u> by providing and facilitating training program.	42.85% N=3
-Students' achievement, high quality in puts, parent's satisfaction, well-known organization, the accepted organization in society/community.	100% N=7	-To improve communication management	28.57% N=2
School policy. school's goal , and the developed school plan, strategic plan	71.42% N=5	-Staff's duty and responsibility	28.57% N=2
		-Provide school activity	28.57% N=2
		-It needs to improve the updated vision as world changes	14.28% N=1
		- School can organize native speakers as professional teaching staff	14.28% N=1

OTAM-1 worksheet: Table 15: Results 7: The summarized opinions of administrators about international standards of administration

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 1. International standards of administration
1.Head of Academic Affairs,	4. Impact on organization: <i>changes excessively affect on current jobs or not, and can it be managed or not.</i>	Mderate level	The changes affect on current jobs in <i>high level</i> because there are diverse cultures and different nationalities of staffs that it impact on organizational management due to their backgrounds. In addition, the change head of EP occurs almost every year. It needs IT to improve diverse cultural communication management seriously. Thus, a communication problem, which is one of the serious managements, has to be solved ultimately.
2.Head of English Program,			
3.Head of Students Affairs,	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	Mpderate level	Changes excessively affect on staffs' current jobs that exhibit in high level it can be done just only a little because administrators need to improve administration systems: English Program and Regular Program. In addition, there are varieties of staff's nationalities. Importantly, this project needs staff's collaboration.
4.Assistant of Academic Affairs,			
5. Assistant of Student Affairs	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	Moderate level	It should be operated as the vision <i>in moderate level</i> because administrators have to plan this project with staff for understanding because it is related to all members of school. However, it has to be improved communication management that will lead this project to assist staff's understanding. After that they may have collaboration this project, especially foreign staff. They may organize activities to support this project.

This table indicated that the administrators' opinions in terms of international standards of administration were impact on organization: changes excessively affect on current jobs, job duties and staffs at *Moderate Level*

OTAM-1worksheet: Table 16: Result 7: The summarized opinions of administrators about students' moral and ethical value

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 2 Students' moral and ethical value
1.Head of Academic Affairs, 2.Head of English Program,	4. Impact on organization: <i>changes excessively affect on current jobs or not, and can it be managed or not.</i>	High level	The changes impact on the current jobs <i>in high level</i> because This school is a catholic organization which is run under St. Grabriel Foundation, which highly emphasizes on moral and ethical values. In addition, it is contained in structural academic affairs including a well-planned IT project. Although, there are a lot of student activities providing and supporting for this.
3.Head of Students Affairs, 4.Assistant of Academic Affairs, 5. Assistant of Student Affairs	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	Moderate level	The changes have impact on staffs' current jobs <i>in moderate level</i> because it concerns with different nationalities of staff and various students' behaviors that it is difficult to operate and takes time to obtain the outputs. Yet, it will be operated if the top manager realizes on it and take action seriously. Although it is school policy and there has sufficient teaching staffs to take responsibility due to their duties. However, it is very difficult to evaluate students' moral and ethical value in reality and accurately in a real situation.
	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	Moderate Level	It should be operated according to vision <i>in high level</i> because it is school policy and it is contained in structural curriculum. As this school is run by St. Grabriel, which it is contained Students' moral and ethical values. So, the EP vision has to be similar direction. However, it has to be clear to operate as strategic plan. In addition, administrators should act seriously as change management for improving the organization.

This table indicated that the administrators' opinions in terms of students' moral and ethical value impact on organization: changes excessively affect on current jobs, job duties and staffs at *Moderate Level*

OTAM-1 worksheet: Table 17: Result 7: The summarized opinions of administrators about students' social and environment responsibility

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 3. Students' social and environment responsibility
1.Head of Academic Affairs, 2.Head of English Program,	4. Impact on organization: <i>changes excessively affect on current jobs or be managed or not, and can it</i>	Moderate level	The changes impacted on the current jobs <i>in moderate level</i> . It is difficult to manage because it is related to backgrounds of each family. However, the EP provides activities for this project all year, which are contained in structural curriculum. There are lots of networks supporting such as the St. Gabriel, the Association of Alumni, the Association of Teachers and Parents, and so on foundation.
3.Head of Students Affairs, 4.Assistant of Academic Affairs,	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	High level	The changes will affect on staffs' current job <i>in high level</i> because it is contained in organizational structure and school curriculum, which is teaching staffs and administrators' responsibility. Thus, students social and environment responsibility are able to follow up by parents' collaboration, friends, and teachers.
5. Assistant of Student Affairs	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	Moderate level	It should be operated as the vision in <i>moderate level</i> . Although, it is contained organizational policy and teaching curriculum, it has communication gap among foreign teachers and Thai teachers. In addition, this project is related to others organizations and work environment. So, this project has to be clear as mutual understanding and clear communication among staffs, and then it is considered to operate according to the EP vision. In the future it may lead to the impressed organization's image in community

This table indicated that the administrators' opinions in terms of students' social and environment responsibility impact on organization: changes excessively affect on current jobs, job duties and staffs at *Moderate Level*.

OTAM-1 worksheet: Table 18: Result 7: The summarized opinions of administrators about well rounded students: music, sports and language skills

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 4. Well rounded students: music, sports and language skills
1.Head of Academic Affairs,	4. Impact on organization: <i>changes excessively affect on current jobs or not, and can it be managed or not.</i>	High level	The changes impact on the current jobs in high level. It is able to deal with because it is school goal and policy that leads to develop students' potential to become as the achievement. In addition, it has sufficient budget to support all student activities. However, some staffs understand in IT that may apply it to utilize for their duties
2.Head of English Program,			
3.Head of Students Affairs,	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	High level	The changes affect on staff's current jobs in high level. It can be managed because it is contained in school's year plan. There is also providing budgets for all student activities all year. In addition, all teachers know that it is their duties because of its teaching curriculum. There are the appropriated job position, staffs' responsibility and experience that they have to take part and operate the project together. Importantly, the administrative staff should organize and provide cross-cultural environment for working together with mutual understanding because the EP is consisted of various nationality of staff.
4.Assistant of Academic Affairs,			
5. Assistant of Student Affairs			
	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	High level	According to the vision, it should be operated in high level because the EP still has quality students' inputs. It also has a good system that it can provide to create well rounded students: music, sports and language skills. And students can gain their achievement as EP's goals. Moreover, it can operated as teaching staff duties and responsibility in terms of school's curriculum and can be evaluated individual student's knowledge, capability, and potential.

This table indicated that the administrators' opinions in terms of well rounded students: music, sports and language skills impact on organization: changes excessively affect on current jobs, job duties and staffs at *High Level*.

OTAM-1 worksheet: Table 19: Result 7: The summarized opinions of administrators about the cultivated of reading, critical thinking, and writing skills

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 5.The cultivated of reading, critical thinking, and writing skills
1.Head of Academic Affairs, 2.Head of English Program, 3.Head of Students Affairs,	4. Impact on organization : <i>changes excessively affect on current jobs or not, and can be managed or not.</i>	High level	The changes impact on current jobs in <i>high level</i> because it is contained in teaching curriculum, particularly it is teaching staff' duties and responsibility. There are various activities providing and supporting students' learning activities. Moreover, this project is contained in school's plan, curriculum' goal, which supported and facilitated by administrative .staff. However, if administrators provide cross- cultural atmosphere with clear communication and understanding, staffs will have collaboration for operating this project together as highest level.
4.Assistant of Academic Affairs, 5. Assistant of Student Affairs	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	High level	Changes affect on current jobs in <i>high level</i> because it is teaching staffs 'duties and responsibilities that student can gain knowledge and experiences from teaching staff in terms of the cultivated of reading, critical thinking, and writing skills. Importantly, it is in school's curriculum with the organized students' learning activities, so teaching staffs can evaluate students knowledge and capacity in a real situation continuously.
	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	High level	It should be operated according to the vision in the <i>high level</i> because it is contained in teaching curriculum.. Moreover, it is a regular staffs' duties. It is also essential for developing students.

This table indicated that the administrators' opinions in terms of the cultivated of reading, critical thinking, and writing skills impact on organization: changes excessively affect on current jobs, job duties and staffs at *High Level*.

OTAM-1 worksheet: Table 20: Result 7: The summarized opinions of administrators about students' academic excellence achievement

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 6. Students' academic excellence achievement
1.Head of Academic Affairs, 2.Head of English Program,	4. Impact on organization : <i>changes excessively affect on current jobs or not,</i>	High level	The changes impact on the current jobs in <i>high level</i> . . It is able to be dealt with because it is school policy, goal, strategic plan, and school curriculum that all members have to collaborate to run it together for the obtained accomplishment. In addition, it is all staffs' duties and responsibility. Importantly, school invests high cost for providing variety of activities to support this project
3.Head of Students Affairs, 4.Assistant of Academic Affairs,	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	Highest level	Changes affect on staffs' current jobs in <i>highest level</i> because students' academic excellence achievement is a school policy and school curriculum and relates to teaching staffs' curriculum, duties and responsibility directly. Meanwhile, activities' plans have to be clear information for staffs and stakeholders before operating and making decision. It also needs effective IT and KM to make partnerships and networks to run this project smoothly for competition and sustainable organization.
5. Assistant of Student Affairs	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	High level	It should be operated as the vision in <i>high level</i> because it is school's goal and policy, which contained in the developed school plan. In addition, it will lead the EP' image as the well-known organization that can gain high quality inputs as the succeeded business. It is also administrative and teaching staffs' duties and responsibility to operate it. However, to obtain the achieved organization as sustainable organization, it needs to improve the updated vision as world changes. Importantly, the mixed experiences and knowledge of diverse cultures and nationalities of staffs can gain high values of staffs' ideas for operating according to the EP vision.

This table indicated that the administrators' opinions in terms of the cultivated of reading, critical thinking, and writing skills impact on organization: changes excessively affect on current jobs, job duties and staffs at *High Level*

OTAM-1 worksheet: Table 21: Result 7: The summarized opinions of administrators about students' international standard of achievement

Administrator	Work-sheet/ issue	Level of opinion	Rationales/ opinions/Topic 7. Students' international standard of achievement
1.Head of Academic Affairs, 2.Head of English Program, 3.Head of Students Affairs,	4. Impact on organization: <i>changes excessively affect on current jobs or not, and can it be managed or not</i>	Moderate level	These changes impact on current jobs <i>in moderate level</i> , but it may be managed because students' inputs is still highly needed by parents due to high quality outputs. It is a good business with high competition. However, administrators have to realize on the IT by providing training program for staffs that they can apply it to develop their jobs duties continuously. Importantly, it needs staffs' collaboration to produce students as the international standard of achievement.
4.Assistant of Academic Affairs, 5. Assistant of Student Affairs	5. Impact on job duties and staffs: <i>changes excessively affect on staffs' current jobs or not, and can it be managed or not.</i>	Moderate level	Changes affect on staffs' current jobs <i>in moderate level</i> because it is school goals and policy. Thus, it is staffs' job duties and responsibility that they have to produce students as international standard of achievement. In addition, the EP has high potential and quality of staffs based on knowledge and experiences of their different nationalities, diverse workforce, and different backgrounds. In contrast, it is needed effective communication and staffs' collaboration, with have good understanding among staffs to operate this project together.
	6. Improvement and suggestions: <i>it should be operated according to vision or not.</i>	Moderate level	It should be operated as the vision <i>in moderate level</i> because it is school's goal and policy, which is staffs duties and responsibility. School also organizes and supplies resources for operating this project for producing high quality students' international standard of achievement, especially budget is not too serious.. Meanwhile, vision should be update as the world changes.

OTAM-1 worksheet: Table 22: Result 8: The summarized overall of administrator's opinions

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
1. International standards of administration	Moderate level	<p>Because the EP needs to solve a lot of weakness points and set up strategic plan. In addition it has limitation of the recruited foreign teachers that it is depended on the regulations of Ministry of Education: the Foreign teachers' qualification (that the compulsory subjects must be taught by Native speaker only). Meanwhile, key persons are not influent in English language skills. Moreover, the EP's investments are evaluated and it still has some risk factors to dealing with.</p> <p>The aim of EP is to produce students to have various opportunities for further study both abroad and in country. Therefore, school director should emphasize on KM for improving the EP management in terms international standard of administration.</p>
2: Students' moral and ethical value	Moderate level	<p>In practical is very hard to operate as reality and validity in terms of assessment for students' moral and ethical value in reality and accurately because it is more subjective than objective. And the outputs must be taken times because of the changed students behaviors based on their ages. Therefore, the gained profits as the well-known students in terms of good behaviors' outcomes will be in the long run As this school is run by St. Grabriel, which has the related vision as students' moral and ethical values. So, the EP vision has to be similar to St. Grabriel's direction. Hence, the EP still has staff's collaboration problem. Thus the EP vision in terms of this topic has to improve urgently due to personnel management.</p>
3. Students' social and environment responsibility	Moderate level	<p>It does not affect on staff's members directly and it is very hard to operate as the vision. Because students' cultivated social and environment responsibility will take times and business feasibility will be gained in the long run. In the short time, the provide activities may supports students' outcomes that satisfy stakeholders and makes the EP as good image for people in community. Thus, this project may make this organization be famous but unsustainable in the future.</p> <p>Although, it is contained in organizational policy and teaching curriculum, which is facilitated by the administrators, it still have a lot of problems as communication problems and misunderstanding among staffs. Thus, the cultivated social and environment responsibility for students are hard work and takes time. Thus, it really needs staffs' collaboration to operate this project together seriously To operate this project effectively,.</p>

(Cont.) OTAM-1 worksheet: Table 22: Result 8: The summarized of administrator's opinions

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
		administrator should be emphasized on KM for developing member's knowledge and capability. It may be managed because the EP has plan, projects, and activities for operating, but the outputs might be get as a low or moderate.
4: Well rounded students: music, sports and language skills	High level	It impact to the EP staff, but it can be manage because this project is contained in school's goal and policy, teaching curriculum, which are organized and facilitated by teaching and administrative staff. In addition, the EP has quality inputs, which both students and teaching staff. Most staffs are experts as the native speaker in English communicative skills, who organize well-plan learning activities for supporting students' achievement as high effective and quality persons. Thus, students will spend their life in any communities in the world with high effective and quality person in the future. So, it can increase advantages .It should operate according to the vision
5: The cultivated of reading, critical thinking, and writing skills	High level	It should operate according to the vision because, this project is contained in school's plan, curriculum goal, which is supported and facilitated by teaching and administrative staffs. In addition, school has opportunities to recruit quality teachers due to high supportive budget.. The students gain techniques, critical thinking from various staff's teaching styles. Importantly, the staff can organize well-plan learning activities for supporting students' achievement as high effective and quality persons that they may spend their life in any communities with a quality persons
6. Students' academic excellence achievement	High level	It should operate according to the vision because it is school's goal and policy, which contained in the developed school plan. In addition, it will lead the EP' image as the well-known organization that can gain high quality inputs as the succeeded business. Moreover, there has the evidence of students' evaluation that is evaluated as formal examination 6 times for two semesters that teachers can follow up students as care and attention. The outputs also satisfy parents and it tends to as in excellent..., Further, this project has partnerships and fourteen schools network, which are run by St. Gabriel Foundation of Thailand. Thus, to develop this project for gaining students' academic excellence achievement , which can be operated as the vision.

(Cont.) OTAM-1 worksheet: Table 22: Result 8: The summarized of administrator's opinions

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
7: Students' international standard of	Moderate level	As the EP has high potential and quality of staffs, which have variety of knowledge and experiences based on their different nationalities, backgrounds, and diverse cultures. There are the mixed experiences and knowledge of diverse cultures and nationalities of staffs that students can gained high values from staffs' ideas for operating according to vision. However, to obtain students' in international standard of achievement, first of all, administrators should encourage all staffs realize on the utilized IT by providing and facilitating training IT program for staffs to gain knowledge and skills. Importantly, a key factor for operating is staffs' collaboration. However, administrators and Thai staff still have problem in English languages skill. So, it is not ready to operate as vision.

OTAM-1 worksheet: Table 23: Result 9: Topic Analysis in high level based on administrators' rationale

Topic: the EP vision analysis	Level of opinion	The summarized of administrators' rationale
Well rounded students: music, sports and language skills	High level	. Because, this project is contained in school's goal and policy, teaching curriculum, which are organized and facilitated by teaching and administrative staff. In addition, the EP has quality inputs, which both students and teaching staff. Most staffs are experts as the native speaker in English communicative skills, who organize well-plan learning activities for supporting students' achievement as high effective and quality persons. Importantly, it needs staffs' collaboration and working together as cross-cultural atmosphere. Thus, students will spend their life in any communities in the world with high effective and quality person in the future.
The cultivated of reading, critical thinking, and writing skills	High level	It should be operate as vision , this school has opportunities to recruit quality teachers. Most staffs are experts as the native speaker in English communicative skills. They have high potential to provide students activities. So, Students can gain knowledge, experiences from them. Moreover, they have different teaching's styles that provide diverse cultural atmosphere's learning for students. The students obtain techniques, critical thinking from various staff's teaching styles. Importantly, they can organize well-plan learning activities for supporting students' achievement as high effective and quality persons that they may spend their life in any communities with a quality persons
Students' academic excellence achievement	High level	It operates as the EP vision due to school's goal and policy, which contained in the developed school plan. Students' achievements, parent's satisfaction, high quality outputs. , It will lead the EP' image as the well-known organization that can gain high quality inputs as the succeeded business. Importantly, there has the evidence of students' evaluation that is evaluated as formal examination 6 times for two semesters that teachers can follow up students as care and attention. The outputs also satisfy parents and it tends to as in excellent.. Thus, to develop this project for gaining students' academic excellence achievement can be operated as the vision. Students' achievements, parent's satisfaction, high quality inputs.

OTAM-1 worksheet: Table 24: *Result 10:* The organizational vision as impact and usage in essences level in terms of the analyzed key issues of well rounded students: music, sports and language skill based on administrative staffs opinions.

Topic: Well rounded students: music, sports and language	
Key Issues	Degree (%) / N
Staffs' collaboration and atmosphere	100% , N=7
Providing high budgets for all student activities all year.	71.42%, N=5
School goal/policy/ year plan/ teaching curriculum.	71.42%, N=5
Organize and provide cross-cultural atmosphere for working.	57.14%, N=4

OTAM-1 worksheet: Table 25: Result 11: The organizational vision as impact and usage in essences level in terms of the analyzed key issues of the cultivated of reading, critical thinking, and writing skills based on administrative staffs opinions.

Topic: The cultivated of reading, critical thinking, and writing skills	
Key Issues	Degree (%) / N
Have high potential: teaching's styles, knowledge, experiences	100%, N=9
Learn from teaching styles, experiences, knowledge, and skills' foreign teachers	88.88%, N=8
School's plan/ teaching curriculum/ curriculum's goal	57.14%, N=4

OTAM-1 worksheet: Table 26: *Result 12:* The organizational vision as impact and usage in essences level in terms of the analyzed key issues of students' academic excellence achievement based on administrative staffs opinions.

Topic: Students' academic excellence achievement	
Key Issues	Degree (%) / N
Staff s' collaboration and networks	100%, N=7
Students' achievements, parent's satisfaction, high quality inputs.	100%, N=7
School policy. school's goal , and the developed school plan, strategic plan	71.42%, N=5

Table 27: Result 13: The summarized of the EP vision feasibility in terms of *Essences level and Principle level* base on well rounded students: music, sports and language skills

The analyzed vision in terms of Topic	Principles level OM-5 Possibility		Essences level OTAM-1 Impact & Usage	
	Hologram	Commitment vs. Compliance	Commonality of purpose	Partnership
Well rounded students: music, sports and language skills (High Level)	Understanding the utilized IT for job duties (28.57%,N=2)	Students' outcomes/ achievement satisfy parents. (42.85%, N=3)	Providing high budgets for all student activities all year. (71.42%, N=5)	Staffs' collaboration and atmosphere (100%, N=7)
		Need KM for developing staff's knowledge and capability continuously (14.28%, N=1)	School goal/policy/ year plan/ teaching curriculum. (71.42%, N= 5)	Organize and provide cross-cultural atmosphere for working. (57.14%, N=4)
		High potential with strong intension. (14.28%, N=1)		
		Low crisis of risk management. (14.28%, N=1)		

Table 28: Result 14: The summarized of the EP vision feasibility in terms of *Essences level and Principle level* based on the cultivated of reading, critical thinking, and writing skill

The analyzed vision in terms of Topic	Principles level		Essences level	
	Hologram	Commitment vs. Compliance	Commonality of purpose	Partnership
The cultivated of reading, critical thinking, and writing skill (High Level)	Staffs' collaboration / working together (22.22%, N=2)	School year plan and students' learning activities. (44.44%, N=4)	School's plan/ teaching curriculum/ curriculum's goal (57.14%, N=4)	Have high potential: teaching's styles, knowledge, experiences (100, N=9)
	IT is very useful for administrators to manage the EP. (22.22%, N=2)	Teaching staff's duties and responsibility. (33.33%, N=3)		Learn from teaching styles, experiences, knowledge, and skills' foreign teachers (88.88%, N=8)
		Clear project that can be evaluated and examined by school committee (11.11%, N=1)		

Table 29: Result 15: The summarized of the EP vision feasibility in terms of *Essences level and Principle level* base on students' academic excellence achievement

The analyzed vision in terms of Topic	Principle level		Essences level	
	Hologram	Commitment vs. Compliance	Commonality of purpose	Partnership
Students' academic excellence achievement (High Level)	To improve communication management (28.57%, N=2)	Encourage all staffs realize on the utilized IT (42.85%N=3)	School policy, school's goal, and the developed school plan, strategic plan (71.42%, N=5)	- Staff s' collaboration and networks (100%, N=7)
	Needs to improve the updated vision as world changes (14.28%, N=1)	Staff's duty and responsibility (28.57%, N=2)		Students' achievements, parent's satisfaction, high quality inputs. (100%, N=7)
		Provide school activity (28.57%, N=2)		
		Organize native speakers as professional teaching staff (14.28%, N=1)		

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