

Chapter V

Analysis, Discussion, Conclusion

The EP of Montfort College, Secondary Section was selected as a case study for the purpose of identifying specific problems that occur in complex work situations and organizations. These problems are related to all staff: Western staff: British, American, and Australian; Eastern staff: Chinese, Indian, Filipino, and Thai; and administrative staff: Head of the EP, Head of Academic Affairs, Head of Students Affairs, Assistant of Head Students Affairs, and Assistant Students Affairs. Importantly, the various problems impact on the EP management, which directly affects students and parents.

The purposes of this study were 1) to identify and specify problems among a cross-cultural workforce in the English Program in a Thai private school as a case study at Montfort College, Secondary Section, Chiang Mai Province; 2) to apply KM tools and techniques for formulating suggestions; 3) to solve the EP's problems via building a shared vision among the EP staff: Western, Eastern, and administrators for the effective management of the relationship in cross-cultural environment; and 4) to investigate the feasibility of building a shared vision.

This chapter presents results, analysis, discussion, and conclusions, and is organized as 5.1) Initial investigation; 5.2) Research findings: 5.2.1 Phase 1: Confirming cross-cultural communication problem, 5.2.2 Phase 2: Formulating problems and suggestions, 5.2.3 Phase 3: Design a solution: co-creating type in terms of building shared vision, and 5.2.4 Phase 4: Verifying the solution; 5.3) Conclusion; 5.4) Research limitation; 5.5) Research novelty and 5.6) Research generalization.

5.1 Initial investigation

The main objective of this case study is to investigate the root causes of problems in the EP management and to propose some KM tools for solving problems. At the beginning, this research studied the history of the EP at Montfort College,

Secondary Section. The various problems were taken from real situations from multiple sources, including documents, meeting records, interviews and observations which were analyzed for further investigation.

The varieties of complicated problems of the EP included individual troubles, group dilemmas, and organizational difficulties. The identification and specification of problems was conducted as a initial investigation. The objective of this study was to describe how data collection identifies problems in a cross-cultural workforce with the English Program as a case study. This project was designed to identify problems of the EP management as shown in Appendix A: Tables 1 and 3.

5.2 Research Findings

This chapter focuses on the research experiment, which was designed as four phases: *Phase 1*: Confirming cross-cultural communication problems; *Phase 2*: Formulating problems and suggestions; *Phase 3*: Designing a solution: co-creating in terms of building a shared vision; *Phase 4*: Verifying the solution: system requirements and conceptual design. The conceptual framework and theoretical model: a case study (Creswell, 1998); the theory of individualism vs. collectivism (Hofstede, 2001); and theory of building a shared vision: co-creating (Senge *et al.*, 1994), which all are designed and integrated into four phases. Each phase is investigated within a specific situation at the EP of Montfort College.

The four phases are carried out step by step according to research investigation and based on the research design.. In each phase, the investigation was applied to appropriate research methods such as the qualitative method and an in-depth interview, open-ended questions, focus group discussion, and focus group interviews, which are required in this cross-cultural case study.

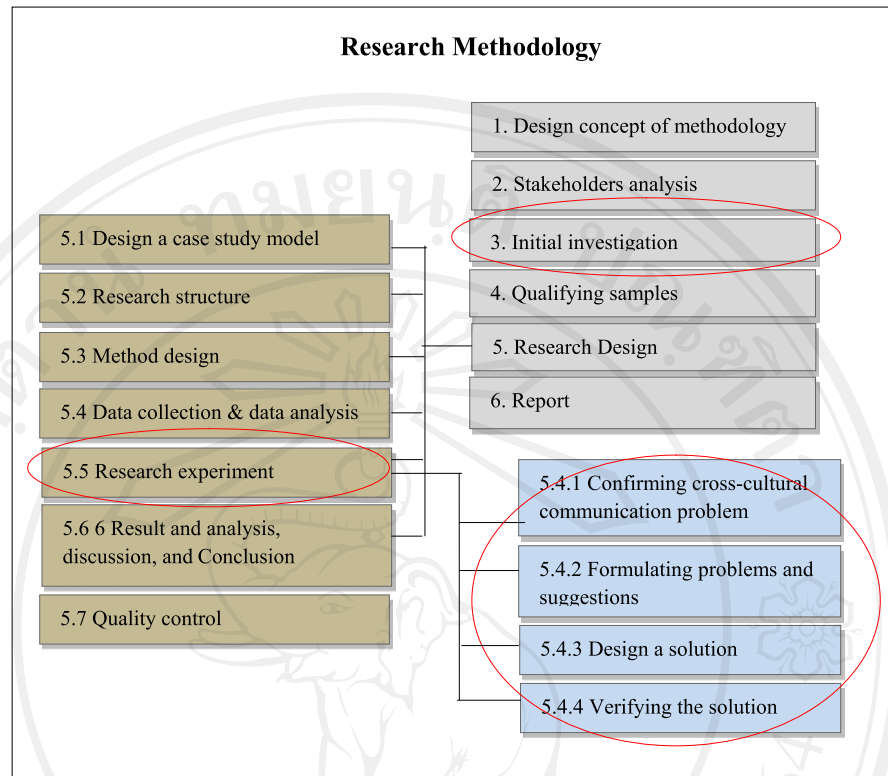


Figure 5.1 Research Methodology

To illustrate the research findings and answer the research questions, this chapter exhibits the analyzed results based on research experiment based on research methodology (see Figure 5.1). The following is the experiment of this study.

5.2.1 Phase1: Confirming cross-cultural communication problem

The purpose of this phase is to further explore the root causes of cross-cultural communication problems at the EP, Montfort College as a case study. It was conducted based on design concept of methodology and the followed process as Figure 5.2.

The study was highlighted to identify the specific problems in terms of cross-cultural communication. The investigation utilized the EP of Montfort College as a sample. The data were collected from the EP staff, which are Western staff: 2 British, 2 Americans, and 1 Australian; Eastern staff: 1 Chinese, 1 Indian, 6 Filipino, 7 Thai teachers; and 5 administrators: Head of the EP, Head of Academic Affairs, Head of

Students Affairs, Assistant of Head Academic Affairs, and Assistant of Head Students Affairs. The total of populations was 25 participants. The transcripts of the in-depth interview were analyzed by utilizing content analysis and arranged in thematic patterns. The findings showed that the cross-cultural communication problems were derived from *work relationship problems, understanding problems, Communication problems, and team problems.*

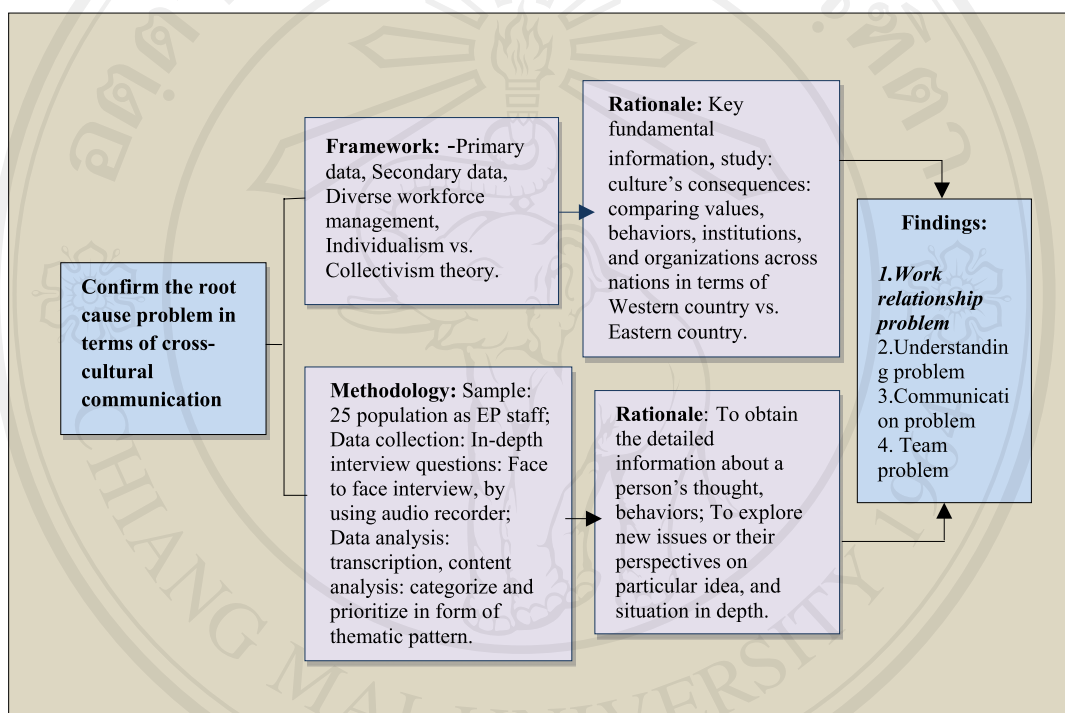


Figure 5.2: Process of the confirmed a root cause problem in terms of cross-cultural communication.

According to the prioritized issues/themes based on content analysis and categorization of findings, the significant root causes of problems of the English Program management at Montfort College in terms of cross-cultural communication are shown in Table 5.1 and the rationales shown in Table 5.2.

5.2.1.1 Results of confirming cross-cultural communication problem.

Table 5.1: The ordered significant priority of sub-problems in terms of cross-cultural communication

Theme	Admin 3(F) 2(M) 5	Thai 2(F) 5(M) 7	Chinese 1(F) 0(M) 1	Indian 0(F) 1(M) 1	Filipino 1(F) 5(M) 6	Australian 0(F) 1(M) 1	British 0(F) 2(M) 2	American 0(F) 2(M) 2	Total 11(F) 15(M) 25(100%)
1. Work Relationship problem	3	4	2	2	4	1	2	1	19(76)
2. Understanding problem	1	2	1	1	2	2	3	4	16(64)
3. Communication problem	1	1	1	1	1	2	3	4	14(56)
4. Team problem	-	2	2	1	2	1	-	-	8(32)

As shown in Table 4.1, the majority of responders (76 %) indicated that work relationship was the root cause of problems in terms of cross-cultural communication, the second highest (64%) was understood problems, the third: (56%) was communication problems.

It could be explained that the EP teaching staff came from diverse backgrounds from different nationalities, who encountered problems when confronted with an organizational culture based on Thai local one within a complicated scheme of management. This situation impacted on the EP management, especially understanding and communication problems in the workplace. So, members of the EP; Western staff; Eastern staff, and administrators had problems working together. Therefore, work relationship was the main problem of cross-cultural communication, which was the most serious problem in the workplace.

5.2.1.2 Result analysis of confirming cross-cultural communication problem.

The ordered priority of sub-problems in terms of cross-cultural communication were work relationship problems (N = 19), understanding problems (N = 16), communication problems (N = 14), and team problems (N = 8).

Work relationship problems were the root cause of the problems in terms of cross-cultural communication. as Western staff and Eastern staff were unable to adjust themselves to a new work environment: society, situation, context, job duties, regulations. Importantly, they had diverse cultures and backgrounds and came to work together in a special local culture. The analysis of this phase also suggested that understanding problems were associated with ineffective facilitators who hardly organized or provided staff with clear information or rationales for doing extra jobs and school activities on holidays, and so on.

Communication problems stemmed from Thai administration often dealing with the EP by only one form of communication (official memorandum). In addition, there were different workloads among staff, with three different rates of salary for Western staff, Eastern staff, and Thai staff. Moreover, administrators rarely visited the EP staff office and never invited Western and Eastern staff to attend meetings with Regular Program (Thai staff), thus, Western and Eastern staff had no opportunity to propose their ideas concerning problems and suggestions to administrators. Team problems indicated that different backgrounds of Western staff; Eastern staff; and administrators, based on education and teaching styles, prevented them from working on well together as a team.

Thus, the **work relationship problem** appeared to be the root cause of problems in terms of cross-cultural communication. Based on secondary data (see Table 5.2) and the initial investigation (Appendix A, Table 1-4), staff Filipino the problems of lack of understanding job duties, direction of work, organizational vision, mission, strategic plan and other issues of the work environment, appeared to be related to the complicated management and unclear organizational culture. Thus, it is difficult for workers to adjust themselves in a new situation because they all have different backgrounds and come to work together in a specific local culture Moreover, some administrators are unable to explain to them clearly about their questions or even give those suggestions when they are faced with problems. Furthermore, administrators usually manage the EP by using official memoranda as the sole means of communication without explanation.

Table 5.2: Rationales of the results: confirming cross-cultural communication based on secondary data.

Issues	Rationales: Base on diverse cultures, various nationalities of staff: Western staff, Eastern staff, and administrators
1. Work relationship problem	<ul style="list-style-type: none"> - Difficult to adjust to a new work environment: society, situation, context, job duties, regulations, and different backgrounds come to work together in a special local culture, especially Thai school culture as the EP at Montfort College. - Thai administration (the EP of this school): one way communication as the ordered documents, unclear information, unable to explain rationale about staff's questions, misunderstandings among staff due to different concepts and backgrounds, unfair treatment.
2. Understanding problem	<ul style="list-style-type: none"> -Thai Administration (of the EP at this school): do not provide on the job training, teachers' handbook, unable to explain clearly staff's question. -Ineffective facilitator: hardly organize or provide for staff's such as clear information; the suggestions, the reason for extra jobs and school activities.
3. Communication problem	<p>Thai Administration (the EP at this school): one way communication as the document papers; Unfair treatment: different workloads, three different rates of salary: Western staff, Eastern staff, and Thai staff; Administrators roles: hardly ever to visit the EP staff's office, never invite Western and Eastern staff to join the meeting with Regular Program (Thai staff) Western and Eastern staff have no opportunity to propose their ideas, problems.</p>
4. Team problem	<ul style="list-style-type: none"> -Different backgrounds: education and teaching styles, knowledge, experiences -Different work environment -Different concepts due to misunderstanding and one way communication without explanation.

For further in-depth study, the researcher explored the details of work relationship problems by recording staff members' ideas as suggestions for improving the EP management. The results are illustrated and analyzed in the next phase (Formulating phase).

5.2.2 Phase 2: Formulating problems and suggestions

The purpose of this phase was to formulate problems and suggestions: thoughts, opinions or ideas, knowledge, experiences about the details of work

relationship problems, which was the main problem in terms of cross-cultural communication of this case study. The framework of this phase was individualism vs. collectivism theory.

The utilized purposive samplings were investigated in this phase in terms of formulated problems and suggestions. The selected participants were divided into two groups: a group of representative teaching staff with 7 participants: Western staff: British, American, Australia; Eastern staff: Chinese, Indian, Filipino, and Thai; and a group of administrators with 5 participants. Data collection employed focus group interviews and brainstorming as tools for knowledge sharing (see Figure 5.3).

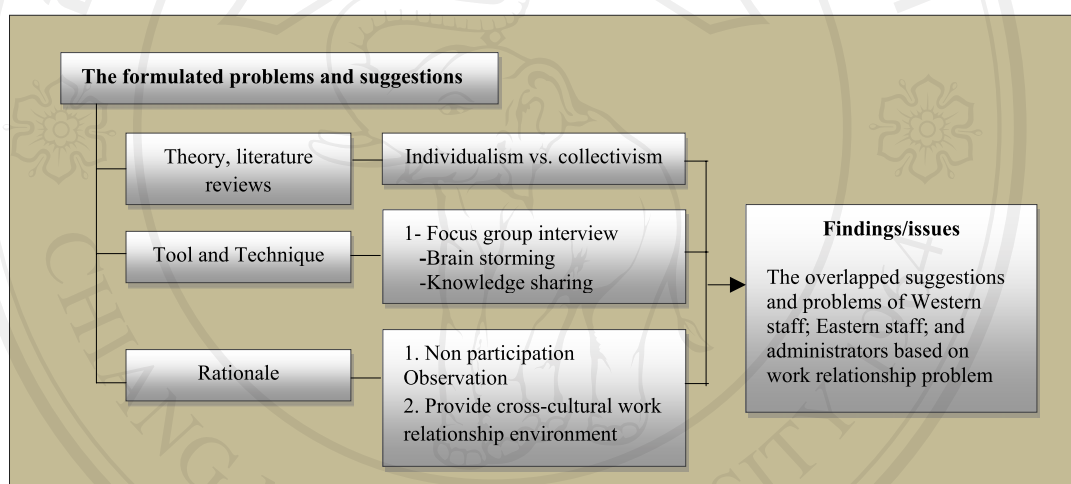


Figure 5.3: Research framework of formulating problems and suggestions

This phase was based on managing cross-cultural workforce relationship problem was run as research framework (see Figure 5.3). The study demonstrated that the expressed ideas of a representative seven- nationality of teaching staff's group, which were Western staff: British, American, and Australian; Eastern staff: Chinese, Indian, Filipino, and Thai; and a group of five administrators were overlapped with one another's opinions.

5.2.2.1 Results of formulating problems and suggestions

The investigation exhibited that there were *7 different areas* relating to *both problems and suggestions* with *35 issues* were described as descriptive and presented

in form of frequency and percentage as shown in Appendix B (Figure 1 – 11 and Table 1 -11).

5.2.2.2 Analysis results of formulating problems and suggestions

To analyze the results as shown in Appendix B (Figure 1-11 and Table 1- 11), the researcher combined these results as shown in Table 4.16 for presenting *the overall details of the work relationship problem*, which consisted of thirty-five issues concerning suggestions and problems. These issues were formulated from the expressed ideas, knowledge, and experiences of representative Western staff; Eastern staff; and from focus group interviews with the guideline questions, brainstorming, and knowledge sharing.

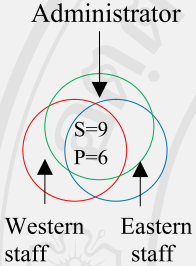
Thus, the formulated work relationship problem in terms of cross-cultural communication was presented in *seven areas with thirty-five issues of suggestions and problems* (see Table 5.3).

The study of this phase indicated that ***misunderstanding was the most significant problem, while need to build shared vision*** was the most significant suggestion, which was the overlapped problem and suggestion amongst Western staff, Eastern staff, and administrators. Meanwhile, the results also exhibited a lot of problems, which are mentioned by the participants during giving suggestions.

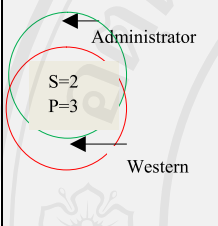
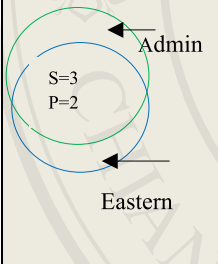
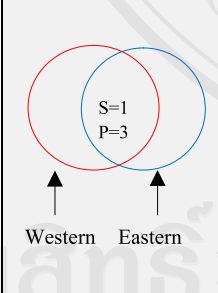
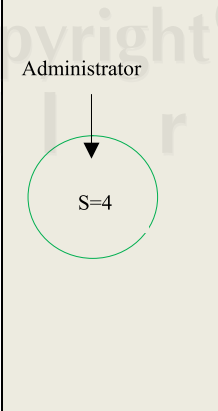
The researcher illustrates the finding analysis based on 7 areas with 35 issues of the overlapped suggestions and problems among the three groups of participants. The illustrated analysis is related to the significant result of formulating phase, which are needed to build shared vision, individualism vs. collectivism theory, the explored knowledge, the operation definition (see Appendix B, Table 12) of thirty-five issues of suggestions and problems and initial findings from secondary data and preliminary study.

The analysis of the findings of the overlapped problems and suggestions among Western staff; Eastern staff; and administrators was divided into two issues, 1) problems, 2) suggestions. Each problem received a score, from the frequency of opinions of participants as phrases and words. The analyzed problems and suggestions, both overlapped and non-overlapped opinions of administrators, Western staff, and Eastern staff are listed in Appendix B: Figures 1 – 11, and Tables 1 – 11.

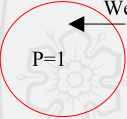
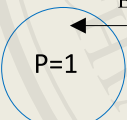
Table 5.3: The integrated results of the overlapped and un-overlapped problems and suggestions between Western staff; Eastern staff; and administrators in seven areas

Area Overlapped Un-overlapped EP staff	Problem/score (P = problem)	Required knowledge	Suggestion/score (S = Suggestion)	Required knowledge
<p>Area 1</p>  <p>Administrator</p> <p>Western staff Eastern staff</p>	<p>P1. Misunderstanding (26)</p> <p>P2. Unclear procedure/ direction of work (17)</p> <p>P3. Relationship/work relationship problem (14)</p> <p>P4. Unclear communication, less Communication (13)</p> <p>P5. Do not understanding about goal, vision mission, or objective (9)</p> <p>P6. Unclear job description</p>	<p>How to develop shared vision</p>	<p>S1. Need to build shared vision (20)</p> <p>S2. Responsibility and accountability/ feedback (19)</p> <p>S3. Create understanding (17)</p> <p>S4. Need to build work relationship(15)</p> <p>S5. Create environment atmosphere democratic working (14)</p> <p>S6. Improve procedure, process of working (11)</p> <p>S7. Learning culture together by sharing ideas, experience. (7)</p> <p>S8. Need EP standard (6)</p> <p>S9. Need forum to talk (5)</p>	<p>-How to develop shared vision</p>

(Cont.) **Table 5.3:** The integrated results of the overlapped and un-overlapped problems and suggestions between Western staff; Eastern staff; and Administrators in seven areas

Area Overlapped Un-overlapped EP staff	Problem/score (P = problem)	Required knowledge	Suggestion/score (S = Suggestion)	Required knowledge
<p>Area 2</p> 	<p>P1. No unity (4)</p> <p>P2. Ineffective plan (2)</p> <p>P3. Unclear job training (2)</p>	Theory Y management	<p>S1. Need achievement/success/proud reputation (4)</p> <p>S2. Need freedom/democratic working (2)</p>	Theory Y Management
<p>Area 3</p> 	<p>P1. No acceptance one another's opinions (4)</p> <p>P2. High turn-over leaders (3)</p>	Theory X management	<p>S1. Need working as a team (13)</p> <p>S2. Need sincere, care, trust, respect (6)</p> <p>S3. Need working culture (4)</p>	Theory Y management
<p>Area 4</p> 	<p>P1. Cooperation problem (7)</p> <p>P2. Coordination problem (5)</p> <p>P3. Unfair treatment/discrimination (payment) (3)</p>	Theory X management	S1. Need school policy (3)	Theory X management
<p>Area 5</p> 	-	-	<p>S1. Need senior teachers hand down heritage to new staff (4)</p> <p>S2. Need staff working together and Thai staff giving good example to foreign teachers (2)</p> <p>S3. Need collaboration (2)</p>	Theory Y management

(Cont.) **Table 5.3:** The integrated results of the overlapped and un-overlapped problems and suggestions between Western staff; Eastern staff; and Administrators in seven areas

Area Overlapped Un-overlapped EP staff	Problem/score (P = problem)	Required knowledge	Suggestion/score (S = Suggestion)	Required knowledge
	-	-	S4. Need work commitment (1)	-Theory Y management
Area 6 	P1. Ignorant suggestions from administrators (1)	- Theory X management	-	-
Area 7 	P1. No implementation (1)	-Theory Y management	-	-

The following are the results and analysis of formulating problems and suggestions of the EP staff member's ideas.

Area 1: *Overlapping problems and suggestions among Western staff; Eastern staff and administrators.*

1) *Problem:* The participants of three groups also mentioned problems of misunderstanding (N=26), unclear procedure/direction of work (N=17), relationships/work relationship (N = 15), unclear communication/ less communication (N = 13), improving procedures/work relationships, and not understanding goals, vision, mission, and objectives (N = 6).

The analysis showed that issues such as “do not understanding about vision, mission, objective, and goal” (N = 9) was a key point of overlapping problems based on the expressed ideas of Western staff; Eastern staff and Administrators. Other

mentioned problems depended on misunderstandings concerning goals, vision, mission, and objectives (see Figure 5.4).

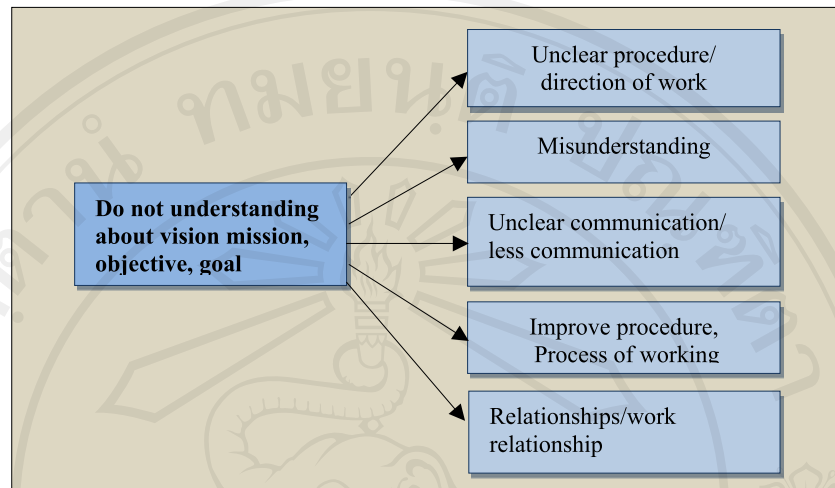


Figure 5.4: The described diagram of overlapped problems in Area 1

2) *Suggestion:* The study revealed that the three groups of participants gave the same suggestions for formulating work relationship problems, which were need to build shared vision (N = 20), responsibility and accountability/feedback (N = 19), create understanding (N = 17), need to build work relationship (N = 15), create an environment with a democratic atmosphere (N = 14), improve procedure or processes of working (N = 11) learning culture together by sharing ideas and experiences (N = 7), need for EP standards (N = 6) and need for a forum to talk (N = 5). The analysis of suggestions in this area found that “*need to build a shared vision*” was the main issue of overlapping suggestions based on the expressed ideas of Western staff; Eastern staff and Administrators. It also demonstrated that the workers were dependent on one another. According to need to build shared vision, it should include learning about culture, sharing of ideas, knowledge, and experience. Then create understanding by providing a forum to talk together with a democratic atmosphere, which leads to better relationships in the workplace. After that, they were able to improve procedures or processes of working together with responsibility and accountability. This should lead to making the EP become a National Standardization program (see Figure 5.5).

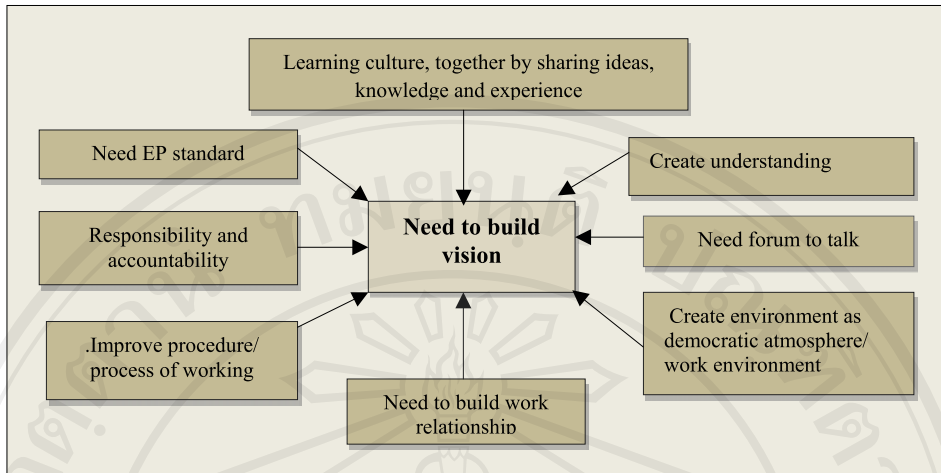


Figure 5.5: The described diagram of overlapped suggestions in Area 1

Area 2: *The overlapping problems and suggestions between Western staff and administrators.*

1) *Problem:* Western staff and administrators also mentioned problems of lack of unity (N = 4), ineffective planning (N = 2); and unclear job training (N = 2).

The three problems showed that *ineffective planning* was the core of overlapping problems based on the expressed ideas of Western staff and administrators. These problems depended on each other. Because ineffective planning affected on the job training, so it made the staff unclear about the direction of their work. In addition, it also impacted on their job duties, particularly, in teaching (see Figure 5.6).

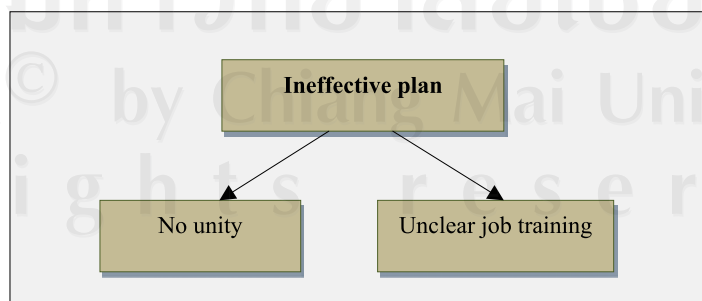


Figure 5.6 The overlapping problems in Area 2

2) *Suggestion*: The participants of Western staff and administrators gave the same suggestions for formulating solutions to work relationship problems, which were need to recognize achievement/success (N= 4), and need for freedom/democratic organization (N = 2). These two suggestions do not depend on each other. However, they both could link to the Area 1: Need for EP standards and to create a democratic work environment as shown in Figure 5.7.

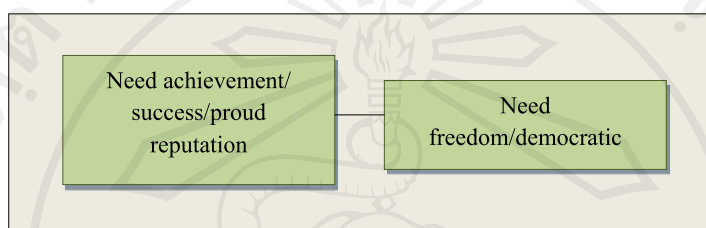


Figure 5.7 The overlapping suggestions in Area 2

Area 3: *The overlapped problems and suggestions between Eastern staff and administrators.*

1) *Problem*: Eastern staff and administrators had the same ideas and suggestions for formulating work relationship problems, which were the issues of: acceptance one another's opinions (N = 4) and high turn-over of leader (N = 3). This showed that high turn-over of the EP leader was a major problem in Area 3. Owing to the fact that the head of the EP changed very often, the leaders of the program tended to manage the EP via one-way communication without explanation to foreign staff. Importantly, there is no teachers' handbook, job description, EP vision, or specific goal, so the foreign staff has no direction for their work. This leads to the staff feeling confused and unable to accept one another's ideas. It shows that the EP leader does not take action as a good facilitator. This problem also occurs between Western staff and Eastern staff when they operate extra job together as shown in Figure 5.8.

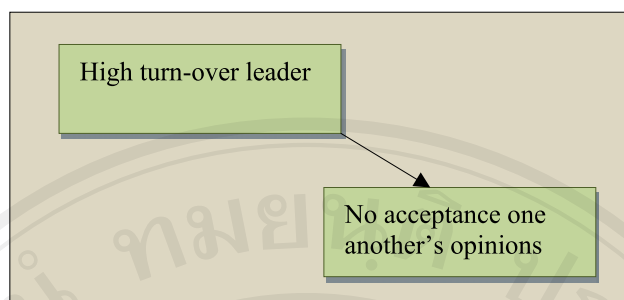


Figure 5.8 The overlapping problems in Area 3

2) *Suggestion:* Eastern staff and administrators had the same ideas as given the suggestions for formulating work relationship problem, which were the issues of: need working as a team (N = 13); need sincere, care, trust, and respect (N = 6); and need working culture (N = 4). From the analysis, it was found that, they were depended on one another. It also showed that *need working culture* was the main suggestion of *Area 3*, the reason for when the EP staff work together, they can learn and exchange cultural workforce each other. Then, they will be sincere, care, trust, and respect among themselves. After that, they can work together as a team (see Figure 5.9).

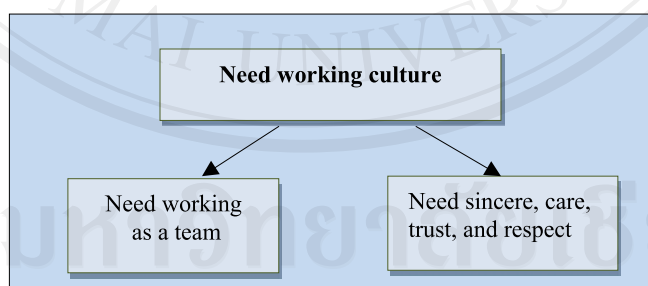


Figure 5.9 The described diagram of overlapped suggestions in Area 3

Area 4: *The overlapping problems and suggestions between Western staff and Eastern staff.*

1) *Problem:* Western staff and Eastern staff also mentioned the same problems that they face with in the workplace, which were cooperation problems (N=7), coordination problems (N=5), unfair treatment/discrimination (payment) (N=3). The

analysis found that unfair treatment/discrimination (payment) was the major problem of this area. There are three different rates of payment, a Western rate, Eastern rate; and Thai rate, which cause the EP administration problems in coordinating staff, particularly for extra work (Figure 5.10).

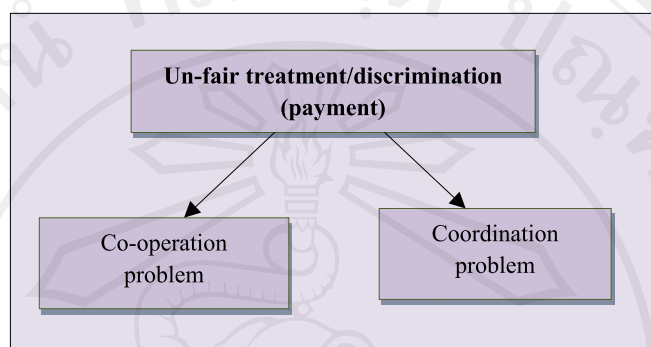


Figure 5.10: The described diagram of overlapped problems in Area 4

2) *Suggestion:* Western staff and Eastern staff had the same ideas and suggestion for solving work relationship problems, including the need for a school policy (N=3). The administrators should explain about school policy for staff's understanding because when the staff ask questions and the administrators cannot answer, the staff feel confused and misunderstanding occur. In addition, there is no EP's policy vision because the EP management is dependent on the RP (Regular Program). Thus, there is the need for both Western and Eastern staff to build the EP vision, which is the way to obtain the EP policy as mentioned in initial findings, Chapter 1, and Appendix A.

Area 5: *The non-overlapping suggestions of administrators in Area 5.*

Suggestion: This area lists only the suggestions of administrators, which did not overlap with those of Western and Eastern staff. These suggestions were, the need for senior teachers to hand down heritage to new staff (N = 4), need for staff working together and for the Thai staff to provide a good example to foreign teachers (N = 2), need for collaboration (N = 2), need for work commitment (N = 1). According to the suggestions of administrators, need for work commitment was the main suggestions in

Area 5. Based on the operative definition of 35 issues (see *Appendix B*, Figures 1–11, Tables 1-11), work commitment was all staff make agreement of building vision, taking part in working out plans and working process by mutual understanding between the EP staff. This will make EP staff take responsibility with understanding. Then, they will collaborate on working together. Meanwhile, Thai staff should operate as a good model for Western and Eastern staff; senior teachers also hand down a heritage to new staff. Each issue was dependent on the other (Figure 5.11).

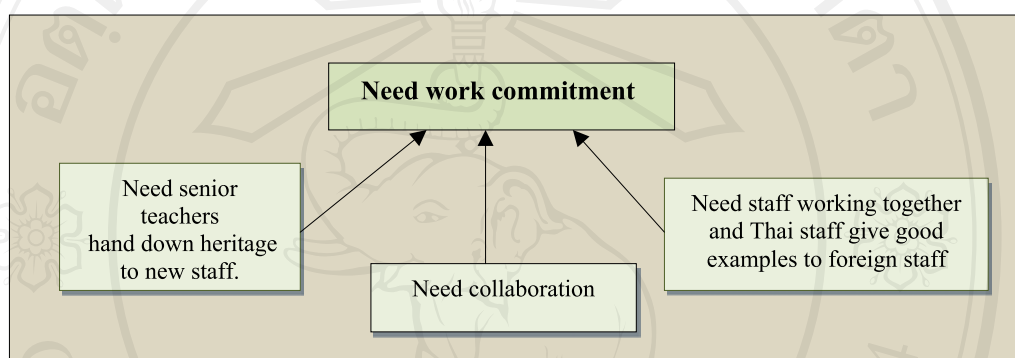


Figure 5.11: The non-overlapping suggestions in Area 5

Area 6: *The un-overlapped problem of Western staff in Area 6.*

Problem: In this area showed a problem in the Western staff's opinion, which did not overlap with administrators and Eastern staff, was "ignorant suggestions", which means that the ideas from EP teachers to the administration are never accepted and there is no feedback based on the operative definition. This shows that Western staff wishes to take part in improving the EP.

Area 7: *The non-overlapping problem of Eastern staff in Area 7*

Problem: In the Eastern staff's opinion, a problem was "there is no implementation because administrators do not accept the EP staff' ideas and also no feedback, either (see *Appendix B*: Figure 11, table 11). It exhibited that: no implementation has a similar meaning to ignorant of suggestions from Area 6. Seeing the initial findings, this can explain that administrators neglect the recorded suggestions from the EP staff, so they hardly operate as the administrators tell them

to. It shows that Eastern staff also needs to take part in improving the EP and also need administrators to consider their ideas or opinions.

According to the analyzed results as problems and suggestions Area 1- Area 7, there were three major problems, which were overlapped issues among administrators, Western staff, and Eastern staff: *do not understanding about vision mission, objective, goal* (Area1), *ineffective plan* (Area2) *Unfair treatment/discrimination: payment* (Area4). And there are 3 subordinate problems: high turn-over of leaders and non acceptance one another's opinions (Area 3), ignorance of suggestions (Area 6), and no implementation (Area7), which are all depended on each other, and which were subordinate to Area 1, Area 2, and Area 4.

The analysis of three mains overlapped problem can explains as follows:

Area 1: *Do not understanding about vision mission, objective, goal* was the overlapped issue among Western staff; Eastern staff; and Administrators' ideas, which was the most important problem for the EP management. Yuen and Cheng, (2000) described how shared vision could be achieved as a school mission statement, which reflects values of major constitution in the school. It can be elaborated into school educational goals, which guide the formulation of policies, plans, programs, activities, and teachers' duties based on daily practice of teachers in the school.

Area 2: *Ineffective planning* was the overlapped issue of Western staff and administrators' ideas. Based on initial findings, ineffective planning causes the EP staff to be confused concerning their job duties, leading to misunderstandings. This causes the EP staff to ignore tasks assigned from administrators. Effective planning and management is the main standard, which should be carried out to organize the members with such things as job training, policy, vision, mission, and goals. Thus, managers need to implement regular cross-cultural workforce training programs that will stimulate cultural interaction within the workplace (King, 2000). Likely, work situation management and values in individualists (Western cultures) emphasize that training will be most effective when focused at the individual level and more importance attached to freedom and challenge in jobs (Hofstede, 2001).

Area 3: Unfair treatment/discrimination: payment was the overlapped problem between Western staff and Eastern staff.. This makes both Western and Eastern staff unwilling to work together to help administrators leading to co-ordination problems. In an individualist society this would be considered unfair treatment and intensely immoral, but in a collectivist environment it is immoral *not* to treat one's in-group members better than others jobs (Hofstede, 2001).

It was also found that there were four mains suggestions: *need to build vision* (Area 1); *need working culture* (Area 3), *school policy* (Area 4), and *need work commitment* (Area 5.) It was also found that in Area 2, need achievement/success/proud reputation and need freedom/democratic are all sub-issues of Area 1.

The analysis of four mains overlapped suggestions can explains as follows:

Area 1: *Need to build shared vision* was the overlapped suggestion of Western staff; Eastern staff; and Administrators, which was essential for the EP management. From the theory of individualism vs. collectivism (Hofstede, 2001), individualism believes in personal goals and the group succeeds when individual goals are fulfilled. Meanwhile, collectivism (Eastern) believes in group goals more than personal goals.

However, in this study as the mentioned problem and research questions in Chapter 1 and Chapter 3: initial findings, it indicated that the EP staff faced with problems of the EP management: need to build a shared vision.

Area 3: *Need working culture* was the overlapped suggestion of Eastern staff; Administrators. It shows that Eastern staff and administrators need a working culture by learning and exchanging ideas and experiences together, which can reduce misunderstandings that are based on the operative definitions shown in Appendix B. It is also related to individualism vs. collectivism (Hofstede, 2001) in that a collectivist (Eastern staff) prefers to learn how to do things via openly sharing with persons who have feelings about cooperation as a team.

Area 4: *Need organization policy* was the overlapped suggestion between Western and Eastern staff. According to initial findings, the administrators should inform and explain school policy to the EP staff and utilize it for managing the EP, particularly decision making of the administrators. Importantly, the EP's policy should separate from the RG (Regular Program), which is the reason for the EP staff

needing to build the EP vision as in the aforementioned in initial findings, and research questions.

Thus, The EP's policy is very essential for managing a cross-cultural workforce, and there should be guidelines for decision making within the organization (Goodman *et.al.*, 2007).

Area 5: Need for work commitment is the suggestion of administrators, which was the major issue of this area. According to operative definition of this study, work commitment is agreement of building a vision, taking part in working out plans and working process by mutual understanding between the EP staff. This shows that the administrators need commitment for solving work relationship problems. However, they should be aware of doing it because the characteristics of Western and Eastern workers are different as the study by Hostede (2001) states that Collectivism (Eastern): employees' commitment to organization is high, but in individualist (Western) employees commitment to organization is low.

In short, the findings of formulating problems and suggestions indicated that ***“Do not understanding about vision mission, objective, goal”*** was the most significant problem, meanwhile ***“Need to build shared vision”*** was the key suggestions, which overlapped among administrators, Western staff, and Eastern staff.

The EP consists of various nationalities of Western staff: British, American, and Australian; Eastern staff: Chinese, Indian, Filipino, and Thai and most have come to work together in a country, Thailand that is not their home. They have to spend time to work together at the EP, Montfort College, Secondary section, where there is a specific subculture as among the Thai administration. More importantly, they all have diverse cultures and different backgrounds making it difficult for them to adjust themselves to each other, especially, an organizational environment and a school's culture.

To successfully manage a cross-cultural workforce, the EP should start with: *firstly*: providing them with the clarification of the EP vision; *secondly*: giving them a policy with explanation; *thirdly*: making a commitment together with mutual understanding; *Finally*: they can work well together as learning and sharing ideas, knowledge and experiences based on their.

Therefore, *need to build shared vision* could reduce *do not understanding about vision mission, objective, goal* and other the mentioned problems from the EP staff because these problems were dependent on building a shared vision (see Figure 5.12).

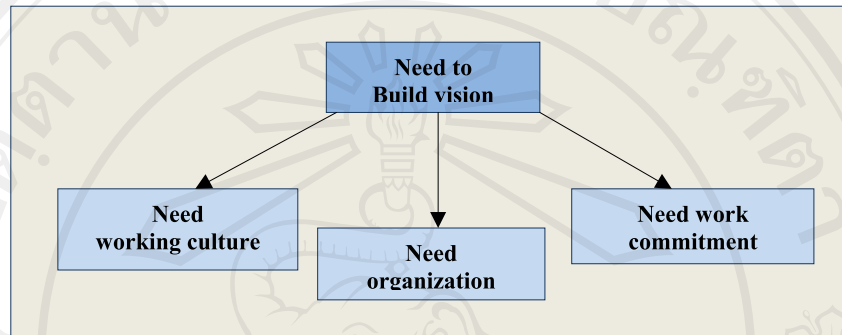


Figure 5.12: The diagram of the influenced building share vision

Taken together, building shared vision is the major influencing issue of suggestions among Western staff; Eastern staff; and administrators that impacts on the other 34 suggestions and problems and also influences staff's responsibility, particularly, the EP administrators' management.

According to the formulated work relationship problems in terms of cross-cultural communication, there are 35 total suggestions and problems, which overlapped in seven areas as *Area 1*: The overlapped suggestions and problems among Western staff; Eastern staff and administrators; *Area 2*: The overlapped suggestions and problems between Western staff and administrators; *Area 3*: The overlapped suggestions and problems between Eastern staff and administrators; *Area 4*: The overlapped suggestions and problems between Western and Eastern staff; *Area 5*: The un-overlapped suggestions of administrators' opinions; *Area 6*: The un-overlapped problem of Western staff's opinions; *Area 7*: The un-overlapped problem of Eastern staff's opinions.

- **The explored knowledge**

According to the analysis of problems and suggestions, the researcher explores knowledge by operating definition based on thirty-five issues of suggestions and problems for further study and designing a solution. (see Appendix B, Table 12). As shown in Table 5.3 knowledge, which enables developing and solving problems, is taken from problems and suggestions in seven areas. The following is knowledge theory for improving problems and suggestions.

To improve the EP management, the researcher explored data in terms of the thirty-five suggestions and problems in seven areas (see Table 5.3, Appendix B: Figure 1 – 11, and Table 1 - 11). It shows that building a shared vision is the most essential component, which is related to the most significant priority or the ordered four issues of the overlapped suggestions among Western staff, Eastern staff and administrators. Importantly, it had the main impact on other problems and suggestions of Area 2-7.

However, the other issues need to be developed by the appropriate knowledge, which is the theory X and Y. McGregor stands in a unique place in management history. He has one foot in the early human relations movement, and another foot in the movement of scholars who advocated a heightened awareness of management's responsibility for the human side of employer-employee relations. McGregor serves as a true facilitator for growth and advancement in the field of management, in general, and human relations, in particular (Carson, 2005).

Theory X and theory Y management are also important to use for developing and solving both problems and suggestions. The utilized theory X management is appropriate for people who are lazy, dislike work and need the threat of job loss and financial incentives to work hard. They need direction and control and cannot take responsibility. Meanwhile, Theory Y management is suitable for people who need to work, actively seek responsibility, and are generally creative and resourceful. They will be self-directed to achieve objectives that meet both organizational and individual goals.

Douglas McGregor, an American social psychologist, developed his Theory X and Theory Y of human motivation at the MIT Sloan School of Management in the 1960s. Theory X, management assumes employees are inherently lazy and will avoid

work if they can. Because of this workers need to be closely supervised and comprehensive systems of controls developed. A hierarchical structure is needed with a narrow span of control at each level (DeNisi and Griffin, 2005).

According to this theory employees will show little ambition without an enticing incentive program and will avoid responsibility whenever they can. Theory Y management assumes employees are ambitious, self-motivated and anxious to accept greater responsibility, and exercise self-control and self-direction. It is believed that employees enjoy their mental and physical work activities. It is also believed that employees have the desire to be imaginative and creative in their jobs if they are given a chance. There is an opportunity for greater productivity by giving employees the freedom to be their best. Theory Y managers believes that, given the right conditions, most people will want to do well at work and that there is a pool of unused creativity in the workforce. They believe that the satisfaction of doing a good job is a strong motivation in itself. A Theory Y manager will try to remove the barriers that prevent workers from fully actualizing their potential (DeNisi and Griffin, 2005).

In short, the methods for solving problems and suggestions in seven areas are building a shared vision theory, which is related to both Theory X and Y. Theory X managers believe that workers need to be closely supervised and comprehensive systems of controls developed. On the other hand Theory Y managers believe that, given the right conditions, most people want to do a good job (Table 5. 4).

In summary, the formulating of a solution demonstrates that the key formulating suggestion based on work relationship problems in terms of cross-cultural communication is, ***need to build a shared vision***. In addition, the analysis also indicates that building shared vision theory (Senge *et al.*, 1994) is the most essential for designing a solution, which is related to Western staff; Eastern staff (Hofstede, 2001); and administrators. Shared vision theory is not only related to the other theories: Theory X, Theory Y, but also impacts sub-majors.

Table 5.4: The explored knowledge for solving problems in terms of seven areas

Knowledge	Area
-How to develop shared vision	<u>Area 1:</u> The overlapped suggestions and problems among Western staff; Eastern staff and administrators
-Theory Y management	<u>Area 2:</u> The overlapped suggestions and problems between Western staff and administrators.
-Theory Y management	<u>Area 3:</u> The overlapped suggestions and problems between Eastern staff and administrators.
-Theory X management	<u>Area 4:</u> The overlapped suggestions and problems between Western and Eastern staff
-Theory Y management	<u>Area 5:</u> The un-overlapped suggestions of administrators' opinions
Theory X management	<u>Area 6:</u> The un-overlapped problem of Western staff's opinions
-Theory Y management	<u>Area 7:</u> The un-overlapped problem of Eastern staff's opinions

Therefore, building a shared vision is the major Theory, which is used for designing solutions in phase 3, the next step.

5.2.3 Phase 3: Design a solution

In this phase, the researcher designed a solution based on problems and suggestions (Phase 2), the problem being: ***“do not understanding about vision mission, objective, goal”*** and the suggestion: ***“need to build a shared vision”*** using theory of building a shared vision (Senge, *et al.*, 1994). It is also investigated for answering the research question: How is the EP vision developed? What is the type of shared vision technique for effectively managing work relationships in a cross-cultural environment?

In this phase, the researcher investigated system requirements, which consisted of three components: 1) practice level: personal vision and team vision; 2) principle level: inter-group or team vision.

5.2.3.1 Practice Level: personal vision and team vision

Step 1: *To have the EP staff participate in building a shared vision.*

Activity: Inform the results of developing phase to the EP members, which was conducted by the participants of the EP staff.

Step 2: *To articulate a personal vision.*

Activity: Conduct personal vision by handing out the format to the EP staff for writing their vision.

The first and second steps took place by providing the facilitated physical environment, where a facilitator shared experience, feelings, emotions and mental models, the sense of belonging based on the thirty-five suggestions and problems, especially building a shared vision, which was the major significant suggestion of the study's results. The created environment was able to force the participants to share their personal vision. *This step generated the personal vision from all staff.*

Step 3: *To articulation team vision.*

To evolve the completed hand out format in terms of shared organization vision based on each group of Western and Eastern staff; and administrators.

Activity: Integrate personal vision by each group of Western and Eastern staff; and administrators. Each nationality of the EP staff will dialogue and discuss together for building the EP vision as a team.

This step took place where each group of nationality and administrators were face to face sharing knowledge, ideas, and experiences; and converting these into common terms, then articulating each nationality's concept of a vision. *This step obtained a team vision.*

5.2.3.1.1 Results of Practice Level: personal vision and team vision

According to shared vision process of this study, the collected personal vision from all the EP's members with 26 staff is shown in Appendix C, Table 1.

The following are the results of the team vision. These visions were integrated by seven groups of nationalities: Western and Eastern staff, and a group of administrators based on a shared vision process (see Appendix C, Table 2). Results of the created team vision of this study were shown in Table 5.5.

Table 5.5: The practice level: a team vision

Nationality/staff	The integrated vision: a team vision
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 qualification.
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.
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 the 21 st century world.
Filipino	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 skill in English as a second language possess moral and ethical values and can live in the society gracefully with dignity.
Administrators	In 2013, the English Program of the Academic Affairs is a learning organization with the international standard of administration. It has a teaching and learning system which supports 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.

According to the created team vision, a group of *British* staff focused on using English as in all aspects of communication with students. For *Americans'* the EP students demonstrate integrity, responsibility and a high moral standard recognized throughout their communities. While, *Australian* staff suggest that the EP cultivate a climate of academic excellence and social responsibility. *Chinese* staff said that the students should be able to learn some knowledge about English native countries such

as cultures, literature, and history. Meanwhile, *Indian staffs vision* is to develop well rounded students ready to lead the nation in the 21st century world. *Filipinos' vision* recognizes the role of education founded on universal values in ensuring quality life for all. *Thai's vision* presents that Academic Affairs is administered to international standards. And *administrators* also emphasize on international standards of administration.

5.2.3.1.2: Result Analysis

As shown in Table 5.5, eight vision statements from each group of seven nationalities and a group of administrators present that vision statements are aimed in a similar direction. It also demonstrates that the concepts of eight groups of staff are dependent on each other's. Information presented by some groups had different interpretations of the same event. Meanwhile, the other groups took a long time for discussion due to giving many details for rationales. Thus, each group has to have a clear vision in order to obtain the same for the EP. Team vision, a shared purpose and a plan of action that clarifies strategic fit and sets clear and realistic project targets and priorities, creates a sense of commonality that permeates the group and gives coherence to diverse activities. When people truly share a vision they are connected and bound together by a common aspiration. Such aspiration pulls toward some goals which people truly want and commit to achieve (Senge, 1990).

Therefore, each group has clarity vision because it was created based on personal concepts. A team has to have clear vision in order to act in a rational way. Team vision is a shared purpose and plan of action that clarifies realistic project targets (Senge, 1990).

However, these visions were needed as a completed vision by integrating and refining to further study as principle level in the next step.

5.2.3.2: Principle level: inter-team vision

Step 1: To gain a mutual understanding of current realities.

This level highlighted the participants sharing knowledge and experiences as a brainstorm technique by using focus group discussion.

Activity: Integrate the proposed visions from seven groups of nationalities and administrators by brainstorming among the representatives of Western and Eastern

staff; and administrators. Then, the representatives have a discussion for sharing their ideas, knowledge, and experiences in order to integrate eight visions (a team vision) to be the refined vision statement.

5.2.3.2.1: Results of inter-team vision

The following, as shown in Table 5.6, are the results of the refined EP vision statement, which was integrated from team vision, representatives' of Western and Eastern staff; and administrators. It presents the results of inter- team or inter-group vision in terms of principle level.

Table: 5.6: Principle level: inter-team vision

Region/ position	Nationality	The refined EP vision: inter-group vision'
Western staff	British	<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>
	American	
	Australian	
Eastern staff	Chinese	
	Indian	
	Filipino	
Administrators	Thai	

5.2.3.2.2: Results analysis

The results as shown in Table 5.5 presented that representatives of each nationality of Western staff; Eastern staff; and two administrators: Head of the EP and Head of Academic Affairs discussed and refined the EP vision statement, which was collected from the integrated team vision of each group of nationality of teaching staff and a group of administrative staff. Thus, this vision was an inter-group vision because it was investigated as *principle level: guide ideas and insights identify the principles/values involved (suspend critical judgment)*. With the agreed on fact base in place, members will typically feel inclined by habit to turn immediately to finding solutions. Instead, the team now suspends critical judgment and begins identifying

principles and values. What are sought here are values and principles the members want to try to live by which they believe are related to the problem.

Therefore, the implemented *system requirements* presented two results:

1. From personal vision was to be as *team vision* (see Table 5.4).
2. The team vision was integrated and refined to be an *inter-group vision/organizational vision* (see Table 5.5).

The refined vision was tested as to organizational feasibility in terms of Essences level, which was conducted in Phase 4.

5.2.4 Phase 4: Verifying the solution

The purpose of this phase was to verify the confirmed solution: the completed EP vision. It also investigated the operation feasibility and reality as organizational vision as the essences level. To obtain the confirmed results, the researcher implements by using CommonKADS methodology: 1) The applied OM-1 was for identifying knowledge-oriented problems and opportunities in the EP based on personal vision, team vision, and inter-team vision as the explored knowledge: co-creating. 2) The applied OM-5 worksheet was for the feasibility decision document in terms of the refined EP vision. 3) The applied OTAM-1 worksheet for searching the impacted on organization: changes excessively affect on current jobs; job duties and staff: changes excessively affect on staff' current jobs or not, and can it be managed or not; and for improvement and suggestions: it should be operated according to vision or not (Schreiber *et al.*, 2000).

5.2.4.1: Test 1: To test the completed EP vision, that is validated and used OM-1 (Schreiber *et.al.*,2000) by all the staff. This test is utilized open-ended questions because it is also yield useful information, especially when researchers need to explore complex issues that do not have a finite set of responses (Creswell, 1998).

The researcher prepares the refined vision statement to improve the quality of responses from all the EP members by using a feedback form of EP staff's opinions as agree or disagree with the vision statement as follows:

Step1: To obtain the completed vision statement: reviewed by all the EP staff.

Activity: Hand out a feedback form of the refined vision statement to all the EP staff. Then, ask them to review the statement and give opinions, agree or disagree, with the vision of EP and also give some suggestions.

Step 2: Make appointment with them for collecting a feedback form.

Activity: Analyze the data and presents as percentage

5.2.4.1.1: The results of Test 1

The used OM-1 worksheet was the refined vision statement as possible solutions for the perceived problems and opportunities. The feedback checklist was reflected by all members of the EP based on personal vision, tem vision, and inter-team vision in terms of the EP's context as shown in Table 5.7.

The result of Test 1 presented that Western staff; Eastern staff; and administrators accepted the refined vision. Although this vision was a completed vision, it needed further investigation for finding its feasibility, which conducted in Test 2.

5.2.4.1.2: Results analysis of Test 1

As shown 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.

A participant who was disagreeing gave some suggestions as *“the EP vision should come from only the leaders or administrators’ ideas. It is impossible that the vision from the staff’ ideas enable management in the real practical, but the leaders all know how to manage the EP, so the vision should be created from their ideas.”*

Morden (1997) notes that leadership's visionary concept is the imagined or perceived pattern of communal possibilities to which others can be drawn. It also constitutes a powerful source of energy and direction within the enterprise.

Table: 5.7: The respond of the refined vision statement

Region/position	The refined vision statement		Total 26 (N)	Percentage of agree (%)
	Agree	Disagree		
Western staff	5	0	5	19.23
Eastern staff	15	1	16	57.69
Administrator	5	0	5	19.23
Total	25	1	26	96.15

As shown in Table 5.7, 25 of 26 participants agreed with the EP vision; one person thought that the EP vision should be created by the administrators or leaders of the school only.

5.2.4.2 Test 2: To confirm the results of test 1 by using CommonKADS methodology in terms of worksheet OM-5. This test illustrates the confirmed solution as an organizational vision. It was tested for searching operation feasibility and reality of management. The finalized vision analysis was the result that enables the EP to implement it at the level of essences mode as the commonality of purpose or partnerships in a real situation.

The results of Test 2 presented are based on the following three steps:

Step1: The researcher analyzed the refined vision statement based on Test 1 in the form of key concept issues as topics or phrases (see Table 5.8).

Step 2: The researcher applied CommonKADS by using the templates of OM-5 to test each topic as shown in Table 3.6 – 3.9.

Table 5.8: The analyzed inter-team vision (the refined EP vision)

The refined EP vision statement	The analyzed EP vision as topics/issues
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 21 st century.”	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

Step 3: The researcher gathered data using worksheet OM-5 as an open-ended questionnaire from five administrators. Data were collected from 1) Head of Academic Affairs department, 2) Head of the EP department, 3) Head of students Affairs department, 4) Assistant Head of Academic Affairs department, and 5) Assistant Head of Students Affairs department, who were all in the same focus group in the interview and solution phase: focus group discussion (Phase 1: Confirming work relationship in terms of cross-cultural communication; Phase 2: Formulating phase).

In this step, the researcher illustrates the results from worksheet OM-5 based on administrators’ opinions in terms of the analyzed EP vision statement by each topic. As the diagram Figure 5.13, the researcher tested the EP vision as 7 topics; each topic was tested by using OM-5 worksheet to investigate 1) Business Feasibility; 2) Technical Feasibility; and 3) Project Feasibility.

5.2.4.2.1 The Results of Test 2

According to the analysis of seven topics by the applied CommonKADS methodology: OM-5 worksheet as the investigated the feasibility of organizational vision, which was analyzed by using mode synthesis as frequency and the rationale of

5 administrators. The findings indicated that the topics: *well rounded students: music, sports and language skill; the cultivation of reading, critical thinking, and writing skills; and students' academic excellence achievement* were **high level opinions** (priorities) based on administrators' rationales. Meanwhile, these findings also showed that the other four topics: *international standards of administration, students' moral and ethical values, students' social and environment responsibility, and student's international standard of achievement* were **moderate level opinions** (priorities) based on the administrators' rationales see Appendix D (OM-5 worksheet: Table 3-10, result 1-2).

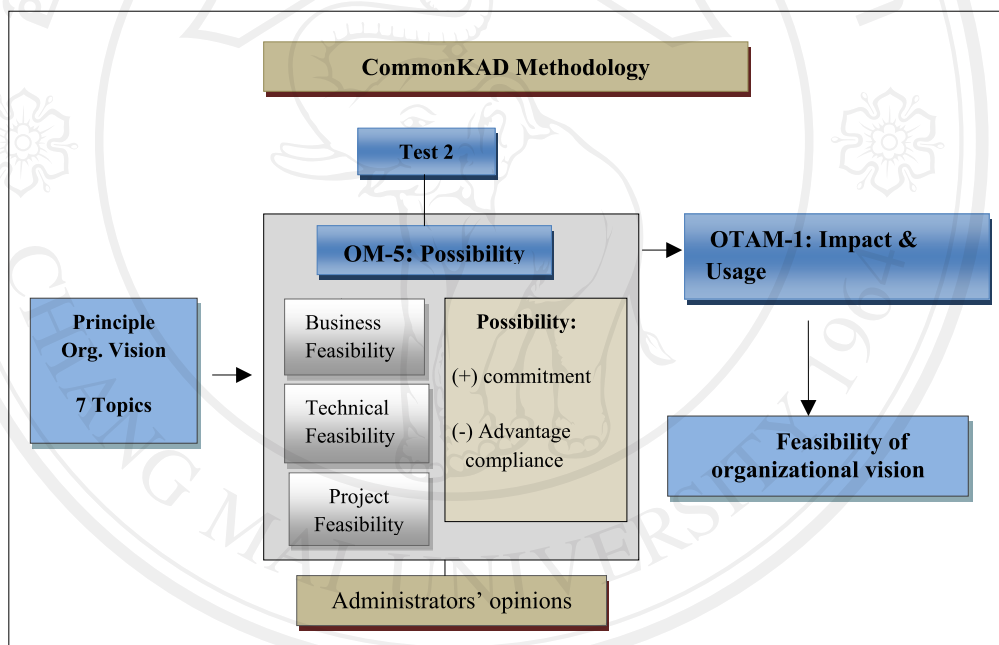


Figure 5.13: The organizational vision from OM-5

The results were analyzed by the applied CommonKADS methodology: OM-5, which was able to confirm the analyzed seven topics based on the EP vision statement. The findings were that there were 3 topics out of 7 based on administrators' rationales: *well rounded students: music, sports and language skill; the cultivated of reading, critical thinking, and writing skills; and students' academic excellence achievement*, which exhibited that 1) Business feasibility as values; 2) Technical feasibility was not too difficult for members of the organization to be able

to do; and 3) Project Feasibility: Organization enables to supply resources for operating project. Meanwhile, the other four topics were not significant as to feasibility and the impact on the organizational vision (see Appendix D: OM-5 worksheet Table 11, Result 3).

5.2.4.2.2 The Results analysis of Test 2

The results of the analysis shown in Appendix D: Table 12-14, Result 4-6 were further analyzed by using frequency distribution and presented as percentages. The findings *were summaries of the EP vision as feasibility in terms of Principle level* based on well rounded students: music, sports and language skills; the cultivation of reading, critical thinking, and writing skills; and students' academic excellence achievement, which were analyzed as the key issues, which were classified as principle level as Hologram or commitment vs. compliance by using statement of meaning core discipline level (see Table 5.9).

Importantly, these key issues were illustrated based on the rationales from administrators' opinions in terms of the three topics as principle level: Hologram and commitment vs. compliance, which are described as follows.

Based on results 13-15 (Appendix D, Table 27-29): The description of rationales from administrators' opinions in terms of Principle level

Topic 1: Well rounded students: music, sports and language skills

Principle:

1. Hologram

1.1 Understand the utilized IT for job duties (28.57%, N=2).

Administrators' opinions presented that there is IT available for all staff to support their job duties such that they can develop themselves at their own pace. But, there are a few staff understanding and applying this to their jobs. But most staff are not aware of it. Thus, administrators should find out more about it.

2. Commitment vs. Compliance

2.1 Students' outcomes/ achievements satisfy parents (42.85%, N=3)

Administrators' opinions showed that The EP has quality inputs, from both students and teaching staff. Most staffs are experts as the native speakers in English communicative skills, who organize well-planned student's learning activities for supporting students' achievement as high effective and quality persons. And students' achievements satisfy parents.

2.2 Need KM for developing member's knowledge and capability
(14.28%, N=1).

Administrators' opinions presented that the EP is comprised of various nationalities of staff that have different experiences and knowledge so there is the need for KM to developing staff knowledge and capabilities continuously.

2.3 High potential with strong intension (14.28% N=1).

Administrators' opinions showed that the school has a good opportunity to recruit new foreign staff with high potential because there is a budget supporting the EP. So, foreign staff can use their experience and knowledge to teach students. Some staff have strong intension to develop the EP as schools in their countries.

2.4 Low crisis of risk management (14.28% N=1)

Administrators' opinions presented that the EP is supported by the Foundation of St. Gabriel of Thailand, the Association of Parents and Teachers, the Association of Student' Alumni. In addition, most parents can afford student' tuition fees and also support the school with donations.

Topic 2: The cultivation of reading, critical thinking, and writing skills

Principle:

1. Hologram

1.1 Staff' collaboration/ working together (22.227%, N=2)

Administrators' opinions presented that staff' collaboration is a key for operating this project. All staff should work together with understanding. The EP needs effective communication and collaboration, which is very important for operating this project.

1.2 IT is very useful for administrators to manage the EP (22.22%, N=2).

Administrators' opinions presented that school organizes IT to provide information for all staff; particularly it is very useful for administrators to manage the EP for better communication and understanding.

2. Commitment vs. Compliance

2.1 *School year plan and students' learning activities* (44.44%, N=4)

Administrators' opinions presented that it can be feasible because this project is contained in the school's curriculum and policies, that all staff have to operate and take part to develop a cross-cultural learning atmosphere for supporting students' learning activities.

2.2 *Teaching staff's duties and responsibility* (33.33%, N=3).

Administrators' opinions demonstrate that this is contained in the teaching curriculum. Particularly, it is the teaching staff's duty and responsibility to facilitate and support students' learning activities in reading, critical thinking, and writing skills.

2.3 *Clear projects can be evaluated and examined by school committee* (11.11%, N=1).

Administrators' opinions show that low risk management can be successful. This project is a clear project that teachers them in each subject. In addition it is evaluated and examined by the school committee, and The Educational Standard of the St. Gabriel Foundation every year.

Topic 3: Students' academic excellence achievement

Principle:

1. Hologram

1.1 *Improve communication management* (28.57%, N=2)

Administrators' opinions presented that communication management among teaching staff and administrative staff will serve this project more effectively. However, administrators should provide a learning atmosphere for staff to learn and work on well this project together.

1.2 *Need to improve the updated vision as the world changes* (14.28%, N=1)

An administrator demonstrated his opinion that to maintain the organization for high level competition and sustainable organization, it needs to improve the updated vision as the world changes.

2. Commitment vs. Compliance

2.1 *Encourage all staff to utilize IT* (42.85%, N=3).

Administrators' opinions demonstrate that the school should encourage all staff to utilize IT by providing and facilitating a training program. Meanwhile, all staff should obtain knowledge and skills through training in IT. Moreover, they need collaboration from staff to apply the IT to their jobs.

2.2 *Staff duties and responsibilities* (28.57%, N=2).

Administrators' opinions presented that this project can be managed because it follows the school policy in regard to administrative and teaching staff duties and responsibilities. All staff should focus on high competition and a sustainable organization.

2.3 *Provide school activity* (28.57%, N=2).

Administrators' opinions presented to the goal can be dealt with because the school invests high cost for providing a variety of activities to support student's learning activities.

2.4 *Organize native speakers as professional teaching staff* (14.28%, N=1).

Administrators' opinions showed that this is the school's goal and policy, contained in the school's plan. In addition, the EP can gain high quality foreign teachers for facilitating students' learning. They all have variety of knowledge and experience, including teaching styles based on their different backgrounds. These foreign staff will support all students' learning activities and will lead students to succeed in academic excellence.

5.2.4.3 Test 3: To confirm for refining the results of test 2 by using CommonKADS methodology in terms of worksheet OTAM-1. This test illustrates the confirmed solution as an organizational vision in terms of the essences level. It is a test for operation feasibility and reality of the EP vision. The used CommonKADS methodology: OTAM-1 worksheet as to impact and usage will produce the finalized

vision analysis that enables the EP to implement it at the level of essences mode, which includes commonality of purpose or partnership.

For test 3, the researcher illustrates the results from worksheet OTAM-1 based on administrators' opinions in terms of the analyzed EP vision statement by topic. In Figure 5.17, the researcher tested the EP vision as 7 topics; each topic was tested by using OTAM-1 worksheet to investigate: 1) Impact on the organization: changes excessively affecting current jobs or not, and can it be managed or not; 2) Impact on job duties and staff: changes excessively affecting staff's current jobs or not, and can it be managed or not.; and 3) Improvements and suggestions: should be operated according to the vision or not (Schreiber *et al.*, 2000).

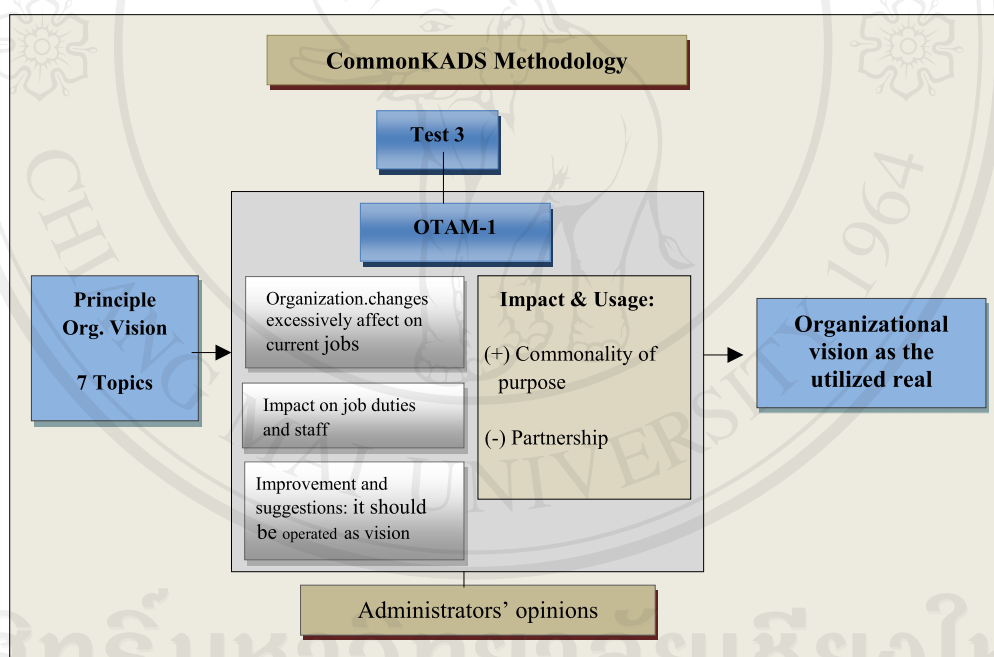


Figure 5.14: The confirmed organizational vision using OTAM-1

5.2.4.3.1 The Results of Test 3

The results presented as the implementation with three steps:

Step 1: The applied CommonKADS methodology: OTAM-1 worksheet was used to analyze the EP vision as to 7 topics for investigation for their impact on organizational changes and affect on current jobs, job duties and improvements and

suggestions. Thus, this step used OTAM-1 worksheets to test each topic by five administrators (see Table 3.7-3.9) as follows:

1. International standards of administration
2. Students' moral and ethical values
3. Students' social and environment responsibility
4. Well rounded students: music, sports and language skills
5. The cultivation of reading, critical thinking, and writing skills
6. Students' academic excellence achievement
7. Students' international standards of achievement

Step 2: The researcher used worksheet OTAM-1 as an open-ended questionnaire from five administrators. Data collected were from 1) Head of Academic Affairs department, 2) Head of the EP department, 3) Head of students Affairs department, 4) Assistant Head of Academic Affairs department, and 5) Assistant Head of Students Affairs department, who were all the same persons used in test 2 (see Appendix D: Table 15-26, Result 7-12).

There were 3 topics from 7 topics based on administrators' rationales: *well rounded students: music, sports and language skill; the cultivated of reading, critical thinking, and writing skills; and students' academic excellence achievement*, which exhibited that impacted on organization: changes excessively affected on current jobs, job duties and staff. The suggestions from administrators also showed that these three topics should be operated according to the EP vision. The other four topics were not significant in regard to feasibility and the impact on the organizational vision (see Appendix D: Table 15-22, Result 7 -8).

Therefore, the findings were further analyzed as key issues by using frequency distributions and presented as percentages. The findings were summarized for feasibility in terms of the essences. These three topics were analyzed as the key issues (Appendix D: Tables 27-29, Result 13-15), which were classified as essences level: partnership and commonality of purpose by using the statement of meaning core discipline level (see Table 5.9).

5.2.4.3.2 The Results analysis of Test 3

The analysis is shown in Appendix D: OTAM-1 Tables 27-29, Result 13-15. Data were further analyzed by using frequency distributions and presented as percentages. The findings *were summarized in view of the EP vision as to impact and usage in terms of the Essences level.*

Base on results 13-15 (see Appendix D, Table 27-29): The descriptive of rationales from the researcher's opinions based on essences level

Topic 1: Well rounded students: music, sports and language skills

Essences:

1. Commonality of purpose

1.1 Provide necessary budgets for all student activities all year (71.42%, N= 5).

According to the topic, tuition fees of the EP are adequate for supporting student's learning activities all year. Some activities are provided using outside resources, while others are integrated into academic subjects. Thus, students can gain knowledge and experience not only via textbooks and/or exercises, but they obtain experience as authentic learning.

Importantly, the EP has plenty of foreign teachers, who have various backgrounds with knowledge and experience to facilitate students. Therefore, students can learn from a variety of teachers' styles. In addition, the students are provided with various learning activities with which the program can obtain high performance students.

1.2 *School goal/policy/ year plan/ teaching curriculum* (71.42%, N= 5).

This project is contained in the school's goals and policies in the, teaching curriculum, which are organized and facilitated by teaching and administrative staff. So, teachers have to organize learning activities by integrating them into academic subjects. In addition, student's evaluations will help teachers know each student's potential and support each of them as to needs or interests. Importantly, students' outputs will be used as feedback for the teaching curriculum, school policy, and school goals, which are staff and administrators' responsibility and. Thus,

administrative staff should let representative teaching staff attend the meetings for planning and making decisions. At present, both Western staff, and Eastern staff still do not know about the EP's plans. Therefore, developing the EP management should start with organizing the orientation in terms of school vision, mission, goal, policy, plan, and project to all staff.

2. Partnership

2.1 Staff' collaboration and atmosphere (100%, N=7).

To obtain well rounded students, administrators and teaching staff should take part together for designing the EP's atmosphere as cross-cultural learning environment both in classroom and in the staff office. It will support staff spending time and talking together. In addition, it can provide teaching staff the ability to plan and discuss student's learning activities together. Moreover, it can reduce a communication gap between staff and lead them to understand one another. Importantly, they can work together for facilitating student's learning activities. Then, the EP workplace will be a staff's collaborative environment.

2.2 Organize and provide a cross-cultural atmosphere for staff working (57.14%, N=4).

As the EP has many different nationalities of staff in the workplace,, administrators should create a cross-cultural environment for staff to learn and exchange knowledge, experiences and cultures. The created environment can force staff to share their values with each other. So, the EP' workplace will be cross-cultural learning atmosphere that staff and students can learn together. In addition, it is very useful for students to obtain knowledge and experience from their teachers.

Topic 2: The cultivated of reading, critical thinking, and writing skills

Essences:

1. Commonality purpose

1.1 School's plan/ teaching curriculum/ curriculum's goal (57.14%, N=4).

This project is contained in the school's goals and policies and teaching curriculum, which are organized and facilitated by administrative staff. So, teachers have the budget to support the projects of reading, critical thinking, and writing skills.

The EP staff can design activities for facilitating students to learn and develop themselves continuously. In addition, the activities are integrated into every subject and provided all.

2. Partnership

2.1 Have high potential teaching staff (100%, N=9).

As the EP consists of plenty of foreign staff, who have various experience and high potential in teaching based on their backgrounds, they can facilitate students' learning activities for student reading, writing and English communicative skills. To gain more from the staff's potential; administrators should visit the EP and spend time with them to obtain their ideas and learn to know their characteristics that are useful for management.

2.2 Learn from teaching styles, experiences, knowledge, and skills' foreign teachers (55.55%, N=5).

Students learn, practice skills and gain knowledge from foreign teachers' teaching styles, experiences, and knowledge, since they are experts in English communicative skills. They have high potential that can organize well-planned students' learning activities for supporting students' achievement as highly effective and quality persons. Administrators have to take part and facilitate teaching staff to realize the project's achievements.

Topic 3: Students' academic excellence achievement

Essences: Students' academic excellence achievement

1. Commonality purpose

1.1 School's policy, goal, and strategic plan (71.42%, N=5)

This project is within the school's policy and a strategic plan, which are contained in the school's curriculum and goals. All staff should take part in planning and operating this project together. Nowadays, this project is examined by parents due to the expectation of students' achievement. In addition, it is examined and followed by the committee of the St. Gabriel Foundation of Thailand.

2. Partnership

2.1 Staff collaboration and network (100%, N=7).

At present, the president of the St. Gabriel Foundation of Thailand appointed a vice president to manage the fourteen EP schools that are run by this foundation. So, the EP at Montfort College has networks that can serve one another's management. However, it still needs collaboration from the EP staff and staff of Regular Program. Administrators should organize a meeting for RG and EP staff to join for designing school projects together (it has never been done before). This will make two departments understand each other. Meanwhile, administrators provide a place for staff to spend time sharing ideas with each other. This will lead the EP to develop a network between departments and they will collaborate with one another's tasks. Importantly, their collaboration will support student's learning. Thus the EP will improve its performance.

2.2 Students' achievement, parent's satisfaction, and high quality inputs. (100%, N=7)

According to the records of University Quota and Entrance Examination in 2009, students' outputs in terms of achievements are accepted by society/communities. Importantly, stakeholders satisfy students' outcomes. To create a well-known organization, the EP needs more collaboration from the concerned parties such as The Association of Parents and Teachers, The Association of Student's Alumni, The St. Gabriel Foundations of Thailand, and the Regular Program's staff, especially administrative and the EP staff. So, the EP staff should open door and inviting people from other parties to join student's learning activities. This will help the EP to be an effective program that produces more students with academic excellence.

Conceptual design by the applied KM tools and techniques as CommonKADS methodology: OM-1 was used for the practice level as problems and opportunities for conducting the vision process: personal vision and team vision. OM-5 was used for the principle level as to possibilities for investigating the vision process: inter-team vision, which was analyzed and classified in terms of statement of meaning at the core discipline level (see Table 5.9). The state meaning of core discipline can help to justify each key issue to be as a (+) commitment, or (-) advantage compliance or (-) hologram. OTAM-1 was utilized for the essences level as to impact and usage for investigating the completed EP vision as a real situation, which was analyzed and classified in terms of statement of meaning at the core discipline level (see Table 5.9).

The statement of meaning of core discipline can help to justify each key issue to be as (+) commonality of purpose or (-) partnership as shown in Figure 5.15.

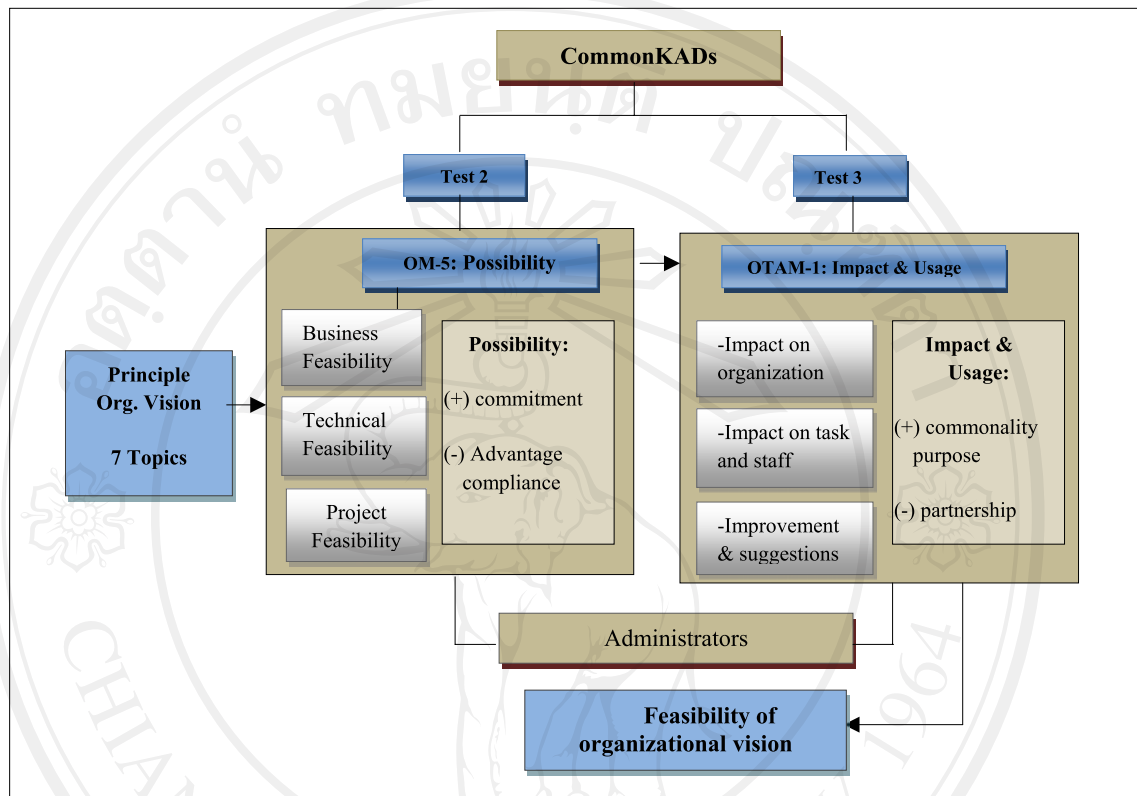


Figure 5.15: The organizational vision in terms of conceptual design: OM-5 and OTAM-1

- **Summary of results and analysis in terms of system requirements**

For the findings mentioned above, system requirements of this study utilizes Senge's core disciplines (1990) in terms of level of practice, principles, essences for creating a shared vision process as shown in Figure 5.16, 5.17.

Senge believes that the most powerful shared vision is created from individual personal visions melded into the organizational vision. He likens the role of personal vision to shared vision with the hologram metaphor. A hologram is a three-dimensional image created by interacting light sources. No matter how small a hologram is divided, the smaller part continues to maintain a complete image of the whole. Similarly, when true shared vision is achieved, each person sees "an individual picture of the organization at its best" (Senge, 1990, p. 8). Each individual vision is

different, but by achieving a picture of the organization the individual takes responsibility for the whole instead of just one piece. Encouraging personal vision is important for shared vision because “people’s capacity for caring is personal”



Figure 5.16: Building Shared Vision

Senge believes

collectively

generates that the impact of practices, principles and essence are highly influential. Practices are “what you do”. Principles are “guiding ideas and insights,” and essence is “the state of being those with high levels of mastery in the discipline” (Senge, 1990, p. 373), which explains state of meaning as shown in table 5.9 and Figure 5.17.

Thus, designing a solution with problems and suggestions of this case study focuses on building shared visions, continually encouraging all members of the EP to develop their own personal visions. If they don’t have their own vision, the result is compliance, never commitment. On the other hand, if they have a strong sense of personal direction they can join together to create a powerful synergy toward what they (we) truly want.

Table 5.9: Statement of meaning core discipline level

Core discipline Level	Definition
1. <u>Essences:</u>	State of being of those with high levels of mastery in the discipline, absolutely necessary.
1.1 Commonality of purpose	1.1 Refer to a feature or purpose that is shared by two or more people or things
1.2 Partnership	1.2 A relationship in which two or more people, organization work together as partners
2. <u>Principles:</u>	Guide ideas and insights. (A particular theory or philosophy are its basic rules or laws; a general belief that you have about the way you should behave, which influences your behavior)
2.1 Hologram	2.1 A three-dimensional image created by interacting light sources.
2.2 Commitment vs. compliance	2.2 To do something, you promise that you will do it; vs. law, treaty (agreement).

The following is the analysis of shared vision process in terms of system requirements.

- **Practice Level**

Building shared visions continually encourages the EP staff to develop their personal visions. If the EP staff doesn't have their own vision, all they can do is complaining about someone else's. So, the EP staff must have a clear vision of their purpose and desires, which can link to their goals. Likewise, people with a strong sense of personal direction can join together to create a powerful synergy toward what they truly want" (Senge, 1990).

In this study practice level starts with personal vision and team vision.

First, creating a shared vision of the EP starts with personal vision, by asking all the EP staff: Western staff, Eastern staff, and administrators to write anonymously, in a few sentences, what is the vision of the EP in his or her opinion. This makes all staff realize that in their English Program there are twenty-six visions, in which every staff member's idea is valued for building the EP vision. This means that they deserve participation and collaboration as sense of belonging. In addition, each staff can

create his direction to obtain the picture of his vision. Personal vision also represents the expression of high expectations of individual staff, which is the initial collaborative process.

Second, twenty-six individual visions were integrated as a team vision by each nationality and a group of administrators. The eight EP vision statements show various perspectives of visions from different nationalities and diverse cultures: British, American, Australian, Chinese, Indian, Filipino, and Thai as different people interpreted the suggested expression for “EP vision” in different ways. In addition, a team vision can support the EP staff sharing knowledge and experience based on their backgrounds, which makes all participants feel their ideas are taken seriously. Moreover, this indicates that these team visions build via “bottom-up” brainstorming, working together for building shared vision as a team vision. This level supports the EP staff sharing understanding among teams. A shared understanding is necessary for successful completion of a designed solution.

- **Principle level**

The further results in terms of principle and essences level are analyzed in Table 27-29, Result 13-15 (see Appendix D), which is the descriptive data of rationales from administrators’ opinions in terms of principle level based on well rounded students: music, sports and language skills; the cultivation of reading, critical thinking, and writing skills; and students’ academic excellence achievement. The analyzed results showed the issues in terms of *hologram and commitment vs. compliance* that were shown in Table 5.10.

The findings analysis, the issues in terms of *hologram* in Table 27-29 (Appendix D) showed the perspectives of the administrators, the particular way of their thinking based on experiences, duties and responsibilities as they emphasized Information Technology (IT) for supporting the EP administration and all staff member’s job duties. This means that they realize the problems of the EP and also perceive IT for its value in increasing effective staff job duties, especially reducing communication problems, which is a major problem. Thus, the EP may gain more effective communication management that leads all staff to receive clarity of information and work together with understanding. Thus, the hologram in this study,

the three-dimensional EP's photograph, is created by administrators. It shows only part of the whole image.

Table 5.10: The key issues from the rationales of administrators in terms of three topics from the refined EP vision

Principle Level	
Hologram/issues	Commitment vs. Compliance/issues
Understand IT and apply to job duties (1)	-Student's outcomes/ achievement satisfy parent (1)
- Staff collaboration/ working together(2)	- Need KM for developing member's knowledge and capacity (1)
IT is very useful for administrators to manage the EP (2)	High potential with strong intension (1)
Improve communication management (3)	Low crisis of risk management (1)
Need to improve the updated vision as world changes (3)	School year plan and students' learning activities (2)
	Teaching staff' duties and responsibility (2)
	Clear project can be evaluated and examined by school committee (2)
	Encourage all staff realize on the utilized IT (3)
	Staff's duty and responsibility (3)
	Provide school activity (3)
	Organize native speakers as professional teaching staff (3)

Therefore, the EP needs these issues for operating the EP vision. This demonstrates that the issues of commitment vs. compliance are dependent on each other.

The further results analysis in terms of essences level (result 13-15 in Tables 26-28, Appendix D) is the descriptive data of rationales from researcher's opinions. The analyzed results showed the issues in terms of *Essences level*: commonality of

purpose and partnership that presented the issues in Table 26-28 (Appendix D). The core concepts contained in this model are: “At its essence, every organization is a product of how its members think and interact...Learning in organizations means the continuous testing of experience, and the transformation of that experience into knowledge—accessible to the whole organization, and relevant to its core purpose.” (Senge *et al.*, 1994, p 48-49).

The issues are the administrators’ opinions, which are illustrated by the researcher’s rationales as mentioned the above and also explain in Table 5.11.

Table 5.11: The key issues from the rationales of researcher in terms of three topics of the EP vision

Topic: (1)well rounded students: music, sports and language skills; (2) the cultivated of reading, critical thinking, and writing skills; (3)and students’ academic excellence achievement	
Essences Level	
Commonality purpose	Partnership
Provide budgets for all student activities all year (1)	Staff’ collaboration and atmosphere (1)
School goal/policy/ year plan/ teaching curriculum (1)	Organize and provide cross-cultural atmosphere for staff working (1)
School’s plan/ teaching curriculum/ curriculum’s goal (2)	Staff’s collaboration and network
	Learn from foreign teachers’ teaching styles, experiences, knowledge, and skills (2).
School’s policy, goal, and strategic plan (3)	Students’ achievement, high quality in puts, parent’s satisfaction, well-known organization, the accepted organization in society/community (3)

The findings analysis of these issues in terms of *commonality of purpose* as shown in Table 5.11 demonstrates that they are very important for the EP vision. It also shows the perspectives of the researcher who emphasizes school policy and strategic planning are very important for designing and supporting the school plan,

teaching goals and curriculum. Then, the provided budgets are made for all students activities during the year. This means that three issues are central to their thinking that they judge its real importance by considering its relation to other issues in terms of practical matters. Importantly, it demonstrates that commonality of purpose is the linkage to partnership, as well. It also supports the issues in the partnership section.

Based on the issues of the commonality section, an organized cross-cultural atmosphere for staff working will support staff's collaboration and network in the workplace, enabling all students to learn from foreign teachers' teaching styles, experiences, knowledge, and skills. Then the EP can obtain students' achievements that satisfy the parents. Finally, the EP will be well-known organization and accepted by other organizations in society or community that leads it to gain high quality in puts.

Therefore, in *essences level* of this study the issues of *commonality purpose and partnership* support each other. Commitment to organizational goals is important because committed employees will strive to gain these goals. According to Senge (1990), shared vision addresses long term commitment by helping to overcome obstacles. The issues as mentioned above are keys of the EP vision in terms of the well rounded students (results as Tables 27-29: Appendix D).

- **Analysis in terms of conceptual design**

The analysis is integrated with initial findings, individualism vs. collectivism (Hofstede, 2001), and co-creating theory (Senge *et al.*, 1990). Table 1 in terms of OM-5 is the analyzed the refined visions, which has 7 topics as shown in Appendix D. The summarized opinions of administrators in terms of seven topics based on the EP vision statement by the utilized OM-5 and OTAM-1 worksheet shows that there are four topics of moderate level importance: international standards of administration; students' moral and ethical value; students' social and environment responsibility; and students' international standard of achievement. There are three topics of high level importance, which are well rounded students: music, sports and language skill; the cultivation of reading, critical thinking, and writing skills; and students' academic achievements.

The opinions of administrators based on OM-5 worksheet as shown in Appendix D, Table 3-11: result 1-3 present that the EP vision in terms of four topics as in moderate level are difficult to fulfill. As the expression of administrators' ideas seems to indicate that the topic about international standards of administration are hard to obtain because there are problems, which are related to administrators. Based on initial findings, they are quite weak in English language, which is very important for them to manage the mixed nationalities and backgrounds of the EP staff. For the topic about moral and ethical values; and students' social and students' social environment responsibility are subjective because it takes time to operate and also is complicated to evaluate accurately. The topic of students' international standard of achievement is hard to fulfill, as well because the EP needs to solve problems and develop personnel management by providing on the job training, English Languages, IT, and so on. These four topics are based on the rationales of administrators from the OM-5 worksheet. They are very difficult to implement as 1) Business feasibility: values; 2) Technical feasibility is too difficult for all members of the EP to be able to do; and 3) Project feasibility is very hard for organization enables to supply resources for operating project.

Meanwhile, the OTAM-1 worksheet as shown in Appendix D, Table 15-23: Result 7-9 shows that the four topics also have less impact on organization, so changes do not affect current jobs. In addition, the impact on job duties and staff are moderate, so changes sometimes affect staff members' current jobs, an may possibly be implemented. According to the suggestions of administrators, these four topics should not be included in the EP vision.

In contrast, the remaining three topics are feasibility as well as practical because they can be evaluated precisely as the results of student's examinations, which are likely to be effective or successful in real situations. In addition, according to the utilized OTAM-1 worksheet, the three topics also have high level of opinions, which impact on organization, so changes affect current jobs, and can be managed. In addition, they impact on job duties of staff, thus changing affect on staff members' current jobs. According to the suggestions of administrators, these three topics should be included in the EP vision.

Moreover, the analysis by using OM-5 as shown in Table 12-14, result 4-6 (see Appendix D), indicated key issues presented as *principle level: guide ideas and insights* are pinpointed to be *commitment vs. compliance*. This analysis also indicated the possible organizational vision *principle level* (Senge, 1990) based on the opinions of administrators. This level also recognizes principle values, which is involved in suspending critical judgment (Senge, 1990).

Furthermore, the issues from administrators' opinions in terms of three topics are further analyzed by using OTAM-1 worksheet as shown in Appendix D, Table 24-26: Result 10-12 demonstrates that the organizational vision as to impact and usage. The result analysis related to essences level: state of being of those with high levels of mastery in the discipline is identified as commonality of purpose and partnership.

As shown in Table 5.9 is the definition of essences level and principle level based on statement of meanings (Senge, 1990), which are used for categorizing the issues of Table 12-14, Result 4-6 in terms of the possibility organizational vision as principle level. It also is utilized as state of meaning for classifying Table 24-26, Result 10-12 (see Appendix D) the organizational vision as to impact and usage.

Taken together, in this chapter, the main study presents the English Program at Montfort College, Secondary Section being a case study is of particular managing a cross-cultural workforce relationship among Western staff (individualists), Eastern staff (collectivists), and administrators that starts with confirming phase based on initial investigation. The research integrated individualism vs. collectivism theory (Hofstede, 2001) and co-creating type: building shared vision (Senge *et al.*, 1994) with KM tools and techniques: the applied originating *ba* and dialoguing *ba* for providing a physical environment, knowledge sharing for knowledge capture (Nonaka *et al.*, and CommonKADS methodology: Knowledge Engineering system (Schreiber *et al.*, 2000). The formulated problem and suggestion based on work relationship problem is investigated for searching for the details from the opinions of a representative each nationality: Western and Eastern staff; and administrators. To solving the EP problems and answer the research question, the selected co-creating type in terms of building shared vision is used as a designed solution. Verifying the

solution is to test the EP vision for investigating as reality and validity of feasibility organizational vision as shown in Figure 5.17.

This discovery of co-creating as a cross-cultural workforce among Western staff, Eastern staff, and administrators becomes essential to solve managing cross-cultural workforce relationship problem in the EP at this school. It can also promote the right context for enabling and fostering building shared vision as knowledge creation process, which is a dynamic development as the EP model: shared vision process Figure 5.17.

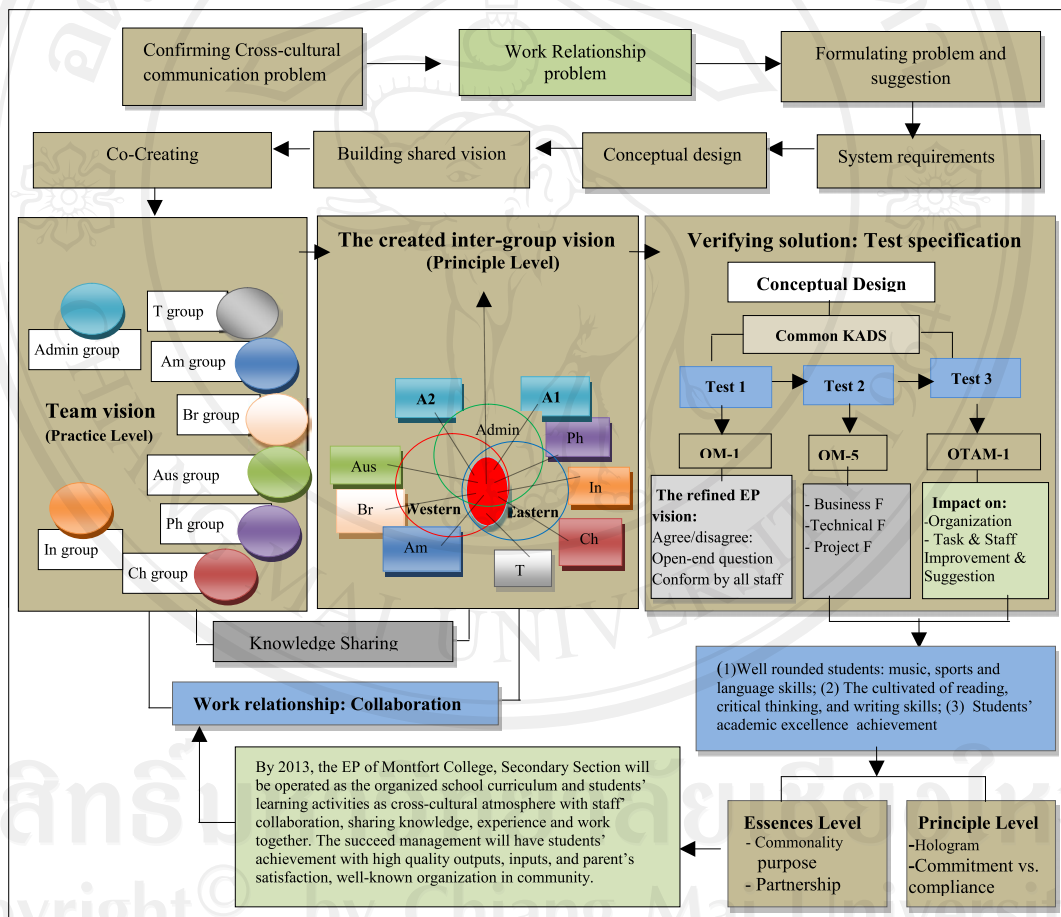


Figure 5.17: A case study: the EP Model as shared vision process

• **Phase 1: Confirming cross-cultural communication problems**

This section summarizes the research questions (Figure 5.17).

Question 1: What are managing cross-cultural workforce problems in the English Program at Montfort College, Secondary Section, Chiang Mai Province?

The case study shows that dealing with the EP management is very complicated with various problems associated with cross-cultural communication. The administrators are faced with these problems in managing a cross-cultural workforce in an organization such as the EP, where members having different nationalities and diverse cultures, especially various backgrounds, come to work together in Thailand, particularly Chiang Mai Province, which has a special local culture.

To *answer Question 1*, the objective of this study is to identify and specify problems among cross-cultural workforce in extension of the English Program in Thai private school as a case study at Montfort College, Secondary Section, Chiang Mai Province. Thus, this study is designed to confirm cross-cultural problems to investigate the root causes of problems based on preliminary study. The guidelines questions for using as in-depth interviews are constructed based on cross-cultural theory in terms of individualism *versus* collectivism dimension, which is an explanation of the differences of individualist: Western countries and collectivist: Eastern countries in terms of value, societal norm; family, schools and education; behavior; work situation; management methods; and politics and ideas (Hofstede, 2001) and initial findings. The data were collected from Western staff, Eastern staff, and administrators by interviewing individually (see Chapter 3) and the overview method (see Figure 5.18).

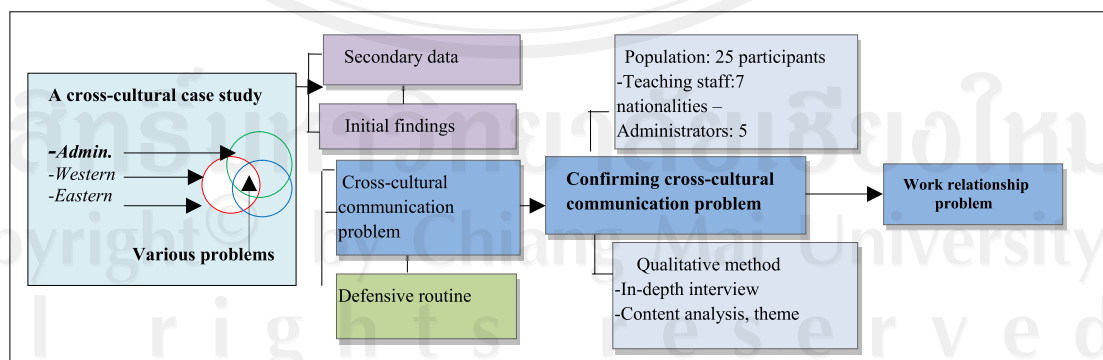


Figure 5.18: Confirming cross-cultural communication

For confirming cross-cultural communication problems, the study showed that work relationship was the key problem of the EP management; the second was understanding problems; the third was a communication problem and the last was team problem respectively, as shown in Figure 5.19.

Basically relationship based on cross-cultural workforce is how the organization must build up all members of organization to join and work together as a dynamic development throughout the EP. The individualism versus collectivism dimension is concerned with the relationship between individual and other members of a society (Fam and Merrilees, 1998). However, some employees ignore their role responsibilities and refuse to report unethical behavior, which committed by colleagues (King, 2000).

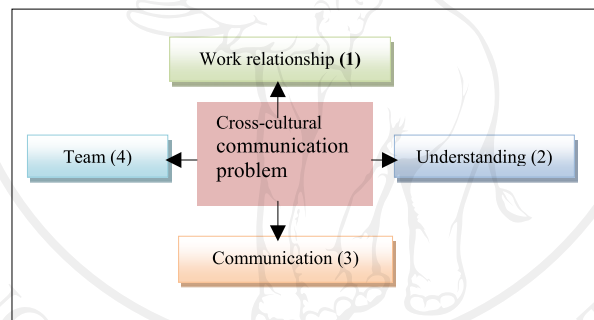


Figure 5.19: The classified problems in terms of cross-cultural communication

In addition, cross-cultural workforce foreseen to greatly influence the 21st century business world is extensively effective in management styles of organizations, behavior form, communication styles and work relationship among individual (Seymen, 2006). Diversity management provides an opportunity to manage a workforce which emphasizes organizational and individual performance by building a culture which supports diversity among organizational contributors through strategic process (Kramar, 1998). Therefore, *workforce relationship* in terms of cross-cultural communication, the director of EP at Montfort College must be taken into consideration and effectively managed due to it is essential for the EP, which combines various cultures of staff.

For further investigation, the research needs to find out the factors that affect on work relationship problems, which is investigated to answer Question 2 in the next step.

- **Phase 2: Formulating problems and suggestions**

Question 2: How to solve the English Program management based on problems and suggestions from the EP staff?

To answer Question 2, the aim of this study is to apply KM tool and technique for formulating problems and suggestions for solving the English Program management. To obtain the answer, the formulated problems and suggestions are investigated by using purposive sample for sample group. The selected participants were divided into two groups: a group of representative teaching staff with 7 participants: Western and Eastern staff; and a group of administrators with 5 participants. Data collection was used focus group interview and brainstorming as tools for knowledge capture as knowledge sharing. On the report of results from this research, the investigated study are gained by providing the facilitated and created environment as the applied originating *ba* and dialoguing *ba*, where Western staff, Eastern staff and administrators have dialogue as face to face interaction about sharing knowledge, ideas, experiences, for proposing suggestions to develop the EP as the overviewed methodology (see Figure 5.20).

The findings indicate that there are thirty-five issues of suggestions and problems in seven different areas, which are overlapped point of views among individualists (Western staff: British, American and Australian); collectivists (Eastern staff: Chinese, Indian, Filipino, and Thai); and administrators and also presents the overlapped suggestions among Western staff, Eastern staff, and administrators *in Area 1* that *building shared vision* is the most significant suggestion as shown in Figure 5.20.

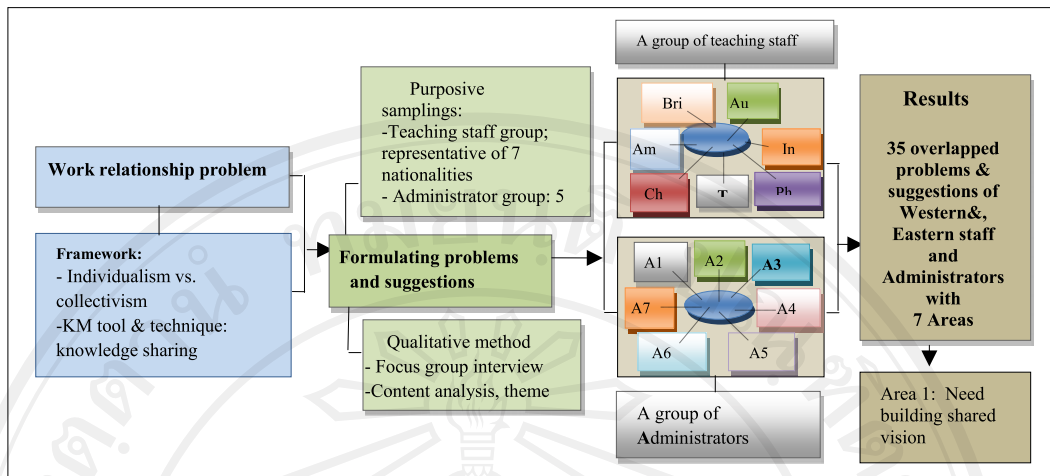


Figure 5.20: Formulating problems and suggestions

As the formulated work relationship problem, administrator, Western staff, and Eastern staff express their ideas as problems and suggestions, meanwhile they also mention problems, as well. The analyzed results from the investigation can obtain the main issue in Area 1 to Area 5, and Area 6 and 7 are individual problem, which illustrate as follows:

Area1: The most significant issues of suggestions, which are overlapped ideas among Western staff, and Eastern staff, and administrators is need to build shared vision, and it also is the key issues of this Area, as well. While, do not understand vision, mission is the major problem.

Area 2: The suggestions and problems of the overlapped between Western staff and administrators presents that need achievement/ success/ proud reputation is the key suggestion, while ineffective plan is the major problem.

Area 3: The suggestions and problems of the overlapped between Eastern staff and administrators demonstrates that need working culture is the main suggestion, while high turn-over leader is the major problem.

Area 4: The suggestion and problem of the overlapped between Western staff and Eastern staff shows that need school policy is the main suggestion and unfair-treatment is the major problem.

Area 5: The un-overlapped suggestions of administrators present that need commitment is the key suggestion.

Area 6: The un-overlapped problem of Western staff, which shows only one problem, is ignorant suggestion.

Area 7: The un-overlapped problem of Eastern staff, which demonstrates only one problem, is no implementation.

Therefore, suggestions and problems from Area 1 to Area 7 show the need to build a shared vision is the driving force behind suggestion Area 2 to Area 7, and problem in Area 1 to Area 7 as shown in Figure 5.21. Living the reality through a shared genuine vision becomes the driving force that will foster the respective employees to gain the personal initiative to develop, learn and subsequently increase the opportunity to improve competitive advantage (Senge, 1990; Senge *et al.*, 1994).

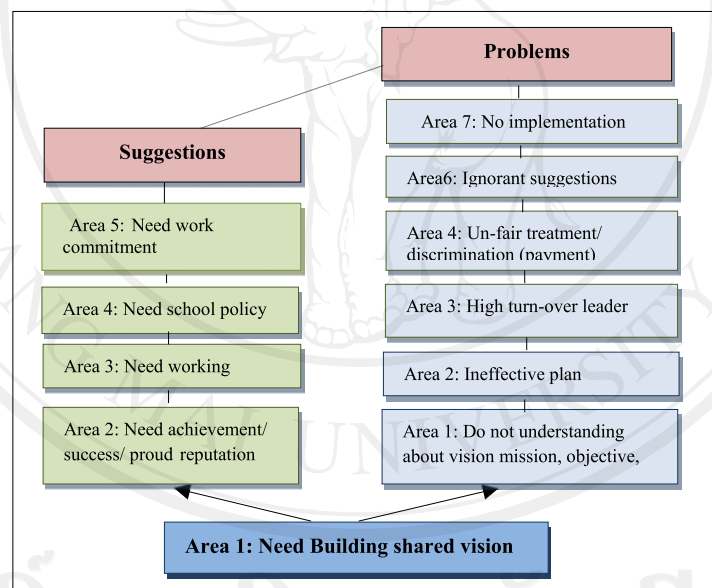


Figure 5.21: The consequences of building shared vision

Regarding the study by Hofstede (2001, p. 212) “the individualism: West countries versus collectivism: East countries refer to the relationship between individual and a group to which that person belongs; individualists tend to believe that personal goals and interests are more important than group interests.” On the other hand, collectivists are like to be more sensitive to group goals and interests. Similarly, differences in cultural values based on individualism and collectivism could lead to

misunderstandings and potential conflict between people from various backgrounds (Stephen, Dollinger and Lovell, 2007).

Therefore, Xin (2007) states that achieving mutual understanding between cultures is not easy to manage. There are many causes and factors that can lead to cross-cultural workforce misunderstanding, such as ambiguous vision, mission, goals, policy, procedure or direction of work, work relationship, and responsibility and accountability. However, without mutual understanding, openness, shared vision as commitment, and trust will never develop organization (Senge, Dow and Neath, 2006).

Therefore, a shared vision provides guidance on what to preserve and what to change, and helps to clarify an organization's directional strategy on what to do and what to learn (Hoe, 2007).

- **Phase 3: Design a solution**

Question 3: What is the appropriate type of shared vision technique for effectively managing work relationships in cross cultural-environment?

To answer question 3, the researcher designs a solution such as building a shared vision by the EP staff: Western, Eastern, and administrators for the effective management of the relationship in a cross-cultural environment. The study is investigated as to system requirements *as co-creating based on building a shared vision*, which creates a coherent strategy as collaboration. The framework of this phase for supporting the solution is building a shared vision: co-creating (Senge, *et al.*, 2004) by starting with a personal vision in terms of practice level from all the EP staff. Then, the analyzed personal vision is refined as a collective vision as a team vision in terms of practice level by using brainstorming of each group nationality of teaching staff and a group administrative staff. Finally, the collective (team) vision statement is also synthesized and refined as the organizational vision in terms of principle level by utilizing focus group discussion and a representative of each nationality of teaching staff: Western and Eastern staff; and administrative staff (see Figure 5.22).

This phase of the study is investigated by the utilized system requirements, which consisted of three components: 1) personal vision; 2) team vision and 3) inter-team vision in terms of practice level, principle level, and essences level.

Thus, the system requirements were able to obtain the refined EP vision as an organizational vision to become an inter-group vision (organizational vision).

Co-creating, where “the ‘boss’ and ‘members’ of the organization, through a collaborative process, build a shared vision together” (Senge, *et.al.*, 1994, p. 314). Senge *et al.*, (2004) assert that as organizations mature into the more involved end of this continuum, individuals in the organization become more empowered. The stage necessary for the learning organization is co-creating, because this process gives individual ownership and input into the company’s goals.

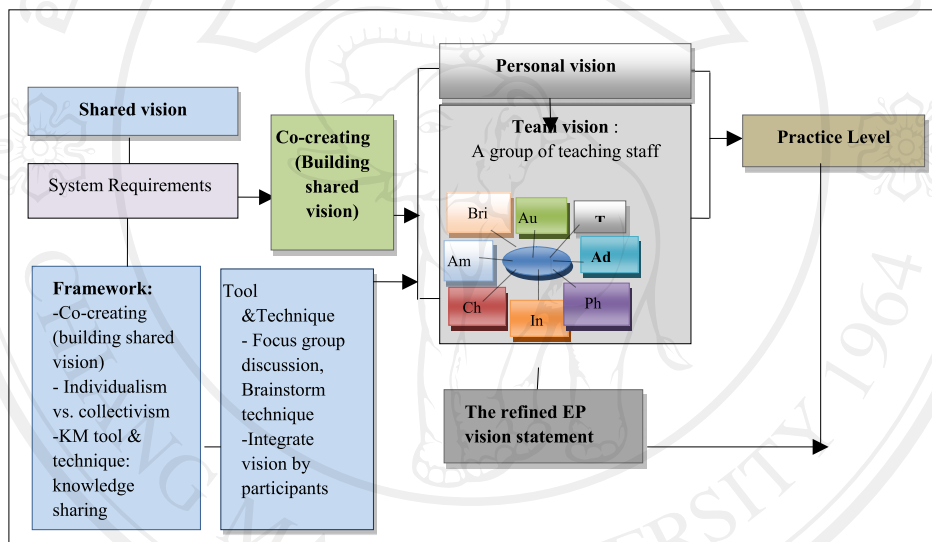


Figure 5.22: Design a solution as system requirements

The results and analysis of this phase showed that this case study gained personal visions and a team vision in terms of practice level as shown Figures 5.22, 5.23.

A shared vision provides organizational members a sense of purpose and direction, and helps to hold the organization together. The participating members of the EP state their personal vision, which provides individuals with a sense of belonging or making a contribution to the EP and making decisions. In addition, individual visions are integrated by each group of each nationality; and a group of administrators.

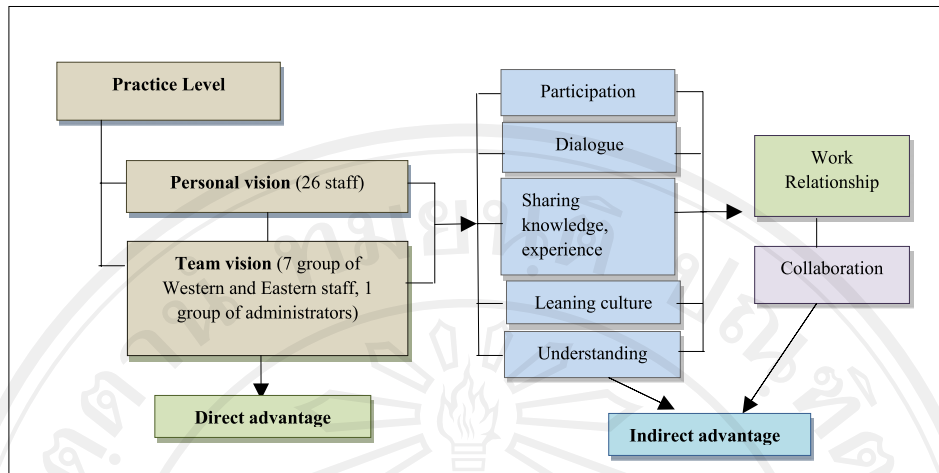


Figure 5.23: The advantage principle level

This step results in all staff in each group sharing individual experiences and knowledge and working together to find the best team vision. During group practice for building a team vision, they dialogue with each other for sharing ideas, knowledge, and experiences, which is a learning experience. Then, they built a team vision together with. This step is a good start for them to work together in collaboration, and thus their work relationship will be improved. Importantly in this phase the EP can gain team vision as a collective vision.

Senge (1990, p. 206) describes “shared vision as shared pictures of the future that foster genuine commitment and enrollment, rather than compliance to organizational goals and ‘a force in people’s hearts’ that provides the focus and energy for learning.” He sees vision as the foundation for trust and commitment in the organization. The vision of the company is the driving force for improvement in Senge’s model. While, Harries (cited by Wilkins (1989) describes vision as a common definition of company purpose and values. He believes that the areas of the general concept of the business, sense of uniqueness or identity, philosophy about employee relationships, and an orientation to external stakeholders can be addressed by the shared vision. Robbins and Duncan define organizational vision as “the shared aspired future state for the organization which identifies the organization’s values, sets priorities for goals and objectives, and sets the guidelines or road map by which these goals and objectives will be pursued” (p. 339).

Phase 4: Verifying the solution

Question 4: What is the outcome from the designed building shared vision such a shared vision implementation?

To answer questions, the researcher finds out the outcomes from the designed building a shared vision. *Verifying solution*: is to analyze the EP vision statement in the form of issues/topic. Then, each topic in the organization vision statement is confirmed as to its requirement in terms of principle and essences, which are the core level of disciplines (Senge, 1990). The proposed methodology is the applied CommonKADS knowledge engineering methodology (Schreiber *et al.*, 2000) by using OM-1, OM-5 and OTAM-1 worksheets, which are geared to analyzing an organization's vision statement.

Then worksheets are analyzed and validated by five administrative staff because they are the department's managers, who are responsible for running the whole of the organization. Next, the findings based on the ideas of administrative staff from OM-5 and OTAM-1 worksheets will be analyzed as in terms of principles and essences. Finally, the analyzed vision in terms of essences is explained as to rationale by the researcher who is concerned in this case study of the EP context as a reality situation. The investigation is conducted as shown in Figure 5.24.

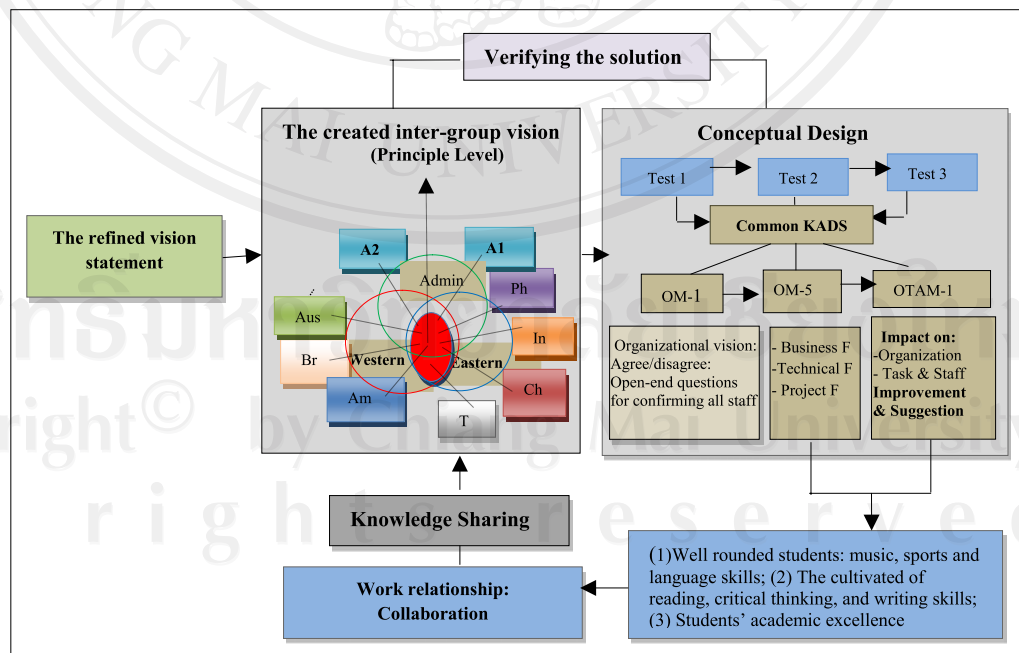


Figure 5.24: Verifying the solution

According to results and analysis, the summarize of administrators' rationales and degree of high and low impact issues in terms of well rounded students: music, sports and language skills; the cultivated of reading, critical thinking, and writing skills; and students' academic excellence achievement based on administrative staff opinions. The analyzed administrators' opinions are utilized the details of each administrators' opinions as content analysis by using frequency, and percentage for search frequency of key issues.

Moreover, the issues from administrators' opinions in terms of three topics are further analyzed to be *essences level: state of being of those with high levels of mastery in the discipline*, which are identified as *commonality of purpose and partnership*. While, low impact issues are *principle level: guide ideas and insights* are pinpointed to be as *hologram and commitment* the definition of essences level and principle level. Senge (1990) believes that the most powerful shared vision is created from individual personal visions melded into the organizational vision. He likens the role of personal vision to shared vision with the hologram metaphor. A hologram is a three-dimensional image created by interacting light sources. No matter how small a hologram is divided, the smaller part continues to maintain a complete image of the whole. Similarly, when true shared vision is achieved, each person sees "an individual picture of the organization at its best" (Senge, 1990, p. 8).

The researcher also investigated for find out the key issues in terms three vision statements in terms of *principle level: hologram and commitment vs. compliance* based on administrators' opinions as shown in Figure 5.25.

The findings analysis in terms of principle level: hologram and commitment vs. compliance (Figure 5.25), the issues based on *hologram* in Table 5.10 shows the perspectives of the administrators, which a particular way of their thinking based on experiences, duties and responsibilities emphasize on Information Technology (IT) for supporting the EP administration and all staff's job duties.

This means that they realize on the problem of the EP and also perceive IT as its values increasing effective staff's job duties, especially reducing communication problem, which is a big trouble as the mentioned initials findings.

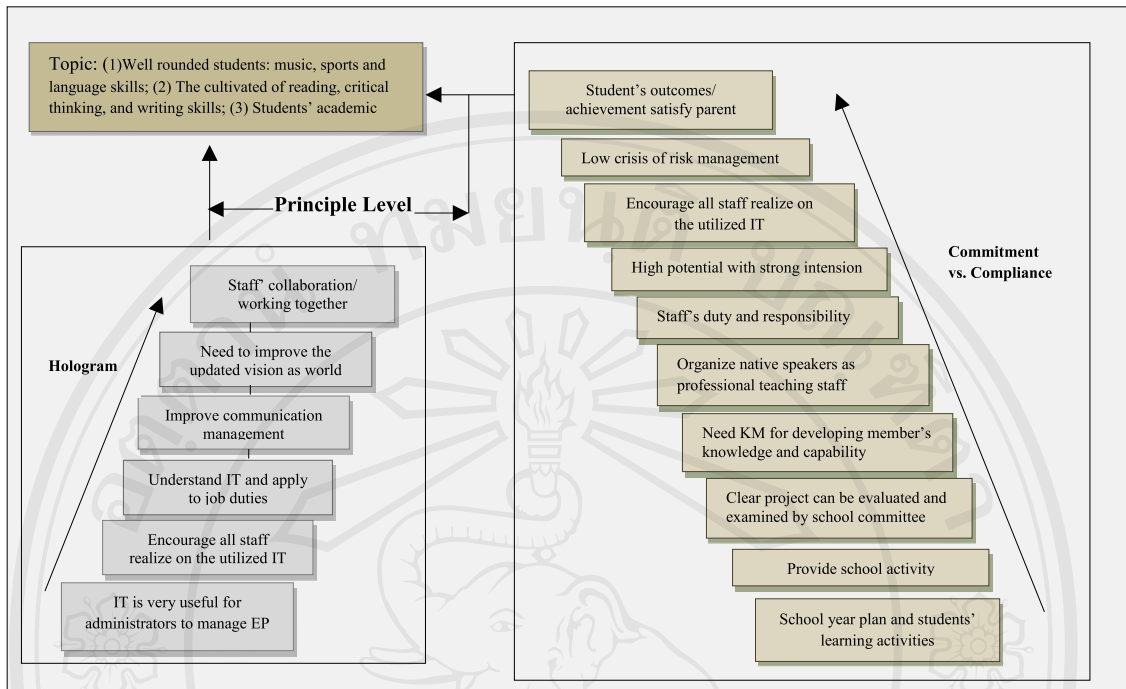


Figure 5.25: The issues of vision statement in terms of principle level based on administrators' opinions

Thus, the hologram in this study, the three-dimensional EP's photograph, is created by administrators. It shows only part of the whole image. However, it can make each staff see an individual picture of the EP. Likewise (Senge, 1990) notes that each share of responsibility for the whole is not just for one piece. But the component pieces of the holograms are not identical. Each represents the whole image from a different point of view. It's something like poking holes in a window shade; each hole offers a unique angle for viewing the whole image. So, too, is *each individual's vision unique*.

Meanwhile, commitment vs. compliance issues shows a linkage with hologram issues when the EP provides school year plan, school activities and students' learning activity to staff with clarity. So, projects can be evaluated and examined by school committees. The utilized KM will support the EP management for developing staff members' knowledge and capacity. In addition, KM may help the EP to organize native speakers as professional teaching staff. Clarity of staff's duty and responsibility leads them to work at their potential.. Thus, the administrators and teaching staff can produce high quality students' achievements that satisfy the parents.

These issues, the ideas of administrators, are used to obtain the achievement of three topics as the EP vision. Thus, these issues need commitment and compliance to support staff members' duties and responsibilities. Therefore the best shared vision ideas reflect the personal visions of the individuals within the organization.

The further investigation for finding out the key issues in terms three vision statements in terms of *essences level: commonality of purpose and partnership* based on the researcher's opinions (see Figure 5.26).

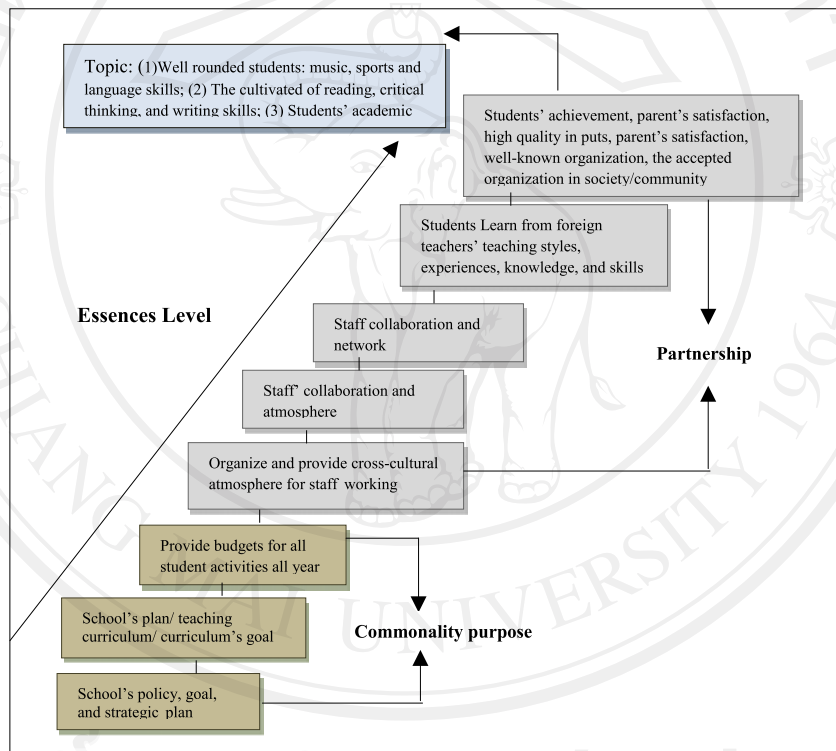


Figure 5.26: The issues of vision statement in terms essences level base on researcher's opinion

The findings of the analysis in terms of essences: partnerships and commonality purpose, the issues based on *commonality purpose* in table 5.11 shows that these are very important for the EP vision. It also shows that the perspectives of administrators based on the researcher's opinion emphasizes on school policy and strategic planning are very important for designing and supporting the school plan,

teaching goals and curriculum.. Importantly, it demonstrates that commonality of purpose is the linkage to *partnership*, as well. It also supports the issues in *partnership section* (see Figure 5.26).

Based on the issues of commonality of purpose, this section presents the idea that the organized and cross-cultural atmosphere for staff working supports the EP staff's collaboration and networking in the workplace, enabling all students to learn from foreign teachers' teaching styles, experiences, knowledge, and skills. Then the EP can obtain students' achievement that satisfies the parents. Finally, the EP will be a well-known organization and accepted by other organizations in society or community that leads it to gain high quality input.

According to the EP model as a shared vision process (see Figure 5.17, Figure 5.27), it can provide the EP members with a sense of purpose as the need building a shared vision because the EP has no vision at present, and is dependent on the school vision. Thus, the applied co-creating based on building a shared vision theory, with system requirements and the explored knowledge, can create the EP model as a shared vision process, which includes personal vision, team vision, and inter-team vision based on the Model of Building A Shared Vision: practice level, principle level and essence level.

The completed EP vision as the essences level is “By 2013, the EP of Montfort College Secondary Section will be operated as the organized school curriculum and students' learning activities as cross-cultural atmosphere with staff' collaboration, sharing knowledge, experience and work together. The succeed management will have students' achievement with high quality outputs, inputs, and parent's satisfaction, well-known organization in community.”

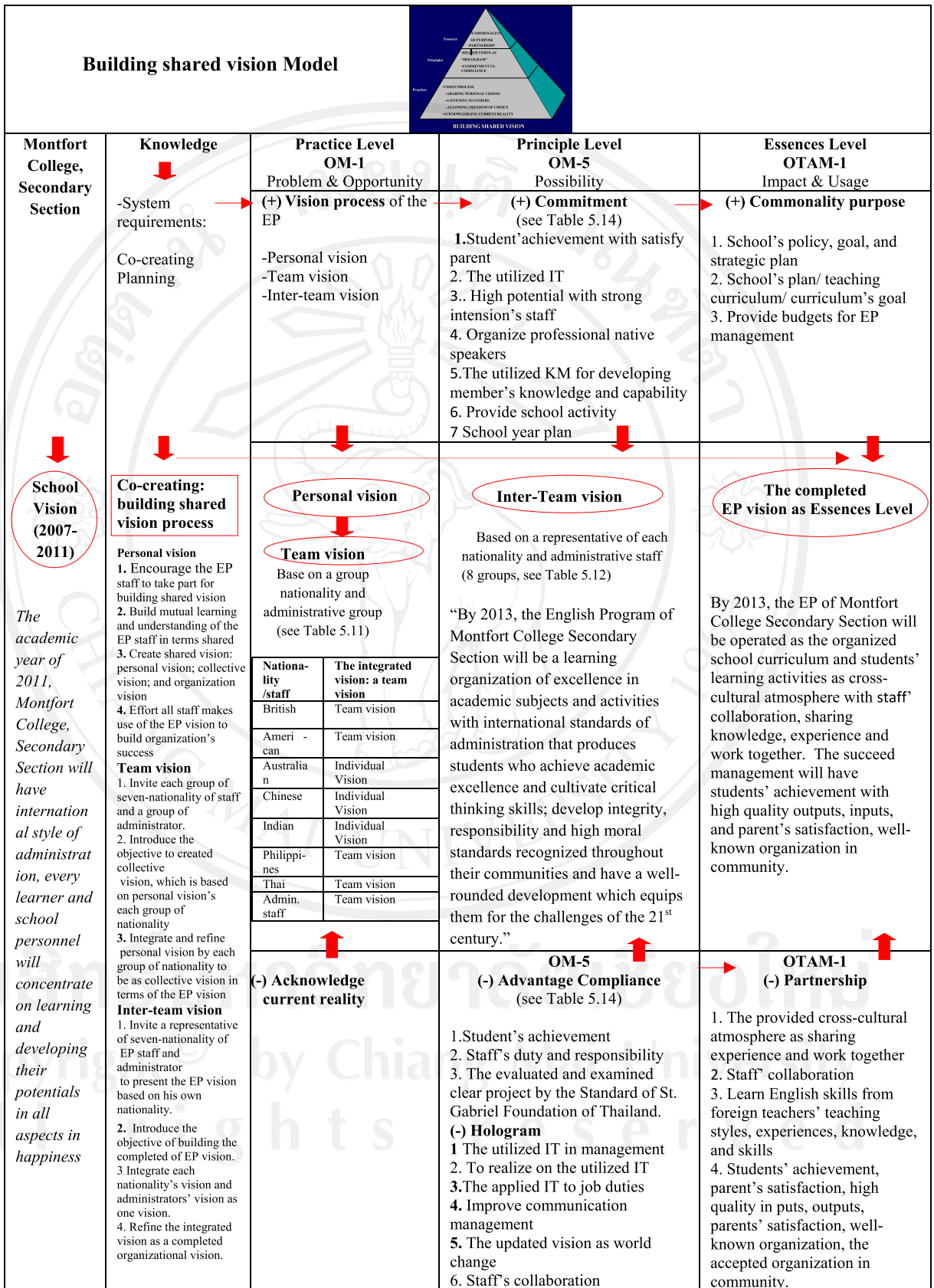


Figure 5.27: The obtained final completed EP vision as the essences level of building shared vision model

Therefore, without the EP model: shared vision process as shown in Figure 5.17 and Figure 5.27, the reality of the EP would be characterized by highly enthusiastic and committed individuals of different each nationality and diverse culture pulling the EP toward different directions.

5.3 Conclusion

English Program (EP) in a school such as Monfort College, Secondary Section cannot avoid having relationship problems within its cross-cultural workforce, and this causes a lot of affective problems for the organization's management. Diversity is an increasingly important factor in organizational life as English Program schools at Chiang Mai become more diverse in terms of human resources, lifestyles, backgrounds, knowledge, experiences, cultures, communication, behaviors and other personal characteristics of their members, and their work place/environment. .

Based on initial study, the EPs of schools in Chiang Mai Province the major reasons for difficulties encountered in cross-cultural communication stem from the fact that actors from different cultures have different understanding regarding the interaction process and different styles of dialogue and culturing relationships. Importantly, difficulties that arise in cross-cultural face-to-face encounters may be addressed with misunderstanding of communication styles, by different cultures. When this happens the workers' attitude may become defensive, engender conflicts that make an already difficult situation worse, and more difficult to resolve. These are all barriers to diverse workforce management in the English Programs, which have become more and more relevant through increasing internationalization, and have implications for a number of different parties. Thus, managing diversity of various cultures and nationalities causes a lot of problems in the English Program schools because of how these cultures and nationalities interact in the workplace

These types of problems have occurred in the EP at Montfort College since 2004. There is a complex of multi-nationality Western and Eastern staff arising from such a diverse workforce leads to management problems for Thai administrators. The major problems are lack of EP vision, clarification of direction of work, the EP goals, and policies, job description and duties' responsibilities for the staff; and discrimination complaints concerning different rates of salary for a group of Western

staff: British, American, and Australian, who is a native speaker; a group of Eastern staff: Chinese, Indian, and Filipino; and a group of Thai staff. These factors lead to communication gaps and misunderstandings among the staff. This cause the EP get heavy work relationship problem in the EP's workplace, which is the key problem of this study. So, the selected the EP at Montfort College is a cross-cultural case study about managing cross-cultural workforce relationship problem, which is the identified and specified problem.

However, work relationship in diverse workforce organizations is often difficult because of their intrinsic nature. The EP staff comes from diverse cultures and different backgrounds. Work relationships in organizations have hidden obstacles within cultures that undermine success. Through effective and courageous inquiry conflicts in relationship can be identified and more effectively dealt with. The researcher searched for the root cause of work relationship problems of the EP by formulating ideas and opinions as problems and opinions based on suggestions from a representative of each nationality of Western and Eastern staff, and a group of administrators by using focus group interview as a tool for capture knowledge. The results from brainstorming among representatives of Western and Eastern staff, and administrative staff yielded 7 areas with 35 diverse problems and suggestions.

The findings of the overlapped and non-overlapped were divided into main issues, problems and suggestions. Each problem and suggestion was scores for frequency opinions among participants as to phases and words identified *misunderstanding* as the most significant problem, while *need to build shared vision* was the most significant suggestion. This indicated that the EP staffs faced with problems of the EP management and they need to build shared vision for improving it.

The *need to build shared vision* could be reduced to *understanding about vision mission, objectives, goals and other problems* from the EP staff because all problems and other suggestions are dependent on the need to build shared vision.

To obtain successfully of manage a cross-cultural workforce relationship, *co-creating type* in terms of building shared vision theory was selected for creating the

EP vision because it begins with creating a personal vision. Thus, all interested can take part to create the EP vision together.

There are two major components for creating shared vision in terms of co-creating: 1) system requirements; 2) Conceptual design.

1) System requirements are emphasized on co-creating via the core disciplines: practice, principle, and essences level.

- ***Practice level: the created personal vision and team vision***

For the EP staff to realize the building of a shared vision, the results were communicated to the EP members. Then, articulate of personal vision, which is conducted by handing out the format to each the EP staff for writing his vision.

Following this, team visions were constructed by integrating personal visions by groups of Western and Eastern staff and administrators. Each nationality of the EP staff discussed the EP vision as team. This step took place where each group and administrators interacted by sharing knowledge, ideas, and experiences; and converting their visions into common terms, then articulating each nationality's concept of vision. This step are results in a team vision that where all members of the EP sharing common ideas.

- ***Practice level: the created inter-team vision as an organizational vision***

The proposed visions from seven groups of nationalities and a group of administrators were integrated eight visions to be as the refined vision statement by brainstorming among the representatives of Western and Eastern staff and administrators.

- ***Essences level: the refined vision.***

To gain the completed EP vision as essences level, the refined vision was validated to investigate its organizational feasibility in a real situation based on conceptual design.

2) Conceptual design used the CommonKADS methodology, OM-1, OM-5 and OTAM-1 worksheets based on knowledge of organization contexts. The purpose of conceptual design of this study is to verify the confirmed solution: *the refined EP vision* as to its operation feasibility and reality as an organizational vision statement in the essences level. To obtain the completed EP vision, the researcher analyzed the refined vision by using CommonKADS methodology because it is key role that has

much emphasis on confirming the EP vision statement. It can also gather a set of methods, technique and tool to prove the EP vision for utilizing as a real situation. Importantly, it is strong and incorporated concepts of organization contexts.

The worksheets of OM-1, OM-5 and OTAM-1 in terms of shared vision process were use as follows:

1) **Test 1:** OM-1 worksheet is for identifying knowledge-oriented problems and opportunities in the EP contexts based on personal vision, team vision, and inter-team vision.

- The research confirmed the refined EP vision in terms of OM-1, which is done by all the staff. This test is utilized open-ended questions because it also yielded useful information. The researcher prepares the refined vision statement to improve the quality of responses from all the EP members by using a feedback form for EP staff members' opinions as in agree or disagree with the vision statement.
- The analyzed feedback forms of the refined vision statement showed that only one participant did not agree with the refined vision statement.

In short, the result of test 1 was the refined vision statement, which was based on personal vision and team vision, and inter-team vision in terms of practice level (see Table 5.5, 5.6).

2) **Test 2:** OM-5 worksheet is used to confirm the refined EP vision statement based on the results of the OM-1 worksheet.

- The researcher the refined vision for feasibility and reality in the organization. Thus, the refined EP vision was analyzed as to key concepts and issues as topic: 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 cultivation of reading, critical thinking, and writing skills; 6) Students' academic excellence achievement; 7) Students' international standard of achievement.
- The OM-5 worksheet was given to five administrators: 1) Head of Academic Affairs department, 2) Head of the EP department, 3) Head of students Affairs department, 4) Assistant Head of Academic Affairs department, and 5) Assistant Head of Students Affairs department.

- The OM-5 worksheet: investigated the feasibility of organizational vision by using mode synthesis of frequency and the rationale of 5 administrators. The findings indicate that three topics: *well rounded students: music, sports and language skill; the cultivated of reading, critical thinking, and writing skills; and students' academic excellence achievement* are high priorities based on administrator's rationales, the other topics are moderate priorities based on the administrators' rationales.

- The three topics of high priority were further investigated by using the OM-5 worksheet in terms of: 1) business feasibility as values; and 2) technical feasibility that they are not too difficult for members of the organization to be able to do; 3) project feasibility, the organization enables to supply resources for operating the project.

- The results analysis is further analyzed the detailed of five administrators' rationales as content analysis in form of key issues or phases by using frequency distributions and percentages. Each key issue or phase is also explained as descriptive by the administrators' opinions.

- The findings of the EP vision as to feasibility were summarized in terms of Principle level based on the three key topics. Next, they were classified in terms of principle level as Hologram or commitment vs. compliance by using statements of meaning at the core discipline level (see Table 5.9, Figure 5.25).

In short in refining the EP, each key issue or phrase of the high priority topics was analyzed, classified, and justified to be as a (+) commitment, or (-) advantage compliance or (-) hologram by using statement of meaning core discipline level (see Table 5.9, Figure 5.27).

3) **Test 3: the applied OTAM-1 worksheet** was to confirm the refined results of OM-5 (test 2). This test illustrates the confirmed solution as organizational vision in terms of essences level.

- The analysis focuses on: 1) Impact on the organization: whether it will have an excessive effect on current jobs or not, and can it be managed or not; 2) Impact on job duties and staff: changes, and can it be managed or not; and 3) Improvement and suggestions: it should be operated according to the vision or not. The results analysis exhibits that that three topics: *well rounded students: music, sports and language skill; the cultivated of reading, critical thinking, and writing skills; and students'*

academic excellence achievement are high level based on administrator's rationale, the other topics are moderate level based on the administrators' rationales.

- The final refined vision analysis enables the EP to operate the vision at the level of essences with commonality of purpose or partnerships in a real situation.

Each key issue or phrase of the high priority topics was analyzed, classified, and justified to be as a (+) commonality of purpose or (-) partnership by using statement of meaning core discipline level (see Table 5.9, Figure 5.26, 5.27).

System requirements and conceptual design were used as guidelines to create the EP vision. So, ***the result of this case study was the EP Model as a shared vision process*** (see Figure 5.17). Importantly, this model can solve the problems involved in managing a cross-cultural workforce relationship. The practical benefits of the analysis are as follows:

Firstly, the EP at Montfort College, Secondary Section can obtain a sense of commitment by creating shared images of the EP's future. In addition, all staff helped create the EP vision, which will be a guiding principle level by which they can organize their work. Moreover, the EP can gain clarification in regard to the feasibility of the organizational plans. The created EP vision can have a strong impact on the issues of problems and suggestions to develop the EP management by all members of the EP. Therefore, the EP vision enables solving the EP management problems.

Secondly, **the created EP's shared vision process** as "a driven process" enables all Western staff; Eastern staff and administrators to be highly valued as a cross-cultural workforce relationship in this study as follows:

- KM can support to operate the EP vision process by identifying what needs to be solved and how to go about it.

- Shared vision processes can help all members of the EP: Western staff; Eastern staff; and administrators gain more understanding and reduce communication gaps.

- Shared vision can stimulate all the EP staff to realize the EP's problem. Because they all have participation by sharing personal and team visions through get reach inter-team visions together.

- Shared visions create a commonality that gives a sense of purpose and coherence to all the activities the organization carries out.
- Shared vision is important in that it can bring people together and bind them together around a common identity and sense of the EP's future with responsibility together.
- Shared vision can provide a cross-cultural workforce relation environment in the EP's work place.
- Importantly, shared vision can change the EP administration to become as bottom-up, which makes all staff enjoy greater participation and allow them to propose their ideas for dealing with the EP.
- More importantly, shared vision can support all EP staff to have sense of belonging to the organization and collaborate together to develop and solve the EP's problems, which leads them to have good relationships in the workplace.
- The most important thing, a shared vision enables the cross-cultural workforce relationship of Montfort College, Secondary Section's a case study to have more effective management.

Taken together, the research indicates the final analyzed outputs from this study can be described co-creating: the EP Model as shared vision process by the utilized advantage of KM tools and techniques for solving the problems, which has been identified earlier as shown in Figure 5.17 and Figure 5.27.

5.4 Research limitation

This study has several limitations. *First*, the sample group has been used for being limited such as there has one Indian, one Chinese, and one Australian, who concern in the EP directly, while there have six Philippines and eight Thais. However, this study uses both population and sample group such as purposive samplings. *Second*, most participants all are teaching staff that makes researcher take times due to their teaching schedule, meanwhile administrators are very busy meeting both inside and outside of school. So, the researcher has to set and reset time and space for all participants of this study as the best appropriate person by person. However, this makes the researcher faces with a big challenge to learn how to manage time and space to collect the data in field, especially in cross-cultural learning.

5.5 Research novelty

This is the first report in the education field for researching the English Program management problems in Thailand in terms of Western staff; Eastern staff; and administrators. The EP Model as shared vision process is a new creation Model of this study, which is conducted by utilizing the advantage of KM tools and techniques can be applied to any similar English Program schools and companies.

5.6 Research generalization

Generalization of research findings is considered an important criterion for academic rigor. This is indeed important when the research aims at developing explanatory knowledge. However, this research has produced concepts of prescriptive solution: the process (The EP case study model) of co-creating as the type of the EP vision at Montfort College, Secondary Section, can be applied to create an organizational vision. The research findings can be applied for solving a specific problem, which can be contributed to other EP schools that have similar problems in similar contexts in managing a cross-cultural workforce.

For future study, this case study's result, the validated EP vision statement is being implemented in terms of mission, goals, policies, strategic planning, and projects in 2010, in a few years the outcome can be observed. So, the researcher will continue to conduct it with all EP staff.