Developing Policy for Staff Training Programs to Meet ISO Food Factory Standards in Thailand

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Declaration

I, Vilaivan Chiratpigalpong, declare that this Doctor of Education dissertation entitled *Staff Training Programs to Meet ISO Food Factory Standards in Thailand* is not more than 60 000 words in length, exclusive of tables, figures, appendices, references and footnotes. This dissertation contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this dissertation is my own work.

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Signed	Date

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Abstract

This study focuses on the development of effective Staff Training Programs to meet ISO Food Factory standards. It is set in the context of significant changes required to meet these standards in order to improve international business opportunities in the food industry in Thailand.

The study is based on a needs assessment within the proactive form of evaluation as categorised by Owen, with Rogers (1999) and Owen (2006). The research was conducted in four phases: a needs assessment, an expert review, a determination of best practice, and the formulation of a staff training policy. The purely qualitative methodology involved focus group and semi-structured interviews, a SWOT analysis, inductive data reduction, and policy development using Dror's (1973) Optimal Method of policymaking. The findings of this study were validated by means of triangulation involving the outcomes of the needs assessment, the semi-structured interviews with the QMRs of two registered ISO certified food factories, and the testing of the draft policy against the perceptions of the Chief Executive Officers of two registered ISO certified food factories.

The research indicated six significant training requirements. The first involved meeting the key objectives of the ISO, namely, to enable organizations to consistently produce products (including services) that satisfy the requirements of customers together with the organisation's stated intentions. The second involved the importance of leaders engaging with knowledge and expertise that is both global and local, and using authority and power appropriately in bringing about organisational change. The third involved managing new technologies that can be applied to work, and to the knowledge of procedures and processes. The fourth involved monitoring that is accepted by the team and that enables establishment of appropriate monitoring criteria through the development of Key Performance Indicators.

The fifth involved the importance of acquiring appropriate knowledge prior to engaging in planning. The sixth outcome involved a focus on recording and retrieving data and information, and the importance of tracking personnel development.

Finally, the research achieved three general outcomes. It has demonstrated a process for the development of a policy for effective staff training programs. It has demonstrated the effectiveness of Proactive Evaluation, particularly the importance of a needs assessment, in developing such a policy. Finally, it has highlighted the key training elements that are required for change in Thai food production organisations if they are to gain international recognition.

List of Abbreviations

CEO   **Chief Executive Officer**

GMP   **Good Manufacturing Practice**

HACCP   **Hazard Analysis and Critical Control Point**

HRD   **Human Resource Development**

ICT   **Information, Communication & Technology**

IT   **Information Technology**

ISO   **The International Organization for Standardization**

KPI   **Key Performance Indicator**

QMR   **Quality Management Representative**

SET   **The Stock Exchange of Thailand**

SM   **Senior Management**

TQM   **Total Quality Management**

CHAPTER 1

Introduction to the Study

Introduction

This chapter outlines the background of the study, contribution to knowledge, research significance and literature review. Background information includes the importance of ISO (International Organisation for Standardisation), the benefits of ISO to Food Industry. The research questions are listed, the research design, the methodology is briefly outlined, and a summary of the chapters of the thesis is provided.

Purpose of the Study

The purpose of my study is to investigate developing policy for staff training programs to meet ISO Food Factory Standards in Thailand. The International Organisation for Standardisation (ISO) (based in Geneva, Switzerland) was established in 1947 to promote standards in international trade, communications, and manufacturing. ISO is a nongovernmental organisation (Goetsch & Davis, 2002, 3).

ISO is the world's largest developer and publisher of International Standards. ISO is a network of the national standards institutes of 157 countries (in 2008), one member per country, with a Central Secretariat in Switzerland that coordinates the system. ISO enables a consensus to be reached on solutions that meet both the requirements of business and the

broader needs of society. (www.iso.org, from www.google.com accessed 02-03-2008).

To find the most suitable approach in developing policy for staff training programs to meet ISO Standards for Thailand's Food Factories requires an exploration of existing policies and programs in terms of problems likely to be met, and the new requirements expected from the staff. A proactive evaluation is chosen for this study since it concerns findings that will assist decision-making in the development of appropriate staff training programs.

Background of the Study

ISO (International Organisation for Standardisation) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. International organisations, governmental and non-governmental, in liaison with ISO, also take part in the work (ISO 2000, 2000). ISO is a standard of quality management that is a set of generally accepted accounting principles for documenting quality procedures. ISO 9000 (which is for manufacturers) was first released in March 1987 (Masternak & Kleiner, 1995).

The adoption of a quality management system should be a strategic decision for an organisation. The design and implementation of an organisation's quality management system is influenced by varying needs, particular objectives, the products provided, the processes employed and the size and structure of the organisation (ISO 2000, 2002).

Kitroongruang Tapioca Factory Ltd., Part. (KRR) is a Small to Medium Enterprise (SME) that has produced white tapioca flour in Rayong for more than 40 years. KRR uses the root of the cassava plant as its raw material. The finished product is called 'tapioca flour'. At the present time (2008), the production process is operating using new technology. Most of the machines used in this production come from Germany and Japan; they are combined

with Thai machines. KRR uses stainless pipelines, clean equipment and tools in order to meet the clean food standard. KRR has two affiliates which produce tapioca flour: in Kalasin and Nakorn Ratchasima. Both affiliates also operate according to ISO regulations.

The markets for tapioca flour are both domestic and export. The customers of the domestic market are noodle factories, snack factories, pharmaceutical factories, sweetmeat factories, bakeries, etc. The customers of export markets are mainly in USA, EU, Japan, Australia, Hong Kong and Singapore. At the present time, the importers in many countries, for example, USA, EU, and Japan, prefer to buy the goods from the manufacturers that are good quality products and which have an ISO Certificate to guarantee accepted quality.

KRR is one of the exporters that needs to have the quality of its product guaranteed by ISO. Although KRR's tapioca flour has been accepted as a good quality product, KRR has no ISO Certificate. If KRR wants to get the ISO certificate for international standard acceptance, KRR should improve all policies in order to meet the ISO regulations.

Objectives

The main objective of this research is to develop a policy for a staff training program that will assist Thailand's Food Factories to meet ISO standards. Such a staff training program will be concerned with quality staff work practices associated with planning, directing, controlling and reviewing food production and distribution**.** The researcher will provide input to decisions about how best to develop such a program in advance of the planning stage. Three factories will be involved in the study: the KRR factory, of which the researcher is Finance Manager and Human Resource Development Manager; as well, the researcher is the daughter of the owner. The other two factories are involved in vegetable oil processing and noodle manufacturing, respectively.

The research process will include the following: a need**s** assessment, a research review, defining benchmarks that describe best practice, and developing a staff training program based on ISO standards. According to Owen, with Rogers (1999), a proactive evaluation provides the basis for evaluating the program's development. Proactive evaluation is concerned with the extent of need of a program among a defined population in a given area of provision, synthesising what is known in the existing research and related literature about an identified issue or problem and critically reviewing ways in which an identified issue or problem has been solved through programs mounted in other locations. Interviews, document reviews, and focus groups are selected as data collection methods to gain an insight into participants' viewpoints about the developmental process.

Research Questions

The general research question that I wish to examine is as follows:

What are the essential elements for a quality training policy to meet ISO standards for Thailand's Food Factories?

There are five specific research questions that I will address in order to answer this question:

- What are the consequences of applying ISO standards to a training program?

- What is the context of Thailand's Food Factories and how might ISO affect this context?

- What are the actual conditions prevailing in selected food factories in Thailand and how do these match the desired conditions as spelt out in ISO standards?

- What factors emerge that will support the development of quality training programs that meet ISO standards for Thailand's Food Factories?

- What policies are required to ensure these factors are included in training programs to meet ISO standards?

Contribution to Knowledge

My research aims to examine the effectiveness of staff training programs to meet ISO standards for Thailand's Food Factories. This will result in finding the most suitable strategy to be used in staff training programs and in identifying the most common problems likely to be found. The outcomes of the evaluation will help improve the application of staff training programs in the future. In addition, the strategy will be able to apply to staff in other industry areas. As for the evaluation, the most important part of the study, the results will provide guidelines for managers, staff and even the organisation itself. This proactive evaluation will enable more relevant policies to be developed.

Research Significance

The significance of the research is at four levels. First of all, the staff will be exposed to training programs that are designed to be of the greatest benefit to them. Entrepreneurs, together with managers, will have alternatives when training staff in a changing context. Researchers, together with customers, will be engaged to assist the developers of the training program to achieve a range of objectives, having a clear understanding of the overall program. The most important thing is that a systematic training program will be developed to enable management to adapt to changing requirements and conditions.

This research combines Proactive Evaluation – emphasising utilisation of evaluation (Owen, with Rogers, 1999) – with Public Policymaking (Dror, 1973) in the field of Small and Medium Enterprises (enterprises that have fixed assets of not more than 200 million Baht, a special promotion-package loan from a bank, and the support of the Thai government) and Food Factories in order to improve training programs. According to Beckett &

Hager (2002), education and training are the main instruments available to governments, community and organisations to prepare individuals for rapidly-changing, increasingly-demanding world of work, and to improve their employability. It requires 'learning to learn' for new job opportunities in an advanced knowledge, communication and technological society. The greatest significance of this research will be establishing a set of findings that will be useful for staff training programs to meet ISO standards in all of Thailand's Food Factories.

Methodology

The design for the study follows a proactive evaluation (Owen, with Rogers, 1999,170-189). A proactive evaluation is concerned with the following issues:

- Is there a need for the program?

- What do we know about this problem that the problem will address?

- What is recognised as best practice in this area?

- Have there been other attempts to find solutions to this problem?

- What does the relevant research or conventional wisdom tell us about this problem?

- What could we find out from external sources to rejuvenate an existing policy or program?

Such an evaluation is normally carried out before a program is developed, and the focus is on the program context. It consists of three major approaches (Owen, with Rogers, 1999, 171): needs assessment, research review, and review of best practice (establishment of benchmarks). These three approaches – a needs assessment, a research review and a review of best

practice (establishment of benchmarks) will be the key research tools in this study.

Limitations

This research is limited to findings from only five food factories: three food factories that were in an advanced planning stage for ISO registration, to determine details of Needs Assessment (Phase 1), and two registered ISO Certificated Thai food factories to carry out an Expert Review (Phase 2). The outcome of Phase 3, the identification of Best Practice, involved only three people – one each from each of the three Phase 1 factories. Finally, in the draft policy preparation (Phase 4) two people, only, who were the CEOs of two food companies registered on the Stock Exchange of Thailand, were involved in discussion and refinement. To overcome these limitations, triangulation of the outcomes from all four phases was undertaken to ensure reliability of findings.

Summary of the Chapters

Chapter 1

This chapter covers the purpose, significance and background of the thesis, research questions, contribution to knowledge, and research significance. The importance and benefits of ISO as the world's largest developer and publisher of International Standards and developing policy for staff training programs to meet ISO Food Factories Standards in Thailand are described and the methodology used in the research is briefly discussed.

Chapter 2

This chapter reviews the literature and research in staff training programs, Proactive evaluation, policy development and analysis, learning organisation, industrial training, and knowledge of related fields.

Chapter 3

This chapter discusses the research methodology and research design for the study. In each phase, details of the participants, data collection and data analysis are provided.

Chapter 4

This chapter reports on a needs assessment, Phase 1 of the research, carried out to determine actual and desired needs in Staff Training Programs to meet ISO Food Factories Standards in Thailand, as identified by focus group interviews with three food factory groups with Quality Management Representatives, managers and staff. Standard data reduction techniques were applied to the responses of the participants in each of three focus groups in order to determine needs.

Chapter 5

This chapter reports on an expert review, Phase 2 of the research. This involved plant visits, and semi-structured interviews with two QMRs of two registered ISO certificated food factories. Standard qualitative data reduction procedures were used to produce a set of key actual and desired outcomes for Staff Training Programs to meet ISO Food Factories Standards in Thailand.

Chapter 6

This chapter reports on the identification of best practice, Phase 3 of the research. This involved identifying a set of training programs benchmarks, arising from Phases 1 & 2, by means of a focus group interview with three QMRs from Phase 1. These outcomes are used to formulate a draft Staff Training Policy according to Dror's Optimal Model.

Chapter 7

This chapter reports on the formulation of the draft training policy. The policy needs of future Staff Training Programs to meet ISO Food Factories Standards in Thailand are identified from four sources of needs: from the three food factory focus groups, interviews with two QMRs of two registered

ISO certified food factories, brainstorming with three QMRs, and focus group discussion on best practice. The intersection of four separate inputs is linked through Dror's (1973) phases of his 'Optimal Model' of policymaking process to develop a draft policy on Staff Training Programs to meet ISO Food Factory Standards in Thailand. Draft policy guidelines for the needs areas are developed by considering the resource allocation that will best meet these needs.

Chapter 8

This chapter reports on a testing of the draft policy as a result of two semi-structured interviews with two Chief Executive Officers of two registered Public Company Limited companies listed on the Stock Exchange of Thailand. As a consequence, a final Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand is formulated.

Chapter 9

In this chapter, discussion, conclusions and reflection on the research project are presented. This chapter concludes with proposed directions for future research based on the outcomes of the current study.

CHAPTER 2

Literature Review

Introduction

In this chapter the theories and concepts that are related to the construction of this research are reviewed. The literature related to Proactive Evaluation, policymaking, and learning organisations assisted in the study of the skills and competencies required by management and staff in food industry in order to develop training programs for workplace learning and improvement of work quality. The literature on professional development guided the design of professional development strategies required to promote these skills and competencies. The literature relating to management and staff training programs was concerned with a needs assessment of the company in order to identify and justify the implications for a professional development program that aimed to improve the job performance of management and staff in the food industry and to help them better understand the needs of a learning organisation.

Generally, the literature that has been included in this review suggests that for Proactive Evaluation, policymaking, learning organisation, management and staff training programs, industrial training, Kaizen (continuous improvement or continual improvement), and knowledge of related fields need to be formulated, implemented and reviewed. Specially, this literature review is concerned to provide a theoretical framework for the study.

Proactive Evaluation

Guba & Lincoln (2001) consider evaluation to be one of three basic elements in disciplined inquiry – the others being research and policy analysis. In this thesis, evaluation will be considered as that form of inquiry whose focus is an evaluand (program and an organisation (Owen, 2006), using a particular approach (Jody et al., 2004), that results in judgements of 'merit' and 'worth' (Guba & Lincoln, 1989, 39).

To find the most suitable approach in developing policy for staff training programs to meet ISO standards for Thailand's primary food production factories requires an exploration of existing policies and programs in terms of the problems likely to be met, and the new requirements expected from the staff. A proactive evaluation is chosen for this study since it concerns findings that will assist decision-making in the development of appropriate staff training programs. In this particular evaluation context, there is the need for a change or a review of the approach due to two pressures, namely, the imposition of ISO (quality) standards and the need to develop a new approach to staff training programs.

There are two major situations in which a proactive evaluation may be logically applied and where it can be most suitably used (Owen, 2006, 169). The first is in a 'nothing to something' situation where the aim of the evaluation is to provide finding to aid decision-making about a new program. Such a study aims to undertake a program evaluation with a 'something new staff training program' in order that the findings may help the entrepreneurs, managers, staff, customers and stakeholders decide on the best practice. In the second, a program exists but there is a need for major review, with the likelihood that this existing program will be altered radically or even replaced by a new and more appropriate one. The context of this study relates to this second situation: it requires an evaluation approach that can support a changing context in order to produce policy guidelines for new staff training programs.

Proactive Evaluation is concerned with the following:

- the extent of the need among a defined population for a program in a given area of provision;

- synthesising what is known in the existing research and related literature about an identified issue or problem;

- critically reviewing ways in which an identified issue or problem has been solved through programs mounted in other locations.

The essential features of Proactive Evaluation are summarised in Table 2.1 which shows the *orientation*, or purpose of evaluation, of a Proactive evaluation is to provide findings to aid the synthesis of programs. Given that the *state* of these programs is that either no program exists or that radical changes are needed to an existing one, the timing of the evaluation can be conceived of as occurring 'before development'. The *focus* from which evidence is drawn is the context or milieu within which the program will or may be developed, or like contexts in other locations.

Employing special approaches associated with this form assumes that policy and program development should be informed by the best and most appropriate evidence about the problem to be addressed. For example, an analysis of needs, combined with information on available resources, is fundamental to making decisions about the provision of services. Such knowledge enables planners at the policy, program and program levels to:

- determine priorities in geographic areas, among clients groups and across areas of support;

- train and allocate staff appropriately;

- locate services and facilities to achieve maximum effect;

- substantiate the allocation of resources.

TABLE 2.1   SUMMARY OF PROACTIVE EVALUATION

Dimension	Properties
Orientation	Synthesis
Typical issues	1. Is there a need for the program? 2. What do we know about this problem that the program will address? 3. What is recognised as best practice in this area? 4. Have there been other attempts to find solutions to this problem? 5. What does the relevant research or conventional wisdom tell us about this problem? 6. What could we find out from external sources to rejuvenate an existing policy or problems?
State of program	None
Major focus	Program context
Timing (vis-à-vis program delivery)	Before
Key Approaches	7. Needs assessment 8. Research review 9. Review of best practice (establishment of benchmarks)
Assembly of evidence	Questionnaire, review of documents and data bases, site visits and other interactive methods. Focus group, nominal groups and Delphi technique useful for needs assessments.

Source: Owen, 2006

The evaluator's task is to harness and provide knowledge for those who will be involved in program planning. The logic for Proactive evaluation seems to be beyond challenge. In practice, however, examples of its application to real life are hard to locate. This suggests that decisions related to planning interventions have traditionally been based on the intuition of program staff, long-used practice, personal preferences, or have been unduly influenced by political pressures. The use of evaluation to aid decision-making before programs are developed is a call for more analytical and rational approach to the allocation of precious resources such as those applied to social and educational interventions (Owen, 2006, 169-171).

Approaches to Proactive Evaluation

Owen (2006) outlines three major approaches to Proactive evaluation:

1. Needs assessment;

2. Research review (evidence-based practice); and

3. Review of exemplary practice (and the establishment of benchmarks).

Needs Assessment

Owen (2006, 171) points out that needs assessment is a well-established Approach. An extensive conceptual literature has emerged, and the American Evaluation has a strong Topical Interest Group on needs assessment, an indication that this approach is acknowledged as an important subset of evaluation practice. A needs assessment is defined by Witkin & Altschuld (1995) as:

> … a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organisational improvements and allocation of resources. The priorities are based on identified needs.

To undertake a needs assessment, one must come to grips with the notion of a need. This is not an easy notion to deal with, as there are many views on what we actually mean by a 'need' (Scriven, 1991; Boonying, 2007). Using 'need' as a noun provides a basis for defining what is meant by needs assessment. A need is the difference between the desired and the present situation or condition. According to Owen (2006, 171), 'need is thus a discrepancy'.

Elements of needs assessment

Owen (2006), spelling out the essential features of Proactive Evaluation, is concerned with the following five elements of needs assessment:

- the desired or ideal condition or state of affairs, or what ought to be;

- the present or actual condition or state of affairs;

- discrepancies between desired and actual affairs;

- reasons for the discrepancies; and

- deciding which needs should be given priority for action through a treatment or program.

According to Roth (1990), needs can be generally defined as follows:

$$N = D\text{-}A$$

where N is the need or discrepancy, D is the desired state and A is the actual state.

Policymaking

A policy is *broad guideline* for decision making that links the formulation of strategy with its implementation. Companies use policies to make sure that employees throughout the firm make decisions and take actions that support the corporation's mission, objectives, and strategies (Wheelen & Hunger, 2000, 14).

In the development of policies, the selection of the best strategic alternative is not the end of strategy formulation. The organisation must now engage in developing policies. Policies define the broad guidelines for implementation. Flowing from the selected strategy, policies provide guidance for decision making and actions throughout the organisation (Wheelen & Hunger, 2000, 177).

A most comprehensive framework for policy analysis and policymaking is provided by Dror (1973, 1989). In his book, *Public Policymaking: Reexamined*, he outlines an Optimal Model of policymaking. The major characteristics of this model (Dror, 1973, 1989, p154-162) are as follows:

- takes a qualitative, rather than a quantitative approach;

- contains both rational and extra-rational components;

- basic rationale of the model is to be economically rational;

- details a meta-policymaking phase ('policy about making policy');

- includes extensive feedback phases.

The model consists of 18 phases, divided into three stages: the Metapolicymaking Stage (seven phases), the Policymaking Stage (seven phases) and the Post-Policymaking Stage (three phases); Dror regards, as the eighteenth phase, a detailed communication and feedback network that connects all phases. The phases within each Stage consist of the following:

I. Metapolicymaking Stage

1. Processing values: identifying values held by the stakeholders.

2. Processing reality: identifying the contexts in which the policy will operate.

3. Processing problems: identifying problems encountered by agencies involved in the program.

4. Surveying, processing, and developing resources.

5. Designing, evaluating, and redesigning the policymaking system.

6. Allocating problems, values, and resources: placing these elements in a priority order.

7. Determining policymaking strategy: outline a plan of action.

II. Policymaking Stage

    8. Sub allocating resources.

    9. Establishing operational goals, with some order of priority for them.

    10. Establishing significant values, with some order of priority for them.

    11. Preparing a set of major alternative policies, including some 'good' ones.

    12. Preparing reliable predictions of the significant benefits and costs of the various alternatives.

    13. Comparing the predicted benefits and costs of the various alternatives and identifying the 'best' ones.

    14. Evaluating the benefits and costs of the 'best' alternatives and deciding whether they are 'good' or not?

III. Post-policymaking Stage

    15. Motivating and executing of the policy.

    16. Executing the policy.

    17. Evaluating policymaking after executing the policy.

    18. All these 17 phases are interconnected by a complex communication and feedback network, which can be considered a separate phase:

Communication and feedback channels interconnecting all phases.

Learning Organisations

According to Senge (1990, 2006, 3), learning organisations are organisations where

people continually expand their capacity to create the results they truly
desire, where new and expansive patterns of thinking are nurtured, where
collective aspiration is set free, and where people are continually learning
how to learn together.

The basic rationale for such organisations is that in situations of rapid
change on those that are flexible, adaptive and productive will excel. For this
to happen, it is argued, organisations need to 'discover how to tap people's
commitment and capacity to learn at all levels in an organisation' (Senge,
1990, 4).

Peter Senge (Senge, 1990, 13) notes that:

> When you ask people about what it is like being part of a great team, what
> is most striking is the meaningfulness of the experience. People talk about
> being part of something larger than themselves, or being connected, of
> being generative. It becomes quite clear that, for many, their experiences
> as part of truly great teams stand out as singular periods of life lived to the
> fullest. Some spend the rest of their lives looking for ways to recapture that
> spirit.

For Senge, real learning gets to the heart of what it is to be human. We
become able to re-create ourselves. This applies to both individuals and
organisations. Thus, for a 'learning organisation it is not enough to survive.'
'Survival learning' or what is more often termed 'adaptive learning' is
important – indeed it is necessary. But for a learning organisation, 'adaptive
learning' must be joined by 'generative learning', learning that enhances our
capacity to create (Senge, 1990, 14).

The dimension that distinguishes learning from more traditional
organisations is the mastery of certain basic disciplines or 'component
technologies'. The five disciplines, according to Senge (1990, 373) can be
approached at one of three levels:

- *Practice*: what you do;

- *Principles*: guiding ideas and insights;

- *Essences*: the state of being those with high levels of mastery in the discipline (Senge, 1990, 373).

Each discipline provides a vital dimension. Each is necessary to the others if organisations are to 'learn'.

The five disciplines that Senge identifies are said to be 'converging to create innovative learning organisations'. The disciplines are as follows:

Systems Thinking: the cornerstone of the learning organisation

A great virtue of Peter Senge's work is the way in which he puts systems theory to work (Smith, 2001, 3). *The Fifth Discipline* provides a good introduction to the basics and uses of such theory – and the way in which it can be brought together with other theoretical devices in order to make sense of organisational questions and issues. Systems thinking is the conceptual cornerstone ('The Fifth Discipline') of his approach. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice (Senge, 1990, 12). Systems theory's ability to comprehend and address the whole and to examine the interrelationship between the parts provides, for Senge, both the incentive and the means to integrate the disciplines.

Alongside systems thinking, there stand four other 'component technologies' or disciplines (Smith, 2001, 4). A 'discipline' is viewed by Senge as a series of principles and practices that we study, master and integrate into our lives.

Personal Mastery

Organisations learn only through individuals who learn. Individual learning does not guarantee organisational learning. But without it no organisational learning occurs (Senge, 1990, 139). Personal mastery is the discipline of 'continually clarifying and deepening vision, of focusing our energies, of developing patience, and of seeing reality objectively' (Senge, 1990, 7). It goes beyond competence and skills, although it involves them. It goes

beyond spiritual opening, although it involves spiritual growth (Senge, 1990, 141). Mastery is seen as a special kind of proficiency. It is not about dominance, but rather about calling. Vision is vocation rather than simply just a good idea.

Mental Models

These are 'deeply ingrained assumptions, generalisations, or even pictures and images that influence how we understand the world and how we take action' (Senge, 1990, 8). They constitute what Donald A. Schön (Schön, 1983, 1) referred to as a professional's 'repertoire'. We are often not that aware of the impact of such assumptions on our behaviour – and, thus, 'a fundamental part of our task' (as Schön puts it) is to develop the ability to reflect-in and reflect-on action.

Building Shared Vision

Senge (1990, 9) starts from the position that if any one idea about leadership has inspired organisations of thousands of years 'it's the capacity to hold a shared picture of the future we seek to create'. Such a vision has the power to be uplifting – and to encourage experimentation and innovation. Crucially, it is argued, it can also foster a sense of the long-term, something that is fundamental to the 'fifth discipline', namely, systems thinking (Smith, 2001, 5).

Team Learning

Such learning is viewed as 'the process of aligning and developing the capacities of a team to create the results its members truly desire' (Senge, 1990, 236). It builds on personal mastery and shared vision – but these are not enough. People need to be able to act together. When teams learn together, Senge suggests, not only can there be good results for the

organisation; members will grow more rapidly than could have occurred otherwise.

Organisational Learning

Organisational learning has been defined by Marsick (1994, in Armstrong, 2006, 540) as follows:

> a process or coordinated systems change, with mechanisms built in for individuals and groups to access, build and use organisational memory, structure and culture to develop long-term organisational capacity

More recently, organisational learning has been defined by Easterby-Smith & Araujo (1999, in Armstrong, 2006, 540) as:

> an efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature.

Thus, organisational learning is concerned with the development of new knowledge or insights that have the potential to influence behaviour (Mabey & Salaman, 1995). It takes place within the wide institutional context of inter-organisational relationships (Geppert, 1996). As Argyris & Schön (1996, in Armstrong, 2006, 540) point out, organisational learning:

> refers broadly to an organisation's acquisition of understanding, know-how, techniques and practices of any kind and by any means.

It is this more inclusive definition of organisational learning that I shall use in this study, as it provides for a wide range of inputs from an equally wide range of sources.

Management and Staff Training Programs

Organisations get things done when people do their jobs effectively. To make this happen, they need to be well trained. A number of people are likely to be involved in the training. They will be engaged in identifying the needs of the organisation and of the individual, selecting or designing appropriate training to meet those needs, delivering it and assessing how effective it was (Peterson, 1994).

In the study of Noe (2003), training refers to a planned effort by an organisation to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills or behaviours that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviours emphasised in training programs and to apply them to their day-to-day activities. Recently it has been acknowledged that to gain a competitive advantage, training has to involve more than basic skill development. That is, to use training to gain a competitive advantage, training should be viewed broadly as a way to create intellectual capital that includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity.

Thailand is a country in which the majority of people work and live in the agricultural sector. After several years of economic development in the country, Thailand has slowly shifted its economic development focus from the agricultural to the industrial sector (Rohitratana & Boon-itt, 2001). The main exporting products, nevertheless, comprise rice, rubber and other agricultural products. Most of the factories dealing with agricultural products in Thailand are food factories. At the present time, these factories have found that to produce good quality products, they need to have good training that requires the development of programs based on quality management systems. Thailand's food factories have both in-house and external training programs. The best programs are usually a mix of practical training and theoretical

training (Collyer, 1996). The key to successful training system is to keep it 'simple, practical and user-friendly'.

The training design process refers to a systematic approach for developing programs. The process consists of the following: conducting a needs assessment, ensuring employees' readiness for training, creating a learning environment, developing an evaluation transfer of training, select training method, and monitoring and evaluating the program (Noe, 2003). Training worthy of the name achieves real and tangible results that will be reflected in the improved performance of the staff involved (Peterson, 1994). Organisations will get full value for their investments in training when the training they pay for is fully transferred to the job.

Transfer of training is the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training – both on and off the job. The effective transfer of training also needs the effective partnerships of managers (including executives, supervisors, and team leaders), trainers, and trainees who have a strong interest in particular training programs and who have agreed to work together to support the full application of training that is specific to the job being undertaken (Broad & Newstrom, 1992).

After discussing current training program design needs, an analysis of appropriate policies will be undertaken. Policy analysis is the activity of creating knowledge of and in the policy-making process. In creating knowledge of policy-making processes, policy analysts investigate the causes, consequences, and performance of public policies and programs (Dunn, 1994). According to Dror's (1973) *Optimal Model of Public Policymaking*, the policymaking stage includes seven phases: sub allocating resources, establishing operational goals, establishing a set of other significant values, preparing a set of major alternative policies (including some 'good' ones), preparing reliable predictions of the significant benefits and costs of the various alternatives, comparing the predicted benefits and costs of the various alternatives and identifying the 'best' ones, and

evaluating the benefits and costs of the 'best' alternatives and deciding whether they are 'good' or not. The approaches of Dunn and Dror will be applied in the development of policy options that will be discussed in the final phase of this research.

Industrial Training

Training is the use of systematic and planned instruction activities to promote learning (Armstrong, 2006, 575). As Reynolds (2004, in Armstrong, 2006, p575-576) points out, training has a complementary role to play in accelerating learning:

> It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.

Armstrong (2006, 576) also comments that the conventional training model has a tendency to 'emphasise subject-specific knowledge, rather than trying to build core learning abilities'. Because I am developing a training policy, I will attempt to concentrate developing 'core learning abilities' and determining the necessary resources to ensure their delivery.

Types of training

According to Armstrong (2006, 578), training programs may be concerned with any of the following:

> …manual skills, IT skills, team leader or supervisory training, management training, interpersonal skills (e.g. leadership, teambuilding, group dynamics, neuro-linguistic programming), personal skills (e.g. assertiveness, coaching, communicating, time management), and training in organisational procedures and practice.

I will consider how this impacts on industrial training in the following sub-section.

Industrial training

Industrial training has been based on technology, innovation, market mechanisms and a system of occupational labour markets. In some countries (e.g., Japan), training has been primarily organised internally within the firm and training has been in more firm-specific skills and attitudes. As a result of the development of strong internal labour markets in Japan, more emphasis has been placed on training for lifetime careers.

In Japan, in the early stages of its industrialisation, the managerial, technical, and manual skills required for the new industries were in short supply. In order to acquire such skills, the emerging large Japanese firm had of necessity to look to the universities and to concentrate on developing its own managers and key employees if it wished to make progress. Having this investment, there was then a strong incentive to hold on to its employees. In this way, there emerged an organisational capacity to develop human resources that, in turn, encouraged further training. Over time, in the large firm sector, these practices have been extended throughout the firm. There is no simple one-to-one relationship between training and innovation or between training and performance (Gospel, 1991).

One of the most successful industrial training approaches within Japanese manufacturing is identified with the Toyota Organisation. Toyota's global competitive advantage is based on a corporate philosophy known as the Toyota Production System. The system depends in part on a human resources management policy that stimulates employee creativity and loyalty but also on a highly efficient network of supplies and components manufacturers.

Toyota Production System and the Toyota Way

Toyota, the company is the world's most profitable car manufacturer, consistently producing high-quality cars using fewer man hours and less on-hand inventories. To this day, Toyota continues to raise the bar for manufacturing, production development and process excellence.

The Toyota Way explains the management principle and business philosophy behind Toyota's success (Business Summaries, 2008). The Toyota Way can be briefly summarised through the two pillars that support it: 'Continuous Improvement' and 'Respect for People.' Continuous improvement, often called *KAIZEN*, defines Toyota's basic approach to doing business: 'Challenge everything!'

More important than the actual improvements that individuals contribute, the true value of continuous improvement is the creation of an atmosphere of continuous *learning* and an environment that not only accepts, but actually *embraces* change. Such an environment can only be created where there is respect for people – hence the second pillar of the Toyota Way. Toyota demonstrates this respect by providing employment security and seeking to engage team members through active participation in improving their jobs. Managers must take responsibility for development and nurturing mutual trust and understanding in all team members, in the belief that management has no more critical role than to motivate and engage large numbers of people to work together toward a common goal. Defining and explaining what the goal is, sharing a path to achieving it, motivating people to embark on the journey, and assisting them by removing obstacles should be management's reason for being. As Gary Convis, Managing Officer of Toyota and President, Toyota Motor Manufacturing, Kentucky USA is reported (Liker, 2004, xi-xii):

> We must encourage the minds of people to support and contribute their ideas to the organisation. In my experience, the Toyota Way is the best method for fulfilling this role.

Aspects of the Toyota Way will influence the development of the draft training policy. In particular, its 14 principles will be particularly influential.

The 14 Principles of the Toyota Way

The 14 Principles of the Toyota Way is a system designed to provide the tools for people to continually improve their work. The 14 principles fall into four groups:

1. Long-term philosophy,

2. The right process will produce the right results,

3. Add value to the organisation by developing your people;

4. Continuously solving root problems drives organisational learning.

The principles (Liker, 2004, 37-41) are set out in Figure 2.1, and are briefly described below.

FIGURE 2.1   A '4P' MODEL OF THE TOYOTA WAY
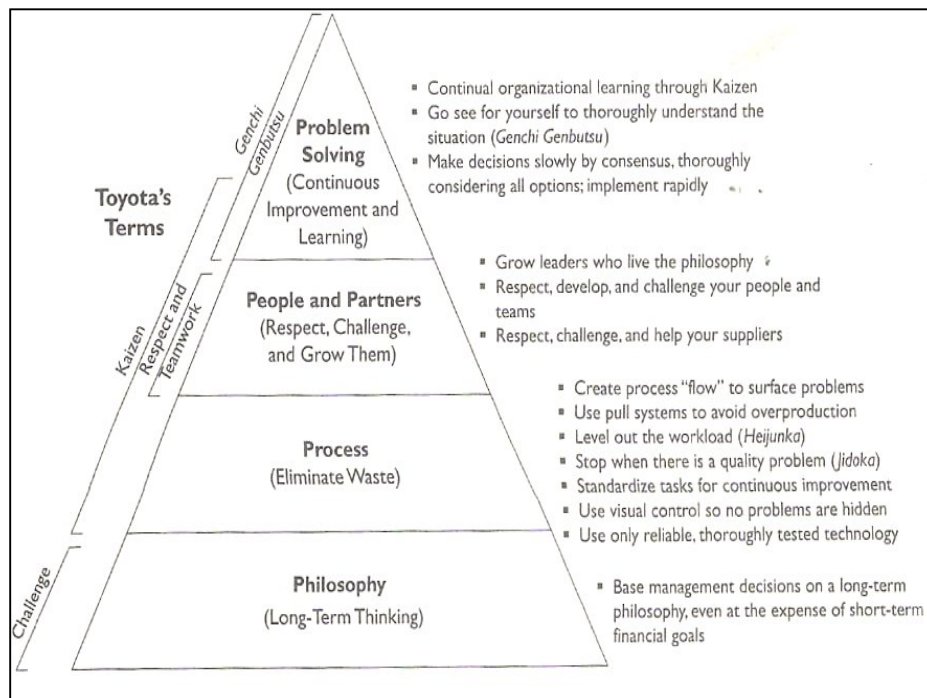
Source: Liker, 2004, 6

Section I – Long-term Philosophy

Principle 1: *Base your management decisions on a long-term philosophy, even at the expense of short-term financial goals*. Have a philosophy sense of purpose that supersedes any short-term decision making. Work, grow, and align the whole organisation toward a common purpose that is bigger than making money. Understand your place in the history of the company and work to bring the company to the next level. Your philosophy mission is the foundation for all the other principles.

Section II – The Right Process Will Produce the Right Results

Principle 2: *Create a continuous process flow to bring problems to the surface*. Redesign work processes to achieve high value-added, continuous flow. Strive to cut back or zero the amount of time that any work project is sitting idle or waiting for someone to work on it.

Principle 3: *Use 'pull' systems to avoid overproduction.* Provide your down line customers in the production process with what they want, when they want it, and in the moment they want. Material replenishment initiated by consumption is the basic principle of just-in-time.

Principle 4: *Level out the workload. (Work like the tortoise, not the hare).* Eliminating waste is just one-third of the equation for making lean successful. Eliminating overburden to people and equipment and eliminating unevenness in the production schedule are just as important – yet generally not understood at companies attempting to implement lean principles. (Lean *principles* or *lean manufacturing* is the production of goods using less of everything. They are overproduction, waiting or time on hand, unnecessary transportation, over processing or incorrect processing, excess inventory, unnecessary movement, defects, and unused employee creativity.)

Principle 5: *Build a culture of stopping to fix problems, to get quality right the first time.* Quality for the customer drives your value proposition. Use all modern quality assurance methods available.

Principle 6: *Standardised tasks are the foundation for continuous improvement and employee empowerment.* Use stable, repeatable methods everywhere to maintain the predictability, regular timing, and regular output of your process. It is the foundation for flow and pull.

Principle 7: *Use visual control so no problems are hidden.* Use simple visual indicators to help people determine immediately whether they are in standard condition or deviating from it. Included in this principle is the *5Ss Program* - steps that are used to make all work spaces efficient and productive, help people share work stations, reduce time looking for needed tools and improve the work environment. These are detailed in Figure 2.2. They are *Sort*: Sort out unneeded items, *Straighten*: Have a place for everything, *Shine*: Keep the area clean, *Standardise*: Create rules and standard operation procedures, and *Sustain*: Maintain the system and continue to improve it.

Principle 8: *Use only reliable, thoroughly tasted technology that serves your people and processes.* Use technology to support people, not to replace people. Often it is best to work out a process manually before adding technology to support the process.

FIGURE 2.2   THE 5Ss
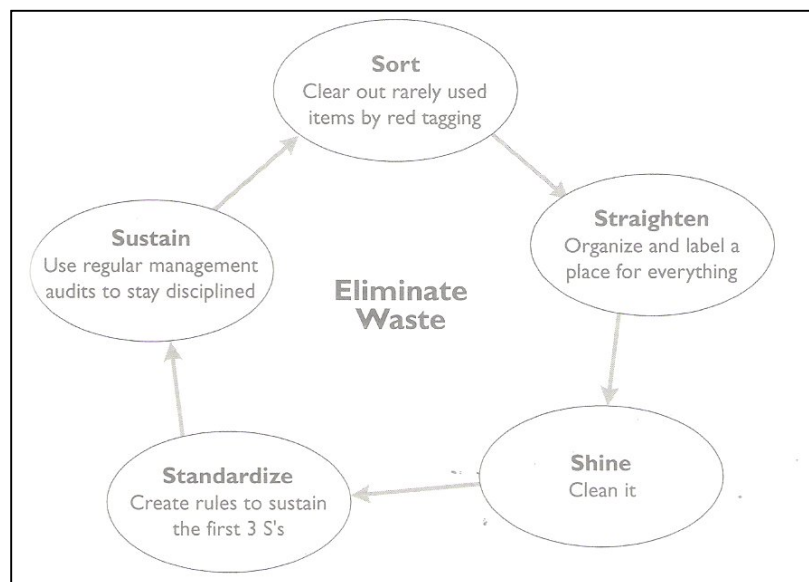
Source: Liker, 2004, 151

Section III– Add Value to the Organisation by Developing Your People

Principle 9: Grow leaders who thoroughly understand the work, live the philosophy, and teach it to others. Grow leaders from within, rather than buying from outside the organisation.

Principle 10: *Develop exceptional people and team who follow your company's philosophy.* Create a strong, stable culture in which company values and beliefs are widely shared and lived out over a period of many years.

Principle 11: *Respect your extended network of partners and suppliers by challenging them and helping them improve.* Have respect for your partners and suppliers and treat them as an extension of your business.

Section IV– Continuously Solving Root Problems Drives Organisational Learning

Principle 12: *Go and see for yourself to thoroughly understand the situation.* Solve problems and improve process by going to the source and personally observing and verifying data rather than theorising on the basis of what other people or the company screen tell you.

Principle 13: *Make decisions slowly by consensus, thoroughly considering all options; implement decisions rapidly.* Do not pick a single direction or go down that one path until you have thoroughly considered alternatives. When you have picked, move quickly but cautiously down the path.

Principle 14: *Become a learning organisation through relentless reflection and continuous improvement (Kaizen).* Once you have established a stable process, use continuous improvement tools to determine the root cause of inefficiencies and apply effective countermeasures.

Knowledge of Related Fields

My study aims to produce effective training program policies that lead to greater efficiency and productivity amongst management and staff in the

organisation. This will likely require major additional knowledge in the related fields of Marketing and Finance. Each of these is discussed, below.

Marketing

The American Marketing Association offers the following formal definition: Marketing is an organisational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organisation and its stake holders. According to Kotler (2006, 6), coping with exchange processes calls for a considerable amount of work and skill. He (Kotler, 2006, 6) provides a social definition that serves my purpose:

> Marketing is a societal process by which individuals and groups obtain what they need and want through creating, offering, and freely exchanging products and services of value with others.

Peter Drucker, a leading management theorist, in Kotler (2006, 6) highlights that effective marketing makes selling redundant:

There will always, one can assume, be a need for some selling. But the aim of marketing is to make selling superfluous. The aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself. Ideally, marketing should result in a customer who is ready to buy. All that should be needed then is to make the product or service available.

Of special importance to Kotler is the concept of the 'marketing mix'.

Marketing Mix

Marketers use tools to elicit desired responses from their target markets. These tools which, according to Kotler (2000, 15) are the 4Ps of marketing, constitute *marketing mix*:

> *Marketing mix* is the set of marketing tools that the firm uses to pursue its marketing objectives in the target market. They are Product, Price, Place, and Promotion.

- The components of **Product** are: product variety, quality, design, features, brand name, packaging, sizes, services, warranties, and returns.

- The components of **Price** are: list price, discounts, allowances, payment period, and credit terms.

- The components of **Place** are: channels, coverage, assortments, locations, inventory, and transport.

- The components of **Promotion** are: sales promotion, advertising, sales force, public relations, and direct marketing.

According to Kotler (2000, 15-18), the product concept is one of the oldest concepts in business. He argues that:

> The *product concept* holds that consumers will prefer products that are widely available and inexpensive.

Many businesses, he suggests, are guided by the product concept:

> The *product concept* holds that consumers will favour those products that offer the most quality, performance, or innovative features.

The selling concept is another common business orientation.

> The *selling concept* holds that consumers and businesses, if left alone, will ordinarily not buy enough the organisation's products. The organisation must, therefore, undertake an aggressive selling and promotion effort.

Kotler's concept of marketing will underpin much of additional knowledge that will need to be included in the training policy.

Finance

The objective of a company must be to create value for its shareholders. Value is represented by the market price of the company's common stock, which, in turn, is a function of the firm's investment, financing, and dividend decisions. Van Horne (2002, 3) argues that:

> The *financial goal* is to maximise shareholder wealth. The idea is to acquire assets and invest in new products and services where expected return exceeds their cost, to finance with those instruments where there is particular advantage, tax or otherwise, and to undertake a meaningful dividend policy for stockholders.

An understanding of the function of finance, therefore, will need to be considered in any training policy.

Functions of finance

According to Van Horne (2002, 6), the functions of finance involve three major decisions a company must make: the investment decision, the financing decision, and the dividend/share repurchase decision. Each must be considered in relation to the prime company objective of providing value; an optimal combination of the three will create value.

Investment decision

Van Horne, (2002, 6) considers the *investment decision* to be the most important of the three decisions when it comes to the creation of value:

> Capital investment is the allocation of capital to investment proposals whose benefits are to be realised in the future. Because the future benefits are not known with certainty, investment proposals necessarily involve risk.

Investments in capital projects should provide expected returns in excess of what financial markets require.

Financing decision

Van Horne (2002, 7) suggests that in the second major decision of the firm, the financing decision, the financial manager is concerned with determining the best financial mix or capital structure.

> If a company can change its total valuation by varying its capital structure, an optimal financing mix would exist, in which market price per share could be maximised.

Capital structure involves determining the best mix of debt, and hybrid securities to be employed.

Dividend/Share repurchase decision

Finally, Van Horne (2002, 7) points out that the third important decision of a company is the amount of cash to distribute to stockholders. There are two methods of distribution: cash dividends and share repurchase;

> Dividend policy includes the percentage of earnings paid to stockholders in cash dividends, the stability of absolute dividends about a trend, stock dividends, and stock splits. Share repurchase allows the distribution of a large amount of cash without tax consequence to those who choose to continue to hold their shares.

Excess cash can be distributed to stockholders directly through dividends or indirectly via share repurchase.

Summary

In this chapter, I have focused on the Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand. I used the literature reviewed in this chapter to formulate the theoretical framework for this study. It has focused on: 1) Proactive Evaluation; 2) Policymaking; 3) Learning Organisation; 4) Management and Staff Training Programs; 5) Industrial Training; 6) Knowledge of Related Fields. The research methodology that will bring these five elements together is discussed in Chapter 3.

CHAPTER 3

Methodology

Introduction

My study is based on the Proactive Form of evaluation as categorised by Owen, with Rogers (1999) and Owen (2006) using three distinct approaches: a needs assessment; a research and expert review; and establishing best practice benchmarks. These three approaches constitute the first three phases of the research; the fourth phase, the formulation and testing of policy concludes the research. The objectives of this study were to: 1) develop the most effective policy for an approach to Staff Training Programs to meet ISO Food Factory Standards in Thailand; 2) outline professional development strategies required by ISO Standards, through its regulations, to seek ways of developing policy and improving the quality to reach their customer satisfactions. This chapter includes the procedures that were used in preparing the study and conducting the research.

General Overview

The aim of this research project was to assist in the development of effective Training Programs to meet ISO Food Factory Standards in Thailand using, as a framework, the proactive form of evaluation of Owen, with Rogers (1999) and Owen (2006). My findings of the needs assessment, and the subsequent semi-structured interviews by which I tested a draft policy, were used to develop a policy for Training Programs to meet ISO Food Factory Standards

in Thailand. As well, I expected the findings to lead to an extension of my knowledge about current and proposed applications of ISO Food Factory Standards.

Using this knowledge I was able to develop a policy for Training Programs to meet ISO Food Factory Standards, highlighting the key elements that are required for attitudinal change in organisations seeking ISO registration. At the same time, I was able to demonstrate the effectiveness of Proactive Evaluation in developing training program policy.

Methodology

My study was conducted in four phases. In Phase 1, I engaged in a needs assessment of Training Programs to meet ISO Food Factory Standards. In Phase 2, I carried out an expert review to identify what has been done in relation to Training Programs to meet ISO Food Factory Standards. In Phase3, I developed a set of Training Program Benchmarks (Best Practice) as a result of the research activities undertaken in Phases 1 and 2. In Phase 4, I prepared a policy for Training Programs to meet ISO Food Factory Standards.

I based Phase 1 on a needs assessment, Phase 2 on an expert review and Phase 3 on Training Program Benchmarks (Best Practice) – three of the keys issues involved in Proactive Evaluation (Owen, with Rogers, 1999; Owen, 2006). I based Phase 4 on the three parts of Bloom's Taxonomy of Educational Objectives – the cognitive, attitude and psychomotor domains – and on Dror's (1973, 1978) Optimal Model of Policymaking.

Consistent with the ethical requirements of Victoria University, I made all participants in this research aware of the following: the nature and purpose of this study (see Attachment 3.1); the need of them to give their consent to participate, knowing the questions they were to be asked according to groups established (see Attachment 3.2); and the need to

provide a participant consent form which was to be signed personally (see Attachments 3.3, 3.4, 3.5).

In relation to the data analysis, I used the qualitative analysis technique of triangulation of sources (focus group, semi-structured interviews and literature review of best practice) as there was no detailed analysis of data available in the ISO documentation for registration beyond that of percentage readiness for ISO accreditation. I focused on the meaning of the qualitative information collected either by means of a descriptive content analysis or by interpreting and reducing the data to increasing levels of complexity. This involved identifying similarities and differences among the data, and clustering the information into concepts and key ideas.

Phase 1: Needs Assessment

I undertook a needs assessment of the training program with three groups, each consisting of the Quality Management Representative (QMR) and staff from three food factories. I undertook a focus group interview with these groups in order to find out the nature of their current practice (Actual state, A). I used the open-ended approach advocated by Krueger (1998a, b, c) in order to allow participants to select the manner in which they responded. Each focus group interview encouraged interaction among the managers and staff, and allowed them to modify their operations following the discussion. The interviews sought to determine details of recommended practices that needed to be carried in food factories seeking ISO registration.

In this phase, I used three focus group interviews to obtain qualitative information about the perception and attitudes of three QMRs and 21 other company personnel (managers, supervisors and staff) – a total of 24 people. At the same time, I undertook to review of relevant literature from ISO and other sources to determine details of the recommended practices for food factories (Desired state, D). My intention was to undertake a comparison of discrepancies between desired and actual outcomes, which Owen, with Rogers (1999), has describe as the need, N, where $N = D - A$. The

comparison of discrepancies between desired and actual practices, however, proved difficult as it was practically impossible to clearly distinguish between the two elements. The ISO literature, instead, focuses solely on the standards to be met; the literature gives in indication as to how these standards are to be achieved. The ISO 9000 family, the standards most applicable to the food production factories addresses 'Quality management'. According to ISO documents (International Standards, ISO 9001, 2000):

> This means what the organization does to fulfil:
> - the customer's quality requirements, and
> - applicable regulatory requirements, while aiming to
> - enhance customer satisfaction, and
> - achieve continual improvement of its performance in pursuit of these objectives.

What is needed in terms of recommended practices simply was not addressed; thus, it was necessary to determine these from those factories that had already achieved ISO registration on the understanding that these practices would represent a 'desired state'.

I moved, therefore, to attempt to distinguish desired and actual outcomes from the group focus interviews. Again, this proved an impossible task as discussions with the focus groups indicated that the boundaries between desired and actual outcomes were blurred. Again, it was clear to me that Desired and Actual Outcomes could not be readily distinguished and that only those outcomes which were common to the three factories should the focus of the research. As a consequence, I resorted to using the relationship suggested by Boonying (2007, 44):

$$\mathbf{N(P) = D \quad A}$$

The needs policy elements, N(P), of each factory were seen to lie at the intersection of emerging or desired policy outcomes, D, as identified and implemented by Senior Management, and actual policy elements already in place, A. These relationships are shown, diagrammatically, in Figure 3.1.

FIGURE 3.1   DETERMINING NEEDS MODEL
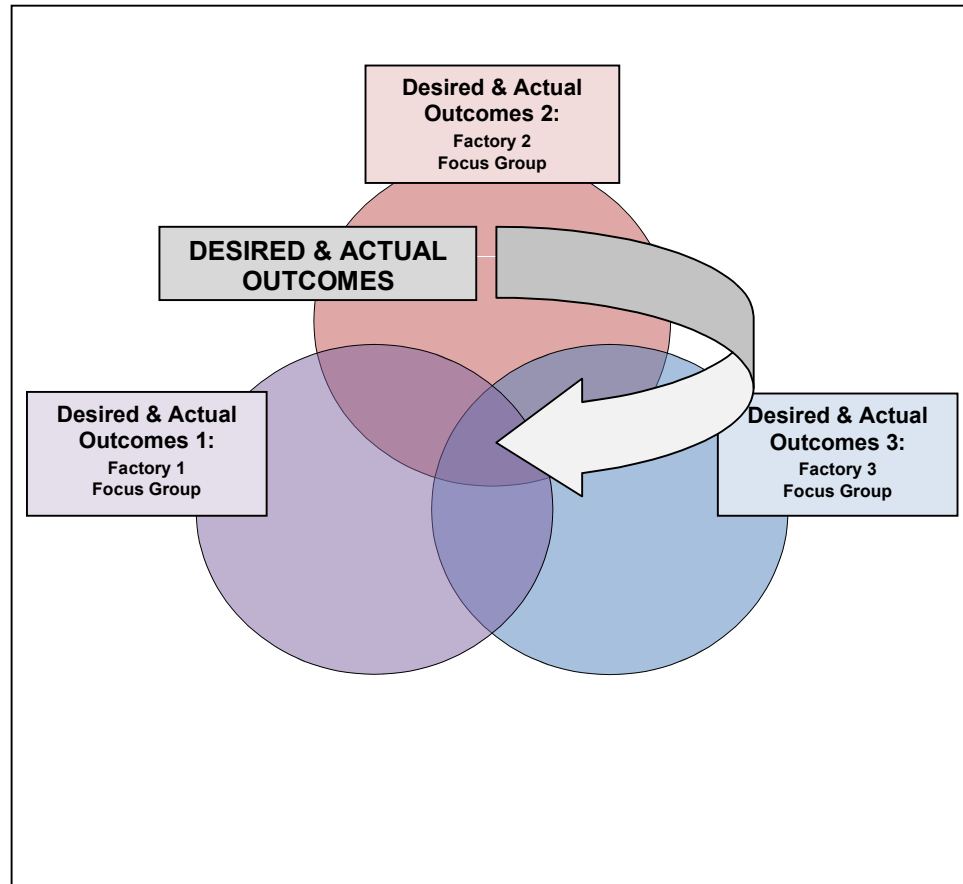
Focus group principles

Sleezer & Russ-Eft (2007, 46) point out that, in the focus group interview method, people who have something in common are brought together and asked their opinions and ideas about a specific topic. Most focus groups are made up of five to eight people.

To be effective, focus groups require skilled facilitators. Krueger & Cosey (2000) noted that a facilitator must be mentally prepared, familiar with such techniques as the five-second pause and probing for more information, and able to show positive regard and empathy for participants. As Schwarz (1995) points out, focus group facilitators must keep in mind that they are not

content experts, mediators, arbitrators, or judges. Schwarz's suggestions for facilitators included the following: accept responses in a nonjudgmental manner, avoid making decisions or comments about a group's work, and encourage an atmosphere of openness and mutual respect. The work of conducting needs assessment via focus group involves three phases: prepare, conduct, and report (Sleezer & Russ-Eft, 2007, 49).

Focus groups are group interviews. A moderator guides the interview while a small group discusses the topics that the interviewer raises. What the participants in the group say during their discussions are the essential data obtained from focus groups. Typically, there are six to eight participants who come from similar backgrounds, and the moderator is a well-trained professional who works from a predetermined set of discussion topics.

Krueger (2002) recommends that the first steps in any focus group interviews are as follows:

- decide whether the focus is appropriate;

- decide who to involve;

- listen to your target audience;

- put your thoughts in writing.

He also recommends asking questions that yield powerful information, e.g., use open-ended questions, avoid dichotomous questions and use 'think back' questions, use different types of questions, use questions that get participants involved, focus the questions, and be cautious of serendipitous questions. A group session should last between 1-2 hours. When analysing focus group data, the analyst should consider the meanings of words, examine the context by finding the triggering stimulus and then interpret the comment in light of that environment, frequency or extensiveness, intensity, specificity, and finding big ideas.

Conducting a focus group requires a high level of resources: I, as researcher, needed to be familiar with facilitation techniques, how to write appropriate questions, and how to analyse the qualitative data. Fortunately, I

had gained experience with focus group facilitation in my workplace and my supervisor assisted with the writing of appropriate questions. The analysis of transcripts used the standards techniques of data reduction described below (see 45).

Advantages of focus groups

Focus groups are most often used as an input to design. Advantages of focus group interviews (webcredible, 2006) include the following:

- they are quick, cheap and relatively easy to assemble;

- good for getting rich data in participants' own words and developing deeper insights;

- people are able to build on one another's responses and come up with ideas they might not have;

- provide an opportunity to involve people in data analysis;

- participants can act as checks and balance on one another.

Focus groups can be used at the preliminary or exploratory stages of a study (Krueger, 1998); during a study, perhaps to evaluate or develop a particular program of activities (Race et al, 1994); or after a program has been completed, to assess its compact or to generate further avenues of research. Focus groups can be used either as a method in their own right or to complement other methods, especially for triangulation (Morgan, 1998) and validity checking.

   Krueger (1998 a, b, c) suggests that the technique has several advantages. It is low cost and provides speedy results. Its flexible format allows the facilitators to explore unanticipated issues and encourages interaction among participants. In a group setting, participants provide checks and balances, thus minimising false or extreme views.

Limitations of focus groups

Limitations of focus groups include: the responses of each participant are not independent, a few dominant focus group members can skew the session, focus group requires a skilled and experienced moderator, and the data which results from focus group requires a skilled and experienced analyser. Focus groups have other limitations. The flexible format makes the process susceptible to facilitator bias, which can undermine the validity and reliability of findings (Morgan, 1998). Discussions can be sidetracked or dominated by a few vocal individuals. Focus group interviews generate relevant qualitative information, but do not discuss data from which generalisation can be made for a whole population. Moreover, the information can be difficult to analyse, particularly as comments need to be interpreted in the context of the group setting.

Participants

I established three focus groups, one group for each factory. The first focus group consisted of the QMR and a team of seven company staff (a total of eight persons) working in a premium dried fruit factory, a branch of an American company in Thailand. The second focus group consisted of the QMR and a team of six company staff (a total of seven persons) working in a health and dairy food factory, an Australia-Thai Joint Company. The third focus group consisted of the QMR and a team of eight company staff (a total of nine persons) working in a tapioca flour factory in Thailand. I invited them to participate by means of a personal letter (see Attachments 3.1, 3.2, 3.3, 3.4, and 3.5).

Data collection

I made audio-tape recordings of all the focus group interviews. As a consequence, the participants were able to share with me, and the others in the group, their shared experiences; to identify key factors for developing

best practices, pool knowledge, resources and guidelines for developing Training Program; and to develop networks with their colleagues who faced similar issues in their workplaces.

I used the findings from these focus groups to identify key elements related to the actual Training Programs to meet ISO Food Factory Standards in Thailand. These elements related to the following:

1. Finding out from key staff, details – in relation to operational issues – of the practices, criteria and standards applied to three food factories in Thailand currently seeking ISO Certification. These issues included: record keeping; customer relations; transportation; quality and supply of raw materials; quality of finished goods.

2. Identifying, from ISO documentation, the operational requirements for practices, criteria and standards to be applied to ISO Certificated food factories.

Data analysis

I applied standard qualitative data reduction procedures of analysis by induction (Denzin & Lincoln, 1998, 2000; Owen, with Rogers, 1999; Owen, 2006) to analyse the data in all phases of this research. Generally, this involved identifying a specific idea contained in a given statement, grouping or clustering common specific ideas to create a generalised idea, and finally grouping the generalised ideas to create an organising idea. In Phase 1, I produced transcripts of the three focus groups, having used techniques for systematic elicitation, followed by the identification of specific training needs, clustering these to produce a set of generalised training needs, and finally clustering these to identify an organising concept for the development of policy outcomes for Training Programs to meet ISO Food Factory Standards.

Phase 2: Expert Review

Following Phase 1, I carried out an expert review (in place of the more traditional research review, there being virtually no research on ISO registration) by identifying what had been done – in terms of desired and actual outcomes – in relation to Training Programs and making a plant visit to two registered ISO Certificated Thai food factories. I undertook separate interviews with the QMRs at each of the factories.

The interviews were semi-structured in a face-to-face format; audio tape recordings were made during each interview, which lasted for approximately one hour. These interviews sought details arising as a result of their experience with registration requirements and procedures.

Background to the expert review

Owen, with Rogers (1999, 42) comments on the collaborative nature of research that includes proactive evaluation. He says:

> The research review is an opportunity for the aggregated work of pure and
> applied research to impact on social and educational planning. As such,
> evaluation of this nature bridges the gap between the work of a research
> community and practitioners.

In a Proactive Evaluation an expert review (including a review of the research) approach typically includes the following steps: formulating the area of enquiry; collecting data; evaluating the data; analysis, interpretation and integration; and presenting the findings (Owen, with Rogers, 1999, p177).

Participants

I arranged to conduct two semi-structured interviews with each of the QMRs from two food factories that already had achieved ISO registration. The two factories are involved in vegetable oil processing and noodle manufacturing,

respectively. Both of them are registered Public Limited Companies (PLCs) in The Securities Exchange of Thailand (SET).

Data collection

I made audio-tape recordings of each interview. As a consequence, the participants were able to provide me with the results of their experience with registration requirements and procedures, and resources and guidelines for developing Training Programs.

I used the findings from these semi-structured interviews to identify key policy elements related to the actual Training Programs to meet ISO Food Factory Standards in Thailand. These elements related to the following:

1. Criteria and standards that have been applied in food factories that have achieved ISO Certification.

2. What influence this certification has had on Training Programs within these food factories subsequent to their gaining certification.

Data analysis

I produced transcripts of the two semi-structured interviews and used Kotler's (2000, 2003) approach to External and Internal Environment Analysis (a SWOT analysis). According to Kotler (2000, 2003), a SWOT analysis is the overall evaluation of a company or organisation to analyse its internal environment (Strengths and Weaknesses) and analyse the external environment (Opportunities and Threats) before setting up a Business Strategic-Planning Process that normally consists of the following: a business mission statement, a SWOT analysis, goal formulation, strategy formulation, program formulation, implementation, and feedback and control). A key outcome of this phase was the identification of a set of the criteria and standards that should influence food industry training programs.

Finally, I made recommendations on what needs to be done in relation to developing Training Programs in the food industry. From the SWOT

analysis, the outcome was a set of criteria and standards that should influence any planned training program. Five key themes emerged from the study at this point:

1. Leading

2. Managing

3. Monitoring

4. Planning

5. Recording

Phase 3: Second Focus Group interview and Draft Policy Development

I developed a set of possible training program benchmarks as a result of the findings made in Phases 1 and 2 of my research. I tested these benchmarks in a focus group interview undertaken with the same three QMRs engaged in Phase 1.

Data collection

In this interview, I discussed with the three QMRs interviewed previously, the best practice benchmarks arising from the outcomes of Phase 1 and Phase 2. I used the outcomes of this discussion to determine the sub-allocation of resources, and to establish operational goals, as part of establishing best practice benchmarks for a draft Staff Training Policy according to Dror's (1973) Policymaking Stage of his Optimal Model of Policymaking.

I made audio-tape recordings of the focus group interviews. In each interview, the participants were able to give me their ideas and visions regarding training program benchmarks, and resources and guidelines for use in developing a draft training policy.

Data analysis

I produced transcripts of the focus group interviews and, according to the approach established in Proactive Evaluation (Owen, with Rogers, 1999) and Owen (2006) set training program benchmarks. The systematic analysis process outlined by Krueger (2002) was used in analysing the focus group interview; start while still in the group; soon (within hours), analyse individual focus group; later (within days), analyse the series of focus group, and finally prepare the report. Finally, using techniques outlined by Denzin & Lincoln (2000), I made judgements on the benchmarks to be included in training programs, and used them to develop a draft Staff Training Program policy, according to Dror's Optimal Model of policymaking.

Phase 4: Brainstorming and Semi-structured Interviews

Following a brainstorming session with the three QMRs involved in Phase 1 and Phase 3, and a series of semi-structured interviews with Chief Executive Officers from each of two registered Public Companies Limited listed on the Stock Exchange of Thailand (SET), the Draft Policy Statement was revised in the light of both sets of responses.

Consistent with the Policymaking Stage of Dror (1973), I prepared a set of policy statements to be associated with the training policy statement designed to assist training programs in meeting ISO standards and subsequently achieving ISO registration.

The four phases, as outlined above, are summarised in Figure 3.2.

FIGURE 3.2   THE PHASES OF THE METHODOLOGY

Phase 1: Needs Assessment

Step 1: Needs assessment of training programs with three food factory group QMRs

Step 2: Focus group interviews with QMR, managers and staff

Step 3: Define Needs (N) at intersection of Desired (D) and Actual (A) Needs

Phase 2: Expert Review

Step 1: Carry out plant visits with two registered ISO certificated food factories, and engage in semi-structured interview with each of their QMRs.

Step 2: Compare details of their experience with registration requirements and procedures

Phase 3: Best Practice

Step 1: Develop a set of possible training programs benchmarks as a result of Phase 1&2

Step 2: Focus group with 3 QMRs from Phase 1

Phase 4: Formulation and Testing of Policy

Step 1: Formulate Draft Staff Training Policy according to Dror's Optimal Model

Step 2: Brainstorm with three QMRs from Phases 1 & 3

Step 3:Semi-structured interview with two CEOs of two public companies registered on the Stock Exchange of Thailand

Summary

In this chapter, I have detailed the qualitative research methodology that I have used in this study. I have described the four main phases in this research: a needs assessment, expert review, second focus group interview and draft policy development, and brainstorming and semi-structured interviews. These phases are summarised in Figure 3.2.

In Phase 1, a needs assessment, I undertook three focus group interviews, one group for each food factory. Each group consisted of QMRs and their teams from each of three food factories in Thailand. In Phase 2, an expert review, I identified what had been done in relation to Training Programs at two Thai food factories that were registered ISO Certificated plants: two QMRs were interviewed. In Phase 3, I undertook a second focus group interview and draft policy development, the three QMRs involved in Phase 1 and I discussed Best Practice Training Program Benchmarks arising as a result of the outcomes of Phase 1 and Phase 2. Finally, in Phase 4, I prepared a set of policy statements to assist training programs in meeting ISO standards and subsequently achieving ISO registration.

In the next chapter, I outline the data analysis of Phase 1: Needs Assessment that was the essential approach to the Proactive Evaluation that underpins much of my study.

CHAPTER 4

Phase 1: Needs Assessment

Introduction

This study focuses on developing a Policy for Staff Training Programs to Meet ISO Food Factory Standards. In the needs assessment phase, I analysed the training needs of Staff Training Programs to Meet ISO Food Factory Standards. My focus was on the challenges of change, policy and evaluation in the development of these training programs. The study was based on a needs assessment within the proactive form of evaluation as categorised by Owen, with Rogers (1999) and Owen (2006). The research was conducted in two steps: a needs assessment and the development of a training policy.

I conducted focus group interviews within each of three factories. Each group consisted of a Quality Management Representative (QMR) and company staff. A total of 24 persons (3 factories x 8 persons = 24 persons) involved in Phase 1. As an outcome of these interviews, I identified five elements of need, as follows:

1. determining the actual state of staff training programs for ISO accreditations;

2. determining the desired state of such training;

3. finding discrepancies between desired and actual conditions;

4. finding the underlying needs arising from the discrepancies;

5. deciding which needs should be given priority for action via a treatment or program.

Focus Group Questions

I used the three focus group interviews to obtain qualitative information about the actual state of staff training programs in factories seeking ISO registration: desired conditions, overlaps between desired and actual conditions, and finding reasons for these overlaps. I developed and asked eight open-ended questions, as follows:

1. Will you please tell me what you know about the company and its application to register for ISO accreditation?

2. How well-prepared is your department to accept ISO standard regulations?

3. What problems do you expect during the period of adjustment to meet ISO standards?

4. What have you done to prepare your department for the new standards? Tell me about activities that you have either undertaken, or about to undertake.

5. What discrepancies, if any, have you noticed between the desired ISO standards and current company's standards?

6. What do you think are the reasons for these discrepancies?

7. What additional staff training do you see is needed in order for the company to reach ISO standard requirements?

8. From your particular perspective, what kind of support does your department require from the management at this time?

These questions are also included as Attachment 4.

A summary of the responses to these questions, identified using standard reduction techniques outlined by Denzin & Lincoln (2000), is presented as

comments, specific needs, generalised needs and organising concept needs in Tables 4.1-4.8. A key to the identifiers used is as follows:

- PH1F1 means QMR and the other seven company staff from Food Factory 1 in Phase 1 (Dried fruit factory).

- PH1F2 means QMR and the other seven company staff from Food Factory 2 in Phase 1 (Health food factory).

- PH1F3 means QMR and the other seven company staff from Food Factory 3 in Phase 1 (Tapioca flour factory).

Application for ISO Accreditation Registration: Question 1

Three comments were made during the interviews that were associated with the specific needs of Top Management in their application for ISO accreditation. From these comments two generalised needs were identified that contributed to a single organising concept. A summary of the responses of the three QMRs and their teams to this focus issue, including the steps in data reduction, is provided in Table 4.1.

To explain the method of data reduction employed in this instance, I took each of the comments made by individual members of the three focus groups (PH1 = Phase 1, F1 = focus group 1, and so on), and identified key phrases from each. Thus, PH1F1 commented that 'Top management is preparing from ISO registration'. I identified this comment as a 'specific need'. As this person was a member of the ISO working group in their workplace, I identified this comment as indicating current involvement – a more generalised need: 'involvement' is of a higher order than 'knowing'. PH1F2 and PH1F3 both reported 'knowing' that ISO registration was 'a policy of Top Management', and so these comments were seen to represent a 'specific need', concerned with the more generalised need of developing policy on the matter by Top Management policy. Together, I regarded the two generalised

TABLE 4.1   TOP MANAGEMENT PREPARATION PLANS

1. Will you please tell me what you know about Top Management and its application to register for ISO accreditation?			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: I knew that the management of Top Management is preparing for ISO registration. I am one of ISO working group.	Top Management is preparing for ISO registration.	Current involvement	
PH1F2: I knew that ISO registration is the policy of Top Management.	Top Management preparing for ISO registration.	Top Management policy	**Planning**
PH1F3: I knew that it is one of Top Management's policies.			

needs – 'current involvement' and 'Top Management policy' – as indicators of an organising concept: 'Planning': Top Management would need to gain expertise in the process of planning for ISO registration. I followed a similar procedure in identifying four 'organising concepts' required in training programs: leading, managing, planning and monitoring.

Planning

Current involvement

A member of PH1F1 suggested one obvious specific need, a need that Top Management was making preparations for ISO registration. The QMR reported that he was involved:

> I knew that the management of Top Management was preparing for ISO registration. I am one of the ISO working groups.

The company had announced to every department that the company would be making an application to register for ISO accreditation. As a consequence, the company had set up the QMR and two team members as an ISO team. QMR1 had had experience of QMR and ISO registration when working with Volvo, his former employer.

Top Management Policy

PH1F2 suggested one related specific need, the need that Top Management was preparing for ISO registration:

> I knew that ISO registration is the policy of Top Management.

Top Management accepted that ISO standard was a basic system that the company should apply. ISO standard is a system that every department and everyone in the company could work and join together.

   PH1F3 suggested one related specific need, knowing that Top Management was preparing for ISO registration:

> I knew that it is one of Top Management's policies.

One of the most important objectives of ISO is to meet customers' satisfactions. The company wanted to produce good quality products to meet international standards and be able to compete with other competitors in the world.

Organising concept

The two generalised needs – the need for current involvement, and developing policy in preparation for registration – fell within the organising concept concerned with planning.

Level of Preparation to Meet ISO Standard Regulations: Question 2

One comment was made during the interviews that was associated with the specific need of effective preparation of the three groups QMR and the team. From these comments two generalised needs were identified that contributed to a single organising concept. A summary of the responses of the three

QMRs and their teams to this focus issue, including the steps in data reduction, is provided in Table 4.2.

Early Preparation

PH1F1, PH1F2, PH1F3 suggested one related specific need, a need to be well prepared:

Every department is well-prepared more than 70 per cent.

The company had announced to every department that the company would have its application to register for ISO accreditation. The QMR and a significant majority of their teams were prepared for the change.

The QMR of F1 had experience from VOLVO (automotive factory) so he could teach, train and monitor teamwork closely. QMR of F2 had experience from GREENSPOT (soft drink factory), he co-operated with General Manager (Australian) in training and monitoring teamwork. The QMR of F3 consulted with QMR of registered ISO factory (affiliate) in the north-eastern part of Thailand about the way to reach ISO accreditation.

Organising concept

One generalised need – early preparation – fell within the organising concept concerned with managing.

TABLE 4.2   LEVEL OF PREPARATION

2. How well-prepared is your department to accept ISO standard regulations?			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1, PH1F2, and PH1F3: Every department is well-prepared more than 70%.	Well prepared	Early preparation	**Managing**

Problems during the period of adjustment to meet ISO Standard: Question 3

Three comments were made during the interviews that were associated with the specific needs of staff needs with respect to adaptation, taking time to study and change. From these comments three generalised needs were identified that contributed to two organising concepts. A summary of the responses of three QMRs and their teams to this focus issue, including the steps in data reduction, is provided in Table 4.3.

Leading

Change

PH1F1 suggested one related specific need, the need to assist staff to adapt to change:

> The adaptation of staffs related to ISO regulations and practice. ISO working
> group should explain and be the supervisor of the staff.

TABLE 4.3   PROBLEMS EXPECTED

3. **What problems do you expect during the period of adjustment to meet ISO standards?**			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: The adaptation of staff related to ISO regulations and practice. ISO working group should explain and be the supervisor of the staff.	Staff needed to adapt	Change	**Leading**
PH1F2: ISO is a new process for the staff. It should take a period of time for them to study and understand the regulations and application. They should study by using on-the-job training.	Taking time to study by using on-the-job training	Finding time on-the-job training	**Managing**
PH1F3: The misunderstanding and some inconvenience of the staff. For example: the staff should wear uniform instead of (former) free-style dress, the staff should study ISO regulations and fill in the ISO forms.	Staff needed to change	Change	

The adaptation of staffs related to ISO regulations and practice. ISO working group should explain and be the supervisor of the staff. They needed a period of time to learn, train, and implement.

Managing

Finding time for on-the-job training

PH1F2 suggested one related specific need, the need to take time to study by using on-the-job training:

> ISO is a new process for the staff. It should take a period of time for them to study and understand the regulations and application. They should study by using on-the-job training.

ISO is a new process for the staff. It should take a period of time for them to study and understand the regulations and application. They should study by using on-the-job training. Some documents were not easy to design and use. As a consequence, the QMR and consultants should go to the workplace, and teach and train staff as part of on-the-job training.

Change

PH1F3 suggested one related specific need; the staff need to assist staff to change:

> The misunderstanding and some inconvenience of the staff. For example: the staff should wear uniform instead of (former) free-style dress, the staff should study ISO regulations and fill in the ISO forms.

The misunderstanding and some inconvenience of the staff. For example: the staff should wear uniform instead of (former) free-style dress, the staff should study ISO regulations and fill in the ISO forms. QMR and team should keep track on these changes and try to lead them into ISO regulations.

Organising concept

The two generalised needs – the need to change, and taking time to study by using on-the-job training – fell within the two organising concepts concerned with leading and managing.

Preparation for the new standards: Question 4

Three comments were made during the interviews that were associated with the specific needs of explain regulations and procedures to the staff, staff needed to be involved, and preparation of programs, documents and procedures in all department. From these comments three generalised needs were identified that contributed to three organising concepts. A summary of the responses of three groups (QMRs and their teams) to this focus issue, including the steps in data reduction, is provided in Table 4.4.

TABLE 4.4   PREPARATION FOR THE NEW STANDARDS

4. What have you done to prepare your department for the new standards? Tell me about activities that you have either undertaken, or are about to undertake.			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: ISO working group explained ISO regulations and procedures to the staff and announced that we are going to apply for ISO registration.	Explain regulations and procedures to the staff	Staff involvement	**Leading**
PH1F2: Staff prepared the machines, equipment and processes for ISO regulations.	Staff needed to be involved	Staff involvement	**Managing**
PH1F3: Human Resource Department prepared ISO training program continuously. ISO working group prepared documents according to ISO procedures and asked co-operation from every departments in Top Management.	Preparation of programs, documents and procedures in all department	Careful organisation	**Planning**

Leading

Staff involvement

PH1F1 suggested one related specific need, a need that staff should be involved:

> The staff prepared the machines, equipment and processes for ISO regulations.

The staff are involved in the preparations of machines, equipment and processes and hence need to know the ISO requirements. A food factory should install clean and stainless machines, equipment and accessories in order to produce a clean, satisfactory finished product that will protect consumers' health.

Managing

Staff involvement

PH1F2 suggested one related specific need, the need that all staff need to be involved:

> Staff prepared the machines, equipments and process according to ISO regulations.

Top Management accepted that ISO standard was a basic system that the company should apply. ISO standard requires a system in which every department and everyone in the company needs to work together. Therefore, all should be involved from the outset of the registration process.

Planning

Staff need to be involved

PH1F3 suggested one related specific need – the preparation of programs, documents and procedures in all departments:

> Human Resource Department prepared ISO training program continuously. ISO working group prepared documents according to ISO procedures and asked co-operation from every department.

Human Resource Department prepared ISO training program continuously. ISO working group prepared documents according to ISO procedures and asked co-operation from every department. ISO accreditation looked like a jigsaw puzzle that needed the co-operation and support of everyone in the organisation in order to reach the required targets.

Organising concept

The three generalised needs – the need for explanation, staff involvement, and careful organisation – fell within the three organising concepts concerned with leading, managing and planning.

Discrepancies between the desired ISO standards and current Top Management standards: Question 5

Three comments were made during the interviews that were associated with the specific needs for better communication, for better cooperation, and for more training. From these comments three generalised needs were identified that contributed to two organising concepts. A summary of the responses of three QMRs and their teams to this focus issue, including the steps in data reduction, is provided in Table 4.5.

Leading

Improved communication

PH1F1 suggested one related specific need, the need for better communication:

TABLE 4.5   DISCREPANCIES NOTED

5. What discrepancies, if any, have you noticed between the desired ISO standards and current TM standards?			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: The communication between the management and the staff was not sufficient.	Need for better communication	Improved communication	**Leading**
PH1F2: Co-operation was not enough.	Need for better co-operation	Improved teamwork	
PH1F3: Staff needed more training programs.	Needs for more training	Training programs needed	**Planning**

> The communication between the management and the staff was not sufficient.

Previously, the communication between the management and the staff had been insufficient. The CEO of this company was a foreigner (American) so there were problems of English and Thai language, a difference of cultures, and a wariness in sharing ideas with the CEO. The QMR, who became the representative of the remainder of the Management Team and factory staff, communicated with the CEO on their behalf and bridged communication and cultural gaps.

Improved teamwork

PH1F2 suggested one related specific need, the need for better co-operation:

> Co-operation was not enough.

The level of co-operation was shown to be inadequate. Top Management was foreigner (Australian) so there were problems of English and Thai language, working across different cultures, staff being afraid or unwilling to share ideas with Top Management. So the QMR was established as the representative to communicate and connect between the gaps that arose

periodically. There were morning meetings before working hours in order to share ideas and to engage in brainstorming sessions.

Planning

Training programs needed

PH1F3 suggested one related specific need, a need for more training:

> Staff needed more training programs.

In order to provide additional training programs, consultants, the QMR and Human Resource Department prepared ISO training programs continuously. Effective training was an important ISO regulation. KAIZEN (continuous training) emerged as an industrial training need of the factory.

Organising concept

The three generalised needs – the need for improved communication, improved teamwork, and training programs needed – fell within the two organising concepts concerned with leading and planning.

The reasons for these discrepancies: Question 6

Three comments were made during the interviews that were associated with the specific needs of improved communication, improved team work, and more training programs. From these comments three generalised needs were identified that contributed to two organising concepts. A summary of the responses of three QMRs and their teams to this focus issue, including the steps in data reduction, is provided in Table 4.6.

Leading

Improved communication

PH1F1 suggested one related specific need, a need for better communication:

> The communication system was not efficient.

TABLE 4.6   REASONS FOR DISCREPANCIES

6. What do you think are the reasons for these discrepancies?			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: The communication system was not complete.	Need for better communication	Improved communication	**Leading**
PH1F2: Top Management should have more cooperation activities.	Need for better cooperation	Improved teamwork	
PH1F3: Training programs were not enough for them. Staff needed sub-training programs for each department.	Need for more training programs	More training programs	**Planning**

The communication between the management and the staff would be improved by ensuring effective and efficient top-down and bottom-up communication.

Improved teamwork

PH1F2 suggested one related specific need, the need for better cooperation:

> Top Management should have more cooperation activities.

The QMR plus the team need to establish greater cooperation with Top Management.

Planning

More training programs

PH1F3 suggested one related specific need, the need for more training programs:

> Training programs were not enough for them. Staff needed sub-training programs for each department.

The QMR and consultants should set continuous training programs (KAIZEN) to serve training needs.

Organising concept

The three generalised needs – the need improved communication, improved team work, and more training programs – fell within the two organising concepts concerned with leading and planning.

Additional staff training needed in order for Top Management to reach ISO standards requirements: Question 7

Three comments were made during the interviews that were associated with the following: the need for more training of staff at all levels, better communication, and a feedback system. From these comments three generalised needs were identified that contributed to two organising concepts. A summary of the responses of three QMRs and their teams to this focus issue, including the steps in data reduction, is provided in Table 4.7.

TABLE 4.7   ADDITIONAL TRAINING NEEDS

7. **What additional staff training do you see is needed in order for Top Management to reach ISO standard requirements?**			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: Top Management should have more training programs. The training program should be divided between each department continuously. Staff should have more practices of using ISO documents and forms.	Need for more training of staff at all levels	Training needed at all levels	**Leading**
PH1F2: Communication system should be improved. On-the-job trainings should be increased.	Need for a better communication system and more on-the-job trainings	Improved systems	
PH1F3: A follow-up system should be instituted after training programs.	Need for feedback systems	Systems approaches	**Recording**

Leading

Training needed at all levels

PH1F1 suggested one related specific need, the need for more training of staff at all levels:

> Top Management should have more training programs. The training program
> should be divided between each department continuously. Staff should have
> more practices of using ISO documents and forms.

Consistent with continuous training programs involving on-the-job trainings, each department should organise their training to give staff practice in using ISO documents and forms.

Improved systems

PH1F2 suggested two related specific needs, the need for a better communication system and more on-the-job training:

Communication system should be improved. On-the-job training should be increased.

On-the-job training should provide practice that used the experience and wisdom of consultants and management staff.

Recording

Systems approaches

PH1F3 suggested one related specific need, a need for instituting appropriate feedback systems:

A follow-up system should be instituted after training programs.

An effective recording system was also one of the ISO requirements in order to keep track of training programs and activities in the organisation. This should be adapted to enable a systematic feedback procedure to be introduced

Organising concepts

The three generalised needs – training at all levels, an improved system, and a systems approach – fell within the two organising concepts concerned with leading and recording.

Kinds of support that were required from management at that time: Question 8

Three comments were made during the interviews that were associated with the specific needs to pursue of ISO registration, more staff, and training programs. From these comments three generalised needs were identified, and these contributed to two organising concepts. A summary of the responses of the three QMRs and their teams to this focus issue, including the steps in data reduction, is provided in 4.8.

TABLE 4.8   KINDS OF SUPPORTS NEEDED

8. From your particular perspective, what kind of support does your department require from the management at this time?			
Comment	**Specific Need**	**Generalised Need**	**Organising Concept**
PH1F1: ISO is a good standard. Top Management should keep on going towards achieving ISO registration.	Need to pursue ISO accreditation	The value of ISO	**Leading**
PH1F2: We needed more staff in the ISO working group.	Need for more staff	More staff recruitment	**Planning**
PH1F3: We needed more staff and training programs in my department.	Need for more staff	More staff recruitment	

Leading

The value of ISO

PH1F1 suggested one related specific need, the need to pursue ISO accreditation:

> ISO is a good standard. Top Management should keep on going towards achieving ISO registration.

The QMR and the team accepted that ISO was a good standard. They wanted to see the company as an internationally accepted company.

Planning

More staff recruitment

PH1F2 suggested one related specific need, the need for more staff:

> We needed more staff in the ISO working group.

There was a great deal of additional work required during ISO standards accreditation. As well as their normal day-to-day work they needed to work together to prepare for the requirements of ISO, particularly the documentation of procedures. Staff needed additional staff particularly to

help them in ISO preparation and documentation. PH1F3 supported this position, and extended it to include the additional training programs required:

> We needed more staff and training programs in my department.

There was a specific need for the QMR, together with consultants, to prepare special training programs for the older members of staff – particularly as there were many technical terms that the older generation could not understand. As a consequence, a Quality Working Group was established within this factory to outsource training to external consultants. Subsequently, this group of 25 people was involved in the training of all staff.

Organising concept

The three generalised needs – the need to value ISO, more staff recruitment, and more training programs – were identified and were related to the organising concepts of leading and planning.

Summary

In this chapter, I have described the outcomes of three focus group interviews with the QMRs and their teams of company staff from three food factories. These interviews provided qualitative information about the actual state of staff training programs, desired conditions, discrepancies between the desired and actual conditions, and finding reasons for discrepancies.

The stakeholders in the focus group interviews allowed me to understand current systems used in training programs to meet ISO standards. I found it both valuable and satisfying during these focus group interviews to facilitate the focus group interviews with the QMRs and their teams. I sensed that they were encouraged to think about important organising concepts as part of this needs assessment. The needs issues raised and the key actual needs identified

provided a stimulus for drafting the questions and planning to use in the next stage of my research.

In the next chapter, I report the findings from individual semi-structured interviews, undertaken as part of a plant visit, with the two QMRs of two Thai registered ISO Certificated food factories. I used the outcomes of the focus group interviews in this chapter to set the key issues to be discussed and sought to determine what needs ought to be met by any staff training programs to meet ISO Food Factory Standards in Thailand.

CHAPTER 5

Phase 2: Expert Review

Introduction

In this chapter, two steps in data collection are outlined. The first step, arising as part of separate plant visits to two registered ISO certificated food factories, involved separate semi-structured interviews with their Quality Management Representatives (QMRs) in order to obtain views on identifying what had been done in the development of training programs at each factory Thailand. I used the outcomes of the focus groups in Phase 1 to establish the key issues to be discussed. As a result, six questions were asked of each QMR, as follows:

1. How did you go about developing staff training programs before your factory gained ISO Certification?

2. What were the key steps in these programs?

3. What changes have been made in staff training programs as a result of your factory gaining ISO Certificate?

4. What problems do you currently encounter in your staff training programs?

5. How did you solve those problems?

6. What influence did this certification have on training programs within these food factories subsequent to their gaining certification?

I carried out the semi-structured interviews in a face-to-face meeting of approximately one hour's duration, using an audio-tape recording to record the interview. Subsequently, I made a transcript of the interviews. Inductive data reduction (Denzin & Lincoln, 2000) was used in the data analysis.

In the second step, I asked each QMR to discuss the strengths, weaknesses, opportunities and threats associated with their respective staff training programs had offered up to the time their factories gained ISO Certification. In other words, I asked them to undertake a SWOT analysis of their programs. I used a SWOT analysis format (Kotler, 2000) to analyse the responses made by each QMR to identify the internal and external training program requirements for their factories. According to Kotler, a marketing management expert, a SWOT (strengths, weaknesses, opportunities and threats) analysis involves the overall evaluation of both the internal (strengths and weaknesses) and external environment (opportunities and threats) for a company or organisation. Kotler sees this as an integral part of a Business Strategic-Planning Process which consists of the following elements: business mission, *SWOT analysis*, goal formulation, strategy formulation, program formulation, implementation, and feedback and control.

Step 1: Semi-structured Interviews

The data for this phase were collected by semi-structured interviews with each of two QMRs from two different ISO Certificated food factories (code: PH2F1 and PH2F2). In conducting the interviews, I was concerned with obtaining details of the following:

- staff training programs that were undertaken in each factory prior to meeting ISO standards;

- the steps involved in each of these programs;

- changes made as a result of gaining certification;

- discussion of problems currently encountered.

Background to the interviews

PH2F1 (Phase 2, Factory 1) is a vegetable oil processing factory that has operated for more than 30 years. There are more than 500 staff in the company and it has a production capacity of 3 000 tonnes per day. The company was registered with the Stock Exchange of Thailand in 1991, received ISO 9000 certification (Production Quality) in 1998. This was followed by many Certificates, including the following: ISO 14000 (Environment), GMP (Good Manufacturing Practice – Food Industry), and HACCP (Hazard Analysis Critical Control Point – Food Industry). The markets of PH2F1 are both domestic and export. The export customers are located mainly in Europe, Asia, and the USA. The QMR of PH2F1 graduated with a Bachelor Degree of Engineering from a famous university in Thailand. He has worked in this factory for more than twenty years and is currently Production Manager and QMR.

PH2F2 (Phase 2, Factory 2) is a noodle manufacturing, rice and bean processing packing factory that has operated for more than ten years. There are more than 300 staff in the company. The company was registered with the Stock Exchange of Thailand in 2005 and received the ISO 9000 Certificate (Production Quality) in 2003. This was followed by two other certificates: GMP (Good Manufacturing Practice - Food Industry), and HACCP (Hazard Analysis Critical Control Point - Food Industry). The markets of PH2F2 are both domestic and export. The export customers are mainly in Europe, Asia, and the USA. The QMR of PH2F2 graduated with a Bachelor Degree of Business Management from a famous university in Thailand and she has worked in this factory more than ten years. As well as being the QMR, she is also the Finance Manager.

Findings from the Interviews

A summary of the responses from the interviews, identified using standard inductive data reduction techniques outlined by Denzin & Lincoln (2000),

are presented as comments, generalised issues and organising concepts in Tables 5.1-5.6. Each table will be discussed separately.

In order to shift the emphasis from the comment to the more significant organising concept, I chose to reverse the order of presentation of data from that used in the previous chapter. Thus, in this chapter, the organising concept will be presented in the left-hand column, the generalised issue in the centre column, and the supporting comment in the right-hand column.

Developing staff training programs prior to ISO registration

A summary of the responses of the two QMRs to this interview issue is provided in Table 5.1.

TABLE 5.1   DEVELOPING STAFF TRAINING PROGRAMS

1. How did you go about developing staff training programs before your factory gained ISO Certification?		
Organising Concept	**Generalised Issue**	**Comment**
Leading	ISO emphasises quality in order to satisfy customer needs. (e.g. humidity levels)	The main differences are ISO 9000 emphasises production quality, GMP emphasis on awareness of cleanliness and personal hygiene and HACCP emphasis on controlling of CCPs (Critical Control Points). PH2F2.
Managing	Act promptly: No procrastination, i.e., DO IT NOW!	We should deal with both day-to-day and extra works almost every day during that time. PH2F1.
	Implement training programs	We went on staff training programs to meet ISO 9000 and received ISO 9000:2000 in 2003. PH2F2.
Planning	Planning in-house training programs	After we received GMP, HACCP Certificates in 2002, we planned staff training program to meet ISO Certificate. PH2F2.
Monitoring	Engage maximum secretarial support.	All secretaries of managers also help us for typing and documentations. PH2F1.

Leading

Shift in emphasis: quality, to satisfy customer needs

PH2F2 raised one generalised issue, namely, that ISO emphasises quality in order to satisfy customer needs:

> The main differences are ISO 9000 emphasises production quality, GMP
> emphasis on awareness of cleanliness and personal hygiene and HACCP
> emphasis on controlling of CCPs (Critical Control Points).

While lesser certificates place an emphasis on cleanliness and personal hygiene, and controlling of critical control points, ISO 9000 emphasises production quality in order to satisfy customer needs. Such a shift in emphasis requires strong leadership from the management group.

Managing

Act promptly

Both interviewees referred to a generalised managing issue: act promptly, without any procrastination – in other words, they took a 'do it now' approach. PH2F1 commented on managing the extra workload:

> We had to deal with both day-to-day and extra work almost every day during
> that time.

Implementing training programs

PH2F2 commented on implementing additional training programs:

> We went on staff training programs to meet ISO 9000 and received ISO
> 9000:2000 in 2003.

One of the ISO requirements is recording: 'Write what you do and do what you write'. Managers need to note and record every activity from the beginning (input), through finished goods (output), to delivery (logistics). The main objective is to be able to validate the production process at any stage of the cycle. This requires good management in order to change old practices: instead of procrastinating, i.e., 'Do it now!'.

Planning

Planning in-house training programs

PH2F2 suggested one related specific issue, namely, the planning of training programs:

> After we received GMP, HACCP Certificates in 2002, we planned staff training program to meet ISO Certificate.

This company planned to engage in KAIZEN (continuous training) and development in order to ensure that they obtained the three certificates necessary ultimately to ensure customer satisfaction.

Monitoring

Maximise secretarial support

PH2F1 suggested one related specific issue, namely, ensure a maximum of secretarial support:

> All secretaries of managers also help us for typing and documentations.

In noting that all secretaries of managers also assisted in specific secretarial task, this response emphasised the importance of everyone in the company being part of the ISO team, working together harmoniously and continuously.

The staff training undertaken in these factories prior to ISO registration emphasised quality, acting promptly, planning and implementing effective in-house training programs, and engaging the maximum support of all employees.

The key steps in the developing staff training programs

A summary of the responses of the two QMRs to this interview issue is provided in Table 5.2.

Leading

Top management need a wide vision

PH2F1 referred to one related specific issue, namely, top management need a wide vision of the ISO standards:

TABLE 5.2   KEY STEPS IN DEVELOPING STAFF TRAINING

2. **What were the key steps in these programs?**		
Organising Concept	**Generalised Issue**	**Comment**
Leading	Top management need a wide vision of ISO standards	... top management had a wide vision of ISO standards for improvement and promotion quality of our products. They provided resources for the QMR and Quality Working Group. PH2F1.
	Quality policy set by top management.	Top management had set Quality Policy as the prior policy and intention to succeed in ISO Certificate. PH2F2.
	ISO certification guarantees international acceptance	The companies which had ISO Certificates to guarantee their products meant they reached the needs of the international acceptance. PH2F2
		We are also the biggest exporter of vegetable oil of Thailand because we have already reached the needs of the international acceptance. PH2F1.
		The quality and cleanliness of products are the main selling points of our company products. We can export our products to the world because we can show ISO 9000, GMP and HACCP Certificates that meets the needs of the international acceptance. PH2F2.
Managing	Inter-connection of all parts of the company is essential	The cooperation of Quality Working Groups and all staff in the companies is similar to a jigsaw puzzle. PH2F1.
Monitoring	Quality leads to success.	The good quality of our products to our customers has meant the successes of our company. PH2F1
		The satisfied quality of products to our customers is the pioneer policy of the top management. PH2F2

> Top management had a wide vision of ISO standards for improvement and
> promotion quality of our products. They provided resources for the QMR and
> Quality Working Group.

In particular, this company provided consultants to help prepare ISO requirements associated with training, documentation and implementation. Specifically, ISO standards incorporate eight quality management principles (Goetsch & Davis, 2002, 5), as follows:

1. **Customer focus** – understanding their needs, striving to exceed their expectations.

2. **Leadership** – establishing direction, unity of purpose, and a supporting work environment.

3. **Involvement of people** – ensuring that all employees at all levels are able to fully use their abilities for the organisation's benefit.

4. **Process approach** – recognising that all works is done through processes, and managed accordingly.

5. **System approach to management** – expands on the previous principle in that achieving any objective requires a system of interrelated processes.

6. **Continual improvement** – as a permanent organisational objective, recognising and acting on the fact that no process is so good that further improvement is possible.

7. **Factual approach to decision making** – acknowledging that sound decisions must be based on analysis of factual data and information.

8. **Mutually beneficial supplier relationship** – synergy can be found in such relationships.

Quality policy set by top management

PH2F2 identified one related specific issue, namely, that a quality policy needs to be set by top management:

> Top management had set Quality Policy as the prior policy and intention to succeed in ISO Certificate.

A key step required top management to establish policy on quality. This policy needed to be consistent with the leading objectives of ISO standards: to ensure customer satisfaction and to receive international acceptance of their products.

ISO certification guarantees international acceptance

PH2F2 emphasised one related specific issue, namely, ISO certification guarantees international acceptance:

> The companies which had ISO Certificates to guarantee their products meant they reached the needs of the international acceptance.

Because of the international benefits to be gained from ISO certification, obtaining the cooperation of top management, management and staff justifies the effort, time and money that must be expended. PH2F1 expanded on this issue:

> We are also the biggest exporter of vegetable oil of Thailand because we have already reached the needs of the international acceptance.

PH2F2 expanded this to include the issue of cleanliness:

> The quality and cleanliness of products are the main selling points of our company products. We can export our products to the world because we can show ISO 9000, GMP and HACCP Certificates that meets the needs of the international acceptance.

Thus, ensuring levels of quality and cleanliness which meet international standards are seen as the main advantages of ISO certification.

Managing

Inter-connection of all parts of the company

PH2F1 emphasised one related specific issue, namely, that the inter-connection of all parts of the company is essential:

> The cooperation of Quality Working Groups and all staff in the companies is similar to a jigsaw puzzle.

The meeting of ISO standards should ensure the interconnection of every part of the complex jigsaw that comprises a SME food factory. Training needs to emphasise the importance of this interconnection.

Quality leads to success

PH2F1 emphasised one related specific issue, namely, that quality leads to success:

> The good quality of our products to our customers has meant the successes of our company.

The observed increases in sales and profits indicate that quality leads to success, a point made by PH2F2:

> The satisfied quality of products to our customers is the pioneer policy of the top management.

The quality policy set by top management was the 'pioneering step' that led to continuous training and development.

Changes made in staff training programs due to ISO registration

A summary of the responses of the two QMRs to this interview issue is provided in Table 5.3.

Leading

Benefits of ISO

PH2F1 referred to one specific issue, namely, relating the benefits of ISO to staff:

TABLE 5.3   CHANGES IN STAFF TRAINING PROGRAMS

3. What changes have been made in staff training programs as a result of your factory gaining ISO Certificate?		
Organising Concept	**Generalised Issue**	**Comment**
Leading	Staff told of benefits of ISO.	I must tell all staff that staff training programs will help us receive ISO Certificates. If we met ISO requirements, we would get a lot of benefits from them. We could increase more revenues and profit and upgrade our quality standards. PH2F1.
	Top management must see ISO certification an essential policy.	The top management set ISO Certificates policy as a 'must' policy of the company. PH2F1.
	ISO certification excited staff, and led to success.	Top management set quality policy as 'must succeed in ISO Certificates, this made the staff eager and intent to succeed. PH2F2.
	Recognition was given to all staff involved.	After our company received ISO 9000 certification, all of us were very proud and the top management gave special bonuses to the QMR, Quality Working Group and staff. PH2F2.
	Staff training programs need to acknowledge a systems approach.	Staff training programs included establishing awareness of Quality Management Systems. PH2F2.
	Positive attitudes were developed	Staff training programs led to better work attitudes. PH2F2.
Managing	Staff training programs need to acknowledge international standards.	Staff training programs were about acknowledging International Standards, Quality Management Systems – Requirements, Application, Terms and definitions and Quality management systems. PH2F2.

> I must tell all staff that staff training programs will help us receive ISO
> Certificates. If we met ISO requirements, we would get a lot of benefits from
> them. We could increase more revenues and profit and upgrade our quality
> standards.

PH2F1 had been able to persuade staff of the benefits of staff training programs to both them and the company.

Top management policy

PH2F1 related the benefits of one specific issue, namely, the insistence by top management that ISO certification was an essential policy:

> The top management set ISO Certificates policy as a 'must' policy of the
> company.

Top management, in setting ISO certification as a priority, had demonstrated strong leadership, the benefits of which were appreciated by all staff.

Lead to success

PH2F2 saw that the strong leadership of top management in focusing on quality, had excited the staff and that this, in turn, had led to success:

> Top management set the quality policy as 'must succeed in ISO Certificates,
> this made the staff eager and intent to succeed.

Recognition

PH2F2 saw that the recognition by top management of the efforts of all staff in the company, following ISO registration, was a further demonstration of strong leadership. She pointed out that:

> … after our company received ISO 9000 certification, all of us were very
> proud and the top management gave special bonuses to the QMR, Quality
> Working Group and staff.

Special bonuses, as tangible rewards, compounded the recognition offered to staff by top management.

Acknowledging a systems approach

PH2F2 suggested one related specific issue that emerged following the initial training, namely, the acknowledgement of the importance of a systems approach:

> Staff training programs included establishing awareness of Quality Management Systems.

Positive attitudes

Finally, PH2F2 emphasised the importance of developing positive attitudes. She observed:

> Staff training programs led to better work attitudes.

A tangible benefit of the staff training programs was an improvement in the staff's attitude to work. This, in turn, was a flow-on benefit of strong leadership.

Managing

To acknowledge international standards

PH2F2, in linking leadership to management, identified one specific issue, namely, the importance of staff acknowledging the need to meet international standards:

> Staff training programs were about acknowledging International Standards, Quality Management Systems – Requirements, Application, Terms and definitions and Quality management systems.

Acknowledging international standards and the importance of quality management systems was an important flow-on within the training programs following ISO registration.

Problems currently encountered in staff training programs

A summary of the responses of the two QMRs to this interview issue is provided in Table 5.4. PH2F1 suggested one related specific issue, namely, the problem of interpreting, both English language and technical terms, in training programs.

TABLE 5.4   PROBLEMS CURRENTLY ENCOUNTERED

4. What problems do you currently encounter in your staff training programs?		
Organising Concept	**Generalised Issue**	**Comment**
Monitoring	Interpreting, both English language and technical terms.	The problems which are currently encountered in staff training programs are English language, some technical terms and interpreting. PH2F1.
	Remaining up-to-date with ISO standards.	There are always new releases of ISO and other standards... If there are new versions of any ISO standards, we should contact consultants to interpret them for us and we should up-date our Work Instructions and Procedures continuously. PH2F1.
Managing	Remaining up-to-date with ISO standards.	We have some problems, for examples, we should review and up-date our Work Instructions and Procedures continuously because of new releases of ISO and other standards. PH2F2.
	Communicating standards down the line.	There was a lack of knowledge and understanding of ISO standards to lower staff and labourers. PH2F2.
	Remaining up-to-date with ISO standards.	There was a lack of continuous review of documents and following-up which caused ignorance of implementation. PH2F2.
Recording	Requires behavioural change	There was a lack of awareness of consequences of ignoring quality operation requirements. PH2F2.

Monitoring

Interpreting English language and technical terms

> The problems which are currently encountered in staff training programs are English language, some technical terms and interpreting.

Monitoring revealed that a language problem existed in the mounting of training programs existed. This involved the translation, from English into Thai, of all ISO documentation. There was also a problem with a range of new technical terms.

Maintaining ISO standards

PH2F1 pointed out one related specific issue, namely, remaining up-to-date with ISO standards:

> There are always new releases of ISO and other standards... If there are new versions of any ISO standards, we should contact consultants to interpret them for us and we should up-date our Work Instructions and Procedures continuously.

The problems associated with language continue as new standards are announced. Continuous improvement, including updating of documents and standards, are a consequence of ISO registration.

Managing

Remaining up-to-date with ISO standards

PH2F2 highlighted a problem associated with managing training problems, namely, remaining up-to-date with current ISO standards:

> We have some problems, for examples, we should review and up-date our Work Instructions and Procedures continuously because of new releases of ISO and other standards.

The continuous updating of standards, instructions and procedures requires special attention in the management of ongoing training programs.

Communicating standards down the line

PH2F2 pointed out an ongoing problem with training, namely, communicating standards down the line:

> There was a lack of knowledge and understanding of ISO standards to lower staff and labourers.

There was a significant problem overcoming the lack of knowledge and understanding of ISO standards amongst junior staff and labourers. Special training efforts are needed to assist these groups.

Remaining up-to-date ISO standards

Finally, PH2F2 was aware of a problem in the management of training programs, namely, remaining up-to-date with changes in ISO standards:

> There was a lack of continuous review of documents and following-up which caused ignorance of implementation.

The need for continuous review of documents and follow-up required continuous improvements in training practice. There was a danger that both materials and the approaches addressed in training might well be out of date.

Recording

Behavioural change required

PH2F2 addressed the need for a behavioural change in the processes of recording changes to operational standards and procedures:

> There was a lack of awareness of consequences of ignoring quality operation requirements.

The importance of dealing with continuous changes to operational requirements presents significant on-going problems for mounting effective training programs associated with ISO registration.

Overcoming the problems

A summary of the responses of the two QMRs to this interview issue is provided in Table 5.5.

Leading

Achieving organisational learning

PH2F2 suggested one related leadership solution to problems, namely, achieving organisational learning:

> At the present time, all staff in the company accepts ISO standards as the
> basis for quality policies.

Top management need to pursue relentlessly quality outcomes for their organisation. This includes creating and maintaining a quality 'learning organisation' mentality amongst all staff.

TABLE 5.5   OVERCOMING TRAINING PROBLEMS

5. The ways to solve those problems		
Organising Concept	**Generalised Issue**	**Comment**
Leading	Achieving organisational learning.	At the present time, all staff in the company accepts ISO standards as the basis for quality policies. PH2F1.
	Delegation of responsibility	It is the duty of the QMR, managers and Quality Working Group to solve the problems in order to satisfy the quality policy set by top management. PH2F2.
Managing	Problems of English language and technical terms.	For problems with English language, some technical terms and interpretation, we consult with our consultants. PH2F1.
	Relaying policy down-line from top management.	The problems about staff and company, the QMR and Quality Working Group tried to explain to all that Quality Management System requirements were quality policies of the top management of the company. PH2F1.

Delegation of responsibility

PH2F2 recommended that the responsibility for training programs associated with quality outcomes should be delegated to middle management:

> It is the duty of the QMR, managers and Quality Working Group to solve the problems in order to satisfy the quality policy set by top management.

The QMR, other managers and the Quality Working Group need to be delegated with the responsibility to solve associated training problems associated with the quality policy set by top management.

Managing

Problems of English language and technical terms

PH2F1 suggested one related specific issue, namely, overcoming the problems of English language and technical terms:

> For problems with English language, some technical terms and interpretation, we consult with our consultants.

The importance of engaging the services of special consultants in overcoming these problems is highlighted.

Relaying policy down-line from top management

PH2F1 emphasised the importance of relaying policy down-line from top management:

> The problems about staff and company, the QMR and Quality Working Group tried to explain to all that Quality Management System requirements were quality policies of the top management of the companies.

Overcoming this problem is dependent on having a QMR and Quality Working Group who are respected at all levels and who are able to convey

the quality policy message developed by top management and implemented at all levels of the organisation.

Staff training programs following initial ISO certification

A summary of the responses of the two QMRs to this interview issue is provided in Table 5.6.

Planning

Recognising the benefits of international standards

PH2F1 and PH2F2 suggested a single related specific issue, namely, recognising the benefits of international standards. PH2F1 commented:

> Certificates which we have already received were ISO 9000 (Product quality), ISO 14000 (Environment), GMP (Good Manufacturing Practice – Food industry) and HACCP (Hazard Analysis Critical Control Point – Food industry).

PH2F2 reported a similar range:

> Certificates which we have already received were ISO 9000, GMP and HACCP.

TABLE 5.6   IMPACT ON SUBSEQUENT STAFF TRAINING PROGRAM PLANS

6. **What influence did this certification have on training programs within these food factories subsequent to their gaining certification?**		
Organising Concept	**Generalised Issue**	**Comment**
Planning	Recognising the benefits of international standards	Certificates which we have already received were ISO 9000 (Product quality), ISO 14000 (Environment), GMP (Good Manufacturing Practice – Food industry) and HACCP (Hazard Analysis Critical Control Point – Food industry). PH2F1.
		Certificates which we have already received were ISO 9000, GMP and HACCP. PH2F2.

PH2F2 reported a similar range:

> Certificates which we have already received were ISO 9000, GMP and HACCP.

From these responses it appears that seeking extensions of the original ISO certification, together with achieving specifically related standards are appropriate next steps.

Step 2: SWOT analysis

When I opened up this question without any restrictions, I was not surprised when the two QMRs mentioned only internal environmental issues – strengths and weaknesses. The impact of the external environment on the training could only be evaluated once the training was well established – perhaps in an Impact Evaluation (Owen, 2006). A summary of the responses of the two QMRs to this interview issue (with each organising concept considered in separate sections – strengths and weaknesses) is provided in Table 5.7.

TABLE 5.7   SWOT ANALYSIS

7. **In terms of a SWOT Analysis (strengths, weaknesses, opportunities and threats), would you please tell me how these elements affected your staff training programs up to the time you gained ISO Certification.**		
Organising Concept	**Generalised Issue**	**Comment: Strengths**
Leading	Marketing benefits	**Marketing benefits**: Customers (especially export markets) required ISO, GMP and HACCP before decision making. If the companies had these certificates they would have reached the first requirement of the customer already. PH2F1.
	Confidence in product quality.	**Customer confidence**: The customers have confidence in our product quality. PH2F2.
	Assisting customers' purchasing decision	**Easier decision making to buy**: After we received ISO 9000, GMP and HACCP Certificates, the customers accepted our products according to quality, cleanliness, safety and health. It made their decision to buy easier. PH2F2.

Managing	Quality manuals	**Pattern of good manuals**: ISO follows a pattern of issuing quality manuals, procedures, work instructions, and supporting documents which means that we have good manuals concerned with quality work. PH2F1.
	Accessible manuals	**Good manuals for new staff**: New staff could read QM, P, WI, and S as their manuals making their start in work easier than before. PH2F1.
	Increase sales and profits	**ISO Certificate guarantee**: The company and Marketing Department can increase sales and profits because the customers accept the ISO Certificate guarantee, especially in export markets. PH2F2.
	Sales increase every year.	**Sales increase**: Sales increase every year. PH2F2.
Monitoring	Systems establishment.	**Systems setting**: We were able to improve our managerial system, controlling system, calibrating system and feedback system. PH2F2.
Planning	The company used good quality training programs.	**Good staff training programs**: The company used good quality training programs, efficient working group and practical system. PH2F2.
Recording	Systematic recording.	**Systematic records**: Companies had continuous systematic records which were better than manual notes. PH2F1.
Managing	Audit fees expensive	**More expenses:** ISO Certificate audit, Surveillance audit and renewal audit fees made more expenses in the companies. PH2F1 and PH2F2.

Organising Concept	Generalised Issue	Comment: Strengths
Planning	Errors in understanding ISO regulations	**More work and expenses for misunderstanding**: If any companies misunderstood any ISO regulations, it should increase more work and expenses of the companies. PH2F1 and PH2F2.

Strengths: Leading

Marketing benefits

PH2F1 suggested a related specific issue, namely, marketing benefits of international standards. PH2F1 commented:

> Customers (especially export markets) required ISO, GMP and HACCP before decision making. If the companies had these certificates they would have reached the first requirement of the customer.

From the responses, it emerged that customers (especially those in export markets) required ISO, GMP and HACCP guarantees before deciding to purchase the product. It is in the company's best interest to meet customer expectations.

Confidence in product quality

PH2F2 suggested a related specific issue, namely, customer confidence and the benefits to them of having achieved international standards. PH2F2 commented:

> The customers have confidence in our product quality.

This response affirms that customers have additional confidence in the product quality if they know that the manufacturer has an ISO Certificate.

Assisting customers' purchasing decision

PH2F2 suggested a related specific issue, namely, that customers found it easier to make the decision to buy a product if the manufacturer had an ISO Certificate. She commented:

> After we received ISO 9000, GMP and HACCP Certificates, the customers accepted our products according to quality, cleanliness, safety and health. It made their decision to buy easier.

If a manufacturer has ISO 9000, GMP and HACCP Certificates, customers are more likely to accept products on the accepted criteria of quality, cleanliness, safety and health.

Strength: Managing

Quality manuals

Both QMRs referred to the assistance that managers received as a result of their receiving high quality and useful manuals. PH2F1 commented:

> ISO follows a pattern of issuing quality manuals, procedures, work instructions, and supporting documents which means that we have good manuals concerned with quality work.

In order to meet ISO requirements and to meet the application requirements, there are many kinds of manuals and forms that deal with the ISO system. Particularly useful were the quality manuals (QM), procedures manuals (P), work instruction manuals (I), and supporting documents (S). These documents assisted in the planning, managing, monitoring and recording of work and production processes. These manuals enabled managers to follow-up and validate the process at all stages and at any time that it was required.

Accessible manuals

PH2F1 welcomed the availability of these excellent manuals for the use of new staff. He commented:

> New staff could read QM, P, WI, and S as their manuals making their start in work easier than before.

There were many kinds of manuals and forms available that deal with the ISO system. Their quality and ready availability were of value to both current and new staff. In particular, new staff were able to read the ISO regulations and the manuals to help acquaint them with the company profile, organization chart, and other activities in a much easier and more effective way than was experienced in non-registered organisations.

Increased sales and profits

The QMRs acknowledged that management could guarantee improved sales and profits as a result of gaining an ISO Certificate guarantee. PH2F2 commented:

> The company and Marketing Department can increase sales and profits because the customers accept the ISO Certificate guarantee, especially in export markets.

If a company receives an ISO Certificate, it can expect to increase its selling price on both local and international markets. In accepting the standardisation of ISO Certificate, customers develop a greater sense of loyalty and are more likely to become permanent customers of the company. This is especially important in the case of developing export markets.

Sales increase every year

The final strength related to managing was the achieving of steady growth in sales. PH2F2 commented:

> Sales increase every year.

While not being an absolute guarantee, in having ISO registration management could expect to plan in a business climate of steadily increasing sales and profits.

Strength: Monitoring

Systems establishment

PH2F2 referred to the strengths associated with establishing a number of new systems:

> We were able to improve our managerial system, controlling system, calibrating system and feedback system.

Beyond the imposed ISO system requirements, additional managerial, controlling, calibrating and feedback systems were almost certain to be instituted. These systems help in monitoring the company and its factories.

Strength: Planning

PH2F2 pointed out that her company was able to plan quality training programs:

> The company used good quality training programs, efficient working group and practical.

Applying the ISO system enabled the company to develop quality practical training programs.

Strengths: Recording

Systematic recording

PH2F1 emphasised the value of systematic records

> Companies had continuous systematic records which were better than manual notes.

Under ISO, systematic records are maintained that formalise the recording of operational details. This, in turn, allows for continuous follow-up in a way that previously was not possible with only the use of informal handwritten notes.

Weaknesses: Managing

Audit fees expensive

Both PH2F1 and PH2F2 commented on the fact that the ISO Certificate, surveillance and renewal audit fees were an added expense to their companies. When top management of a company decides to seek ISO registration, they need to allocate appropriate budget resources to cover the considerable cost of the audit fees. They need to be aware that, overall, the process is expensive.

Weakness: Planning

Errors in understanding ISO regulations

PH2F1 and PH2F2 both pointed out that unless very careful planning was undertaken there was a danger of misunderstanding of the ISO requirements. Such misunderstanding would lead to additional work and expense. To avoid this, top management, together with the QMR and team, should study the ISO regulations thoroughly and plan the implementation carefully in order to achieve the required target most effectively.

Conclusions

Conclusion of PH2F1

PH2F1 indicated that ISO had significantly more strengths than it had weaknesses. He particularly felt that, following ISO training programs, staff had a good basic understanding of organisational learning and Kaizen. When top management and the QMR established subsequent training programs, they received complete cooperation and acceptance from their teams. There was a 'jigsaw puzzle' fulfilment – introduction of the ISO system had led to all the pieces 'fitting', enabling their company to achieve optimal benefits.

Conclusion of PH2F2

PH2F2 also indicated that ISO had more strengths than it did weaknesses. She noted that the ISO system encouraged the QMR and staff to develop processes of systematic thinking process. The company, as a result, developed a strong system of cooperation. The greatest benefits occurred in the areas of international marketing, and in up-to-date and continuous training and improvement. She believed that entrepreneurs should have continuous training programs to ensure that they and their staff meet the requirements of international standards and thus achieve maximum benefits from globalisation of their operation.

Summary

In this chapter, I have reported on an Expert Review undertaken with two QMRs of two registered ISO factories in terms of staff training programs to meet ISO standards in the food industry in Thailand. The interviews helped me to understand the aspects of staff training programs that would be likely to impact on the skills and workplace practices of all managers and staff to meet ISO standards in the food industry.

In the next chapter, I report the outcomes of the research review that I undertook relating to best practice for Staff Training Programs to meet ISO Food Standards in Thailand.

CHAPTER 6

Phase 3: Best Practice (Benchmarking)

Introduction

In this chapter, two steps in data collection are outlined. The first step – arising from the analysis of the findings of Phases 1 and 2 – is concerned with the development of a set of nine possible training program benchmarks. These were identified, as follows:

1. General issues related to expert practice benchmarking.

2. Opinions on expert practice benchmarking.

3. Benchmarking for Senior Management.

4. Benchmarking for consultants and auditors.

5. Benchmarking for groups.

6. ISO Standards Training Programs.

7. Benchmarking and ISO training programs.

8. Benchmarking and applications in staff training programs.

9. Additional program support.

The second step reports the outcomes of a focus group interview with the three Quality Management Representatives (QMRs) involved in Phase 1 following the identification of a set of concepts and key ideas arising from responses to the nine possible training issues:

The purpose behind this phase of the research was to identify expert practice issues, as evidenced by the three experts, that could be used to provide benchmarks for ISO training programs in the food industry in Thailand. The responses to each of these questions, and the inductive steps taken to identify concepts, and key ideas (including their coding) are contained in Attachment 6.

Step 1: General Issues related to Best Practice Benchmarking

The first question was as follows: 'Please talk to me, in general terms, about expert practice benchmarking for Staff Training Programs to meet ISO Food Factory Standards in Thailand'. The concepts to emerge from this question related to efficiency and maintaining both a local and a global focus. A summary of the responses from the focus group discussion is provided in Table 6.1.

Efficiency

There were two concepts that emerged from the focus group discussion: integrating standards and speeding the process. PH3F2 suggested that while this expert practice had been formed according to ISO Requirements, the training should be extended by including benchmarks from other standards:

TABLE 6.1   GENERAL EXPERT PRACTICE ISSUES

Comments	Concept	Key Idea
PH3F2: Food Industry expert practice should include Good Manufacturing Practice, Hazard Analysis Control Points and ISO Training at the same time.	Integrate standards	Efficiency
PH3F3: Expert practice would speed up the process by which food factories might achieve ISO accreditation.		
PH3F1: Each food factory should adjust this expert practice according to their situation.	Situation-based	Think global, act local

> Food Industry expert practice should include Good Manufacturing Practice, Hazard Analysis of Critical Control Points and ISO training at the same time.

At the time of these interviews (September, 2006), most of the accredited factories preferred to integrate standards because integration would save them money and time, giving them greater efficiency. PH3F3 suggested that this expert practice would result in faster ISO accreditation:

> Expert practice would speed up the process by which food factories might achieve ISO accreditation.

The general issues associated with expert practice were that the organisation would save budgets and time if the auditors were to review Good Manufacturing Practice, Hazard Analysis Control Points and ISO standards every six months. The QMR and the Quality Working Group should prepare for, and have a meeting with, the auditors once every six months.

Think global, act local

There was one concept that emerged from the focus group discussion: that training should be situation-based. PH3F1 suggested expert practice could be implemented with Food Industries taking into account their particular situation:

> Each food factory should adjust this expert practice according to their situation.

The expert practice issue involved is that when any food factory wishes to meet international standards, they should have access to good international guidelines for this practice. At the same time, they should check the readiness of their local organisation and adjust their practices according to their current

status. This is in accord with a well-worn catchphrase, 'Think global, act local'.

Opinions on Best Practice Benchmarking

The second question was as follows: 'What is your opinion of expert practice benchmarking for Staff Training Programs to meet ISO Food Factory Standards in Thailand?' The concepts to emerge focused on effective communication and feedback, and on the establishment of international standards. A summary of the responses from the focus group discussion is provided in Table 6.2.

Effective communication and feedback channels

There were three concepts that emerged from the focus group discussion: frequent communication that is up, down and sideways, and a suggestion system, and rewards. PH3F1 suggested that this expert practice needs effective two-way communication:

> To communicate requires both 'top-down' and 'bottom-up' systems.

TABLE 6.2   BENCHMARKING FOR STAFF TRAINING PROGRAMS

Comments	Concept	Key Idea
PH3F1: To communicate requires both 'top-down' and 'bottom-up' systems.	Frequent communication that is up, down and sideways	Effective communication and feedback channels
PH3F2: 'Suggestion system' by offering rewards to the top three good suggestions or ideas every month.	Suggestion system, and rewards	
PH3F3: But there is not any expert practice for 'Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand'.	expert practice standards for Food Industry	International standards

Moreover, the two-way communication should occur frequently in order to ensure that staff is alert and responsive to the requirements of ISO accreditation. To make it even more effective, the communication should be 'up, down and sideways'.

PH3F2 reported that his factory placed emphasis on a 'suggestion system' by offering rewards for the top three good suggestions or ideas every month. The judging of the winners was undertaken by Senior Management and the Quality Working Group. He also commented that this expert practice can be used as a basic or general ISO Requirements for the Food Industry.

International standards

There was one concept that emerged from the focus group discussion: expert practice standards for the food industry. PH3F3 pointed out that while the Thai food industry had a long history, no expert practice benchmarks had been established:

> There are not any expert practices for 'Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand'.

An 'expert practice for Thai Food Factories' should be very useful to these industries in order for them to meet international standards.

In general, a staff training program that had effective communication, including feedback, and a rewards system, would enhance the likelihood of achieving international standards.

Benchmarking for Senior Management

The third question was as follows: 'What is your opinion of Benchmarking for Senior Management? What would constitute expert practice in this area?' Expert practice in this area should be concerned with practical applications, good policy setting processes, leadership through the provision of appropriate manuals and overt participation in the ISO accreditation process. A summary of the responses from the focus group discussion is provided in Table 6.3.

Applicability

There was one concept that emerged from the focus group discussion: expert practice should be 'practical'. PH3F3 indicated Senior Management must ensure that their expert practice should be practical; otherwise, their factory would not receive ISO Certification. He commented:

> They accepted the importance of the ISO project and supported budgets, staff and time for the Quality Working Group.

TABLE 6.3   BENCHMARKING FOR SENIOR MANAGEMENT

Comments	Concept	Key Idea
PH3F3: They accepted the importance of the ISO project and supported budgets, staff and time for the Quality Working Group.	Expert practice should be 'practical'	Applicability
PH3F1: Senior Management is the most important group in the ISO accreditation, because it is the group that sets the policies, objectives and budgets of the organisation.	Setting policies, objectives and budgets	Good policy setting
PH3F2: The roles of Senior Management in this expert practice could be brought as good guidelines to their duties.	Manuals	Leadership
PH3F2: Senior Management also could use this expert practice to check the duties of Consultants, auditors, the QMR, the Quality Working Group and staff in the organisation.		
PH3F1: If Senior Management was interested in ISO accreditation, the staff would be eager to achieve the policies and objectives of the organisation.	Participation of top management in ISO accreditation	

Thus, expert practice should see Senior Management accepting the ISO project and providing the necessary resources required by the Quality Working Group.

Good policy setting

There was one concept that emerged from the focus group discussion on this issue: setting policies, objectives and budgets. PH3F1 indicated the following:

> Senior Management is the most important group in the ISO accreditation,
> because it is the group that sets the policies, objectives and budgets of the
> organisation.

The active engagement of Senior Management in these areas – particularly that of providing the necessary resources – is essential to the success of the Quality Working Group.

Leadership

There were two concepts that emerged from the focus group discussion: provision of manuals and participation of top management in the ISO accreditation process. PH3F2 commented:

> The roles of Senior Management in this expert practice could be brought
> as good guidelines to their duties.

He saw this as an opportunity to improve expert practice, overall, particularly with respect to the duties of consultants, auditors, the QMR, the Quality Working Group and all staff in the organisation. PH3F1 added:

> If Senior Management was interested in ISO accreditations, the staff would
> be eager to achieve the policies and objectives of the organisation.

This expert practice issue involves Senior Management in their role as inspirational leaders: they have the opportunity to enthuse staff which, in turn, would lead to the organisation achieving ISO accreditation.

Benchmarking for Consultants and Auditors

The fourth question was as follows: What is your opinion of benchmarking for the consultants and the auditors? What would constitute expert practice in this area? The concepts to emerge were concerned with achieving local needs, improving confidence, and encouraging efficiency. A summary of the responses from the focus group discussion is provided in Table 6.4.

Achieving local needs

The single concept to emerge in the discussions on this key idea was concerned with training manuals. PH3F1 suggested:

TABLE 6.4   BENCHMARKING FOR CONSULTANTS AND AUDITORS

Comments	Concept	Key Idea
PH3F1: This expert practice should guide Consultants to develop a manual that is most suitable for the particular factory seeking registration. The consults and auditors should visit the factory 1-2 times per month.	Ensuring that the training manual meets the needs of the operation.	Achieving local needs
PH3F2: Consultants should have access to similar factories to guide the customers and make them to have more confident in the success of the project.	Access and reference to similar factories.	Confidence
PH3F2: A pre-audit helps to save budget and expenses of the factory.	Pre-audit as a cost and process safety shield.	Efficiency
PH3F1 A pre-audit is a good idea because it can show errors and mistakes to the factory and corrections to improve manuals before Main audit	Testing by means of a pre-audit.	
PH3F3: They have the knowledge and experience to guide and help the QMR and all staff.	Knowledge and experience	

> This expert practice should guide consultants to develop a manual that is most suitable for the particular factory seeking registration. The consultants and auditors should visit the factory 1-2 times per month.

Thus, a manual should emerge that was developed internally and which suited the needs of the particular organisation. Its preparation should be supported by ISO consultants and auditors who need to make very regular visits during the process.

Confidence

There was one concept that emerged from the focus group discussion: access to similar factories. PH3F2 suggested:

> Consultants should have access to similar factories to guide the customers and enable them to have more confidence in the success of the project.

The personnel in these factories would act as mentors and guides, giving direction and helping all staff to be confident in their particular roles.

Efficiency

There were three concepts that emerged from the focus group discussion: a pre-audit as a cost and process safety shield, knowledge and experience, and testing by means of a pre-audit. PH3F2 pointed out:

> A pre-audit helps to save budget and expenses of the factory.

This position received strong support from PH3F1:

> A pre-audit is a good idea because it can show errors and mistakes to the factory and the corrections needed to improve manuals before the main audit.

PH3F3 indicated that external consultants were very useful to the factory:

> They have the knowledge and experience to guide and help the QMR and
> all staff.

These expert practice issues were aimed at efficiency in the process. Engaging consultants was very useful to factories seeking registration as the consultant came equipped with the knowledge and experience to help the Quality Working Group. A pre-audit prior to the main audit is a good idea because it provides a safety shield in the process that inevitably protects the budget.

Benchmarking for Groups – the QMR and the Quality Working Group

The fifth question asked was as follows: 'What is your opinion of Benchmarking for the QMR and the Quality Working Group? What would constitute expert practice in this area?' The key idea to emerge in the discussions was that of the extremely significant leadership role of this group of people. A summary of the responses from the focus group discussion is provided in Table 6.5.

TABLE 6.5   BENCHMARKING: QUALITY MANAGEMENT REPRESENTATIVE AND THE QUALITY WORKING GROUP

Comments	Concept	Key Idea
PH3F1: His factory had a 'system coordinator' who helped him in all of his work.	Key leadership role	Leadership
PH3F3: The QMR is the Head of the Quality Working Group whose duty is to co-ordinate and lead all staff in the factory.		
PH3F2: In a food factory the QMR is the representative of Senior Management and should have knowledge of food technology, food safety, quality control, production control, maintenance, and business administration, and to teach, make decisions, be a problem-solver, and to control the ISO System.	Senior Management representative	

Leadership

There were two concepts that emerged from the focus group discussion: that the QMR had a key leadership role and that the QMR represented Senior Management.

PH3F1 indicated that, as the QMR:

> … his factory had a "system coordinator" who helped him in all of his work.

Most the QMR's work was supporting, stimulating, encouraging, and leading the Quality Working Group. This view was supported by PH3F3, who indicated:

> The QMR is the Head of the Quality Working Group whose duty is to co-operate and lead all staff in the factory.

The key role of the QMR, and their special capabilities, were pointed out by PH3F2:

> In a food factory, the QMR is the representative of Senior Management and should have knowledge of food technology, food safety, quality control, production control, maintenance, and business administration, and to teach, make decisions, be a problem-solver, and to control the ISO System.

The expert practice issue was ensuring that the QMR, as the representative of Senior Management and the Head of the Quality Working Group, had the capacity to fulfil the many duties required of him and, most importantly, to be able to co-operate with, and lead all the staff in the factory.

**TABLE 6.6   BENCHMARKING FOR THE HUMAN RESOURCES
                DEVELOPMENT MANAGER**

Comments	Concept	Key Idea
PH3F2: The HRD managers have the duties of recruitment, evaluation, and training, and sets Annual Training Plans that are sent to Senior Management for approval.	Recruitment, Training & Appraisal	Personnel management
PH3F3 indicated that HRD had duties involving recruitment, evaluation, and training, set Annual Training Plans, and contracts with consultants and auditors.		

HRD manager

There was one key idea that emerged from the focus group discussion: personnel management. A summary of the responses from the focus group discussion is provided in Table 6.6. The key concept was that of recruitment, training and appraisal. PH3F2 indicated the following:

> The HRD manager has the duties of recruitment, evaluation, and training, and sets Annual Training Plans that are sent to Senior Management for approval.

PH3F3 agreed, adding that the HRD manager had been responsible for establishing 'contracts consultants and auditors'.

The expert practice issue involved the HRD Manager in setting annual training plans and additional training programs for the Quality Working Group and staff in the organisation.

Production manager

There were six key ideas that emerged from the focus group discussion: efficiency, leadership, leadership and management, production management, KPI management, and teaming. A summary of the responses from the focus group discussion is provided in Table 6.7.

TABLE 6.7   BENCHMARKING FOR THE PRODUCTION MANAGER

Comments	Concept	Key Idea
PH3F1: indicated that he wanted 'efficiency, rather than being overloaded with work'.	Balanced work load	Efficiency
PH3F2: indicated that every department should have KPIs (Key Performance Indicators). The production department also has KPIs. The documentation arrangement should be related to ISO system because there is process control related to specifications of domestic and export customers.	Responsible for Production Department KPIs	KPI management
PH3F1 indicated that the Production Manager has the most subordinates in the factory.	Key personnel manager	Leadership
PH3F1 indicated that his factory has daily meetings (every working day), followed-up, and gave schedules and responsibilities to the Quality Working Group until they felt they were the owners of ISO system mission. They should join in the daily meetings and update their progress reports every day.	Strong management style	
PH3F3 indicated that most of his factory staff was in the line of Production Process. So Production Manager had the most subordinates in his charge. Most of my supervisors have worked in the factory more than 30 years. They are professional supervisors and help the Production Manager in production operations.	Supervisor as a professional in the position.	Leadership & Management
PH3F2 indicated that some leading companies (e.g. Greenspot, Pepsi, and Coca-Cola) had professional (Bachelor Degree) supervisors, so that the Production Manager could work more comfortably.		
PH3F2 indicated that the Production Manager's major work was Management. The supervisors take care of the production process in the plants. The Production Manager should focus on performance indicators, e.g., a focus on the percentage yield, and the proportion of defect in the production output. Production Manager should be in charge of these tasks and sends reports to Senior Management. At the present time, they use software, after reading the reports; Senior Management could get the answers and major points from the reports.	Concerned with process	Production management
PH3F1 indicated that this expert practice is right: the factory places emphasis on a 'Team Work Style'. If someone has an overload of work, he would share the overload with another staff member.	Developing team work	Teaming
PH3F2 indicated that Production Manager also joined in ISO documentations.	Member of the ISO team	

Efficiency

There was one concept that emerged from the focus group discussion: a balanced work load. PH3F1 indicated that 'he wanted efficiency, rather than

being overloaded with work'. This expert practice issue, involving the Production Manager, was to establish a team that worked efficiently together. Within this team, his subordinates should have a balanced work load.

KPI management

There was one concept that emerged from the focus group discussion that was associated with key performance indicator (KPI) management: responsibility of the KPIs of the production department. PH3F2 indicated the following:

> Every department should have KPIs. The production department also has KPIs. The documentation arrangement should be related to ISO system because there is process control related to specifications of domestic and export customers.

The expert practice considered here relates to meeting precisely the production specifications set by both domestic and export customers.

Leadership

There were two concepts that emerged from the focus group discussion: key personnel manager, and strong management style. PH3F1 indicated that 'the production manager has the most subordinates in the factory'. He went on to detail responsibilities associated with this most responsible position:

> … [the] factory has daily meetings (every working day), followed-up, and gave schedules and responsibilities to the Quality Working Group until they felt they were the owners of ISO system mission. They should join in the daily meetings and update their progress reports every day.

The expert practice issue involved here was the importance of the Production Manager's work as a leader: he had the greatest number of subordinates for whom he was directly responsible. This is a most critical appointment, and the appointee requires a great deal of support.

Leadership and management

There was one concept that emerged from the focus group discussion: the supervisor as a professional in the position. PH3F3 confirmed the earlier point made by PHF1, that most of his factory staff worked in the production process line of the operation. As a result, the Production Manager had the most subordinates in his charge. He commented on the importance of having professional supervisors in the position:

> Most of my supervisors have worked in the factory more than 30 years. They are professional supervisors and help the Production Manager in production operations.

PH3F2 indicated that some leading companies had 'professional [Bachelor Degree] supervisors so that the Production Manager could work more comfortably'.

The expert practice issue involved here was that organisations need highly trained, professional supervisors who would directly assist the Production Manager in the production process.

Production management

There was one concept that emerged from the focus group discussion: production management was concerned with the production process. PH3F2 indicated that the Production Manager's major work was primarily that of management of supervisors:

> The supervisors take care of the production process in the plants. The Production Manager should focus on performance indicators, e.g., a focus on percentage yield, and the proportion of defect in the production output. The Production Manager should be in charge of these tasks – they send reports to Senior Management. At the present time, they use software, after reading the reports. Senior Management could get the answers and major points from these reports.

As part of expert practice, the Production Department should have Key Performance Indicators approved by the ISO body, because they are related to process control. Thus, the expert practice issue involved was the Production Manager's important position in management: specifically, being responsible for production of KPIs and reporting to Senior Management.

Teaming

There were two concepts that emerged from the focus group discussion: developing team work and being a member of the ISO team. PH3F1 indicated the following with respect to sharing the workload:

> … this expert practice is right: the factory places emphasis on a "Team Work Style": if someone has an overload of work, they would share the overload with other staff members.

PH3F2 indicated that the Production Manager is a critical member of the ISO team, specifically joining in the process of 'ISO documentation'.

The expert practice issues to emerge were establishing a work balance before writing this formally in the manuals, working as a team, and being an active member of the ISO team.

Maintenance manager

There were two key ideas that emerged from the focus group discussion: being in a highly technical role, and management responsibilities. A summary of the responses from the focus group discussion is provided in Table 6.7.

High tech role

There were two concepts that emerged from the focus group discussion: developing preventative and corrective maintenance procedures, and

TABLE 6.7　　BENCHMARKING FOR THE MAINTENANCE MANAGER

Comments	Concept	Key Idea
PH3F2 indicated that his factory had Preventive and Corrective Maintenance Plans for Maintenance and Protection.	Developing preventative and corrective maintenance procedures	High tech role
PH3F1 suggested having responsibility for the calibration of machinery and laboratory equipment. In the Machinery Register and Laboratory Equipment Register, they should mention and list which machines and laboratory equipment have been calibrated each year.	Maintenance of highly technical equipment	
PH3F2 indicated that his factory set Maintenance Manager to deal with Factory Machinery Register and Calibration. But QC should deal with Laboratory Equipments Register and Calibration.		
PH3F3 indicated that the Maintenance Manager had duties to take care of the machines in the factory so that they operate continuously and smoothly, to deal with the Machinery Register and to set the functions of Factory Machinery Calibrations.		
PH3F2 indicated that his factory set the evaluation for out-sourcing maintenance which meant dealing with sub-contractors. Sub-contractor Evaluation Forms were similar to the Suppliers Evaluation Forms developed by the Purchasing Department	Managing the outsourcing of machinery	Management responsibilities

maintenance of highly technical equipment. PH3F2 indicated that his factory had drawn up preventive and corrective maintenance plans. PH3F1 outlined some of the maintenance functions of this role:

> … having responsibility for the calibration of machinery and laboratory equipment. In the Machinery Register and Laboratory Equipment Register, they should mention and list which machines and laboratory equipment have been calibrated each year.

PH3F2 suggested some alternative practices:

> My factory sets the Maintenance Manager to deal with the Factory Machinery Register and Calibration. But QC [Quality Control] should deal with the Laboratory Equipment Register and Calibration.

PH3F3 indicated that his Maintenance Manager had specific responsibilities:

> … to take care of the machines in the factory so that they operate
> continuously and smoothly, to deal with the Machinery Register and to set
> the functions of Factory Machinery Calibrations.

The expert practice issues involved were that the Maintenance Manager should: maintain a Machinery Register, and establish preventive and corrective maintenance plans; oversee the function of calibrations of machinery; ensure that the machines in the factory operate continuously and smoothly.

Management responsibilities

There was one concept that emerged from the focus group discussion: managing the outsourcing the maintenance of machinery. PH3F2 indicated that:

> … his factory set the evaluation for outsourcing maintenance which meant
> dealing with sub-contractors. Sub-contractor evaluation forms were similar
> to the suppliers' evaluation forms developed by the Purchasing
> Department.

The expert practice issue involved was that the Maintenance Manager should be responsible for engaging maintenance sub-contractors and evaluating the quality of their work.

Purchasing manager

There were three key ideas that emerged from the focus group discussion: breadth of expertise, purchase management and coordination of groups. A summary of the responses from the focus group discussion is provided in Table 6.8.

TABLE 6.8   BENCHMARKING FOR THE PURCHASING MANAGER

Comments	Concept	Key Idea
PH3F2 indicated that every department should concern with Good Manufacturing Practice, Hazard Analysis Control Points and ISO. Because we are in Food Industry, we should have continuous training relating to Food Technology. So, we should set raw material specifications related to Food Safety Awareness.	Being acquainted with a wide variety of clean food standards	Breadth of expertise
PH3F3 indicated that his Purchasing Manager had been trained in Good Manufacturing Practice, Hazard Analysis Control Points and ISO courses already. So, the Purchasing Manager could buy raw materials from AVL before contracting new suppliers.		
PH3F1 indicated that his factory had set specifications of raw materials by having meetings among users, customers, QC, Marketing Manager and the QMR to find out the specifications (specs.) of raw materials.	Sets specifications of raw materials	Coordination of groups
PH3F1 indicated that in case of Fixed Assets (FA) Buying, there were meetings among related Department, made conclusions and sent the specifications (specs.) to Purchasing Department. Purchasing Manager would make FA orders according to the required specs.	FA purchases according to specifications	Purchase management
PH3F1 indicated that Purchasing Department ought to purchase raw material according to raw material specifications of the factory.	Purchase according to specifications	
PH3F1 indicated that his factory had AVL (Approval Verified List), Purchasing Manager would select AVL before new suppliers.	Selects suppliers	

Breadth of expertise

There was one concept that emerged from the focus group discussion: being acquainted with a wide variety of clean food standards. PH3F2 indicated that every department should be concerned with Good Manufacturing Practice, Hazard Analysis Control Points and ISO:

> Because we are in the food industry, we should have continuous training relating to food technology. So, we should set raw material specifications related to food safety awareness.

PH3F3 pointed out that his Purchasing Manager had received special training:

> The Purchasing Manager had been trained in Good Manufacturing
> Practice, Hazard Analysis Control Points and ISO courses already. So, the
> Purchasing Manager could buy raw materials from AVL (Approval
> Verified List) before contracting new suppliers.

The expert practice issue raised here involved the Purchasing Manager having been trained in manufacturing practice, hazard control, and ISO requirements, so that they could buy raw materials, according to specifications, from suppliers on an Approval Verified List before engaging any other suppliers.

Coordination of groups

There was one concept that emerged from the focus group discussion: setting specifications of raw materials. PH3F1 indicated that his factory had set specifications of raw materials:

> … by having meetings among users, customers, QC (quality control), the
> Marketing Manager and the QMR to find out the specifications of raw
> materials.

The expert practice issue to emerge here was the need for the Purchasing Manager to consult widely within the organisation prior to the setting of specifications for the purchase of raw materials.

Purchase management

There were three concepts that emerged from the focus group discussion: fixed asset purchases according to specifications, other purchases to be made according to specifications, and the selection of suppliers. PH3F1 indicated the need for consultation in the case of fixed asset purchasing:

> There were meetings among related Departments, and conclusions and
> specifications sent to the Purchasing Department. The Purchasing Manager
> would make FA orders according to the required specs.

He further indicated that 'the Purchasing Department ought to purchase raw material according to raw material specifications of the factory'. Finally, he indicated that his factory had an AVL (Approval Verified List), and that the Purchasing Manager would select suppliers from the AVL before engaging new suppliers.

The expert practice issue involved was that the Purchasing Manager should buy fixed assets and raw material from approved suppliers according to specifications set internally by the factory.

Quality Control manager

There were four key ideas that emerged from the focus group discussion: independent monitoring, an inspectorial role, monitoring products, and random monitoring. A summary of the responses from the focus group discussion is provided in Table 6.9.

Independent monitoring

There was one concept that emerged from the focus group discussion: ensure that there is independent checking at each stage of the process. PH3F1 indicated the need for close communication in this regard:

> Quality Control should communicate to everyone in the organisation that
> all work should be completed from within their department: do not expect
> people at the next step to inspect or re-check.

The expert practice issue involved was that Quality Control should communicate to everyone in the organisation that all work assigned should be completed within that particular department.

TABLE 6.9   BENCHMARKING FOR QUALITY CONTROL MANAGER

Comments	Concept	Key Idea
PH3F1 indicated that QC should communicate to everyone in the organisation that every work should be complete from within their department: do not expect people at the next step to inspect or re-check.	Ensure independent checking at each stage of the process	Independent monitoring
PH3F1 indicated that after raw material inspection, raw material should be supplied to Production Processing. Then QC should make an in-line inspection and final inspection. This is the role that QC must undertake right from the beginning.	In-line and final inspection	Inspectorial role
PH3F2 indicated that major tasks of QC Manager were monitoring and taking care of quality of the products.	Managing quality by monitoring product	Monitoring product
PH3F3 indicated that QC Manager's major tasks were monitoring and taking care of quality of products.		
PH3F2 indicated that QC was not the one who should guarantee the quality of the product, but QC was the one who help monitoring by using random sampling. The major tasks of the QC Manager are monitoring and taking care of quality of the products.	Monitoring by random sampling	Random monitoring

Inspectorial role

There was one concept that emerged from the focus group discussion: In-line and final inspection. PH3F1 indicated that:

> … after raw material inspection, raw material should be supplied to Production Processing. Then QC should make an in-line inspection and final inspection. This is the role that QC must undertake right from the beginning.

The expert practice issue involved was that QC personnel should make both an in-line and a final inspection of raw materials.

Monitoring product

There was one concept that emerged from the focus group discussion: managing quality by monitoring product: Both PH3F2 and PH3F3 indicated that major tasks of the QC Manager were monitoring and taking care of quality of the products.

The expert practice issue involved was that the QC Manager's major tasks were monitoring processes, and monitoring the quality of the final products.

Random monitoring

There was one concept that emerged from the focus group discussion: Monitoring by random sampling. PH3F2 indicated that:

> QC should help monitoring by using random sampling. The major tasks of
> the QC Manager are monitoring and taking care of quality of the products.

The expert practice issue involved was that Quality Control is the group who help in monitoring by using random sampling. They are not the group who guarantee the quality of products.

Marketing manager

The key ideas that emerged from the focus group discussion were: customer satisfaction, product consistency, product development, product quality, product research, R&D and feedback. A summary of the responses from the focus group discussion is provided in Table 6.10.

Customer satisfaction

There was one concept that emerged from the focus group discussion: ensuring customer satisfaction. PH3F1 indicated that the Marketing Department in his factory had 'a duty to check the customer's satisfaction'. The expert practice issue involved was that the Marketing Department had a specific duty to check that customers were satisfied with the final product.

TABLE 6.10   BENCHMARKING FOR MARKETING MANAGER

Comments	Concept	Key Idea
PH3F1 indicated that the Marketing Department in his factory had duty to check the customer's satisfaction.	Ensure customer satisfaction	Customer satisfaction
PH3F2 indicated that the Marketing Department in his factory had a duty to take care of the consistency of product.	Ensuring consistency of product	Product consistency
PH3F2 indicated that R&D should produce new products according to the marketing concepts. Marketing Department launched new products, set promotion programs and checked customers' satisfaction evaluation.	Managing new product development	Product development
PH3F1 indicated that the Marketing Department should communicate with the customers and discuss the quality of products before ordering (in order to protect misunderstandings).	Common understanding of product quality	Product quality
PH3F3 indicated that the Marketing Manager should communicate the customers and discuss about quality of products before ordering.		
PH3F2 indicated that his factory had Marketing Research Team to research for checking the taste and the ideas of new products, new packaging, and consumers' opinions and bringing them forward to set new product concepts through R&D.	Managing the marketing research team	Product research
PH3F2 indicated that the Marketing Manager had 3 major duties: getting product ideas, setting marketing programs and checking satisfaction evaluations.	Getting product ideas, setting marketing programs, checking the customers are satisfied	R&D and feedback

Product consistency

There was one concept that emerged from the focus group discussion: ensuring customer satisfaction. PH3F2 indicated that the Marketing Department in his factory had a duty to take care of the consistency of products.

The expert practice issue involved was that the Marketing Department was responsible for ensuring the consistency of a product and to make this a feature of its marketing.

Product development

There was one concept that emerged from the focus group discussion: managing new product development. PH3F2 indicated that Research and

Development should produce new products according to specific marketing concepts. He pointed out that, in his organisation:

> … the Marketing Department launched new products, set promotion programs and checked customers' satisfaction evaluation.

The expert practice issue involved was Marketing Department launching, promoting and evaluating customer satisfaction with new products.

Product quality

There was one concept that emerged from the focus group discussion: having a common understanding of product quality. PH3F1 indicated that the Marketing Department should communicate with customers and discuss the quality of products before ordering (in order to protect misunderstandings). This was supported by PH3F3:

> The Marketing Manager should communicate with customers and discuss about quality of products before ordering.

The expert practice issue involved the Marketing Manager in communicating and discussing the quality of products with customers prior to ordering.

Product research

There was one concept that emerged from the focus group discussion: managing the marketing research team. PH3F2 indicated that his factory had a Marketing Research Team whose function was:

> … to research for checking the taste and the ideas of new products, new packaging, and consumers' opinions and bringing them forward to set new product concepts through the Research & Development Department.

The expert practice issue involved the Marketing Research Team researching and developing new products and packaging, gathering consumer opinion, and bringing forward new product concepts.

Research & development and feedback

There was one concept that emerged from the focus group discussion: getting product ideas, setting marketing programs, checking the customers are satisfied. PH3F2 indicated that the Marketing Manager had three major duties:

> Getting product ideas, setting marketing programs, and checking satisfaction evaluations.

The expert practice issue, involving the Marketing Manager, involved generating new product ideas, driving marketing programs and undertaking marketing research.

Logistics manager

The concepts that emerged from the focus group discussion were: accurate documentation, delivery reliability, highly maintained storage facilities, product movement procedures, and systematic handling of products. A summary of the responses from the focus group discussion is provided in Table 6.11.

Accurate documentation

There was one concept that emerged from the focus group discussion: accurate documentation. PH3F2 indicated that 'logistics documents should be correct'.

The expert practice issue involved was accurate maintenance of logistics documents.

TABLE 6.11   BENCHMARKING FOR LOGISTICS MANAGER

Comments	Concept	Key Idea
PH3F2 indicated that Logistics documents should be correct.	Accurate documentation	Accurate documentation
PH3F1 indicated that the Logistics Manager must deliver the products at the right time and the right place.	Right product, right place, right time	Delivery reliability
PH3F3 indicated that the Logistics Manager should deal with delivery products at the right time and the right place.		
PH3F2 indicated that the warehouse conditions should be clean according to Good Manufacturing Practice and Hazard Analysis Control Points requirements.	Maintaining high quality storage faculties	Highly maintained storage facilities
PH3F1 indicated that he wanted to add 'Customers Communication'. If it was the new customers, they should communicate details about the necessary documents and shipment management.	Establishing documentation and shipping details	Product movement procedures
PH3F2 indicated that Logistics Department should deal the shipment system according to FIFO (First-In, First-Out) concept. The warehouse conditions should be clean according to Good Manufacturing Practice and Hazard Analysis Control Points requirements. Furthermore, logistics documents should be correct. The delivery should be on time, at the right time and the right place.	First in, first out	Systematic handling of products

Delivery reliability

There was one concept that emerged from the focus group discussion: right product, right place, right time. PH3F1 indicated that the Logistics Manager must 'deliver the products at the right time and the right place'. This was supported by PH3F2, who added:

> the … Logistics Manager should deal with delivery products at the right
> time and the right place.

The expert practice issue involved accurate and timely delivery of products within the organisation.

Highly maintained quality storage facilities

There was one concept that emerged from the focus group discussion: maintaining high quality storage faculties. PH3F2 indicated that:

> … the warehouse conditions should be clean according to Good
> Manufacturing Practice and Hazard Analysis Control Points requirements.

The expert practice issue involved maintaining warehouse cleanliness at the highest possible standard.

Product movement procedures

There was one concept that emerged from the focus group discussion: establishing documentation and shipping details. PH3F1 indicated that, in the case of establishing contracts with the new customers:

> … they should communicate details about the necessary documents and
> shipment management.

The expert practice issue involved was establishing a system for the accurate communication of documentation and shipping details.

Systematic handling of products

There was one concept that emerged from the focus group discussion: first in, first out. PH3F2 indicated that the Logistics Department should establish a shipment system according to ISO's first-in, first-out concept. He explained:

> The warehouse conditions should be clean according to Good
> Manufacturing Practice and Hazard Analysis Control Points requirements.
> Furthermore, logistics documents should be correct. The delivery should
> be on time, at the right time and the right place.

The expert practice issue involved was the strict control of warehouse conditions to ensure non-contamination of product, accurate documentation, and controlled movement of all products.

ISO Standards Training Programs

The sixth question was as follows: 'Please talk to me, in general terms, about the ISO Standards Training Programs that are being offered at this time. Expert practice in this area should be concerned with: continuous on-site learning; constant revision and updating of training programs; improvement, using the experience of others; thinking globally, but acting locally. A summary of the responses from the focus group discussion is provided in Table 6.12.

Continuous on-site learning

There was one concept that emerged from the focus group discussion: professional development for continuous improvement of all departments. PH3F1 indicated that:

> … professional development training for every department [was needed] to improve and update their work. The organisation needs the continuous improvement of manpower.

The expert practice issue involved the continuous improvement, through appropriate professional development, of all staff in the organisation.

Constant revision and up-dating of training programs

There was one key issue that emerged from the focus group discussion: providing updated training to meet new standard requirements. PH3F2 indicated that Food Industry should institute the following:

> Good Manufacturing Practice, Hazard Analysis Control Points, Food Safety and ISO Training Programs in the same time. At present, we have ISO22000 which integrates ISO, Good Manufacturing Practice and Hazard Analysis Control Points into the new ISO version.

TABLE 6.12   BENCHMARKING FOR ISO STANDARDS TRAINING PROGRAMS

Comments	Concept	Key Idea
PH3F1 indicated that he needed Professional Development Training for every department to improve and update their work. The organisation needed the continuous improvement of manpower.	PD for continuous improvement of all departments	Continuous on-site learning
PH3F2 indicated that Food Industry should have Good Manufacturing Practice, Hazard Analysis Control Points, Food Safety and ISO Training Programs in the same time. At present, we have ISO22000 which integrated ISO, Good Manufacturing Practice and Hazard Analysis Control Points into the new ISO version.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs
PH3F1 indicated that we should have Plant Visits. After we had training in the training room, we set Plant Visits to look at other factory's operations for gathering new experience and ideas from them. We took those experience and ideas to develop and improve our work more efficiently and more quickly than using trial and error by ourselves.	Visiting other operations	Improvement, using the experience of others
PH3F3 indicated that the ISO System is good and suitable for every organisation. But the Food Industry needed more training in other topics, for examples: Good Manufacturing Practice, Hazard Analysis Control Points, TQM, KAIZEN, QC, etc. These training topics could be supported together.	Extend the scope of training by integrating other international systems	Think global, act local

The expert practice issue involves implementing training programs represented in ISO22000, a new ISO version that integrates Good Manufacturing Practice, Hazard Analysis Control Points, Food Safety and ISO Training Programs within the food industry.

Improvement, using the experience of others

There was one concept that emerged from the focus group discussion: visiting other operations. PH3F1 advocated the use of plant visits:

> After we had training in the training room, we set Plant Visits to look at other factory's operations for gathering new experience and ideas from them. We took those experiences and ideas to develop and improve our work more efficiently and more quickly than using trial and error by ourselves.

The expert practice issue involved was implementing the use of plant visits as an efficient and time-saving method of improving work practice.

Think global, act local

There was one concept that emerged from the focus group discussion: extending the scope of training by integrating other international systems. PH3F3 indicated that while ISO System is 'good and suitable for every organisation' it can be extended. He pointed out that:

> … the Food Industry needs more training in other topics, for example, Good Manufacturing Practice, Hazard Analysis Control Points, Total Quality Management, KAIZEN, Quality Control, etc. These training topics training could be supported together.

The expert practice issue involved was taking a more international view of practice in the Food Industry by integrating current training with innovative practice from other countries and cultures.

Benchmarking and ISO Training Programs

The seventh question was as follows: 'What is your opinion of the practical aspect of Benchmarking of these Training Programs?'. Expert practice in this area should be concerned with: best practice of leaders in the industry; constant revision and updating of quality manuals; industry supporting expert practice guidelines; quality control; teamwork. A summary of the responses from the focus group discussion is provided in Table 6.13.

Expert practice of leaders in the industry

There was one concept that emerged from the focus group discussion: benchmarking enables industries to use the expert practice undertaken by the leaders in their industry. PH3F2 indicated that in his experience;

> "Benchmarking" should be the leaders in their industry. For example, when he used to work in GREENSPOT, his benchmarks were PEPSI and Coca-Cola. Especially, newcomers should read this expert practice and adjust it to make it

TABLE 6.13   PRACTICAL ASPECTS OF BENCHMARKING OF ISO TRAINING PROGRAMS

Comments	Concept	Key Idea
PH3F2 indicated that in his experience, 'Benchmarking' should be the leaders in their industry. For example, when he used to work in GREENSPOT, his benchmarks were PEPSI and Coca-Cola. Especially, newcomers should read this expert practice and adjust it to make it suitable to their situations.	Benchmarking enables industries to use the expert practice undertaken by the leaders in their industry	Expert practice of leaders in the industry
PH3F3 indicated that Quality Manuals should cover ISO Standards Requirements and follow-up steps by steps according to Flow Charts and Production Process.	Need for accurate and up-to-date Quality Manuals	Constant revision and updating of quality manuals
PH3F1 suggested there is a need to update ISO Standards continuously.	Provide updated training to meet new standard requirements	
PH3F2 indicated that if we brought all Tables together, we could get the best 'Guidelines and expert practice' for Food Industry.	Combine tables	Industry supports expert practice guidelines
PH3F2 indicated that he accepted that this expert practice as a guideline for the Food Industry. He also accepted that all Tables in this expert practice contained very good ideas. He could get information and accessible for him to read the conclusions of each position in the organisation.	Supporting the approach of this thesis to establish expert practice guidelines	
PH3F3 indicated that ISO emphasises the 'Quality' of the products.	Emphasis on product quality	Quality control
PH3F3 indicated that the Quality Working Group worked according to Senior Management's policies and had the objectives of the organisation clearly in mind.	Clear objectives for the organisation	Teamwork

The expert practice issue involved investigating the benchmarks already established by the leaders in their industry and adapting them to local conditions.

Constant revision and updating of quality manuals

There were two concepts that emerged from the focus group discussion: the need for accurate and up-to-date quality manuals, and providing updated training to meet new standard requirements. PH3F3 indicated that:

> quality manuals should cover ISO Standards Requirements and follow-up
> steps by steps according to Flow Charts and Production Process.

PH3F1 pointed out that 'there is a need to update ISO Standards continuously'.

The expert practice issue involved continuous updating of ISO standards and incorporating these updates in the organisations Quality Manuals should cover ISO Standards Requirements and follow-up steps by steps according to Flow Charts and Production Process and there is a need to update ISO Standards continuously.

Industry supports expert practice guidelines

There were two concepts that emerged from the focus group discussion: combining all available tables, supporting the approach of this thesis to establish expert practice guidelines.

PH3F2 indicated that 'if we brought all Tables together, we could get the best "Guidelines and expert practice" for the Food Industry'. Furthermore, he stated that:

> … he accepted this expert practice as a guideline for the Food Industry …
> all Tables in this expert practice contain very good ideas … the
> information is accessible [and enabled] him to read the conclusions of each
> position in the organisation.

The expert practice issue involved making use of the available materials associated with benchmarking, adjusting it to the current situation, and creating 'Expert practice Guidelines' for the Food Industry.

Quality control

There was one concept that emerged from the focus group discussion: an emphasis on product quality. PH3F3 indicated that 'ISO emphasises the quality of the products'.

The expert practice issue involved in ISO registration is quality.

Teamwork

There was one concept that emerged from the focus group discussion: clear objectives for the organisation. PH3F3 indicated that:

> the Quality Working Group worked according to Senior Management's policies and had the objectives of the organisation clearly in mind.

The expert practice issue involved was that of having clearly stated objectives assisting in the development of teamwork within the organisation.

Benchmarking and Applications in Staff Training Programs

The eighth question was as follows: 'What problems do you currently encounter in your staff training programs? How might Benchmarking help in solving these problems?'. Expert practice in this area should be concerned with: expert practice guidelines to meet ISO requirements; brainstorming as a problem solving process; changing behaviour; continuous on-site learning; diffusion of the innovation; improving quality standards; ISO providing training benefits; organisation requirements; product knowledge and improvement. A summary of the responses from the focus group discussion is provided in Table 6.14.

Expert practice guidelines

The concept that emerged from the focus group discussion was: supporting the approach of this thesis to establish expert practice. PH3F2 indicated that, in the future, he would establish a plan, step by step, using the findings of this study to meet ISO Requirements. He suggested that:

> plants seeking ISO certification could use [this study's] expert practice until they reach ISO Certification.

TABLE 6.14   USING BENCHMARKING TO SOLVE PROBLEMS IN STAFF TRAINING PROGRAMS

Comments	Concept	Key Idea
PH3F2 indicated plants seeking ISO certification could use [this study's] expert practice until they reach ISO Certification.	Using the tables of expert practice in this thesis to meet ISO requirements	Expert practice guidelines to meet ISO requirements
PH3F3 indicated that at ISO working group meetings, they could use brainstorming. If there were some problems, they could use brainstorming to solve those problems.	Brainstorming to assist in solving problems	Brainstorming as a problem solving process
PH3F3 indicated that he used both 'push and pull' methods to deal with staff.	Using reward and punishment to change behaviour	Changing behaviour
PH3F3 indicated that Personal Hygiene was also a big problem that his team work took a long time to solve it. Good Manufacturing Practice, Hazard Analysis Control Points and ISO emphasised clean and acceptable quality products. So they should been trained continuously until they got used to those regulations.	Meeting the regulations on personal hygiene	
PH3F3 indicated that the HRD Manager should arrange continuous training programs to develop team work.	HRD and continuous training involvement	Continuous on-site learning
PH3F3 indicated that most of the problems that occurred during training were due to resistance to change and lack of unity. Because ISO had record system and documents that they had not get used to. The Consultants, the QMR and the Quality Working Group needed a long time to teach them.	Resistance to change and lack of unity	Diffusion of the innovation
PH3F3 also indicated that ISO system could help him to solve many problems, for example: Before using ISO, I could not find out the causes of defects in production process (there were not any tracked records). After working with ISO system, we could find the causes of problems by using tracked records of the production process and they could know in which raw material lots were the sources of defects.	Use of tracked records to identify sources of problems	Improving quality standards
PH3F3 indicated that ISO helped them to release new concepts of working, for examples: Improvement, Development, Implementation, Adaptation, Problem-Solving, brainstorming, new technology. They could arrange continuous training programs to team work. He accepted that ISO gave a lot of benefits to the organisation.	Range of processes as a result of ISO	ISO provides training benefits
PH3F1 indicated that if he could find out those tools, he could set training courses that would cover all requirements in organisation.	Need for appropriate training tools for continuous improvement	Organisation requirements
PH3F1 indicated that the problems that still occurred were the knowledge of principles of products and attempts to find tools for continuous improvements.	Principles of products and tools for continuous improvement	Product knowledge and improvement

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The expert practice issue involved using the findings of this study in the goal to achieve ISO registration.

Brainstorming as a problem-solving process

There was one concept that emerged from the focus group discussion: brainstorming to assist in solving problems. PH3F3 indicated that:

> … at ISO working group meetings, they could use brainstorming. If there were some problems, they could use brainstorming to solve those problems.

The expert practice issue involved was that ISO working group meetings could use group problem solving skills such as brainstorming.

Changing behaviour

There were two concepts that emerged from the focus group discussion: using reward and punishment to change behaviour; meeting the regulations on personal hygiene. PH3F3 indicated that personal hygiene was a serious problem that had taken his team a long time to solve. He pointed out that:

> Good Manufacturing Practice, Hazard Analysis Control Points and ISO emphasised clean and acceptable quality products. So staff should be trained continuously until they get used to these regulations.

In changing the behaviour of staff, PH3F3 indicated that he used 'both "push and pull" methods to deal with staff'.

The expert practice issue involved using both reward and punishment methods of changing the behaviour of staff, particularly in the critical matter of personal hygiene.

Continuous on-site learning

The concept that emerged from the focus group discussion was organising continuous training involvement. PH3F3 indicated that:

> … the HRD Manager could arrange continuous training programs to develop team work.

The expert practice issue involved the HRD Manager in arranging continuous training programs to encourage the development of team work.

Diffusion of the innovation

The concepts that emerged from the focus group discussion were: resistance to change; lack of unity. PH3F3 pointed out the problem of dealing with change:

> Most of the problems that occurred during training were due to resistance to change and lack of unity. Because ISO has a recording system and documents that they were not used to, the consultants, the QMR and the Quality Working Group should take a long time to teach them.

The expert practice issue was concerned with involving consultants, the QMR and the Quality Working Group in undertaking long-term, regular training programs to develop the concept of working in teams and coping with change.

Improving quality standards

There was one concept that emerged from the focus group discussion: using tracked records to identify sources of problems. PH3F3 pointed out that the ISO system could help him to solve many problems, for example:

> Before using ISO, I could not find out the causes of defects in production process (there were not any tracked records). After working with the ISO

system, we could find the causes of problems by using tracked records of the production process and we could know in which raw material lots were the sources of defects.

The expert practice issue involved was developing a system of tracked records throughout the entire production process in order to identify the source of defects in the production process.

ISO training benefits

There was one concept that emerged from the focus group discussion: the range of processes available as a result of involvement with ISO. PH3F3 gave the following examples of new concepts of working he had experienced as a result of working with ISO:

> …improvement, development, implementation, adaptation, problem-solving, brainstorming, new technology. They could arrange continuous training programs to team work.

The expert practice issue involved accepting that ISO provided considerable additional benefits to the organisation.

Organisation requirements

There was one concept that emerged from the focus group discussion: the need for appropriate training tools for continuous improvement. PH3F1 commented that:

> …if he could find out those tools, he could set training courses that would cover all requirements in organisation.

The expert practice issue involved was developing and establishing training courses that could cover continuous improvement in the organisation.

Product knowledge and improvement

There was one concept that emerged from the focus group discussion: principles of products and tools for continuous improvement. PH3F1 told the group:

> … the problems that still occurred were the knowledge of principles of products and attempts to find tools for continuous improvements.

The expert practice issue involved was the better understanding of principles of products and identifying appropriate training tools for continuous improvement.

Additional Program Support

The ninth and final question was as follows: 'What additional staff training programs do you want to emphasise that might support ISO Food Factory Standards in Thailand? Expert practice in this area should be concerned with: continuous training and improvement; constant revision and updating of training programs; international standards; ISO as a basic standard; niche marketing. A summary of the responses from the focus group discussion is provided in Table 6.15.

TABLE 6.15   ADDITIONAL PROGRAM SUPPORT

Comments	Concept	Key Idea
PH3F1 thought that after receiving ISO Certificates, Senior Management should see 'spaces' and try to fulfil their additional policies and objectives, for example : TQM (Total Quality Management) Training and Implementation.	After ISO, adding additional policies and objectives	Continuous training and improvement
PH3F1 indicated that if he had received ISO Certificates, he should set continuous trainings and improvements.		

Comments	Concept	Key Idea
PH3F1 indicated that TQM has a lot of useful functions, e.g., strategy management and cross functional teams. If we use TQM to support our working system, the organisation should receive a lot of benefits to higher improvement and could link to customer suggestions.	Seeing the benefits of TQM	
PH3F1 explained that motivation is important in ISO accreditation because Motivation can push the ISO System move forward towards success and greater efficiency.	Motivating change in staff to ensure ISO has continuing benefits	
PH3F2 indicated that there are owners, Senior Managements and Managing Director who were seeking on-going and continuous improvement. So they should plan for other higher improvements.	Senior Management and continuous improvement	
PH3F2 suggested that we should set Good Manufacturing Practice, Hazard Analysis Control Points, ISO and Food Safety Trainings in the same time.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs
PH3F3 suggested that we should have training courses of Good Manufacturing Practice, Hazard Analysis Control Points, ISO combine with standards of Japan, USA, EU, Australia and another leading countries in our planned training courses. Every standard should be of benefit to us.		
PH3F2 indicated that in the future, the organisation should benchmark with the worldwide leading organisation, for examples: Coca-Cola, Pepsi, Nestle, Toyota, SONY, IBM, Microsoft, Mercedes Benz, etc. Those organisations do not need only ISO, but they had other standards that are higher than ISO …and greater vision. After they received ISO Certification, they did not stop Staff Training Programs. They always searched for new tools to achieve continuous, higher improvements … ISO Standards are good Basic Requirements to reach International Standards, but ISO is only the beginning.	Benchmarking against leading international companies is beneficial	International standards
PH3F2 indicated that in the Food Industry, if some organisations could reach Japanese standards and sell their products to Japan, they could sell their products to any country in the world because Japan has the strictest conditions for food suppliers.		
PH3F2 indicated that they should adjust and improve their Core Efficiency, Core Behaviour into their identities. Finally, we would use ISO as Basic Standards.	The orchestral metaphor for ISO quality working groups	ISO as a base-level standard
PH3F3 compared ISO the Quality Working Groups to the orchestra musicians. Everybody in the team has their own musical instruments, e.g., drums, guitars, pianos, flutes. They should adjust their own musical instruments to be in perfect tune and play the same melody in the same time. If there are some musicians played different melody, the song would fail.		

Comments	Concept	Key Idea
PH3F3 suggested that Senior Management, the QMR, the Quality Working Group and all staff should train and join together until they reach their objectives. The song could be a very beautiful song. Achieving ISO accreditation means they could achieve other International Standards Certificates –the extreme target of all.		
PH3F2 indicated that food organisations should try to find 'niches' so that they can fill in order to gain the greatest advantage from the markets.	Develop a niche organisation	Niche marketing

Continuous training and improvement

The concepts that emerged from the focus group discussion were as follows: after ISO registration, adding in additional policies and objectives; seeing the benefits of TQM; best practice supporting continuous improvement; motivating change in staff to ensure ISO has continuing benefits; Senior Management and continuous improvement.

Adding additional policies and objectives

PH3F1 suggested that 'after receiving ISO Certificates, Senior Management should see "spaces" and try to fulfil their additional policies and objectives, for example, TQM, training and implementation'. PH3F1 supported this. Once he had received ISO Certification, he would 'set continuous training and improvement'.

This expert practice issue involved maintaining a culture of continuous training and improvement following ISO registration.

Benefits of TQM

PH3F1 pointed out the additional useful functions of Total Quality Management:

> [It] has a lot of useful functions, e.g., strategy management and cross functional teams. If we use TQM to support our working system, the

organisation should receive a lot of benefits to higher improvement and
could link to customer suggestions.

The expert practice issue involved here is to use the benefits of Total
Quality Management in areas of strategy, teaming, and marketing.

Motivating change

PH3F1 explained that motivation is important in ISO accreditation because it
can 'push the ISO system move forward towards success and greater
efficiency'.

The expert practice issue involved here is to use the ISO accreditation
process as a motivating force for change.

Senior Management and continuous improvement

PH3F2 indicated that:

> …there are owners, Senior Management and Managing Directors who
> were seeking on-going and continuous improvement. So they should plan
> for other higher improvements.

The expert practice issue involved here involved owners and Senior
Management in building on the benefits arising from ISO accreditation in
new and innovative areas.

Constant revision and updating of training programs

The concept that emerged from the focus group discussion was providing
updated training to meet new standard requirements. PH3F2 suggested that in
particular:

> … [management] should set Good Manufacturing Practice, Hazard
> Analysis Control Points, ISO and Food Safety Trainings in place at the
> same time.

PH3F3 supported training courses in these areas, using experience gained from practice in a number of countries who were leading 'best practice':

> … have training courses of Good Manufacturing Practice, Hazard Analysis Control Points, ISO combined with the standards of Japan, USA, EU, Australia and another leading countries in our planned training courses. Every standard should be of benefit to us.

The expert practice issue involved was in order to gain the greatest benefits, organisations should go beyond local practice in the development of integrated training programs.

Meeting international standards

The concepts to emerge from the focus group discussion were: benchmarking against leading international companies; ISO as just a beginning to meet international standards; meeting Japanese standards as an ultimate goal; Thai organisations should aim to meet international standards.

Benchmarking against leading international companies

PH3F2 indicated that in the future, the organisation should benchmark with worldwide leading organisations, e.g., Coca-Cola, Pepsi, Nestle, Toyota, SONY, IBM, Microsoft, and Mercedes Benz. He reported that:

> Those organisations do not need only ISO; they have other standards that are higher than ISO … and [have] a greater vision. After they received ISO Certification, they did not stop Staff Training Programs. They always searched for new tools to higher improvements continuously … ISO standards are good basic requirements to reach international standards, but ISO is only the beginning.

For PH3F2, meeting Japanese standards was an ultimate goal:

> … if some organisations could reach Japanese standards and sell their
> products to Japan, they could sell their products to any country in the
> world because Japan has the strictest conditions for food suppliers.

The expert practice issue involved was for organisation to aim at achieving
the highest international standards using prominent companies as their
model, but to aim beyond ISO standards.

ISO as a base-level standard

PH3F2 applied an orchestral metaphor in an extended discussion of the place
of ISO accreditation in Thai food factories – particularly for those who were
recent entrants. He placed great emphasis on the importance of ISO Quality
Working Groups, comparing them to the musicians in an orchestra:

> Everybody in the team has their own musical instruments, e.g., drums,
> guitars, pianos, flutes. They should adjust their own musical instruments to
> be in perfect tune and play the same melody in the same time. If there are
> some musicians who play a different melody, the song will fail.

PH3F3 suggested that Senior Management, the QMR, the Quality Working
Group and all staff should train and join together until they reach their
objectives. As a result, he suggested:

> The song will be a very beautiful one. Achieving ISO accreditation means
> they could achieve other International Standards Certificates – the extreme
> target of all.

The expert practice issue here, is a lofty one: to work together in tune and
in harmony with each person in the organisation, to the extent that they can
aim to achieve any standard they decide to set.

Niche marketing

There was one concept that emerged from the focus group discussion: develop a niche organisation. PH3F2 indicated that such organisations tried to find 'niches':

> …to fulfil and get advantages from the markets.

The expert practice issue involved was that food production organisations should focus on niche marketing in order to gain the greatest possible advantage from the markets.

Summary

In this chapter, I have reported expert practice issues gained from a focus-group interview with three expert QMRs from three different food factories that had already achieved ISO certification. These issues, I believe, provide appropriate benchmarks for ISO food standards in Thailand.

I describe, in the next chapter, the outcomes of the semi-structured interviews held with two Chief Executive Officers of two registered Public Company Limited in the Stock Exchange of Thailand that I undertook in relation to the above expert practice benchmarks for staff training programs to meet ISO food standards in Thailand.

CHAPTER 7

Phase 4.1-2: Formulation and Preliminary Testing of Draft Policy

Introduction

In this chapter, I develop a draft Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand. The policy needs N(P) for Staff Training Programs to meet ISO Food Factory Standards were identified using the principles articulated by Owen, with Rogers (1999) and Owen (2006). They were derived from three sources:

- The current situation as revealed in focus group interviews with the three Quality Management Representatives (QMRs) and staff of three food factories (Actual & Desired Outcomes, AD 1) (see Chapter 4);

- By semi-structured interviews with two QMRs from food factories that already had achieved ISO registration (Actual & Desired Outcomes, AD2) (see Chapter 5);

- By research review of best practice training programs benchmarks (Actual & Desired Outcomes, AD3) (see Chapter 6);

In this chapter, a draft staff training policy according to Dror's (1973) policymaking stage of his Optimal Model of policymaking is established, and tested in a brainstorming session with the three QMRs involved in the first and the third sources. This provides a fourth set of desired outcomes (Desired Outcomes, DO).

As a consequence, the identified policy needs are located at the intersection of these four sources of needs, after the model developed by Boonying (2007, 199), as shown in Figure 7.1. Symbolically, this relationship may be shown as:

$$N(P) = AD1 \cap AD2 \cap AD3 \cap DO$$

where the symbol, $\cap$, indicates the intersection of four sets of actual and/or desired outcomes.

FIGURE 7.1   MODEL FOR DETERMINING POLICY NEEDS TO MEET ISO STANDARDS
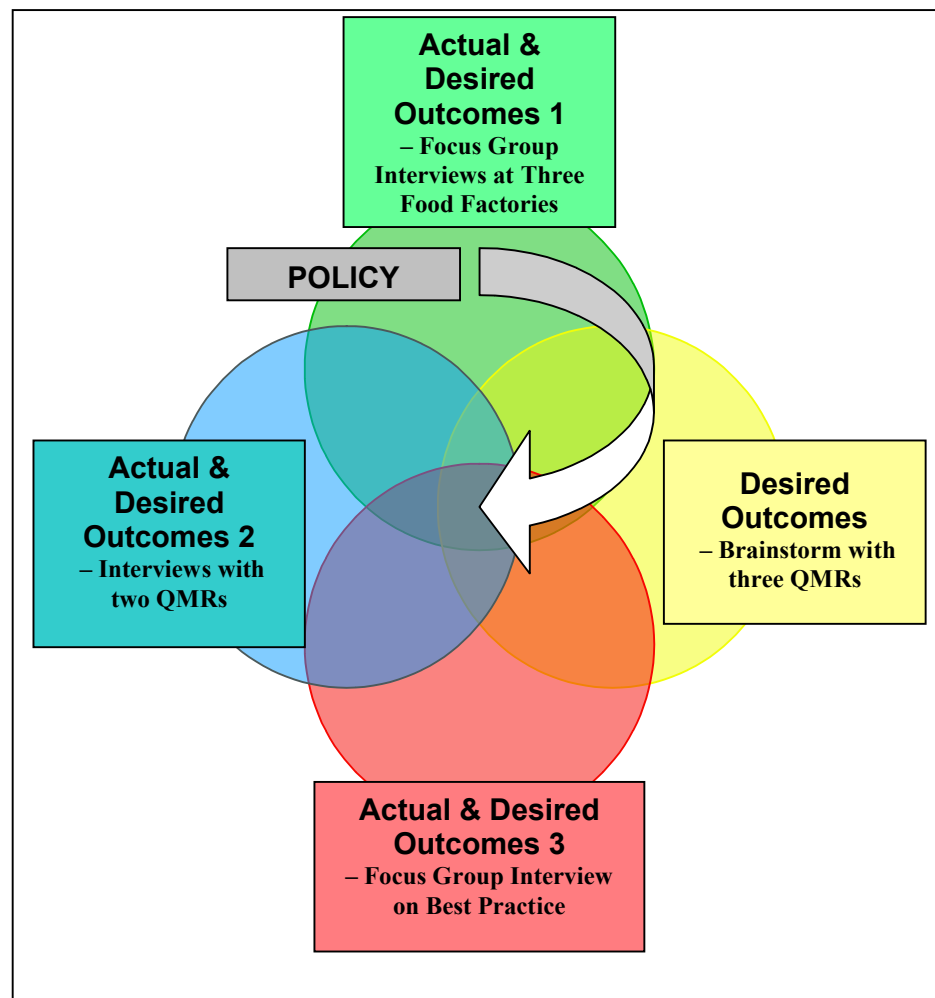
Adapted from Boonying, 2007

Using a process of inductive data reduction, involving the outcomes of the focus groups (see Chapter 4), an interview with the QMRs from two ISO registered food factories (see Chapter 5), a focus group discussion with three 'expert' QMRs who had prior experience of ISO Accreditation in order to determine expert practice(see Chapter 6) and a brainstorm with the three QMRs involved in the original focus group interviews (reported in this chapter), five major training policy needs were identified, as follows:

1. Leading

2. Managing

3. Monitoring

4. Planning

5. Recording

The process by which these five major training policy needs were identified is outlined in the following section.

Identifying Policy Elements

Identification of key ideas

Key ideas were identified by categorising comments identified in Phase 3, Step 3 (see Attachment 7.1), first into concepts which were then grouped in clusters of key ideas, each of which was given a specific identifier. For example PH3F2 told me:

> … each food factory should include GMP, HACCO and ISO trainings at the same time.

This was identified as an 'integration of standards' concept. Clusters of integration of standards examples were further clustered to create the key idea of 'efficiency' and given the identifier of EFF.

Types of behaviour

I saw each of the key ideas as requiring some particular change of behaviour, and therefore used Bloom's Taxonomy of Educational Objectives (Bloom, 1956; Bloom et al., 1964, Simpson, 1972) to identify, initially, the domain – either cognitive, affective, or psycho-motor to which the desired behaviour belonged – and then identified its category and sub-area (associated with examples and key words within that domain). A complete listing of Blooms' domains, categories and sub-areas is contained in Attachment 7.2.

Taking the example from the previous section, concerned with efficiency relating to integration of standards, this was seen as lying within the cognitive domain, in the category of 'synthesis', and belonging to the sub-area of 'combines'. This particular sub-area was identified with the label 'CMBNS'. Using this process, ten sub-areas were identified. The ten, together with their identifiers were:

1. Applies: APPLIES

2. Creates: CRTS

3. Demonstrates: DMSTRT

4. Evaluates: EVLTS

5. Modifies: CMBNS

6. Generates: GNRTS

7. Organises: ORGNSS

8. Participation: PRTCPN

9. Supports: SPPRT

10. Teamwork: TMWRK

Organising concept

I clustered each of the sub-areas on a spreadsheet, and ordered them alphabetically. This enabled me to identify three new clusters which I described as 'key thinking' areas, namely:

1. Operational;

2. Strategic;

3. Training.

Within each of these key thinking areas, I recognised that different groups of would be involved in specific training areas. Hence, I made a further distinction based on staff categories, clustering them according to whether they involved one, two or three groups, namely, top management, middle management and staff. For example, in the case of efficiency in integrating standards, I identified this as involving top and middle management, only.

As a result of the clustering involving staff categories, I became further aware that a cluster of five issues – issues related to what I called 'Strategic Thinking' – had emerged. These five clusters were as follows:

1. Leading

2. Managing

3. Monitoring

4. Planning

5. Reporting

Now, I could categorise the case of efficiency in integrating standards as Strategic Thinking. The full categorisation was Leading/Strategic/Top and Middle Management/Cognitive/Synthesis/Combines. The complete categorisation for the data gathered in Phases 1, 2 and 3 is contained in Attachment 7.3.

The inductive data reduction that I undertook resulted in the creation of a framework, based on five organising concepts, which I was able to use in

creating a draft policy for the training needs of primary producers in Thailand.

Establishing a matrix for the development of a draft training policy

Five major policy areas were identified in the needs assessment: leading; managing; monitoring; planning; and recording. At the same time, three organising concepts were identified that impacted on each of these five areas: strategic thinking; operational thinking; training thinking. Thus, initially, the Staff Training Policy was conceived in terms of a 5 x 3 matrix, as shown in Table 7.1.

Potentially, then, there were 15 possible policies to be developed, one for each of the cells in the policy matrix. There was, however, a clear distinction between those policies that affected both Top and Middle Management, and those that affected the remaining Staff. Top Management includes the president, and the managing director. Middle Management includes departmental managers and supervisors. I decided to group these into one category: Senior Management. The remaining members of the organisation were grouped into a second category: Staff. This doubled the number of cells in the policy matrix to a maximum of 30.

TABLE 7.1   STAFF TRAINING POLICY MATRIX

Organising Concept	Major Policy Areas				
	Leading	**Managing**	**Monitoring**	**Planning**	**Recording**
Strategic	1	4	7	10	13
Operational	2	5	8	11	14
Training	3	6	9	12	15

Identifying the cell components within the policy matrix

Within each of the five major policy areas identified above (leading, managing, monitoring, planning and recording) I identified key ideas that emerged from the needs assessment within the various categories and sub-areas of each of the three Bloom domains for both Senior Management and for Staff. Theoretically, 30 cells could have been considered; however, there were nine cells in which no behavioural needs were identified, and so only 18 cells were completed. These cells are identified in Table 7.2.

In the following sub-sections, the needs elements within the sets of cells for each of the major policy areas are outlined.

Leading

The needs assessment indicated that, with respect to leading, the Staff Training Policy should address each of the three key thinking areas: strategic, operational and training thinking in order to meet the needs of all staff.

TABLE 7.2   **SENIOR MANAGEMENT AND STAFF TRAINING POLICY MATRIX**

Key Thinking	Major Policy Areas				
	Leading	**Managing**	**Monitoring**	**Planning**	**Recording**
Strategic – Senior Mgt.	1	7		14	
Strategic – Staff	2				
Operational– Senior Mgt.	3	8	12		17
Operational– Staff	4	9			18
Training – Senior Mgt.	5	10	13	15	
Training – Staff	6	11		16	

Strategic thinking

Strategic thinking needs were shared equally between top and middle management; a small proportion of needs had a staff focus. Strategic thinking is of particular significance for the senior management team: this is a major area of need for training. The associated, categories, sub-areas and key ideas are discussed in the sections below.

Strategic thinking for senior management

In this section the Bloom domains and related categories, sub-areas and key ideas relating to strategic thinking for senior management were sorted in order to assist in the drafting of the Staff Training Policy for Leading. Two Bloom domains were identified: cognitive and affective. Within the cognitive domain, higher order thinking skills were predominant; within the affective domain, the emphasis was on valuing this element. The sorted data are shown in Table 7.3.

TABLE 7.3   LEADING: STRATEGIC THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	New applications
		Demonstrates	Confidence
			Uses best practice of leaders in the industry
	Analysis	Supports	Specific best practice guidelines
	Synthesis	Combines	Efficiency
			International standards
		Generates	Niche marketing
		Organises	Team
	Evaluation	Evaluates	Leadership
		Supports	International standards
			Leadership & Management
			The industry supports best practice guidelines
Affective	Valuing	Teamwork	Leadership
	Internalising values	Participates	Continuous training and improvement
			Showing leadership

The key cognitive needs of leadership to emerge were: to apply and demonstrate, with confidence, new applications and best practice in leadership; to support the program through the production of best available practice guidelines; to organise efficient teams that apply national standards in order to gain access to niche markets; to support best practice and leadership at all levels in order to maintain international standards.

The key affective needs were: to value teamwork as an integral part of leadership; to internalise the value of participation, at all levels, in the training process through continuous training and improvement.

Strategic thinking for Staff

Two of the three Bloom domains were identified as providing needs for staff: cognitive and affective. Within the cognitive domain, higher order thinking skills needed to be developed; within the affective domain, the emphasis was on valuing this development. The sorted data are shown in Table 7.4.

The key cognitive needs of strategic thinking to emerge were: the need to support specific best practice guidelines amongst staff; to combine and organise, with efficiency, to international standards; to evaluate leadership capacity amongst peers, and to be support leadership and management teams at all levels.

TABLE 7.4   LEADING: STRATEGIC THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Analysis	Supports	Specific best practice guidelines
	Synthesis	Combines	Efficiency
			International standards
		Organises	Team
	Evaluation	Evaluates	Leadership
		Supports	Leadership & Management

Operational thinking

There was a need identified for operational thinking at both senior management and staff levels in the organisation.

Operational thinking for Senior Management

Two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.5. The key cognitive needs of operational thinking to emerge were: being able to appraise both personnel and product quality, with a focus on appraisal of staff leadership qualities at senior management level to ensure appropriate leadership succession. The key affective needs were being able to participate, directly, in maintaining the standards required by the ISO; to value teamwork through engaging in effective communication that includes feedback, both up, across and down the communication chain.

Operational thinking for Staff

Again, two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.6. The key cognitive needs of operational thinking to emerge were: being able to appraise product quality and the effectiveness of leadership. The key affective needs were: being able to participate in establishing ISO requirements as the basic standard, to value teamwork and working in teams through effective communication across and up the communication chain, and by valuing effective feedback.

Training thinking

A need for thinking about training at both senior management and staff levels in the organisation was identified.

TABLE 7.5   LEADING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Evaluation	Appraises	Product quality
			Leadership
Affective	Responding	Participates	ISO a basic standard
	Valuing	Teamwork	Effective communication and feedback channels

TABLE 7.6   LEADING: OPERATIONAL THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Evaluation	Appraises	Product quality
			Leadership
Affective	Responding	Participates	ISO a basic standard
	Valuing	Teamwork	Effective communication and feedback channels

Training thinking for Senior Management

Again, two of the three Bloom domains were identified: cognitive and affective. Within the cognitive domain, higher order thinking skills were predominant; within the affective domain, the emphasis was on valuing this element. The sorted data are shown in Table 7.7.

The key cognitive need of training thinking to emerge was being able to create effective leadership and management. The key affective need was changing attitudes in the organisation so that all members valued teamwork to the extent that they preferred to work in teams.

TABLE 7.7   LEADING: TRAINING THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Synthesis	Creates	Leadership & Management
Affective	Valuing	Teamwork	Teamwork

TABLE 7.8   LEADING: TRAINING THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Synthesis	Creates	Leadership & Management

Training thinking for Staff

Only the cognitive Bloom domain was identified in this category. The data are shown in Table 7.8.

The key need of leadership to emerge was being able to provide training that enabled staff to create a consistent leadership and management style within their particular teams.

Managing

The needs assessment indicated that, with respect to managing, the Staff Training Policy should address each of the three key thinking areas: strategic (senior management, only), and operational and training thinking in order to meet the needs of all staff.

Strategic Thinking

Strategic thinking, with respect to managing, was seen as the responsibility of the Senior Management Team, alone.

Strategic thinking for Senior Management

Only the affective Bloom domain was identified. The data are shown in Table 7.9. The key affective need was being encouraged to respond to, and participate in, effective diffusion of the ISO registration innovation.

TABLE 7.9   MANAGING: STRATEGIC THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Affective	Responding	Participates	Diffusion of the innovation

Operational Thinking

Operational thinking, with respect to managing, was seen as the responsibility of both the Senior Management Team and the Staff.

Operational thinking for Senior Management

Two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.10. Two key cognitive needs of operational thinking emerged: those associated with the application of ISO standards, and those associated with higher order thinking skills. Those associated with the former involved modifying behaviour to demonstrate applications associated with the following:

- marketing: customer satisfaction, and monitoring the product;

- production: maintaining high quality storage facilities, product development and research;

TABLE 7.10   MANAGING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Demonstrates	Customer satisfaction
			Highly maintained storage facilities
			Management of KPIs
			Monitoring product
			Personnel management
			Product development
			Purchase management
			Systematic handling of products
		Modifies	ISO a basic standard
	Synthesis	Generates	Product research
	Evaluation	Appraises	Leadership
Affective	Responding	Participates	Changing behaviour
			Delivery reliability
	Valuing	Teamwork	Effective communication and feedback channels

- management: demonstration of good management principles being applied, with a focus on managing KPIs, and promoting product research;

- leadership: modifying leadership style to facilitate the application of ISO standards.

Those associated with the latter involved generating plans to change the behaviour of all employees, to evaluate, by appraisal, the reliability of the delivered product.

The key affective needs were: to participate in changing behaviour, ensure delivery reliability, to value teamwork through effective communication and to establish effective feedback channels.

Operational thinking for staff

As for senior management, two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.11.

The key cognitive needs, again, were those of application and higher order thinking. In application, the need was training to assist in demonstrating effective product handling, product development and management of people and product.

TABLE 7.11   MANAGING: OPERATIONAL THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Demonstrates	Highly maintained storage facilities
			Personnel management
			Product development
			Systematic handling of products
			KPI management
			Purchase management
		Modifies	ISO a basic standard
	Synthesis	Generates	Product research
	Evaluation	Appraises	Leadership
Affective	Responding	Participates	Delivery reliability

The key affective need was being able to respond positively to participating in the reliable delivery of both raw materials and the finished product.

Training Thinking

Training thinking, with respect to managing, was seen as a need for both the Senior Management Team and the Staff.

Training thinking for Senior Management

Two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.12. The key cognitive needs of managing training to emerge were being able to effect training through the application of problem solving processes such as brainstorming, the undertaking of constant revision and updating of training programs, and applying appropriate training techniques to ensure that the requirements of the organisation are met.

The key affective needs to emerge were being able to demonstrate changed patterns of personal hygiene; to be seen to participate in continuous on-site learning, training and improvement; to value teamwork by working as an effective team.

TABLE 7.12   MANAGING: TRAINING THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Brainstorming as a problem solving process
			Constant revision and updating of training programs
			Organisation requirements met
Affective	Responding	Demonstrates	Changing patterns of personal hygiene
	Valuing	Participates	Continuous on-site learning
			Continuous training and improvement
		Teamwork	Working as a team

TABLE 7.13   MANAGING: TRAINING THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Brainstorming as a problem solving process
Affective	Responding	Demonstrates	Changing patterns of personal hygiene
	Valuing	Participates	Continuous on-site learning

Training thinking for Staff

Two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.13. The key cognitive needs of Staff training to emerge were applying interactive group processes, such as brainstorming, to the solving of problems. The key affective needs were responding to changing patterns of personal hygiene by demonstrating adherence to the standards at all times, and showing that continuous on-site learning was valued via on-going participation.

Monitoring

The needs assessment indicated that, with respect to monitoring, the Staff Training Policy should address only two of the three key thinking areas: operational and training thinking, but only for senior management.

Operational Thinking

Operational thinking, with respect to monitoring, was seen as a need only for the Senior Management Team.

Operational thinking for Senior Management

Three Bloom domains were identified: cognitive, affective, and psychomotor. The sorted data are shown in Table 7.14. The key cognitive

TABLE 7.14   MONITORING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Efficiency
		Demonstrates	Independent monitoring
	Evaluation	Appraises	High Technical role
		Evaluates	Achieving local needs
			Product consistency
		Supports	Efficiency
			Inspectorial role
Affective	Valuing	Teamwork	Applicability
	Internalising values	Teamwork	Quality control
Psychomotor	Complex overt response	Fixes	High Technical role
		Measures	Random monitoring

needs of operational training to emerge were dominated by evaluation issues, with a lesser focus on application. The application needs focused on being able to apply ISO standards efficiently, and to demonstrate, to all staff, various approaches to independent monitoring. The evaluation needs were concerned with appraising staff involved in high technical roles; being able to evaluate the extent to which both local needs are achieved, and product consistency is maintained.

The key affective needs were concerned with values: overtly and covertly valuing the applicability of teamwork; to have internalised the importance of linking teamwork with quality control.

The key psychomotor needs to emerge were associated with complex overt responses: having members of the Senior Management team who are able to maintain a highly technical role, and who are able to establish a reliable system of measures to be applied in random monitoring.

Training Thinking

Training thinking, with respect to monitoring, was seen as a need for Senior Management Team, only.

TABLE 7.15   **MONITORING: TRAINING THINKING FOR SENIOR MANAGEMENT**

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	ISO provides training benefits

Training thinking for Senior Management

Only the cognitive Bloom domain was identified. The key cognitive need of monitoring to emerge was concerned with application: being able to engage in monitoring that confirms that the ISO training is beneficial to all staff. This data is shown in Table 7.15.

Planning

The needs assessment indicated that, with respect to planning, the Staff Training Policy should address two of the three key thinking areas, strategic (senior management, only) and training thinking, in order to meet the needs of all staff.

Strategic Thinking

A need for thinking about planning at Senior Management level, only, was identified.

Strategic thinking for Senior Management

Two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.16. The key cognitive needs of planning to emerge were a mix of application and higher order thinking skills. The single application need was to ensure that ISO standards should be applied as the basic standards. There were two higher order thinking needs. The first need was to see that there was a combination of best practice guidelines from all

TABLE 7.16   PLANNING: STRATEGIC THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	ISO a basic standard
	Synthesis	Combines	The industry supports best practice guidelines
			Think global, act local
	Evaluation	Evaluates	Good policy setting
			Improvement, using the experience of others
			International standards
			R&D and feedback
		Supports	Efficiency
			Think global, act local
Affective	Valuing	Demonstrates	The industry supports best practice guidelines

related industries, and that these guidelines should have both a local and a global focus. The second was an extensive need for evaluation of internal practice concerned with: policy settings, continuous improvement, meeting international standards, and research and development.

The key affective need was valuing, through demonstration, that Senior Management supports best practice guidelines.

Training Thinking

Training thinking for Senior Management

In this section the Bloom domains and related categories, sub-areas and key ideas relating to operational thinking for senior management were sorted in order to assist in the drafting of the Staff Training Policy for Planning. Two Bloom domains were identified: cognitive and affective. The sorted data are shown in Table 7.17.

The key cognitive needs of leadership to emerge were: being able to apply best practice guidelines to meet ISO requirements, to demonstrate efficiency, to modify, to apply and to support continuous training and

TABLE 7.17   PLANNING: TRAINING THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Best practice guidelines to meet ISO requirements
		Demonstrates	Efficiency
		Modifies	Continuous training and improvement
	Evaluation	Applies	Continuous training and improvement
		Supports	Continuous training and improvement
	Synthesis	Generates	Continuous on-site learning
		Organises	Continuous training and improvement
		Supports	Continuous training and improvement

improvement. Furthermore, for synthesis category, there also were: being able to support and to organise continuous training and improvement, to generate continuous on-site learning.

Training thinking for Staff

In this section the Bloom domains and related categories, sub-areas and key ideas relating to strategic thinking for senior management were sorted in order to assist in the drafting of the Staff Training Policy for Planning. One Bloom domain was identified: cognitive. The sorted data are shown in Table 7.18.

TABLE 7.18   PLANNING: TRAINING THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Best practice guidelines to meet ISO requirements
		Demonstrates	Efficiency
		Modifies	Continuous training and improvement
	Synthesis	Generates	Continuous on-site learning
		Supports	Continuous training and improvement
	Evaluation	Supports	Continuous training and improvement

The key cognitive needs of leadership to emerge were: being able to apply best practice guidelines to meet ISO requirements, to demonstrate efficiency, to modify continuous training and improvement. For synthesis category, there also were: being able to generate continuous on-site learning and to support continuous training and improvement. For evaluation category, there were: to support continuous training and improvement.

Recording

The needs assessment indicated that, with respect to recording, the Staff Training Policy should address a single thinking area, namely, operational and training thinking in order to meet the needs of all staff.

Operational Thinking

Operational thinking, with respect to recording, was seen as the responsibility of both the Senior Management Team and the Staff.

Operational thinking for Senior Management

Two Bloom domains were identified: cognitive and psychomotor. The sorted data are shown in Table 7.19.

The key cognitive needs of leadership to emerge were concerned with application and higher order thinking skills. In the former, applying, through

TABLE 7.19   RECORDING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Accurate documentation
		Modifies	Constant revision and updating of quality manuals
	Evaluation	Evaluates	Improving quality standards
	Synthesis	Generates	Product movement procedures
Psychomotor	Complex overt response	Constructs	Curator/Secretary
			Curator

accurate documentation, and modifying, through constant revision and updating of quality manuals were the key needs. In the latter, generating product movement procedures and evaluating improving quality standards were the key needs.

The key psychomotor need was being able to engage in the defining the complex overt responses involved in constructing the role of a curator/secretary.

Operational thinking for Staff

Two Bloom domains were identified: cognitive and psychomotor. The sorted data are shown in Table 7.20. The key cognitive needs of recording to emerge were concerned with the following: applying skills to ensure accurate documentation, and modifying – through constant revision and updating – quality manuals; improving quality standards through evaluation, and generating complex product movement procedures.

The key psychomotor need, related to that of the Senior Management Team, above, was engaging in training in the complex overt tasks involved in fulfilling the role of a curator/secretary.

TABLE 7.20   RECORDING: OPERATIONAL THINKING FOR STAFF

Bloom Domain	Category	Sub-Areas	Key Idea
Cognitive	Application	Applies	Accurate documentation
		Modifies	Constant revision and updating of quality manuals
	Evaluation	Evaluates	Improving quality standards
	Synthesis	Generates	Product movement procedures
Psychomotor	Complex overt response	Constructs	Curator/Secretary
			Curator

Summary

In this sub-section, related to taking the key ideas that emerged from the needs assessment and linking them to the Bloom behavioural domains, I have identified the objectives for the 18 policy elements located in the policy matrix. These 18 elements provided me with the basis for developing my draft training policy.

Before detailing how I completed these policies, however, I will first describe, in the next section, how I applied Dror's Optimal Model to the policymaking process.

Applying Dror's Optimal Model

In this stage of the research, I applied 'The Phases of the Optimal Model' (Dror, 1973, 1987) as the basis for the policymaking process to be used to develop a set of Training Programs to meet ISO Food Factory Standards in Thailand. The aim of this Optimal Model is to apply a rational process to nominate resources and define appropriate future actions in order to achieve the desired outcomes. For Dror (1973, 1987), the degree of intensity of the optimal model depends on the availability of inputs and on the stipulated outputs. Dror explains this in Figure 6 (Dror, 1973, 195) as an 'alternative-search feedback loop'; it is reproduced, below, as Figure 7.2.

In this research, I was only able to use Phases 8, 11, 14 since it was not feasible – in this research – to generate a fully developed set of 'major alternative policies, including a few "good ones" ': only one policy was developed arising from the needs assessment and this comprised Phase 11. As a consequence Phases 12 and 13 had to be excluded.

Thus, while Dror spells out 18 phases in his optimal model, only four were used in this particular policymaking process in accord with the inputs from the focus groups, the semi-structured interviews and the research review, as follows (see Dror, 1973, 163-197):

FIGURE 7.2   DROR'S ALTERNATIVE-SEARCH FEEDBACK LOOPS
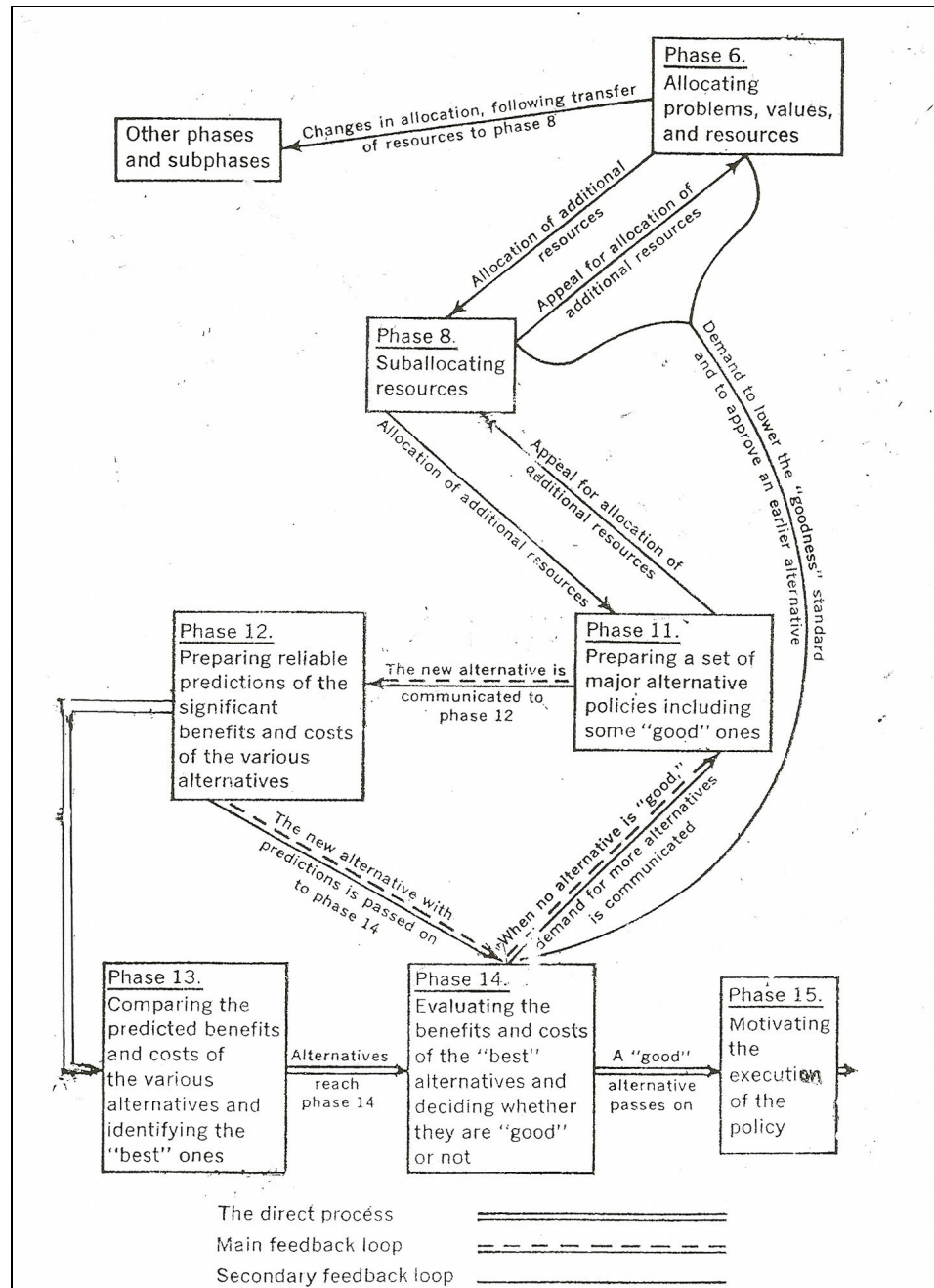
Source: Dror, 1973, 195

1. **Phase 8:** Sub allocation of resources;

2. **Phase 11:** Preparation of a single policy;

3. **Phase 14:** Evaluating the benefits and costs of individual policy elements and deciding whether they are 'good' or not;

4. **Phase 18:** Communication and feedback channels interconnecting all phases.

The phases and elements within each phase are summarised in Table 7.21; the elements are discussed below.

The Phase 8: Sub-allocation of resources

The aim of this phase in the Optimal Model is to focus on resource allocation: in this case, to apply a rational process to be used to nominate resources standards appropriate for Training Programs to meet ISO Food Factory Standards in Thailand. The work of Caldwell & Spinks (1999) was used to provide a framework for the consideration of these standards. The nine specific resource elements included in their framework are listed in Table 7.4.

TABLE 7.21   PHASES IN THE DEVELOPMENT OF POLICIES FOR DRAFT TRAINING POLICIES

The Phases of the Optimal Model by Dror (1973, 1987)	Details Identified
Phase 8: Sub-allocation of resources	**Caldwell & Spinks' (1999) consideration of resources:** 1. **Knowledge** 2. **Technology** 3. **Power** 4. **Material** 5. **People** 6. **Time** 7. **Assessment** 8. **Information** 9. **Finance**

The Phases of the Optimal Model by Dror (1973, 1987)	Details Identified
Phase 11: Development of policy elements	**The policy areas for Training Programs in Food Factories identified in this research:** 1. Leading: Strategic thinking for Senior Management 2. Leading: Strategic thinking for Staff 3. Leading: Operational thinking for Senior Management 4. Leading: Operational thinking for Staff 5. Leading: Training thinking for Senior Management 6. Leading: Training thinking for Staff 7. Managing: Strategic thinking for Senior Management 8. Managing: Operational thinking for Senior Management 9. Managing: Operational thinking for Staff 10. Managing: Training thinking for Senior Management 11. Managing: Training thinking for Staff 12. Monitoring: Operational thinking for Senior Management 13. Monitoring: Training thinking for Senior Management 14. Planning: Operational thinking for Staff 15. Planning: Training thinking for Senior Management 16. Planning: Training thinking for Staff 17. Recording: Operational thinking for Senior Management 18. Recording: Operational thinking for Staff

Phase 14: Evaluating the benefits and costs of the policies	**Review of policies:**
	• Testing draft policies with experts, to ascertain if policies were
	  • supported or not supported;
	  • feasible or not feasible;
	  • practical or impractical.
	• Revisions suggested, leading to
	  • no changes;
	  • minor changes;
	  • major changes.
	• Production of the final policy statements.

Phase 18: Communication and feedback channels interconnecting all phases	**Communication and feedback principles:** • Accessible communications and feedback channels • Appropriate communication and ongoing feedback • Communication across the public sectors and amongst public servants • Effective communication directed to change in the learning organisation

Phase 11: Preparing alternative policies

I formulated a single draft policy for Training Programs to meet ISO Food Factory Standards in Thailand that addresses the identified needs in each of the twenty-one policy needs areas identified previously in this chapter (see Table 7.2,149).

Each policy needs area consisted of a rationale, objectives, and policy guidelines. The guidelines focused on a consideration of the nine resources identified as part of Phase 8, and focused on both present and future needs of Training Programs in Emotional Intelligence.

Phase 14: Evaluating the benefits and costs of the policies

I undertook a review of the draft policies using a set of three semi-structured interviews with two Chief Executive Officers (CEOs) of two registered public limited companies in the Stock Exchange of Thailand (SET). The questions asked may be found in Attachment 7.3. The purpose of these interviews was to test the draft policies with these experts to ascertain if policies were: supported or not supported; feasible or not feasible; practical or impractical. Following analysis of the data collected, I classified the revisions suggested as either leading to the following: no changes, minor changes, or major changes. Following this process, I developed a set of final policy statements.

Phase 18: Communication and feedback channels connecting all phases

Four communication and feedback principles were identified:

1. Accessible communications and feedback channels during both

   the formulation and implementation of the policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand will greatly assist in the diffusion of this innovation.

2. Appropriate communication and ongoing feedback

   Two Chief Executive Officers (CEOs) of two registered public limited companies in the Stock Exchange of Thailand (SET) should establish appropriate communication networks and ongoing feedback in order to meet individual needs and to support the organisational change necessary to develop future Staff

Training Programs to meet ISO Food Factory Standards in Thailand.

3. Communication across the public sectors and amongst public servants

   Communication across Top Management, Senior management, Middle Management and staff is required, as adopters are required from the commencement of the earliest phases and need to be ongoing in order to provide appropriate feedback to assist the adoption and diffusion of this innovation.

4. Effective communication directed to change in the learning organisation

   Effective communication will be required to assist the change to a learning organisation, not only as Staff Training Programs to meet ISO Food Factory Standards in Thailand are implemented, but in the overall training programs in Food Factory.

The formulation of the set of draft policies (Stage 1 of the policy formulation) was undertaken by me, alone, and involved Dror Phases 8, 11 and 18. The draft policy statements may be found in Attachment 7.4. An evaluation of these draft policies (Stage 2 of the policy formulation) involved my interviewing two Chief Executive Officers (CEOs) of two registered public limited companies in the Stock Exchange of Thailand (SET), analysing the outcomes, and making judgements relating to changes to the draft policies in order to produce a final policy statement.

Summary

In this chapter I have described the draft formulation of eighteen separate policy statements for a draft policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand. In particular, I have highlighted two key elements. The first is the data reduction process that enabled me to reduce a

complex array of identified needs from a set of focus group interviews, individual semi-structured interviews and a research review of best practice into eighteen training policy needs. The second is the application of Dror's Optimal Model of policymaking to produce the eighteen draft policy statements that comprise the draft policy.

In the next chapter, I report the outcomes of semi-structured interviews undertaken with two Chief Executive Officers (CEOs) of two registered public limited companies in the Stock Exchange of Thailand (SET) in order to test this draft policy, and how I used these interviews to produce the final form of the Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand.

CHAPTER 8

Phase 4.3: Final Testing of the Draft Training Policy

Introduction

In this chapter, the outcomes of semi-structured interviews held with two Chief Executive Officers (CEOs) of two registered Public Company Limited in the Stock Exchange of Thailand. CEO1 is CEO of a large rice and bean packers' company and President of the Rice Packers Association of Thailand. CEO2 is CEO, President and Managing Director of an Information Technology company in Thailand.

The outcomes of the semi-structured interviews are discussed following the identification of a set of focus points and key issues arising from responses to four key questions (see Attachment 7.3):

1. What comments do you have about the overall structure of this draft?

2. What are you general perceptions of the policy?

3. Is there anything specific you would like to comment on regarding each of the five policy areas: Leading, Managing, Monitoring, Planning and Recording?

4. Is there anything else you would like to add?

TABLE 8.1   MEETING KEY OBJECTIVES OF THE ISO

Key Issues	Index	Comments
Quality, safety and legality, continuous improvement; customer satisfaction	A1.1	We will produce good products and service that have quality, safety and legality, and we will also have continuous improvement in order to reach customer satisfaction.
Meeting world market requirements as a qualified quality company.	B1.1	Objective 1: To present to the world market that ISO Certificated Company is a world standard level, we will have quality to compete with other competitors in the world.
To develop senior management and staff to meet international quality standards.	B1.1	Objective 2: To develop our senior management and staff to International Standards.
Clarifying ISO standards for quality for products and services.	B1.1	Objective 3: To clarify standard quality of products and service by ISO Certificates. The Food Industry will ensure cleanliness of food by good manufacturing practices, hazard analysis, using a critical control points system, and producing guidelines for its application.
To apply international standards in Thailand	B1.1	Objective 4: To apply International Standards and Practices to Thailand companies and factories.

A copy of focus points, key issues and all comments is attached as Attachment 8.

Question 1: What comments do you have about the overall structure of this draft?

Meeting key objectives of the ISO

A summary of the responses of the two CEOs to this focus issue is provided in Table 8.1. The index refers to the following: A = CEO1, B = CEO2; 1.1 = Question 1/Issue 1, and so on, as contained in Attachment 8. The indices are included to enable auditing of data.

Quality, safety and legality; continuous improvement; customer satisfaction

CEO1 suggested three related key issues: quality, safety and manufacturing legality; continuous improvement; and customer satisfaction:

> We will produce good products and service that have quality, safety and
> legality, and we will also have continuous improvement in order to reach
> customer satisfaction.

One of the ISO's key objectives was to produce good quality products and services to meet customers' satisfaction. The accepted level of quality of products and services depends on the required level of customer satisfaction – neither too low nor too high. In the food industry the products must be safe to eat or drink. Secondly, the products and service must be manufactured or provided according to the laws of the countries of both manufacturer and customer. Finally, continuous improvement, through appropriate training, is required to accommodate the rapid changes in information technology and communication. CEO1 strongly supported Kottler's (2000) marketing management concept that 'the Customer is the King': whenever a company or manufacturer wishes to provide products or services, customers needs and satisfactions must have first priority. Without this, they will not sell their products or services and they will be unable to maintain their company or business in the long-term.

By way of comparison, CEO2 suggested that there were four key ISO objectives:

> There are four objectives of the ISO: meeting world market requirements
> as a qualified quality company, to develop senior management and staff to
> meet international quality standards, clarifying ISO standards for quality
> for products and services, and to apply international standards in Thailand.

Each of these objectives is considered in the following sub-sections.

Meeting world market requirements as a qualified quality company

The first objective of the ISO is to assure the world market that an ISO Certificated Company operated at a world standard level:

> To present to the world market that ISO Certificated Company is a world
> standard level, we will have quality to compete with other competitors in the
> world.

By ensuring this objective, a company is able to compete on a world-wide basis.

To develop senior management and staff to meet international quality standards

The second objective of the ISO is to develop senior management and staff to meet international quality standards:

> To develop our senior management and staff to International Standards.

CEO2 suggested that people were the most important resource in the company. To develop the CEO, senior management and staff to meet international quality standards was an investment in the most valuable resource to assist the company in reaching international markets.

Clarifying ISO standards for quality for products and services

The third objective of the ISO is to clarify ISO standards for quality of products and services.

> To clarify standard quality of products and service by using ISO Certificates.
> The Food Industry will ensure cleanliness of food by good manufacturing
> practice, hazard analysis, using a critical control points system, and
> producing guidelines for its application.

CEO2 suggested that Food Industry should ensure quality standards of cleanliness awareness of food through good manufacturing practice guidelines and application that focus on hazard analysis and critical control points.

To apply international standards in Thailand

The fourth objective of the ISO was to apply international standards in Thailand.

> To apply International Standards and Practices to Thailand companies and factories.

CEO2 suggested that Thai companies and factories should have continuous training and improvement about how to apply international standards in Thailand in order to have competitive access to the world market.

Overcoming East-West barriers in order to maintain and develop world markets.

A summary of the responses from the interviews with two CEOs is provided in Table 8.2

TABLE 8.2   OVERCOMING EAST-WEST BARRIERS

Key Issues	Index	Comments
Overcoming cultural and social barriers to trade with western international markets.	B1.1	There will be some obstructions and problems when we bring western (USA, EU) international standards to apply to Eastern (Thailand) because of difference of human cultures and nature.
Producers and customers have different expectations of quality.	B1.1	The main reasons are assumptions of producers and assumptions of customers do not meet the same objectives.
Producers and customers have the same expectation of quality in international markets	B1.1	So after meeting ISO Certificate requirements, the ISO Certificated companies must have continuous improvement, development and growth until they have been recognised in International Market. For example, Japan: Toyota, Sony, Toshiba, Mitsubishi; Korea: Samsung, LG; Thailand: Siam Cement Group, Chareon Pokaphan.

Overcoming cultural and social barriers to trade with western international markets

In the past, there used to be some problems of applying western (e.g., USA, EU) international standards to eastern manufacturers (e.g. Japan, Thailand) because of cultural differences. CEO2 pointed out that

> There will be some obstructions and problems when we bring western (USA, EU) international standards to apply to eastern manufacturers (Japan, Thailand) because of difference of human cultures and nature.

After meeting ISO Certification, an ISO-Certificated Company requires on-going continuous improvement, development and growth until it is recognised in the international market. This improvement will indicate that they are a world-standard company, able to compete with other world-competitors.

Producers and customers have different expectations of quality

CEO2 pointed out that different assumptions about quality regularly lead to difficulties.

> The main reasons are assumptions of producers and assumptions of customers do not meet the same objectives.

After achieving ISO Certification, the ISO Certificated Company and customers recognised the same objectives and were able to establish common trading contracts.

Producers and customers have the same expectation of quality in international markets

There was one key concept that emerged from the interview: that producers and customers need to have the same expectation of quality in international markets. CEO2 spoke of the success achieved by a number of Asian companies in the west:

> So after meeting ISO Certification, the ISO Certificated companies must have continuous improvement, development and growth until they have been recognised in International Market. For example, Japan: Toyota, Sony, Toshiba, Mitsubishi; for example Thailand: Siam Cement Group (SCG), Chareon Pokaphan (CP).

After meeting ISO Certificate standards, ISO Certificated companies should have continuous training, improvement, development and growth until they had been recognised in International Markets. For example: Japan: Toyota, Sony, Toshiba, Mitsubishi; Korea: Samsung, LG; Thailand: Siam Cement Group, Chareon Pokaphan.

Question 2: What are your general perceptions of the policy?

In relation to leadership training at management level, six focus points were identified from the CEOs responses:

1. Knowledge and expertise will be both global and local.
2. Leaders will have highly developed communication skills.
3. Strategic leadership will be required for ISO accreditation
4. Accommodating the changing world of technology
5. Engaging specialist staff to use technology creatively in order to meet changing strategic needs.
6. Being able to exercise authority and power by first 'winning the hearts of the staff'.

Each of these focus points, discussed in the sub-sections below, contained key training issues that referred to knowledge, technology or power.

Leading: Strategic thinking for senior management

Knowledge

A summary of the responses of the two CEOs to this focus issue is provided in Table 8.3.

TABLE 8.3   KNOWLEDGE AND EXPERTISE: BOTH GLOBAL AND LOCAL

Key Issues	Index	Comments
Senior management will have real time knowledge, vision, integrated knowledge with a global focus.	A2.1.1	Senior management will have real time knowledge that will enable them to catch up on the changes in the world situation. Senior management will have visions that can be brought to use in the present time. Senior management will have an integrated knowledge of the world.
Production senior management will have broad knowledge of marketing, finance, raw material management, logistics, and world weather & market forecasts.	A2.1.1	Production senior management will not only have production process knowledge, but knowledge of marketing, finance, raw material management, logistics, world weather forecasts, world market forecasts, and other related knowledge.
Production senior management will be experts in production, engineering, new science of production, and human resource management.	A2.1.1	Production senior management will be expert in production, engineering, the new science of production, human resource management and have other related knowledge.
Senior management will have a deep knowledge of business, industry and marketing.	B2.1.1	Senior management will have business, industry and market understanding. Senior management will know the points at which their company is "in the radar". For example, if they are in the food industry, they will know the kinds of strengths, competitive potential, expansion and growth plans that the company has.

Knowledge and expertise will be both global and local

Four knowledge issues were identified from the discussions with the CEOs:

1. Senior management will have: real-time knowledge, vision, and integrated knowledge with a global focus.

2. Production senior management will have: broad knowledge of marketing, finance, raw material management, logistics, and world weather and market forecasts.

3. Production senior management will be experts in production, engineering, new science of production, and human resource management.

4. Senior management will have a deep knowledge of business, industry and marketing.

Real-time integrated knowledge and vision, with a global focus

CEO1 emphasised the importance of integrated global knowledge and vision:

> Senior management will have real-time knowledge that will enable them to catch up on the changes in the world situation. Senior management will have visions that can be brought to use in the present time. Senior management will have an integrated knowledge of the world.

Senior management will require opportunities to gain real-time knowledge of the changing world situation. They will need to develop their skills of strategic thinking and be encouraged to express and implement their vision of a future world as a result of their integrated knowledge of the present world.

Broad knowledge of related areas

CEO1 emphasised that production senior management require a broad knowledge of related areas, in other words, to be multi-skilled:

> Production senior management will not only have production process knowledge, but knowledge of marketing, finance, raw material management, logistics, world weather forecasts, world market forecasts, and other related knowledge … Production senior management will need to be multi-skilled in a range of related fields so that they have a broad knowledge of fields at both local and global level.

Experts in production, engineering, new science of production, and human resource management

CEO1 emphasised that production senior management should be experts in production, engineering, the new science of production, and human resource management:

> Production senior management will be expert in production, engineering, the new science of production, human resource management and have other related knowledge. … Production senior management will need to have expertise in new fields that extend them beyond their current

expertise: in particular, engineering, the new science of production, and human resource management will become fields of essential expertise.

Deep knowledge of business, industry and marketing

CEO2 emphasised senior management should have a deep knowledge of business, industry and marketing:

> Senior management will have business, industry and market understanding. Senior management will know the points at which their company is "in the radar". For example, if they are in the food industry,
>
>
> they will know the kinds of strengths, competitive potential, expansion and growth plans that the company has. … Production senior management will need to have a deep knowledge and understanding of their industry, at both local and global level. They will also need to be able to project into the future – using their "radar" to "see over the horizon" – because of the knowledge of their particular business, industry and markets.

Leaders will have highly developed communication skills.

A summary of the responses of CEO2 to this focus issue is provided in Table 8.4. CEO2 emphasised senior management should have highly developed communication skills:

> Senior management will have the communication skills to lead their staff. Senior management will share its vision and knowledge with all of the company and will encourage their staff to follow them.

TABLE 8.4   HIGHLY DEVELOPED COMMUNICATION SKILLS

Key Issues	Index	Comments
Senior management will have high skills in communication.	B2.1.1	Senior management will have the communication skills to lead their staff. Senior management will share its vision and knowledge with all of the company and will encourage their staff to follow them.

TABLE 8.5   STRATEGIC LEADERSHIP AND ISO ACCREDITATION

Key Issues	Index	Comments
Senior management, using ISO as a tool of leadership, will ensure that staff have the necessary knowledge to ensure ISO accreditation.	B2.1.1	**Knowledge:** Senior management will convince staff to understand ISO requirements and Implementation. Senior management will communicate with staff about the necessity of the ISO accreditation in order to reach international standard.

A key element of leadership is good communication skills. Senior management need to have these skills developed if they are to share their vision effectively.

Strategic leadership will be required for ISO accreditation

A summary of the responses of CEO2 to this focus issue is provided in Table 8.5.

CEO2 emphasised strategic leadership will be required for ISO accreditation:

> Senior management will convince staff to understand ISO requirements and implementation. Senior management will communicate with staff about the necessity of the ISO accreditation in order to reach international standard.

Strategic leadership on the part of senior management is needed to persuade staff of the importance of understanding and implementing the ISO requirements. Once this is achieved, senior management need to develop and implement the necessary training programs to ensure that the knowledge required of the international standards to be applied in all phases of the company's operations is acquired.

Accommodating the changing world of technology

A summary of the responses of CEO1 and CEO2 to this focus issue is provided in Table 8.6.

**TABLE 8.6   ACCOMMODATING THE CHANGING WORLD OF
                            TECHNOLOGY**

Key Issues	Index	Comments
A new world of science and technology is developing: 3D-, bio- and nano-technology.	A2.1.2	Today, senior management is in the new world of new science and technology. The new science of computers is three-dimensional. Major new developments are occurring in bio- and nano-technology.
A new style of psychological technology is emerging: understanding the deep needs of consumers and clients.	A2.1.2	Present technology will reach psychology of human beings. The old styles of computer and technology were rational technology. But the new styles of modern computer and technology are psychological technology to reach the deep needs of consumers and clients.
Technology and information are important in the work and life styles of all people.	A2.1.2	At present time, technology and information are very important in the work and life styles of all people. Globalisation makes the world change all the time, senior management will follow-up the changes and effects of the changes.
Senior management will use technology to adapt to their changing strategic needs.	B2.1.2	Senior management will set strategic targets for the company and show leadership by asking staff to find technologies that will assist the company in meeting these strategic needs.
Finding clever and efficient staff, when and as they are needed, to meet strategic needs.	B2.1.2	Technology is rapidly changing. For example; if we plan to increase production about 10 per cent, what kind of technology can support it? If we want to decrease expenses about 10 per cent, what kind of technology can help us? Senior management will raise questions, staff will find out the technology to meet the strategies. Senior management will search for clever and efficient staff to follow-up strategies and ideas.

A new world of science and technology is developing

CEO1 emphasised that senior management should have knowledge of a new world of science and technology that is currently being developed:

> Today, senior management is in the new world of new science and
> technology. The new science of computers is three-dimensional. Major
> new developments are occurring in bio- and nano-technology.

Senior management must become familiar with these new developments.

A new style of psychological technology is emerging

CEO1 emphasised senior management must understand the deep needs of consumers and clients:

> Present technology will reach psychology of human beings. The old styles
> of computer and technology were rational technology. But the new styles
> of modern computer and technology are psychological technology to reach
> the deep needs of consumers and clients.

Senior management will need to understand and be able to apply this new technology in order to improve the quality of the service to consumers and clients.

Technology and information are important in work and life style of all people

CEO1 emphasised senior management should comprehend that information technology and communication impacts significantly on the work and life styles of all people:

> At present time, technology and information are very important in the
> work and life styles of all people. Globalisation makes the world change
> all the time, senior management will follow-up the changes and effects of
> the changes.

Senior management need to be aware of these developments and to see that they are leaders of change in a rapidly changing world.

Using technology to adapt to changing strategic needs

CEO2 emphasised senior management should consult with staff in order to adapt to changing strategic needs:

> Senior management will set strategic targets for the company and show
> leadership by asking staff to find technologies that will assist the company
> in meeting these strategic needs.

Senior management will need to work cooperatively with staff to find technologies that will assist the company in meeting strategic targets.

Finding clever and efficient staff to meet strategic needs

CEO2 emphasised senior management should use technology to make best use of changing technologies. Senior management will need to search for clever and efficient staff to find, when and as they are needed, appropriate technologies to meet strategic needs:

> Senior management will raise questions, staff will find out the technology to meet the strategies. Senior management will search for clever and efficient staff to follow-up strategies and ideas.

Senior management need not be technology experts, but they will need to listen, question and act in order to change and update technology that will best serve their strategic needs. They will need to be prepared to team with clever and efficient staff in order to provide the best solutions to problems.

In summary, senior management need to be aware of their significant role as change agents, and to be particularly aware of the role that information technology and communication will play in this role. They need to be prepared to consult extensively within and outside their company in order to engage appropriately qualified staff who will work with them cooperatively in order to meet their strategic needs.

Power and authority: Winning the hearts of staff

A summary of the responses of the two CEOs to this focus issue is provided in Table 8.7.

TABLE 8.7   WINNING THE HEARTS OF STAFF AND STAKEHOLDERS

Key Issues	Index	Comments
Both power and kindness are functions of leaders: 'give and get' is a two-way operation.	A2.1.3	Senior management will need to have both power and kindness at the same time. They will 'give' and 'get' with both stakeholders and staff.
Senior management must be able to exercise a new type of authority: an inner potential for using power appropriately is required.	A2.1.3	Senior management will know how to take actions if staff show good performance; they will admire staff. If staff show below standard performance, they will warn staff and direct them to take corrective action.
Senior management will have a special gift for leadership: they will surround themselves with people willing to work with them.	A2.1.3	Senior management will not always exercise power by using 'force'. Senior management will have some special psychological techniques to 'lead' staff to work and love them.
CEO, after ensuring that they are loyal and accepted by the staff, will appoint senior management from within and give authority to them.	B2.1.3	In the Thai culture, a Chief Executive Officer will prefer to promote lifelong working officers to be heads or leaders because they have experience and loyalty to the company. The main objective is delegation. Chief Executive Officer must be sure that if they appoint someone to senior management and gives authority to them, the persons should have been accepted by the staff.

Power and kindness as leaders

CEO1 emphasised that senior management need to mix power and kindness in their function as leaders:

> Senior management will need to have both power and kindness at the same
> time. They will 'give' and 'get' with both stakeholders and staff.

Senior management need to be able mix power with kindness to gain the greatest benefits from stakeholders and staff, and ultimately for the benefit of the company.

Authority: Using power appropriately

CEO1 emphasised that senior management need to be able to exercise a new type of authority:

> Senior management will know how to take actions if staff show good
> performance; they will admire staff. If staff show below standard
> performance, they will warn staff and direct them to take corrective action.

Senior management need to have good management skills: they need to develop an inner potential for using power appropriately. They should be both leader and guide at the same time.

A special gift for leadership

CEO1 emphasised senior management should have a special gift for leadership: they will surround themselves with people willing to work with them:

> Senior management will not always exercise power by using 'force'.
> Senior management will have some special psychological techniques to
> 'lead' staff to work and love them.

Senior management will need to develop special human resource development skills to assist them in gaining and maintaining the loyalty of staff. They should attempt to surround themselves with people who will work willingly with them.

Appoint senior management from within

CEO2 emphasised that the CEOs should ensure that, when appointing members of the senior management team, they should adhere to established Thai customs:

> In the Thai culture, a Chief Executive Officer will prefer to promote
> lifelong working officers to be heads or leaders because they have
> experience and loyalty to the company. … the Chief Executive Officer
> must be sure that if they appoint someone to senior management and gives
> authority to them, the persons should have been accepted by the staff.

The Chief Executive Officer, by promoting lifelong working officers who are respected by the staff, will ensure that the new heads or leaders have the loyalty and acceptance of all staff. In this way, the authority and power of the CEO will be effectively delegated to the senior management group.

Training materials to support leadership

The two CEOs emphasised the importance of applying the principles of Buddhist leadership (Dharma Leadership) to support their strengths and to overcome their weaknesses. A summary of their responses to this focus issue is provided in Table 8.8.

Apply Buddhist leadership principles to work and living.

CEO1 emphasised the application of Buddhist (Dharma) Leadership principles in the preparation of training packages for senior management:

> My company uses Buddhism as the basis for training packages for senior
> management. Morals, concentration and wisdom are the main teaching
> logics of Buddha that have been applied for more than 2 500 years.

Senior management should, in particular, apply the three main logics of Dharma Leadership: moral behaviour, concentration and wisdom. Senior management should combine both modern training packages and Dharma Leadership principles to assist them in both their work and daily life.

TABLE 8.8   LEADERSHIP AND TRAINING MATERIALS

Key Issues	Index	Comments
Apply Buddhist leadership principles to work and living.	A2.1.4	**Material**: My company uses Buddhism as the basis for training packages for senior management. Morals, concentration and wisdom are the main teaching logics of Buddha that have been applied for more than 2,500 years.
Training packages support strengths; fulfil weaknesses.	B2.1.4	**Material**: Each senior management will have individual strengths and weaknesses. Training packages will be suitable to each senior management as case by case. We will support their strengths and strengthen their weaknesses.

Training packages: support strengths; strengthen weaknesses

CEO2 emphasised senior management should have training packages that support their strengths and strengthen their weaknesses:

> Each senior management will have individual strengths and weaknesses.
> Training packages will be suitable to each senior management as case by
> case. We will support their strengths and strengthen their weaknesses.

CEO2 suggested that each senior management will have individual strengths and weaknesses. Individually developed training packages should be developed for each senior management member, on a case by case basis.

Leadership and people

Two focus points were addressed: good leadership provides opportunities for promotion to senior management, and opportunities for lifelong work in the company; there should be motivation that encourages staff to engage in lifelong work in the company. A summary of the responses of the two CEOs to these points is provided in Table 8.9.

Providing opportunities for senior management to show their wisdom and abilities

CEO1 emphasised that the company should provide promotional opportunities for staff to demonstrate their wisdom and abilities:

> There are a lot of clever people. But there are only a few people who have
> good opportunities to show their wisdom and abilities. The Chief
> Executive Officer needs to create the widest opportunities for potential
> senior management staff to demonstrate their abilities to achieve at this
> level.

The CEO should open as many opportunities as possible for staff with the potential to join senior management to demonstrate their wisdom and abilities.

TABLE 8.9   LEADERSHIP AND PEOPLE

Key Issues	Index	Comments
Providing opportunities for senior management to show their wisdom and abilities.	A2.1.5	There are a lot of clever people. But there are only a few people who have good opportunities to demonstrate their wisdom and abilities. The Chief Executive Officer needs to create the widest opportunities for potential senior management staff to show their abilities to achieve at this level.
Background, knowledge and experience.	A2.1.5	The abilities will come from inside background, knowledge and experience of senior management to work and achieve the targets. Chief Executive Officer will encourage senior management to have passion and eagerness to work. Chief Executive Officer will offer opportunities to senior management to work and push him to reach his achievement.
Motivation for lifelong work in the company.	B2.1.5	There will be motivation for working in the company. The Chief Executive Officer should offer ownership to some special senior management. … The Chief Executive Officer should ensure that the persons given opportunities and resources for training must be loyal to the company.

Background, knowledge and experience

CEO1 emphasised that senior management should have the opportunity to demonstrate their inside background, knowledge and experience:

> The abilities will come from inside background, knowledge and experience of senior management to work and achieve the targets. Chief Executive Officer will encourage senior management to have passion and eagerness to work. Chief Executive Officer will offer opportunities to senior management to work and push him to reach his achievement.

The Chief Executive Officer needs to encourage senior management to have a passion and eagerness for their work. Opportunities should be given to senior management to press and extend the CEO in order to achieve strategic targets.

Motivation for lifelong work in the company

CEO2 emphasised senior management should have motivation for lifelong work in the company:

> There will be motivation for working in the company. The Chief Executive
> Officer should offer ownership to some special senior management. …
> The Chief Executive Officer should ensure that the persons given
> opportunities and resources for training must be loyal to the company.

The Chief Executive Officer needs to delegate responsibility for training programs to special senior management team members to provide them with the motivation to maintain a lifelong work commitment to the company. Training budgets thus become an investment in senior management and the company, as well as the general staff.

Leadership and a long-term commitment to training

The two CEOs indicated that senior management needs to take a long-term view of training that involves a balance of body, mind and spirit; and that training and coaching needs an appropriate allocation of time. A summary of the responses of the two CEOs to this focus issue is provided in Table 8.10.

Continuous, balanced training

CEO1 emphasised that senior management should have continuous training at a variety of levels:

> Senior management will have continuous training. Training courses will
> include three parts all together: mind, spirit and body. In my company, we
> have a fitness room, yoga courses for physical training and concentration,
> the study of Buddhism for the spirit and training on how to take it easy for
> the mind.

TABLE 8.10   BALANCING TRAINING AND COACHING OVER TIME

Key Issues	Index	Comments
Continuous training	A2.1.6	Senior management will have continuous training. Training courses will include three parts, all together; mind, spirit and body. In my company, we have a fitness room, yoga courses for physical training and concentration, the study of Buddhism for the spirit and training on how to take it easy for the mind.
Good health, strong brain and a positive attitude to work.	A2.1.6	There are a lot of changes and problems that waste our time, energy and brain as we accept and solve problems. So we need strong health, good brain and positive mind to work and solve the problems.
A long-term process.	B2.1.6	Training courses will only bring about a 30 per cent improvement. If the company has experts or someone to coach and comment, that is a better long-term process.
Coaching of potential executives as a long-term process	B2.1.6	If there is continuous reinforcement step by step, with a good coach to direct and commend them, potential executives will be helped in meeting specified guidelines. This will not be 'training', but more of a 'process'. The process will begin with some training, followed by one to two years of coaching. Later, and we will appoint them as Executives or Directors.

Senior management needs to have continuous training to prepare to meet the mental, spiritual and physical demands of their work.

Good health, strong brain and a positive attitude to work.

CEO1 emphasised that senior management should have strong health, good brain and positive attitude to work:

> There are a lot of changes and problems that waste our time, energy and brain as we accept and solve problems. So we need strong health, good brain and positive mind to work and solve the problems.

Senior management will encounter many problems associated with changes affecting their company. The attendant pressures that they will encounter require a healthy attitude to health and fitness, being prepared intellectually to meet these demands, and maintaining a positive attitude to work. They will require time to ensure that an appropriate balance can be maintained.

Training as a long-term process

CEO2 emphasised that senior management needs to appreciate that training and coaching is a long-term process:

> Training courses will only bring about a 30 per cent improvement. If the company has experts or someone to coach and comment, that is a better long-term process.

Senior management need to appoint experts and coaches to improve training over the long-term.

Coaching of potential executives as a long-term process

CEO2 emphasised senior management need to view the coaching of potential executives as a long-term process:

> If there is continuous step-by-step reinforcement with a good coach to direct and commend them, potential executives will be helped in meeting specified guidelines. This will not be 'training', but more of a 'process'. The process will begin with some training, followed by one to two years of coaching. Later, we will appoint them as Executives or Directors.

Continuous reinforcement, step-by-step, under the guidance of a good coach over an extended period is needed to help potential executives to meet specified guidelines. This process would ensure a better outcome than that experienced by conventional training.

Leadership and assessment

Two focus issues emerged: quality and loyalty; a focus on outcomes. A summary of the responses of the two CEOs to these issues is provided in Table 8.11.

TABLE 8.11   LEADERSHIP AND ASSESSMENT

Key Issues	Index	Comments
Quality of products is dependent on quality of supplies and suppliers.	A2.1.7	If we are factory, but we lack good quality raw material suppliers … we cannot produce good quality products.
Appropriate assessment establishes loyalty amongst staff, suppliers and customers.	A2.1.7	Senior management will assess and evaluate these performances, for example: … loyalty of customers, respect from staff, teamwork and stakeholders.
Focus will be on outcomes, using a wide source of information.	A2.1.7	Assessment (and appraisal) of senior management will follow from the Chief Executive Officer offering opportunities to work on new projects. The performance and outcomes will be assessed.
Outcomes: production efficiency, sales volume, profit	B2.1.7	Assessment of senior management will show by productivity of their staff. Assessment of Production senior management will show by volume of Production. Assessment of Marketing senior management will show by volume of Sales. The Effective of senior management' leading abilities will be shown by performance or outcome of their staff.

Quality of products, supplies, and suppliers

CEO1 emphasised that senior management need to make an assessment of quality of product that was, in turn, dependent on the quality of supplies and suppliers:

> If we are factory, but we lack good quality raw material suppliers and loyal customers … we cannot produce good quality products.

Senior management need to assess the relationship that they have with suppliers; ideally, this involves receiving good raw materials at the right place and the right time. If such a relationship does not exist, management needs to assess ways of either improving or changing the situation.

Loyalty amongst staff, suppliers and customers

CEO1 emphasised that senior management need to have appropriate procedures to establish the level of loyalty amongst staff, suppliers and customers:

> Senior management will assess and evaluate these performances, for
> example: … loyalty of customers, respect from staff, teamwork and
> stakeholders.

Senior management need to evaluate the levels of loyalty amongst staff,
suppliers and customers as part of a regular business review.

**Leadership appraisal will focus on outcomes, using a wide source of
information.**

CEO1 and CEO2 both emphasised that assessment and appraisal of senior
management need to focus on outcomes, using a wide source of information:

> CEO1: Assessment (and appraisal) of senior management will follow from
> the Chief Executive Officer offering opportunities to work on new
> projects. The performance and outcomes will be assessed.

> CEO2: Assessment of senior management will be shown by productivity
> of their staff. Assessment of production senior management will show by
> volume of production. Assessment of marketing senior management will
> show by volume of sales. The effectiveness of senior management's
> leadership abilities will be shown by performance or outcome of their
> staff.

Senior management assessment and appraisal should involve a number of
criteria, and be based on outcomes: production outputs, sales volume, and
relationships between senior management, customers and suppliers.

Good information flow

A summary of the responses of the two CEOs to this focus issue is provided
in Table 8.12.

Information from inside and outside

CEO1 emphasised that senior management needs to have information from
inside and outside the company:

**TABLE 8.12   GOOD INFORMATION FLOW AND CONTINUOUS
                 IMPROVEMENT**

Key Issues	Index	Comments
Information from inside and outside	A2.1.8	Senior management will always have information from inside and outside the company: senior management is in the middle, between Chief Executive Officer and staff. They also gain information from customers, suppliers and other sources.
Customers and stakeholders feedback	A2.1.8	Senior management will always have information, suggestion, opportunities, feedback, complaints from customers; the mixture of these is reported to the Chief Executive Officer.
Senior management will report useful information to Chief Executive Officer.	A2.1.8	Senior management will always have good information, suggestions and improvements that will be useful to the company. They will report these to the Chief Executive Officer.
Search out information for continuous improvement	B2.1.8	Senior management will always be eager to search information and ready to improve them. Good senior management must search and update more information continuously.

> Senior management will always have information from inside and outside
> the company: senior management is in the middle, between Chief
> Executive Officer and staff. They also gain information from customers,
> suppliers and other sources.

Senior management should seek information from the widest possible range
of sources.

Customers and stakeholders feedback

CEO1 emphasised that senior management should use information gained
from customer and stakeholder feedback:

> Senior management will always have information, suggestion,
> opportunities, feedback, complaints from customers; the mixture of these
> is reported to the Chief Executive Officer.

Senior management should not fail to use feedback information and must
report useful information back to the Chief Executive Officer.

Continuous improvement

CEO2 emphasised that senior management needs to search out information for continuous improvement:

> Senior management will always be eager to search information and ready to improve them. Good senior management must search and update more information continuously.

Senior management need to have information updates in real time, taking full advantage of the globalisation of news and business networks.

Finance: the life-blood of a company

A summary of the responses of the two CEOs to this focus issue is provided in Table 8.13.

Making the budget work

CEO1 emphasised that senior management must make the budget work:

> Finance and budget are the most important factor for Chief Executive Officer to consider before other factors. Chief Executive Officer will calculate through bottom line of budget, for example; rate of returns, balance between cost and benefits, promotion fee and outcome. Senior management will have knowledge of finance management, set and adjust budgets to be suitable for each economic situation and world circumstance. Although we have yearly budget, we must review every month and each quarter.

Financial and budgetary issues are the most important aspects in every company: finance is 'the life-blood of a company'. The budget must be tightly managed and subject to biannual review. Senior management must have knowledge of financial management, that takes into account the local, national and international situations and world circumstance. Although the company set an annual budget, senior management should review budgets every month and every quarter.

TABLE 8.13   FINANCE: THE LIFE-BLOOD OF A COMPANY

Key Issues	Index	Comments
Making the budget work	A2.1.9	Finance and budget are the most important factors for Chief Executive Officer to consider before other factors. Chief Executive Officer will calculate through bottom line of budget, for example; rate of returns, balance between cost and benefits, promotion fee and outcome. Senior management will have knowledge of finance management, set and adjust budgets to be suitable for each economic situation and world circumstance. Although we have yearly budget, we must review budgets every month and every quarter.
Setting a training budget	B2.1.9	Training Budget has been set as yearly budget according to yearly plan.

Setting a training budget

CEO2 emphasised that senior management should set a training budget:

> Training Budget has been set as yearly budget according to yearly plan.

Senior management should know the procedures for setting a training budget that is tied to the yearly budget.

Policy 3 - Leading: Operational Thinking for senior management

Knowledge: Natural leadership

An additional comment, contained in Table 8.14, was concerned with Leading: Operational Thinking for Senior Management. CEO1 emphasised that senior management needs to have leadership by natural leader:

> Senior management will be a leader, like a hero or heroine of a drama or movie. We want natural leader. Leader will have authority and power. We have some techniques to lead leader to allow his ability by natural leadership by himself. Senior management will have been promoted from natural leadership, continuous training and improvement.

TABLE 8.14   NATURAL LEADERSHIP

Key Issue	Source	Comments
Some techniques to lead leader to be natural leader.	CEO1	Senior management will be a leader, like a hero or heroine of a drama or movie. We want natural leader. Leader will have authority and power. We have some techniques to lead leader to allow his ability by natural leadership by himself. Senior management will have been promoted from natural leadership, continuous training and improvement.

Senior management must be aware that real authority and power requires the development of leadership techniques that emerge from their own, natural leadership. Senior management promotion should be based on three factors: natural leadership, continuous training and improvement.

Policy 5 - Leading: Training thinking for senior management

An additional comment, contained in Table 8.15, made by CEO2 emphasised that training should be needs based:

> Senior management will have high skills in listening. Senior management will listen and understand internal data and needs assessment. Senior management will lead their staff and plan to train according to needs assessment of the company.

TABLE 8.15   TRAINING THAT IS NEEDS BASED

Key Issue	Source	Comments
Training according to needs assessment of the company	CEO2	Senior management will have high skills in listening.
		Senior management will listen and understand internal data and needs assessment.
		Senior management will lead their staff and plan to train according to needs assessment of the company.

TABLE 8.16   FAVOURABLE ATTITUDES ARE OUTCOMES BASED

Key Issues	Source	Comments
To have positive attitudes to learn and new technology of management.	CEO1	Senior management will have experience, transaction and understanding how to manage.
		Senior management will have positive attitudes in learning.
		Following-up new technology continuously.
Senior management will know details of his work very well: what to manage, what are desired outputs, how to achieve goals.	CEO	Senior management will know details of their work very well.
		Senior management will know what to manage and what is desired output.
		Senior management will manage to reach achievement.

Policy 7 - Managing: Strategic Thinking for senior management

Knowledge

Additional comments, contained in Table 8.16, were concerned with favourable attitudes and having knowledge that is outcomes based. CEO1 emphasised that senior management needs to have positive attitudes to learn and new technology of management:

> Senior management will have experience, transaction and understanding how
> to manage. Senior management will have positive attitudes in learning and
> follow-up new technology continuously.

Senior management need to be aware of the advantages and applications of technology in management.

Outcomes based

To know details of their work very well: what to manage, what are desired outputs, how to achieve goals

CEO2 emphasised that senior management should be very much aware of the desired outcomes of their organisation:

> Senior management will know details of their work very well. Senior management will know what to manage and what is desired output. Senior management will manage to reach achievement.

Senior management need to manage their work carefully in order to ensure that their organisation achieves its desired outcomes.

Technology

Additional comments, contained in Table 8.17, were concerned with technology integrated with work, with technology as the unifier:

To have new technology to apply to work

CEO1 emphasised that senior management needs to have technology integrated with work:

> Senior management will accept new technology and try to learn it. Good senior management will accept the good new technology. CEO will place emphasis on using new technology in follow-up and improvement.

Senior management needs to be up-to-date in essential new technology that is related to all aspects of their work.

TABLE 8.17   TECHNOLOGY AS THE WORK UNIFIER

Key Issues	Source	Comments
To have new technology to apply to work.	CEO1	Senior management will accept new technology and try to learn it.
		Good senior management will accept the good new useful technology.
		CEO will place emphasis on using new technology in follow-up and improvement.
To consider the effects of politics, economy, Internet, new software.	CEO1	Senior management will know the effects of the political and, economic situations and how they will affect the company.
		Senior management will know technology, computer, Internet, software.

To consider the effects of politics, economy, Internet, new software

CEO1 emphasised that senior management should be aware of the effects of politics, economy, the Internet and new software on their organisation:

> Senior management will know the political and, economic situations and how they will affect the company. Senior management will know the effects of technology, computer, Internet and software.

Senior management need to take an integrated approach to the use of information communication and technology.

Power

Additional comments, contained in Table 8.18, were concerned with positioning.

To use power and authority appropriately

CEO1 emphasised that senior management should be concerned with positioning themselves through judicious use of authority and power:

> Senior management will have awareness of using authorities. Senior management will know the scope of authority. Senior management will know that power is like a weapon or sword that must be used in the right way.

Senior management need to be aware of scope of their power and authority, and how to position themselves so that their power supports their authority. The use of positioning theory might assist them in this regard.

TABLE 8.18   POSITIONING

Key Issues	Source	Comments
To use power and authority appropriately.	A2.7.3	Senior management will have awareness of using authorities. Senior management will know the scope of authority. Senior management will know that power is like a weapon or sword that must be used in the right way.

TABLE 8.19   KNOWLEDGE OF PROCEDURES AND PROCESSES

Key Issues	Source	Comments
To prepare people and materials for smooth operation of plant.	CEO1	Senior management will know procedures of the company.
		Production senior management will know raw materials management, machines and production process.

Materials

Additional comments, contained in Table 8.19, were concerned with knowledge of procedures and process:

> Senior management need to have an intimate knowledge of procedures and
> processes, particularly on the production side of their company.

Knowledge of procedures and processes

CEO1 emphasised that senior management need to be concerned with knowledge and management of procedures and processes that support the smooth operation of their plant:

> Senior management will know procedures of the company. Production senior
> management will know raw materials management, machines and production
> process.

People

Additional comments, contained in Table 8.20, were concerned with sound Human Resource Development planning.

Developing Human Resource Development (HRD) plans

CEO1 emphasised that senior management should be closely concerned with Human Resource Development:

> Senior management will deal with staff.

TABLE 8.20   SOUND HUMAN DEVELOPMENT PLANNING

Key Issues	Source	Comments
To develop a good Human Resource Development (HRD) plans suitable to company.	A2.7.5	Senior management will deal with staff.
	A2.7.5	Human Resource Development (HRD) is an important department in the company. Human Resource Development senior management will set job specifications, job descriptions and numbers of staff according to requirements in the company.
	A2.7.5	Senior management will know the ways to manage staff. The techniques of manpower management are more difficult than machinery management. Senior management will have knowledge of psychology. Senior management will know how to gain staff' respect.

Human Resource Development (HRD) is an important department in the company. Human Resource Development senior management will set job specifications, job descriptions and numbers of staff according to requirements in the company.

Senior management will know the ways to manage staff. The techniques of manpower management are more difficult than machinery management.

Senior management will have knowledge of psychology. Senior management will know how to gain staff' respect.

Good HRD plans, suitable to the needs of the company, need to be developed by suitably trained staff. Senior management should be intimately involved in developing these plans for the organisation. Modern practices, including the application of psychology in organisations, should be applied.

Time

Additional comments, contained in Table 8.21, were concerned with flexible training arrangements.

TABLE 8.21   FLEXIBLE TRAINING

Key Issues	Source	Comments
To arrange time in class and on-the- job training.	A2.7.6	Senior management will train both in the course 5 (five) days or 1 (one) week per time and on-the-job training.

To arrange time in class and on-the-job training

CEO1 emphasised that senior management should be concerned with flexible training:

> Senior management will train both in the course 5 (five) days or 1 (one) week
> per time and on-the-job training.

Senior management should have a regular annual schedule of on-the-job training.

Assessment

Additional comments, contained in Table 8.22, were concerned with regular and frequent reviews:

TABLE 8.22   FLEXIBLE TRAINING

Key Issues	Source	Comments
To review outputs and outcomes.	CEO1	Senior management will have been reviewed minimum 1 (one) time per month.
		Senior management will review their staff minimum 1 (one) time per month.
Intensive and advanced courses to update senior management and HRD personnel.	CEO1	Senior management will attend a minimum of two intensive courses per year.
		Senior management will train Human Resource Department and Human Behaviour courses: a minimum of two courses per year.
Tight training focus	CEO1	Senior management will train in Human Resource Development training courses that include performance evaluation, promotion and rotation.

Key Issues	Source	Comments
Update to globalisation.	CEO1	Assessment of senior management will include updating to globalisation.
		Senior management should be adaptable and flexible.
		Senior management should update them to globalisation but company's policy should be still in their minds.

To review outputs and outcomes

CEO1 emphasised that senior management need to be involved with review outputs and outcomes, both for themselves and for their staff:

> Senior management will have been reviewed minimum 1 (one) time per month. … Senior management will review their staff minimum 1 (one) time per month.

Senior management should be involved in a regular review with the CEO at least once a month; similarly, relevant staff should be involved in regular review with senior management.

Updating senior management and Human Resource Department personnel

CEO1 emphasised that senior management should be engaged in intensive and advance courses:

> Senior management will attend a minimum of two intensive courses per year.
> Senior management will train Human Resource Department and Human Behaviour courses: a minimum of two courses per year.

Senior management should attend a minimum of two intensive courses per year; similarly, they should be involved in the training of heads of Human Resources and Human Behaviour. The training courses, particularly those involved with Human Resources, should have a tight focus:

> Senior management will train in Human Resource Development training courses that include performance evaluation, promotion and rotation.

Update to globalisation

CEO1 emphasised that senior management should be oriented towards globalisation:

> The orientation of senior management will include updating to globalisation.
> Senior management should be adaptable and flexible. Senior management
> should update them to globalisation but company's policy should be still in
> their minds.

Senior management should be adaptable and flexible, accommodating an orientation towards globalisation while maintaining a constant focus on company policy.

Policy 8 - Managing: Operational thinking for senior management

Additional comments, contained in Table 8.23, were concerned with leaders leading from the front and modelling desired behaviour:

TABLE 8.23　　LEADING AND MODELLING

Key Issues	Source	Comments
Leaders must decide where they are heading, then learn and train before staff in order to lead them.	CEO1	Senior management will have intention to work and deal with many people.
		Senior management will announce or declare what he would like to be in the future and he should act what role he wants to be.
		If senior management are Leaders, senior management must learn and train before their staff.
Senior management must be self-disciplined role models.	CEO1	Senior management will show strong self-discipline and set a good example to staff, e.g., by coming to office before working hours.
Senior management should be first in, last out	CEO1	Even though Chief Executive Officer is not in the office, senior management can show his leadership and lead staff to work until work has been finished. This is a good senior management.

Leaders must lead from the front

Leaders must decide where they are heading

CEO1 emphasised that senior management need to be concerned with making decisions about where they were heading:

> Senior management will have intention to work and deal with many people. Senior management will announce or declare what he would like to be in the future and he should act what role he wants to be. If senior management are Leaders, senior management must learn and train before their staff.

Senior management must decide on future directions, take positive steps to enhance their learning, and then participate in the training of staff.

Senior management as self-disciplined role models.

CEO1 emphasised that senior management should present themselves as self-disciplined role models:

> Senior management will show strong self-discipline and set a good example to staff, e.g., by coming to office before working hours.

Senior management need to set a good example to staff, particularly in showing enthusiasm towards their work, especially in setting the high standards expected of positive role models.

> Even though Chief Executive Officer is not in the office, senior management can show his leadership and lead staff to work until work has been finished. This is good senior management.

The principle of 'first in, last out' is one to be encouraged amongst senior management.

Policy 12 - Monitoring: Operational Thinking for senior management

Knowledge

Additional comments, contained in Table 8.24, were concerned with future orientation, expertise, team leadership and being outcomes oriented:

Knowledge to read, analyse and forecast

CEO1 emphasised that senior management should be concerned with ways of forecasting and monitoring trends:

> Senior management will be able to read, understand and analyse reports …
> will be able to forecast trends and monitor them … will set strategies to
> solve problems.

TABLE 8.24   FUTURE ORIENTATION, EXPERTISE, TEAM LEADERSHIP, AND OUTCOMES ORIENTATION

Key Issues	Source	Comments
Knowledge to read, analyse and forecast.	CEO1	Senior management will be able to read, understand and analyse reports … will be able to forecast trends and monitor them … will set strategies to solve problems.
Have new technology perception and orientation.	CEO1	Senior management will know how to operate new technology and equipments … will monitor staff to do as they have planned …will be open minded and fair, and should lead staff by consultation and discussion.
Expertise to be the right person in the right job.	CEO1	Senior management must have specific knowledge of their field. They will monitor and prevent problems before they occur. They will know about coordination and balance of equilibrium.
Be accepted by the team	CEO1	Senior management should have been accepted as team leader by the team.
Be able to establish the criteria for monitoring and KPIs.	CEO2	Senior management will know what to measure and monitor … will use Key Performance Indicator (KPI) for measurement and monitoring.
		Senior management will set criteria … The criteria makers must be very clever and have high experience. They are the benchmarking for the company. Senior management will explain and monitor staff according to the criteria

Senior management need to develop higher order thinking skills – analysis, synthesis and evaluation – to be able to analyse reports, forecast trends and monitor developments.

New technology perception and orientation

CEO1 emphasised that senior management should be concerned with having a positive perception and orientation towards new technology:

> Senior management will know how to operate new technology and equipments … will monitor staff to do as they have planned …will be open minded and fair, and should lead staff by consultation and discussion.

Senior management will need to demonstrate that they are up-to-date, opened-mind and able to lead their staff by means of consultation and discussion with them.

Being the right person in the right job

CEO1 further emphasised that senior management need to be concerned with good management, and ensuring that they are the right person in the right job:

> Senior management must have specific knowledge of their field … will monitor and prevent problems before they will occur … will know about coordination and the balance of equilibrium.

Senior management will need to demonstrate exceptional ability in both leadership and management.

Accepted by the team

CEO1 emphasised that 'the senior management have been accepted as team leader by the team', i.e., senior management need to be concerned with their being acceptance as the teams' leaders. They will be better able to achieve

this if they are outcomes oriented and are able to monitor and measure these outcomes, especially through the establishment and criteria and indicators. As CEO1 pointed out:

> Senior management will know what to measure and monitor … will use Key Performance Indicator (KPI) for measurement and monitoring … The criteria makers must be very clever and have high experience. They are benchmarking for the company. Senior management will explain and monitor staff according to the criteria.

Senior management need to be clever and be highly experienced as they establish methods of benchmarking in the company, ensuring that they have explained the criteria to staff and how the monitoring processes will work.

Policy 14 - Planning: Strategic thinking for senior management

Knowledge

Additional comments, contained in Table 8.25, were concerned with the planning skills required by senior management:

Knowledge before planning

CEO1 emphasised that senior management need to be concerned with good planning:

> Senior management will know how to set quarterly planning … will compare performance and outputs each quarter of this year and last year … should know the economic and marketing situation before developing any forecasting plans.

Senior management need to be highly skilled and knowledgeable in the processes of planning; particularly, they will need to able to engage in detailed situational analysis prior to developing forecasting plans.

TABLE 8.25   PLANNING SKILLS REQUIRED

Key Issues	Source	Comments
Knowledge before planning	CEO1	Senior management will know how to set quarterly planning.
		Senior management will compare performance and outputs each quarter of this year and last year.
		Senior management should know the economic and marketing situation before developing any forecasting plans.

Production

Additional comments, contained in Table 8.26, were concerned with production:

TABLE 8.26   PRODUCTION

Key Issues	Source	Comments
Highly qualified in the field.	CEO1	Production senior management will have knowledge of machinery systems and related factors.

Highly qualified in the field

CEO1 emphasised that production senior management need to have a high level of technical expertise:

> Production senior management will have knowledge of machinery systems and related factors.

Senior production management staff need to be highly qualified in the field.

Marketing

Additional comments, contained in Table 8.27, were concerned with marketing expertise:

TABLE 8.27   MARKETING EXPERTISE

Key Issues	Source	Comments
Highly qualified, with a global marketing orientation.	CEO1	Marketing senior management will have knowledge of marketing, economy, market trend, government policy, the world market and related factors. Marketing senior management will send information to CEO and related Departments senior management for planning.

> Marketing senior management will have knowledge of marketing, economy, market trend, government policy, the world market and related factors. Marketing senior management will send information to CEO and related Departments senior management for planning.

Marketing senior management need to be skilled and knowledgeable in local and global marketing elements, and be skilled in communicating their views to the CEO and related departmental senior managers.

Futures

Additional comments, contained in Table 8.28, were concerned with a futures orientation.

TABLE 8.28   FUTURES ORIENTATION

Key Issues	Source	Comments
To use new technology for planning.	CEO1	Senior management will know and update technology for planning.
Planning is a design for the future. Senior management need to have a broad vision of the territory.	CEO2	Good planning will match to the company policy, economic situation, market trends, territory and other relating factors. Good planning should be flexible, adjustable and adaptable to the world market.

To use new technology for planning

CEO1 emphasised that senior management should use new technology for planning:

> Senior management will know and update technology for planning.

CEO2 observed that good planning is a design for the future and that senior management need to have a broad vision of the territory:

> Good planning will match to the company policy, economic situation, market trends, territory and other relating factors. Good planning should be flexible, adjustable and adaptable to the world market.

Senior management need to have a futures perspective that is local, global, and technologically oriented.

Policy 18 - Recording: Operational Thinking for senior management

Knowledge

Additional comments, contained in Table 8.29, were concerned with a systems approach to data management.

TABLE 8.29   SYSTEMS APPROACH TO DATA MANAGEMENT

Key Issues	Source	Comments
To record and retrieve data and information.	CEO1	Senior management will have documents and records of meetings and most activities in the company.
		Recording is one of the ISO Requirements.
		Recording will present the continuous training and improvement of senior management and staff.
Establish and maintain business plan, using ITC.	CEO2	The company must keep records of planning. CEO and senior management can compare Business Plan and actual performance every year.
		Modern Information Technology (IT) company will record every Business Plan on a server as a good Information Technology (IT) recording system.
Record all business and personnel activities.	CEO2	ISO set recording as a 'must' activity to keep tracks of all documents and activities in the company. Senior management will have documents and records of their academic background and training.
Tracking of personnel development.	CEO2	CEO will have records to check senior management's strengths and weaknesses, training and other qualitative information for promotion, future training plans and utilise their strengths in the future.

To record and retrieve data and information

CEO1 emphasised that senior management need to be concerned with data and information and the maintenance of accurate records:

> Senior management will have documents and records of meetings and most activities in the company. Recording is one of the ISO Requirements. Recording will present the continuous training and improvement of senior management and staff.

Senior management need to take a systems approach to the recording and retrieving of data related to all activities associated with the organisation.

Establish and maintain records using ICT

CEO2 emphasised that senior management needs to use information and communication technologies (ICT) to establish, maintain and communicate their business plans:

> The company must keep records of planning. CEO and senior management can compare Business Plans and actual performance every year. Modern Information Technology (IT) Company will record every Business Plan on a server as a good Information Technology (IT) recording system.

He also emphasised that senior management need to record all business and personnel activities:

> ISO set recording as a 'must' activity to keep tracks of all documents and activities in the company. Senior management will have documents and records of their academic background and training.

Tracking of personnel development

Finally, CEO2 emphasised that senior management need to be concerned with tracking personnel development:

CEO will have records to check senior management's personal strengths and weaknesses, training and other qualitative information for promotion, future training plans and utilise their strengths in the future.

Senior management must be aware of the need to maintain readily accessible records associated with the business, and to recognise the need to do this by means of modern ICT

Technology

Additional comments, contained in Table 8.30, were concerned with taking a systems approach in maintaining records.

TABLE 8.30   SYSTEMS APPROACH TO RECORDING

Key Issues	Source	Comments
Use of technology to develop a recording system.	CEO1	Senior management will set up a recording system.
	CEO2	Senior management will set up new technology for a recording system in the company.

Use of technology to develop a recording system

CEO1 emphasised that senior management need to be concerned with using of technology to develop a recording system:

Senior management will set up a recording system.

CEO2 confirmed this:

Senior management will set up new technology for a recording system in the company.

Senior management need to recognise the vital role that ICT must play if their enterprise is to prosper.

TABLE 8.31   STAFF

Key Issues	Source	Comments
To maintain and retrieve records for promotion	CEO1	Staff will train, show their ability and have opportunities for promotion
Step-wise development	CEO1	The knowledge of staff will be increasing and follow-up their supervisors, managers and senior management step by step. Staff will show their ability until Chief Executive Officer and senior management accept their potential.
Culture, norms, tradition, and Seniority principle established over time.	CEO1	Training will have, as a basis: • Charitableness, Seniority, care and loving. • Interests in work and teamwork. • Best effort in work. • Career path. • Training and improvement. • Looking for promotion. • Promotion path. • Leader must learn and train before staff. • Good disciplines.

Staff

Additional comments, contained in Table 8.31, were concerned with staff.

To maintain and retrieve records for promotion

CEO1 emphasised that staff would realise the benefits of maintaining staff training records:

> Staff will train, show their ability and have opportunities for promotion.

He also emphasised that staff should be concerned with step-wise development:

> The knowledge of staff will be increasing and follow-up their supervisors, managers and senior management step by step. Staff will show their ability until Chief Executive Officer and senior management accept their potential.

Finally, CEO1 emphasised that staff would be concerned with time-honoured principles associated with promotion:

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Training will have, as a basis:
- Charitableness, Seniority, care and loving.
- Interests in work and teamwork.
- Best effort in work.
- Career path.
- Training and improvement.
- Looking for promotion.
- Promotion path.
- Leader must learn and train before staff.

Senior management must consistently apply a transparent approach to promotion issues in the organisation.

Policy 19 - Recording: Operational Thinking for senior management and Staff

Additional comments, contained in Table 8.32, were concerned with systematic development and generational planning:

Systematic training programs will be developed for all staff

CEO2 emphasised that senior management and staff would need to be concerned with systematic training programs:

> There will be training programs for senior management and every level of staff. CEO and Human Resource Development will set training programs (step by step) for both senior management and staff.

TABLE 8.32   SYSTEMATIC DEVELOPMENT AND GENERATIONAL PLANNING

Key Issues	Source	Comments
Systematic training programs will be developed for all staff	CEO2	There will be training programs for senior management and every level of staff.
		CEO and Human Resource Development will set training programs (step by step) for both senior management and staff.
Strengths and weaknesses will be recorded for succession planning purposes	CEO2	CEO and Human Resource Development will look at senior management and staff strengths and weaknesses in order to support and fulfil them. They will be the new generations of the company.

Senior management and every level of staff need to be involved in systematic development and generational planning. An important part of this would be a recording of strengths and weaknesses that would be used for succession planning purposes. CEO2 commented:

> CEO and Human Resource Development will look at senior management and staff strengths and weaknesses in order to support and fulfil them. They will be the new generations of the company.

Question 3: Is there anything specific you would like to comment on regarding each of the five policy areas – Leading, Managing, Monitoring, Planning, and Recording?

CEO1 accepted these five policy areas. He commented, specifically:

> I accept the five policy areas as being appropriate for a Staff Training Policy to meet ISO Food Factory Standards in Thailand.

However, he emphasised, in particular, that there should be a greater focus on marketing and finance. CEO2, also, felt that the five policy areas were appropriate, for both senior management and staff:

> I accept the five policy areas as all right for a *Staff Training Policy to meet ISO Food Factory Standards in Thailand*. They are the important policy areas to train senior management and staff. This is a good combination. These are five good features that will benefit senior management and staff.

He, too, drew some final conclusions: these were concerned with obtaining very specialised knowledge, industry knowledge economics, efficient management, monitoring, and statistical analysis.

Marketing, finance and financial management

Additional comments, contained in Table 8.33, were concerned with Marketing and Finance.

TABLE 8.33   MARKETING AND FINANCE

Key Issues	Source	Comments
Finance is the 'life-blood of a company.	CEO1	Marketing is the source of income and profit to the company.
		Finance is the sources of Fund and money.
	CEO1	Finance is the source of fund and money. The company cannot continue business if there is not enough money to operate. If the financial position is not strong, the company cannot continue (it looks like there is no blood or oxygen in the body).
A focus on financial management	CEO1	A good company will have a clever Finance Senior Manager who can match equilibrium sources and uses of funds, minimum interest rates and low costs, good relationship with officers of commercial banks and finance institutes for good finance planning and finance management.

Finance is the 'life-blood of a company

CEO1 emphasised that senior management need to be very much concerned with marketing and finance:

> Marketing is the source of income and profit to the company. Finance is the sources of Fund and money.

Senior management need to focus on financial management, for this is the 'life-blood' of a company:

> Finance is the source of fund and money. The company cannot continue business if there is not enough money to operate. If the financial position is not strong, the company cannot continue (it looks like there is no blood or oxygen in the body).

If the financial position is not strong, the company will be unable to continue: it will look as though there is 'no blood or oxygen in the body'. To avoid such a situation arising, CEO1 emphasised the importance of a successful company having a clever Finance Senior Manager:

A good company will have a clever Finance Senior Manager who can match equilibrium sources and uses of funds, minimum interest rates and low costs, good relationship with officers of commercial banks and finance institutes for good finance planning and financial management.

Leaders' knowledge

Additional comments, contained in Table 8.34, were concerned with aspects of required knowledge of leaders:

Industrial knowledge of the company and related industries

CEO2 emphasised that senior management need to be concerned with industrial knowledge of the company and related industries:

Internal and external industry knowledge to assist in leading the company and related industries.

Knowledge of the economic situation, market trends and the world economy

TABLE 8.34   KNOWLEDGE REQUIREMENTS OF LEADERS

Key Issues	Source	Comments
Industrial knowledge of the company and related industries.	CEO2	Internal and external industry knowledge to assist in leading the company and related industries.
Knowledge of the economic situation, market trends and the world economy (for Leading).	CEO2	Knowledge of the economic situation, market trends and the world economy to assist in leading the company. This information will affect the company's plans and performance.
Objectives (for Leading) as guidelines or directions to go.	CEO2	Senior management and staff will be able to manage efficiently if they have objectives as guidelines or directions to go.
Detail of work (for Monitoring).	CEO2	Senior management and staff will be able to monitor if they know detail of work.
Potential (for Planning) for planning and reading market trends.	CEO2	Potential (for Planning) for planning according to our potential, and market trends.
Data analysis, statistics and graphs (for Recording).	CEO2	Senior management and staff will be able to utilise records if they know how to analyse data and what they want to get from data analysis.

CEO2 emphasised that senior management need to be concerned with knowledge of the economic situation:

> Knowledge of the economic situation, market trends and the world economy to assist in leading the company. This information will affect the company's plans and performance.

Objectives as guidelines or directions to go

CEO2 emphasised that senior management need to be concerned with objectives (for Leading) as guidelines:

> Senior management and staff will be able to manage efficiently if they have objectives as guidelines or directions to go.

Detail of work (for Monitoring).

CEO2 emphasised that senior management need to be concerned with details of work to be used for monitoring purposes:

> Senior management and staff will be able to monitor if they know details of work.

Potential (for Planning) for planning and reading market trends

CEO2 emphasised that senior management need to be concerned with potential (for Planning) for planning and reading market trends:

> Potential for planning according to our potential, and market trends.

Data analysis, statistics and graphs

CEO2 emphasised that senior management need to be concerned with data analysis, statistics and graphs in order to retain appropriate records:

> Senior management and staff will be able to utilise records if they know how to analyse data and what they want to get from data analysis.

In summary, the knowledge requirements of senior management should include:

- Industrial knowledge of the company and related industries in order to respond to local conditions.

- Knowledge of the economic situation, market trends and the world economy in order to respond to global conditions.

- Setting objectives as guidelines or directions in order to focus on outcomes.

- Details of work for use in monitoring.

- Ability to read market trends to assist with planning.

- Data analysis, statistics and graphical representation as part of recording.

Question 4: Is there anything else you would like to add?

Additional comments, contained in Table 8.35, were concerned with related knowledge aspects.

TABLE 8.35   RELATED KNOWLEDGE

Key Issues	Source	Comments
Training courses will include Buddhist Logic (Moral, Concentration and Wisdom) to help senior management have awareness of Dharma Leadership.	CEO1	Senior management must have knowledge and experience enough to do everything. The company must have enough resources, policy and target. Senior management will insist on the King's philosophy: 'Sufficiency economy.' (See Attachment 8.1)
Vision and possibilities, within a Buddhist moral framework	CEO1	The company will train senior management and staff to have visions and awareness of possibility in the same time. The company will set Training Budget as an expensive expenditure (a high budget). The first training course is Buddhist logic, morals, concentration and wisdom as good inputs to brain and body

Key Issues	Source	Comments
Japanese-style teamwork.	CEO1	The company will train Japanese concepts to senior management which will always emphasis in 'Teamwork Style'. Thai organisation should bring 'Teamwork Style' concept to add in training course.
Additional emphasis on social, R&D, innovation, finance, niche marketing and being positive.	CEO1	I want to add … Teamwork Working Style in Staff Training Policy, social (for relationship and relaxation), Research and Development (for updating technology knowledge), Innovation (in new Products and Ideas), Finance (prepare fund for future investment), Marketing (new customers or Niche Marketing) and Positive Mind.
People are the most important resource in organisation. They need continuous training and improvement: they provide the next generation of the company.	CEO2	People are the most important resource in organisation.
	CEO2	CEO and senior management need to know how to train, motivate and improve senior management, staff and develop teamwork. CEO and senior management must add knowledge, training, motivating to alert all staff to be happy and interested in work.

Dharma Leadership

CEO1 emphasised that senior management need to be concerned with training courses which included Buddhist (Dharma) Logic:

> Senior management must have knowledge and experience enough to do everything. The company must have enough resources, policy and target. Senior management must insist on the King's philosophy: 'Sufficiency economy.'

Training courses should include Dharma Leadership (particularly morals, concentration and wisdom) to help senior management have awareness of Dharma Leadership

CEO1 emphasised that senior management need to be concerned with vision and possibilities, within a Buddhist moral framework:

> The company will train senior management and staff to have visions and awareness of possibility in the same time. The company will set Training Budget as an expensive expenditure (a high budget). The first training course

> is Buddhist logic, morals, concentration and wisdom as good inputs to brain
> and body.

The vision and possibilities for a successful company should be developed within the Dharma Leadership framework.

Kaizen leadership

CEO1 emphasised that senior management need to be concerned with Japanese-style (Kaizen) teamwork:

> The company should train Japanese concepts to senior management which
> will always emphasis in 'Teamwork Style'. Thai organisation should bring
> 'Teamwork Style' concept to add in training course.

Applications of Japanese-style (Kaizen) teamwork should be developed within training courses.

Specific emphasis on marketing expertise

CEO1 emphasised that Marketing senior management need to be concerned with expertise:

> Marketing senior management will have knowledge of Marketing, economy,
> market trend, Government policy, the world market and related factors.
> Marketing senior management will send information to CEO and related
> Departments senior management for planning.

Additional emphasis should be placed on key aspects of the organisation such as the social environment, research and development, innovation, finance, niche marketing and being positive.

People are the life-blood of an organisation

CEO2 emphasised that senior management need to be concerned with accepting that people were the most important resource in organisation:

> People are the most important resource in organisation. CEO and senior
> management need to know how to train, motivate and improve senior
> management, staff and develop teamwork. CEO and senior management must
> add knowledge, training, motivating to alert all staff to be happy and
> interested in work.

People are the most important resource in an organisation. They need
continuous training and improvement: they are the next generation of the
company.

Summary

In this chapter, I have described the outcomes of the semi-structured
interviews held with two CEOs (Chief Executives Officers) of two registered
Public Company Limited in SET (the Stock Exchange of Thailand). In
particular, I have highlighted that the essence of a learning organisation and
the individuals who work within it.

The outcomes of the semi-structured interviews were discussed
following the identification of a set of focus points and key issues arising
from responses. In the individual statements, I propose what I believe will be
the most effective set of Training Programs to meet ISO Food Factory
Standards in Thailand. Training and development will be geared towards
developing individual performance to enable all senior management and staff
to effectively reach ISO standards, to promoting organisational development
within a climate of change, and to introduce a system approach into these
training programs.

CHAPTER 9

Reflection and Conclusion

Introduction

In this chapter, which concludes my study, the results of my research are summarised. The primary research question of this study was: to determine the essential elements for a quality training policy to meet ISO standards for Thailand's Food Factories. Within this research question were five sub-research questions:

1. What are the consequences of applying ISO standards to a training program?

2. What is the context of Thailand's Food Factories and how might ISO affect this context?

3. What are the actual conditions prevailing in selected food factories in Thailand and how do this match the desired conditions as spelt out in ISO standards?

4. What factors emerge that will support the development of quality training programs that meet ISO standards for Thailand's Food Factories?

5. What policies are required to ensure these factors are included in training program to meet ISO standards?

The methodology used in this research was that of a Proactive Evaluation (Owen, with Rogers, 1999; Owen, 2006). It consisted of three major approaches: needs assessment, research review, and review of best practice (establishment of benchmarks). These three approaches were the keys research tools in this study.

This study has focused on the skills and competencies required by food factories to make them more effective in their business. To assist them in achieving this, food factories need to establish standards in order to meet the key objectives of accrediting organisations such as the ISO. The results of this study should have a direct impact on the development of the training program policies that emphasise work-related ISO standards and to assist in providing timely and effective training and development in the future.

In the previous chapters, I have identified the needs of Staff Training Programs to Meet ISO Food Factory Standards in Thailand and tested a set of policies for their development. This has culminated in a final policy formulation which provides an effective summary of both the empirical findings of this research, and the judgments and recommendations that have been part of the evaluative process.

In this chapter I provide a discussion of the results found in this research study. I begin by summarising and interpreting the findings and placing them in the context of the methodology and literature review. I follow this by considering conclusions and related implications. I conclude the chapter with proposed directions for future research based on the outcomes of my study. My purpose in this chapter is to highlight the key policy elements required in staff training programs designed to enhance the development of ISO Food Factory Standards in Thailand, to reflect on these findings, and to make recommendations for future research.

A New Approach within the Proactive Evaluation Form

In this Proactive Evaluation I found it appropriate to locate policy needs of Staff Training Programs to Meet ISO Food Factory Standards in Thailand at the *intersection* of a combination of the actual states (as described by three food factory groups of the QMR, managers and staff), desired states (as described by two QMRs of two registered ISO certificated food factories), and best practice (as described in literature review). I observed that this differed from the principles articulated by Owen, with Rogers (1999) and Owen (2006): that needs come from the *discrepancy* between desired state and actual state. Like Boonying (2007), I found it is impossible to distinguish in this research between actual and desired states; so often, what was described by the various groups of respondents as an 'actual state' was a brief encounter, only, that led into a discussion of what was the 'desired state'. While I chose to keep these elements separate for ease of data handling, in actuality, it became evident that the policy needs lay at the intersection of actual and desired needs. As with Boonying, I was not concerned with discrepancies between needs.

The literature review identified desired states associated with Learning Organisations (Senge 1990, 2006), Management and Staff Training Programs (Broad & Newstrom, 1992; Peterson, 1994; Collyer, 1996; Rohitratana & boon-itt, 2001; Noe, 2003; Co), Industrial Training (Armstrong, 2006; Reynold, 2004; Gospel, 1991); the Toyota Way and KAIZEN (continuous training and improvement); the '4Ps', 14 Principles of the Toyota Way and the 5 S (Liken, 2004); and Knowledge of Related Field: Marketing (Kotler, 2000, 2006), Finance (Van Horne, 2002).

The combination of this revised approach to needs assessment, together with Dror's (1973) Optimal Model of Policymaking enabled me to relate needs as they impacted on change within a system, and on organisations and individuals. In particular, the input of two QMRs, of two registered ISO certificated food factories and two Chief Executive Officers (CEOs) of two registered public limited companies in the Stock Exchange of Thailand (SET)

were very significant in formulating both a final policy in Staff Training Programs to Meet ISO Food Factory Standards in Thailand and bringing about implementation in food factories in Thailand.

As a result of these reflections, I have developed a strategic map for using Proactive Evaluation to bring about organisational change. I discuss this map in a later section of this chapter in the belief that it provides a new approach to the use of Proactive Evaluation form in bringing about change.

Needs Assessment in the Proactive Evaluation Process

When I started working on this Proactive Evaluation in order to develop Staff Training Programs to meet ISO Food Factory Standards in Thailand, I was attracted to the approach because, as a first step, it required a needs assessment, modified in the manner suggested by Boonying (2007). This served as the foundation for the decisions that had to be made in the training and development of senior management in food producing factories. I was also attracted by the challenge of determining the actual and desired needs that emerged from various sources and which have provided the enlightening results of this research.

As I have discussed in Chapter 3, an understanding of effective training practices in this area required the development of training guidelines that began with the actual and desired needs of ISO Food Factory Standards in Thailand. The range of scholarly literature available, both in printed form and through the Internet also assisted me as I developed the needs of Staff Training Programs to meet ISO Food Factory Standards in Thailand. This access enabled me to dig deeper into files, to explore the consequences of the focus group interviews, and to review best practice. The needs assessment involved me in diligent, complex, varied, and purposeful activities.

The more I delved into the needs of food factory training programs the more I became aware of the useful application of a needs assessment in supporting change in organisations, in system management and amongst

individuals. I could see how it would enable me to expand my role as the professional responsible for launching Staff Training Programs to meet ISO Food Factory Standards in Thailand to the factory, particularly with regard to preparing policy and policy guidelines.

I believe that the design principles used in the development of this policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand will find wide use in the broader Thai food industry. As Boonying (2007) also found, my research involved the description of real problems, making tangible suggestions about steps to develop appropriate training programs, and creating policy guidelines. It is my hope that the policy guidelines might convert into approaches and techniques that food factories will be able to use widely in the future.

Analytic Data Reduction using Grounded Theory

When I was working with stakeholders during the course of this research, an approach that I found particularly useful was Glaser & Strauss's (1967) concept of 'grounded theory': a theory that 'emphasises induction or emergence, and the individual researcher's creativity within a clear frame of stages' (Glaser & Strauss, 1967, 103).

I used grounded theory to ensure that all stakeholders' ideas were heard and considered as key needs issues. The first step was to identify the key ideas from the data that I had collected. This involved me in grouping similar words and phrases used in the discussion of each question. In this way all suggestions were heard without regard to status. The emerging ideas were similarly grouped to create emerging issues; these, in turn were grouped to create key issues and then key concepts. Grounded theory thus enabled me to group together a diversification of ideas which I then linked together in order to address the Proactive Evaluation questions and thus fulfil the purpose of the study.

Effectiveness of Proactive Evaluation in developing policies

The needs assessment approach used in the Proactive Evaluation was an effective way to develop a policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand. It was especially useful as it forced me to consider the conception and operation of these policies from a holistic, integrated perspective. This was a major challenge because many Thai food factories want to meet ISO Food Factory Standards but they do not know how to prepare themselves, find needs assessment, find best practices, set training programs and process to ISO registration.

Key ideas for Staff Training Programs to meet ISO Food Factory Standards in Thailand

Within this research, I identified six 'big ideas' that contributed to the policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand:

1. Meeting key objectives of the ISO,

2. Leading,

3. Managing,

4. Monitoring,

5. Planning;

6. Recording.

Each of these big ideas is discussed in the following sub-sections.

Meeting key objectives of the ISO

The International Organisation for Standardisation (ISO) (based in Geneva, Switzerland) was established in 1974 to promote standards in international trade, communications, and manufacturing. ISO, a non-governmental

organisation, is a worldwide federation of national standards organisations from 130 nations (Goetsch & Davis, 2002, 3). Goetsch & Davis (2002, 6-7) report that the standards now incorporate eight quality management principles. These are as follows:

1. customer focus;

2. leadership;

3. involvement of people;

4. process approach;

5. system approach to management;

6. continual improvement (or Kaizen);

7. factual approach to decision making;

8. mutually beneficial supplier relationship.

The objective of the original ISO standards was to enable organisations to consistently produce products (including services) that met the requirements of customers and lived up to the organisation's stated intention(Goetsch & Davis, 2002, 7-8). At the same time, the rationale for ISO Certification should include one or more of the following: to improve the product or service quality and consistency, to improve organisational performance through better management of processes and resources, and to have a quality management system that will be recognised by customers worldwide. In my study, I used the comments made by two CEOs regarding the draft policy objectives to determine the extent to which they matched up with the ISO management principles. These comments are discussed below.

Comments on key objectives of the draft policy

In their comments relating to the rationale and objectives of the draft policy, both CEO1 and CEO2 made relevant comments. CEO1 identified three key

related issues: quality, safety and manufacturing legality; continuous improvement; and customer satisfaction. He commented:

> We will produce good products and service that have quality, safety and legality, and we will also have continuous improvement in order to achieve customer satisfaction.

CEO2 suggested that there were four key ISO objectives:

> There are four objectives of the ISO: meeting world market requirements as a qualified quality company, to develop senior management and staff to meet international quality standards, clarifying ISO standards for quality for products and services, and to apply international standards in Thailand.

As stated above, the ISO's key objective is to produce good quality products and services to meet customers' satisfaction. The accepted level of quality of products and services depends on the required level of customer satisfaction – neither too low nor too high. In the food industry the products must be safe to eat or drink. Secondly, the products and services must be manufactured or provided according to the laws of the countries of both the manufacturer and customer. Finally, continuous improvement, through appropriate training, is required to accommodate the rapid changes in information technology and communication. The two CEOs strongly support Kotler's (2000) marketing management concept that 'the Customer is the King': whenever a company or manufacturer wishes to provide products or services, customers needs and satisfactions must have first priority. Without this, they will not sell their products or services and they will be unable to maintain their company or business in the long-term.

Besides meeting key objectives of the ISO, there are five other 'big ideas' that contributed to the policy for Staff Training Programs to meet ISO. They are five major policy areas were identified in the needs assessment: leading; managing; monitoring; planning; and recording. Each of these big ideas is discussed in the following sub-sections.

From Chapter 7; Formulation of Policy, there are five major policy areas were identified in the needs assessment: leading; managing; monitoring; planning; and recording. At the same time, three organising concepts were identified that impacted on each of these five areas: strategic thinking; operational thinking; training thinking.

Within each of the five major policy areas identified above (leading, managing, monitoring, planning and recording) I identified key ideas that emerged from the needs assessment within the various categories and sub-areas of each of the three Bloom domains for both Senior Management and for Staff. Theoretically, 30 cells could have been considered; however, there were nine cells in which no behavioural needs were identified, and so only 18 cells were completed. These cells, discussed in Chapter 7, are identified in Table 9.1.

In the following sub-sections, the needs elements within the sets of cells for each of the major policy areas are outlined. Both CEO1 and CEO2 made relevant comments that affirmed the major policy areas. These comments are discussed below.

TABLE 9.1   SENIOR MANAGEMENT AND STAFF TRAINING POLICY MATRIX

Key Thinking	Major Policy Areas				
	Leading	Managing	Monitoring	Planning	Recording
Strategic – Senior Mgt.	1	7		14	
Strategic – Staff	2				
Operational– Senior Mgt.	3	8	12		17
Operational– Staff	4	9			18
Training – Senior Mgt.	5	10	13	15	
Training – Staff	6	11		16	

Comments on Leading

My findings indicated that, with respect to Leading, the Staff Training Policy should address each of the three key thinking areas: strategic, operational, and training thinking in order to meet the needs of management and staff. In relation to leadership training at management level, the following focus points were identified from the responses of the two CEOs:

- knowledge and expertise will be both global and local;

- leaders will have highly developed communication skills;

- strategic leadership will be required for ISO accreditation;

- accommodate the changing world of technology;

- engage specialist staff to use technology creatively in order to meet changing strategic needs;

- exercise authority and power by first 'winning the hearts of the staff';

- training packages should support strengths, and overcome weaknesses;

- provide opportunities for senior management to demonstrate wisdom and abilities;

- leadership and continuous training;

- assessment should focus on outcomes, outputs, sale volume, and profit;

- gather information from inside and outside the organisation;

- set training budgets as an annual budget, according to a year-by-year plan;

- run training according to a needs assessment of the company;

- have positive attitudes to learning and the use of new technology in management;

- use power and authority sparingly and appropriately.

My role in this Proactive Evaluation resulted in me being involved in an effective process that impacted on my thinking and interactions in positive ways. During the evaluation, I was closely involved with top management, the QMR, managers, supervisors, staff, and other stakeholders. They, and I, had opportunities to acquire important skills from the process, including: leading; identifying needs; reflecting; setting criteria; collecting, analysing, and interpreting data; and determining alternative solutions.

In my draft policy, each of these focus points is discussed and contains key training issues that referred to knowledge, technology, power, material, people, time, assessment, information, and finance. I thought explicitly about how I could help increase the impact that being involved in the evaluation process might have on senior management and staff, and especially Staff Training Programs to meet ISO Food Factory Standards in Thailand. Overall, I believe, this process enhanced capacity – building amongst senior management and staff who might be involved in the programs. At the same time, it enabled me to build on my assets and skills.

Leadership has been identified as a key ISO requirement (Goetsch & Davis, 2002, 5): 'Leadership – establish direction, unity of purpose, and a supporting work environment Zenger & Folkman, in *The Handbook for Leaders* (2004, 50), emphasise this point in three ways. First, an observation that leadership brings out the best in the organisation's people:

> We are strongly convinced that most organisations are tapping only a
> fraction of the potential of their employees. We believe that people can rise
> to much higher levels of performance if the organisation creates the proper
> climate.

Second, leadership development can bring immediate results:

> You will hear some people say that leadership development is something
> that organisations invest in for the long run, and that no one should expect
> an immediate payoff. We take exactly the opposite stance. You should be
> able to see results right away. If you do not see results relatively quickly,
> we doubt you ever will.

Finally, great leadership results from building on strengths:

> Great leaders are not defined by the absence of weakness, but rather by the
> presence of clear strengths. The key to developing great leadership is to
> build strengths.

Comments on Managing

My findings indicate that, with respect to Managing, the Staff Training
Policy should address each of the three key thinking areas: strategic,
operational, and training thinking in order to meet the needs of management
and staff.

The two CEOs emphasised the need for senior management to have a
positive attitude to the following:

- on-going learning and to the use new of technologies of
  management;

- being aware of the advantages and applications of technology in
  management;

- being very much aware of the desired outcomes of their
  organisation;

- having technology integrated with work, with technology as the
  unifier;

- using power and authority sparingly and appropriately.

These views affirm the managing components within the draft policy.

Within the factory with which I am specifically involved, I have been
able to observe the management practices that occur within all departments. I

have noted, in particular, that these management practices and their outcomes have tended to be out-of-date before being fully implemented. The challenge is to speed up the adoption process of not only the technological product itself but the process of developing and implementing new technological practices within the frame of long-term training programs.

I accept that new technologies, technology integration, and using technology as a unifier, are vital to the success of any organisation that plans to be at the frontier of change. For my part, in coming up with the idea to engage in and subsequently to manage the ISO registration – and especially all training program arrangements – I integrated management techniques and technology: using computers, the Internet, and specific software. I realised that, to be able to introduce a major new technology or innovation, I had to be a catalyst for its diffusion into both my organisation and the broader manufacturing community.

In the section below, I review and describe how Rogers' (1995, 2003) theory of innovation diffusion has been incorporated by me into the field of management in order to increase the likelihood of adoption of innovative Staff Training Programs to meet ISO Food Factory Standards in Thailand. In his book, *Diffusion of Innovations*, Rogers (1995, 5) defines *diffusion* as

> The process by which the innovation is communicated through certain channels over time among the members of a social system.

He (Rogers, 1995, 11) defines 'innovation' as:

> An idea, practice or object that is perceived as new by an individual or other unit of adoption.

My attention in this research was especially directed towards the innovation of Staff Training Programs to meet ISO Food Factory Standards in Thailand, and its adoption. Rogers (1995, 255) identifies five main categories of adopters: innovators, early adopters, early majority, late majority and laggards; innovators, a very small minority of the population,

jump on board almost immediately while the laggards (not intended to be a derogatory term) may never innovate. My research focused on the first two of these categories, only: the innovators and the early adopters. Thus, the focus was particularly that of managing.

Comments on Monitoring

My findings indicated that, with respect to Monitoring, the Staff Training Policy should address each of two key thinking areas: operational (SM only) and training thinking (SM only) in order to meet the needs of management and staff.

The two CEOs emphasised that senior management should be concerned with the following:

- ways of forecasting and monitoring trends;

- having a positive perception and orientation towards new technology;

- being concerned with good management and ensuring that they are the right person in the right job;

- have been accepted as team leader by the team;

- being clever and be highly experienced as they establish methods of benchmarking in the company;

- ensuring that they have explained benchmarking criteria to staff and how the monitoring processes will work.

Bill Hewlett, co-founder of Hewlett-Packard, suggests (as reported in Bruce (2003, 2), *How to Motivate Every Employee*) that men and women want to do a good job, a creative job, and if they are provided the proper environment, they will do so. Hewlett comments:

> This requires senior management to be able to read, understand and
> analyse reports, forecast trends and monitor, in order to set some strategies
> to solve problems.

During the needs assessment stage of this Proactive Evaluation, I viewed this policy innovation in terms of my present and anticipated future situation, and then decided what needed to be attempted. During the best practice stage of this Proactive Evaluation, a QMR raised the issue of key performance indicators (KPIs) for measuring and monitoring. In the ISO registration procedure, KPIs are an essential requirement for every department: they set the criteria for measuring and monitoring. According to McShane & Glinow (2003, 48):

> One of the most common ways to receive feedback is *monitoring*. This approach involves scanning the work environment and the behaviour of others for information cues. Executives monitor corporate data to determine whether their strategies have worked. Monitoring occurs at any time and can be more efficient than relying on others to transmit the information. For instance, production employees can continuously monitor the quality of their work quickly and independently.

My findings in this research are similar, namely, that as an outcome of this Proactive Evaluation, the training policy within my organisation needs to have a major focus on managing (as outlined in the previous sub-section) and on monitoring.

Comments on Planning

My findings indicated that, with respect to Planning, the Staff Training Policy should address two key thinking areas: strategic (SM only) and training thinking in order to meet the needs of management and staff. The two CEOs emphasised that senior management need to be concerned with the following:

- good planning;

- being highly skilled and knowledgeable in the processes of planning;

- being able, particularly, to engage in detailed situational analysis prior to developing forecasting plans, and production details;

- having a high level of technical expertise;

- having knowledge of marketing, economics, market trends, Government policies, and world markets and related factors,

- using new technology for planning;

- having a futures perspective that is local, global, and technologically oriented.

Again, there was strong agreement between these opinions, and the elements contained in the draft training policy.

Strikingly, there was also a close link in the planning element of the training policy and in the evaluation process associated with this research. Owen (2006, 63) provides a description of evaluation enquiry that involves three stages: developing an evaluation plan; implementing an evaluation design to produce findings; disseminating findings to identified audiences. All three stages are essential to the practice of evaluation. Owen comments (2006, 65) on the requirements that, in particular, require planning, together with data management, information and reporting:

> Their execution requires evaluators to possess a range of complementary skills. In the first stage, the emphasis is on planning. Interpersonal skills are required in dealing with stakeholders: those who have legitimate interest in the program. In the second stage, the emphasis is on *data management*: the collection and analysis of evidence. In the third stage, the emphasis is on *information* and *reporting*. Communication skills are required. Effective planning and dissemination requires the development of effective negotiation skills on the part of the evaluator.

My role in this Proactive Evaluation resulted in being closely involved with top management, the QMRs, managers, supervisors, staff, and other stakeholders. They, and I, had opportunities to acquire important skills from

the process, including: leading; identifying needs; reflecting; setting criteria; collecting, analysing and interpreting data; and determining alternative solutions.

In my research, each of these focus points is discussed. They are further developed within the key training issues that refer to knowledge, technology, power, material, people, time, assessment, information, and finance (the nine sub-allocation of resources identified by Caldwell & Spinks, 1998). I thought explicitly about how I could help increase the impact that being involved in the evaluation process might have on senior management and staff, and especially Staff Training Programs to meet ISO Food Factory Standards in Thailand. Overall, I believe, this process enhanced capacity-building amongst senior management and staff who might be involved in the programs. At the same time, it enabled me to build on my assets and skills. Good planning should match to the company policy, economic situation, market trend, territory and other relating factors. Furthermore, good planning should be flexible, adjustable, and acceptable to the world market.

Comments on Recording

My research indicated that, with respect to Recording, the Staff Training Policy should address only one key thinking area: operational thinking in order to meet the needs of management and staff. Recording is a process of capturing data or translating information to a format stored on a storage medium often referred to as a record. Technology continues to provide means for human beings to represent, record and express their thoughts, feelings and experiences. The two CEOs agreed that senior management need to be concerned with the following aspects of recording:

- data and information collection, and the maintenance of accurate records;

- using information and communications technology to establish, maintain and communicate their business plan;

- being concerned with tracking personnel development, and taking a systems approach to maintain records;

- using technology to develop a recording system;

- recognising the vital role that ICT must play if their enterprise is to prosper.

These elements are contained in the draft training policy.

Recording is an established requirement for ISO registration. According to Goetsch & Davis (2002, 79) ISO recording involves the following documentation requirements:

> …control of records; records shall be established and maintained evidence of conformity to requirements and of the effective operation of the quality management system. Records shall remain legible, readily identifiable and retrievable. A documented procedure shall be established to define the controls needed for the identification, storage, protection, retrievable, retention time and disposition of records.

This research involved me in an effective process that impacted on my thinking and interactions in positive ways. During the evaluation, I was closely involved with top management, the QMRs, managers, supervisors, staff, and other stakeholders. They, and I, had opportunities to acquire important skills from the process. All of our meetings and activities were recorded in via a recording system that enabled them to be followed-up, retrieved, validated, and audited. I thought explicitly about how I could support top management and auditors to undertake internal audits; retrieve details of all activities, meetings and production process validation, and to use records that were of mutual interest in achieving registration. Modern technology is able to support ISO teams in recording these activities – provided an effective IT recording system is available. ISO sets Recording as a 'must' activity to keep track of all documents and activities in the company. the QMRs require documentation and records of the academic background and training of staff. They use records for tracking personnel development.

With systematic training programs, strengths and weaknesses of stakeholders in the organisation may be recorded for succession planning and internal promotion purposes.

Comment on Staff

CEO1 commented that staff should be concerned with training records. Specifically, step-wise development of staff necessitated maintenance of accurate records. He also emphasised that staff would be concerned with the following nine 'time-honoured principles associated with promotion':

1. charitableness, seniority, care and loving;

2. interests in work and teamwork;

3. best effort in work;

4. career path;

5. training and improvement;

6. looking for promotion;

7. promotion path;

8. leader must learn and train before staff;

9. good discipline.

Senior management must consistently apply a transparent approach to promotion issues in the organisation.

The six 'big ideas' referred to earlier (see page 230) are the main key ideas that resulted from brainstorming with three QMRs and semi-structured interviews with two CEOs of two registered public companies in SET. In addition, CEO1 emphasised that there should be a significant focus on marketing and finance. CEO2 drew attention to some specialised knowledge areas that particularly required emphasis if an organisation were to prosper in the future: leaders' knowledge, industry knowledge, economics, efficient management, monitoring, and statistical analysis.

Leaders' Knowledge

I identified a strong link between the draft policy and the key thinking areas. The two CEOs confirmed that senior management needs to be concerned with the following:

- industrial knowledge of the company and related industries;

- understanding the economic situation, market trends and the world economy (for leading);

- seeing objectives as guidelines or directions to go (for leading);

- having details of the work understanding (for monitoring);

- seeing individual potential (for planning);

- reading market trends, data analysis, statistics and graph (for recording).

In addition, the two CEOs indicated that training courses should include the following:

- Buddhist Logic (Moral, Concentration and Wisdom), to help senior management have awareness of Dharma Leadership;

- vision and possibilities, within a Buddhist moral framework;

- Japanese-style teamwork;

- additional emphasis on social, research and development, innovation, niche marketing and having a positive mind.

They emphasised that people are the most important resource in organisation. They need continuous training and improvement. Importantly, the current staff is the next generation of the company; as a consequence, the CEO and senior management must add knowledge, training, motivating to alert all staff to be happy, interested and satisfied in their work.

Additional Organising Principles

The two CEOs pointed out that the pathway to ISO registration would naturally lead to additional organising principles such as creating a learning organisation and engaging in continual improvement (Kaizen). Each of these principles is discussed in the following sub-sections.

Learning organisations

According to Peter Senge (2006, 3), learning organisations are:

> organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

The basic rationale for such organisations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organisations need to 'discover how to tap people's commitment and capacity to learn at all levels' (Senge, 2006, 4).

The 'learning organisation' concept is well-accepted among the leading organisations and food industry in Thailand. My research suggests that senior management should promote the concept in the continuous training and improvement required to meet ISO Food Factory Standards in Thailand. The Thai food industry should set 'learning organisations' as a policy priority in training programs in order to achieve ISO registration and continual improvement goals. These comments are discussed below.

Continual improvement (or Kaizen)

'Kaizen' (Japanese for 'change for the better' or 'improvement') is one of eight quality management principles of ISO. The common English translation is 'continual improvement'. Kaizen refers to a workplace 'quality' strategy

and is often associated with the Toyota Production System and related to various quality-control systems, including those of W. Edwards Deming.

Dr. W. Edwards Deming, generally considered being the father of the Total Quality movement, pointed out that production systems are controlled by management. Deming suggests that at least eighty-five percent of all organisational failures (including poor quality) are management failures. Goetsch & Davis (2002, 47) suggest that 'this is a good thought to keep in mind as you work toward ISO registration'. Kaizen is a daily activity whose purpose goes beyond simple productivity improvement. It is a process that, when done correctly, humanises the workplace, eliminates overly hard work (both mental and physical), and teaches people how to perform research in their workplace and enable them to identify and eliminate waste in their business processes.

My research suggests that the Thai food industry would benefit from introducing Kaizen within Staff Training Programs to meet ISO Food Factory Standards in Thailand. Importantly, this would provide the impetus for staff to gain experience with, and have awareness of the benefits of continuous improvement. I would recommend, therefore, that the Thai food industry should establish 'continual improvement (or Kaizen)' as part of its final policy for training programs to meet ISO registration.

A Strategic Map for using Proactive Evaluation to bring about Organisational Change

The next step of developing policy of training programs to meet ISO Food Factory Standards in Thailand is a strategic map for using Proactive Evaluation to assist with bringing about organisational change.

It is my contention that applying the five key principles of Senge's (1990) 'learning organisation' should ensure the success of Staff Training Programs to meet ISO Food Factory Standards in Thailand. These principles, which are flexible, adaptive, and productive, and which will excel, apply well in situations of rapid change. To support the concept of a learning organisation,

food factories should apply Senge's five key principles to their policy and program development for training programs in order to meet ISO Food Factory Standards in Thailand. They are, as follows:

- systems thinking;

- personal mastery;

- mental models;

- building shared vision; and

- team learning.

These aspects of a learning organisation combine the essential elements of both strategic and personal development, and thus provide an excellent opportunity for people to achieve high-level administration or management skills for developing Staff Training Programs to meet ISO Food Factory Standards in Thailand learning at all levels. In so doing, the culture of the organisation will change significantly.

Krames (2003, 40) reports that the most effective leaders understand the critical role of culture, and how difficult it is to bring about meaningful cultural change. The role of the CEO in the leadership of such change is critical. First, however, CEOs need to prepare themselves in order to be able to adapt to unavoidable changes. In particular, they must create new or adapt current products, to produce 'next-generation' products, processes, or solutions. This requires that the CEO has vision. Krames (2003, 43-44) suggests that this is:

> … the ability to anticipate emerging and future needs and to create products, services, and new technologies capable of satisfying those needs.

My findings in this research are similar to those of Boonying (2007): namely, that using a Proactive Evaluation as the basis for policy needs formulation will to lead to change in an organisation when the policy is implemented. Boonying (2007, 299) recognised a number of strategic steps that link

Proactive Evaluation, policy needs identification and policymaking to enhance the possibility of evaluation utilisation and the implementation of change. These steps are contained in the strategic map that is shown in Figure 9.1. I have amended Boonying's model to meet the needs of an operating SME. As a consequence, the needs (N), instead of being seen as the discrepancy between actual (A)and desired (D) outcomes, i.e., N = A - D, are defined as the need at the intersection (∩) of sources of both actual and desired (AD) outcomes, N_{int} so that

$$N_{int} = DA_1 \cap DA_2 \ldots \cap DA_n$$

where n = the number of different sources of a particular set of actual and desired outcomes.

Wheelen & Hunger (2000, 14), suggest that a policy is a broad guideline for decision making that links the formulation of strategy with its implementation. Companies use policies to make sure that employees throughout the firm make decisions and take actions that support the corporation's mission, objectives, and strategies. Like Boonying (2007), I accept that policy should be driven by strategy. Such strategy is to be found in the objectives, and the guidelines for the sub-allocation of resources that have driven my formulation of the draft training policy.

Owen (2006) points out that the strategic planning associated with school-based curriculum change requires the establishment of a link between school-level and classroom-level change before policy is likely to be adopted. In a similar way, a workplace training policy encourages public and private systems to place greater emphasis on supporting programs in the future; hence, a chain of change is established. Managing change is now seen as a top managerial priority; however, the implementation of change is an area in which managers find their skills are often lacking (Higgins & Burnham, 1994; Boonying, 2007).

FIGURE 9.1   A STRATEGIC MAP FOR ORGANISATIONAL CHANGE
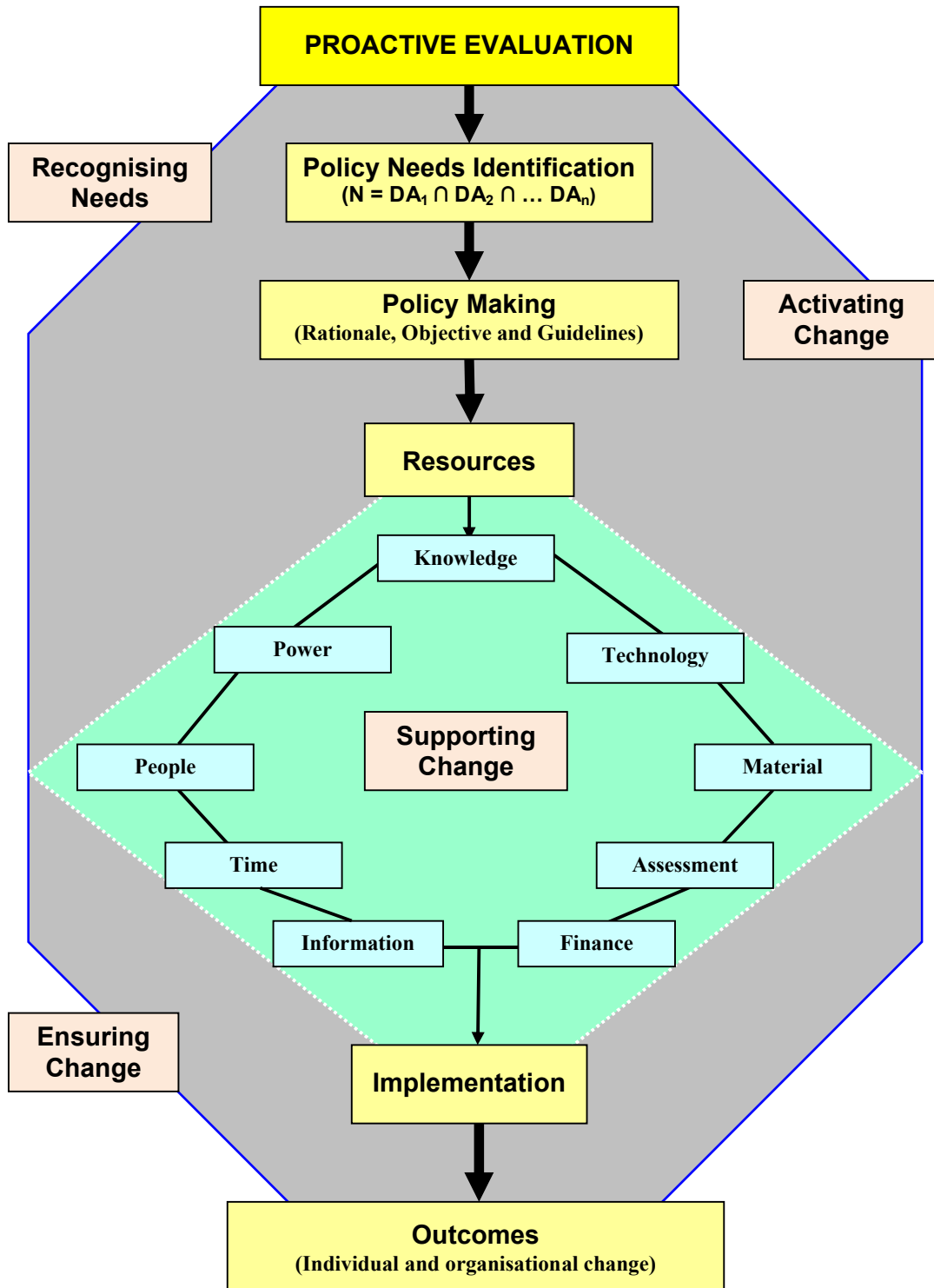
Adapted from: Boonying, 2007, 299

The design for change incorporated in the policy document for Staff Training Programs to meet ISO Food Factory Standards in Thailand has been developed to meet the specific training needs of food factories. These needs were influenced both by the best practice identified through the expert review and by the experiences, competencies, and values of senior management and staff.

The policy will serve as a blueprint for systems for change in Staff Training Programs to meet ISO Food Factory Standards in Thailand that will be implemented effectively only by ensuring that all nine sub-allocating resource factors (knowledge, technology, power, material, people, time, assessment, information and finance) are in harmony. The desired output of the policy will be the achievement of the objectives for which Training Programs have been designed.

The value of this approach for the future Staff Training Programs to meet ISO Food Factory Standards in Thailand will be leading fundamental change. It will be also appropriate for major incremental change in training programs. I suggest that there are four key elements required to sustain the organisational change represented by the introduction of Staff Training Programs to meet ISO Food Factory Standards in Thailand, as follows: to recognise needs, to activate followers; to provide the necessary resources to support the changes; to ensure the change is successful by instituting an ongoing feedback process.

Before the change strategy can be implemented the cultural perspectives of both the organisation and the individuals will need to conform to the policy requirements. The desired change should create a culture that enables individuals to excel; however, the organisation will need to provide the support that will make this a possibility (Hussey, 1995; Boonying, 2007).

One of the tasks of any senior management is to activate the followers (Senge, 1990; Boonying, 2007). In the context of this strategy map, activation is the task of ensuring that staff understand, support, and share the experiences of developing appropriate Staff Training Programs to meet ISO

Food Factory Standards in Thailand – a case of everyone 'sharing the vision'. A commitment to the vision is a prerequisite for success, particularly amongst stakeholders in the food industry.

I found in this study that supporting and providing resources are necessary to develop Staff Training Programs to meet ISO Food Factory Standards in Thailand. I also found that top management and CEO should have an understanding of both the capacities and potential of their subordinates. To achieve this, senior management and managers will need to provide strong support particularly in the area of communication that will support the diffusion of the training innovation. The policy statement has specifically spelt out the competencies that are required – but this is only part of the requirement for successful implementation. The study found that establishing and ensuring an ongoing feedback process is a necessary requirement of the implementation. One key aspect of the implementation phase will therefore require the establishment of a Knowledge Centre to manage Staff Training Programs to meet ISO Food Factory Standards in Thailand.

The final key element in the strategic map of Staff Training Programs to meet ISO Food Factory Standards in Thailand will be to give recognition to positive and negative outcomes of the program. I suggest that the positive outcomes be used to reinforce the changes in these programs – even the smallest steps taken to achieve the desired learning outcomes – and that the negative outcomes be used to provide a focus for obstacles that need to be overcome.

Implications of Proactive Evaluation for Personal Practice

From this research, I have found that the Proactive Evaluation form has been able to play a key role in the development of Staff Training Programs concerning ISO Food Factory Standards in Thailand that will meet organisational, system and individual change needs in food factories. The

policy guidelines that I have developed should benefit the training of senior management and staff associated with food and other SME factories seeking ISO registration.

I used this evaluation to obtain relevant and rapid feedback regarding the needs for Staff Training Programs to meet ISO Food Factory Standards in Thailand – a process that was flexible, and participatory. I used a policy needs assessment that was inclusive of the stakeholders, and which included support from senior management. I engaged both direct and indirect beneficiaries of the training programs in designing a draft policy and in the production of a final policy. I tested they key ideas underpinning this training policy in semi-structured interviews with two CEOs of two registered public companies registered on the Stock Exchange of Thailand. With some minor refinements to the original draft, I produced a policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand that was inclusive of the advice of all parties involved.

I used the Proactive Evaluation form to learn lessons for future operations to determine the explicit needs of a group of stakeholders. To promote the utilisation of such an evaluation, organisations will need to create a culture that supports a learning organisation and which encourages changes through evaluation: in other words, an evaluation culture. A key outcome of my research has been the discovery that evaluation – in the case, a Proactive Evaluation – can be of great value in the workplace.

Finally, I have realised that 'learning organisations' and 'continual improvement (Kaizen)' are essential to realising an effective Staff Training Programs to meet ISO Food Factory Standards in Thailand. Furthermore, senior management and CEOs must make sure that their organisation is prepared for change, willing to continue learning, and that the organisation has a clear vision statement that is communicated throughout the workforce (Krames, 2003, 219). I have come to understand Proactive Evaluation, at a fundamental level, through my working experiences with Staff Training Programs to meet ISO Food Factory Standards in Thailand. In that process, I

have also come to understand the achievement of 'vision', 'objectives', 'teamwork', and 'continuous training and improvement' as key elements in meeting ISO Food Factory Standards in Thailand.

Recommendations for Further Action and Research

My study provides some recommendations for further action and research. Senior management should seek ways to improve human resource management (HRM) function in the food industry: This would be concerned with exploring alternative approaches to the process of acquiring, training, appraising, and compensating employees, and attending to their relationships, health and safety, and fairness concerns (Dessler, 2005, 4). Furthermore, effective Human Resource Management (or Development) has the responsibility placing the right person in the right job, training staff for jobs, improving job performances, interpreting the company's policies and procedures, developing the abilities of each person, creating and maintaining department morale, and protecting staff' health and physical condition (Dessler, 2005, 6).

My research has established specific policy guidelines and resource needs for Staff Training Programs to meet ISO Food Factory Standards in Thailand that will assist in developing a learning organisation and in improving the work quality in food industry. For future additional improvement, it has created the opportunity for the development of other training programs, both at the local and international level.

Zaccarelli (2004, 77) points out that all managers expect that their training efforts will result in change. If there is no performance change at all, it is fair to ask whether any learning took place. No manager wants to go through the time and effort involved with training without being able to point out areas of improvement. It is not usually enough for workers simply to know the new material or method. They must apply what they know, and do it on consistent basis. Effective training can be expected to make a

measurable difference in the following areas: attitudes, values, knowledge, and skills.

Wheelen & Hunger (2000, 230) argue that the evaluation and control process ensures that the company is achieving what it set out to accomplish. It compares desired results and provides the feedback necessary for management to evaluate results and take corrective action, as needed. This process can be as follows: determine what to measure, establish standards of performance, measure actual performance, compare actual performance with the standard, and take corrective action.

Many years ago, Michael Scriven (Scriven, 1967) distinguished between formative (done during development of a program) or summative (done at conclusion of a program) evaluation. While this is a general distinction, future research concerned with implementation food industry would be well-served by using both an Interactive (undertaken during an implementation) and an Impact Evaluation (undertaken at the conclusion of an implementation) Forms proposed by Owen (2006). An Interactive Evaluation of Training Programs in order to meet ISO Food Factory Standards in Thailand, undertaken during their implementation, would be the natural progression of this research. As Owen (2006, 45) points out, this would place control of the development of training programs in order to meet ISO Food Factory Standards in Thailand development in the hands of the providers, as it is concerned with issues such as the following:

- What is the program trying to achieve?
- How is the service progressing?
- Is the delivery working?
- Is it consistent with the program plan?
- How could the delivery be changed so as to make it more practical?
- How could this organisation be changed so as to make it more effective?

Conclusion

I believe that this research confirms that food factories that want to meet ISO Food Factory Standards in Thailand are able to become learning organisations that undertake continual improvement (Kaizen) – provided they have support of CEOs and senior management in the development of an appropriate staff training policy. I believe that this study, which is underpinned by a Proactive Evaluation methodology, has raised awareness of the significance of the whole organisation in this respect. It marks the first step in a leadership process that links evaluation, policy development, and learning organisation and change theory to developments in both work practice and organisational change in the future.

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Attachment 3.1: Description of research study

DESCRIPTION OF RESEARCH STUDY AND PROCEDURES FOR PARTICIPANTS

INFORMATON TO PARTICIPANTS

I, Vilaivan Chiratpigalpong, a candidate in the Doctor of Education program in partnership between Victoria University of Technology and Burapha University, would like to invite you to be a part of a study into "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand". This research is aim to develop a policy for a staff training program that will assist Thailand's Food Factories to meet ISO standards. Such a staff training program will be concerned with quality staff work practices associated with planning, directing, controlling and reviewing food production and distribution. The researcher will provide input to decisions about how best to develop such a program in advance of the planning stage. Proactive Evaluation will provide the basis for evaluating the program's development.

This research will be based on a proactive form of evaluation (Owen, 1999). The research process will include the following: a needs assessment, a research review, defining benchmarks that describe best practice, and developing a staff training program based on ISO standards. The principal research technique will be the application of Focus Group, followed by a series of semi-structured interviews. The research will be asked questions as point of view professional development of Quality Management Representatives (QMRs), managers and staff by means of Questions and/or interview. The interview will be audio-tape recorded. During the interviews, if participants have a negative emotional reaction associated with recalling experiences they will be allocated time away from the interview. They will be informed that if anything upsets them to the point that they wish to discontinue participation, they may do so. Consult (by an independent expert) will be offered to participants who have reported feeling uncomfortable or anxious during the interview.

The finding of this study will help the executives of Kitroongruang Tapioca Factory (KRR) better understand for establishing a set of findings that will be useful for staff training programs to meet ISO Food Factory Standards. The knowledge from this research will also provide a research and social foundation for other researchers and entrepreneurs to develop their staff training programs to meet ISO Food Factory Standards.

If you have any queries or complaints about the way you have been treated or to discuss the rights as a research subject, you may should contact Dr Suriyan, Director, International Graduate Study Program of Burapha University, Chonburi, Thailand (telephone no 0 3839-3252).

Attachment 3.2: Participant Consent Form

PARTICIPANT CONSENT FORM

I,

_____

of_____

certify that I am at least 18 years old and that I am voluntarily giving my consent to participate in the research entitled: "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand" being conducted in partnership between Victoria University of Technology and Burapha University by Miss Vilaivan Chiratpigalpong and Dr. Ian M Ling.

I certify that the aims of the research, together with any risks to me associated with the associated procedures, have been fully explained to me by Miss Vilaivan Chiratpigalpong and that I freely consent to participate in the study, and that I understand that I can withdraw from this project at any time and that this withdrawal will not jeopardize me in any way.

I have been informed that the information I provide will be kept confidential.

I further acknowledge that I have been informed that if I have any queries or complaints about the way I have been treated or to discuss my rights as a research subject, I should contact Dr Suriyan, Director, International Graduate Study Program of Burapha University, Chonburi, Thailand (telephone no 0 3839-3252).

Signature_____ Date_____

Witness other than the researcher:

_____ Date_____

Any queries about your participation in this project may be directed to Miss Vilaivan Chiratpigalpong, a student researcher (telephone no 0-1932-9999; email: Vilaivan_k@yahoo.com), or her principal supervisor, Dr. Ian M. Ling (telephone no. 0-2300-4543-62 ext 3609), or her co-supervisor, Dr. Vichit Suratreungchai (telephone no 0-1755-8947). If you have any queries or complaints about the way you have been treated or to discuss the rights as a research subject, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MC, Melbourne, 8001 (telephone no: 03-9688 4710).

Attachment 3.3 Letter to Food Factory – Focus Group Interview

To Managing Director

Dear

My name is Vilaivan Chiratpigalpong. I am a candidate in the Doctor of Education program in partnership between Victoria University of Technology and Burapha University. I am conducting a research study entitled "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand". The participants in this study are three managers and three staff of KRR. The collection of data will be from 1 February 2005 to August 2005 by mean of focus group.

The research study needs to be permitted and consented from Managing Director of KRR. Please give approval to gain access to data and to use participants and premises in KRR.

Yours sincerely,

(Vilaivan Chiratpigalpong)

Researcher

Attachment 3.4: Letter to Managing Director

To Managing Director

Dear

My name is Vilaivan Chiratpigalpong. I am a candidate in the Doctor of Education program in partnership between Victoria University of Technology and Burapha University. I am conducting a research study entitled "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand". The participants in this study are one manager and five staff of Mariani (Thailand) Ltd. The collection of data will be in October 2005 by mean of focus group. The research study needs to be permitted and consented from Managing Director of Mariani (Thailand) Ltd. Please give approval to gain access to data and to use participants and premises in Mariani (Thailand) Ltd.

Yours sincerely,

Vilaivan Chiratpigalpong

(Vilaivan Chiratpigalpong)

Researcher

Attachment 3.5: Managing Director's consent form

August 23, 2005

MANAGING DIRECTOR'S CONSENT FORM

I,

_____

Plant Manager of (insert Company name)

_____

hereby voluntarily give my consent to Miss Vilaivan Chiratpigalpong to use the facilities of my factory to undertake research entitled: "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand" being conducted in partnership between Victoria University of Technology and Burapha University by Vilaivan Chiratpigalpong and Dr. Ian M Ling.

I certify that the aims of the research, together with any risks to my factory associated with the procedures, have been fully explained to me by Miss Vilaivan Chiratpigalpong and that I freely consent to employees in my factory participating in the study.

I understand that I can withdraw this permission at any time and that this withdrawal will not jeopardize me or my company in any way.

Signature_____ Date_____

Witness other than the researcher:

_____ Date_____

Phase 1: Needs Assessment

Focus group: Questions

1. Will you please tell me what you know about the company and its application to register for ISO accreditation?

2. How well-prepared is your department to accept ISO standard regulations?

3. What problems do you expect during the period of adjustment to meet ISO standards?

4. What have you done to prepare your department for the new standards? Tell me about activities that you have either undertaken, or are about to undertake.

5. What discrepancies, if any, have you noticed between the desired ISO standards and current company standards?

6. What do you think are the reasons for these discrepancies?

7. What additional staff training do you see is needed in order for the company to reach ISO standard requirements?

8. From your particular perspective, what kind of support does your department require from the management at this time?

Attachment 6: Phase 3, Step 3 14Nov06

Qn.	Comment	Concept	Key Idea	Identifi-cation
QUESTION 1 Please talk to me, in general terms, about Best Practice -Benchmarking for Staff Training Programs to meet ISO Food Factory Standards in Thailand. (The Sheets of "Best Practice (August30, 2006)")				
1	PH3F1 told that this Best Practice could be implemented with Food Industries. But each food factory should adjust this Best Practice according to their situations.	situation-based	think global, act local	TGAL
1	PH3F2 suggested that this Best Practice had been formed according to ISO Requirements. Food Industry should included GMP, HACCP and ISO Trainings in the same time.	integrate standards	efficiency	EFF
1	PH3F3 thought that this Best Practice would speed up the process by which food factories might achieve ISO accreditations.	speeding the process	efficiency	EFF
QUESTION 2. What is your opinion of Best Practice-Benchmarking for Staff Training Programs to meet ISO Food Factory Standards in Thailand?				
2	PH3F1 suggested that this "Best Practice" should have "communication" To communicate both "top-down" and "bottom-up" systems. Moreover This "Best Practice" should have "frequency" of communicate to make the Staff be alert and aggressive to ISO accreditations.	frequent communication that is up, down and sideways	Effective communication and feedback channels	ECFC
2	PH3F2 told that in his factory emphasis in "suggestion system" by set Rewards to the top three (3) good suggestions or ideas every month. The Judgments of the winners are made by the Top Management and Quality Working Group. He also told that this "Best Practice" can be used as Basic or General ISO Requirements for Food Industry.	suggestion system and rewards	Effective communication and feedback channels	ECFC
2	PH3F3 told that Thai Food Industries have produced food for a long time But there are not any "Best Practice" for "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand". If there is "Best Practice for Thai Food Factory should be very useful to them.	Best Practice standards for Food Industry	international standards	IS
QUESTION 3 What is your opinion of Benchmarking for Top Management? What would constitute 'best practice' in this area?				
3	PH3F1 told that Top Management is the most important ISO accreditations because Top Management is the one who set the policies, objectives and budgets of the Organization.	Setting policies, objectives and budgets	Good policy setting	GPS
3	PH3F1 told that if Top Management was interested in ISO accreditations, the staff should be eagerly to achieve the policies and objectives of the organization.	Participation of top management in ISO accreditation	Showing leadership	SL
3	PH3F2 told that the roles of Top Management in this "Best Practice" could be brought as good guidelines to Top Management's duties.	Manuals	Leadership	LD
3	PH3F2 told that Top Management also could use this "Best Practice" to check the duties of Consultants, Auditors, the QMR, Quality Working Group and staff in the organization.	Manuals	Leadership	LD

Qn.	Comment	Concept	Key Idea	Identifi-cation
3	Ph3F3 told that the Top Managements of this "Best Practice" should be practical, otherwise they could not receive ISO Certificates. The Top Management of my Factory also had duties like this "Best Practice". They accepted the important of ISO project and supported budgets, staff and time to Quality Working Group.	Best practice should be 'practical'	Applicability	APP
4	**Question 4** **What is your opinion of Benchmarking for The Consultants and the Auditors? What would constitute 'best practice' in this area?**			
4	PH3F1 suggested that this "Best Practice" should guide consultants to develop a manual that is most suitable for the particular factory seeking registration. The Consults and Auditors should Visit the factory 1-2 times per month.	Ensuring that the training manual meets the needs of the operation.	Achieving local needs	LN = TGAL
4	Ph3F1 told that Pre-audit is a good idea because it could show some errors and Mistakes to the factory and corrections to improve manuals before Main audit.	Testing by means of a pre-audit	Efficiency	EFF
4	PH3F2 suggested that Consultants should have References to the similar factories to guide the customers and make them to have more confident in the success of the project. Pre-audit help to save budget and expenses of the factory and Pre-audit also were the Safety Shield before main audit.	Reference to similar factories	Confidence	CON
4	PH3F2 told that Pre-audit help to save budget and expenses of the factory and Pre-audit also were the Safety Shield before Main audit.	A cost and process safety shield is provided by a pre-audit	Efficiency	EFF
4	PH3F3 told that Consultants were very useful to the factory because They had knowledge and experience to guide and help the QMR and all staff.	Knowledge and experience	Efficiency	EFF
QUESTION 5 **What is your opinion of Benchmarking for the QMR and the Quality Working Group? What would constitute 'best practice' in this area?**				
5	the QMR			
5QMR	PH3F1 told that his factory had "System Coordinator" help all of his work. Most of the QMR's work were supporting, stimulating, encouraging, and leading Quality Working Group.	Key leadership role	Leadership	LDR
5QMR	PH3F3 told that the QMR was the Head of Quality Working Group who had duties to co-operate and lead all staff in the factory.	Key leadership role	Leadership	LDR
5QMR	PH3F2 told that Food Factory QMR was the representative of Top Management should have the knowledge of Food Technology, Food Safety, Quality Control, Production Control, Maintenance and Business Administration to teach, make decision, Problem-solving and control ISO System.	Top Management representative	Leadership	LDR
5	DCC			
5QMR	PH3F1 told that DCC was the collector of documents. The steps in writing the Manuals are setting the Flow Charts, writing concepts and ideas in the Manuals.	Curator of documents	Curator	CUR

Qn.	Comment	Concept	Key Idea	Identifi-cation
5QMR	PH3F2 told that the QMR set the Flow Charts and told DCC to write concepts and ideas to the manuals. Every Department manager should tell their teamwork to write Flow Charts and Manuals of each Department. DCC was the centre of Documents.	Curator of documents; Manuals updating	Curator/Secretary	CUR/SEC
5QMR	PH3F3 told that DCC was the collector of documents.	Curator of documents	Curator	CUR
	HRD			
5HRD	PH3F1 told that there was not HRD in his factory. QMR and System Coordinator arrange Training, Continuous Training, Continuous Improvement, contract Consultants and Auditors. the QMR had the most duties in his factory.	NA	NA	NA
5HRD	PH3F2 told that HRD had duties of Recruitment, Evaluation, Training, set Annual Training Plans and sent to Top Management for approval.	Recruitment, Training & Appraisal	Personnel management	PERS
5HRD	PH3F3 told that HRD had duties to Recruitment, Evaluation, Training, set Annual Training Plans, contract Consultants and Auditors.	Recruitment, Training & Appraisal	Personnel management	PERS
	Production Manager			
5PM	PH3F1 told that he wanted efficiency more than overloaded work.	Balanced work load	Efficiency	EFF
5PM	PH3F1 told that Production Manager had the most subordinates in the factory.	Key personnel manager	Leadership	LEA
5PM	PH3F1 told that his factory had daily meetings (every working day), followed-up, gave schedules and responsibilities to Quality Working Group until they felt they were the owners of ISO system mission. They should join in the daily meetings and update their progress reports every day.	Strong management style	Leadership	LEA
5PM	PH3F3 told that most of his factory staff were in the line of Production Process. So Production Manager had the most subordinates in his charge. Most of his supervisors had worked in the factory more than 30 years. They were professional supervisors and helped Production Manager in production operations.	Professional role as supervisor	Leadership & Management	LEA/MAN
5PM	PH3F2 told that some leading companies (e.g. Greenspot, Pepsi, Coca-Cola) had professional (Bachelor Degree) supervisors, so Production Manager could work more comfortable.	Professional role in a number of leading companies	Leadership & Management	LEA/MAN
5PM	PH3F2 told that Production Manager should deal with "Production Process". The operators wrote what they have done, supervisors were the checkers and reviewer. The supervisors sent operation manuals to ISO documents and set Flow Charts. Production Manager read and improved. If there were no problems, he would register to ISO manuals and implemented as Production Procedures.	Concerned with process	Production management	MAN
5PM	PH3F2 told that Production Manager's major work was Management. His supervisors took care of Production Process in the plants. Production Manager should focus on Performance Indicators e.g. % of yield, Production Output had how much % of defect? Production Manager should be in charge of these tasks and sent the reports to Top Management. At the present time, they use software, after reading the reports, Top Management could get the answers and major points from the reports.	Concerned with process	Production management	MAN

Qn.	Comment	Concept	Key Idea	Identifi-cation
5PM	PH3F2 told that every Department should have KPI (Key Performance Indicators). Production Department also had KPI. The documentation arrangement should be related to ISO system because there were Process Control related to specifications of domestic and export customers.	Responsible for Production Department KPIs	KPI management	MAN
5PM	PH3F1 told that KPI (Key Performance Indicators) should be balance before writing in the manuals.	Balance of KPIs	Team	TEA
5PM	PH3F1 told that this "Best Practice" is right. His factory emphasis in "Team Work Style". If someone had overload work, he would share the overloaded work to the other staff.	Developing team work	Team	TEA
5PM	PH3F2 told that Production Manager also joined in ISO documentations.	Member of the ISO team	Team	TEA
5	Maintenance Manager			
5MntM	PH3F2 told that his factory had Preventive and Corrective Maintenance Plans for Maintenance and Protection.	Developing preventative and corrective maintenance procedures	High Technical role	HITEC
5MntM	PH3F1 suggested to have functions of Calibrations of Machinery and Laboratory Equipments. In Machinery Register and Laboratory Equipments Register, they should mention and list which machines and laboratory equipment must had been calibrated every year.	Maintenance of highly technical equipment	High Technical role	HITEC
5MntM	PH3F2 told that his factory set Maintenance Manager to deal with Factory Machinery Register and Calibration. But Q.C. should deal with Laboratory Equipments Register and Calibration.	Maintenance of highly technical machinery	High Technical role	HITEC
5MntM	PH3F3 told that Maintenance Manager had duties to take care of the machines in the factory should operate continuously and smoothly, deal with Machinery Register and set functions of Factory Machinery Calibrations.	Maintenance of highly technical machinery	High Technical role	HITEC
5MntM	PH3F2 told that his factory set Evaluation for Out-source Maintenance which deal with Sub-contractors. Sub-contractor Evaluation Forms were similar to Suppliers Evaluation Forms of Purchasing Department.	Managing the outsourcing of machinery	Management	MAN
5	Purchasing Manager			
5PM	PH3F2 told that every department should concern with GMP, HACCP and ISO. Because we are in Food Industry, we should have continuous training according to Food Technology. So we should set raw material specification related to Food Safety Awareness.	Acquainted with a wide variety of clean food standards	Breadth of expertise	BOE
5PM	PH3F3 told that Purchasing Manager had been trained in GMP,HACCP and ISO courses already. So Purchasing Manager should buy raw materials from AVL before new suppliers.	Acquainted with a wide variety of clean food standards	Breadth of expertise	BOE
5PM	PH3F1 told that in case of Fixed Assets (FA) Buying, there were meetings among related Department, made conclusions and sent the specifications (specs.) to Purchasing Department. Purchasing Manager would make FA orders as required specs.	FA purchases according to specifications	Purchase management	MAN
5PM	PH3F1 told that Purchasing Department ought to purchase raw material according to raw material specifications of the factory.	Purchase according to specifications	Purchase management	MAN

Qn.	Comment	Concept	Key Idea	Identifi-cation
5PM	PH3F1 told that his factory had AVL (Approval Verified List), Purchasing Manager would select AVL before new suppliers.	Selects suppliers	Purchase management	MAN
5PM	PH3F1 told that his factory had set specifications of raw materials by set the meeting among users, customers, Q.C., Marketing Manager and the QMR to find out the specifications (specs.) of raw materials.	Sets specifications of raw materials	Coordination of groups	TEA
5	Q.C. Manager (Q.C. Manager's duty is to take care of quality of the products.)			
5QC	PH3F1 told that Q.C. should communicate to everyone in the organization that every work should be complete from within their department: do not expect people at the next step to inspect or re-check.	Ensure independent checking at each stage of the process	Independence monitoring	INDMON
5QC	PH3F1 told that after raw material inspection, raw material should have been supplied to Production Process. Q.C. should make in-line inspection and final inspection. This is the role that Q.C. must be right from the beginning.	In-line and final inspection	Inspectorial role	INSP
5QC	PH3F2 told that major tasks of Q.C. Manager were monitoring and taking care of quality of the products.	Managing quality by monitoring product	Monitoring product	MON
5QC	PH3F3 told that Q.C. Manager's major tasks were monitoring and taking care of quality of products.	Managing quality by monitoring product	Monitoring product	MON
5QC	PH3F2 told that Q.C. was not the one who should guarantee the quality of the product, but Q.C. was the one who help monitoring by using random sampling. Major tasks of Q.C. Manager were monitoring and taking care of quality of the products.	Monitoring by random sample	Random monitoring	RANDMON
5	Marketing Manager			
5MktgM	PH3F1 told that Marketing Department in his factory had duty to check the customer's satisfaction.	Ensure customer satisfaction	Customer satisfaction	CUSSAT
5MktgM	PH3F2 told that Marketing Department in his factory had duty to take care of key concept of product.	Ensuring consistency of product	Product consistency	PRODCON
5MktgM	PH3F2 told that R&D should produce new products according to the marketing concepts. Marketing Department launched new products, set promotion programs and checked customers' satisfaction evaluation.	Managing new product development	Product development	PRODDEV
5MktgM	PH3F1 told that Marketing Department should communicate the customers and discuss about quality of products before ordering (in order to protect misunderstandings).	Common understanding of product quality	Product quality	PRODQAL
5MktgM	PH3F3 told that Marketing Manager should communicate the customers and discuss about quality of products before ordering.	Common understanding of product quality	Product quality	PRODQAL
5MktgM	PH3F2 told that his factory had Marketing Research Team to research for checking the taste and the ideas of new products, new packaging, consumers' opinions and brought them to set new products concepts forward to Research & Development Department (R&D).	Managing the marketing research team	Product research	PRODRES

Qn.	Comment	Concept	Key Idea	Identifi-cation
5MktgM	PH3F2 told that Marketing Manager had 3 major duties: getting product ideas, setting marketing programs and checking satisfaction evaluations.	Getting product ideas, setting marketing programs, checking the customers are satisfied	R&D and feedback	RDF
5	Logistics Manager			
5LM	PH3F1 told that he wanted to add "Customers Communication". If it was the new customers, they should communicate about the necessary documents and shipment management.	Establish documentation and shipping details	Product movement procedures	PRODMP
5LM	PH3F1 told that Logistics Manager must deliver the products at the right time and the right place.	Right product, right place, right time	Delivery reliability	DELREL
5LM	PH3F2 told that Logistics Department should deal the shipment system according to FIFO (First-In, First-Out) concept. The warehouse conditions should be clean according to GMP and HACCP requirements. Furthermore, Logistics documents should be correct. The delivery should be on time, at the right time and the right place.	First in, first out	Systematic handling of products	PRODSYST
5LM	PH3F2 told that the warehouse conditions should be clean according to GMP and HACCP requirements.	Maintaining high quality storage facilities	Highly maintained storage facilities	STORFAC
5LM	PH3F2 told that Logistics documents should be correct.	Accurate documentation	Accurate documentation	ACCDOC
5LM	PH3F3 told that Logistics Manager should deal with delivery products at the right time and the right place.	Right product, right place, right time	Delivery reliability	DELREL

QUESTION 6

Please talk to me, in general terms, about the ISO Standards Training Programs that are being offered at this time?

Qn.	Comment	Concept	Key Idea	Identifi-cation
6	PH3F2 told that ISO should have Best Practice for each industry to be the guidelines for preparing themselves to ISO accreditations.	Separate best practice guidelines for each food production industry	Specific best practice guidelines	BPGSPEC
6	PH3F1 told that he needed Professional Development Training for every department to improve and update their work. The organization needed the continuous improved manpower.	PD for continuous improvement of all departments	Continuous on-site learning	CONTOSL
6	PH3F2 told that Food Industry should have GMP, HACCP, Food Safety and ISO Training Programs in the same time. At present, we have ISO22000 which integrated ISO, GMP and HACCP into the new ISO version.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
6	PH3F1 told that we should have Plant Visits. After we had training in the training room, we should set Plant Visits to look at another factory operating for gathering new experience and ideas from them. So we could take those experience and ideas to develop and improve our work more efficiently and quicker than trial and error by ourselves.	Visiting other operations	Improvement, using the experience of others	IMPPV

Qn.	Comment	Concept	Key Idea	Identifi-cation
6	PH3F3 told that ISO System is good and suitable for every organization. But Food Industry needed more training in other topics, for examples: GMP, HACCP, TQM (Total Quality Management), KAIZEN, QCC, etc. These topic training could support together.	Extend the scope of training by integrating other international systems	Think global, act local	TGAL
QUESTION 7				
What is your opinion of the practical aspect of Benchmarking of these Training Programs?				
7	PH3F2 told that in his experience, "Benchmarking" should be the leaders in their industry. For example, he used to work in GREENSPOT, his Benchmarking were PEPSI and Coca-Cola. Especially, the newcomers should read this "Best Practice" and adjust suitable to their situations. We could use this "Best Practice" as a good guideline. Furthermore, if we brought all Tables to combine together, we could get the best "Guidelines and Best Practice" for Food Industry.	Benchmarking enables industries to use the best practice undertaken by the leaders in their industry	Uses best practice of leaders in the industry	BPLDRS
7	PH3F2 told that if we brought all Tables to combine together, we could get the best "Guidelines and Best Practice" for Food Industry.	Combine tables	The industry supports best practice guidelines	BPSGDLs
7	PH3F2 told that he accepted that this "Best Practice" as a guideline of Food Industry. He also accepted that all Tables in this "Best Practice" were very good ideas. He could get information and comfortable for him to read the conclusions of each position in the organization.	Supports the approach of this thesis to establish best practice guidelines	The industry supports best practice guidelines	BPSGDLs
7	PH3F2 told that newcomers should read this "Best Practice" and adjust suitable to their situations. We could use this "Best Practice" as a good guideline. Furthermore, if we brought all Tables to combine together, we could get the best "Guidelines and Best Practice" for Food Industry.	Supports use of best practice guidelines by newcomers	The industry supports best practice guidelines	BPSGDLs
7	PH3F3 told that Quality Manuals should cover ISO Standards Requirements and follow-up steps by steps according to Flow Charts and Production Process.	Need for accurate and up-to-date Quality Manuals	Constant revision and updating of quality manuals	CRUQM
7	PH3F1 suggested there is a need to update ISO Standards continuously.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
7	PH3F3 told that ISO emphasises in "Quality" of the products.	Emphasis on product quality	Quality control	QC
7	PH3F3 told that his Quality Working Group worked according to Top Management's policies and had clear objectives of organization.	Policy provides clear objectives	Teamwork	TEA
7	PH3F1 told that this "Best Practice" could be a good guideline for Food Industry. If Food Industry combined and applied GMP, HACCP, ISO, QCC, KAIZEN and TQM together, the food factories should be more perfectly than using only one standard.	Combine the standards from other international systems	Think global, act local	TGAL

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Qn.	Comment	Concept	Key Idea	Identifi-cation
QUESTION 8 **What problems do you currently encounter in your staff training programs? How might Benchmarking help in solving these problems?**				
8	PH3F2 told that if there were any topics that he did not use, he would fulfil them until he could reach ISO Certificates. He accepted that this "Best Practice" could be helpful and give benefits to his factory and other food factories in the future.	Supports the approach of this thesis to establish best practice guidelines	The industry supports best practice guidelines	BPSGDLs
s	PH3F2 told that he would set the plan, steps by steps, by using the Tables of this "Best Practice" compare with ISO Requirements. He could find that the registered ISO Certificated plants used to operate by using this "Best Practice" until they reach ISO Certificates.	Using the tables of best practice in this thesis to meet ISO requirements	Best practice guidelines to meet ISO requirements	BPSGDLs
8	PH3F3 told that ISO working group meetings, they could have brainstorming. If there were some problems, they could use brainstorming to solve those problems.	Brainstorming to assist in solving problems	Brainstorming as a problem solving process	BRNSTMG
8	PH3F3 told that Personal Hygiene was also a big problem that his team work took a long time to solve it. GMP, HACCP and ISO emphasised in clean and accepted quality products. So they should been trained continuously until they got used to those regulations.	Meeting the regulations on personal hygiene	Changing patterns of personal hygiene	CHNGPH
8	PH3F3 told that he used both "push and pull" methods to treat the staff.	Using reward and punishment to change behaviour	Changing behaviour	CNGBEH
8	PH3F3 told that HRD Manager could arrange continuous training programs to team work.	HRD and continuous training involvement	Continuous on-site learning	CONTOSL
8	PH3F3 told that most of the problems that occurred during training were resistance to change and lack of unity. Because ISO had record system and documents that they had not get used to. The Consultants, the QMR and Quality Working Group should take a long time to teach them.	Resistance to change and lack of unity	Diffusion of the innovation	DOI
8	PH3F1 told that we should have training about principles of products.	Seeing the potential for new applications of products	New applications	NEWAPPS
8	PH3F1 told that if he could find out those tools, he could set training courses that could cover all requirements in organization.	Need for tools for continuous improvement	Organisation requirements	ORG
8	PH3F1 told that the problems those still occurred were the knowledge of principles of products and they attempted to find tools for continuous improvements.	Principles of products and tools for continuous improvement	Product knowledge; Improvement	PRODKN

Qn.	Comment	Concept	Key Idea	Identifi-cation
8	PH3F3 also told that ISO system could help him to solve many problems, for example: Before using ISO, he could find out the causes of defects in production process (there were not any tracked records). After working with ISO system, they could find the causes of problem by using tracked records through production process and they could know that which raw material lots were the sources of defects.	Use of tracked records to identify sources of problems	Improving quality standards	QALSTDs
8	PH3F3 told that ISO helped them to release new concepts of working, for examples: Improvement, Development, Implementation, Adaptation, Problem-Solving, brainstorming, new technology. They could arrange continuous training programs to team work. He accepted that ISO gave a lot of benefits to the organization.	Range of processes as a result of ISO	ISO provides training benefits	TRGBEN
8	PH3F3 told that he accepted that ISO gave a lot of benefits to the organization.	Range of processes as a result of ISO	ISO provides training benefits	TRGBEN
QUESTION 9 **What additional staff training programs do you want to emphasize that might support ISO Food Factory Standards in Thailand?**				
9	PH3F1 thought that after receiving ISO Certificates, Top Management should see "spaces" and try to fulfil their additional policies and objectives, for example : TQM (Total Quality Management) Training and Implementation.	After ISO, add in additional policies and objectives	Continuous training and improvement	CONTOSL
9	PH3F1 told that if he had received ISO Certificates, he should set continuous trainings and improvements.	After ISO, engage in continuous training and improvement	Continuous training and improvement	CONTOSL
9	Ph3F1 told that TQM has a lot of useful functions, e.g. Strategy Management, Cross Function Team. If we use TQM to support our working system, the organization should receive a lot of benefits to higher improvement and could link to Customer Suggestion. These are the planned those they set for Training and Improvement in the future.	Benefits of TQM	Continuous training and improvement	CONTOSL
9	PH3F1 also suggested that this "Best Practice" should fill Continuous Improvement (CI) and Motivation to support and implement in ISO System.	Best practice supports continuous improvement	Continuous training and improvement	CONTOSL
9	PH3F1 explained that Motivation is important in ISO accreditation because Motivation could push ISO System move forward to the success more efficiently.	Motivation to achieve ISO has continuing benefits	Continuous training and improvement	CONTOSL
9	PH3F2 told that in Thailand, we have "Siam Cement Group (SCG)". SCG's major shareholders are His Majesty, the King's Bureau and the King's Private Fund. SCG has been an international worldwide organization for many years because SCG had continuous improvement and trainings.	SCG a model of continuous improvement and training	Continuous training and improvement	CONTOSL
9	PH3F2 noticed that most of Thai factory owners always want only ISO Certificates.	Thai factory culture seeks only ISO certification	Limits to continuous training and improvement	CONTOSL

Qn.	Comment	Concept	Key Idea	Identifi-cation
9	PH3F2 told that there were some owners or Top Management or Managing Director needed more Continuous Improvements. So they should plan to another higher Improvements.	Top management is seeking continuous improvement	Continuous training and improvement	CONTOSL
9	PH3F2 suggested that we should set GMP, HACCP, ISO and Food Safety Trainings in the same time.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
9	PH3F3 suggested that we should have training courses of GMP, HACCP, ISO combine with standards of Japan, USA, EU, Australia and another leading countries in our planned training courses. Every standards should give benefits for us.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
9	PH3F2I told that in the future, the organization should benchmark with the worldwide leading organisation, for examples: Coca-Cola, Pepsi, Nestle, Toyota, SONY, IBM, Microsoft, Mercedes Benz, etc. Those organizations do not need only ISO, but they had another standards which were higher ISO. At the present time, they had higher standards which higher than ISO.	Benchmarking against leading international companies is beneficial	International standards	IS
9	PH3F2 told that we should look forward to the higher standards by watching worldwide international organizations e.g. Coca-Cola, Pepsi, Nestle, Toyota, Sony, Microsoft, Mercedes-Benz, etc. Those organizations did not need only ISO, but they have more visions. After they received ISO Certificates, they did not stop Staff Training Programs. They always searched for new tools to higher improvements continuously.	Benchmarking against leading international companies is beneficial	International standards	IS
9	PH3F2 told that ISO Standards were good Basic Requirements to reach International Standards, but ISO was only the beginning.	ISO just a beginning to meet international standards	International standards	IS
9	PH3F2 told that in Food Industry, if some organizations could reach Japanese Standards and sell products to Japan, they can sell their products to every countries in the world because Japan has the strictest conditions to food suppliers.	Meeting Japanese standards an ultimate goal	International standards	IS
9	PH3F2 suggested that Organizations in Thailand should look forward like them.	Thai organisations should aim to meet international standards	International standards	IS
9	PH3F2 suggested that we should promote Thai organizations to be advance like those international organizations.	Thai organisations should aim to meet international standards	International standards	IS
9	PH3F2 told that they should adjust and improve their Core Efficiency, Core Behaviour into their identities. Finally, we would use ISO as a Basic Standards.	Adjust and improve core efficiency	ISO a basic standard	ISOBAS

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Qn.	Comment	Concept	Key Idea	Identifi-cation
9	PH3F3 compared ISO Quality Working Groups to the orchestra musicians. Everybody in the team have their own musical instruments, e.g., drums, guitars, pianos, flutes. They should adjust their own musical instruments in the perfect conditions and play the same melody in the same time. If there were some musicians played different melody, the song would fail.	The orchestral metaphor and ISO quality working groups	ISO a basic standard	ISOBAS
9	PH3F3 suggested that ISO Top Management, the QMR, Quality Working Group and all staff should train and join together until they reach their missions. The song could be a very beautiful song and ISO could reach International Standards Certificates are the extreme targets of them.	The orchestral metaphor and ISO quality working groups	ISO a basic standard	ISOBAS
9	PH3F3 told that he thought this "Best Practice" should be very useful to Food Industry. If this thesis finished, they should the concepts and guidelines of "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand" to implement in many Thai food factories. Especially, the newcomers could use this thesis to study and guide them to reach ISO Certificates and they also could use References to search more information.	This dissertation useful for application in Thai food factories, particularly for recent entrants	ISO a basic standard	ISOBAS
9	PH3F2 told that those organizations tried to find "Niches" to fulfil and get advantages from the markets.	Develop a niche organisation	Niche marketing	NICMKTG

Attachment 7.1: Phase 3, Step 3

Qn.	Comment	Concept	Key Idea	Identifi-cation
Question 1 Please talk to me, in general terms, about Best Practice -Benchmarking for Staff Training Programs to meet ISO Food Factory Standards in Thailand. (The Sheets of "Best Practice (August30, 2006)")				
1	PH3F1 told that this Best Practice could be implemented with Food Industries. But each food factory should adjust this Best Practice according to their situations.	situation-based	think global, act local	TGAL
1	PH3F2 suggested that this Best Practice had been formed according to ISO Requirements. Food Industry should included GMP, HACCP and ISO Trainings in the same time.	integrate standards	efficiency	EFF
1	PH3F3 thought that this Best Practice would speed up the process by which food factories might achieve ISO accreditations.	speeding the process	efficiency	EFF
Question 2. What is your opinion of Best Practice-Benchmarking for Staff Training Programs to meet ISO Food Factory Standards in Thailand?				
2	PH3F1 suggested that this "Best Practice" should have "communication" To communicate both "top-down" and "bottom-up" systems. Moreover This "Best Practice" should have "frequency" of communicate to make the Staff be alert and aggressive to ISO accreditations.	frequent communication that is up, down and sideways	Effective communication and feedback channels	ECFC
2	PH3F2 told that in his factory emphasis in "suggestion system" by set Rewards to the top three (3) good suggestions or ideas every month. The Judgments of the winners are made by the Top Management and Quality Working Group. He also told that this "Best Practice" can be used as Basic or General ISO Requirements for Food Industry.	suggestion system and rewards	Effective communication and feedback channels	ECFC
2	PH3F3 told that Thai Food Industries have produced food for a long time But there are not any "Best Practice" for "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand". If there is "Best Practice for Thai Food Factory should be very useful to them.	Best Practice standards for Food Industry	international standards	IS
Question 3 What is your opinion of Benchmarking for Top Management? What would constitute 'best practice' in this area?				
3	PH3F1 told that Top Management is the most important ISO accreditations because Top Management is the one who set the policies, objectives and budgets of the Organization.	Setting policies, objectives and budgets	Good policy setting	GPS
3	PH3F1 told that if Top Management was interested in ISO accreditations, the staff should be eagerly to achieve the policies and objectives of the organization.	Participation of top management in ISO accreditation	Showing leadership	SL
3	PH3F2 told that the roles of Top Management in this "Best Practice" could be brought as good guidelines to Top Management's duties.	Manuals	Leadership	LD
3	PH3F2 told that Top Management also could use this "Best Practice" to check the duties of Consultants, Auditors, the QMR, Quality Working Group and staff in the organization.	Manuals	Leadership	LD

Qn.	Comment	Concept	Key Idea	Identifi-cation
3	Ph3F3 told that the Top Managements of this "Best Practice" should be practical, Otherwise they could not receive ISO Certificates. The Top Management of my Factory also had duties like this "Best Practice". They accepted the important of ISO project and supported budgets, staff and time to Quality Working Group.	Best practice should be 'practical'	Applicability	APP
Question 4 What is your opinion of Benchmarking for The Consultants and the Auditors? What would constitute 'best practice' in this area?				
4	PH3F1 suggested that this "Best Practice" should guide consultants to develop a manual that is most suitable for the particular factory seeking registration. The Consults and Auditors should Visit the factory 1-2 times per month.	Ensuring that the training manual meets the needs of the operation.	Achieving local needs	LN = TGAL
4	Ph3F1 told that Pre-audit is a good idea because it could show some errors and Mistakes to the factory and corrections to improve manuals before Main audit.	Testing by means of a pre-audit	Efficiency	EFF
4	PH3F2 suggested that Consultants should have References to the similar factories to guide the customers and make them to have more confident in the success of the project. Pre-audit help to save budget and expenses of the factory and Pre-audit also were the Safety Shield before main audit.	Reference to similar factories	Confidence	CON
4	PH3F2 told that Pre-audit help to save budget and expenses of the factory and Pre-audit also were the Safety Shield before Main audit.	A cost and process safety shield is provided by a pre-audit	Efficiency	EFF
4	PH3F3 told that Consultants were very useful to the factory because They had knowledge and experience to guide and help the QMR and all staff.	Knowledge and experience	Efficiency	EFF
Question 5 What is your opinion of Benchmarking for the QMR and the Quality Working Group? What would constitute 'best practice' in this area?				
	the QMR			
5QMR	PH3F1 told that his factory had "System Coordinator" help all of his work. Most of the QMR's work were supporting, stimulating, encouraging, and leading Quality Working Group.	Key leadership role	Leadership	LDR
5QMR	PH3F3 told that the QMR was the Head of Quality Working Group who had duties to co-operate and lead all staff in the factory.	Key leadership role	Leadership	LDR
5QMR	PH3F2 told that Food Factory QMR was the representative of Top Management should have the knowledge of Food Technology, Food Safety, Quality Control, Production Control, Maintenance and Business Administration to teach, make decision, Problem-solving and control ISO System.	Top Management representative	Leadership	LDR
	DCC			
5QMR	PH3F1 told that DCC was the collector of documents. The steps in writing the Manuals are setting the Flow Charts, writing concepts and ideas in the Manuals.	Curator of documents	Curator	CUR

Qn.	Comment	Concept	Key Idea	Identifi-cation
5QMR	PH3F2 told that the QMR set the Flow Charts and told DCC to write concepts and ideas to the manuals. Every Department manager should tell their teamwork to write Flow Charts and Manuals of each Department. DCC was the centre of Documents.	Curator of documents; Manuals updating	Curator/Secretary	CUR/SEC
5QMR	PH3F3 told that DCC was the collector of documents.	Curator of documents	Curator	CUR
	HRD			
5HRD	PH3F1 told that there was not HRD in his factory. the QMR and System Coordinator arrange Training, Continuous Training, Continuous Improvement, contract Consultants and Auditors. the QMR had the most duties in his factory.	NA	NA	NA
5HRD	PH3F2 told that HRD had duties of Recruitment, Evaluation, Training, set Annual Training Plans and sent to Top Management for approval.	Recruitment, Training & Appraisal	Personnel management	PERS
5HRD	PH3F3 told that HRD had duties to Recruitment, Evaluation, Training, set Annual Training Plans, contract Consultants and Auditors.	Recruitment, Training & Appraisal	Personnel management	PERS
	Production Manager			
5PM	PH3F1 told that he wanted efficiency more than overloaded work.	Balanced work load	Efficiency	EFF
5PM	PH3F1 told that Production Manager had the most subordinates in the factory.	Key personnel manager	Leadership	LEA
5PM	PH3F1 told that his factory had daily meetings (every working day), followed-up, gave schedules and responsibilities to Quality Working Group until they felt they were the owners of ISO system mission. They should join in the daily meetings and update their progress reports every day.	Strong management style	Leadership	LEA
5PM	PH3F3 told that most of his factory staff were in the line of Production Process. So Production Manager had the most subordinates in his charge. Most of his supervisors had worked in the factory more than 30 years. They were professional supervisors and helped Production Manager in production operations.	Professional role as supervisor	Leadership & Management	LEA/MAN
5PM	PH3F2 told that some leading companies (e.g. Greenspot, Pepsi, Coca-Cola) had professional (Bachelor Degree) supervisors, so Production Manager could work more comfortable.	Professional role in a number of leading companies	Leadership & Management	LEA/MAN
5PM	PH3F2 told that Production Manager should deal with "Production Process". The operators wrote what they have done, supervisors were the checkers and reviewer. The supervisors sent operation manuals to ISO documents and set Flow Charts. Production Manager read and improved. If there were no problems, he would register to ISO manuals and implemented as Production Procedures.	Concerned with process	Production management	MAN

Qn.	Comment	Concept	Key Idea	Identifi-cation
5PM	PH3F2 told that Production Manager's major work was Management. His supervisors took care of Production Process in the plants. Production Manager should focus on Performance Indicators e.g. % of yield, Production Output had how much % of defect? Production Manager should be in charge of these tasks and sent the reports to Top Management. At the present time, they use software, after reading the reports, Top Management could get the answers and major points from the reports.	Concerned with process	Production management	MAN
5PM	PH3F2 told that every Department should have KPI (Key Performance Indicators). Production Department also had KPI. The documentation arrangement should be related to ISO system because there were Process Control related to specifications of domestic and export customers.	Responsible for Production Department KPIs	KPI management	MAN
5PM	PH3F1 told that KPI (Key Performance Indicators) should be balance before writing in the manuals.	Balance of KPIs	Team	TEA
5PM	PH3F1 told that this "Best Practice" is right. His factory emphasis in "Team Work Style". If someone had overload work, he would share the overloaded work to the another staff.	Developing team work	Team	TEA
5PM	PH3F2 told that Production Manager also joined in ISO documentations.	Member of the ISO team	Team	TEA
	Maintenance Manager			
5MntM	PH3F2 told that his factory had Preventive and Corrective Maintenance Plans for Maintenance and Protection.	Developing preventative and corrective maintenance procedures	High Technical role	HITEC
5MntM	PH3F1 suggested to have functions of Calibrations of Machinery and Laboratory Equipments. In Machinery Register and Laboratory Equipments Register, they should mention and list which machines and laboratory equipment must had been calibrated every year.	Maintenance of highly technical equipment	High Technical role	HITEC
5MntM	PH3F2 told that his factory set Maintenance Manager to deal with Factory Machinery Register and Calibration. But Q.C. should deal with Laboratory Equipments Register and Calibration.	Maintenance of highly technical machinery	High Technical role	HITEC
5MntM	PH3F3 told that Maintenance Manager had duties to take care of the machines in the factory should operate continuously and smoothly, deal with Machinery Register and set functions of Factory Machinery Calibrations.	Maintenance of highly technical machinery	High Technical role	HITEC
5MntM	PH3F2 told that his factory set Evaluation for Out-source Maintenance which deal with Sub-contractors. Sub-contractor Evaluation Forms were similar to Suppliers Evaluation Forms of Purchasing Department.	Managing the outsourcing of machinery	Management	MAN
	Purchasing Manager			

Qn.	Comment	Concept	Key Idea	Identifi-cation
5PM	PH3F2 told that every department should concern with GMP, HACCP and ISO. Because we are in Food Industry, we should have continuous training according to Food Technology. So we should set raw material specification related to Food Safety Awareness.	Acquainted with a wide variety of clean food standards	Breadth of expertise	BOE
5PM	PH3F3 told that Purchasing Manager had been trained in GMP,HACCP and ISO courses already. So Purchasing Manager should buy raw materials from AVL before new suppliers.	Acquainted with a wide variety of clean food standards	Breadth of expertise	BOE
5PM	PH3F1 told that in case of Fixed Assets (FA) buying, there were meetings among related Department, made conclusions and sent the specifications (specs.) to Purchasing Department. Purchasing Manager would make FA orders as required specs.	FA purchases according to specifications	Purchase management	MAN
5PM	PH3F1 told that Purchasing Department ought to purchase raw material according to raw material specifications of the factory.	Purchase according to specifications	Purchase management	MAN
5PM	PH3F1 told that his factory had AVL (Approval Verified List), Purchasing Manager would select AVL before new suppliers.	Selects suppliers	Purchase management	MAN
5PM	PH3F1 told that his factory had set specifications of raw materials by set the meeting among users, customers, Q.C., Marketing Manager and the QMR to find out the specifications (specs.) of raw materials.	Sets specifications of raw materials	Coordination of groups	TEA
	Q.C. Manager			
5	(Q.C. Manager's duty is to take care of quality of the products.)			
5QC	PH3F1 told that Q.C. should communicate to everyone in the organization that every work should be complete from within their department: do not expect people at the next step to inspect or re-check.	Ensure independent checking at each stage of the process	Independence monitoring	INDMON
5QC	PH3F1 told that after raw material inspection, raw material should have been supplied to Production Process. Q.C. should make in-line inspection and final inspection. This is the role that Q.C. must be right from the beginning.	In-line and final inspection	Inspectorial role	INSP
5QC	PH3F2 told that major tasks of Q.C. Manager were monitoring and taking care of quality of the products.	Managing quality by monitoring product	Monitoring product	MON
5QC	PH3F3 told that Q.C. Manager's major tasks were monitoring and taking care of quality of products.	Managing quality by monitoring product	Monitoring product	MON
5QC	PH3F2 told that Q.C. was not the one who should guarantee the quality of the product, but Q.C. was the one who help monitoring by using random sampling. Major tasks of Q.C. Manager were monitoring and taking care of quality of the products.	Monitoring by random sample	Random monitoring	RANDMON

Qn.	Comment	Concept	Key Idea	Identifi-cation
	Marketing Manager			
5MktgM	PH3F1 told that Marketing Department in his factory had duty to check the customer's satisfaction.	Ensure customer satisfaction	Customer satisfaction	CUSSAT
5MktgM	PH3F2 told that Marketing Department in his factory had duty to take care of key concept of product.	Ensuring consistency of product	Product consistency	PRODCON
5MktgM	PH3F2 told that R&D should produce new products according to the marketing concepts. Marketing Department launched new products, set promotion programs and checked customers' satisfaction evaluation.	Managing new product development	Product development	PRODDEV
5MktgM	PH3F1 told that Marketing Department should communicate the customers and discuss about quality of products before ordering (in order to protect misunderstandings).	Common understanding of product quality	Product quality	PRODQAL
5MktgM	PH3F3 told that Marketing Manager should communicate the customers and discuss about quality of products before ordering.	Common understanding of product quality	Product quality	PRODQAL
5MktgM	PH3F2 told that his factory had Marketing Research Team to research for checking the taste and the ideas of new products, new packaging, consumers' opinions and brought them to set new products concepts forward to Research & Development Department (R&D).	Managing the marketing research team	Product research	PRODRES
5MktgM	PH3F2 told that Marketing Manager had 3 major duties: getting product ideas, setting marketing programs and checking satisfaction evaluations.	Getting product ideas, setting marketing programs, checking the customers are satisfied	R&D and feedback	RDF
	Logistics Manager			
5LM	PH3F1 told that he wanted to add "Customers Communication". If it was the new customers, they should communicate about the necessary documents and shipment management.	Establish documentation and shipping details	Product movement procedures	PRODMP
5LM	PH3F1 told that Logistics Manager must deliver the products at the right time and the right place.	Right product, right place, right time	Delivery reliability	DELREL
5LM	PH3F2 told that Logistics Department should deal the shipment system according to FIFO (First-In, First-Out) concept. The warehouse conditions should be clean according to GMP and HACCP requirements. Furthermore, Logistics documents should be correct. The delivery should be on time, at the right time and the right place.	First in, first out	Systematic handling of products	PRODSYST
5LM	PH3F2 told that the warehouse conditions should be clean according to GMP and HACCP requirements.	Maintaining high quality storage facilities	Highly maintained storage facilities	STORFAC
5LM	PH3F2 told that Logistics documents should be correct.	Accurate documentation	Accurate documentation	ACCDOC

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Qn.	Comment	Concept	Key Idea	Identifi-cation
5LM	PH3F3 told that Logistics Manager should deal with delivery products at the right time and the right place.	Right product, right place, right time	Delivery reliability	DELREL
Question 6 Please talk to me, in general terms, about the ISO Standards Training Programs that are being offered at this time?				
6	PH3F2 told that ISO should have Best Practice for each industry to be the guidelines for preparing themselves to ISO accreditations.	Separate best practice guidelines for each food production industry	Specific best practice guidelines	BPGSPEC
6	PH3F1 told that he needed Professional Development Training for every department to improve and update their work. The organization needed the continuous improved manpower.	PD for continuous improvement of all departments	Continuous on-site learning	CONTOSL
6	PH3F2 told that Food Industry should have GMP, HACCP, Food Safety and ISO Training Programs in the same time. At present, we have ISO22000 which integrated ISO, GMP and HACCP into the new ISO version.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
6	PH3F1 told that we should have Plant Visits. After we had training in the training room, we should set Plant Visits to look at the another factory operating for gathering new experience and ideas from them. So we could take those experience and ideas to develop and improve our work more efficiently and quicker than trial and error by ourselves.	Visiting other operations	Improvement, using the experience of others	IMPPV
6	PH3F3 told that ISO System is good and suitable for every organization. But Food Industry needed more trainings in another topics, for examples: GMP, HACCP, TQM (Total Quality Management), KAIZEN, QCC, etc. These topic training could support together.	Extend the scope of training by integrating other international systems	Think global, act local	TGAL
Question 7 What is your opinion of the practical aspect of Benchmarking of these Training Programs?				
7	PH3F2 told that in his experience, "Benchmarking" should be the leaders in their industry. For example, he used to work in GREENSPOT, his Benchmarking were PEPSI and Coca-Cola. Especially, the newcomers should read this "Best Practice" and adjust suitable to their situations. We could use this "Best Practice" as a good guideline. Furthermore, if we brought all Tables to combine together, we could get the best "Guidelines and Best Practice" for Food Industry.	Benchmarking enables industries to use the best practice undertaken by the leaders in their industry	Uses best practice of leaders in the industry	BPLDRS
7	PH3F2 told that if we brought all Tables to combine together, we could get the best "Guidelines and Best Practice" for Food Industry.	Combine tables	The industry supports best practice guidelines	BPSGDLs

Qn.	Comment	Concept	Key Idea	Identifi-cation
7	PH3F2 told that he accepted that this "Best Practice" as a guideline of Food Industry. He also accepted that all Tables in this "Best Practice" were very good ideas. He could get information and comfortable for him to read the conclusions of each position in the organization.	Supports the approach of this thesis to establish best practice guidelines	The industry supports best practice guidelines	BPSGDLs
7	PH3F2 told that newcomers should read this "Best Practice" and adjust suitable to their situations. We could use this "Best Practice" as a good guideline. Furthermore, if we brought all Tables to combine together, we could get the best "Guidelines and Best Practice" for Food Industry.	Supports use of best practice guidelines by newcomers	The industry supports best practice guidelines	BPSGDLs
7	PH3F3 told that Quality Manuals should cover ISO Standards Requirements and follow-up steps by steps according to Flow Charts and Production Process.	Need for accurate and up-to-date Quality Manuals	Constant revision and updating of quality manuals	CRUQM
7	PH3F1 suggested there is a need to update ISO Standards continuously.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
7	PH3F3 told that ISO emphasises in "Quality" of the products.	Emphasis on product quality	Quality control	QC
7	PH3F3 told that his Quality Working Group worked according to Top Management's policies and had clear objectives of organization.	Policy provides clear objectives	Teamwork	TEA
7	PH3F1 told that this "Best Practice" could be a good guideline for Food Industry. If Food Industry combined and applied GMP, HACCP, ISO, QCC, KAIZEN and TQM together, the food factories should be more perfectly than using only one standard.	Combine the standards from other international systems	Think global, act local	TGAL
Question 8 What problems do you currently encounter in your staff training programs? How might Benchmarking help in solving these problems?				
8	PH3F2 told that if there were any topics that he did not use, he would fulfil them until he could reach ISO Certificates. He accepted that this "Best Practice" could be helpful and give benefits to his factory and another food factories in the future.	Supports the approach of this thesis to establish best practice guidelines	The industry supports best practice guidelines	BPSGDLs
s	PH3F2 told that he would set the plan, steps by steps, by using the Tables of this "Best Practice" compare with ISO Requirements. He could find that the registered ISO Certificated plants used to operate by using this "Best Practice" until they reach ISO Certificates.	Using the tables of best practice in this thesis to meet ISO requirements	Best practice guidelines to meet ISO requirements	BPSGDLs
8	PH3F3 told that ISO working group meetings, they could have brainstorming. If there were some problems, they could use brainstorming to solve those problems.	Brainstorming to assist in solving problems	Brainstorming as a problem solving process	BRNSTMG

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Qn.	Comment	Concept	Key Idea	Identifi-cation
8	PH3F3 told that Personal Hygiene was also a big problem that his team work took a long time to solve it. GMP, HACCP and ISO emphasised in clean and accepted quality products. So they should been trained continuously until they got used to those regulations.	Meeting the regulations on personal hygiene	Changing patterns of personal hygiene	CHNGPH
8	PH3F3 told that he used both "push and pull" methods to treat the staff.	Using reward and punishment to change behaviour	Changing behaviour	CNGBEH
8	PH3F3 told that HRD Manager could arrange continuous training programs to team work.	HRD and continuous training involvement	Continuous on-site learning	CONTOSL
8	PH3F3 told that most of the problems that occurred during training were resistance to change and lack of unity. Because ISO had record system and documents that they had not get used to. The Consultants, the QMR and Quality Working Group should take a long time to teach them.	Resistance to change and lack of unity	Diffusion of the innovation	DOI
8	PH3F1 told that we should have training about principles of products.	Seeing the potential for new applications of products	New applications	NEWAPPS
8	PH3F1 told that if he could find out those tools, he could set training courses that could cover all requirements in organization.	Need for tools for continuous improvement	Organisation requirements	ORG
8	PH3F1 told that the problems those still occurred were the knowledge of principles of products and they attempted to find tools for continuous improvements.	Principles of products and tools for continuous improvement	Product knowledge; Improvement	PRODKN
8	PH3F3 also told that ISO system could help him to solve many problems, for example: Before using ISO, he could find out the causes of defects in production process (there were not any tracked records). After working with ISO system, they could find the causes of problem by using tracked records through production process and they could know that which raw material lots were the sources of defects.	Use of tracked records to identify sources of problems	Improving quality standards	QALSTDs
8	PH3F3 told that ISO helped them to release new concepts of working, for examples: Improvement, Development, Implementation, Adaptation, Problem-Solving, brainstorming, new technology. They could arrange continuous training programs to team work. He accepted that ISO gave a lot of benefits to the organization.	Range of processes as a result of ISO	ISO provides training benefits	TRGBEN
8	PH3F3 told that he accepted that ISO gave a lot of benefits to the organization.	Range of processes as a result of ISO	ISO provides training benefits	TRGBEN

Qn.	Comment	Concept	Key Idea	Identifi-cation
Question 9 What additional staff training programs do you want to emphasize that might support ISO Food Factory Standards in Thailand?				
9	PH3F1 thought that after receiving ISO Certificates, Top Management should see "spaces" and try to fulfil their additional policies and objectives, for example : TQM (Total Quality Management) Training and Implementation.	After ISO, add in additional policies and objectives	Continuous training and improvement	CONTOSL
9	PH3F1 told that if he had received ISO Certificates, he should set continuous trainings and improvements.	After ISO, engage in continuous training and improvement	Continuous training and improvement	CONTOSL
9	Ph3F1 told that TQM has a lot of useful functions, e.g. Strategy Management, Cross Function Team. If we use TQM to support our working system, the organization should receive a lot of benefits to higher improvement and could link to Customer Suggestion. These are the planned those they set for Training and Improvement in the future.	Benefits of TQM	Continuous training and improvement	CONTOSL
z9	PH3F1 also suggested that this "Best Practice" should fill Continuous Improvement (CI) and Motivation to support and implement in ISO System.	Best practice supports continuous improvement	Continuous training and improvement	CONTOSL
9	PH3F1 explained that Motivation is important in ISO accreditation because Motivation could push ISO System move forward to the success more efficiently.	Motivation to achieve ISO has continuing benefits	Continuous training and improvement	CONTOSL
9	PH3F2 told that in Thailand, we have "Siam Cement Group (SCG)". SCG's major shareholders are His Majesty, the King's Bureau and the King's Private Fund. SCG has been an international worldwide organization for many years because SCG had continuous improvement and trainings.	SCG a model of continuous improvement and training	Continuous training and improvement	CONTOSL
9	PH3F2 noticed that most of Thai factory owners always want only ISO Certificates.	Thai factory culture seeks only ISO certification	Limits to continuous training and improvement	CONTOSL
9	PH3F2 told that there were some owners or Top Management or Managing Director needed more Continuous Improvements. So they should plan to another higher Improvements.	Top management is seeking continuous improvement	Continuous training and improvement	CONTOSL
9	PH3F2 suggested that we should set GMP, HACCP, ISO and Food Safety Trainings in the same time.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs
9	PH3F3 suggested that we should have training courses of GMP, HACCP, ISO combine with standards of Japan, USA, EU, Australia and another leading countries in our planned training courses. Every standards should give benefits for us.	Provide updated training to meet new standard requirements	Constant revision and updating of training programs	CRUTPs

Qn.	Comment	Concept	Key Idea	Identifi-cation
9	PH3F2I told that in the future, the organization should benchmark with the worldwide leading organisation, for examples: Coca-Cola, Pepsi, Nestle, Toyota, SONY, IBM, Microsoft, Mercedes Benz, etc. Those organizations do not need only ISO, but they had another standards which were higher ISO. At the present time, they had higher standards which higher than ISO.	Benchmarking against leading international companies is beneficial	International standards	IS
9	PH3F2 told that we should look forward to the higher standards by watching worldwide international organizations e.g. Coca-Cola, Pepsi, Nestle, Toyota, Sony, Microsoft, Mercedes-Benz, etc. Those organizations did not need only ISO, but they have more visions. After they received ISO Certificates, they did not stop Staff Training Programs. They always searched for new tools to higher improvements continuously.	Benchmarking against leading international companies is beneficial	International standards	IS
9	PH3F2 told that ISO Standards were good Basic Requirements to reach International Standards, but ISO was only the beginning.	ISO just a beginning to meet international standards	International standards	IS
9	PH3F2 told that in Food Industry, if some organizations could reach Japanese Standards and sell products to Japan, they can sell their products to every countries in the world because Japan has the strictest conditions to food suppliers.	Meeting Japanese standards an ultimate goal	International standards	IS
9	PH3F2 suggested that Organizations in Thailand should look forward like them.	Thai organisations should aim to meet international standards	International standards	IS
9	PH3F2 suggested that we should promote Thai organizations to be advance like those international organizations.	Thai organisations should aim to meet international standards	International standards	IS
9	PH3F2 told that they should adjust and improve their Core Efficiency, Core Behaviour into their identities. Finally, we would use ISO as a Basic Standards.	Adjust and improve core efficiency	ISO a basic standard	ISOBAS
9	PH3F3 compared ISO Quality Working Groups to the orchestra musicians. Everybody in the team have their own musical instruments, e.g., drums, guitars, pianos, flutes. They should adjust their own musical instruments in the perfect conditions and play the same melody in the same time. If there were some musicians played different melody, the song would fail.	The orchestral metaphor and ISO quality working groups	ISO a basic standard	ISOBAS
9	PH3F3 suggested that ISO Top Management, the QMR, Quality Working Group and all staff should train and join together until they reach their missions. The song could be a very beautiful song and ISO could reach International Standards Certificates are the extreme targets of them.	The orchestral metaphor and ISO quality working groups	ISO a basic standard	ISOBAS

Qn.	Comment	Concept	Key Idea	Identifi-cation
9	PH3F3 told that he thought this "Best Practice" should be very useful to Food Industry. If this thesis finished, they should the concepts and guidelines of "Developing Policy for Staff Training Programs to meet ISO Food Factory Standards in Thailand" to implement in many Thai food factories. Especially, the newcomers could use this thesis to study and guide them to reach ISO Certificates and they also could use References to search more information.	This dissertation useful for application in Thai food factories, particularly for recent entrants	ISO a basic standard	ISOBAS
9	PH3F2 told that those organizations tried to find "Niches" to fulfil and get advantages from the markets.	Develop a niche organisation	Niche marketing	NICMKTG

Attachment 7.2: Development of Draft Staff Training Policy

TABLE 7.2.1 LEADING: STRATEGIC THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on applying and demonstrating best practice principles; supporting combining, generating and organising international best practice standards; evaluating and supporting leadership to achieve this; and valuing and internalising teamwork at all levels of the organisation.	**Cognitive**	The key cognitive elements of leadership to emerge were: - to apply and demonstrate, with confidence, new applications and best practice for leaders; - to support the program through the production of best available practice guidelines; - to organize efficient teams that apply international standards in order to gain access to niche markets; - to support best practice and leadership at all levels in order to maintain international standards.	1. Knowledge: Understanding and Implementing ISO, Understanding Behaviours for Effective Leadership, The art and science of Leadership 2. Technology: use video, CD, computer, website 3. Power: support by Chief Executive Officer(CEO) 4. Material: ISO package, Leadership package, website 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every year 7. Assessment: individual check-list and feedback amongst peers one (1) or two (2) weeks after training, trainers, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company
		Affective	The key affective elements were: - to value teamwork as an integral part of leadership; - to internalize the value of participation, at all levels, in the training process through continuous training and improvement.	

TABLE 7.2.2 LEADING: STRATEGIC THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on supporting, combing and 0rganising international best practice standards; evaluating and supporting leadership achieve this.	**Cognitive**	The key cognitive elements of leadership to emerge were: - to support the program through the production of best available practice guidelines; - to organize efficient teams that apply international standards in order to gain access to niche markets; - to support best practice and leadership at all levels in order to maintain international standards.	1. Knowledge: Understanding and Implementing ISO, Leadership and the new science 2. Technology: use video, CD, computer, website 3. Power: support by Senior Management 4. Material: ISO package, Leadership package 5. People: stakeholders,

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
				teamwork
				6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months
				7. Assessment: individual check-list and feedback amongst peers one (1) or two (2) weeks after training, trainers, outside auditors
				8. Information: learning and training manuals
				9. Finance: training budget support by company

TABLE 7.2.3   LEADING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior manage-ment	The needs assessment indicated a focus on appraising product quality; participating in ISO standard; and valuing teamwork through effective communication and feedback channels.	**Cognitive**	The key cognitive elements of leadership to emerge was: • to appraise product quality	1. Knowledge: Understanding and Implementing ISO, Human Resource Management Practice,
		Affective	The key affective elements were: • to participate in ISO standard; • to value teamwork through effective communication and feedback channel.	2. Product Quality Management, Job Description (JD), Effective Communication 3. Technology: use video, CD, computer, website 4. Power: support by CEO 5. Material: ISO package, Leadership package 6. People: stakeholders, teamwork 7. Time: one (1) week of intensive course by famous training institute, review and update every year 8. Assessment: individual check-list and feedback amongst peers one (1) or two (2) weeks after training, trainers, outside auditors. Information: learning and training manuals 9. Finance: training

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
				budget support by company

TABLE 7.2.4   LEADING: OPERATIONAL THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on appraising product quality; participating in ISO standard; and valuing teamwork through effective communication and feedback channels.	**Cognitive**	The key cognitive elements of leadership to emerge was: • To appraise both product quality.	1. Knowledge: ISO Manuals, Job Description(JD), Human Resource Development, Employee Training and Development, Production Management 2. Technology: use video, CD, computer, website 3. Power: support by Senior Management 4. Material: ISO package, JD, Production package 5. People: stakeholders, teamwork 6. Time: one (1) weeks of intensive in-house training course by using outside trainers or Human Resource Development(HRD) staff, review and update every three(3) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company.
		Affective	The key affective elements were: • to participate in ISO standard; • to value teamwork through effective communication and feedback channels.	

TABLE 7.2.5   LEADING: TRAINING THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on creating leadership and management; and valuing teamwork into development	**Cognitive**	The key cognitive elements of leadership to emerge was: • to create leadership and management	1. Knowledge: ISO Manuals, Leadership and the New Science, Training Managers to Train, Effective Training, Organization Behaviour 2. Technology: use video, CD, computer, website

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
	team.	**Affective**	The key affective elements was: • to value teamwork into development team	3. Power: support by CEO 4. Material: Human Resources and Personnel Management, ISO package, Leadership package 5. People: stakeholders, outside auditors 6. Time: one(1) week of intensive course by famous training institute, review and update every six(6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company

TABLE 7.2.6   LEADING: TRAINING THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on creating leadership and management.	**Cognitive**	The key cognitive elements of leadership to emerge was: • To create leadership and management.	1. Knowledge: ISO manuals, Leadership and the New Science, JD, Employee Training and Development 2. Technology: use video, CD, computer, website 3. Power: support by Senior Management 4. Material: learning and training package 5. People: stakeholders and outside auditors 6. Time: one week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company

TABLE 7.2.7   MANAGING: STRATEGIC THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on participating by responding in diffusion of the innovation.	**Cognitive**	The key cognitive elements of leadership to emerge was: • To participate by responding in diffusion of the innovation.	1. Knowledge: Understanding and Implementing ISO, Strategic Management, Managing Procedures, Diffusion of the Innovations 2. Technology: : use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Management Procedure package, website 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company

TABLE 7.2.8   MANAGING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on demonstrating and modifying customer satisfaction, storage facilities management, purchase and product management, personnel and KPI management; generating product research; appraising leadership; participating in changing	**Cognitive**	The key cognitive elements of leadership to emerge were: • To demonstrate and modify customer satisfaction, storage facilities management, purchase and product management, personnel and KPI management; • To generate product research; • To appraise leadership.	1. Knowledge: Understanding and Implementing ISO, Marketing Management, Logistics Management, HRD, KPI, Research and Development (R&D), Effective Leadership, Organization Behaviour, Teamwork Management, Effective Communication System 2. Technology: use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Management Functions package, KPI, R&D, Communication and feedback system 5. People: stakeholders, teamwork
		Affective	The key affective elements were: • to participate in changing behaviour and delivery reliability; • to value teamwork through effective	

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
	behaviour and delivery reliability and valuing teamwork through effective communication and feedback channels.		communication and feedback channels.	6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company

TABLE 7.2.9   MANAGING: OPERATIONAL THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on demonstrating and modifying storage facilities management; personnel management, purchase and product management, systematic handling of products and KPI management; generating product research; appraising leadership and participating in delivery reliability.	**Cognitive**	The key cognitive elements of leadership to emerge were: • To demonstrate and modify storage facilities management, personnel management, purchase and product management, systematic handling of product and KPI management; • to generate product research; • to appraise leadership.	1. Knowledge: Understanding and Implementing ISO, Marketing Management, Logistics Management, HRD, KPI, Research and Development (R&D), Effective Leadership, Organization Behaviour, Teamwork Management 2. Technology: use video, CD, computer, website 3. Power: support by Senior Management 4. Material: ISO package, Management Functions package, KPI, R&D 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every three (3) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals 9. Finance: training budget support by company
		Affective	The key affective elements was: • to participate in delivery reliability.	

TABLE 7.2.10   MANAGING: TRAINING THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior	The needs	**Cognitive**	The key cognitive elements	1. Knowledge:

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Manage-ment	assessment indicated a focus on applying brainstorming as an effective problem solving process and the way of constant revision and updating of training programs and organization requirements; demonstrating by change patterns of personal hygiene and continuous on-site learning, training, improvement; and valuing teamwork.		of leadership to emerge were: • To apply brainstorming as an effective problem solving process and updating of training programs according to organisation requirements.	Understanding and Implementing ISO, Good Manufacturing Practice (GMP - General Principles of Food Hygiene, Hazard Analysis and Critical Control Points (HACCP), How to Brainstorm, On-site Training, How to work as a team, Continuous Training Management and Development 2. Technology: use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, GMP Manual, HACCP manuals, Management Functions package, 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals, website 9. Finance: training budget support by company
		Affective	The key affective elements were: • to demonstrate by change patterns of personal hygiene, continuous on-site learning, training, improvement; • to value teamwork.	

TABLE 7.2.11   MANAGING: TRAINING THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on applying brainstorming as an effective problem solving process; demonstrating by change pattern of personal hygiene; and participating in continuous on-	**Cognitive**	The key cognitive elements of leadership to emerge was: • To apply brainstorming as an effective problem solving process.	1. Knowledge: Understanding and Implementing ISO, GMP, HACCP, How to Brainstorm, On-site Training, How to work as a team, Continuous Training Management and Development 2. Technology: use video, CD, computer, website 3. Power: support by

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
	site learning.	**Affective**	The key affective elements were: • to demonstrate by change their personal hygiene; • to participate in continuous on-site learning.	Senior Management 4. Material: ISO package, GMP Manual, HACCP manuals, Management Functions package 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every three (3) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals, website 9. Finance: training budget support by company

TABLE 7.2.12   MONITORING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on applying and demonstrating an effective independent monitoring; appraising, evaluating and supporting high tech role in order to achieve local needs and product consistency; valuing teamwork and quality control; and fixing and measuring high technical role and random monitoring.	**Cognitive**	The key cognitive elements of leadership to emerge were: • To apply and demonstrate an efficient independent monitoring; • To appraise, evaluate and support high tech role in order to achieve local needs and product consistency.	1. Knowledge: Understanding and Implementing ISO, How to Monitor, How to evaluate and support high tech role, Production Management, How to work as a team, Production Management, Random Monitoring Management 2. Technology: use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Monitoring Management, Production Management 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning
		Affective	The key affective elements was: • to value teamwork.	
		Psycho-motor	The key psychomotor elements was: • to fix and measure high technical role and random monitoring.	

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
				and training manuals, website
				9. Finance: training budget support by company.

TABLE 7.2.13   MONITORING: TRAINING THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior manage-ment	The needs assessment indicated a focus on applying ISO as providing training benefits.	**Cognitive**	The key cognitive elements of leadership to emerge was: • to apply ISO as providing training benefits.	1. Knowledge: Understanding and Implementing ISO, Effective Training 2. Technology: use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Training package 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals, website 9. Finance: training budget support by company

TABLE 7.2.14   PLANNING: STRATEGIC THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on applying ISO as a basic standards; combing ISO into industrial support as best practice guidelines; evaluating good policy settings and	**Cognitive**	The key cognitive elements of leadership to emerge were: • to apply ISO as a basic standards; • to combine ISO into industrial support as best practice guidelines; • To evaluate good policy setting and improvement by using the experience of others into international standards;	1. Knowledge: Understanding and Implementing ISO, Strategic Management and Business Policy, Globalization, Benchmarking (or Best Practice Guidelines) 2. Technology: use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Policy Making package

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
	improvement by using the experience of others into international standards; supporting an efficient global thinking; and demonstrating the industry supports best practice guidelines.		• to support an efficient global thinking.	5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals, website 9. Finance: training budget support by company
		Affective	The key affective elements was: • to demonstrate the industry supports best practice guidelines.	

TABLE 7.2.15   PLANNING: TRAINING THINKING FOR SENOIR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage -ment	The needs assessment indicated a focus on applying and demonstrating and modifying best practice guidelines to meet ISO requirements by using efficient continuous training and improvement; applying and supporting continuous training and improvement; generating, organising and supporting continuous on-site learning, training and improvement.	**Cognitive**	The key cognitive elements of leadership to emerge were: • To apply, demonstrate and modify best practice guidelines to meet ISO requirements by using efficient continuous training and improvement; • To apply and support continuous training and improvement; • To generate, organise and support continuous on-site learning, training and improvement.	1. Knowledge: Understanding and Implementing ISO, Planning, Effective Continuous Training and Improvement, Organization Behaviour 2. Technology: use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Training package 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: : learning and training manuals, website 9. Finance: training budget support by company

TABLE 7.2.16   PLANNING: TRAINING THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on applying and demonstrating and modifying best practice guidelines to meet ISO requirements by using efficient continuous training and improvement; applying and supporting continuous training and improvement; generating, and supporting continuous on-site learning, training and improvement; and evaluating continuous training and improvement.	**Cognitive**	The key cognitive elements of leadership to emerge were: • to apply, demonstrate and modify best practice guidelines to meet ISO by using efficient continuous training and improvement; • to generate and support continuous on-site learning, training and improvement • to evaluate training and improvement.	1. Knowledge: Understanding and Implementing ISO, Planning, Effective Continuous Training and Improvement, Organization Behaviour 2. Technology: : use video, CD, computer, website 3. Power: : support by Senior Management 4. Material: ISO package, Training package 5. People: stakeholders, teamwork 6. Time: one (1) week of intensive course by famous training institute, review and update every three (3) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 8. Information: learning and training manuals, website 9. Finance: training budget support by company

TABLE 7.2.17   RECORDING: OPERATIONAL THINKING FOR SENIOR MANAGEMENT

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Senior Manage-ment	The needs assessment indicated a focus on applying and modifying accurate documentation, constant revision and updating of quality manual; evaluating the improving quality standards; generating product movement procedures and constructing of curator or secretary.	**Cognitive**	The key cognitive elements of leadership to emerge were: • to apply and modify accurate documentation, constant revision and updating of quality manuals; • to evaluate improving quality standards; • to generate product movement procedures.	1. Knowledge: Understanding and Implementing ISO, Production Management, HRD, Recording Management 2. Technology: : use video, CD, computer, website 3. Power: support by CEO 4. Material: ISO package, Recording package 5. People: stakeholders, teamwork 6. Time: : one (1) week of intensive course by famous training institute, review and update every six (6) months 7. Assessment: individual check-list and feedback amongst peers one or two weeks after training,
		Psycho-motor	The key cognitive elements of leadership to emerge was: • to construct curator or secretary	

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
				trainers, outside auditors
				8. Information: learning and training manuals, website
				9. Finance: training budget support by company

TABLE 7.2.18   RECORDING: OPERATIONAL THINKING FOR STAFF

Group	Rationale	Bloom Domain	Objectives for the Policy	Sub-Allocation of Resources
Staff	The needs assessment indicated a focus on applying and modifying accurate documentation, constant revision and updating of quality manual; evaluating the improving quality standards; generating product movement procedures and constructing of curator or secretary.	**Cognitive**	The key cognitive elements of leadership to emerge were: • To apply and modify accurate documentation, constant revision and updating of quality manual; • To evaluate the improving quality standards; • To generate product movement procedures.	1. Knowledge: Understanding and Implementing ISO, Production Management, HRD, Recording Management 10. Technology: use video, CD, computer, website 11. Power: support by Senior Management 12. Material: ISO package, Recording package 13. People: stakeholders, teamwork 14. Time: one (1) week of intensive course by famous training institute, review and update every three(3) months 15. Assessment: individual check-list and feedback amongst peers one or two weeks after training, trainers, outside auditors 16. Information: learning and training manuals, website 17. Finance: : training budget support by
		Psychomotor	The key cognitive elements of leadership to emerge was: • to construct curator or secretary.	

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Attachment 7.3
Draft Staff Training Policy Questions

Phase 4.3: Questions for Semi-structured Interview with Top Management of Two Organisations

1. What comments do you have about the overall **structure** of this draft Staff *Training Policy to meet ISO Food Factory Standards in Thailand*?

2. What are you **general perceptions** of the policy?

3. Is there anything **specific** you would like to comment on regarding each of the **five policy areas**:

    - Leading?

    - Managing?

    - Monitoring?

    - Planning?

    - Recording?

4. Is there anything else you would like to add?

Leading

1. Leading: Strategic Thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying and demonstrating best practice principles; supporting combining, generating and organising international best practice standards; evaluating and supporting leadership to achieve this; and valuing and internalising teamwork at all levels of the organisation.

Objectives

Cognitive

The key cognitive elements of leadership for Senior Management to emerge were:
- to apply and demonstrate, with confidence, new applications and best practice for leaders;
- to support the program through the production of best available practice guidelines;
- to organize efficient teams that apply international standards in order to gain access to niche markets;
- to support best practice and leadership at all levels in order to maintain international standards.

Affective

The key affective elements were:
- to value teamwork as an integral part of leadership;
- to internalize the value of participation, at all levels, in the training process through continuous training and improvement.

Policy Outcome Guidelines

1.1 Knowledge

This program will develop Senior Management knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Behaviours for Effective Leadership, the Nature of Food Industry and our Business and Product Realization. Senior Management will identify target groups, business tools and up-to-date information and data, market trends and customer needs in order to satisfy the needs of niche market. The training needs and tools for Senior Management will be identified and updated. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

1.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will become familiar with their operation and will know how to gain benefits from them. Using information and data gained from the Internet information, they will print out and share

our ideas with colleagues in order to encourage teamwork, and to provide a focus on key areas such as food safety and new market opportunities. In meetings, Senior Management will demonstrate how to obtain such information through more extensive searching, more and will outline plans to utilize such information. Senior Management will have the technological capacity to receive information and news in real time; such information will support both Leadership and Strategic Thinking. With this real time information, Senior Management will be at the forefront of knowledge and will be able to provide stronger leadership, thus gaining respect and influence on work team as well as competitors. A technology support team will be established to ensure the uninterrupted flow of real time information to Senior Management regardless of where they are operating – in the office, in the fields, or overseas. Senior Management will know how to use, analyse and update information and data continuously, in any location.

1.3 Power

By drawing on their considerable breadth of expertise, Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. At fixed intervals (e.g., monthly, quarterly, annually), Senior Management will set meetings of Working Groups to present work and progress reports. Senior Management and Working Group will set agenda and topics of meetings. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. Senior Management, Working Group and The Chief Executive Officer will work together to achieve continuous training and improvement.

1.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, on-the-job training, plant visits, and feedback and follow-up systems.

1.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. The Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Good Packaging System and Modern Logistics System.

1.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

1.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive

program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

1.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

1.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

2. Leading: Strategic Thinking for Staff

Rationale

The needs assessment indicated a focus on supporting, combining and organising international best practice standards; evaluating and supporting leadership to achieve this.

Objectives

Cognitive

The key cognitive elements of leadership for Staff to emerge were:
- to support the program through the production of best practice guidelines;
- to organize efficient teams that apply international standards in order to gain access to niche markets;
- to support best practice and leadership at all levels in order to maintain international standards.

Policy Outcome Guidelines

2.1 Knowledge

This program will develop staff knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Leadership Guidelines and Applications, the Nature of Food Industry and our Business, Product Realization and Production Process. Staff will study the details of ISO Requirements, operation tools, document control and up-to-date information and data, market trends and customer needs in order to satisfy the needs of niche market. The training needs and tools for staff will be identified and updated. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

2.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation; staff will become familiar with their operation and will know how to gain benefits from them. Using information and data gained from the Internet, they will print out and share ideas with colleagues in order to encourage teamwork, and to provide a focus on key areas such as food safety and new market opportunities. Staff will study how to teach their team and share ideas when there are problems in production process and how to solve those problems. Staff will write Working Instruction in order to operate the machines smoothly and efficiently. Staff will organize efficient teams that apply international standards in order to receive new technological knowledge and gain access to niche markets. Staff will know how to support best practices to all levels in order to maintain international standards.

2.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. Staff will present work and progress reports to Supervisors at fixed interval (e.g., monthly, quarterly and annually). Staff, Working Group, Senior Management and the Chief Executive Officer will work together to achieve continuous training and improvement.

2.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Staff training programs will include background theory, how to implement and apply new skills apply, on-the-job training, plant visits, and feedback and follow-up systems.

2.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Staff will attend in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Good Packaging System and Modern Logistics System. Staff will practice as on-the-job training under the monitoring of Supervisor and Senior Management.

2.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

2.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Staff will be involved in the feedback

system and take actions according to their Supervisors and Senior Management suggestions.

2.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will look at information and instructions of the company to get knowledge and be able to transfer to their teams.

2.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management, will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained as planned programs.

3. Leading: Operational Thinking for Senior Management

Rationale

The needs assessment indicated a focus on appraising product quality; participating in ISO standards; and valuing teamwork through effective communication and feedback channels.

Objectives

Cognitive

The key cognitive element of leadership for Senior Management to emerge was:
- to appraise product quality.

Affective

The key affective elements were:
- to participate in ISO standards;
- to value teamwork through effective communication and feedback channels.

Policy Outcome Guidelines

3.1 Knowledge

This program will develop Senior Management knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Behaviours for Effective Leadership, the Nature of Food Industry, Product Realization, Production Process Understanding, and Two-way Communication (top-down and bottom-up). Senior Management will identify production process and product quality control, where critical points are, and how to control them. Senior Management will implement effective two-way communication feedback, will check the details of information and human behaviour after receiving information, and will determine whether or not there are any changes or improvement. Senior Management will locate work according to an Organization Chart and Job Description. Senior Management will use communication tools and feedback channels, up-to-date information and data. The training needs and

tools for Senior Management will be identified and updated. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

3.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will use computer and information to appraise product quality. Senior Management will participate in ISO Working Group meetings, and will follow-up their performance and outcome. Senior Management will scan Supervisors reports and teamwork evaluations. Senior Management will be able to value teamwork and use modern technological tools to communicate with teamwork and use effective feedback systems to appraise their work. Senior Management will use analytical tools, data analysis, and database management provided by computers and associated software.

3.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording programs. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. The Chief Executive Officer should delegate power to Senior Management and publish, on noticeboard, the persons who will be responsible for the assignment of work. Senior Management will set meetings of Working Groups to present work and progress reports; will set agenda and topics of meetings; will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. The Working Group and the Chief Executive Officer will work together to achieve continuous training and improvement.

3.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, on-the-job training, plant visits, and feedback and follow-up systems.

3.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Centre Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Good Packaging System and Modern Logistics System.

3.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

3.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

3.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

3.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management, will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

4. Leading: Operational Thinking for Staff

Rationale

The needs assessment indicated a focus on appraising product quality; participating in ISO standards; and valuing teamwork through communication and feedback channels.

Objectives

Cognitive

The key cognitive element of leadership for Staff to emerge was:
- to appraise product quality.

Affective

The key affective elements were:
- to participate in ISO standards;
- to value teamwork through effective communication and feedback channels.

Policy Outcome Guidelines

4.1 Knowledge

This program will develop Staff knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Leadership Guidelines and Applications, the Nature of Food Industry, Product Realization, Production Process

Understanding, and Two-way Communication (top-down and bottom-up). Staff will know how to operate production process and product quality control. Staff will be responsible for the care of their work points; they will know the importance of this work point, understanding that if there is any problem at this point it will affect the work and relationship with another work points in the production process. Staff will use effective two-way communication: they will know how to use communication tools and feedback channels, up-to-date information and data. The training needs and tools for Staff will be identified and updated. Staff will send needs reports to their Supervisor. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

4.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Staff will use computer and information to record tracks of product quality and quantity. Staff will send Data Collection and Graph Analysis to their Supervisor. They will participate in ISO Working Group meeting and present performance and outcome reports. They will develop teamwork, and will value cooperation, using modern technology to communicate; this will include using effective feedback systems. Staff will use analytical tools, data collection, and database management provided by computers and associated software.

4.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. Staff will present work and progress reports to Supervisors at fixed interval (e.g., monthly, quarterly and annually). Staff, Working Group, Senior Management and The Chief Executive Officer will work together to achieve continuous training and improvement.

4.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Staff training programs will include background theory, how to implement and apply new skills apply, on-the-job training, plant visits, and feedback and follow-up systems.

4.5 People

Staff will know how to operate. Staff will attend in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Good Packaging System and Modern Logistics System. Staff will practice as on-the-job training under the monitoring of Supervisor and Senior Management.

4.6 Time

Training programs will be established on an annual basis. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

4.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. Staff will be involved in the

feedback system and take actions according to their Supervisors and Senior Management suggestions.

4.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will look at information and instructions of the company to get knowledge and be able to transfer to their teams.

4.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained as planned programs.

5. Leading: Training Thinking for Senior Management

Rationale

The needs assessment indicated a focus on creating leadership and management; and valuing teamwork into development team.

Objectives

Cognitive

The key cognitive element of leadership for Senior Management to emerge was:
- to create leadership and management.

Affective

The key affective element was:
- to value teamwork into development team.

Policy Outcome Guidelines

5.1 Knowledge

This program will develop Senior Management knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Effective Training, Training Managers to Train, the Nature of Food Industry and our Business and Product Realization. Senior Management will be trained to create leadership and management and valuing teamwork into development team. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

5.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will use these modern technology tools to train teamwork and will communicate with them.

Senior Management will know how to use, analyse and update information and data continuously.

5.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. Senior Management will set meetings of Working Groups to present work and progress reports. Senior Management and Working Group will set agenda and topics of meetings. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. Senior Management, Working Group and The Chief Executive Officer will work together to achieve continuous training and improvement.

5.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, Training and Application, and feedback and follow-up systems.

5.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations to teamwork.

5.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

5.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

5.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

5.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

6. Leading: Training Thinking for Staff

Rationale

The needs assessment indicated a focus on creating leadership and management.

Objectives

Cognitive

The key cognitive element of leadership for Staff to emerge was:
- to create leadership and management

Policy Outcome Guidelines

6.1 Knowledge

This program will develop staff knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Employee Training and Development, the Nature of Food Industry and our Business, Product Realization and Production Process. Staff will study the details of ISO Requirements, training management, The training needs and tools for staff will be identified and updated. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

6.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Staff will become familiar with their operation and will know how to gain benefits from them. Staff will know how to use these tools and support best practices to all levels in order to maintain international standards.

6.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. Staff will present work and progress reports to Supervisors. Staff, Working Group, Senior Management and The Chief Executive Officer will work together to achieve continuous training and improvement.

6.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans for staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Staff training programs will include background theory, how to implement and apply new skills, on-the-job training, plant visits, and feedback and follow-up systems.

6.5 People

Staff will participate in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations. Staff will practice on-the-job training under the supervision and monitoring of their Supervisor and Senior Management.

6.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

6.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. Staff will be involved in the feedback system and take actions according to their Supervisors and Senior Management suggestions.

6.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will look at information and instructions of the company to get knowledge and be able to transfer to their teams.

6.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management, will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained using planned programs.

Managing

7. Managing: Strategic Thinking for Senior Management

Rationale

The needs assessment indicated a focus on participating by responding in diffusion of the innovation.

Objectives

Cognitive

The key cognitive element of management for Senior Management to emerge was:
- to participate by responding in diffusion of the innovation.

Policy Outcome Guidelines

7.1 Knowledge

This program will develop Senior Management knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Conceptual Thinking, Analysis Thinking, Logical Thinking and Logical Thinking. Senior Management will accept the three above thinking and know the detail of each concept. Concepts of work, problems and the future changes will be understood and accepted. Senior Management will accept the problems and find the ways to solve the problems. Logical Thinking will be used to solve problems, using a step-by-step process. Senior Management will be open to using brainstormed ideas from many people to solve problems. Senior Management will apply Globalization and Change Management principles, particularly the Action Research process of Planning, Doing, Checking and Action.

7.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will become familiar with their operation and will know how to gain benefits from them. Senior Management will know how to use, analyse and update information and data continuously, in any location.

7.3 Power

By drawing on their considerable breadth of expertise, Senior Management will participate in training programs for staff; they will be involved, specifically, in managing. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. At fixed intervals (e.g., monthly, quarterly, annually), Senior Management will set meetings of Working Groups to present work and progress reports. Senior Management and Working Group will set agenda and topics of meetings. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. Senior Management, Working Group and The Chief Executive Officer will work together to achieve continuous training and improvement.

7.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of

training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, on-the-job training, plant visits, and feedback and follow-up systems.

7.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Conceptual Thinking, Analysis Thinking, Logical Thinking and Logical Thinking.

7.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

7.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

7.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding managing of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

7.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

8. Managing: Operational Thinking for Senior Management

Rationale

The needs assessment indicated a focus on demonstrating and modifying customer satisfaction, storage facilities management, purchase and product management, personnel and Key Performance Indicator management; generating product research; appraising leadership; participating in changing behaviour and delivery reliability and valuing teamwork through effective communication and feedback channels.

Objectives

Cognitive

The key cognitive elements of management for Senior Management to emerge were:
- to demonstrate and modify customer satisfaction, storage facilities management, purchase and product management, personnel and KPI management;
- to generate product research;
- to appraise leadership.

Affective

The key affective elements of management for Senior Management to emerge were:
- to participate in changing behaviour and delivery reliability;
- to value teamwork through effective communication and feedback channels.

Policy Outcome Guidelines

8.1 Knowledge

This program will develop staff knowledge and application in the workplace. Senior Management will follow Policy 1 – Leading: Strategic Thinking for Senior Management. Senior Management will develop tables of managing operations into Department and Division. Senior Management will list the central operations on upper parts of the table; within the table will be included the scope of work. For example, in the Marketing Department, the Marketing Manager will know the scope of his work and Job Descriptions of all staff in the department. This will be able Senior Management and Department Manager to understand scope of work and operation tools to manage. Senior Management will have the necessary communication knowledge and skills to communicate this effectively to staff.

8.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will become familiar with their operation and will know how to gain benefits from them. Using information and data gained from the Internet information, they will print out and share our ideas with colleagues in order to encourage teamwork, and to provide a focus on key areas such as food safety and new market opportunities. Staff will study how to teach their team and share ideas when there are problems in production process and how to solve those problems. Staff will write Working Instruction in order to operate the machines smoothly and efficiently. Staff will organize efficient teams that apply international standards in order to receive new technological knowledge and gain

access to niche markets. Staff will know how to support best practices to all levels in order to maintain international standards.

8.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. Staff will present work and progress reports to Supervisors at fixed interval (e.g., monthly, quarterly and annually). Staff, Working Group, Senior Management and The Chief Executive Officer will work together to achieve continuous training and improvement.

8.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, how to implement and apply new skills apply, Operation Management, plant visits, and feedback and follow-up systems.

8.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Senior Management will participate in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Operation Management, Modern Management System.

8.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

8.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s).

8.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding managing of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement.

8.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained according to these planned programs.

9. Managing: Operational Thinking for Staff

Rationale

The needs assessment indicated a focus on demonstrating and modifying storage facilities management; personnel management, purchase and product management, systematic handling of products and Key Performance Indicator management; generating product research, appraising leadership and participating in delivery reliability.

Objectives

Cognitive

The key cognitive elements of management for Staff to emerge were:
- to demonstrate and modify storage facilities management, personnel management, purchase and product management, systematic handling of products and KPI management;
- to generate product research;
- to appraise leadership.

Affective

The key affective element of management for Staff to emerge was:
- to participate in delivery reliability.

Policy Outcome Guidelines

9.1 Knowledge

This program will develop Staff knowledge and application in the workplace. Each Department will appreciate the scope of the work. For example, Marketing Department, Marketing Manager will have the department's scope of work as well as a Job Descriptions of all staff in the department. This will be enable Staff to comprehend the scope of work and the operation tools used by management. Staff will attain the necessary communication knowledge and skills comprehend the manager's role and what his work will entail.

9.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Staff will use computer and information to appraise product quality. Staff will use analytical tools, data analysis, and database management by using computer and software.

9.3 Power

Staff will participate in training programs for staff; they will be involved, specifically, in managing. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. The Chief Executive Officer should approve power to Senior Management and announce on board; the persons who will responsible for the assignments or work. Staff will work together to achieve continuous training and improvement.

9.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of

modern equipment and facilities. Training programs will include background theory, Operation Management, plant visits, and feedback and follow-up systems.

9.5   People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. The Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Good Packaging System and Modern Logistics System. Staff will train in these training programs.

9.6   Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

9.7   Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

9.8   Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding managing of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

9.9   Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

10. Managing: Training Thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying brainstorming as an effective problem solving process and the way of constant revision and updating of training programs and organisation requirements; demonstrating by change patterns of hygiene and continuous on-site learning, training, improvement and valuing teamwork.

Objectives

Cognitive

The key cognitive elements of management for Senior Management to emerge were:
- to apply brainstorming as an effective problems solving process and updating of training programs according to organisation requirements;
- to demonstrate by change patterns of hygiene and continuous on-site learning, training, improvement and valuing teamwork.

Affective

The key affective elements of management for Senior Management to emerge were:
- to demonstrate by change patterns of hygiene and continuous on-site learning, training, improvement;
- to value teamwork.

Policy Outcome Guidelines

10.1 Knowledge

This program will develop Senior Management application in the workplace. Senior Management will be conversant with the following: ISO Requirements and Implementation, Good Manufacturing Practice, Hazard Analysis and Critical Control Point System and Guidelines for Its Application. Senior Management will have access to all the details of work and the jobs associated with each position through the Organization Chart. Senior Management will be able to plan for training programs to staff. Senior Management will teach staff to apply brainstorming as an effective problem solving process and updating of training programs according to the organization's requirements.

10.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will use analytical tools, data collection, and database management by using computer and software.

10.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in managing. Staff will present work and progress reports to Supervisors at fixed interval (e.g., monthly, quarterly and annually). Staff, Working Group, Senior Management and The Chief Executive Officer will work together to achieve continuous training and improvement.

10.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Staff training programs will include background theory, how to implement and apply new skills apply, Training Management, plant visits, and feedback and follow-up systems.

10.5 People

Senior Management will attend in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, ISO Requirements, Good Manufacturing Practice, Hazard Analysis and Critical Control Point System and Guidelines for Its Application.

10.6 Time

Training programs will be established on an annual basis. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

10.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement.

10.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding managing of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement..

10.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained as planned programs.

11. Managing: Training Thinking for Staff

Rationale

The needs assessment indicated a focus on applying brainstorming as an effective problem solving process; demonstrating by change pattern of personal hygiene; and participating in continuous on-site learning.

Objectives

Cognitive

The key cognitive element of management for Staff to emerge was:
- to apply brainstorming as an effective problem solving process.

Affective

The key affective elements of management for Staff to emerge were:
- to demonstrate by change their personal hygiene;
- to participate in continuous on-site learning.

Policy Outcome Guidelines

11.1 Knowledge

This program will develop Staff knowledge and applications required in the workplace. Staff will study ISO Requirements and Implementation, Good Manufacturing Practice, Hazard Analysis and Critical Control Point System and Guidelines for Its Application. Staff will be able to access the details of work via the Job Description and Organization Chart. Staff will be able to join in training programs. Senior Management will teach staff to apply brainstorming as an effective problem solving process and updating of training programs according to organization requirements. and Key Performance Indicators. Staff will be able to work effectively in their division through effective on-the-job training.

11.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will use these modern technology tools to train teamwork and will communicate with them. Senior Management will know how to use, analyse and update information and data continuously.

11.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in managing. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. Senior Management will set meetings of Working Groups to present work and progress reports. Senior Management and Working Group will set agenda and topics of meetings. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. Senior Management, Working Group and The Chief Executive Officer will work together to achieve continuous training and improvement.

11.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, on-the-job training, plant visits, and feedback and follow-up systems.

11.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations to teamwork.

11.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

11.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

11.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

11.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

Monitoring

12. Monitoring: Operational thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying and demonstrating an effective independent monitoring; appraising, evaluating high tech role in order to achieve local needs and product consistency, valuing teamwork and quality control, and fixing and measuring high technical role and random monitoring.

Objectives

Cognitive

The key cognitive elements of monitoring for Senior Management to emerge were:
- to apply and demonstrate an efficient independent monitoring;
- to appraise, evaluate and support high tech role in order to achieve local needs and product consistency.

Affective

The key effective elements of monitoring for Senior Management to emerge were:
- to apply and demonstrate an efficient independent monitoring;
- to appraise, evaluate and support high tech role in order to achieve local needs and product consistency

Policy Outcome Guidelines

12.1 Knowledge

This program will develop Senior Management knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO, Good Manufacturing Practice, Hazard Analysis and Critical Control Point System and Guidelines for Its Application, Balance Score Card, Operation Management, Financial Management and Critical Control Points in Production Process. Senior Management will use knowledge of Key Performance Indicator to check performance of every Department, by comparing actual outcome and plans. Senior Management will use Key Performance Indicator to check data and evaluation staff performance every month. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

12.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will become familiar with their operation and will know how to gain benefits from them. Senior Management will know how to support best practices to all levels in order to maintain international standards.

12.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in. Staff will present work and progress reports to Supervisors, Staff, Working Group, Senior Management and The Chief Executive Officer will work together to achieve continuous training and improvement.

12.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Staff training programs will include background theory, how to implement and apply new skills apply, on-the-job training, plant visits, and feedback and follow-up systems.

12.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Good Packaging System and Modern Information Technology.

12.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

12.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Staff will involve in the feedback system and take actions according to their Supervisors and Senior Management suggestions.

12.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding monitoring of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will look at information and instructions of the company to get knowledge and be able to transfer to their teams.

12.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained as planned programs.

13. Monitoring: Training Thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying ISO as providing training benefits.

Objectives

Cognitive

The key cognitive element of monitoring for Senior Management to emerge was:
- to apply ISO as providing training benefits.

Policy Outcome Guidelines

13.1 Knowledge

This program will develop Senior Management knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementing ISO Guidelines, Monitoring, Production Process, Process Validation, Critical Control Points in Production Process that have special monitoring. Senior Management will train to monitor at results. Senior Management will also monitor Personal Hygiene points related to Food Industry Control. The training needs and tools for Senior Management will be identified and updated. Continuous training and improvement processes will be set in place; sequential training topics will be developed and applied.

13.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. Senior Management will become familiar with their operation and will know how to gain benefits from them. Using information and data to collect the data and present the curve of each case by using graph reports and presentation. For Senior Management, the ways to support the program are regular monthly meetings. Senior Management will show the data and graph to teamwork and show that Senior Management is interested in these Data Collection and Data Analysis. Databases will be used to show trends and movements; their use will lead to the exchange of ideas. If the performance is good, Senior Management will give positive reinforcement. If the performance is not good, Senior Management will tell them or have some personal discussion. In the meetings, teamwork can notice and know the trend of Senior Management and company. The supervisors will bring these ideas to transfer to their staff. Senior Management will know how to use, analyse and update information and data continuously.

13.3 Power

The Chief Executive Officer will call regular Management Meetings at which he/she will show their interest in the outcomes, results and performance of Monitoring that Senior Management report. Senior Management will bring the interested issues into meetings regularly and continuously; the Chief Executive Officer will demonstrate their support in these Management Meetings. If the Chief Executive Officer show that he will not support, there will be some problems. If The Chief Executive Officer shows that he will not support, Senior Management will know that this is not the first priority and system cannot go on. Senior Management will emphasise good performance to the Chief Executive Officer in the expectation that they will receive the acceptance and support. Reports are the Performance Conclusion of Senior Management: they will

show key points, compare with targets or plans, differences, and percentage. Senior Management will prepare agenda and topics, and prepare responses, and will present them to the Chief Executive Officer prior to the meeting. At meeting date, Senior Management will present as his first time of report presentation and The Chief Executive Officer will support his ideas. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards.

13.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management will present his interest and understanding in the information. If there are some new procedures, Senior Management will tell his teamwork to present to him and discuss with him. Senior Management will teach teamwork to brief in Flow Chart to show Main Ideas and write explanation afterwards. If Flow Chart is good, the explanation will be good and clear.

13.5 People

Senior Management will be developed by intensive training requirements. Senior Management will refresh ISO Requirements Training. The company will invite outsider experts to train all Senior Management. Senior Management will be responsible to himself. The Chief Executive Officer will look after their performance. Phase of Implementation will be once per year. Refreshment, Consultants will train Senior Management, Working Group in the same time and lead into the same concept. So they can work together in the same concept and method. Sometime, there are some professional Senior Management from many companies that have different styles. But in Refreshment Training, the Consultants will lead them into the same idea and style of working. Senior Management will use the same pattern and work together with the same ISO Requirements and Quality Manuals. All Senior Management will use the same policies and strategies of the same company.

13.6 Time

Training will be done in a single week. After training, Senior Management will have follow-up system and consult with Consultants step by step. Senior Management will have blocks of time, e.g., once per month. Consultants will set monthly progressive of each Senior Management. Senior Management will follow-up plans and effective records continuously and seriously.

13.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program, individual checklist and feedback amongst peers one or two weeks after training, trainers, outside auditors. Senior Management will look at outcomes and performance. The system will consist of Training, Implementation, Following-up and Checking outcomes after training compare to planning targets.

13.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding monitoring of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Monitoring. Senior Management will know Job Description and Lines of Control. What will be needed; Information board, containing information related to quality, cost, delivery, morale and suggestions. It will conclude monitoring

points, information reports, meeting activities and performance, policies and trends of company, industry information and related news. At site, the staff of each Department will collect the primary data and information and they will send these to the related Department. The Document Center Coordinator and System Coordinators will record the data and information and send them to Senior Management every month. Senior Management will take useful data and information to present at the meeting room. Most of incentives of good information will be verbal and supportive.

13.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

Planning

14. Planning: Strategic Thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying ISO as a basic standards; combining ISO into industrial support as best practice guidelines; evaluating good policy settings and improvement by using the experience of others into international standards; supporting an efficient global thinking, and demonstrating the industry supports best practice guidelines.

Objectives

Cognitive

The key cognitive elements of planning for Senior Management to emerge were:
- to apply ISO as a basic standards;
- to combine ISO into industrial support as best practice guidelines;
- to evaluate good policy setting and improvement by using the experience of others into international standards;
- to support an effective global thinking.

Affective

The key affective element of planning for Senior Management to emerge was:
- to demonstrate the industry supports best practice guidelines.

Policy Outcome Guidelines

14.1 Knowledge

This program will develop staff knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. At the first period of time, Senior Management will know and plan how to achieve ISO. After receiving ISO, Senior Management will establish plans for continuous improvement. In the first year, Senior Management will know how to establish and maintain a comprehensive database system. In the second year, Senior Management will have an established database that they will be able to use to establish an improvement plan. In subsequent years, Senior Management will establish strategic management plans for tools development, benchmarking, planning, directing, controlling, following-up, co-ordination; and marketing, finance, production and other functions in the company.

14.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. An information and communication team will ensure that there is a regular, two-way flow of information regarding monitoring of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Monitoring. Senior Management will know Job Description and Lines of Controlling. An information board, containing information on quality, cost, delivery, morale and suggestions will be established. It will conclude monitoring points, information reports, meeting activities and performance, policies and trends of company, industry information and related news. At site, the staff of each Department will collect the primary data and information and they will send the related

Department. The Document Control Center and Co-coordinators will record the data and information, will summarise it, and present it to Senior Management every month.

14.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in monitoring. The Chief Executive Officer will convene monthly management meetings, at which Senior Management will present reports related to outcome, results and performance will be presented. Senior Management will also bring other related matters of interest to these meetings. These will show key points, compare with targets or plans, difference and percentage. Senior Management will prepare agenda and topics and present to the Chief Executive Officer and prepare answers prior to the meeting. At meeting date, Senior Management will present their reports and the Chief Executive Officer will discuss and support these ideas. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards.

14.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management will present his interest and understanding in the information. If there are some new procedures, Senior Management will hold presentations and discussions with his team. Senior Management will teach teamwork to brief in Flow Chart to show Main Ideas and write explanation afterwards. If Flow Chart is good, the explanation will be good and clear.

14.5 People

Senior Management will be developed by intensive training; they will focus on refreshing ISO requirements training. The company will invite outsider experts to train all Senior Management who will be responsible for this themselves. The Chief Executive Officer will look after their performance. The refreshment will occur once per year and the refreshment consultants will train the Senior Management and the Working Group at the same time and lead them into the same concepts so that they can work together on the same concepts and methods. Sometime, there is some professional Senior Management from many companies that have different styles. But in Refreshment Training, the Consultants will lead them into the same idea and style of working. Senior Management will use the same pattern and work together with the same ISO Requirements and Quality Manuals. All Senior Management will use the same policies and strategies of the same company.

14.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. The suitable for each review time is three month per time, by using Training and new tools or inputs in every time of training. After training, Senior Management will follow-up the implementation by announcement on information board. Senior Management will set promotion team as the presenter of improvement team from training.

14.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. Senior Management will have one month per time and analyse the data and performance of each person. Senior Management will brainstorm to find out the Best Practice or Benchmarking. Action plans will help for assessment and evaluation.

14.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding monitoring of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Planning. Senior Management will know Job Description and Lines of Controlling. The following will be needed: information board; information regarding quality, cost, delivery, morale and suggestions to fill in the board. It will conclude with planning points, information reports, meeting activities and performance, policies and trends of company, industry information and related news. At site, the staff of each Department will collect the primary data and information and they will send them to the related Department. The Document Control Center and Co-coordinators will record the data and information and send them to Senior Management every month. Senior Management will take useful data and information to present at the meeting room. Most of incentives of good information will be verbal and admiring speech.

14.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained as planned programs.

15. Planning: Training Thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying and demonstrating and modifying best practice guidelines to meet ISO requirements by using efficient continuous training and improvement; applying and supporting continuous training and improvement; generating, organising and supporting continuous on-site, learning, training and improvement.

Objectives

Cognitive

The key cognitive elements of planning for Senior Management to emerge were:
- to apply, demonstrate and modify best practice guidelines to meet ISO requirements by using efficient continuous training and improvement;
- to apply and support continuous training and improvement;
- to generate, organise and support continuous on-site learning, training and improvement.

Policy Outcome Guidelines

15.1 Knowledge

This program will develop staff knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. At the first period of time, Senior Management will know and plan how to achieve ISO. After receiving ISO,

Senior Management will know and plan about continuous improvement. At the first year, Senior Management will know how to keep data base system. At the second year, Senior Management will have data base, so he will know and set improvement plan.

15.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. An information and communication team will ensure that there is a regular, two-way flow of information regarding planning of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Monitoring. Senior Management will know Job Description and Lines of Controlling. What will be needed; Information board, put information of Quality, Cost, Delivery, Morale and Suggestion to fill in the board. It will conclude Monitoring points, information reports, Meeting activities and performance, policies and trends of company, industry information and related news.

15.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in planning. Reports will show key points, compare with targets or plans, difference and percentage. Senior Management will prepare agenda and topics and present to The Chief Executive Officer and prepare answer before meeting. At meeting date, Senior Management will present as his first time of report presentation and The Chief Executive Officer will support his ideas.

15.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, on-the-job training, plant visits, and feedback and follow-up systems.

15.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations in planning teamwork.

15.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

15.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Staff will be involved in the feedback system and take actions according to their Supervisors and Senior Management suggestions.

15.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding planning of all training programs. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will look at information and instructions of the company to get knowledge and be able to transfer to their teams.

15.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual planning training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained in the planned programs relating to planning.

16. Planning: Training Thinking for Staff

Rationale

The needs assessment indicated a focus on applying and demonstrating and modifying best practice guidelines to meet ISO requirements by using efficient continuous training and improvement; applying and supporting continuous training and improvement, generating, organising and supporting continuous on-site, learning; training and improvement, and evaluating continuous training and improvement.

Objectives

Cognitive

The key cognitive elements of planning for Staff to emerge were:

- to use effective continuous training and improvement;
- to apply, demonstrate and modify best practice guidelines to meet ISO requirements by using efficient continuous training and improvement;
- to generate and support continuous on-site learning, training and improvement;
- to evaluate training and improvement.

Policy Outcome Guidelines

16.1 Knowledge

This program will develop Staff knowledge and application of planning in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of Understanding and Implementation ISO Guidelines, Production Process and Production Management At the first period of time, Staff will work with Senior Management and Working Group to achieve ISO. After receiving ISO accreditation, Staff will join with Senior Management and Working Group to go on continuous improvement. At the end of the first year, Senior Management will teach Staff how to keep a database system. At the end of the second year, Senior Management and Staff will have data base, so they will know and set improvement plan.

16.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. An information and communication team will ensure that there is a regular, two-way flow of information regarding planning of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Monitoring. Senior Management will know Job Description and Lines of Controlling. What will be needed; Information board, put information of Quality, Cost, Delivery, Morale and Suggestion to fill in the board. It will conclude Monitoring points, information reports, Meeting activities and performance, policies and trends of company, industry information and related news.

16.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in planning. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. At fixed intervals (e.g., monthly, quarterly, annually), Senior Management will set meetings of Working Groups to present work and progress reports. Senior Management and Working Group will set agenda and topics of meetings. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. Senior Management, Working Group and The Chief Executive Officer will work together to achieve continuous training and improvement.

16.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans by Senior Management. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management training programs will include background theory, on-the-job training, plant visits, and feedback and follow-up systems.

16.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System

coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Training Management and Implementation.

16.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

16.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Senior Management will be directly involved in the provision of feedback system as part of their personal development skills in leadership.

16.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding planning of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams.

16.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

Recording

17. Recording: Operational Thinking for Senior Management

Rationale

The needs assessment indicated a focus on applying and modifying accurate documentation, constant revision and updating of quality manual; evaluating the improving quality standard; generating product movement procedures; and constructing of curator or secretary.

Objectives

Cognitive

The key cognitive elements of recording for Senior Management to emerge were:
- to apply and modify accurate documentation, constant revision and updating of quality manuals;
- to evaluate improving quality standards;
- to generate product movement procedures.

Psychomotor

The key psychomotor element of recording for Senior Management to emerge was:
- to construct curator or secretary.

Policy Outcome Guidelines

17.1 Knowledge

This program will develop staff knowledge and application in the workplace. Recording is one of the most important parts in ISO Requirements. In the first step in improving knowledge of recording, Senior Management will study how to get Data Collection that can be brought to Data Analysis and meet ISO Requirements. Senior Management will have knowledge of how much of data and information to record and get useful from it. Senior Management will go with recorders to train and plant visits as ISO Recording Guidelines and set Best Practice or Benchmarks for Recording Systems. From plant visits, Senior Management will look at information board, recording system, interview, exchange ideas and have good relationship with other companies. Computer and related software knowledge is very important in recording.

17.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements related to recording. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Monitoring. Senior Management will know Job Description and Lines of Controlling. What will be needed; Information board, put information of Quality, Cost, Delivery, Morale and Suggestion to fill in the board. It will conclude Monitoring points, information reports, Meeting activities and performance, policies and trends of company, industry information and related news. At site, the staff of each Department will collect the primary data and information and they will send the related Department.

Document Control Center and Co-coordinators will record the data and information and send them to Senior Management every month. Senior Management will take useful data and information to present at the meeting room.

17.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. Reports will show key points, compare with targets or plans, difference and percentage. Senior Management will prepare agenda and topics and present to The Chief Executive Officer and prepare answer before meeting. At meeting date, Senior Management will present as his first time of report presentation and The Chief Executive Officer will support his ideas.

17.4 Material

Comprehensive training packages will be developed following the establishment of continuous training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management will support by documents, material, forms, Computer, announcement.

17.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations to teamwork.

17.6 Time

Training programs will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish a monthly training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per month, and will be supported by continuous training and improvement and effective follow-up system.

17.7 Assessment

An assessment protocol will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. If the feedback is positive, Senior Management will support and encourage and will celebrate the success. If the feedback is negative, Senior Management will find out the cause(s) and will seek external support to help solve any problem(s). Staff will be involved in the feedback system and take actions according to their Supervisors and Senior Management suggestions.

17.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will look at information and instructions of the company to get knowledge and be able to transfer to their teams.

17.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary

group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning. Staff will be trained as planned programs.

18. Recording: Operational Thinking for Staff

Rationale

The needs assessment indicated a focus on applying and modifying accurate documentation, constant revision and updating of quality manual; evaluating the improving quality standard, generating product movement procedures; and constructing of curator or secretary.

Objectives

Cognitive

The key cognitive elements of recording for Staff to emerge were:

- to apply and modify accurate documentation, constant revision and updating of quality manuals;
- to evaluate improving quality standards;
- to generate product movement procedures.

Psychomotor

The key psychomotor element of recording for Staff to emerge was:

- to construct curator or secretary.

Policy Outcome Guidelines

18.1 Knowledge

This program will develop Staff knowledge and application in the workplace. Recording is one of the most important parts in ISO Requirements. The first knowledge is Senior Management will teach Staff how to get Data Collection that can be brought to Data Analysis and meet ISO Requirements. Senior Management will teach Staff to have knowledge of how much of data and information to record and get useful from it. Senior Management will teach Staff to go with recorders to train and plant visits as ISO Recording Guidelines and set Best Practice or Benchmarks for Recording System. From plant visits, Senior Management will teach Staff to look at information board, recording system, interview, exchange ideas and have good relationship with other companies. Computer and related software knowledge is very important in recording.

18.2 Technology

The program will make extensive use of Information and Communication Technology in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. At the present time, most office and factories have computers, Internet, TV, video, CDs and new Office Automation. An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Training programs in knowledge management will be undertaken by Senior Management to assist them personally in knowledge transfer to their teams. This is an important role of Recording. Senior Management will know Job Description and Lines of Controlling. What will be

needed; Information board, put information of quality, cost, delivery, morale and suggestions relating to recording to fill in on the board. It will conclude recording points, information reports, Meeting activities and performance, policies and trends of company, industry information and related news will also be reported. At the site, the staff of each Department will collect the primary data and information and they will send the related Department. Document Control Center and Co-coordinators will record the data and information and send them to Senior Management every month. Senior Management will take useful data and information to present at the meeting room.

18.3 Power

Senior Management will participate in training programs for staff; they will be involved, specifically, in recording. The Chief Executive Officer will provide the necessary support power to Senior Management and will alert them to take action as appropriate. At fixed intervals (e.g., monthly, quarterly, annually), Senior Management will set meetings of Working Groups to present work and progress reports. Senior Management and Working Group will set agenda and topics of meetings. Senior Management will explain and present their interest and intentions to the Chief Executive Officer on both an informal and formal basis, thus ensuring an open information flow, upwards and downwards. Senior Management, Working Group and The Chief Executive Officer will work together to achieve continuous training and improvement in recording.

18.4 Material

Comprehensive training packages will be developed following the establishment of continuous recording training plans with staff. These plans will include types of training courses, training topics, suitable times, convenient places, and provision of modern equipment and facilities. Senior Management will support with appropriate documents, material, forms, technology and announcements.

18.5 People

Senior Management will encourage development of teamwork both in the departments and in the central operations unit in relation to recording. Quality Management Representative, System coordinator, Document Center Coordinator, team leaders, Consultant and Auditor will take care the ISO system. If there are outsiders to be involved, they must be recording experts in the food industry. Senior Management will invite outside experts to assist in the development of training packages designed to meet teamwork needs and to expand knowledge of key operations such as Food Safety, Recording Procedures and Information Technology Management

18.6 Time

Training programs in recording will be established on an annual basis. Senior Management will appoint a Working Group to set the yearly plan and to choose training topics. Senior Management, together with this Working Group, will establish an annual training pattern to facilitate its operation and monitoring. Training days will occupy 2-3 days per year, and will be supported by continuous training and improvement and effective follow-up system.

18.7 Assessment

An assessment protocol related to recording will be developed in conjunction with the program developers and key stakeholders in the program. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement. Staff involved in recording will be self-monitoring: if they keep too much or not enough data, they cannot show records according to ISO Requirements. This Recording Assessment will relate to on-the-job training and implementation. Staff will learn by themselves whether or not the data is effectively recorded or not. Senior Management will check and adjust action plans whenever it is necessary.

18.8 Information

An information and communication team will ensure that there is a regular, two-way flow of information regarding recording of all recording training program. This will include promotional brochures, details of training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement. Staff will bring data and information to Data Collection and Data Analysis system; Key Performance Indicator will be the tool to check their efficiency. Recording System will push staff to improve and adjust to achieving ISO Requirements. The concepts will teach staff to have self management and more responsibility. Staff will develop their own recording techniques in their work. Computer and related software knowledge will be very important in the recording system; as ISO working Instruction point out: you record (write) what you do and you do what you record (write). If there is no recording system, The Chief Executive Officer, Senior Management and Staff cannot know what has happened in the company. Senior Management cannot have Data Collection and Data Analysis which are very important in ISO Requirements. Senior Management will analyse data from facts and data from records. Staff will present right data and information to Senior Management to support performance and guidelines for planning. The data and information will be continuous and real time.

18.9 Finance

A budgetary group, representing developers, implementers and assessors, will report directly to the Chief Executive Officer. Senior Management will support the budgetary group in establishing a budget for the yearly training plan. The training budget, which will be incorporated into the whole company budget, will release funds to each department to meet annual training needs and expenses. The Chief Executive Officer, in consultation with Senior Management will consider and approve the annual training budget at least six months prior to its introduction to facilitate forward planning.

Attachment 8:

CEO Semi-structured Interview – Inductive Analysis

Focus	Key Issues	Index	Comments
What comments do you have about the overall structure of this draft			
Meeting key objectives of ISO	Quality, safety and legality	A1.1	We will produce good products and service that have quality, safety and legality, and we will also have continuous improvement in order to reach customer satisfaction.
	Continuous improvement	A1.1	
	Customer satisfaction	A1.1	
	Meeting world market requirements as a qualified quality company.	B1.1	Objective 1: To present to the world market that ISO Certificated Company is a world standard level, we will have quality to compete with other competitors in the world.
	Develop SM and staff to meet international quality standards.	B1.1	Objective 2: To develop our Senior Management and staff into International Standard.
	Clarifying ISO standards for quality for products and services.	B1.1	Objective 3: To clarify standard quality of products and service by ISO Certificates. Food Industry will clarify cleanliness of food by Good Manufacturing Practice, Hazard Analysis and Critical Control Points System and Guidelines for Its Application.
	To apply international standards in Thailand	B1.1	Objective 4: To apply International Standards and Practices to Thailand companies and factories.
Overcoming East-West barriers in order to maintain and develop world markets.	Overcoming cultural and social barriers to trade with western international markets.	B1.1	There will be some obstructions and problems when we bring Western (USA, EU) International Standards to apply to Eastern (Thailand) because of Difference of Human Cultures and Nature.
	Producers and customers have different expectations of quality.	B1.1	The main reasons are assumptions of producers and assumptions of customers do not meet the same objectives.
	Producers and customers have the same expectation of quality in international markets	B1.1	So after meeting ISO Certificate requirements, the ISO Certificated companies must have continuous improvement, development and growth until they have been recognized in International Market. For examples; Japan: TOYOTA, SONY, TOSHIBA, MITSUBISHI, and Thailand: Siam Cement Group (SCG), Chareon Pokaphan (CP).
What are your perceptions of the policy?			
Leading: Strategic thinking for Senior Management			
Knowledge and expertise will be both global and local.	SM will have: real time knowledge, vision, integrated knowledge with a global focus.	A2.1.1	Knowledge: Production Senior Management will not have only Production Process knowledge, but he will have knowledge of Marketing, Finance, Raw Material Management, Logistics, World Weather Forecast, World Market Forecast, and other related knowledge. Production Senior Management will be expert in Production, Engineering, and New Science of Production, Human Resource Management (how to manage staff) and have other related knowledge in the same time.
	PSM will have: broad knowledge of marketing, finance, raw material management, logistics, world weather & market forecasts.	A2.1.1	
	PSM will be experts in production, engineering, new science of production, and human resource management.	A2.1.1	
	SM will have a deep knowledge of business, industry and marketing.	B2.1.1	Knowledge: Senior Management will have Business Understanding, Industry Understanding and Market Understanding. He will know that his company is in which point in the

Focus	Key Issues	Index	Comments
			radar. For example, if we are in Food Industry, we will know that our company has what kinds of strengths, competitive potentiality expansion plans and growth.
Leaders will have highly developed communication skills.	SM will have high skills in communication – both top-down and bottom-up.	B2.1.1	Knowledge: Senior Management will have communication to lead his staff and will teamwork. Senior Management will share his vision knowledge to company and lead his staff and teamwork to follow-up. Senior Management will know that ISO is a tool of Leader. Leader will see that the company will have growth if the company comply ISO as an International Standards.
Strategic leadership will be required for ISO accreditation	SM, using ISO as a tool of leadership, will ensure that staff have the necessary knowledge to ensure ISO accreditation.	B2.1.1	Knowledge: Senior Management will convince staff and teamwork to understand ISO Requirements and Implementation. Senior Management will communicate staff and teamwork about the necessary of ISO Accreditation in order to reach International Standard.
Accommodating the changing world of technology	New world of science and technology: 3D-, bio- and nano-technology.	A2.1.2	Technology: Today, Senior Management is in the new world of new science and technology. New science of computer is 3D (3 Dimension); BIO and NANO technology.
	New style technology is psychological technology: understanding deep needs of consumers and clients.	A2.1.2	Technology: Present technology will reach psychology of human beings. The old styles of computer and technology were rational technology. But the new styles of modern computer and technology are psychological technology to reach the real (deep) needs of consumers and clients.
	Technology and information important in work and life styles of all people.	A2.1.2	Technology: At present time, technology and information are very important in the work and life styles of all people. Globalization makes the world change all the time, Senior Management will follow-up the changes and effects of the changes.
Engaging specialist staff to use technology creatively in order to meet changing strategic needs.	SM will use technology to adapt to their changing strategic needs.	B2.1.2	Technology: Senior Management will set strategic targets for the company and show leadership by asking staff to find technologies that will assist the company in meeting these strategic needs.
	To make best use of changing technologies, SM will search for clever and efficient staff to find, when and as they are needed, appropriate technologies to meet strategic needs.		Technology: Technology is rapidly changing. For example; if we plan to increase production about 10 per cent, what kind of technology can support it? If we want to decrease expenses about 10 per cent, what kind of technology can help us? Leading Senior Management will raise questions, staff using teamwork will find out the technology to meet the strategies. Senior Management will search for clever and efficient staff, using teamwork, to follow-up strategies and ideas.
Being able to exercise authority and power by first 'winning the hearts of the staff'.	Both power and kindness are functions of leaders: 'give and get' is a two-way operation.	A2.1.3	Power: Senior Management will have both power and kindness at the same time. They will 'give' and 'get' with both stakeholders and staff.
	SM must be able to exercise a new type of authority: an inner potential for using power appropriately is required.	A2.1.3	Power: Senior Management will know how to take actions if staff show good performance; they will admire staff. If staff show below standard performance, they will warn staff and direct them to take corrective action.
	SM will have a special gift for leadership: they will surround themselves with people willing to	A2.1.3	Power: Senior Management will have psychological techniques to treat them. Senior Management will not always exercise power by using 'force' staff to work, but Senior

Focus	Key Issues	Index	Comments
	work with them.		Management will have some special psychological techniques to 'lead' staff to work and love him. Senior Management will have some special gifts to lead surrounding people willingly to work with him.
	CEO, after ensuring that they are loyal and accepted by the staff, will appoint SM and give authority to them.	B2.1.3	Power: In the Thai culture, a Chief Executive Officer will prefer to promote lifelong working officers to be Heads or Leaders because they have experience and loyalty to the company. The main objective is delegation. Chief Executive Officer must be sure that if they appoint someone to Senior Management and gives authority to them, the persons should have been accepted by the staff.
Applying moral, concentration and wisdom (Dharma) to modern training packaging.	Moral, concentration and wisdom - use of Buddhist leadership principles.	A2.1.4	Material: My Company use Buddhism as one of training package for Senior Management. Morals (ศีล), Concentration (สมาธิ) and Wisdom (ปัญญา) are the main teaching logics of Buddha that have taken part for more than 2,500 years.
	Apply logics to work and living i.e.. Buddhist leadership (Dharma leadership) applied in life and work.	A2.1.4	
	Modern training packages and Dharma logic.	A2.1.4	
HRD will make gap analysis, find out gaps and bridge the gaps by setting training programs to fulfil the gaps. CEO will want to have fulfilled SM.	Each SM will have individual strengths and weaknesses. Training package will be suitable to each SM as case by case. Training package will support his strengths and fulfil weaknesses.	B2.1.4	1.4 Material: There is not any formula. If we want to promote someone to be Senior Management because we trust him. Each Senior Management will have individual strengths and weaknesses. For example; this Senior Management is specialist in technical field, we will send him to soft skill or management training program, how to manage teamwork. Some Senior Management is specialist in social management; we will send him to technical training program. Training package will be suitable to each Senior Management as case by case. We will support his strengths and fulfil his weaknesses. In the company, Chief Executive Officer must set expectations for each level of Executives, Leaders or staff. The Leader or staff in each level will be able to what kinds of work. Human Resource Development officer will make 'gap analysis' with our present Leaders and staff. When we find out 'gap' of each person, we will 'bridge' the 'gap' by setting training programs to each person to fulfil the 'gap' and reach expectation of each position and level. Each person has different gap. Someone is perfect and ready to work. Someone needs soft skill of Human Resource Management; we will fulfil Human Resource Management Training to him. Someone needs technical skill; we will fulfil Technical Training to him.
Promotional opportunities are opened for aggressive SM.	CEO will always open opportunities for SM to show his abilities and challenges.	A2.1.5	People: Chief Executive Officer will always open opportunities for Senior Management to show his abilities and challenges. Chief Executive Officer will offer some challengeable projects for Senior Management to show his abilities and achieve them. The abilities will come from inside background, knowledge and experience of Senior Management to work and achieve the targets. Chief Executive Officer will encourage Senior Management to have passion and eagerness to work. Chief Executive Officer will offer opportunities to Senior Management to work and push him to reach his achievement. There are a lot of clever men. But there are only a few men who have good opportunities to show their wisdom and abilities. Chief Executive
	The abilities will come from inside background, knowledge and experience.	A2.1.5	
	SM will have passion and eager to work.	A2.1.5	

Focus	Key Issues	Index	Comments
			Officer will offer the widest opportunities to Senior Management to show the most abilities to achieve his work.
Good SM will be a shareholder and lifelong work in the company.	CEO will offer ownership to some SM as Motivation of lifelong working in the company.	B2.1.5	People: This will be a Motivation of working in the company. Chief Executive Officer should offer ownership to some special Senior Management. If Chief Executive Officer spent a large amount of money to Training programs for Senior Management and staff, but they have not any ownership in the company. They may ready to move or resign from the company. This will be cost or loss of the company. So Chief Executive Officer should be sure that the persons which he give opportunities and spend money to train them must have royalty to the company. Some company will offer some shares to special Senior Management to keep him as partner or shareholder and lifelong working in the company.
To have strong health and positive mind for continuous training.	Continuous training.	A2.1.6	Time: Senior Management will have continuous training. Training courses will include 3 parts altogether; mind (จิต, thought, thinking, soul, reason), spirit (ใจ, heart) and body (ร่างกาย, physical). In my company, we have fitness room, yoga (โยคะ) course for physical training, concentration (ทำสมาธิ, mental fixation) and study Buddhism for spirits, and train how to take it easy (ปล่อยวาง) for mind. Because there are a lot of changes and problems that waste our time, energy and brain to accept and solve problems. So we need strong health, good brain and positive mind to work and solve the problems. The problems look like carbon or smoke that will destroy our brain and body. We should know how to ignore and detoxify. (ปล่อยวาง, ล้างพิษ และขจัดปัญหาเหล่านั้น) If we do not know how to ignore and detoxify, we will load a lot of burden and toxic in ourselves. This is helicopter's view.
	Strong health, good brain and positive mind to work.	A2.1.6	
	Know how to ignore and detoxify.	A2.1.6	
Training and coaching process will make well-trained and perfect SM to the company.	Training courses will help improvement only 30%. The company should have experts or someone to coach as a long-term process.	B2.1.6	1.6 <u>Time</u>: Training courses will help improvement only 30 %. If the company has experts or someone to coach and comment is a better long-term process. For example; Senior Management has 3 (three) weeks training program, this is only a dose medicine (เป็นแค่ยา 1 ชุด), he will forget it within 2-3 months. If there is continuous re-enforcement step by step and has good 'Coach (person)' to direct and comment him. This will guide Senior Management into the desired (specification) guideline. This will not be 'training', but it will be 'process'. The process will begin from training, follow-up 1(one) to 2 (two) years later and we will appoint him to be an Executive or a Director in the future.
Assessment will have been proved by outputs and outcomes.	Focus will be on outcomes, using a wide source of information.	A2.1.7	Assessment: Assessment of Senior Management will show after Chief Executive Officer offer opportunities to work in some projects. The performance and outputs will be his assessment. There are many methods to assess and evaluate, for examples; Sales Volume, Profit, Time management, the relationship between Senior Management and customers (Volume of Purchase orders), the relationship between Senior Management and suppliers (raw material delivery schedule at right time). Sometimes, even though the factory has money to pay, but suppliers do not want to communicate because of conflict of behaviour. If we are factory, but there are no good quality of raw material suppliers and loyalty
	Quality of products is dependent on quality of supplies/suppliers.	A2.1.7	
	Appropriate assessment establishes loyalty amongst suppliers and customers.	A2.1.7	

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			customers, we cannot produce good quality of products and cannot have loyalty from customers. Assessment of Senior Management will assess and evaluate from these performance, for examples; dimension from business review, loyalty of customers, respect from staff, teamwork and stakeholders.
Assessment of SM will show by productivity and outcome of SM and staff.	Assessment of SM will show by productivity and outcome of SM and staff.	B2.1.7	1.7 <u>Assessment</u>: Assessment of Senior Management will show by productivity of his teamwork. Assessment of Production Senior Management will show by volume of Production. Assessment of Marketing Senior Management will show by volume of Sales. The Effective of Senior Management's leading ability will be shown by performance or outcome of his staff and teamwork.
	Production SM will show by increasing Production outcome and Machinery efficiency.	B2.1.7	
	Marketing SM will show by increasing Sales volumes and more profit.	B2.1.7	
Sources of information.	Information from inside and outside the company.	A2.1.8	Information: Senior Management will always have information from inside and outside the company. Because Senior Management is the middle among Chief Executive Officer and staff, information from customers, suppliers and other sources. Senior Management will always have information, suggestion, opportunities, feedback, complaints from customers and mixture of them report to Chief Executive Officer. Senior Management will always have good information, suggestions and improvement that will be useful to company reporting to Chief Executive Officer.
	SM will always have information, suggestion, feedback from customers and stakeholders.	A2.1.8	
	SM will report useful information to CEO.	A2.1.8	
Good SM will search and update more information continuously.	SM will always be eager to search information and ready to improve himself continuously.	B2.1.8	Information: Senior Management will always be eager to search information and ready to improve him. If Chief Executive Officer appoints 'deadwood' person to be Senior Management, this will be a mistake. Because 'deadwood' person will not try to improve or develop. Today he is a clever Senior Management, but he does not like to search information or update his ability, he will not have any value to the company within 3 (three) to 5 (five) years later. Good Senior Management must search and update more information continuously.
	Aggressive SM will be a valuable asset to the company.	B2.1.8	
	Good SM will search and update more information continuously.	B2.1.8	
The importance of Finance and budget.	Finance and budget is the most important factor for CEO.	A2.1.9	Finance: Finance and budget is the most important factor for Chief Executive Officer to consider before other factors. Chief Executive Officer will calculate through bottom line of budget, for example; rate of returns, balance between cost and benefits, promotion fee and outcome. Senior Management will have knowledge of finance management, set budget and adjust budget to be suitable for each economic situation and world circumstance. Although we have yearly budget, we must review every month and quarter. Marketing Senior Management will know how to manage budget of training, promotion, advertising, bill collections from customers, control percentage of bad debts, control aging of accounts receivables, credit term of customers, Key Performance Indicator (KPI) of Sales, Profit and Control of (Customers) Collection and Control of Credit Term, Efficiency of (Customers) Collection. If there are some bad debts, Marketing Senior Management and staff will be responsible for this case. Finance Senior Management will have knowledge of finance management and have good relations with executives, managers and officers of commercial banks and financial institutes. Finance Senior Management will negotiate the low (minimum) interest rate of loan or sources of funds. Our company is public company
	CEO will calculate bottom line of budget; Rate of Return (ROI),balance costs and benefits.	A2.1.9	
	Yearly budget and review budget every month and quarter.	A2.1.9	

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			limited that registered to Stock Exchange of Thailand. Finance Senior Management will have knowledge of how to issue new financial instruments, for examples; Common Stocks, Preferred Stocks, Bonds, Debentures, Promissory Notes, Sources of Funds that have low (minimum) cost and sufficient amount of required money. Finance Senior Management will have knowledge of 'Business Plan' setting and Finance Planning. Marketing Senior Management will know how to manage budget of advertising and promotion. Marketing Senior Management will know how much to spend as budget and the rate of returns from promotion and promotion budget. If he wants to use more than budget, for example, 20% more than budget, he will report and ask for approval from Chief Executive Officer. Production Senior Management will know how to balance line of production planning. Sometime, there were many purchasing orders in the same time, Production Senior Management will balance and allocate lot of production process and delivery to have good quality products (Key Performance Indicator), plan for raw material purchase, plan for expansion and new machines installations and plan for logistics system (delivery at the right time and the right place). Human Resource Development (HRD) Senior Management will plan recruitment plan which match to demand and expansion plan of the company. Human Resource Development Senior Management will set system for compromise among management and staff and prevent problems of conflict in the company. Accounting Senior Management will send accounting and financial reports every month, quarter and annual reports to Chief Executive Officer and stakeholders in time. The structures of accounting and financial reports must be standard reports that can show performance of the company, be useful for financial analysis and planning.
Training budget will have been set as yearly planned budget.	Training budget will have been set as yearly planned budget.	B2.1.9	Finance: Training Budget has been set as yearly budget according to yearly plan.
Monitoring: Strategic Thinking for Senior Management			
Knowledge to read, analyse and forecast.	Being able to read, understand and analyse reports.	A2.3.1	Knowledge: Senior Management will be able to read, understand and analyse reports. Senior Management will read report and forecast trend before actual outcome (SM ต้องอ่านรายงานเป็น, วิเคราะห์เป็น, คาดการแนวโน้มเป็นก่อนที่เหตุการณ์จะเกิดขึ้น).
	Being able to forecast trend and monitor.	A2.3.1	
	Set some strategies to solve problems.	A2.3.1	Senior Management will monitor and forecast trend, for example; Marketing Senior Management read Sales Report that is dropping. He must try to set some strategies to increase Sales Volume, for example; Promotion Plan, Advertising Plan, Sales Promotion Plan, Personal Selling Plan (Salesmen). Senior Management will set some strategies if there will be economic recession.
Expertise and put the right man to the right job.	SM must have specific knowledge of his field.	A2.3.1	Senior Management will have specific knowledge of his field, for example; Marketing Senior Management will have knowledge of Marketing Management, Merchandise, Distribution, Management Techniques, Negotiation Techniques, Marketing and Negotiable Experience, Resource Allocation and Problem solving (จัดสรรทรัพยากรและแก้ปัญหาได้), Coordination and Balance of Equilibrium (รู้จักการประสานงานและจัดการความสมดุลภาค). Senior Management will monitor and prevent problems
	SM will monitor and prevent problems before they will occur.	A2.3.1	
	Coordination and Balance of Equilibrium.	A2.3.1	

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			before they will occur, like a doctor give medicine to patient before he will get sick, or check-up and X-Ray in order to take care of our health before getting serious illness (ตรวจร่างกายประจำปีเพื่อรักษาร่างกายให้รอดพ้นจากโรคร้าย).
New technology perception and application.	Know how to operate new technology equipments.	A2.3.2	Technology: Senior Management will know how to operate new technology equipments. In my company, there is ERP (Enterprise Resource Planning) system which is very expensive. Senior Management will know how to use and operate this computer system. Sometime, Senior Management need not know how to operate, but he can order his staff to operate and report to him. Senior Management will monitor staff to do according to his plans. Monitoring system can check the work step by step continuously. Senior Management will monitor and analyse stakeholders, customers and competitors. Senior Management will be able to set Business Review with customers, Business Outlook with suppliers. When Senior Management deals with customers or suppliers, he should be powerful and elegant because he is a representative of the company. Senior Management will be able to monitor both customers and suppliers. Senior Management will be able to monitor staff and teamwork, use psychological techniques to monitor and conduct them. Senior Management will have opened-mind and fair that lead staff and teamwork dare to consult or discuss with him. Senior Management will dare to criticise and make decision what is right and what is wrong. If it is wrong, he should begin to correct in order to protect or seize the unforeseen problems.
	SM will monitor staff to do as his plans.	A2.3.2	
	SM will have opened-mind and fair that lead staff and teamwork dare to consult with him.	A2.3.2	
Teamwork acceptance	SM should have been accepted by teamwork.	A2.3.7	Assessment: Senior Management will be assessed by showing levels of acceptance from teamwork.
Planning: Strategic Thinking for Senior Management			
Knowledge before planning	SM will know how to set quarterly planning.	A2.4.1	Knowledge: Senior Management will know how to set quarterly planning. Senior Management will plan quarter by quarter, analyse and compare performance and outputs of this quarter of this year to this quarter of last year (เปรียบเทียบผลการดำเนินงานของQuarterนี้ในปีนี้กับQuarterนี้ของปีที่แล้ว). Senior Management will use data from this quarter to set next quarter plan. He will receive financial report from Accounting Department to show his Departmental performance and plan the next quarter. Accounting Department will also receive forecasting plan and actual performance of each Department, compare, show difference (increase or decrease from plan, show in figure and percentage). Accounting Department will send forecasting plan and actual performance of each Department to Chief Executive Officer and Senior Management to evaluate the quarter performance. So Senior Management should know economic and market situation and trend before set forecasting plan and control his operation and managing to go along with forecasting plan or better than forecasting plan.
	Compare performance and outputs each quarter of this year and last year.	A2.4.1	
	SM should know economic and marketing situation before set forecasting plans.	A2.4.1	
	PSM will have knowledge of machinery system and related factors.	A2.4.2	Production Senior Management will have knowledge of all machinery system in the factory, he will set daily, weekly, monthly, quarterly and yearly production plans that related to Raw Material Supplies Plan, Marketing Plan, Logistics Plan, Delivery Plan and capacity, usage and maintenance plan of machines.
	MSM will have knowledge of Marketing,	A2.4.3	Marketing

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	economy, market trend, Government policy, the world market and related factors. MSM will send information to CEO and related Departments SM for planning.		Senior Management will know economic and market situation and trend before forecasting Sales Volume of each month, quarter and year. Chief Executive Officer will take Marketing Senior Management to get in touch with outside organization, government sectors. This will make Chief Executive Officer know National Forecast and Policy Plan. He will know National Trend, for example; In Rice Processing Industry, Thai Government have Subsidy Policy for Thai rice farmers by offering Pawn (or Pledge, จำนำข้าว) Loans to Thai rice farmers through Bank for Agriculture and Agricultural Co-operatives (Thai Government is the major shareholder, ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร). Marketing Senior Management will know National Policy in order to set effective Marketing Plan. Marketing Senior Management will gather the internal and external data and factors together before planning. He will know seasonal demand and supply of products, styles and fashions, life styles of customers, peak sales time, spending time of customers, competition, and competitors' activities. Marketing Senior Management will gather all related factors as inputs for Marketing Planning. He will send Marketing Plan to Chief Executive Officer and relating Department for the Company Plan, for example; Finance Senior Management will use this information for Finance Plan, Production Senior Management will use this information for Production Plan, Purchasing Senior Management will use this information for Raw Material Purchasing Plan and General Purchasing Plan, Human Resource Development Senior Management will use this information for Recruitment and Human Resource Plan.
To use new technology for planning..	SM will know and update technology.	A2.4.4	4.) Technology: Senior Management will know, use and update continuously modern technology equipments in the company.
Recording: Operational Thinking for Senior Management			
	SM will have documents and records of meetings and most activities.	A2.5.1	Knowledge: Senior Management will have documents and records every time when there are meetings, ordering, and almost activities in the company. In my company, we have ICS (Internal Communication System; internal e-mail, communication, discussions and consult, we will keep them in records. Recording System must have original and copies to relate Departments. Chief Executive Officer and Senior Management will have copies and papers of work. Sometime, problems will occur because there are not any documents or records to confirm the orders. Recording is one of ISO Requirements. Recording will present the progressive and improvement of people and work. Senior Management will know how to record and analyse data and information. Senior Management will talk to recorder about the forms and details before recording order to have perfect recording systems and prevent unforeseen problems. If Chief Executive Officer and Senior Management sign any contracts or receive any orders from the customers, they must send all documents to secretary or recorders to record immediately.
To retrieve data and information from Recording.	Recording is one of ISO Requirements.	A2.5.1	
	Recording will present the progressive and improvement of people and work.	A2.5.1	
Recording system.	SM will set recording system.	A2.5.2	Technology: Senior Management will set new technology for recording system in the company.
To retrieve staff training	Staff will train, show his ability and have	A2.5.3	Staff: We have planned Training Programs for Senior

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records from Recording.	opportunities for promotion		Management and set staff training programs to Leading, Managing, Monitoring, Planning and Recording in the same time. At first, staff must open his mind. Staff should be act like a glass which has water only 50% of space inside (เบื้องล่างต้องทำตัวเหมือนกับแก้วน้ำที่มีน้ำบรรจุอยู่เพียงครึ่งหนึ่งของความจุทั้งหมด)When staff read application form, he should read carefully because there are some requirements and obligations of the company in application form, for examples; you must obey your head and work under his supervision (100% of orders, sometime staff do not work as orders from the head). Staff must read application form carefully and work as he signed. Staff must work hard and try to show his ability until he will be promoted and has authority. He will have opportunity for promotion and progress in the company. Staff will attend in continuous training and improvement. This will make him understand company policy step by step until Chief Executive Officer and Senior Management accept his potential and give promotion to him in the future. Staff will learn and train continuously until he understand the scope of work and company policy until he can be supervisor, manager and Senior Management (if he have ability and potential).
Promotion system.	The promotion of SM.	A2.5.4	There are many Managers and Senior Management who have been promoted like this. So the knowledge of staff will be increasing and follow-up his supervisor, manager and Senior Management step by step. In the company will have culture, norm, tradition, and seniority system? Staff will show his ability until Chief Executive Officer and Senior Management accept his potential. Chief Executive Officer and Senior Management will give opportunity to new staff to show his (positive) aggressive and gain experience from on-the-job training. The company will have tradition of charitable, seniority, care and loving each other.(มีความเอื้ออาทรต่อกัน,เคารพผู้ที่มีอาวุโสกว่าและมีความรัก,ความห่วงใยต่อกัน) In my company, we will start from interview, at first, applicants must come from good family background, love and take care their parents. The academic background is the second factor of qualitative analysis.
Train staff to try best effort to work.	Seniority.	A2.21	In orientation meeting and training, we will begin from: 1) how to have tradition of charitable, seniority, care and loving each other,
	Interests in work and teamwork.		2) how to be interesting in work and teamwork,
	Best effort in work.		3) how to work in challenge work, working hours will spend only 1/3 of your (one) day, please work efficiently at the best effort,
	Career path.		4) listen to other opinions and suggestions, have career path, know direction of profession and work,
	Training and improvement.		5) how to be eager to work, join in continuous training and improvement,
	Looking for promotion.		6) looking forward to improvement and promotion,
	Promotion path.		7) If someone has high ability, knowledge, experience and vision, Chief Executive Officer will offer opportunity to be Senior Management, Director or Managing Director of the company or affiliate (บริษัทในเครือ).
Leading: Operational Thinking for Senior Management			
To have leadership to	SM will be a leader, like a hero or heroine of a	A2.3.1	Knowledge:

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lead teamwork.	drama or movie.		Senior Management will have operation procedures for operation. Senior Management is a Leader, like a hero or heroine of a drama or movie, there is a role or script to act. Leader will be natural leader or formal leader. We want natural leader. Leader will have authority and power. We have some techniques to lead leader to show his ability by natural leadership by himself. In some organizations, the staff can show his possibility to be leader if he has opportunities to show his leadership. In my company, I find many natural leaders (from staff), we can develop and set continuous training and improvement for them. We can promote staff to supervisors, managers and Senior Management by finding natural leaders. We need not to find outside professional managers and Senior Management. Most of Senior Management in my company has been promoted from their natural leadership, on-the-job training, continuous training and improvement (experience more than 6 years in my company).
	We want natural leader. Leader will have authority and power. We have some techniques to lead leader to allow his ability by natural leadership by himself.	A2.3.1	
	SM will have been promoted from natural leadership, continuous training and improvement.	A2.3.1	

Answer 5. Leading: Training Thinking for Senior Management			
To put the efforts to SM for readiness of new management.	Knowledge for SM.	A2.5.1	Knowledge: Senior Management will train staff by using training programs. Training programs are; ISO Requirements, Good Manufacturing Practice, Hazard Analysis and Critical Control Points System and Guidelines for Its Application, Marketing Management, Finance Management, Food Safety, Outside Trainers' training courses, Morals (ศีล), Concentration (สมาธิ) and Wisdom (ปัญญา), Readiness to train (ความพร้อมที่ข้างในอยากจะทำ, จิตใจมีความเบิกบานที่จะทำงาน), Good health (มีพลังและมีสุขภาพที่แข็งแรง), Opened-mind for Change Exceptions (มีพลังที่พร้อมจะรับการเปลี่ยนแปลง), Energy to welcome bigger changes (พลังที่จะใช้สิ่งที่ใหญ่กว่าตัวของเขา), Energy of diligence, effort. (พลังของความวิริยะ,อุตสาหะ) This energy is the important effort. (พลังเหล่านี้เป็นพลังที่ยิ่งใหญ่ในการทำงาน) They will come from inside the body and mind of us. (พลังเหล่านี้มาจากข้างในของเราเอง), Senior Management will have aims and can see the future. (มีความมุ่งมั่น, มองเห็นอนาคตข้างหน้า) In my company, we will emphasis these efforts to Senior Management.

Managing: Strategic Thinking for Senior Management			
To have positive attitudes to learn and new technology of management.	SM will have experience, transaction, understanding to manage.	A2.7.1	Knowledge: Senior Management will have experience, transaction, understanding to manage. (มีเนื้อหา, ประสบการณ์, ผ่าน transactionที่เข้าใจเนื้อในของงาน, เข้าใจในงานและสามารถจัดการในงานได้ดี) Senior Management will have positive attitudes in learning and following-up new knowledge continuously. (ทัศนคติในทางบวกในการรับและเรียนรู้สิ่งใหม่ๆ)
	SM will have positive attitudes in learning.	A2.7.1	
	Following-up new technology continuously.	A2.7.1	
To have new technology to apply to work.	SM will accept new technology and try to learn it.	A2.7.2	Technology: Senior Management will accept new technology, try to learn and get used to it.
	Good SM will accept the good new useful technology. CEO emphasis new technology following-up and improvement.	A2.7.2	Senior Management in the modern world will be up-to-date to essential new technology that related to his work. If some Senior Management always avoids new technology, he will not be a good Senior Management. New modern companies always need up-to-date Senior Management that has positive attitudes and try to follow-up new technology. Good Senior Management will accept the good technology that will be useful to the
	CEO emphasis new	A2.7.2	

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	technology following-up and improvement.		company. If it is too high for Senior Management, he will report to Chief Executive Officer. This is a good opportunity for company. I emphasis new technology following-up and improvement very much.
To consider the effects of political, economy, Internet, new software.	Political, economic situation and what will effect to the company.	A2.7.2	Senior Management will know politics, economic situation, and social and understand that what will effect to our company (ปัจจัยภายนอกอะไรบ้างที่จะส่งผลดีและผลร้ายต่อ บริษัทของเราบ้าง).
	Technology, computer, Internet, software.	A2.7.2	Senior Management will know politics, economic situation, and social and understand that what will effect to our company (ปัจจัยภายนอกอะไรบ้างที่จะส่งผลดีและผลร้ายต่อ บริษัทของเราบ้าง).
		A2.7.2	Technology; computer, Internet, software are the basic knowledge of technology for Senior Management.
To use power appropriately.	Awareness of using authorities.	A2.7.3	Power: Senior Management will be aware and know how to use his authorities (ต้องตระหนักและรู้ว่าจะใช้อำนาจที่มีไปในทางใดได้
	Scope of authority.	A2.7.3	อย่างถูกต้องและมีประสิทธิภาพ)Scope of authority usage depends on each idea (scopeการใช้อำนาจขึ้นอยู่กับแต่ละบุคคล).
	Power is like a weapon or sword that must use in the right way.	A2.7.3	Power is like a weapon or sword for Senior Management, he will be able to use or not (อำนาจ เปรียบเสมือนกับอาวุธหรือดาบ SMใช้เป็นหรือเปล่า หรือได้แต่ง้าง หรือใช้ ไม่เป็นเลย).
To prepare people and materials for smooth operation.	Procedures of the company.	A2.7.4	Material: Senior Management will know procedures of the company. Production Senior Management will know raw materials, machines, and production process.
	Raw materials, machines and production process.	A2.7.4	
To have good HRD plan suitable to company.	Deal with staff and teamwork.	A2.7.5	People: Senior Management will deal with staff and teamwork. Human Resource Development is very important in the company. Senior Management will plan how many and what specification of staff in his Department. If he has too many staff, it will be the burden (ภาระ) of the company. Senior Management will know how to manage staff. The techniques of manpower management are more difficult than machinery management. Senior Management will have knowledge of psychology (จิตวิทยาในการบริหารคน). He will know how to overcome staff respect (เขาต้องรู้วิธีการที่จะเอาชนะใจคนให้ได้).
	HRD is very important.	A2.7.5	
	The techniques of manpower management and psychology.	A2.7.5	
To arrange time in class and on-the-job training.	5 (five) days or 1 (one) week per time.	A2.7.6	Time: Senior Management will train both in the course (5 (five) days or 1 (one) week per time) and on-the-job training.
	On-the-job training.	A2.7.6	
To review outputs and outcomes.	Review 1 (one) time per month	A2.7.7	Assessment: Senior Management will have been reviewed minimum one (1) time per month and he will also review his staff minimum one (1) time per month.
To put intensive and advance courses to update knowledge.	SM will attend 2 (two) intensive courses per year.	A2.7.7	Senior Management will attend minimum 2 (two) intensive courses per year to improve his knowledge. Senior Management will also train Human Resource Development and Human Behaviour Course minimum 2 (two) times per year in order to manage his staff and teamwork, for example; performance evaluation, promotion, rotation.
	HRD and teamwork management.	A2.7.7	
	Performance evaluation, promotion and rotation.	A2.7.7	
Update to	Update to globalization.	A2.7.7	Assessment for Senior Management will include how

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globalization.	SM should be adaptable and flexible.	A2.7.7	much he can update and improve himself to the world of globalization, have resistance to change or not. (มีการ
	Company's policy.	A2.7.7	ต่อต้านการเปลี่ยนแปลงหรือไม่) Senior Management should not have resistance to change of the world (or have only little). If Senior Management have resistance to change, this will make him be not able to improve or update. Good Senior Management should be adaptable and flexible. Good Senior Management should be update to globalization but company's policy is still in his mind.
Operation: Managing for Senior Management.			
Leader must learn and train before staff in order to lead them.	SM will have intention to work and deal with many people.	A2.7.9	Senior Management will have intention to work and deal with many people. (เจตนารมณ์ที่จะอยู่และทำงานกับคนหมู่ มากได้) Senior Management will announce or declare what he would like to be in the future and he should act what role he wants to be (ต้องมีการประกาศในสิ่งที่เขาอยากจะเป็น
	Leader must learn and train before staff.	A2.7.9	
	Good disciplines.	A2.7.9	และแสดงให้คนอื่นได้เห็นและรับรู้ด้วย). Some Senior Management is executive but he works as staff or operation. Senior Management must have knowledge of Human Resource Development to manage his staff and teamwork. If you are the Boss and Leader, you must learn and train before your staff. Senior Management must have good disciplines and show as good presenter to staff, for examples; come to office before working hours. (เป็นเจ้านายที่มีระเบียบวินัยที่ดีและเป็นตัวอย่างที่ดีให้กับลูกน้อง เช่น มาทำงานก่อนเวลา ไม่มาทำงานสาย). Production Senior Management always works late until he finishes the work. He will intend to finish his work in time or overtime (late). This is a good guideline to show his diligence to the work. (เป็นเจ้านายที่มีอุตสาหะ, วิริยะในการ ทำงาน) So this will make teamwork and staff acknowledges and admires. (ลูกน้องยอมรับและชื่นชมในตัว เจ้านาย) Even though Chief Executive Officer is not in the office, Senior Management can show his leadership and lead staff to work until work have been finished. This is a good Senior Management.
Is there anything specific you would like to comment on regarding each of the five policy areas:			
	CEO accepted the five policy areas. Additional topics.	A3	Answer I accept the five policy areas in all right to *Staff Training Policy to meet ISO Food Factory Standards in Thailand.* They are the important policy areas to train Senior Management and staff. I have comment many ideas in the above section. In my opinion, there will be additional topics:
Add Marketing and Finance in order to have overall business knowledge.	Marketing is the source of income and profit to the company.	A3.1	Marketing: Marketing is the source of income and profit to the company. Good Marketing Senior Management and teamwork will generate a lot of money and growth into the company.
	Finance is the sources of Fund and money.	A3.1	

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Finance is the source of Funds and guide to make Business Plan.		A3.2	Finance: Finance is the source of Fund and money (like Blood Flow System of a body). The company cannot continue business if there is not enough money to operate. If financial position is not strong, the company cannot still open (it look like there is not blood or oxygen in the body). Even though Marketing Senior Management and teamwork are very efficiently, but Financial Management is not efficient, the company will be bankruptcy, for example; if the company has too much expansion and too many debts, it should be bankrupt finally. So in the good company will have clever Finance Senior Management who can match equilibrium Sources and Uses of Fund, minimum interest rate and low cost, good relationship with officers of commercial banks and finance institutes for good Finance Planning and Finance Management. Senior Management will be a good planner if he has knowledge of Finance Management as his background.
		A3.3	I accept all five policy areas. I add Marketing and Finance because I am Chief Executive Officer in business sector and both of them are training courses for Senior Management and staff in my company.
Is there anything else you would like to add?			
Training courses will include topics; Buddhism Logic (Moral, Concentration and Wisdom) to help SM have awareness of Dharma.	King's philosophy: 'Sufficiency Economy'	A4.1	Answer I would like to suggest that whenever you would like to plan or work, you should not catch up temporary impulse only. (อย่าทำอะไรตามกระแสเท่านั้น) We must have knowledge and experience enough to do everything. We must have enough resources, policy and target. We must insist on the King's philosophy: 'Sufficiency economy' or Substantial Aloe (เศรษฐกิจแบบ พอเพียง). In my opinion, we must invest and work until we are expert in our business. When the company is firm and strong, we will have opportunity for expansion and growth continuously. In training courses for Senior Management and staff, we will teach this concept to them. Training courses will include topics; disciplines, laws, and diligence (วิริยะ, อุตสาหะ). At present time, Thailand needs Human Resource Management and Technology Knowledge. In my company, we train Senior Management and staff to have visions and awareness of possibility in the same time. My company set Training Budget as an expensive expenditure (a high budget, งบประมาณค่าอบรมสูงมากทุกปี). The first training course is Buddhism Logic; Morals (ศีล), Concentration (สมาธิ) and Wisdom (ปัญญา) to be good inputs to brain and body (เติมเต็มสิ่งที่ดีให้กับร่างกายก่อนที่จะรับสิ่งอื่นเข้าไป, เปรียบเสมือนการล้างพิษให้กับร่างกายและสมอง). Japanese concepts will always emphasis in 'Teamwork Style'. Thai organization should bring 'Teamwork Style' concept to add in training course.
	Training courses will include topics; Buddhism Logic (Moral, Concentration and Wisdom), disciplines, diligence and laws.	A4.4	
To search for Innovation, Niche Marketing and Positive Mind.	Teamwork	A4.5	Finally, I accept all five policy areas. Furthermore, I want to add knowledge of Marketing and Finance, 'Sufficiency Economy' philosophy (from King of Thailand), Buddhism Logic; Morals (ศีล), Concentration (สมาธิ) and Wisdom (ปัญญา) to be good inputs to brain and body, Teamwork Working Style in Staff Training Policy, social (for relationship and relaxation), Research and Development (for updating technology knowledge), Innovation (in new Products and Ideas), and Finance.
	Innovation	A4.5	
	Niche Marketing and Positive Mind	A4.5	

Attachment 8.1

Sufficiency Economy: The King of Thailand's Philosophy

'Sufficiency economy' is a philosophy bestowed by His Majesty the King of Thailand to his subjects through royal remarks on many occasions over the past three decades. The philosophy provides guidance on appropriate conduct covering numerous aspects of life. After the economic crisis in 1997. His Majesty reiterated and expanded on the '**Sufficiency economy**' in remarks made in December 1997 and 1998. The philosophy points the way for recovery that will lead to a more resilient and sustainable economy, better able to meet the challenges arising from globalization and other changes.

Philosophy of the 'Sufficiency economy'

'**Sufficiency economy**' is a philosophy that stresses **the middle path** as an overriding principle for appropriate conduct by the populace at all levels. This applies to conduct starting from the level of the families, communities, as well as the level of nation in development and administration so as to modernize in line with the forces of globalization. '**Sufficiency**' means moderation, reasonableness, and the need of self-immunity for sufficient protection from impact arising from internal and external changes. To achieve this, an application of knowledge with due consideration and prudence is essential. In particular great care is needed in the utilization of theories and methodologies for planning and implementation in every step. At the same time, it is essential to strengthen the moral fibre of nation, so that everyone, particularly public officials, academics, businessmen at all levels, adheres first and foremost to the principles of honesty and integrity. In addition, a way of life based on patience, perseverance, diligence, wisdom and prudence is indispensable to create balance and be able to cope appropriately with critical challenges arising from extensive and rapid socioeconomic, environmental, and cultural changes in the world.

Source:

Unofficial translation. A working definition complied from remarks made by His Majesty the King on various occasions and improved by His Majesty and sent by His Majesty's Principal Private Secretary to the Office of the National Economics and Social Development Board (NESDB) on November 29, 1999.