Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand

Varinthorn Boonying

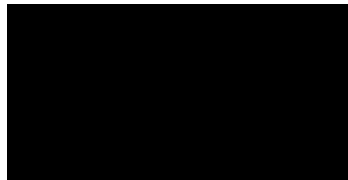B.P.H. (Sukhothai Thammathirat University)

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Declaration

I, Varinthorn Boonying, declare that this Doctor of Education dissertation entitled *Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand*, is no 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.

Thursday, 20 March 2008

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Abstract

This study focuses on the development of effective Emotional Intelligence training programs in the public sector through the development of an Emotional Intelligence training policy leading, ultimately, to the development of a regional policy for the development and operation of effective Emotional Intelligence training programs. The research is set in the context of significant change being made to the training of public servants in Rayong Province, Thailand.

The study is based on a needs assessment within the Proactive Form of Evaluation as categorised by Owen & Rogers (1999) and Owen (2006). This research was conducted in two phases: a needs assessment and the development of a training policy. The needs assessment consisted of four qualitative steps: the first, determining the actual state of training in the province by means of focus groups consisting of middle-level public servants; the second, determining that desired state of such training by means of semi-structured interviews of Heads of Public Sectors in the province; the third, identifying best practice by means of a research review; the fourth, determining the needs of an Emotional Intelligence training program by comparing the difference between the 'desired state' (determined by a combination of steps two and three), and the 'actual state' (determined by step one).

The development of a training policy consisted of two steps: the development of a draft training program policy and the testing of this draft by discussion with senior public servants. The draft training program policy employed Dror's (1973, 1987) model of optimal policy development. The draft training program policy was tested by means of three independent semi-structured interviews of three senior officers of the Thai Public Service – the

Governor of Rayong Province, a winner of the Ramon Magsaysay Award for Community Leadership, and a Member of the Senate, Rayong Province who was also a member of the CEO's Committee of Rayong Province.

The findings of this study were validated by means of triangulation outcomes of the research: the needs assessment, the semi-structured interviews with Heads of Public Sectors, and the testing of the draft policy against the perceptions of three senior public servants. The research had three significant outcomes: the development of policy for effective Emotional Intelligence training programs for public servants in Rayong Province, and hence for Thailand; demonstrating the effectiveness of Proactive Evaluation in developing such policy; highlighting key elements that are required for change in organisations.

CHAPTER 1

Rationale

Introduction

Many extension programs are designed to enhance the capacity of staff to enable them to develop and sustain the competitive advantage of their organisations. Recently, the evaluation of the effectiveness of such programs has emerged as a critical issue in Thailand. Making judgements and recommendations about change in organisations is problematic. Therefore, there is a need among professionals for a new set of simple and systematic evaluation methods that are able to capture the impact of the program to bring about changes in organisations. Throughout the twentieth century, public sectors, businesses, industries, and educational institutes relied primarily on IQ (intelligence quotient) as a tool to measure the capacity of people to be able to enhance the development of the enterprise.

There is a growing realisation that Emotional Intelligence is an integral and real part of everyday work life. Mayer & Cobb (2000) emphasise that emotions will naturally surface throughout daily work tasks and routines. Goleman (2002) suggests that a holistic conceptual framework of work experiences should be embraced; this includes human Emotional Intelligence as a natural, spontaneous, and integrated component of work activities, performance, and outcomes. By recognizing that Emotional Intelligence is an inseparable part of organisational life (Lynn, 2004) the impact of workers and their emotions is seen as a strong and powerful force for the success of organisations. Thus, well managed emotions in the workplace may stimulate

an organisation's reputation and status. On the other hand, when feelings are managed poorly, an organisation may suffer and fail.

Over the past ten years, administrative reform in public sectors has received increased government attention in many countries. There are several reasons for this. First, there is the concern for improving performance in public bureaucracy through modernisation of methods, techniques and procedures of work and more effective management of human resources. Second, a process of change is required within the government sector to sustain efficient market-led economies in the emerging context of globalisation. Caldwell (2006) suggests that the great social movements that have freed the human spirit and lifted people out of the material deprivation have required heroic effort by those who have imagined a better world, and done something about it. Finally, there is an increasing concern for efficient and effective delivery of key public services through decentralisation involving devolution and delegation of powers and authority to lower levels of administration, and by the modification of departmental functions.

During the past decade, Thailand, like other countries throughout the world, has been influenced by the impact of globalisation and technological development. Competition for international investment and economic growth has increased external pressures for reform, as the traditional administrative mechanisms are no longer seen to be appropriate to the current national and world situation (McCargo, 2002). Supportive government policies and efficient bureaucratic services are needed to bring countries to the stage where they can compete with others (Borden, 2000). For example, as a result of the bureaucratic reform in Thailand in October 2001, the position of provincial governor was changed to Chief Executive Officer; it was expected that this type of governor would allow the public sectors in each province to work more efficiently and effectively. The scheme sought to improve public service delivery through the empowerment of provincial governors to better coordinate provincial representatives of various central agencies and state owned enterprises. By elevating the role of provincial governors, who are

appointed and not elected, the government indicated its preference for highly centralised sub-national government.

An organisation that engages all members in active learning and provides mechanisms for the transfer and application of that knowledge requires a collective mind-shift at all levels. It has become quite clear, in both public and private sectors, that there is an emerging interest in the collection of appropriate and relevant evidence in the development of policies and programs (Owen & Rogers, 1999; Owen, 2006). In their role as employers, organisations must contribute to production, effectiveness and innovation by encouraging their employees to become active learners.

The Rayong Provincial Government, through the Rayong Governor's Office, seeks ways of developing policy to improve the quality of service to their customers. This study aims to develop the most effective policy for an Emotional Intelligence training program approach for public servants in the province. The principal research question I wish to examine is:

What are the key policy elements required in a public sector training program designed to enhance the development of Emotional Intelligence amongst public servants in Thailand?

Four sub-questions are required to answer this question:

1. **What actually happens in public sectors for development of Emotional Intelligence training?**

2. **What factors have supported and hindered the development of Emotional Intelligence training?**

3. **What benchmarks have been established for Emotional Intelligence training in the public and private sector in Thailand, and in other countries?**

4. **What are the key elements to be included in a revised Emotional Intelligence training policy for the public sector in Thailand?**

Contribution to Knowledge

This research focused on the development of effective Emotional Intelligence training programs in the public sector through the development of a policy for Training Programs in Emotional Intelligence. This entailed finding the most suitable strategies to be used in Emotional Intelligence training programs for public servants in Rayong Province as well as identifying the most common problems to be overcome. The outcomes of this evaluation study should help improve knowledge about current and proposed applications of Emotional Intelligence as well as the application of evaluation techniques in the future. In addition, the knowledge gained about appropriate Emotional Intelligence training programs should be able to be applied to other organisations in Thailand and other parts of South-East Asia.

The study provides guidelines and suggestions for Heads of Public Sectors at both provincial and departmental level. The Proactive Evaluation that has been undertaken should enable more relevant policies to be developed. Moreover, these research findings should assist senior leaders and managers to understand the importance of Emotional Intelligence in organisations. Overall, this should lead to a more effective form of human resource training programs.

Significance of the study

The general significance of this research is at four levels. First, it should assist public sector personnel in developing Training Programs in Emotional Intelligence that prepare individuals to work more efficiently and to be successful in future positions. Second, this research should be relevant to all

organisations that need to develop staff to enable them to lead organisations to future success. Third, in the longer term, the officers in the public sector who should be servicing customers should be better equipped to deal with them sympathetically and with greater understanding of customers' needs and problems. Fourth, a systematic approach to Emotional Intelligence training, developed as a result of this policy, should assist staff to cope with the unprecedented challenges that should occur in organisations in the future.

The Context of the Study

At the research level, the study is particularly significant in Thailand because it applies, for the first time, the following: the Proactive Form of Program Evaluation (Owen & Rogers, 1999; Owen, 2006); a qualitative approach to Public Policymaking (Dror 1973, 1987); a systems approach to organisation development (Senge, 1990); developing education and training as instruments available to government, community and business organisations to prepare individuals for the rapidly-changing, increasingly-demanding world of work, and to improve their employability (Beckett & Hager, 2002).

At a second level, Goleman's (1995, 1996, 1998, 2002) and Cherniss & Goleman's (2001) analysis of Emotional Intelligence – both generally, and in the workplace – are combined in this research, for the first time, to be applied at a sub-national level in Thailand: in the provincial public sector. Thus, this research has significance at the local, national level for public and private organisations seeking ways of developing policy to improve the quality of service to their customers. It is possible that its impact could extend to the international level due to the current worldwide interest in the application of Emotional Intelligence in organisations.

Structure of the study

In order to provide an overall perspective of this study, this dissertation is divided into eight chapters as follows:

Chapter 1

In this chapter, the introduction and rationale for the study are presented. This includes an overview of the study and its context, its background and research questions, its contribution to knowledge, and its significance.

Chapter 2

In this chapter, the literature associated with the theories and application concepts used in this study are reviewed: the Proactive Form of Program Evaluation (Owen & Rogers, 1999; Owen, 2006), Public Policymaking (Dror 1973, 1987), Emotional Intelligence learning that leads to the development of learning organisations, and the diffusion of innovations such as that of Training Programs in Emotional Intelligence in Rayong Province.

Chapter 3

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

Chapter 4

This chapter reports actual and desired needs in Training Programs in Emotional Intelligence identified by the focus group interviews with 38 public servants. Standard data reduction techniques are applied to the question responses of the participants in each of four focus groups.

Chapter 5

This chapter reports the actual and desired needs of Training Programs in Emotional Intelligence as discussed by a sample of Heads of Public Sectors in the course of three separate semi-structured interviews. Standard qualitative data reduction procedures were used to produce a set of key actual and desired outcomes for Training Programs in Emotional Intelligence.

Chapter 6

This chapter reports the outcome of a research review of best practice for Training Programs in Emotional Intelligence. These outcomes are used to generate an initial set of desired outcomes that represent best practice for such training programs

Chapter 7

In this chapter, the policy needs of future Training Programs in Emotional Intelligence are identified at the intersection of three different sources of needs: from the focus groups, from a sample of Heads of Sectors, and from a research review. The policy needs identified are linked through Dror's (1973, 1987) phases of his 'Optimal Model' of policymaking process to develop a draft policy on Training Programs in Emotional Intelligence. Draft policy guidelines for fifteen needs areas are developed by considering the resource allocations that will best meet these needs.

Chapter 8

In this chapter, the outcomes of discussing the draft policy in a series of semi-structured interviews with three senior officers are used to produce a final Policy for Training Programs in Emotional Intelligence.

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Chapter 9

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

CHAPTER 2

Review of the Literature

Introduction

This review informs the framework for this research by focusing on research in the field of Proactive Evaluation, policymaking, learning organisations, and the diffusion of innovations in relation to Training Programs in Emotional Intelligence. This literature review focuses, specifically, on issues related to the policy needs of these programs.

Proactive Evaluation

Guba & Lincoln (2001) consider evaluation to be one of three basic elements of 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 (programs and an organisation (Owen, 2006)), using a particular approach (Jody et al., 2004), that results in judgements of 'merit' and 'worth' (Guba & Lincoln, 1989, p. 39).

Owen (2006, p. 169) regards Proactive Evaluation as a Form of evaluation that has two major situations to which it might be logically applied. The first is in a 'nothing to something' situation where the aim of the evaluation is to provide findings to aid decision-making about a new program, i.e., one being developed from scratch. In the second, a program exists but is in need of a major review, with the likelihood that this existing program will be altered radically or even replaced by a new and more

appropriate one. Employing specific approaches which belong within this Form is done on the assumption that policy and program development should be informed by the best and most appropriate evidence about the problem which the intended policy or program will address (Owen, 2006).

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 key approaches employed within this Form assume that policy and program development should be informed by the best and the most appropriate evidence about the problem to be addressed. The major purpose is to provide input to support decisions about how best to develop a program in advance of the planning stage. Proactive evaluation places the evaluator as an adviser, providing evidence about what is known about policy development, what format of program is needed or how an organisation may be changed to make it more effective (Owen, 2006).

The essential features of Proactive Evaluation recognised by Owen (2006) are summarised in Table 2.1, and indicate that the orientation or purpose of evaluation of the Proactive Form is to provide evidence to assist in the synthesis of programs. There are three major approaches to Proactive Evaluation: needs assessment; research synthesis (evidence based practice); and review of exemplary practice (establishment of benchmarks).

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 problem?
State of problem	None
Major focus	Program context
Timing (vis-à-vis program delivery)	Before
Key Approaches	1. Needs assessment 2. Research review 3. 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.

Needs assessment

A needs assessment was the key evaluative approach used in this research. Witkin & Altschuld (1995) see needs assessment as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organisational improvements and allocation of resources. The priorities are based on identified needs. Glorioso (1991) regards needs assessment as the difference between the desired and the present situation or condition. Needs assessment is a comprehensive and challenging technique which involves a quest for many kinds of information – from different sources – through interviews, group meetings and surveys.

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 – what ought to be;

- the present or actual condition or state of affairs;

- discrepancies between desired and actual conditions;

- reasons for the discrepancies; and

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

Roth (1990, cited in Owen, 2006), suggests that needs can be generally defined as follows:

$$N = D - A$$

where N = needs, D = desired or ideal condition, and A = present or actual condition.

The social and political dimensions of needs assessment in Thailand

Thai society is moving towards becoming a knowledge-based society. This is particularly the case in the public sector, where it is a major political development. Thai people are paying much more attention to the decision-making process. They are conscious of the development of public policy that can affect them, both directly and indirectly. Public servants and their customers need a public sector administration which is transparent, just and which provides more opportunities for public participation. As a consequence, public governance under a democracy needs to be amend its rules and regulations and public system administration needs to be developed. This, in turn, requires an adjustment to the interaction system between the government and the people. The move to public sector

administration enhancing public participation can be effected by adjusting both system and management processes. If successful, it should create public confidence in setting policies, decision making, need assessment and public administration. The outcome should enable government officials to accurately and effectively understand and acquire knowledge and skills favorable to public participatory governance.

There is thus a strong social and political dimension for needs assessment determination in Thailand. To assist the focus on public participation among stakeholders, the Thai Public Sector Development Commission (http://www.opdc.go.th) has specified a plan for public participatory governance in policy development. This plan encourages the following: enlisting public participation in the work of the government within the Strategic Plan for Public Sector Development (2003-2007); setting the criteria for each government agency to have advisory systems that assist in the surveying of people's needs especially in projects or in areas of public administration that directly affect them. The plan encourages provision of a summary of desirable performance that should be disseminated amongst the stakeholders. This positive social and political orientation towards needs assessment supports the carrying out of a needs assessment associated with the development of a policy for public sector training programs in Emotional Intelligence in Thailand.

Research synthesis

A policy maker or practitioner, wishing to apply the findings of a research review to decision-making about the proposed program, is required to gain access to the findings of a previously completed synthesis, or commission someone to perform a tailored synthesis of relevant studies (Owen, 2006). For this step of my research, I reviewed research documents relating to approaches identified by Goleman (1995, 1996, 1998, and 2002) and Cherniss & Goleman (2001), and Thai literature on Emotional Intelligence training programs over the past three years.

The ultimate end of such a research review is to provide benchmarks of 'best practice'. Owen (2006, p. 180) concentrates on one particular type of benchmarking: a data-driven, evidence-based model that relies on the use of evidence collected directly from the organisation. Cases of 'best practice' are then located and identified, and the principles documented to provide the input for developing policies or programs based on the best practice findings.

Policymaking

A policy is a general guide to action, an overarching statement which includes a goal and guiding principles for an intervention that aims to improve policies by creating, critically assessing, and communicating policy-relevant knowledge (Considine, 1994; Dunn, 1994). Policy is a guide to design, implementation and evaluation in a particular area of action (Ling & Cotter, 2002). Kahn (1969, p. 16) suggests that policies are 'standing plans'. Policies are guides to future decision-making that are intended to shape those decisions. Decisions must be consistent with a goal, an integral part of the policy documentation. According to Ragin (1987, p. 13), decisions should focus on 'how different conditions or causes fit together in one setting and be contrasted with how they might fit together in another setting'. Dror (1990, pp. 89-90) makes a clear distinction between the content of policy and the dynamics of process. He points out that policy development can be improved in two ways:

> One, upgrading policy making processes, which in turn involves improved policy process management and redesigning organisations. And two, establishing improved grand-policies, which guide the substance of discrete policies, which in turn involves application of policy analysis to grand policies as well as process and organisation upgrading which serves policy development as a whole.

Dror's optimal model has three major stages (Dror 1973, pp. 163–196): metapolicymaking, policymaking and post-policymaking. Within these

stages there are eighteen sub-stages, the eighteenth of which is continuous communication and feedback channels interconnecting all phases. *Metapolicymaking* involves seven stages:

1. processing values;

2. processing reality;

3. processing problems;

4. developing resources;

5. designing the policymaking system;

6. allocating problems values and resources; and

7. finally determining the policymaking strategy.

Policymaking involves seven stages:

1. sub-allocating resources;

2. making and prioritizing operational goals;

3. making and prioritizing other significant values;

4. preparing a set of major alternative policies (including some 'good' ones);

5. predicting benefits and costs of those policies;

6. identifying the best policies in that light;

7. deciding whether the best alternatives are 'good' policies.

Post-policymaking involves three stages:

1. motivating the execution of the policy;

2. executing it; and

3. evaluating the results.

The feedback elements of the model give it a dynamic feature, and Dror stresses the importance of using iterative processes. A comprehensive optimal model must include the three stages above; they are dynamically interrelated. They are a very important part of the optimal model yet, as Dror points out, they are neglected in most normative models. The model can be used to analyse, evaluate and improve the policymaking system as a dynamic system, rather than as a collection of separate policymaking units and cases.

In this dissertation it was not possible to apply all three stages because of time and space limitations. Instead, I focused only on the policymaking stage together with Phase 18 of Stage 3 which is concerned with providing communication and feedback between all phases. I was mindful that in fully implementing policies in the future it would be necessary to consider all Stages and their related Phases. For instance, I would endeavour to establish teams charged with developing a range of alternative policies that would meet established operational goals and values and choose the best one from these.

Consistent with the advice given by Dror (1973, p. 214) I focused on only four of the policymaking stages: Phase 8: Sub-allocating resources, Phase 11: Preparing a major alternative policies to meet including some 'Good' ones, phase 14: Evaluating the benefits and costs of the 'Best' alternatives and deciding whether they are 'Good' or not, and phase 18: Communication and feedback channels interconnecting all phases to establish a policy for Training Programs in Emotional Intelligence in Rayong Province.

As I have explained above, it was beyond the scope of one person – me, the researcher – to engage in effectively developing alternative policies: a team of people is required to do this. Thus, Phases 11, 12 and 13 were omitted. Similarly, it was not possible to make and prioritise operational goals and values (Phases 9 and 10); instead a set of policy guidelines emerged that contained operational goals and values. These were refined by

discussion with senior government officials; thus, the intention of Phases 9 and 10 were met, albeit incompletely. The four key policymaking phases that were addressed are discussed below. In summary, these, according to Dror (1973, p. 195) are

- Phase 8: Sub-allocating resources

- Phase 11: Preparing a set of major alternative policies, including some 'Good' ones;

- Phase 14: Evaluating the benefits and costs of 'Best' alternatives and deciding whether they are 'Good' or not;

- Phase 18: Communication and feedback channels interconnecting all phases.

Phase 8: Sub-allocating resources

The sub-allocation of resources in public policymaking, according to Dror (1973, Phase 8, Optimal Model) must be applied to the various phases. Phase 8 parallels that of the resources allocation phase of allocating problems, values, and resources (Phase 6). Both rational and extra-rational methods are used in this allocation; the emphasis, however, is on rational components over extra-rational components.

The process of allocation of resources is quite variable. Some resources are allocated to a specific problem or set of programs; some are allocated to policymaking subsystems; some are allocated to other purpose, such as executing policies, pure research and cultural activities; and other resources may be allocated to surveys of knowledge to research and development and to evaluating and redesigning the public-policymaking system. Phase 8 requires both rational and extra-rational components to enable forecasting, as far as possible, what the payoffs of different allocations might be, as well as making systematic arrangements for re-examining the way allocations are made and for learning from the associated feedback. Caldwell & Spinks (1998) identify nine resources that they believe

should be considered in policymaking: knowledge, technology, power, material, people, time, assessment, information and finance.

In this phase of my research, I applied Dror's sub-allocation of resources to a research-determined framework of policy rationales, objectives and policy guidelines in the development of a policy for Training Programs in Emotional Intelligence in Rayong Province and used Caldwell & Spinks' framework for the sub-allocation of resources.

Phase 11: Preparing a set of major alternative policies, including some 'Good' ones

This phase (Dror, 1973, Phase 11, Optimal Model, pp. 178-179) applies the concept of optimality to a set of major alternative policies each of which raises interesting points. This implies that more than one 'satisfactory' policy is finally identified from a set of major alternative policies; a search for alternatives continues until one is found whose net benefits are considered 'satisfactory'. The optimal model stipulates that at least one alternative should provide a net output that is not only 'satisfactory' but 'good'; thus, additional resources must be mobilised in the search for a policy that is 'good'.

In this phase, I applied the optimal model to the draft policy of Training Programs in Emotional Intelligence to a set of rationales, objectives, policy guidelines and resources that would be both 'satisfactory' and 'good' (Dror, 1973, p. 195) in acquiring capabilities and achievement of the Training Programs in Emotional Intelligence in Rayong Province.

Phase 14: Evaluating the benefits and costs of the 'Best' alternatives and deciding whether they are 'Good' or not

In this phase of policymaking (Dror, 1973, Phase 11, Optimal Model, pp. 186-188) the 'goodness' standard is applied to the best policy alternatives (Dror, 1973, p. 195). If the best alternative has a 'good' expectation according to this standard, it should be adopted as the policy.

The goodness standard of the optimal model requires the following:

1. a high probability that the society will survive in the larger sense;

2. a high probability that the policy will be politically and economically feasible;

3. continual improvements in the net expectation of policymaking in the same unit and of new policies as compared with similar policies in the past unless the major environmental variables become worse;

4. better net expectations than in any comparable policymaking system;

5. a highly developed search for alternatives, with, at the least, extensive surveys of knowledge;

6. a pressure on policymaking to be as good as possible, by requiring checking up on policymaking phase through which the proposed alternatives have passed, and by demanding independent simulation of some of them; and,

7. generally, making explicit, and known during all earlier policymaking phase, those activities it will influence so that the various actors will anticipate the verdict.

Dror (1973), points out that these standards are directly relevant to optimal public policymaking: each potential coalition member decides on their own internal policymaking processes. Their decisions will depend on, among other things, how well the proposed policy compares with each individual's 'goodness standard,' and on their own strategies for informing coalitions and gaining power.

In order to carry out this phase (and, to some extent, Phases 9 and 18), I tested the draft policy of Training Programs in Emotional Intelligence by inviting experts to discuss the draft policy by means of a set of individual

semi-structured interviews. To assist me in the establishment of a 'goodness standard' for each of the policy elements addressed in the final policy, the outcomes of the three approaches of the Proactive Form (needs assessment, semi-structured interviews, and testing the draft policy) were used in the development of the final policy of Training Programs in Emotional Intelligence .

Phase 18: Communication and feedback channels interconnecting all phases

This phase (Dror, 1973, Phase 18, Optimal Model) interconnects all phases, in terms of the conclusions and feedback resulting from it, which include:

1. immediate feedback about policy that is being executed and which is aimed at stimulating remaking of policy;

2. immediate feedback about policy that is being executed and which is aimed at stimulating changes in the way the policy is being executed; and

3. learning feedback, that is aimed at all the metapolicymaking, policymaking, and post-policymaking phases and intended to improve their future operation in the light of current experience.

To enable all stakeholder groups to participate in the policymaking process, each must be able to communicate their ideas, evaluate competing policy proposals, resolve differences, and make recommendation in a clear and recognised manner (Shambaugh & Weinstein, 2003). Since all these phases are dynamically interdependent and since most of them take place at the same time, policymaking must have highly elaborate and efficient communication and feedback channels and mechanisms in order to operate, especially to operate optimally. Rogers (1995, 2003), emphasises that communication is important in the policymaking process if there is to be a successful diffusion of the innovation in the workplace.

The Optimal Model (Dror, 1973), was valuable as it provided me with a framework that guided me through the complex process of developing a policy for Training Programs in Emotional Intelligence in Rayong Province.

Emotional Intelligence in the workplace

Daniel Goleman, a psychologist and science writer who had previously written on brain and behaviour research for the *New York Times*, discovered Salovey & Mayer's original work on Emotional Intelligence (they coined the term in 1990) in the early 1990s. Inspired by their findings, he began to conduct his own research in the area and eventually wrote *Emotional Intelligence* (Goleman, 1995), the landmark book that familiarised both the public and private sectors with the idea of Emotional Intelligence.

Goleman's model outlines four main Emotional Intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognise their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Goleman (1998) includes a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman argues that individuals are born with a general Emotional Intelligence that determines their potential for learning emotional competencies. The organisation of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other

(Boyatzis et al., 1999). Figure 2.1 illustrates Cherniss & Goleman's (2001, p. 28) conceptual model of Emotional Intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others, and the regulation of emotion in oneself or others.

Cherniss & Goleman (1998, website) have established an optimal process for developing Emotional Intelligence in organisations. They identify four phases within this process: preparation for change; training; transfer and maintenance skills; evaluation. Each phase has corresponding guidelines for achieving success. Preparation for change involves assessing the competencies which are most critical for organisational and individual effectiveness while convincing the workforce that improving their emotional step, as emotional learning and Emotional Intelligence are areas that are central to a person's identity, and thus many may be resistant to being told they must change themselves as people. The training phase focuses on experiential learning with repeated practice, modelling, and corrective competencies will lead to desirable outcomes. Cherniss & Goleman (1998,

FIGURE 2.1   GOLEMAN'S EMOTIONAL INTELLIGENCE COMPETENCIES

	Personal Competence	**Social Competence**
RECOGNITION	**Self-Awareness** • Emotional Self-Awareness • Accurate Self-Assessment • Self-Confidence	**Social Awareness** • Empathy • Service Orientation • Organisational Awareness
REGULATION	**Self-Management** • Self-Control • Trustworthiness • Conscientiousness • Adaptability • Achievement Drive • Initiative	**Relationship Management** • Developing Others • Influence Communication • Conflict Management • Leadership • Change Catalyst • Building Bonds • Teamwork and Collaboration

Source: Cherniss & Goleman, 2001, p. 28)

website) point out that motivational factors might be a particular issue in this feedback. Maintenance of skills is carried out through social support and a supportive work environment along with policies and procedures which support the development of Emotional Intelligence. Finally, evaluation is conducted to determine individual satisfaction with the training as well as to establish if the training has produced meaningful changes in on-the-job behaviour.

Training and development efforts designed to increase emotional and social competence must incorporate a number of elements. Cherniss & Adler (2000) have developed an optimal model for promoting Emotional Intelligence-based learning in work organisations; this model is illustrated in Figure 2.2. The model incorporates the necessary elements into a set of guidelines, arranged in the form of a flowchart. Their model synthesises research on best practice and theory from the point of view of organisational behaviour, training and development, psychotherapy, and behavioural change. It is organised in a way that can help practitioners design effective learning processes and so help individuals meet personal goals and move the organisation towards success.

The model begins with **Phase 1**, which is a set of guidelines for introducing social and emotional learning into an organisation with the aim of securing organisational support. This phase encompasses the tasks necessary to develop support for what may be a new and unsettling idea: promoting emotional competence in the workplace.

Phase 2 involves preparation for change. Like Phase 1, it occurs even before the individual begins formal learning. This phase, which is crucial for effective social and emotional learning, includes processes that are important for maximizing learners' motivation, according to previous research (Hicks & Klimoski 1987; Baldwin et al., 1991; Spencer & Spencer, 1993; Prochaska et al., 1994 – all cited in Cherniss & Adler, 2000). This preparation occurs at both organisational and individual levels.

FIGURE 2.2   MODEL FOR PROMOTING EMOTIONAL INTELLIGENCE-BASED LEARNING IN WORK ORGANISATIONS

Phase 1:
Secure Organisational Support

Phase 2:
Prepare for Change

Phase 3:
Train and Develop

Phase 4:
Encourage, Maintain and Evaluate Change

Guidelines

1. Move when the timing is right

2. Find a powerful sponsor

3. Link Emotional Intelligence to

4. Recruit emotionally intelligent leadership

5. Give the initiative plenty of autonomy

6. Use research

7. Maintain high quality

8. Infuse Emotional Intelligence training

9. Assess organisational needs

10. Assess individuals and deliver results with care

11. Gauge readiness of learners

12. Set clear, meaningful, manageable goals

13. Make learning self-directed

14. Build positive expectations

15. Foster a positive relationship between trainer and learner

16. Use 'live' models

17. Rely on experiential methods

18. Provide practice and feedback

19. Inoculate against setbacks

20. Build in support

21. Creating an encouraging environment

22. Conduct ongoing evaluation and research

Source: Cherniss & Adler (2000)

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Phase 3, the actual training and development phase, covers the change process itself. It includes the processes of previous research on behavioural change that are important in helping people to change the way in which they view the world and deal with its social and emotional demands

(Kolb et al., 1968; Zacker & Bard, 1973; Bandura, et al., 1977; Komaki et al., 1980; Marx 1982; Tannenbaum & Yukl 1992; Spencer et al., 1997 – all cited in Cherniss & Adler, 2000).

Phase 4 addresses what happens following the formal training experience. The activities of this phase are especially important for facilitating transfer, generalisation, and maintenance of change. This phase determines whether the new behaviours will become a permanent part of the person's Emotional Intelligence repertoire or be extinguished for lack of reinforcement. This phase also involves evaluation. Given the current state of knowledge about social and emotional learning and the complexity of programs designed to promote such learning, evaluation always should be part of the process; making it an explicit part of the model recognises this fact. Goleman (2006) includes Social Intelligence in his Taxonomy of Human Ability, and recognises that 'intelligence' can include noncognitive abilities.

Emotional Intelligence is a recently-emerged area of study in which the focus has been on the psychological rather than practically-based training aspects. In this section, I have synthesised reviews and theory on organisational behaviour, training and development that I have associated with my study of Training Programs in Emotional Intelligence.

The Learning Organisation

While there is broad agreement of the need for *organisations*, not just individuals, to learn (Harvey & Denton, 1999) there is much less agreement on what organisational learning is, and how and why it happens. Garvin

(1993), sees a learning organisation as an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights. Marsick & Watkins (1994) emphasise such an organisation as one that learns continuously and can transform itself. It empowers the people; encourages collaboration and team learning; promotes open dialogue; and acknowledges the interdependence of individuals, the organisation, and the community.

The term 'organisational learning' encompasses various non-coherent models and concepts. Some of the more popular and familiar are single and double loop learning (Argyris & Schön, 1978); experiential learning of individuals or collectives (Kolb, 1984; Dixon, 1994); and, most importantly for this thesis, a systems view of learning which is constructed in Senge's treatise, *The Fifth Discipline* (Senge, 1990).

Senge (1990) identifies five disciplines that enable organisations to move toward the ideal of a *learning organisation*. The five disciplines are: systems thinking, personal mastery, mental models, shared vision and team learning. All five elements are concerned with a mind shift from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future.

Watkins & Marsick (1993) consider learning at four levels: individual, team, organisation, and society. They further characterise organisational learning by a change in the organisation's capacity for innovation and new knowledge. A culture is not easily changed. Organisations must first become aware of their cultural biases, and through reflection, dialogue, and inquiry learn to become observers of their own thinking (Senge, 1990).

Schein (1996) identifies two types of learning that are involved in changing the learning culture. The first type, *adaptive learning* focuses on a problem or gap between where we are and where we want to be, we learn,

solve the problem, and close the gap; g*enerative learning*, focuses on learning how to learn. This supports Senge's (1990) concept of transformative learning and the practice of critical reflection, by allowing for the potential transformation of personal frames of reference to lay the foundation for a new learning culture.

Training and Development

Although the terms 'training' and 'development' are often used interchangeably, there are subtle differences between the two. Noe (2003) was one of the first to categorise types of learning experiences as either training or development. He identifies four dimensions – time, utilisation, financial resources, and risk – and applies them to the two constructs of training and development. Using these four dimensions as a guide, Noe (2003) differentiates between training and development in the following way:

> **Training**: places emphasis on enhancing knowledge and skills fundamental to the present job.

> **Development**: places emphasis on formal education, job experiences, relationships, and assessments of personality and abilities that will help employees prepare for the future.

Recently, as Noe (2003) points out, there has been an expansion of the definition of training and development: training refers primarily to knowledge acquisition and skill improvement that occurs in formal, structured learning engagements. Training is still considered to be learning that is provided in order to improve performance on the present job. Development, on the other hand, is learning for the general growth of the individual or organisation that is not job-related, although it may have some impact on a present or future job. From an individual perspective, development cannot occur unless people participate in activities, both formal and informal, designed to introduce new knowledge and skills that improve their performance behaviours (Gilley, Eggland, & Gilley, 2002).

Traditionally, training and development has not been viewed as an activity that has been able to help all organisations in both the private and public sectors create 'value' and successfully deal with competitive challenges. The role of training was to focus on training program design. Today, that view has changed. Organisations that use innovative training and development practices are likely to report better financial performance than do competitors that do not use them. Training has moved from an emphasis on a one-time event to the creation of conditions for learning that can occur through collaboration, online learning, traditional classroom training, or a combination of methods. There is increased recognition that learning occurs without a formal training course. Noe (2003) points out that training and development play a key role in helping organisation meet challenges such as improving the quality of services, using high-performance work system practices. It needs knowledge and training to be delivered rapidly, where and when it is needed. Both companies and employees are concerned with developing future skills and managing careers. Companies want a work force that is motivated and productive, has up-to-date skills, and can quickly learn new skills to meet changing customer needs. Employees want to develop skills that not only are useful for their current jobs but also are congruent with their personal interests and values.

Learning is pointless if transfer of training does not occur. Training characteristics, training design, and work environment are three factors that influence learning and transfer of learning (Noe, 2005, p.169). Noe (2003) addresses a comprehensive list of issues associated with these three factors. These are contained in Figure 2.3. In addition, Noe (2003) indicates how important it is to involve managers and peers in the training design process because it will motivate them to accept that training and learning are important. This in-turn will increase transfer of training and effective training.

FIGURE 2.3   INFLUENCES ON TRANSFER OF LEARNING

- Transfer of training is something that trainers need to consider before training in order to gain the support of managers and peers.
- It has been shown that managers' and peers' attitude toward transfer of training can influence trainee's level of motivation.
- Managers can use identical theories, stimulus generalisation, and cognitive theories to apply to training design to help increase transfer of training.
- Designing effective programs is also important to learning and transfer.
- Selecting appropriate training sites and trainers are keys to effective learning.
- Organisations need to involve those who are taking part in training to increase motivation; this in-turn will increase learning and transfer of training; they are also looking toward transfer of learning and knowledge management.
- Learning organisations see training as a way to create human capital.
- Companies are encouraging knowledge-sharing with employees. To make this happen, companies need to promote employees who learn, teach, and share.
- As a result, companies need to attract and retain key employees.

Source: Noe (2003)

These factors, and the accompanying lists, will be used as a guide for me as well as trainers when it comes to designing training programs in Emotional Intelligence. This should help to ensure that the public servants concerned are ready for training, to create an appropriate learning model, and to ensure that what is learned in EI training is applied on the job. Transfer of Training, in this context, refers to trainees effectively and continually applying what they learned in EI training (knowledge, skills, behaviours, cognitive strategies) to their job.

Supportive of this position, Beckett & Hager (2002) point out that training is an *intervention* and development is the *goal*. It is an action in a specific situation, derived from experiences and involving the reflexive relationship of means and ends, that results in 'knowing how' that can be taken as the practical wisdom required by, and evident in a particular

workplace (Beckett and Hager, 2002). Therefore, training can be considered as being a mechanism by which development occurs.

Diffusion of Innovation

The development and implementation of a policy for public sector training programs in Emotional Intelligence in Thailand described in this research has not previously been undertaken in Thailand. Both the approach, using a Proactive Evaluation, and the issue involved – Emotional Intelligence – are innovatory. Part of the policy, therefore, needs to be concerned with the diffusion of this innovation, particularly if the implementation is to be successful.

In his comprehensive book *Diffusion of Innovation*, Rogers (2003, p. 5) defines diffusion as 'the process by which an innovation is communicated through certain channels over time among the members of a social system'. It is a special type of communication, in that the messages are concerned with new ideas; communication is regarded as 'a process in which participants create and share information with one another in order to reach a mutual understanding'. Rogers (2003) classifies adopters (which do not include incomplete adoption and non-adoption) as follows: innovators, early adopters, early majority, late majority and laggards. Each of these categories is discussed below.

Innovators

For Rogers (2003, p. 283), innovators are willing to experience new ideas. Thus, they are prepared to cope with unprofitable and unsuccessful innovations, and a certain level of uncertainty about the innovation. Rogers sees innovators as being gatekeepers who bring the innovation in from outside the system. They may not be respected by other members of the social system because of their venturesomeness and close relationships

outside the social system. 'Venturesomeness' requires innovators to be the holders of complex technical knowledge.

Early Adopters

Compared to innovators, early adopters are more limited within the boundaries of the social system. Rogers (2003, p. 283) argues that since early adopters are more likely to hold leadership roles in the social system, other members come to them to get advice or information about the innovation. In fact, as Light (1998, p. 19) points out,

> leaders play a central role at virtually every stage of the innovation process, from initiation to implementation, particularly in deploying the resources that carry innovation forward.

Thus, as role models, early adopters' attitudes toward innovations are most important. Their subjective evaluations about the innovation reach other members of the social system through the interpersonal networks. Early adopters' leadership in adopting the innovation decreases uncertainty about the innovation in the diffusion process. Finally, 'early adopters put their stamp of approval on a new idea by adopting it' (Rogers, 2003, p. 283).

Early Majority

Rogers (2003) claims that although the early majority have a good interaction with other members of the social system, they do not have the leadership role that early adopters have; however, their interpersonal networks are still important in the innovation-diffusion process. The early majority adopts the innovation just before the other half of their peers adopts it. Rogers sees this group as being deliberate in adopting the innovation: neither the first nor the last to adopt it; thus, their innovation decision usually takes more time than it takes innovators and early adopters.

Late Majority

Like the early majority, the late majority includes the members of the social system who wait until most of their peers adopt the innovation. Although they are sceptical about the innovation and its outcomes, economic necessity and peer pressure may lead them to the adoption of the innovation. To reduce the uncertainty of the innovation, interpersonal networks of close peers should persuade the late majority to adopt it. Then, 'the late majority feel that it is safe to adopt' (Rogers, 2003, p. 284).

Laggards

Rogers (2003) suggests that laggards have traditional views: they are more sceptical about innovations and change agents than the late majority. As the most localised group of the social system, their interpersonal networks mainly consist of other members of the social system from the same category. Usually, they do not have a leadership role. Because of the limited resources and the lack of awareness-knowledge of innovations, they first want to make sure that the innovation works before they adopt it. Thus, laggards tend to decide after looking at whether the innovation is successfully adopted by other members of the social system in the past. Due to all these characteristics, the innovation-decision period of laggards is relatively long.

In addition to these five categories of adopters, Rogers (2003) further described his five categories of adopters in two main groups: earlier adopters and later adopters. Earlier adopters consist of innovators, early adopters, and early majority, while late majority and laggards comprise later adopters. Rogers identifies the differences between these two groups in terms of socioeconomic status, personality variables, and communication behaviours, which usually are positively related to innovativeness. For instance, 'the individuals or other units in a system who most need the benefits of a new

idea (the less educated, less wealthy, and the like) are generally the last to adopt the innovation' (Rogers, 2003, p. 295).

In order to encourage the diffusion of innovative processes in developing Training Programs in Emotional Intelligence in Rayong Province, I recognised the need to provide policy guidelines for these training programs in order to encourage public servants to be adopters in order to have them support organisational change in the future.

Summary

This study focuses on the development of effective Training Programs in Emotional Intelligence. I have 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) Emotional Intelligence in workplace programs; 4) Learning Organisation; 5) Diffusion of the innovation. The research methodology that will bring these five elements together is discussed in Chapter 3.

CHAPTER 3

Research Methodology

Introduction

My study was based on a needs assessment within the Proactive Form of Evaluation as categorised by Owen & Rogers (1999) and Owen (2006). The objectives of this study were to: 1) develop the most effective policy for an approach to Training Programs in Emotional Intelligence for public servants in the Rayong province; 2) outline professional development strategies required by the Rayong Provincial Government, through its Public Servants Developing Centre, to seek ways of developing policy and improving the quality of service to their customers. This chapter includes the procedures that were used in preparing the study and conducting the research.

My research sought to determine the needs of Training Programs in Emotional Intelligence in order to develop a policy for effective Training Programs in Emotional Intelligence in Rayong Province and, ultimately, for Thailand; to demonstrate the effectiveness of Proactive Evaluation in developing such policy; and to highlight the key elements that are required to facilitate attitudinal change in organisations. This study, which was exploratory, employed a number of qualitative data collection methods.

General Overview

My aim for this research project was to assist in the development of effective Training Programs in Emotional Intelligence within the Rayong Province

public sectors using, as a framework, the Proactive Form of Evaluation of Owen & 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 in Emotional Intelligence. As well, the findings have led to an extension of my knowledge about current and proposed applications of Emotional Intelligence. I have been able to apply this knowledge gained in developing a policy for Training Programs in Emotional Intelligence, have demonstrated the effectiveness of Proactive Evaluation in developing training program policy, and have highlighted key elements that are required for attitudinal changes regarding such training in organisations.

Methodology

My study was conducted in two phases. In Phase 1 of the study, I engaged in a needs assessment of Training Programs in Emotional Intelligence. In Phase 2, I used the findings of this needs assessment to develop a draft training policy in Training Programs in Emotional Intelligence that was subsequently discussed with selected members of the Rayong Province Chief Executive Officer's Committee. Following this discussion, I prepared a policy for Training Programs in Emotional Intelligence Policy Document. I based Phase 1 on a needs assessment and a research review – two of the key issues involved in Proactive Evaluation (Owen & Rogers, 1999; Owen, 2006); I based Phase 2 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 1); the need for them to give their consent to participate, knowing the questions they were to be asked according to the groups established (see Attachment 2); and the need to provide a participant consent form which was to be signed personally (see Attachments 3-8).

In relation to 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 numeric translation of data beyond the translation to percentage frequencies. I focused on the meaning of the information collected either by way of a content analysis, more descriptive, either by way of the interpretation of the responses in terms of levels of complexity. This qualitative analysis process involved coding the information into categories or levels looking for similarities and differences among the data.

Phase 1: Needs Assessment

I undertook the needs assessment of the public servants and Heads of Public Sectors from 27 departments in Rayong Province during the third quarter of 2005. I was concerned with the needs of public servants that would be met by Training Programs in Emotional Intelligence to be run in Rayong Province in the future. Using the principles enunciated by Owen & Rogers (1999) and Owen (2006), I sought to determine a set of specific training needs by comparing the desired situation with respect to Training Programs in Emotional Intelligence (desired state, D) and the current situation (actual state, A). In the simplest form, this can be expressed by the equation N (needs of a training program) = D (desired state) $\cap$ A (actual state) (Owen, 2006, p. 172).

The needs assessment consisted of four qualitative steps. In the first of these steps, I conducted a series of focus group interviews with a sample of public servants to determine the extent to which their needs had been met in previous training programs run within the province as well as any ongoing needs. In the second step, I undertook a series of semi-structured interviews with the Heads of Public Sectors, Rayong Province, Thailand, in order to obtain their views on what they thought was needed in terms of Emotional Intelligence training in the province. In the third step, I undertook a research review of best practice in Training Programs in Emotional Intelligence

identified in the literature in order to establish benchmarks for training. The final step involved my determining the specific Training Programs in Emotional Intelligence needs of public servants and Heads of Public Sectors in Rayong Province. Each of these four steps is detailed below.

Step 1: Focus group interviews with a sample of public servants

In this step, I used four focus group interviews to obtain qualitative information about the perception and attitudes of 38 public servants to current Training Programs in Emotional Intelligence in Rayong Province.

Focus group principles

Wenger (1998) points out that a focus group is a group of people who share a concern or a passion for something they do and who interact regularly to learn how to do it better. Krueger & Casey (2000) have defined, a focus group as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue. Consistent with both these views, a focus group typically consists of 7-10 people who are unfamiliar with each other. These participants are selected because they have certain characteristics in common that relate to the topic of the focus group. A group session should last about 1-1/2 hours with two hours being the absolute maximum time. The moderator or interviewer creates a permissive and nurturing environment that encourages different perceptions and points of view, without pressuring participants to vote, plan or reach consensus.

Krueger & Casey (2000) recommend that group discussions should be conducted several times with similar types of participants to identify trends and patterns in perceptions. Careful and systematic analysis of the discussions provides clues and insights as to how a product, service, or opportunity is perceived by the group.

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 qualitative data.

Advantages of focus groups

Focus groups can be used at the preliminary or exploratory stages of a study (Krueger 1988); during a study, perhaps to evaluate or develop a particular programme of activities (Race et al 1994); or after a program has been completed, to assess its impact 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 1988) and validity checking.

Krueger (1988) suggests that the technique has several advantages. It is low cost and provides speedy results. Its flexible format allows the facilitator 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

Focus groups have some limitations; however the flexible format makes it susceptible to facilitator bias, which can undermine the validity and reliability of findings (Morgan 1988). Discussions can be sidetracked or dominated by a few vocal individuals. Focus group interviews generate relevant qualitative information, but no quantitative data from which generalizations can be made for a whole population. Moreover, the information can be difficult to analyse; comments should be interpreted in the context of the group setting.

Participants

I established four focus groups, consisting of ten people per focus group; ultimately, two people were unable to attend, reducing the number of participants to 38. My sample of thirty eight people, consisting of 20 men and 18 women all at level five or higher, was randomly chosen from 27 government departments in Rayong Province. I invited them to participate by means of a personal letter (see Attachments 1, 2, 3, 4 and 8), accompanied by a letter of support from the Governor of the Province.

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 others 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 in Emotional Intelligence that are offered in the province. These elements related to the following:

- the range of perceptions that these public servants have about Emotional Intelligence in general;

- understanding differences of perspective on Emotional Intelligence between public servants working at different levels within the province; and

- gaining insight to factors that influence public servant opinions regarding the application of Training Programs in Emotional Intelligence.

Data analysis

I produced transcripts of the four focus groups and used standard qualitative data reduction procedures of analysis by induction (Denzin & Lincoln, 1994, 2000, 2005; Miles, 1994, Miles & Huberman, 1994; Owen, 2006) to produce a set of actual and desired outcomes of Training Programs in Emotional Intelligence for this group of public servants.

During the analysis I coded the key actual needs and needs issues, according to the methods described by Miles & Huberman (1994), using Microsoft Excel software: words and phrases were colour-coded, labelled and sorted. I further analysed the colour-coded needs issues, looking for common patterns, similarities and differences related to Training Programs in Emotional Intelligence; again, I colour-coded, labelled and sorted the elements. Using this method of data reduction, I was able to establish criteria and standards relating to the actual and desired outcomes.

After each focus group discussion, I prepared a carefully typed transcript. I then read the transcript looking for key words and concepts. I counted each instance of a key word or concept. The next step was to group the key words and phrases into categories of key actual needs and needs issue. All comments were fitted into at least one category; some comments had several key words and these were placed into different categories.

Key words and phrases were coded for (1) key actual needs, (2) needs issue, and (3) comments (positive, negative, neutral, suggestion for TPEI). After the key words and phrases had been grouped into categories, the interpretation step began. Central themes and issues had emerged. The relative weight of each key actual need was calculated by counting the number of needs issues that it represented. These were then reported as a percentage of the total needs issues identified. Finally, I established an arbitrary standard for the weighting of each key actual need: a strong weighting was greater than 30 per cent of identified needs issues; a moderate weighting was between 15 and 29 per cent of identified needs issues; a low

weighting was less than 15 per cent of identified needs issues. Thus, the key actual needs comments were able to be categorised as 'strong', 'moderate', or 'weak', respectively.

During the data analysis, I was able to clarify the desired situation, and identified and prepared a set of questions for the next stage: a set of semi-structured interviews. At this time, my data collection and analysis were closely intertwined.

Step 2: Semi-structured Interview of the Heads of Public Sectors

Flick (1998) points out that the interview technique, especially the semi-structured interview, is an essential technique for many knowledge acquisition methodologies. A semi-structured interview combines a highly structured agenda with the flexibility to ask subsequent questions. The questions for a semi-structured interview are ideally constructed some time before the interview and are sent to the expert so he/she can start to prepare responses. For an interview lasting 1 hour, around 10-15 questions would typically be asked. This allows time in between the prepared questions for the knowledge engineer to ask supplementary questions to clarify points and ask for more detail where necessary. An important aspect of the technique is that the interview is tape-recorded and later transcribed providing a protocol for detailed analysis.

Participants

In this step, I invited all of the twelve Heads of Public Sectors in the Rayong Province, by personal letter and an accompanying letter from the Governor of the Province, to participate in individual semi-structured interviews designed to obtain their views on what they thought was desirable in terms of Training Programs in Emotional Intelligence in the province (see Attachments 1, 2, 3 and 7).

Data collection

I used the findings from Step 1 to establish the questions for the semi-structured interviews with a sample of the Heads of Public Sectors (see Attachment 1). I made an audio-tape recording of each interview; I prepared a transcript of the interviews, in Thai; I translated the responses into English and entered them on a spreadsheet, according to respondent and question, in the form of a grid.

Data analysis

I used the principle of distinctive features (Denzin & Lincoln, 1994, 2000, 2005) to collect and analyse words and phrases, and undertook a componential analysis to produce a set of actual and desired outcomes of Training Programs in Emotional Intelligence for this group of Heads of Public Sectors. As for Step 1, colour-coding, labelling and sorting, was undertaken using Microsoft Excel software; ultimately, I identified key needs and needs issue related to the actual and desired training needs of this group of senior officials.

Step 3: Research Review

In this step, I undertook a research review to identify what the research had described as being best practice for Training Programs in Emotional Intelligence. I explored the approaches of Goleman (1995, 1996, 1998, 2002), Cherniss & Goleman (2001), and Thai literature on Training Programs in Emotional Intelligence over the past three years, using computer-based search engines, and by gaining access to books and journals. I summarised the relevant research reports and reduced the information by means of context summaries, again using Microsoft Excel software and the process of colour-coding, labelling and sorting.

Step 4: Determining Needs of Future Training Programs in Emotional Intelligence

In this final Step in the needs assessment, I used a principle enunciated by Owen & Rogers (1999) and Owen (2006): that the needs of Training Programs in Emotional Intelligence in the province could be located at the intersection of key needs issues that I had identified within each the three sources of data – the focus groups, the semi-structured interviews, and the research review of best practice.

Again, I used a spreadsheet to record the associated best practice issues. I made a judgement about the focus issues: which related to the desired state, D; which related to the actual state, A. It was my expectation that the needs of a training program (N) would equal the desired state (D) minus the actual state (A). I have represented this principle in Figure 3.1.

These outcomes were compared, contrasted and combined to produce a final set of 'desired outcomes', using the standard qualitative data reduction procedures (Miles & Huberman, 1994; Denzin & Lincoln, 2005) previously described. Once again, I made extensive use of Microsoft Excel software to generate spreadsheets in which I colour-coded, labelled and sorted the data into actual and desired outcomes.

My initial intention had been that I would distinguish between these to produce a needs assessment, formulated as

$$N = D - A$$

and that I would use the needs to formulate a draft policy for Training Programs in Emotional Intelligence. During the analysis, however, it became obvious that there was a distinction to be made between a needs assessment, in the sense used by Owen & Rogers (1999) and Owen (2006) and a policy needs assessment. I realised that a deficit model was

FIGURE 3.1   DETERMINING NEEDS MODEL
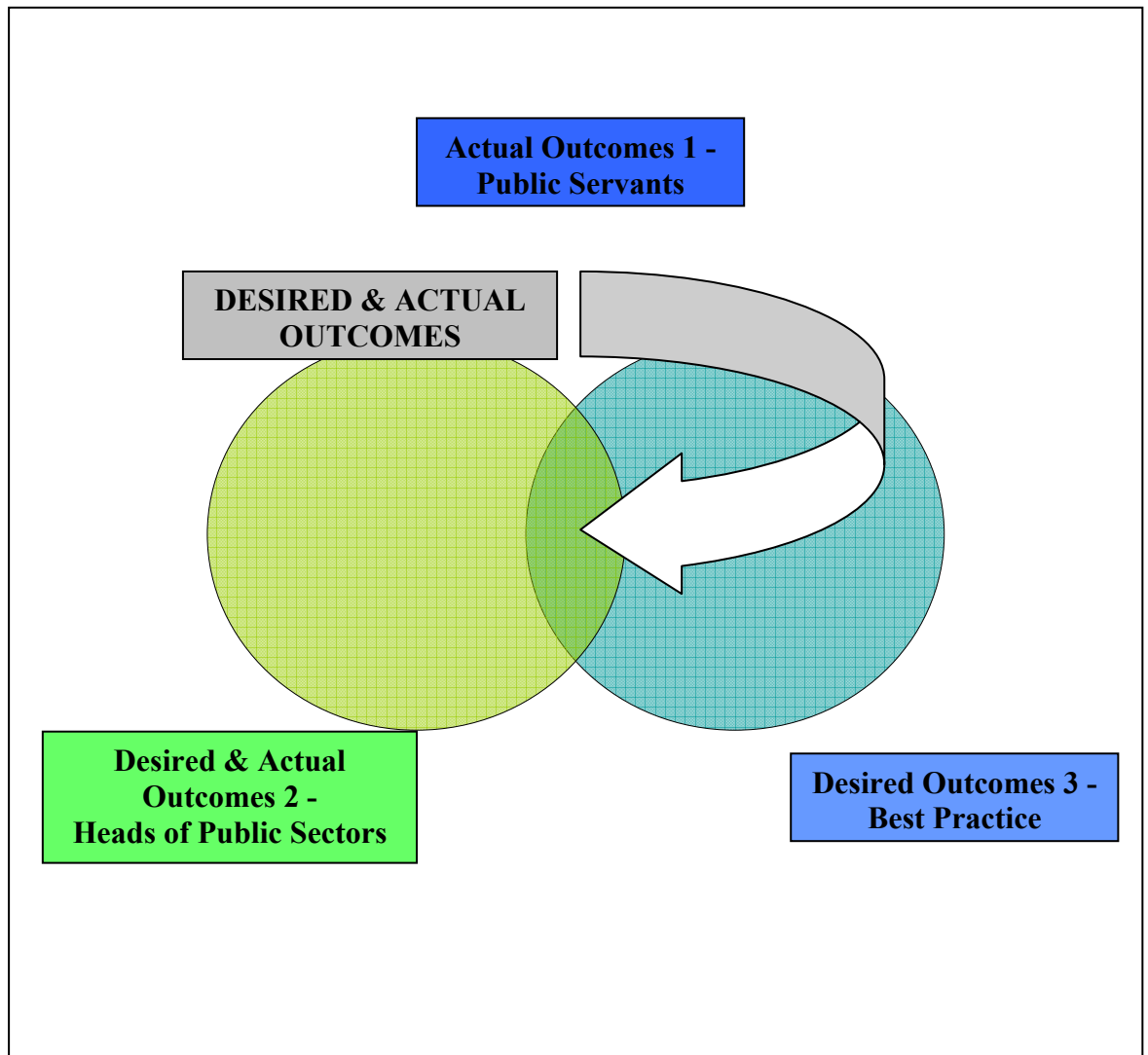
inappropriate for the policy needs assessment. It was, in fact, unnecessary to distinguish between actual and desired outcomes – a realisation that came following the initial needs assessment data analysis. Thus, the needs policy elements, N(P), were seen to lie at the intersection of actual policy elements already in place, A, and desired policy elements, D, identified by the Heads of Public Offices and in the research review; I then developed a revised formulation:

$$N(P) = D \cap A$$

i.e., a needs policy element lies at the intersection of desired and actual policy elements.

Phase 2: Policy formulation

Step 1: Developing of the draft policy of Training Programs in Emotional Intelligence training program

I used the needs assessment elements identified in Phase 1 to identify the essential elements of a draft policy statement for Training Programs in Emotional Intelligence in the public sector. In this step, I applied 'The Phases of the Optimal Model' (Dror, 1973) as a basis for the policymaking process to develop these programs.

The particular phases of policymaking that I employed to establish the draft policy consisted of the following: Phase 8: sub-allocation resources; Phase 11: preparing of major alternative policies – including some 'Good' ones; Phase 14: evaluating the benefits and costs of the 'Best' alternatives and deciding whether they are 'Good' or not; and Phase 18: communication and feedback channels interconnecting all of the phases developed by Dror.

Caldwell & Spinks (1999) and Caldwell (2006) have identified nine elements of resource allocation (knowledge, technology, power, material, people, time, assessment, information and finance) that might be used in policy development. I sought, therefore, to combine elements of Dror's Optimal Model and Caldwell's resource allocation in a rational process to nominate resources standards appropriate for Training Programs in Emotional Intelligence: developing a set of resource policies that included some possible 'good' ones, preparing reliable predictions of significant benefits and identifying the 'best' ones, and evaluating the benefits and costs of the 'best' alternatives and finally deciding whether they are 'good' or not. I did this by testing my draft policy against the views of a group of three senior government officers: Step 2 of this phase of the research.

Step 2: Testing the draft policy of Training Programs in Emotional Intelligence

Participants

I tested the draft policy statement of Training Programs in Emotional Intelligence in Rayong Province by inviting three of its most senior provincial officers – the Rayong Governor, a member of the Senate of Rayong Province, and a leading community professional – to discuss the draft policy by means of a semi-structured interview (see Attachments 1, 2, 5 and 6)

Data collection

I conducted each semi-structured interview in a face-to-face format and made an audio-tape of each interview. I then made transcripts, in Thai, of the interviews.

Analysis and Final Policy Formulation

It was my intention that the responses to the draft policy by the senior officers would inform the final policy formulation. (Dror, 1973) suggests that this should include sub-allocating resources, establishing operational goals, establishing a set of other significant values, and considering the context of policy on training-performance in Rayong Province. The interviews were transcribed and data reduction was carried out. I used similar qualitative data analysis techniques of Miles & Huberman (1994) and Denzin & Lincoln (2000) to those described in Phase 1 of this research.

Triangulation and validity

Patton (1987) points out that the term 'triangulation' is derived from a geometric shape: the triangle. Triangulation refers to the application of at least three different data collection techniques within the same program evaluation. I was able, through triangulation with the three elements of the needs assessment undertaken in Phase 1 (focus groups, semi-structured

interviews, and the research review), to increase the validity of my research findings. This emphasised the strength of my using different data-collection techniques and different evaluation research strategies to study the same program in order to make the policy choices available more concrete, and illustrated the creative possibilities that can emerge out of flexible approaches to the policy (see Miles & Huberman, 1994; Patton, 1987).

I revised the draft policy statement in the light of responses of the three experts in order to formulate a final policy. I was thus able to use complementary information that gave a more complete and comprehensive explanation or picture of the policy issues involved in this study. The final policy was derived from the specific purpose of Proactive Evaluation: to gather data that can be used to make judgements –judgements that lead directly to concrete action and specific decisions (Patton, 2002).

Summary

In this chapter I have detailed the qualitative research methodology that I have used in this study. I have described the two main steps in this research: a needs assessment, and policy formulation. In the needs assessment I undertook focus group interviews with middle level public servants, semi-structured interviews Heads of Public Sectors, and a research review. I combined the findings of these three stages to determine the needs of future training programs in Emotional Intelligence. In the policy formulation, I used the findings of the needs assessment to develop a draft training policy – applying, as a framework, Dror's Optimal Method of policymaking. I then tested the draft policy by inviting senior government officers to join me in individual semi-structured interviews. Following the analysis of these interviews, I modified the draft policy in the light of this expert input.

In the next chapter I outline the data analysis of Step 1: the needs assessment that was the essential approach to the Proactive Evaluation that underpins much of my study.

CHAPTER 4

Data Analysis
Step 1: Needs Assessment

Introduction

This study focuses on the development of effective Training Programs in Emotional Intelligence in the public sector through the development of policy for Training Programs in Emotional Intelligence.

In the needs assessment phase, I analysed the training needs of public servants in Rayong Province, Thailand. This research was concerned with the development of Training Programs in Emotional Intelligence to increase policy capacity in the public sector.

My focus was on the challenges of change, policy and evaluation in the development of Training Programs in Emotional Intelligence. The study was based on a needs assessment within the Proactive Form of Evaluation as categorised by Owen & Rogers, (1999) and Owen, (2006). The research was conducted in two steps: a needs assessment and the development of a training policy.

The needs assessment consisted of four qualitative parts: first, determining the actual state of Emotional Intelligence training in the province by means of focus groups consisting of middle-level public servants; second, determining that desired state of such training by means of semi-structured interviews of Heads of Public Sectors in the province; third, identifying best practice by means of a research review; fourth, determining the needs of an

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Emotional Intelligence training program by comparing the intersection between the 'desired state' (Step 2: semi-structured interviews; Step 3: research review), and the 'actual state' (Step 1: focus group; Step 2: semi-structured interviews).

Focus group interviews with a sample of public servants

In this step, I used four focus group interviews to obtain qualitative information about the perception and attitudes of 38 public servants to current Training Programs in Emotional Intelligence in Rayong Province. I produced eight tables, one for each of the eight questions. In the following section, I will present and discuss each of these. The eight questions were as follows:

1. What Emotional Intelligence training programs have you been involved in?

2. What are the things that you remember most strongly about this Emotional Intelligence training?

3. What are the things about the Emotional Intelligence training that give you a negative reaction?

4. What do you wish had been included in the Emotional Intelligence training that you undertook?

5. What changes in workplace practice followed as a result of this Emotional Intelligence training?

6. What impact did the Emotional Intelligence training program have on you, personally?

7. To what extent did you value the Emotional Intelligence training program?

8. What factors have supported and hindered the development of Emotional Intelligence training?

Specific issues that were raised during the focus group discussions were concerned with the following:

- obtaining information about Training Programs in Emotional Intelligence previously undertaken;

- responses to aspects of this training;

- changes in work practice as a result of this training;

- changes in personal attitude as a result of this training;

- the value of the training program.

Of the 38 people involved whom I interviewed in the four focus groups, 31 made an active response. A summary of these responses, presented according to the key actual needs identified as part of the standard data reduction techniques outlined by Denzin & Lincoln (2000, 2005) and Miles & Huberman (1994), the key actual needs, the needs issues addressed by the participants, and the comments of participants are contained in Tables 4.1- 4.8. In the main, all comments of participants are recorded. Where there were similar comments, I included the comment that I judged best represented the group view.

The specific comments were clustered according to the needs issues addressed; the number of issues raised was recorded. Related needs issues were further clustered to create key actual needs. The proportion of comments related to each key actual need was expressed as a percentage of the total number of comments, and the strength of these comments – strong, moderate, or weak – was recorded according to the standards shown in Figure 4.1.

FIGURE 4.1   STANDARDS FOR DETERMINING STRENGTH OF KEY ACTUAL NEED

Key Actual Need Percentage	Strength of Need
>30% of comments	Strong
15-30% of comments	Moderate
<15% of comments	Weak

What Emotional Intelligence training programs have you been involved in?

In this initial section, I provide a summary of the comments made in relation to the training programs in which the respondents had previously been involved.

The respondents identified three training programs concerned with Emotional Intelligence: Emotion in Leadership, Emotion in Quality of Life and Emotion in Buddhism. All 38 respondents had attended the Emotion in Leadership program, 20 had attended both that program and the Emotion in Quality of Life program, and nine respondents had attended these two and the Emotion in Buddhism program. There was one respondent who had attended only the Emotion in Leadership program.

Participant responses

As well as identifying the particular programs in which they had been involved, a number made specific comments about the impact that the programs had had on them. Three distinct key actual needs were identified from these comments: emotional awareness of self and other; modifying behaviours; and building esteem. I will deal with each of these needs separately in the following sections.

**TABLE 4.1   HOW HAVE THE EMOTIONAL INTELLIGENCE TRAINING
PROGRAMS AFFECTED YOU?**

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Emotional awareness of self and others (50%)	**Strong**	Emotional management of self and others (7)	I have a positive attitude to, and better understanding of, the behaviour of my colleagues.
			I am able to control my emotions better and can therefore work more effectively with my colleagues in the office.
			I have improved my emotional awareness. My empathy could also be improved because I can then service people better
Modifying behaviours (29%)	**Moderate**	Improving communication (1)	Emotional Intelligence has improved my communication skills with colleagues
		Knowledge and skills management (3)	I have gained skills that I can apply within my staff team to provide a better service for the people in the district.
			I have a better able to resolve conflict problems with my staff.
			I have applied my understanding of Emotional Intelligence in improving knowledge management for my staff
Building esteem (21%)	**Moderate**	Awareness of self and others (1)	I have a positive attitude to, and better understanding of, the behaviour of my colleagues.
		Personal positive thinking (2)	I can motivate myself by positive thinking about improving the skills of my staff.

Emotional awareness of self and others

One strong needs issues arose within this key need: emotional management of self and others. A better understanding of both self and others, it was strongly felt, led to more effective work in the office. One respondent saw that being more empathetic led to provision of better service for the people with whom he came into contact:

> I have improved my emotional awareness. My empathy could also be
> improved because I can then service people better.

Being able to manage emotions requires an understanding of the behaviours exhibited by both self and others. Such an understanding leads, in turn, to an enhanced emotional awareness being developed, the outcome of which is the provision of more effective services to the people in the province.

Modifying behaviours

I identified two needs issues that had been met within this key need: improving communication, and knowledge and skills management. There was moderate support for the belief that Training Programs in Emotional Intelligence had improved communication within the organisation. For example, one respondent claimed:

> Emotional Intelligence has improved my communication skills with colleagues.

The training had an impact on the participants who felt that there had been an improvement in their communication skills; this respondent also indicated that further professional development was needed in order to allow public servants to work in making these interactions with colleagues as effective as possible

A second respondent suggested that the training had enabled the participants to gain more knowledge and skills management in workplace:

> I have gained skills that I can apply within my staff team to provide a better service for the people in the district.

I concluded that training in improved knowledge and skills management was linked to improved individual and group performance (staff teaming) and thus better servicing of the people. There was moderate support for me to conclude that modification of behaviour had led to some improvement in staff communication and conflict resolution, and in better servicing of the people.

Building esteem

I identified two needs issues within this key need: awareness of self and others and personal positive thinking.

The response of one participant suggests a change of awareness of self and others:

> I have a positive attitude to, and better understanding of, the behaviour of
> my colleagues.

The training had an impact on this participant who felt that there had been a change in their emotional awareness of self and others.

The responses suggest that the participants were motivated by positive personal thinking. One participant commented that:

> I can motivate myself by positive thinking about improving the skills of
> my staff.

Positive attitudes to both colleagues and the improvement of their skills contribute to the building esteem of both staff and leaders. From these findings, I concluded that professional development which maximises development of personal positive thinking motivates staff and leads to the building of esteem, particularly within the organisation.

What are the things that you remember most strongly about this Emotional Intelligence training?

The specific needs addressed by the participants, and related comments that participants remember most strongly about involvement in Emotional Intelligence training are contained in Table 4.2. I identified four distinct key actual needs from the comments made by participants in the focus group meetings: the need for an appropriate learning model; the need to manage change; the need for personal development; and the need to have shared values. Each of these needs is dealt with separately, below. Of these four

TABLE 4.2   ISSUES MOST STRONGLY REMEMBERED ABOUT PREVIOUS EMOTIONAL INTELLIGENCE TRAINING

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Learning model (27%)	**Moderate**	**Effectiveness of learning model (7)**	I agree with all of the above mentioned comments because the lecturers have utilised a good model and technique in teaching the participants.
			All of the activities from the training are effective and could be applied for staff's work practice in my office.
			I believe that the lecturers from both the public sectors and private sectors are good, experienced and can teach better than personnel from other training programs.
			The lecturers and their team have good process and have created the environment that support my learning better than other similar training programs which I have been involved.
			I agree with all comments about the competencies of the lecturers because they made me learn so that I can perform my tasking better.
			I know myself because the lecturer has a good process and the environment can support my learning.
			I agree with you. It's a good model that can be applied to many public sectors.
		Self-directed learning (8)	I have more experience from the expert lecturer because he has a good model of emotional control.
			I have gained more experience from the real life model of the training to develop my interpersonal skills.
			I have been able to apply the real life experience training to develop my personal life style
			I have been able to develop my communication skills based on the real life experience within the training.
			The lecturer shared his real life experiences with the group. He had a problem with alcohol but he was able to overcome this problem and develop his life and be successful in the future.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
			I have experienced real practical activities during the training that enhance my ability to apply the contents learned from training in my real life.
			I have been able to improve myself by learning from the lecturers' experiences
			I have been able to influence to my staff in communication skill, therefore my workplace have been effectiveness, cooperativeness and teamwork well.
Managing change (36%)	**Strong**		I have been able to apply the strengths derived from the training model to my communication skills in my workplace
			I have been able to apply the self-awareness training activities in controlling my emotion and health because the other training programs didn't integrate them.
			I have been able to apply the content from the training to make changes in how I work and in the way I live.
			I have been able to apply the contents from the topics 'Managing Self, Managing Others and Managing Career' from the training sessions to develop my capacity to perform various tasks in my personal life and my work.
		Change of personal and professional practice (9)	I have been able to apply the content of the training package about 'Managing Self, Managing Others and Managing Career' to my work and my personal life.
			I accepted that if the training were to apply in oneself and others, then we have to set in Human Resources of strategic planning in province
			I agreed with the contents of the training because the self activities training helped me control my emotion.
			I have been able to follow the discipline of the public sector and motivate myself to work toward stated goals of province.
			I have been able to develop my self-awareness and understand others based on the real life experience within the training

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
		Model that encourages change (9)	Yes, I think so. The model can transfer to practice and implementation and can change behaviour.
			I know myself better and I have been able to develop myself in terms of adaptability and creativity and capable of responding to setbacks and obstacles in my workplace because the lecturer has demonstrated a good process and has provided the environment which support my learning.
			I agree too that if the effectiveness in the organisation wanting to make a contribution and leadership skills, then key personnel (Heads of Public Sectors) in the province have to be involved in the training in accordance with the province conditions.
			I learn about the lecturers' teaching styles in which I can apply to develop my own teaching skills in my class.
			I have been able to influence to my staff in communication skill, therefore my workplace have been effectiveness, cooperativeness and teamwork well.
			The extended content of the training provided by the lecturers about self development made me maintain my emotional awareness and awareness of others' emotional conditions.
			The training venue and environment can support me in developing myself.
			I have been able to develop my leadership skills from the activities ''walk to the top of the hill' and 'walk to the cave' of the training.
			By learning processes gained from the training, I became more experienced awareness myself and awareness of other's emotions.
		Training process that encourages change (2)	I have been involved in much training that has not changed anything.
			I have motivated staff in my office to develop oneself based on my experience which I have attained from the training process.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Personal development (29%)	**Moderate**	**Personal awareness (1)**	I have gained an awareness of my emotions and my health after having been participated in the training activities
		Developing self (8)	I agree with you. The model of real life has made me develop myself so that I can work well with the other people in my workplace.
			I think the model can has changed me inside and I feel more responsible for the task.
			I accepted the activity, 'walk to the top of the hill'. They enabled me to listen to my staff commenting about my weak points.
			I have been able to apply the activities 'walk to the top of the hill' and 'walk to the cave' to develop my personal positive thinking.
			I have been able to develop my thinking process by participating in the real life experience training
			I have been able to apply the strengths of model training to my communication skills in my workplace.
			I have been able to improve myself from the experience of a successful person.
			I agree with this model because it has much strength. It has made the participants practice by themselves.
		Developing of one's problem solving skill (2)	I have gained more experience from the expert lecturers of private sectors and the model of learning made me more confidence in solving the problems in my workplace.
			I have been able to apply the concept derived from the activities 'walk to the top of the hill' and 'walk to the cave' to develop my leadership skills about resolving the problems in my office.
		Developing of one's decision making skill (1)	By applying the knowledge gained from the training, I become more experienced in dealing with my decision-making skills about selection criteria in recruiting people to join my teamwork
		Developing of one's conflict management	I have been able to apply the activity 'walk to the top of the hill' to develop more confidence to deal

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
		skill (2)	with the conflicts amongst colleagues
			The content of training about self development by activity 'walk to the top of hill' helped me to improve my leadership skills in dealing with others.
		Improved workplace behaviour (2)	I can develop myself from the training to improve my behaviour in the workplace.
			I can develop myself from the content above to improve my behaviour in the workplace.
Shared values (7%)	**Weak**	**To build positive value in workplace (4)**	I agree with all of the above comments, but I think all the key persons in the province (Heads of Public Sectors) should join in this program. Then we should select other public servants to join the group. This training can improve the culture of servicing the people in the public sectors.
			By applying the knowledge gained from the training, I become more experienced in building a good culture, value and moral of the staff in my office.
			I shared my experience from the training with my staff to build shared values in the workplace.
			I have been able to share my experience of the model of training to motivate my staff in working towards stated goals, making sense of wanting to develop their career and taking their pride in accomplishments.

actual needs, the need to manage change was strong, the need to have shared values was weak, and the other two – appropriate learning model and personal development needs – were moderate, though at the high end of this category.

Learning model

I identified two needs issues that arose within this key need: having an effective learning model and engagement in self directed learning. Each was

moderately strong. The responses suggest that the effectiveness of the learning models applied arose from the utilisation of an appropriate approach that drew on the lecturers' experiences within an appropriately supportive environment. One respondent commented:

> All of the activities from the training are effective and could be applied for
> staff's work practice in my office.

These activities were all designed to improve the work practice in the workplace with a focus on helping them to better perform their tasks. These findings suggest that effective lecturers are those who create an environment and address approaches that participants may apply in their workplace.

A self-directed learning model enabled the participants to achieve interpersonal development and provided skills and knowledge that they could apply in their workplaces. One commented:

> I have gained more experience from the real life model of the training in
> developing my interpersonal skills.

The learning model of including real life experience of the training was especially productive in developing emotional control, and in enhancing personal life style and interpersonal skills. These findings suggest that self-directed learning from real life experience can develop personal and interpersonal skills that can be applied successfully in the future.

Managing change

I identified three needs issues that arose within this key need: changes concerned with personal and professional practice; employing models that encourage change; using training processes that, similarly, encourage change. There was a strong response to the first two needs issues; the response to the third was weak.

There was a strong indication that the contents of the training had brought about changes in personal and professional practice, for example:

> I have been able to apply the contents from the topics 'Managing Self, Managing Others and Managing Career' from the training sessions to develop my capacity to perform various tasks in my personal life and my work.

The responses suggest that having the capacity to perform various tasks in workplace, with related application in personal life, were needs that had been met successfully by the previous training. These findings suggest that the participants had gained an enhanced awareness of self and others, and had been able to apply these changes in their work practices. In turn, this appears to support the appropriateness of the province's trainer selection processes, and the mix of special skills amongst those trainers who were selected.

Similarly, there was a strong indication that the learning model provided had encouraged changes in interpersonal skills and work practice, for example:

> I know myself better and I have been able to develop myself in terms of adaptability and creativity and capable of responding to setbacks and obstacles in my workplace because the lecturer has demonstrated a good process and has provided the environment which support my learning.

The responses strongly suggest that respondents were able to transfer the knowledge from the sharing of lecturer's experiences, and were able to develop techniques that might be employed in work practice that led to a development of personal leadership and communication skills appropriate for responding to crisis situations in the workplace. Overall, there was an increase in effectiveness, cooperativeness and teamwork in the workplace. It was reported, however, that further professional development was required in order to motivate the key personnel (Heads of Public Sectors within the province), suggesting that they should be involved in similar training under similar conditions and using the same effective model of learning.

In a weaker response, it was suggested that training had been effective in encouraging changes in staff practice within the workplace. As one respondent explained:

> I have motivated staff in my office to develop themselves based on the
> experience which I have attained from my training.

The training in improved knowledge and skills management was linked to sharing experiences directed at motivating staff in the workplace. Such training, one respondent reported, had encouraged useful changes in work practice. So often, this respondent reported:

> I have been involved in much training that has not changed anything.

Personal development

I identified six needs issues that arose within this key need: personal awareness; developing self; developing of one's problem solving skill; developing of one's decision making skill; developing of one's conflict management skill; and improved workplace behaviour. Overall, this key need was moderately strong. Developing self, however, was a strong need; the remainder were moderate to weak. Of the latter, one respondent commented that:

> I have gained an awareness of my emotions and my health after having
> participated in the training activities.

The strong responses related to the developing of self suggest that participants had developed their personal work practices, as well as their personal approach to work. One respondent commented:

> I think the model has changed me inside and I feel more responsible for
> the task.

The responses indicated that the self development affected participant's ability to control their emotions and to remain motivated in the face of setbacks in the solving of problems. The participants also suggested that they

needed to develop specific competencies such as listening skills and personal positive thinking skills as part of their normal. There is a strong need for training in work practices suitable for developing the self as well as others.

The training had also been effective in encouraging development of leadership and problem solving skills, for example:

> I have been able to apply the concept derived from the activities 'Walk to the Top of the Hill' and 'Walk to the Cave' to develop my leadership skills about resolving the problems in my office.

Such training had a positive impact in assisting with conflict resolution in the workplace, while simultaneously assisting in developing new leadership skills.

The responses suggest that the training had been effective in encouraging development of decision making skills. This is reflected in the following comment:

> By applying the knowledge gained from the training, I have become more experienced in dealing with my decision-making skills about selection criteria in recruiting people to join my work team.

The ability to transfer decision making skills obtained during the training also gave participants greater confidence in staff recruitment activities. Participants felt that their personal decision making skills when dealing with problems in workplace had been enhanced. For example, the training had resulted in participants being encouraged to develop their conflict management skills:

> I have been able to apply the activity 'walk to the top of the hill' to develop more confidence to deal with the conflicts amongst colleagues.

There was a moderate indication that respondents were able to transfer the knowledge from the training to become more self confident in resolving disagreements amongst staff in the workplace: the training activities assisted the respondents in developing their personal leadership and negotiating skills.

An outcome of the training, reported by one respondent, was a positive improvement in personal workplace behaviour.

> I can develop myself from the training to improve my behaviour in the workplace.

This transfer of knowledge from the training to improve behaviour in workplace and the subsequent modification of the behaviour of self and others supports the need for developing and maintaining a service orientation in the workplace.

Shared Values

The final specific needs issue to be addressed within this key issue was the building of positive values in the workplace. While the responses were weak, in the sense of number of comments, they provided some useful insights. I realised that the initial training had enabled the participants to gain more knowledge and experience in building these values. One respondent commented:

> I have been able to share my experience of the model of training to motivate my staff in working towards stated goals, making sense of wanting to develop their career and taking their pride in accomplishments

I sensed that being able to transfer the experiences obtained within the training resulted in the building of a stronger culture in the workplace – a culture that especially focused on servicing people and motivating staff to seek higher levels of achievement and personal motivation. A requirement for building a successful culture was emphasised by another respondent:

> I agree with all of the above comments, but I think all the key persons in the province should join in this program. Then we should select other public servants to join the group. This training can improve the culture of servicing the people in the public sectors.

Building positive values in the workplace requires the involvement of all staff, including Heads of Public Sectors in the province in future Emotional Intelligence training.

What are the things about the Emotional Intelligence training that gave you a negative reaction?

The specific needs addressed by the participants, and related comments regarding elements of the Training Programs in Emotional Intelligence (Training Programs in Emotional Intelligence) that I determined gave them a negative reaction are contained in Table 4.3. I identified four distinct key actual needs from these comments: the need for effective feedback; the need for efficiency in communication; the need for a process for the diffusion of the innovation training associated with Emotional Intelligence; the need for support from peers and leaders regarding the innovation. Each of these needs is dealt with separately, below. The need for a process for the diffusion of the innovation training received a strong response; the remaining three received a moderate response.

Effective feedback

I identified one needs issue within this key actual need: the Training Programs in Emotional Intelligence should have an improved feedback process. One respondent commented:

> After the training I didn't get any feedback or appraisal of the training
> benefits when I returned to my workplace.

This suggests that some of the respondents wanted to gain such feedback to encourage them to practice Emotional Intelligence applications at work whenever it was possible. The respondents identified the need for more focused and sustained feedback as they practice new behaviours.

TABLE 4.3   ISSUES FROM EMOTIONAL INTELLIGENCE TRAINING THAT PRODUCED A NEGATIVE REACTION

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Effective feedback (20%)	**Moderate**	**Need for Emotional Intelligence feedback processes (4)**	I didn't get further feedback in relations to the training when I returned to my workplace.
			After the training I didn't know well enough how the training would support me and other people in the performing our work, then we should assess the public servants after the training.
			After the training I didn't get the any feedback or appraisal of the training benefits when I returned to my workplace.
			I don't communicate with other participants after the training because the project manager of the training didn't follow-up participants' skills after the training.
Efficiency in communication (20%)	**Moderate**	**Need for effective workplace communication (2)**	Prior to the training I didn't know well enough that the training would support me and other people in performing our work. But after having received the training I realised that it was very beneficial for my work.
			I agree with you, I didn't receive the information before the training and my colleagues thought that the training as waste of time.
Process for diffusion of the Training Programs in Emotional Intelligence innovation (Rogers) (40%)	**Strong**	**Failure to recognise Emotional Intelligence training as an authentic program (1)**	I lost one mark of competency evaluation score of my required task because the Emotional Intelligence training wasn't formally counted as one of the competency requirements in my workplace.
		Lack of appreciation by staff/leaders of the focus of the training – staff/leader backlash (5)	My colleagues wondered about my behaviour because I had been able to control my emotions better in crisis situations and I didn't argue with my colleagues when we had different opinions.
			My colleagues wondered why I had to participate in the training because they thought it was a waste of time and it was useless in helping them in carrying out their tasks.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
			My colleagues didn't realise that the training was very beneficial for my work and they didn't accept my innovation in the workplace environment.
			My boss doesn't appreciate and acknowledge my opinions and ideas derived from my training experiences that I put forward during the staff meeting because one of the lecturers from the training disagreed with some government projects.
			My staff didn't realise the benefits of the trainings in developing oneself when I explained the benefits that one could gain out of participation in the training.
Support from peers and leaders regarding the innovation (20%)	**Moderate**	**Unsupportive nature of the Heads of Public Sectors towards the training (1)**	I agree with other comments because my boss has communicated to the staff in the workplace that the training, seeing it as a waste of time.
		Peers undervaluing training (1)	My staff misunderstood the value of my attendance of the training as a waste of time.
		Unsupportive nature of training amongst staff (1)	My staff didn't understand me about the benefits of attending the training because they have the burden of doing of extra work by taking more from my original work hours.

Efficiency in communication

I identified one needs issue that arose within this key need: effective workplace communication. The Training Programs in Emotional Intelligence should provide better communication with people in the workplace prior to the running of Training Programs in Emotional Intelligence. One respondent commented:

> Prior to the training I didn't know well enough that the training would support me and other people in performing our work. But after having received the training I realised that it was very beneficial for my work.

The moderately strong response to this issue suggests that the respondents wanted to be better informed about the package of the training before they agreed to become involved. This would help them personally and enable them to motivate their colleagues regarding the benefits of the training. Similarly, the moderate response suggests that effective communication in the workplace had led to an improvement in staff communication and has assisted in more effective conflict resolution.

Process for diffusion of the Emotional Intelligence training innovation

I identified two needs issues within this key need: failure to recognise Emotional Intelligence training as an authentic program; lack of appreciation by staff/leaders of the focus of the training that brought a negative backlash that adversely affected participants. The Training Programs in Emotional Intelligence should promote Emotional Intelligence training as relevant training for the workplace. One respondent claimed to have been disadvantaged in their work place assessment because Emotional Intelligence training was not seen as being relevant:

> I lost one mark of competency evaluation score of my required task because the Emotional Intelligence training wasn't formally counted as one of the competency requirements in my workplace.

Thus, there should be formal recognition of Training Programs in Emotional Intelligence so that the result gained by the people attending the Emotional Intelligence training will not be disadvantaged when competency based assessment is applied. A related issue is that Training Programs in Emotional Intelligence should promote an appreciation amongst staff/leaders of the focus and importance of the training in Emotional Intelligence in workplace, as indicated by the following respondent:

> My boss doesn't appreciate and acknowledge my opinions and ideas derived from my training experiences that I put forward during the staff meeting because one of the lecturers from the training disagreed with some government projects.

A major obstacle for some respondents when they returned to the workplace was the inability to apply the knowledge and skills in the workplace environment due to lack of appreciation on the part of both their superiors and their colleagues of the purpose, intent and focus of the training. These negative responses, suggest that there is a need for processes, such as targeted professional development of superiors and staff, that will persuade these personnel to form a more favourable attitude towards the innovation represented by the Training Programs in Emotional Intelligence.

Support from peers and leaders regarding the innovation

I identified three moderately strong needs issues within this key need: an apparently unsupportive response by the Heads of Public Sectors towards the training; peers undervaluing the Training Programs in Emotional Intelligence training, and overcoming unsupportive responses to the training by other staff. Comments from the respondents suggested that the Heads of Public Sectors were unaware of the benefits from the training and appeared to have misunderstood the Emotional Intelligence training campaign. One respondent commented:

> I agree with other comments because my boss has communicated to the
> staff in the workplace that the training is a waste of time.

There was a strong indication that further professional development was required in order to provide the information to these key personnel in order to help them become aware of the innovation and nature of what trained staff were attempting to communicate in the workplace. At the same time, peers and other staff had also undervalued the benefits of Emotional Intelligence training. For example, one respondent claimed that:

> My staff misunderstood the value of my attendance of the training, seeing
> it as a waste of time.

The peers needed to be made aware of the benefits of the training, the chief of which was enabling staff to develop personal strengths, and finding ways

of building emotional abilities to buffer the negative effects of stress – both of which were likely to enhance overall performance. There was a strong indication that further professional development was required in order to provide more effective information about training in the province.

At the same time, staff who had not received training was ignorant of its benefits and very unsupportive of those who had attended training sessions. This had become a workload issue:

> My staff didn't understand me about the benefits of attending the training
> because they have the burden of doing of extra work by taking more from
> my original work hours.

As a consequence, the non-involved staff remained unaware of the benefits of such training and misunderstood the impact of emotional displays in the workplace. They were unable to determine the best ways to work with 'emotional differences' in work groups and teams. There was a moderate indication that further professional development was required in order to provide additional information to the staff about Training Programs in Emotional Intelligence. As well, clearer processes and structures for managing workloads when staff are absent due to attending training are required.

What do you wish had been included in the Emotional Intelligence training that you undertook?

The specific needs addressed by the participants, and related comments regarding elements of the Training Programs in Emotional Intelligence that participants wished had been included are outlined in Table 4.4. I identified six distinct key actual needs from the comments made by participants in the focus group meetings: one, the need for professional development in the workplace, was strong; three, the need for effective feedback systems, effective motivation techniques, and on-going activities, were moderate; two, the need to meet individual needs, and for peer support mechanisms, were weak. Each of these needs is dealt with separately, below.

Professional development in the workplace

I identified three needs issues within this key need: the transfer of knowledge from training sessions to the workplace; transferring and applying Emotional Intelligence skills in the workplace; effective application of Emotional Intelligence knowledge in the workplace.

Respondents saw a strong need to transfer the knowledge from the training to develop competencies of public servants in the province. One respondent commented:

> I want to see the workplace take the benefits of the training into consideration in the development of public servants' skills in the performance of their duties

The other responses, reported in Table 4.4, suggest that being able to transfer the knowledge and experience about development of self and others acquired during training would enhance the public servants' competencies and skills in Emotional Intelligence, thus enabling them to be more effective in the carrying out of their duties. I gained the sense that an effective workplace culture can be built as a result of Training Programs in Emotional Intelligence. It was regularly reported, however, that further professional development was required in order to consider the effective training to develop public servants' skills. Transferring and applying Emotional Intelligence skills from the training manual had, however, enabled the participants to achieve success in their work practices. One respondent pointed out:

> I need the training manual of 'Managing Self, Managing Others and Managing Career' to transfer the knowledge to other staff members in my workplace because I realise that these contents would be useful to them.

I observed that a developmental training manual – especially including career development – would be a good resource that would enable participants to

Table 4.4   Issues sought to have been included in the Emotional
Intelligence training undertaken

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Professional development in the workplace (36%)	**Strong**	**Transfer the knowledge from the training to workplace (3)**	I agree with the comments made in building a good culture because the benefits of the training can be used to develop myself and others.
			I want to see the workplace take the benefits of the training into consideration in the development of public servants' skills in the performance of their duties.
			I would like to pass on my experience of the training to others staff members after the training.
		Transferring and applying Emotional Intelligence skills in the workplace (6)	I need the training manual about 'Morals and Ethics from the Emotional Intelligence and Leadership training because I want to apply these ideas in my work.
			I need the training manual of the 'Managing Self, Managing Others and Managing Career' from the training because I can transfer the knowledge of the training to staff in my workplace.
			I need the training manual of 'Managing Self, Managing Others and Managing Career' to transfer the knowledge to other staff members in my workplace because I realise that these contents would be useful to them.
			I need the training manual of 'The Art of Networking' from the training because I want to apply in my tasks.
			I agree with the provision of training manual from the training because I can show it to other staff members in my workplace.
			I need the training manual of self-assessment from the training because I wish to transfer the content of 'Managing Self' to my workplace.
		Effective application of knowledge in the workplace (1)	I would like to share my experience amongst colleagues about the application of the emotional control concept to my own advantage through a more effective negotiation ability with my boss.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Effective motivation techniques (21%)	**Moderate**	**Motivation of key personnel (2)**	I want to see the provincial key personnel such as Heads of Public Sector, staff of province and public servants attend the training because of the benefits from training can influence the work system in the public sectors.
			I found the training useful in developing myself and others therefore the province authorities should motivate all of the provincial key persons (Heads of Public Sector) to participate in this program because it can improve each individual management styles such as decision-making, systematic thinking process and leadership skills.
		Motivation by building shared values (1)	I wish to motivate other staff members to work more efficiently by sharing my experience from the training to build shared values in the workplace.
		Motivation of potential participants (1)	I would like to know the objectives of the training better before I decide to participate in the training.
		Overcoming staff and leaders' resistance to attend training (2)	I wish to receive the information about the training package before I participate in the training offer because I would get the support from my colleagues to attend such a training .
			I agree with the concept of better communication before training because I could get the support from my superior to participate in the training.
On-going activities (21%)	**Moderate**	**Continuity of training (1)**	I wish to receive continuing training support to gain current knowledge and be able to contribute my experiences in building a good culture in my workplace.
		Emotional control model (1)	I wish the training would support me to gain more knowledge in good model of emotional control.
		Having more opportunities to practice skills of Emotional Intelligence (2)	I would like to have a study tour to experience a good model of organisation development.
			I agree with the concept of study tour above but I would like to have more practice of the 'Managing Self'.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
		Follow-up activities (1)	I would like to gain more knowledge after the training because I have been able to apply the contents of the Emotional Intelligence training to develop myself.
Effective feedback systems (14%)	**Weak**	**Include self-assessment and feedback as part of the training (4)**	I wish to get the self-assessment after the training because I need to develop myself.
			I wish the training agency provided further feedback in relations to the training because I have awareness of my emotions and others'.
			I wish to get the self-assessment of my skills to develop my task performance.
			I need to get the performance appraisal of the training because I would be able to develop my skills.
Meeting individual needs (7%)	**Weak**	**Provision of 'tailored' follow-up sessions (the 'taste' of Emotional Intelligence is too general; need to be more specific) (2)**	I wish to have further follow-up provided by the training authority in relation to the self development training because I have some awareness of my own emotion and others.
			After the training I need some follow-up in relation to the training to be conducted my workplace.
Peer support mechanisms (4%)	**Weak**	**Self-help group (1)**	I agree with the concept of mutual support about emotional awareness amongst participants because I have been able to develop more effective treatment of emotions in my workplace.

access knowledge; as well, they would be able to apply its contents to staff in the workplace. This concept indicated the need to change the culture of work practice in the province, as well as the need to provide guiding values for individual staff in the workplace.

The effective application of Emotional Intelligence knowledge from the training also gave some participants confidence to apply effective negotiation skills in the workplace.

> I would like to share my experience amongst colleagues about the
> application of the emotional control concept to my own advantage through
> a more effective negotiation ability with my boss.

Related responses, contained in Table 4.4, support my view that being able to
control emotions in responding to crisis situation in workplace meets a
significant need. Overall, it was apparent that a drive to achieve high
personal standards encouraged participants to constantly seek performance
improvements. The strong responses suggest that further professional
development is needed in order to allow participants to share their
experiences amongst staff members in the workplace.

Effective motivation techniques

I identified four needs issues that arose within this key need: the motivation
of key personnel; motivation by building shared values; the motivation of
potential participants; the need to overcome staff and leaders' resistance to
approving attendance at Training Programs in Emotional Intelligence.

There is a need for the effective motivation of key personnel in a
province to get involved in the training. One respondent claimed that:

> I found the training useful in developing myself and others therefore the
> province authorities should motivate all of the provincial key persons
> (Heads of Public Sector) to participate in this program because it can
> improve each individual management styles such as decision-making,
> systematic thinking process and leadership skills.

This suggest that the impacts of the training need to be applied to develop
management styles appropriate for key personnel in the province.

There is a need for staff to use effective motivation techniques in
building positive values in the workplace, as one respondent reported:

> I wish to motivate other staff members to work more efficiently by sharing
> my experience from the training to build shared values in the workplace.

This response suggests the training outcomes could be utilised to create an emotionally aware culture in the workplace by sharing experience gained from the training that would lead to better work practices. In turn, this would require further professional development that would allow staff to share and discuss the benefits of the training in the workplace.

Another response suggested that a key to better motivation of potential participants would be the sharing of the objectives of any Training Programs in Emotional Intelligence amongst the key personnel in the province.

> I would like to know the objectives of the training better before I decide to
> participate in the training.

Thus, the training objectives should be clear in making staff aware of the knowledge and skills they are likely to gain, and to assist them to assess their own strengths and weaknesses. Staff should participate in learning activities in order to improve themselves. There is, therefore, a need for a training body to provide necessary and appropriate information to staff before training commences.

One respondent suggested that poor communication resulted in staff missing the opportunity to engage in the training provided:

> I agree with the concept of better communication before training because I
> would then have been able to get the support of my superior to participate
> in the training.

Many superiors appeared to display a negative attitude towards the training; as a result, they displayed an unsupportive attitude by not answering subordinates' related questions. It was reported that superiors limited the time they made available to help subordinates in dealing with career issues and did not have the same positive attitude towards Training Programs in Emotional Intelligence that was evident amongst involved members of staff in the workplace. These findings suggest that effective motivation of public

servants requires, as a first step, better communication between trainers engaged in Training Programs in Emotional Intelligence trainers and stakeholders in the workplace.

On-going activities

I identified four needs issues that arose within this key need: continuity of training; developing an emotional control model; having more opportunities to practice skills of Emotional Intelligence; follow-up activities. The strength of each of the sets of responses was moderate to weak.

One participant indicated the need for continuity in their Emotional Intelligence training:

> I wish to receive continuing training support to gain current knowledge
> and be able to contribute my experiences in building a good culture in my
> workplace.

The training had been effective in helping respondents to develop their knowledge and positive attitudes to Emotional Intelligence awareness that, in turn, helped them to develop an emotionally aware culture in their workplaces. These findings suggest that participants need continuity in training in order to achieve a collective staff view regarding working styles and management practices, as well as valuing staff differences and providing equal workplace opportunities.

Another respondent indicated the need to gain more knowledge of an effective emotional control model:

> I wish the training would support me to gain more knowledge in good
> model of emotional control

To bring this about, participants may require more opportunities to practice and apply skills of Emotional Intelligence. For example,

> I would like to have a study tour to experience a good model of
> organisation development.

Respondents indicated that it was helpful to have access to life experience – via a person who shares their experiences and actions, and who is able to show how the competency appears when it is applied. The responses suggest that, in order to develop skills such as conflict resolution in an organisation, there is a need to work with a co-worker who can provide a good model of management; that is, participants become more aware of Emotional Intelligence by watching an experienced person use Emotional Intelligence in action.

Other participants indicated that they needed to gain more knowledge through follow-up activities.

> I would like to gain more knowledge after the training because I have been
> able to apply the contents of the Emotional Intelligence training to develop
> myself.

These findings suggest that participants became aware that they needed to practice Emotional Intelligence skills on the job – not just in a training situation – for transfer to occur in follow-up activities.

Effective feedback systems

I identified the needs that issue arose within this key need: the need to include self-assessment and feedback as part of the training. It was evident, from a single comment, those effective feedback systems in relation to Emotional Intelligence training was required to bring about changes in emotional awareness in the work place.

> I wish the training agency provided further feedback in relation to the
> training so that I might have awareness of my emotions and others'.

While the Training Programs in Emotional Intelligence had had some impact in developing emotional awareness and enhanced task performance, the respondents needed to know more about their individual strengths and weaknesses. With this awareness derived from learning, they might then be able to define the areas in which they needed to improve. Overall, these

responses, while weak, suggest that there is a need for constructive criticism and feedback as part of the outcomes of the training.

Meeting individual needs

I identified one needs issue within this key need: that of the provision of follow-up sessions. It was felt that the 'taste' of Emotional Intelligence had been too general; there was a need to be more specific.

Emotional Intelligence follow-up sessions were required as the Training Programs in Emotional Intelligence, to this point, had been too broad to meet specific individual needs.

> I wish to have further follow-up provided by the training authority in relation to the self development training because I have some awareness of my own emotion and others.

This comment suggests that individual skills maintenance programs should be set up to cater for those participants who require on-going skills enhancement as elements of the follow-up support mechanism.

Peer support mechanisms

I identified one needs issue that arose within this key need: peer support mechanisms. While weak in support, one participant made an important point:

> I agree with the concept of mutual support about emotional awareness amongst participants because I have been able to develop more effective treatment of emotions in my workplace.

This response suggests that Emotional Intelligence training becomes more effective when peers support emotional awareness amongst each other. It seems that individual skills maintenance programs might need to be set up to cater for those participants who require on-going skills enhancement as elements of the follow-up support mechanism.

What changes in workplace practice followed as a result of this Emotional Intelligence training?

The specific needs addressed by the participants, and related comments from them regarding elements of the Training Programs in Emotional Intelligence that led to changes in workplace practice are contained in Table 4.5. I identified four distinct key actual needs from the comments made by participants in the focus group meeting, of varying strength: the need for professional development in the workplace (strong); the need to achieve shared values in the workplace (moderate-strong); the need for personal professional development (moderate); the need for effective development in the workplace (moderate-weak). Each of these needs is dealt with separately, below.

Professional development in workplace

I identified five needs issues that arose within this key need: developing motivation skills and techniques; developing managing styles with others; developing teamwork in province; developing communication skills; and developing a service mind.

From a utilisation perspective, the training had led to development of motivational skills and techniques as part of professional development in the workplace. A single respondent commented:

> I have been able to motivate my colleagues to gain more knowledge of Emotional Intelligence because I realised the benefits from the training could be developed in my workplace.

The benefits from the training in improving Emotional Intelligence knowledge and skills were seen in the development of a strategy to motivate staff in the workplace. It appears that Training Programs in Emotional Intelligence, with their emphasis on personal characteristics within the local environment had influenced a new focus on task performance and staff appraisal.

TABLE 4.5   CHANGES IN WORKPLACE PRACTICE THAT FOLLOWED AS A RESULT OF EMOTIONAL INTELLIGENCE TRAINING

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Professional development in the workplace (41%)	**Strong**	**Developing motivation skills and techniques (1)**	I have been able to motivate my colleges to gain more knowledge of Emotional Intelligence because I realised the benefits from the training could be developed in my workplace.
		Developing managing styles with others (1)	I have developed my leadership skills by the activity 'walk to the top of hill' and have been able to improve my managing styles in dealing with others in my workplace.
		Developing team work in province (1)	I have been able to apply the content of 'Managing Career' from the training to develop team work for working in the Provincial's Strategic Planning.
		Developing communication skills (3)	I have been able to stimulate myself to work the challenge and I can participate amongst staff better.
			After the training I communicated regularly with staff, both informally at lunch time and in the meeting room because I have been able to apply the content of 'Art of Network' from the training to staff in my workplace.
			I have been able to communicate with other staff members informally because I realise the benefit of the content of 'Managing Career' from the training.
		Developing a 'service mind' (6)	I have been able to streamline the process of servicing people with service mind and I understand them better when they forget their important documents .
			I have been able to control my emotions more effectively, and have developed a 'service mind' amongst the staff in my workplace.
			After the training I have been able to develop my emotional awareness better for servicing the clients in my office.
			I have been able to develop my emotional awareness better for servicing the people in office.
			Before the training I had many steps for servicing people. So I reduced processes in one stop service for people in office.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
			I have been able to apply the contents of the training to develop the servicing people in my task and the people had feedback the positive to me.
Achieving shared values in the workplace (26%)	Moderate	Building shared values in the workplace (4)	I have been able to motivate other staff members to work more efficiently by sharing my experience from the training to build shared values in the workplace.
			I have been able to motivate other staff members to work more efficiently and I provided the knowledge from the training to build shared values in the workplace.
			I agree with building shared values because I have been able to support the knowledge from the training amongst other staff members.
			I have been able to show the knowledge from the training to built shared values amongst my colleges in my workplace.
		Networking across sector (4)	I have been able to apply leadership skills of the training to build the network between public sectors for sharing our knowledge and skills.
			I have been able to motivate staff to work toward province's strategic planning more effectively and I can apply the content of 'Art of Networking' from the training to build the networking in province.
			I have been able to work better amongst staff from other public sectors because I had awareness my emotions and others.
Personal professional development (19%)	Moderate	Developing self and others (2)	I have been able to apply the contents of the Emotional Intelligence training 'Managing My Career' to develop the thinking processes of staff in my workplace.
			I have awareness and empathies of prisoners' behaviours and I have been able to encourage them to change their behaviour.
		Developing self for working toward organisation's goals (2)	After the training I have been able to develop my systematic thinking process for working toward organisation's goals better because I have applied the content of ' Managing Career' from the training.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
			After the training I focused my task performance on the development of the organisation's goals because I have been able to apply my emotional awareness towards others.
		Thinking of the moral consequences before one acts (1)	I have been able to consider the moral position of my office because I felt ashamed when I used a public car for doing my personal business.
Effective development in the workplace (15%)	Moderate	Effective application of knowledge in the workplace and province (3)	I have been able to apply my knowledge from the training to motivate staff concerning of one emotional and others'.
			After I shared my experiences of the contents of 'Managing Self and Managing Career' from the training therefore staff can work more effectively in my workplace.
			I have been able to apply the content of 'Managing Self' from the training to develop myself to work toward goals of the province.
		Training application (1)	I have been applying the contents of the training to teaching the students in my school.

The Training Programs in Emotional Intelligence had encouraged development in personal leadership skills – particularly those concerned with management styles used in work practice. One commented:

> I have developed my leadership skills by the activity 'walk to the top of
> hill' and have been able to improve my managing styles in dealing with
> others in my workplace.

The early training model, which included Emotional Intelligence experience as part of the learning activities, was especially productive in developing Emotional Intelligence competencies. The response indicated a resonance with building leadership styles and creating work practices that, because the work was more meaningful, released a powerful sense of personal worth amongst the staff in the workplace.

The training was able to be applied effectively to the workplace because the Training Programs in Emotional Intelligence participants had been able to develop teamwork in specific cases of strategic planning. Again, there was a single comment:

> I have been able to apply the content of 'Managing Career' from the training to develop team work for working in the Province's Strategic Planning.

These three responses suggest that being able to transfer the knowledge gained as part of the training and development of team work program had led to an increase in effectiveness, cooperativeness and teamwork in the province.

The training had also been effective in encouraging development of communication skills. One of a number of respondents commented:

> After the training I communicated regularly with staff, both informally at lunch time and in the meeting room because I have been able to apply the content of 'Art of Network' from the training to staff in my workplace.

Two other responses indicate that being able to improve interpersonal communication knowledge and skills had led to an increase in the overall effectiveness, and level of cooperation and teamwork in the workplace.

The enhancement of emotional awareness skills had also led to a identifying a strong need for the development of a 'service mind' in work practice. For example,

> I have been able to streamline the process of servicing people with service mind and I understand them better when they forget their important documents

Being able to develop more effective presentation of servicing people and staff members (a 'service mind') had streamlined processes, and had led to one-stop service; this appears to have been encouraged by better emotional management of both self and others. Such developments had led, in turn, to

enhanced emotional competencies resulting in more effective service to the people in the province: staff, who had a service mind, were able to respond positively to the public.

Achieving shared values in the workplace

I identified two needs issues that arose within this key need: building shared values in the workplace, and networking across sectors. Both comments were moderate to strong in impact. The Training Programs in Emotional Intelligence had been effective in building shared values in the workplace. One respondent commented:

> I have been able to motivate other staff members to work more efficiently and I provided the knowledge from the training to build shared values in the workplace.

Other respondents reported a high level of confidence that the programs had been able to motivate staff to gain more knowledge about Emotional Intelligence and to build shared values in workplace. Through conversation and collaboration among staff members, and through discussion, construction and reconstruction, most members of the organisations involved had been able to gain new perspectives as well as new knowledge and skills. Overall, it appeared that there had been an increase in effectiveness, cooperativeness and teamwork in the workplace.

The training had also been effective in building networks across sectors. A respondent reported:

> I have been able to apply leadership skills of the training to build the network between public sectors for sharing our knowledge and skills.

Other respondents suggest that being able to motivate staff to work together across sectors will enhance provincial goals. These findings suggested that relationship building was important: it created friendships with a purpose.

Overall, it appears that the Training Programs in Emotional Intelligence had resulted in an increase in networking in both of work and private lives and work lives. Personal friendships were made through work amongst staff members across sectors; it was pointed out, however, that it took clarity and discipline to keep work and private agendas from becoming entangled.

Personal professional development

I identified three needs issues that arose within this key need: developing self and others and developing one's systematic thinking process for working toward organisation's goals, both of which were of moderate strength; thinking of the moral consequences before one acts, which was weak.

The activities of the Training Programs in Emotional Intelligence encouraged development of self and others in order to change workplace practices. One respondent reported:

> I have awareness and empathies of prisoners' behaviours and I have been
> able to encourage them to change their behaviour.

A related response suggests that the participants were able to develop awareness of self and of others, together with having empathy and understanding that led to an ability to get along well with people whose behaviours were different. Together, these responses suggest that the programs should take into account the feelings of staff when making decisions about specific work responses.

The content of the training encouraged the participants to develop personally while, at the same time, assisting them to work towards achieving their organisation's goals. A respondent commented:

> After the training I have been able to develop my systematic thinking
> process for working toward organisation's goals better because I have
> applied the content of 'Managing Career' from the training.

The training experience made an impact on respondents' attitudes to self and work: in developing a better emotional awareness they were able to make their own goals for their workplace while, at the same time, being better able to embrace their organisation's objectives.

One respondent had a better understanding of the moral requirements of their position of responsibility, accepting that it required them to hold and exemplify high standards of performance. This person reported that:

> I have been able to consider the moral position of my office because I felt ashamed when I used a public car for doing my personal business.

This respondent's comment suggests that the training made an impact on this participant who, over this struggle with their conscience, had developed the strength of will to attempt to maintain higher personal standards and values that they would use in the future to drive them to constantly seek personal performance improvement.

Effective development in the workplace

I identified two needs issues that arose within this key need: effective application of knowledge and skills in the workplace (moderate), and training applications in the province (weak). The knowledge and skills gained in the Training Programs in Emotional Intelligence training had led to more effective workplace practices. One respondent commented:

> After I shared my experiences of the contents of 'Managing Self and 'Managing Career' from the training therefore staff can work more effectively in my workplace.

These data suggest that being able to develop new workplace styles and applying these in the workplace was a most positive outcome of the Training Programs in Emotional Intelligence. It appears that the shared experience of the 'Managing Self' program led to the success of a time-wasting reduction and greater achievement drive. This, in turn, had motivated a desire by staff

to become more efficient – the achievement of which is a specific goal of the province.

Participants had gained enhancement awareness of self and others, and had been able to apply significant changes in diverse workplace practices. For example, a teacher reported:

> I have been applying the contents of the training to teaching the students in my school.

Overall, the Training Programs in Emotional Intelligence had encouraged participants to apply the contents from the training regardless of the nature of their workplace. The development of interpersonal skills, and self and other emotional awareness amongst school students is an important example of enhancing public services; what is more, it has important long-term benefits.

What impact did the Emotional Intelligence training program have on you, personally?

The specific needs addressed by the participants, and related comments from them regarding elements of the Training Programs in Emotional Intelligence indicated that they had changed personally as a result of the impact of the Training Programs in Emotional Intelligence, are contained in Table 4.6.

I identified three distinct key actual needs from the comments made by participants in the focus group meeting: the need for self-management skills (very strong); the need to develop the ability to relate to others, and the need for life applications (both moderate). Each of these needs is dealt with separately, below.

Self-management skills

I identified three needs issues within this key need: self-awareness, and self-motivation (moderate); self-regulation (strong). As a result of the Training Programs in Emotional Intelligence, the participants had increased self-

**TABLE 4.6   PERSONAL IMPACT OF THE EMOTIONAL INTELLIGENCE
TRAINING PROGRAM**

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Self-management skills (57%)	**Strong**	**Self-awareness (4)**	After the training I have a better awareness of myself and others.
			After the training I have been able to improve my self-awareness from the experience of a successful person.
			I have a better understand myself because I have been involved in much training that has not changed anything.
			I have awareness of my own emotions and others' because I learn the knowledge from the training.
		Self-regulation (10)	I have awareness of my own emotions and I have more confidence when I explain my response to solving a problem.
			I have more confidence to solve the problems in my office and I feel happy even if the problems are not yet solved
			After the training I can control my emotions well because I had practiced personal emotional control following the training.
			I have a better control of my emotions and I apply the knowledge from the training to staff in my workplace.
			I have a better control of my emotions when I have to deal with problems with my superior.
			After training I have a better managing my emotions.
			I have been able to control my emotions when I confronted my colleges in crisis situations.
			I feel more confidence when I have been able to develop my emotional control.
			I have been able to control my moral behaviour in my workplace therefore I have more confidence of myself.
			I have been able to control my emotions and I am better able to listen to my staff when they argue a different position from me.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
		Self-motivation (3)	Before the training I had a problem with alcohol but I was able to overcome this problem and develop my live because have been able to apply the lecturer's experiences from the training.
			After the training I have been able to develop my personal positive thinking.
			After the training I have been able to develop my personal thinking process from the knowledge of the training.
Ability to relate to others (23%)	Moderate	Empathy towards others (3)	I am happy when I help my colleagues to solve their problems.
			I have a better awareness my emotions because I feel empathy with people when they forget their documents.
			I have been able to manage my emotions and I am more aware of the emotions of others because I have knowledge from the training.
		Social skills (4)	I have been able to develop my personal leadership skills because I learn the leadership models from the training.
			I have awareness of my behaviours and I have been able to apply the knowledge from the training develop my personal leadership skills.
			I better understand my colleagues because I can more readily accept their behaviours.
			I better understand myself because I have developed my personal leadership skills from the knowledge of the training.
Application to life (20%)		Work-life balance (5)	After the training I have been able to develop myself and social competencies to manage and balance my life because I have gained knowledge of 'Managing Self and Managing Others' from the training.
			I am happy at time in my life because I have been able to develop awareness of myself and others.
			I have been able to apply the knowledge from the training to develop my leaderships skills and I am happier in my live.

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Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
			I have been able to apply the knowledge from the training to develop my life because I have some awareness of my own emotion and others'.
			I have been able to manage time in my live because I learn the contents of 'Self Managing' from the training.
		Happiness in family (1)	I had a problem with smoking and alcohol but I was able to overcome this problems and develop my life; therefore, my family are happier.

awareness and had a better understanding of their identity. One respondent reported:

> I have a better understand myself because I have been involved in much
> training that has not changed anything.

Other respondents suggested that previous training had not changed participants' self-awareness; on the other hand, the Training Programs in Emotional Intelligence had resulted in the development of emotional self-awareness and a better understanding of self. In particular, the programs developed the ability of participants to use values to guide decision-making. Overall, these respondents found themselves better able to manage unruly feelings, to develop their self-understanding and to improve their work-related relationships with other staff members.

The participants had been able to develop self-regulatory behaviour as part of their work relations with others in the workplace. One reported:

> I have been able to control my emotions and I am better able to listen to
> my staff when they argue a different position from me.

As this respondent indicated, participants were better able to handle their emotions as a result of the Training Programs in Emotional Intelligence. In particular, they were able to establish emotional control with respect to their

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moral behaviour, and had developed the self-confidence to manage crisis situations by facilitating conflict management, rather than merely interfering. They were able to manage these tasks effectively and recovered quickly and without excessive emotional distress.

The participants had been able to relate to the lecturer's experiences during the training by motivating themselves to resolve their own personal problems. One respondent reported:

> Before the training I had a problem with alcohol but I was able to overcome this problem and develop my life because have been able to apply the lecturer's experiences from the training.

Other respondents suggested that participants had been able to develop personal thinking processes and self regulation. Overcoming a problem with alcohol as a result of the lecturer sharing a similar experience suggests that the approach of sharing real life experiences might be an effective way of helping staff to manage their own disturbed emotions.

Ability to relate to others

I identified two needs issues within this key need: empathy towards others, and social skills. Each had moderate strength. The participants had been able to develop an awareness and understanding of appropriate emotional interactions that supported others in work practice in the workplace. One respondent reported:

> I have a better awareness my emotions because I feel empathy with people when they forget their documents.

Participants had developed a better interpersonal understanding of their client's needs. Such empathy had led, in turn, to an enhanced emotional awareness of others. That it also could be applied in workplace indicates that these participants had a realistic and accurate sense of others.

The participants had been able to develop enhanced interpersonal social skills that they were able to apply in work practice situations. One commented:

> I better understand my colleagues because I can more readily accept their behaviour.

The data suggest that the impact of training was linked to the development of personal leadership skills and behaviours. Participants indicated that they had a greater awareness of the emotions of others and that they were able to see the reality of their being able to work better and to be able to use this as a powerful tool for effective management in the workplace.

Application to life

I identified two needs issues within this key need: work-life balance (strong), and work life and family (weak).

The participants indicated that they had been able to improve the quality of their personal life as a result of the knowledge and skills derived from the Training Programs in Emotional Intelligence. For example, one person reported:

> After the training I have been able to develop myself and social competencies to manage and balance my life because I have gained knowledge of 'Managing Self and Managing Others' from the training.

Other responses also indicate that these participants had a better awareness of self and others. They were able to use the knowledge they had derived from the training and realised that it was intrinsically satisfying to be able to develop their life preference as well as being proactive about their work-life balance. Overall, this balance enabled them to be happier in their lives.

Overcoming problems of life and family balance also led to happier consequences for participants and families. For example:

> I had a problem with smoking and alcohol but I was able to overcome
> these problems and develop my life; therefore, my family are happier.

Devoting disproportionate time and energy partying with friends, excessive smoking and consumption of alcohol impacted on this respondent's family had had adverse social and economic effects. The experience from the training helped this respondent to overcome a specific problem: he had developed a better work-life balance ensuring that his family had a happier outlook. At the same time, this had led to an increase in effectiveness in work practice.

To what extent did you value the Emotional Intelligence training program?

The specific needs addressed by the participants, and related comments from them that indicated the extent to which they valued the Training Programs in

Emotional Intelligence, are contained in Table 4.7. I identified four distinct key actual needs from the comments made by participants in the focus group meeting: the need for personal development and performance, and the need for application, both of which were strong needs; the need for shared values, and resources, both of which were weak needs. Each of these needs is dealt with separately, below.

Personal development and performance

I identified three needs issues within this key need: personal development, awareness of self and others, and personal management style all of which were strong expressions of need. The participants valued the Training Programs in Emotional Intelligence, and had been able to apply the knowledge gained by developing and improving their interpersonal skills. This is reflected in the following comment:

TABLE 4.7   EXTENT TO WHICH PARTICIPANTS VALUED THE EMOTIONAL INTELLIGENCE TRAINING PROGRAM

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Personal development and performance (43%)	**Strong**	**Personal development**	I like the contents of the training because I have been able to apply these to develop myself.
			Wonderful training! I think the model can changed me inside and I feel more responsible for the task because I have been able to develop my personal thinking process.
			I realised the benefits of the knowledge from the training because have been able to share my experience of the real life model of the training to develop my interpersonal skills.
			I found the content of 'Managing Self' from the training useful in developing myself. I have been able to stimulate myself to handle challenging tasks.
			I realised the benefits of the knowledge from the training because have been able to apply the real life experience training to develop my personal life style.
		Awareness of self and others	I realise the benefits of being aware of self and others because I learn from a good lecturer's model and I can apply the knowledge from the training to develop my self-awareness.
			I liked the contents of the training provided by the lecturers about self development. The training made me maintain my emotional awareness and awareness of others' emotional condition.
			I realised the benefits of the knowledge from the training because have been able to develop my self-awareness and understand others based on the real life experience within the training.
			I found the activities of the training were useful because I have been able to apply the self-awareness training activities in controlling my emotion and health because the other training programs didn't integrate them.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Personal development and performance		**Personal management style**	I found the training useful in developing myself and others because it improved my personal management styles such as decision-making, systematic thinking process and leadership skills.
			I agree with the benefits of the training because I have been able to develop my leadership skills from the contents of the training.
			I trust in the training process. The self development activity 'Walk to the top of hill' helped me to improve my leadership skills in dealing with others
Application (32%)		**Application training provision**	I agree that the concept of the training should be available to the public sectors because I have been able to transfer the knowledge from the training to other staff members in my workplace
		Applicability of training	The knowledge of the training program was effective and could be applied for staff's work practice in my office.
			I found all of the activities from the training are effective and could be applied for staff's work practice in my office.
			I found the knowledge from the training were useful to develop staff in my office
			I found all of the activities from the training were applicable to my situation. I became more experienced in building a good culture, value and morale of the staff in my office.
			I believe in the lecturers because I learn about their teaching styles in which I can apply to develop my own teaching skills in my class.
			I realised the benefits of the knowledge from the training because staff can work more efficiently in my workplace.
			I agree with the benefits of the training because I have been able to motivate staff to work toward province's strategic planning more efficiently in my workplace.
			I agree with the benefits of the training because I have been able to develop my communication skills for working amongst other staff members.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Resources (14%)		Availability of expertise	I appreciate the expertise of the lecturers because they have various models and experiences.
			I appreciate the expertise of the lecturers too, because I have been able to improve myself by learning from the lecturers' experiences
			I believe the lecturers from both the public sectors and private sectors were experienced and able to teach better than personnel from other training programs.
		Resources (physical) availability	I believe that the contents of 'Managing Self, Managing Others and Managing Careers' from the training should be available for the public sectors.
Shared values (11%)		Building shared values	I appreciate the model of training because I have been able to apply the activities 'walk to the top of the hill' and 'walk to the cave' to develop my personal positive thinking. I have shared my experience from the training with my staff to build shared values in the workplace.
		Developing culture in workplace	I realise the benefits of the training will contribute to my ability to build a good culture in my workplace.
		Motivation of others	I found the training useful in developing staff skills in my workplace therefore the provincial authorities should motivate all of the provincial key persons (Heads of Public Sector) to participate in this program.

> Wonderful training! I think the model has changed me inside and I feel more responsible for the task because I have been able to develop my personal thinking processes.

The real life experiences addressed in the training had directly assisted in developing interpersonal skills and personal thinking processes. They had also encouraged participants to handle challenging tasks in the workplace.

The responses suggest that the participants had realised the benefits of the training that had brought about changes in awareness of self and others. For example, one respondent commented:

> I found the activities of the training were useful because I have been able to apply the self-awareness training activities in controlling my emotion and health because the other training programs didn't integrate them.

The responses also indicate that the Training Programs in Emotional Intelligence had led to a transfer of knowledge and skills work practices in the workplace and at home: health and family concerns were in balance, as well as abilities that built on awareness of self and others – much more powerful outcomes than experienced in any other previous training programs.

Participants also appreciated the benefits of the training that had brought about changes in their personal management styles. One respondent commented:

> I found the training useful in developing myself and others because it improved my personal management styles such as decision-making, systematic thinking process and leadership skills.

Training in work practices that improved skills management and the ability to deal with others – such as decision-making, systematic thinking process and leadership skills in the workplace – were very much appreciated. This finding suggests that there is a compelling argument for continuing these Training Programs in Emotional Intelligence, particularly as they helped participants recognise the need for the change despite the opposition to their involvement in the programs that they had faced. The management skills they had encountered assisted them in finding practical ways to overcome barriers to change in the workplace.

Application

I identified two needs issues within this key need: application training provision and applicability of training.

Participants recommended that the training should be provided for all staff in the province. One commented:

> I agree that the concept of the training should be available to the public sectors because I have been able to transfer the knowledge from the training to other staff members in my workplace.

Similarly, it was seen as important that the knowledge and skills gained from the training should be passed on to other staff in workplace. This required the support of the provincial authority to provide effective training for all public sectors.

The Training Programs in Emotional Intelligence also encouraged changes in interpersonal skills and work practice. For example:

> I agree with the benefits of the training because I have been able to motivate staff to work toward province's strategic planning more efficiently in my workplace.

Transferring the knowledge and skills from the training to staff in workplace had a positive impact in the workplace. Respondents realised the benefits of the training through their being able to motivate staff to work toward province's goals. Overall, this had brought about increased effectiveness in the workplace.

Resources

I identified two needs issues within this key need: resources (human) – the availability of expertise; resources (physical) – availability of training. The strength of these needs was weak. The availability of lecturers with an appropriate level of expertise is required to ensure that Training Programs in Emotional Intelligence are effective. One commented:

> I believe the lecturers from both the public sectors and private sectors were experienced and able to teach better than personnel from other training programs.

Other respondents suggested that engagement of lecturers with considerable experience and good presentation techniques that could be employed in the workplace, led to better development of skills than had ever previously been encountered.

One participant suggested that the Training Programs in Emotional Intelligence should be made available to all staff in working in the public sector, as follows:

> I believe that the contents of 'Managing Self, Managing Others and Managing Careers' from the training should be available for the public sectors.

Participants realised that they had been able to transfer the knowledge and skills gained from training to develop both themselves and others in improving work practices. It was reported, however, that physical resources – in the form of budget for appropriate future Training Programs in Emotional Intelligence – were required to enable all staff working in the public sector to attend such training.

Shared values

I identified three needs issues within this key need: building shared values, developing culture in workplace, and motivation of others. All participants had been able to build shared values in the workplace. One commented, specifically:

> I appreciate the model of training because I have been able to apply the activities 'walk to the top of the hill' and 'walk to the cave' to develop my personal positive thinking. I have shared my experience from the training with my staff to build shared values in the workplace.

Other respondents suggested that the training had enabled them to build shared values in the workplace, particularly in developing interpersonal skills such as positive thinking processes. This had encouraged developments in work practice that embraced staff ideas and which led to changes in work

practice that met the goals of the workplace. Overall, it appears that this had influenced staff to work more efficiently.

The Training Programs in Emotional Intelligence had also been influential in developing a positive work culture in the workplace. A respondent commented:

> I realise the benefits of the training will contribute to my ability to build a
> good culture in my workplace.

Development of a positive culture in the workplace is important in creating a learning organisation. The respondents reported a change in work practices – particularly in the area of acceptance of shared goals. Participants had been able to motivate others to work more efficiently in the workplace. One commented:

> I found the training useful in developing staff skills in my workplace
> therefore the provincial authorities should motivate all of the provincial
> key persons (Heads of Public Sector) to participate in this program.

This participant suggested that the provincial authorities needed to consider how to motivate key personnel to believe and participate in future Training Programs in Emotional Intelligence because the knowledge and skills gained from the training should be effectively transferred to the workplace.

What factors have supported and hindered the development of Emotional Intelligence training?

The specific needs addressed by the participants, and related comments from them regarding factors that supported or hindered the development of Emotional Intelligence training are contained in Table 4.8.

I identified four distinct key actual needs from the comments made by participants in the focus group meeting: the need for strategic training and development, the strongest need to emerge from the focus group interviews;

TABLE 4.8   FACTORS THAT SUPPORTED AND HINDERED THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE TRAINING

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Strategic training and development (62%)	**Strong**	**Efficiency management (2)**	I realised the benefits of the training but the CEO should have better management, such as selection of target group, motivation, follow-up and effective evaluation.
			I agree with the continued support from the CEO but the training agency should have effective management such as motivation of the key persons, follow-up the participant and effective evaluation.
		Managing alignment (Review of goals, objectives of competency programs) (2)	The CEO should review goals and objectives of competencies training and provide insight on which training programs effectiveness of the public sectors.
			I agree with the concept of motivation of the provincial key person to involve in the training and the province authorities should set the current plan in Human Resources of strategic planning in province training.
		Providing development opportunities and motivation (4)	I have been involved in much training that has not changed anything, waste of time and lose of budget therefore the province authorities should motivate all of the provincial key persons such as Heads of Public Sector and staff members to participate in this program.
			The province authorities should motivate all of the provincial key persons such as Heads of Public Sector to participate in this program because the training can improve each individual management styles.
			I agree with the concept of motivation of the key persons because the model of real life has made me develop myself so that I can work well with the other people in my workplace.
			For a training program to be successful, the top management of the province need to give it their support.
		Creating and maintaining trust (8)	My colleagues thought that the training was a waste of time because they didn't realise its benefits.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
			My superior doesn't appreciate and acknowledge the benefits of the training.
			My staff didn't realise the benefits of the trainings in developing oneself when I explained the benefits that one could gain out of the participation of the training.
			My staff didn't realise the benefits of the trainings in developing oneself, cooperativeness and teamwork well.
			My superior didn't realise the benefits of the training in building a good culture, value and morale of the staff in office.
			My office was busy sometimes so my staff didn't understand me about the benefits of attending the training.
			My staff didn't realise the benefits of the trainings in developing oneself because they have the burden of doing of extra work by taking more from my original work hours.
			My superior doesn't appreciate and acknowledge the benefits of the training in developing oneself and teamwork well.
Organisational culture (15%)	**Moderate**	**Creating a learning organisation (3)**	The functional managing systems do not realise the benefits in building a good culture, value and morale of the public servants in public sectors.
			The provincial authorities should motivate the key persons to participate in the training because the benefits of the training can build a good culture, value and morale of the staff in my office.
			The CEO authorities should be less formal, have more flexible roles, and create more open flows of information.
		Encouraging continuous learning (1)	The CEO should support budget for the continued training because the training can influence my staff's communication skills. Therefore my workplace has increased its effectiveness, cooperativeness and the team is working well.

Key Actual Need comments /%	Strength of comments	Needs issues raised /N	Specific Comment
Diffusion of the innovation (12%)	**Weak**	**Equal opportunity for training (2)**	The provincial authorities should build equity amongst staff about innovation derived from the training.
			I agree with the CEO authorities, and that they should motivate and create equity amongst public sector staff members about innovation derived from the training.
		Widening the circle of influence (1)	The provincial authorities should select other public servants to join the training because the benefits of the training can improve the culture by servicing the people in the public sectors.
Resource allocation (12%)	**Weak**	**Resource availability (1)**	The CEO should prepare the objectives of training program and support the budget insight on which the effectiveness of training programs in the public sector is dependent.
		Training manual (2)	The provincial training agency should provide of training manual from the training because I can show it to other staff members in my workplace.
			The provincial training agency should provide a training manual 'Managing Career' package from the training to develop the teamwork for working in the Province's Strategic Planning.

the need for organisational culture, which was moderate; the need for diffusion of the innovation, and the need for resource allocation, both of which were weak needs. Each of these needs is dealt with separately, below.

Strategic training and development

I identified four needs issues within this key need: efficiency management, managing alignment, providing development opportunities and motivation, and creating and maintaining trust. These needs varied between being moderate to strong. Participants suggested that the public sector needed to be managed more effectively by the CEO. For example:

> I realised the benefits of the training but the CEO should have better
> management, such as selection of target group, motivation, follow-up and
> effective evaluation.

While respondents supported the CEO's style of management, they suggested that he needed to motivate key personnel – for example, Heads of Public Sectors and senior staff members – to participate in Training Programs in Emotional Intelligence.

The responses indicated that workflow management should also be steered in a similar direction. One respondent suggested:

> The CEO should review goals and objectives of competencies training and
> provide insight on which training programs effectiveness of the public
> sectors.

The establishment of cooperative networks in the province should be reviewed in terms of goals and competency training program of public servants. Analysis of the Human Resources strategic planning process should be presented to members of these networks for scrutiny. Once the issue is recognised by people in workplace, a unique work-pattern may well emerge to encourage conformity of work practice in the workplace.

Respondents indicated that key staff need better communication and coordination and so that they are motivated to support Training Programs in Emotional Intelligence. One commented:

> I have been involved in much training that has not changed anything,
> waste of time and lose of budget therefore the province authorities should
> motivate all of the provincial key persons such as Heads of Public Sector
> and staff members to participate in this program.

Such support is required to generate development opportunities that would motivate and synchronise cooperative activities within the province. A desired outcome of all Training Programs in Emotional Intelligence is to establish a cooperative workforce that encourages individual self-

development and managing styles. Such strategic outlooks are required to enhance the effectiveness of teams working in the province.

Participants indicated that overcoming misconceptions and negative attitudes arising from Training Programs in Emotional Intelligence should be addressed, and that creating and maintaining trust amongst all people in the workplace should be the main focus. The following comment was made:

> My staff didn't realise the benefits of the trainings in developing oneself
> because they have the burden of doing of extra work by taking more from
> my original work hours

The low level of acceptance of Training Programs in Emotional Intelligence appears to be linked to unpopularity, lack of trust and belief in the integrity of the benefits, and hampering of the growth and development to be gained through the implementation of Training Programs in Emotional Intelligence. From this phenomenological orientation, a new vision of the practical orientation and the dynamics of the Training Programs in Emotional Intelligence confronting the individual and the workplace environment may need to be introduced.

Organisational culture

I identified two needs issues within this key need: creating a learning organisation, and encouraging continuous learning. The former represented a moderate need, the latter a weak need. One respondent suggested that, in order to assist in creating a learning organisation:

> The CEO authorities should be less formal, have more flexible roles, and
> create more open flows of information.

Encouraging individuals to take responsibility for their own life-long learning should be a major aim of a learning culture operating within the provincial organisation in Thailand. In addition, I believe that considerations of the degree of formality, the need for flexibility, and improving access to channels of information are significant determinants of organisation learning.

One respondent also indicated that achieving continuous improvement and long term success of workforce is a need in effective Training Programs in Emotional Intelligence, pointing out that:

> The CEO should support budget for the continued training because the training can influence my staff's communication skills. Therefore my workplace has increased its effectiveness, cooperativeness and the team is working well.

This respondent urged a more open flow of communication, pointing out the value of this in developing a team approach to work.

Diffusion of the innovation

I identified two needs issues within this key need: equal opportunity for training, and widening the circle of influence; in relative terms each was a weak need. The emergence of equity amongst staff was seen as a major need in workplace training by one of the:

> I agree with the CEO authorities, and that they should motivate and create equity amongst public sector staff members about innovation derived from the training.

The responses related to equal opportunity for training suggest that the provincial authorities should adopt an equal opportunity concept for training associated with issues such as social class, ethnicity and gender.

One respondent identified a need for widening the circle of staff selection for Training Programs in Emotional Intelligence, suggesting:

> The province authorities should select other public servants to join the training because the benefits of the training can improve the culture by servicing the people in the public sectors.

In the public sector, it is generally accepted that positions are secure and that employment is permanent. Hence, public servants tend to be limited in their personal involvement with innovation, and in active interdepartmental interaction. The data suggest that there is a need for the provincial authorities

to help widen the communication system amongst public servants in the province. Increased levels of interaction, the development of a practical involvement perspective, changes in organisational culture, and expansion of their social identity should be established.

Resource allocation

I identified two needs issues within this key need: resource availability; the need for a training manual. Each was a need that was weak. An adequate budget allocation is one of the essential elements of good management practice in organisations. One respondent identified this element as an important issue in developing effective training design, suggesting that:

> The CEO should prepare the objectives of training program and support the budget insight on which the effectiveness of training programs in the public sector is dependent.

Resources include the following: people, property, machines, systems, and learning content. All of these require expenditure and investment which needs a budget allocation for effective running of the programs. The respondents suggested that the provincial authorities should support the allocation of sufficient resources.

There is also a need for a training manual – a guided course of action for training programs. One of the respondents suggested that:

> The provincial training agency should provide a training manual 'Managing Career' package from the training to develop the teamwork for working in the Province's Strategic Planning.

Such a training manual would assist in providing unity of knowledge and consistent with the long-term strategy planning undertaken with the provincial office.

Summary

In this chapter, I have described the outcomes of four focus group interviews with a sample of 38 public servants, stakeholders in receiving appropriate training programs in Emotional Intelligence, in order to answer two of my research questions: What actually happens in public sectors for development of Emotional Intelligence training? What factors have supported and hindered the development of Emotional Intelligence training?

The stakeholders in the focus group interviews allowed me better to understand current systems used in training programs; to appreciate the significance of Emotional Intelligence skills and competencies in terms of the value placed on them in work practice, and how these skills and competencies might be realigned according to the stakeholders' assumptions about self-development.

I found it both valuable and satisfying during these focus group interviews to facilitate the group focus interviews with these public servants that encourage them to think about self-development and workplace practice. The needs issues raised and the key actual needs identified provided a stimulus for when drafting the questions that I planned to use in the next stage of my research.

In the next chapter I report the findings from individual semi-structured interviews with the Heads of Public Sectors in Rayong Province. In those interviews I sought to what determine what needs ought to be met by any future Emotional Intelligence training programs develop within the province.

CHAPTER 5

Data Analysis
Step 2: Semi-structured Interviews

Introduction

In this step, I invited all twelve Heads of Public Sectors in Rayong Province by personal letter and an accompanying letter from the Governor of the Province, to participate in individual semi-structured interviews designed to obtain views on what is desirable in terms of Training Programs in Emotional Intelligence in the province. I sought, in these interviews, to obtain the views of the Heads of Public Sectors on what is desirable in terms of Emotional Intelligence training in the province. I used the outcomes of the focus groups in Step 1 to set the key issues to be discussed; seven questions were asked of each of the Heads of Public Sectors, as follows:

1. What Emotional Intelligence training programs have been undertaken in the province that impact on your particular sector?

2. Tell me about some of the positive outcomes of these programs.

3. Tell me about any negative outcomes that resulted from these programs.

4. On reflection, what other issues do you wish had been included in these programs?

5. What new issues do you think should be included in future programs?

6. What changes in work-place practice do you anticipate should
   follow as a result of any Emotional Intelligence training?

7. What factors have supported or hindered the development of
   Emotional Intelligence training?

The semi-structured interviews had a face-to-face format and the
interviews were audio-tape recorded; subsequently, a transcript of the
interviews was produced. Collecting and analysing words or phrases, and
componential analysis (Denzin & Lincoln, 2000) – based on the principle of
distinctive features – was used to produce a set of actual and desired
outcomes of Emotional Intelligence for this group of Heads of Public
Sectors. I developed seven tables, one for each of the seven questions asked.
In the following section, each of these presented and discussed.

What Emotional Intelligence training programs have you been involved in?

A summary of the responses to this question – presented as a set of key
actual needs that I identified by using the same data reduction techniques that
I employed with the focus groups in Chapter 4 – together with and related
comments, are contained in Table 5.1. The respondents identified three
Training Programs in Emotional Intelligence: Emotion in Leadership,
Emotion in Quality of Life and Emotion in Buddhism. All twelve
respondents had attended at least one of the following: the Emotion in
Leadership program and Quality of Life program provided by the Leadership
Training Institute; the Emotion in Buddhism program. All of these programs
were provided by the Leadership Training Institute in Kanchanaburi
Province, Thailand.

TABLE 5.1   **IMPACT ON A PARTICULAR SECTOR OF EMOTIONAL INTELLIGENCE TRAINING NDERTAKEN IN THE PROVINCE**

Key Actual Needs	Needs Issue	Comment
Effective Learning Model	Personal emotional awareness	I was involved in Emotional Intelligence in Buddhism, I practice meditation which makes me have a self-awareness and able to control my emotions. But after one month I forgot it. I think the Emotional Intelligence within the Leadership skills and Quality of Life program organised by the Leadership Training Institute in Kanchanaburi Province was effective and helped me to develop my emotional awareness and others and I can apply to my workplace.
	Personal moral development	I was involved in many programs which the province had undertaken but only two programs were good. The first was Emotional Intelligence within the Leadership skills and Quality of Life program provided by the Leadership Training Institute in Kanchanaburi Province because it was useful for my life and work-life. The second one helped develop the moral of leader about Buddhism.
	Application in self-actualisation	I had been involved in the training of Emotional Intelligence under a different name: development, physically and psychologically of self. The content of the Emotional Intelligence training provided by Leadership Training Institute can be applied in my real life. The environment supported me to learn well.
	Application in personal life and work place	The training program was effective and useful for me in comparison to other programs which I had undertaken previously because the experience of the lecturer made me become aware of my life. I can transfer this knowledge to the other staff in organisations.
		I was involved in many programs but the Emotional Intelligence training within the Leadership skills and Quality of Life program provided by the Leadership Training Institute in Kanchanaburi Province was more effective in terms of the implementation of life and work-life than other similar training programs.
		The training program provided by the Leadership Training Institute in Kanchanaburi Province was effective and different from other similar training programs because the content and the teaching techniques used by the lecturers in regards to of the training procedure of activities 'walk to the top of hill' and 'walk to the cave' of the training and developed relationship amongst trainees and also are quite useful for me.

Key Actual Needs	Needs Issue	Comment
		I have been involved in Emotional Intelligence of Buddhism. That taught me to develop myself and I had practiced meditation and the Emotional Intelligence training program set up by the province and the Leadership Training Institute was effective for me because I can apply the activities and the lecturers' experience to develop my interpersonal skills.
		I can apply the content of QoL to develop my life and my workplace and the content is quite useful to develop other staff members also.
		I was involved in two training programs: the first one being Buddhism, the second one being the Emotional Intelligence in Leadership. I think Emotional Intelligence in leadership helped me to develop myself, others, and my career. I think the province should apply this knowledge to the public servants.
		I can set the training program to develop my staff's skills to work with others.
		I was involved in the QL program. I think it was effective for developing my work practice in comparison to the similar programs previously undertaken.
Emotional Awareness	Emotional control	The process of training in Emotional Intelligence has made me develop my emotional control and enhance my morale. I can work more happily.
	Developing of own thinking process	I was involved in many training programs. I think the Emotional Intelligence in leadership was useful for Heads of Public Sector and staff in the province. I accept that this training made me change my process of thinking, and made me accept the opinion of my staff.
Professional Development in workplace	Developing of own managing skill	There had been many programs available for developing the performance of public servants in the province but the Emotional Intelligence with the leadership training I had participated is useful because I can use it to manage the conflicts in my workplace.
	Developing teamwork in province	The province had many training programs to develop the competencies of Heads of Public Sector and public servants. But my staff and I were involved in Emotional Intelligence training at the Leadership Training Institute, because I realised it was good and useful in my workplace. My staff members have worked well in as teamwork.

Participant responses

As well as identifying the particular programs in which they had been involved, a number made specific comments about the impact that the programs had had on them. I identified three distinct key actual needs from these comments: effective learning; emotional awareness, and professional development in workplace. Each of these needs is dealt with separately, below.

Effective learning model

I identified four needs issues within this key need: personal emotional awareness; personal moral development; application in self-actualisation; application in personal life and work place.

The learning model from the Emotional Intelligence training was effective in stimulating the development of personal emotional awareness, according to the respondents. One respondent explained that:

> I was involved in Emotional Intelligence in Buddhism. I practice meditation which makes me have a self-awareness and able to control my emotions. But after one month I forgot it. I think the Emotional Intelligence within the Leadership skills and Quality of Life program organised by the Leadership Training Institute in Kanchanaburi Province was effective and helped me to develop my emotional awareness and others and I can apply to my workplace.

The learning models that were applied in the Leadership Skills and Quality of Life programs were designed to develop emotional awareness of self and others. These findings suggest that an effective learning model is one that has appropriate content and which uses approaches that participants might be able to apply in their workplace.

The learning models that were regarded most highly were those that applied Emotional Intelligence to personal moral life and to work-life, as reflected in the following comment:

> I was involved in many programs which the province had undertaken but only two programs were good. The first was Emotional Intelligence within the Leadership skills and Quality of Life program provided by the Leadership Training Institute in Kanchanaburi Province because it was useful for my life and work-life. The second one helped develop the morals of leader using Buddhist principles.

Developing personal work-life and moral leadership were needs that had been met successfully by the training. Participants had been able to gain an enhanced awareness of the moral self in moral, and had been able to apply this awareness in their work practices. This suggests that these learning models had been effective in developing the Emotional Intelligence capacities of respondents in the province. Thus, the data suggest that the learning model was effective in developing self-actualisation:

> I had been involved in the training of Emotional Intelligence under a different name: development, physically and psychologically of self. The content of the Emotional Intelligence training provided by Leadership Training Institute can be applied in my real life. The environment supported me to learn well.

The learning model, which included real life experiences as an essential part of the training, was especially productive in enhancing both self-actualisation and personal life style. These findings suggest that an effective learning model is one based on real life, and that it creates an environment that enables participants to achieve a higher level of human effectiveness and self-awareness.

The learning model was also effective in bringing about positive changes in personal workplace life when compared with other similar training programs. For example:

> The training program provided by the Leadership Training Institute in Kanchanaburi Province was effective and different from other similar training programs because the content and the teaching techniques used by the lecturers in regards to of the training procedure of activities 'walk to

the top of hill' and 'walk to the cave' of the training and developed
relationship amongst trainees and also are quite useful for me.

These early ventures into Training Programs in Emotional Intelligence had
demonstrated an effective learning model that appeared to meet the needs of
participants.

Emotional awareness

I identified two needs issues within this key need: emotional control and
developing of personal thinking processes. The training appeared to have
been effective in encouraging the development of emotional control and in
enhancing morale. As one respondent commented:

> The process of training in Emotional Intelligence has made me develop my
> emotional control and has enhanced my morale. I can work more happily.

The responses suggest that being able to apply the knowledge from the
training to develop interpersonal skills enhances the morale of participants
and gives them greater emotional control in their responses to work
subordinates resulting in an overall increase in effectiveness in the
workplace.

The training appeared to have been effective in encouraging
development of individual thinking processes. For example:

> I was involved in many training programs. I think the Emotional
> Intelligence in leadership was useful for Heads of Public Sector and staff
> in the province. I accept that this training made me change my process of
> thinking, and made me accept the opinion of my staff.

The participants reported that they valued the Training Programs in
Emotional Intelligence, and had been able to apply the experience in
developing personal thinking processes. The ability to enhance the emotional
awareness of themselves as a result of the knowledge and insights obtained
during the training gave participants greater insight into the value of staff

members' opinions in workplace practice. The participants also suggested that the training would be appropriate for all Heads of Public Sectors and all staff in the province. They emphasised the need for training in work practices suitable for developing both self and others.

Professional development in the workplace

I identified two needs issues within this key need: developing self-managing skills, and developing teamwork in the province. The training had enabled the participants to gain more knowledge and personal managing skills in work practice. For example:

> There had been many programs available for developing the performance of public servants in the province but the Emotional Intelligence with the leadership training I had participated is useful because I can use it to manage the conflicts in my workplace.

Related responses suggest that being able to transfer the knowledge from the training in order to manage conflict problems in work practice meets an important need. The participants also suggested that the training was useful for public servants as it led to the development of their skills. These comments suggested, however, that further professional development is required in order to provide effective training programs that constantly develop performance improvement in public servants' skills.

Participants also realised the usefulness of Training Programs in Emotional Intelligence in terms of its capacity to develop the teamwork in organisation.

> The province had many training programs to develop the competencies of Heads of Public Sector and public servants. But my staff and I were involved in Emotional Intelligence training at the Leadership Training Institute, because I realised it was good and useful in my workplace. My staff members have worked well in teamwork.

Overall, the participants valued the Training Programs in Emotional Intelligence, and had been able to apply the outcomes to develop teamwork in the workplace. This met the need to develop interpersonal skills and communication skills appropriate for working towards the province's goals. The respondents emphasised the need for further professional development using the same effective model of learning that had been applied in previous trial Training Programs in Emotional Intelligence.

Tell me about some of the positive outcomes of these programs

The specific needs addressed by the participants, and related comments that participants remembered most positively about involvement in Emotional Intelligence training are contained in Table 5.2. I identified four distinct key actual needs from the comments made by participants in the semi-structured interviews: emotional awareness; learning model; change management and shared values. Each of these needs is dealt with separately, below.

Emotional Awareness

I identified three needs issues within this key need: emotional management of self, creating of own thinking process, and work-life balance. As a result of Training Programs in Emotional Intelligence, the participants had been able to manage their own emotional selves and had a better understanding of others. For example:

> I have been able to control my emotions and be able to better understand people by having empathies and kindness towards my subordinates in terms of mankind and social needs.

The responses suggest that participants had been able to find ways to manage better the disturbing emotions and impulses occurring in crisis situations in

TABLE 5.2   POSITIVE OUTCOMES OF THE PROGRAMS

Key Actual Needs	Needs Issue	Comment
Emotional Awareness	Emotional management of self	I felt more sympathetic and understandable towards my subordinates, so I have been able to control my emotions when they argued with me without reasons.
		I have been able to control my emotions and be able to better understand people by having empathies and kindness towards my subordinates in terms of mankind and social needs.
		The knowledge gained from participating in the activities during the training was useful for me. I have been able to develop my personal life and better understanding of other people's emotions.
		I have been able to develop my self-awareness to live with my family and a better understanding of my wife's and my kids' emotions therefore my family was happier.
	Creating of own thinking process	I have been able to set my goals in life and develop my thinking process because I had realised about my personal life in the future.
		I have been able to apply the contents from the training to develop my positive thinking process in terms of automatic emotional awareness of myself and others.
	Work-life balance	I have been able to apply the lecturers' knowledge and experience from the training to develop the balanced way of life between family and work.
		The contents from the training were useful for me because I have been able to develop my self-awareness and self-realisation in my life and work.
Learning Model	Effectiveness of learning model	The advantages of the training which I undertook were different from the previous training programs because the contents and models of training as well as the lecturers' experiences and appropriate techniques.
	Attitude development of self	The contents from the training made me develop my positive attitude in comparison with other similar training programs.
	Real-life learning	I've learned many things from the real-life of lecturers' experiences and contents from the training. I have been able to develop my self-awareness and better understanding of other people's behaviours than other training programs which I had previously undertaken.
		I have been able to apply the concepts from the training models in real-life learning to develop my subordinates' skills by motivating them to work well in a challenging way.

Key Actual Needs	Needs Issue	Comment
Change Management	Change of personal and professional practice	The effectiveness of these training programs was useful for me because I have been able to apply the contents of activities in the 'Managing Self, Managing Others and Managing Career' modules to develop my interpersonal skills such as automatic emotional awareness and personal leadership skills to work with my subordinates and colleagues between different public sectors.
		I have been able to understand and communicate well amongst Heads of Public Sector therefore I have been able to develop my interpersonal skills to have better working relationship with my subordinates and staff across public sectors.
		I have been able to develop my self-awareness to finish work on time and coach my subordinates to perform their duties effectively.
	Development of problem solving skills	Overall, I have been able to apply the concepts from the training to develop positive thinking process, creativity of tasks and finding the solutions for problems.
	Developing teamwork	I have been able to create activities to develop the effective performance of the teamwork in my workplace.
	Development of leadership skill	I have been able to transfer the knowledge of real-life to develop my self-awareness and my personal leadership skills to work more efficiently with my staff in my workplace.
		Overall, I have been able to apply the knowledge gained from activities 'walk to the top of hill' and 'walk to the cave' during the training to develop my personal leadership skills to work with my subordinates in my workplace.
		I have learned the new concepts of 'Shoes of Future' and I have been able to develop my personal leadership skills and to transfer the concepts into work practice.
	Staff motivation	I have been able to apply the concepts from the training models in real-life learning to develop my subordinates' skills by motivating them to work well in a challenging way.
Shared Values	To build positive values in workplace	I have been able to transfer the knowledge of real-life to build shared values in my workplace so that my staff can work across functional division better than before.

the workplace. Such empathy and understanding of their client's needs had led, in turn, to an enhanced personal emotional control and an increase in kindness towards others.

The training had enable participants to develop a thinking and emotional response that was more positive. One respondent commented:

> I have been able to apply the contents from the training to develop my positive thinking process in terms of automatic emotional awareness of myself and others.

This participant reported that the development of a more positive thinking process and a change in emotional response that enhanced their emotional awareness of self and others. Overall, the training met the need to develop personal and interpersonal skills that could be applied successfully in future work and personal life.

For two respondents, the lecturers' knowledge and experiences had brought about changes in their work-life balance. One commented:

> I have been able to apply the lecturers' knowledge and experience from the training to develop the balanced way of life between family and work.

These responses indicate that being able to develop personal and interpersonal skills were needs that had been met successfully through the training. They suggest that these participants had gained an enhanced self-awareness and had been able to apply these changes in their work practices.

Learning model

I identified three needs issues within this key need: effectiveness of learning model, attitude development of self, and real-life learning.

The effectiveness of the learning models was different from previous training programs that drew only from the lecturers' experiences and established techniques. According to one respondent:

> The advantages of the training which I undertook were different from the previous training programs because the contents and models of training as well as the lecturers' experiences and appropriate techniques.

A revised training approach took advantage of the lecturers' personal experiences in a way that met the needs of respondents. The new learning model had also been effective in the development of positive attitudes for most respondents, for example:

> The contents from the training made me develop my positive attitude in comparison with other similar training programs.

The new learning model had met a number of needs in developing and changing attitudes related to physical and mental aspects of work, staff turnover, and behaviours that impacted on the overall well-being of the workplace.

For some respondents, the real-life experiences from the training were successful in developing emotional awareness of self and others. One commented:

> I've learned many things from the real-life of lecturers' experiences and contents from the training. I have been able to develop my self-awareness and better understanding of other people's behaviours than other training programs which I had previously undertaken.

Respondent comments indicate that participants had been able to use the lecturers' real-life experiences as a model for them to develop their own personal and interpersonal skills; they were able to transfer these experiences to help them meet the needs of clients in a more challenging manner. Use of real-life experiences successfully met needs in the areas of developing effectiveness, cooperativeness and teamwork in the workplace.

Change management

I identified five needs issues within this key need: change of personal and professional practice, development of problem solving skills, developing teamwork, development of leadership skill, and staff motivation. The content of the training had brought about changes in personal and professional

practice for both respondents and staff with whom they worked. For example:

> The effectiveness of these training programs was useful for me because I have been able to apply the contents of activities in the 'Managing Self, Managing Others and Managing Career' modules to develop my interpersonal skills such as automatic emotional awareness and personal leadership skills to work with my subordinates and colleagues between different public sectors.

Respondents reported that they had been able to develop appropriate interpersonal and leadership skills amongst staff by coaching them to discharge their duties more effectively in workplace. As a result, staff worked more effectively with each other within the public sector. These data suggest that the need for change management strategies, particularly in relation to an enhanced awareness of self and others being applied in work practices, had been met by these Training Programs in Emotional Intelligence.

As part of change management strategies, the participants had been able to develop problem solving skills in work practice. One commented:

> Overall, I have been able to apply the concepts from the training to develop positive thinking process, creativity of tasks and finding the solutions for problems.

The participants had been able to draw out all parties, and to understand better a range of different perspectives; they had then been able to find appropriate solutions to problems. The need for enhanced problem solving skills had been met and these skills were being applied by staff in their work practices.

The data also indicate that the training activities had brought about changes in effective teamwork in the province. For example:

> I have been able to create activities to develop the effective performance of the teamwork in my workplace.

Other respondents suggested that being able to transfer the knowledge of activities from the training and development of teamwork would lead to an increase in the areas of effectiveness, cooperativeness and teamwork in the province.

Participants indicated that they had been able to develop personal leadership skills applicable to work practice problems as a result of these Training Programs in Emotional Intelligence. One participant pointed out:

> I have learned the new concepts of 'Shoes of Future' and I have been able
> to develop my personal leadership skills and to transfer the concepts into
> work practice.

The effectiveness of this training was linked to the need to develop personal leadership skills. The meeting of these needs resulted in greater responsiveness and awareness of the emotions of others; being able to see reality from the perspective of others thus enabling groups to work better together; the delivery of a powerful tool for effective management of clients in the workplace.

The Training Programs in Emotional Intelligence had enabled one participant to gain more knowledge and experience about motivating staff members in the province. This person reported that:

> I have been able to apply the concepts from the training models in real-life
> learning to develop my subordinates' skills by motivating them to work
> well in a challenging way.

Overall, the participants appreciated the benefits of Training Programs in Emotional Intelligence. Their comments suggest that the training met a key need: motivating staff members of teams in the workplace to develop interpersonal and communication skills appropriate for responding well challenging work situations.

Shared values

The final specific needs issue to be addressed within this key issue was the building of shared values in the workplace. The training had enabled one participant to enhance their knowledge and experience in building these values. This person claimed that:

> I have been able to transfer the knowledge of real-life to build shared values in my workplace so that my staff can work across functional divisions better than before.

This suggests a need to develop shared values in the workplace. An important outcome was that participants had been able to work across provincial divisions with operational improvement noted in effectiveness, cooperativeness and teamwork.

Tell me about any negative outcomes that resulted from these programs

The specific needs addressed by the participants, and related comments about negative outcomes arising from the Training Programs in Emotional Intelligence are contained in Table 5.3. I identified four distinct key actual needs from the comments made by participants in the semi-structured interviews: diffusion of the innovation; improved communication; knowledge management; strategic training and development. Each of these needs is dealt with separately, below.

Diffusion of the training innovation

I identified one needs issue within this key need: raising awareness. Participants reported that the Training Programs in Emotional Intelligence should promote the benefits of the training amongst non-attending staff/leaders so that, within the workplace, their awareness of the focus of the training is raised. For example:

TABLE 5.3   NEGATIVE OUTCOMES RESULTING FROM THE PROGRAMS

Key Actual Needs	Needs Issue	Comment
Diffusion of the training innovation	Raising awareness	My staff didn't realise the importance of self-development. They prefer to attend academic training in order to improve their skills in work practice.
		Half of the Heads of Public Sectors didn't participate in this training because they didn't realise the importance of self-development.
		My subordinates wondered why I had been able to overcome of alcoholic problems and could concentrate on my work practice better.
Improved communication	Two-way communication	I got only the order from the Governor to participate in the training without clear objectives of this training.
Knowledge Management	Knowledge management support	I think the province should set up a body to oversee the knowledge management for the public servants in the province and how to transfer them to others.
		The provincial management had poorly maintained the knowledge derived from the training to develop my personal leadership skills.
Strategic training and development	Feedback on training process	Poor motivational input as well as poor feedback with the appraisals were provide to participants associated with the training.
		The outcomes of these training were useful for me because I have been able to apply the knowledge from the training to develop my emotional awareness and others' but I think my skills will be disappeared one day therefore the training agency should provide information and feedback system and refresher course.
	HR development	I think the attendance period in the training had effected of public servants. The provincial authorities should manage the Human Resources plans and predetermine the target group for any future training programs.
	Need for effective motivation in province	I hadn't had any negative reactions from the training but I think the training was useful for work practice in the province therefore the provincial authorities should motivate these trainings to others staff members and public servants.
		Almost all of the impacts from the training were useful for me in developing my personal leadership skills and work practice but I felt that the training hadn't motivated those Heads of Public Sectors to participate in these training programs.

> My staff didn't realise the importance of self-development. They prefer to
> attend academic trainings in order to improve their skills in work practice.

The responses suggest that both Heads of Public Sectors and staff members in the province, generally, were unaware of the benefits of the training and misunderstood the Training Programs in Emotional Intelligence campaign. This indicates that further professional development is required in order to broaden the spread of information to them and to help them become aware of the scope of the innovation in the province.

Improved communication

I identified one needs issue within this key need: two-way communication. The Training Programs in Emotional Intelligence should provide better communication to the respondents in the province prior to the running of programs. As one respondent explained:

> I got only the order from the Governor to participate in the training
> without clear objectives of this training.

This comment indicates that participants should know more about the purpose of the training before they agree to attend Training Programs in Emotional Intelligence. This might help them personally and enable them to motivate their colleagues to seek the benefits of the training. More effective two-way communication from the training agencies may lead to improvement in the communication of Heads of Public Sectors in the province.

Knowledge management

I identified one needs issue within this key need: knowledge management support. Two respondents indicated that the supporters of Training Programs in Emotional Intelligence need to establish a body that oversees knowledge management in the province. For example:

> I think the province should set up a body to oversee the knowledge
> management for the public servants in the province and how to transfer
> them to others.

These data suggest that there is a need to enhance the province performance by designing and implementing Training Programs in Emotional Intelligence that offer public servants the opportunity to learn and develop their knowledge management skills. The data also suggest that there is a need to improve the creation, sharing and use of Emotional Intelligence knowledge and skills in the province.

Strategic training and development

I identified three needs issues within this key need: feedback on the training process, human resources development, and effective motivation in the province.

> Respondents reported that Training Programs in Emotional Intelligence should include an improved feedback process, and be followed by further opportunities for training, in order to make the training more effective.

> The outcomes of these training were useful for me because I have been
> able to apply the knowledge from the training to develop my emotional
> awareness, and others; but I think my skills will disappear one day,
> therefore the training agency should provide an information and feedback
> system, and refresher courses.

The responses suggest that participants should receive feedback that encourages them to practice Emotional Intelligence applications within their work practice. Some respondents identified the need for more focused and sustained feedback as a preliminary to planning later refresher courses. This suggests that further professional development was required in order to provide more skills and knowledge. At the same time, motivational

techniques – that, for example, used needs appraisals – were required prior to refresher courses relating to Emotional Intelligence skills in the workplace.

One respondent reported that the managers of the Training Programs in Emotional Intelligence should identify specific target groups within the province's Human Resources plan. This person explained:

> I think the attendance period in the training had effected of public servants. The provincial authorities should manage the Human Resources plans and predetermine the target group for any future training programs.

This comment indicated that the provincial authorities may need to identify, forecast and resolve changing needs in the human resource area for helping the public servants meet changing needs. The comment also suggests that there is a need to make training more efficient through the development of a Human Resources Management Plan throughout the province.

Two respondents reported that the organisers of Training Programs in Emotional Intelligence should use more effective motivation techniques to encourage the Heads of Public Sectors in the province to participate in training. One reported:

> Almost all of the impacts from the training were useful for me in developing my personal leadership skills and work practice but I felt that the training hadn't motivated those Heads of Public Sectors to participate in these training programs.

These data indicate that the effectiveness of Training Programs in Emotional Intelligence should be linked to the development of personal leadership skills. They also indicate that emphasis should be placed on the motivation needed to influence the environment and personal characteristic of Heads of Public Sectors in the province. This may indicate that further professional development is required in order to motivate key personnel such as Heads of Public Sectors within the province by suggesting that they ought to be involved in the effective model of learning offered by the Training Programs in Emotional Intelligence.

On reflection, what other issues do wish had been included in these programs?

The specific needs addressed by the participants, and related comments regarding elements of the Training Programs in Emotional Intelligence that participants wished had been included are outlined in Table 5.4. I identified four distinct key actual needs from the comments made by participants in the semi-structured interviews: attitude development; diffusion of the innovation; effective feedback systems and professional development.

Attitude development

I identified one needs issue within this key need: building shared values. One respondent reported that the Training Programs in Emotional Intelligence should build shared values in the province. This person stated:

> I wish the provincial authorities would apply the contents of the training in the building of shared values in the province.

Some respondents indicated that they needed to be able to apply the contents from the training package to change attitudes in the province. They expected that the programs would be utilised to create shared values in the workplace. They believed the knowledge gained from the training would lead to better work practices. Further professional development, however, was required to help participants make more effective responses to the different emotional environments identified in the province.

Diffusion of the innovation

I identified seven needs issues within this key need: equal opportunity for training, improved communication, learning organisation, motivation of key personnel, participant selection, personal focus, and shared values in the province.

TABLE 5.4   ISSUES THAT MIGHT HAVE BEEN INCLUDED IN THE PROGRAMS

Key Actual Needs	Needs Issue	Comment
Attitude development	Building shared values in province	I wish the provincial authorities would apply the contents of the training in the building shared values in the province.
Diffusion of the innovation	Equal opportunity for training	I want to see the training agencies provide the opportunities for every level of public servants to participate in training programs.
	Improved communication	I wish the provincial training agency provide the package of the training to target group before the training commence.
	Learning organisation development	After the completion of the training, the training agency should establish the model of self-awareness training in learning organisation.
	Motivation of key personnel	These trainings were useful in that they develop my interpersonal skills. Therefore the provincial management should motivate the Heads of Public Sectors to participate in the future training programs.
		I wish the provincial authorities would assess the competency needs of public servant and in order to motivate the target group to participate in future training programs.
	Participant selection	The knowledge from the training would be useful to develop the performance and skills of public servants so the provincial authorities should select the key persons of the province to participate in the future training.
	Personal focus	The methods used in the training should also allow the participants to present their own experiences as well.
	Shared values in province	I want to see the provincial policies that adopt the benefits of the training into carry out in the development of public servants' skills or Human Resources plan in the performance of their duties.
		I have been able to build good culture by sharing my experiences with subordinates and discuss topics which are considered to be beneficial in our workplace.
Effective feedback systems	Feedback as a part of training	I wish the training agency be aware of developing oneself and others. The training will be the procedures to promote and to give feedback to them continuously.
		The purposes after the training should be clear because the participants have been able to develop their leadership skills.
	Performance appraisal	I have been able to apply the knowledge from the training to develop my life and work. The provincial management systems should be motivated to conduct a performance appraisal.

Key Actual Needs	Needs Issue	Comment
Professional development	Learning transfer	I have been able to share my experience from the training to develop my subordinates' perception of their duties.
		I wish the provincial authorities provide the opportunities to share experiences and support amongst participants after the completion of the training.
		The methods seen from the training were considered to be useful for me because I have been able to apply them to develop the self-awareness of my subordinates in my workplace.
		The knowledge from the training was useful to develop the interpersonal skills of public servants therefore the Heads of Public Sectors should transfer these knowledge to develop the performance of subordinates' duties.
		The impacts of the training could develop the emotional awareness of self and others therefore I would like to see the provincial authorities promoting the concepts of learning organisation and transfer the skills to work practice.

Respondents reported that there is a need for the emergence of equity in public servants as a major element of workplace training.

> I want to see the training agencies provide the opportunities for every level
> of public servants to participate in training programs.

The comment indicates that the provincial authorities should provide equal opportunity for prospective participants to attend Training Programs in Emotional Intelligence. It implies that all members in provincial workplaces should have equal opportunity to realise their full potential and should have equal access to the relevant training.

The Training Programs in Emotional Intelligence also need to provide better communication to people in the province prior to the running of programs. One respondent commented:

> I wish the provincial training agency provide the package of the training to
> target group before the training commence.

Other responses suggest that participants should be better informed about the package of the training before they agree to be nominated. These findings also suggest that more effective communication is required in province in order to encourage the involvement of more participants in training.

Respondents saw a need to establish the Training Programs in Emotional Intelligence model within learning organisation *framework* established throughout the province.

> After the completion of the training, the training agency should establish
> the model of self-awareness training in learning organisation.

A major impact of the training found was in the area of attitude development, particularly in building shared values in the province developing a sense of personal belief. I identified two resultant needs: emotional awareness, and personal change with an emphasis on interpersonal orientation. The provincial authorities should support a willingness to adapt as an antecedent to learning at the organisational level in both interpersonal and organisational processes. Two respondents pointed out that before this can happen, there is a need for effective motivation of key personnel to encourage this organisational development within the province to participate in the training. One commented:

> I wish the provincial authorities would assess the competency needs of
> public servant in order to motivate the target group to participate in future
> training programs.

The data indicated that the respondents had perceived the benefits of the training in terms of its application to develop key personnel in the province. This implies that the provincial authorities therefore may also need to be motivated to realise, for themselves, the benefits that might be derived from personal development.

A related issue identified by one respondent was a need to widen the circle of key personnel selection for Training Programs in Emotional Intelligence:

> The knowledge from the training would be useful to develop the performance and skills of public servants so the provincial authorities should select the key persons of the province to participate in the future training.

These data suggest that there is a need for the provincial authorities to help widen the selection criteria applicable amongst public servants in the province to attend the training program.

The effective application of learning methods from the training enabled the participants to apply them in developing themselves. One respondent commented:

> The methods used in the training should also allow the participants to present their own experiences as well.

Related responses suggest that there is a need to be able to apply appropriate learning methods to develop interpersonal and intrapersonal skills in public servants' work practice. There appears, however, to be a need for further professional development in order to allow participants to share their experiences amongst staff members in the workplace.

Two respondents reported that the Training Programs in Emotional Intelligence were effective in building shared values in the workplace. For example

> I have been able to build good culture by sharing my experiences with subordinates and discuss topics which are considered to be beneficial in our workplace.

These respondents showed confidence in the benefits from the training by suggesting that they had been able to motivate staff to gain more knowledge about Emotional Intelligence and to build a better culture by sharing own

experiences from the training in workplace. Most heads involved in the Training Programs in Emotional Intelligence indicated that they had been able to gain new perspectives as well as new knowledge and skills in two ways: through conversation and collaboration between clients; through discussion, construction and reconstruction. Ongoing opportunities to develop these processes are required if there is to be an increase in effectiveness, cooperativeness and teamwork in the workplace.

Effective feedback systems

I identified two needs issues within this key need: feedback as a part of training, and performance appraisal.

> Three participants indicated that an effective feedback system associated with Training Programs in Emotional Intelligence was required to bring about development in emotional awareness of oneself and others. For example:

> I wish the training agency be aware of developing oneself and others. The training will be the procedures to promote and to give feedback to them continuously.

During the Training Programs in Emotional Intelligence, respondents recognised that they had made an impact in regard to developing emotional awareness of themselves and others, as well as on enhanced task performance. The respondents reported that they needed to know how well the new competencies were being used. They also indicated that positive feedback was required to buttress their self-confidence when trying out the emotional competencies that they had encountered. These findings suggest that there is a need for constructive criticism and continuous feedback as part of the outcomes of the training.

> Participants also suggested that performance appraisal in relation to the application of Training Programs in Emotional Intelligence outcomes was

one way of providing positive feedback brought about changes in the work-life.

> I have been able to apply the knowledge from the training to develop my
> life and work. The provincial management systems should be motivated to
> conduct a performance appraisal.

The responses suggest that participants were able to use the knowledge they had derived from the training and realised that it was intrinsically satisfying to be able to develop their life preference as well as being proactive about their work-life balance. These findings suggest that the Training Programs in Emotional Intelligence effective in meeting the motivation needs of public servants in the province.

Professional development

One needs issue was identified within this key need: learning transfer. Participants saw the need to transfer the knowledge from the training to develop the Emotional Intelligence competencies of public servants in the province. As this respondent indicated:

> The impacts of the training could develop the emotional awareness of self
> and others therefore I would like to see the provincial authorities
> promoting the concepts of learning organisation and transfer the skills to
> work practice.

Similar responses suggest that participants should be encouraged to transfer the knowledge and experience about emotional awareness of self and others from the training in order to enhance the public servants' competencies and skills in Emotional Intelligence, and thus enabling them to be more effective in carrying out their duties. This implies that further professional development is required in order to motivate the key personnel, namely the Heads of Public Sectors within the province. The responses also suggested that some promotion of Emotional Intelligence skills and creativity in work practice is also required.

What new issues do you think should be included in future programs?

The specific needs addressed by the participants, and related comments regarding elements of the Training Programs in Emotional Intelligence that participants wished the new issues had been included in the future programs are outlined in Table 5.5. I identified three distinct key actual needs from the comments made by participants in the semi-structured interviews: diffusion of the innovation; professional development and strategic training and development.

Diffusion of the innovation

I identified four needs issues within this key need: development of continuous training, learning transfer, peer self-help group, and shared opportunities.

Two participants commented on the need of the provincial authorities to engage in continuous improvement and to ensure the long-term success of the workforce if Training Programs in Emotional Intelligence are to be regarded as being effective. For example:

> The CEO should consider conducting the Training Programs in Emotional Intelligence and encourage public servants in the province to take the opportunities to participate in the training continuously.

These data suggest that the participants need continuity in training in order to achieve a collective responsibility to develop this same personal awareness amongst all public servants.

One participant stressed the importance of transferring the knowledge gained from Training Programs in Emotional Intelligence, as follows:

> I wish the knowledge from the training be transferred into public servants for the development of their emotional awareness by promoting them in sharing learning with each other in work environment.

TABLE 5.5   NEW ISSUES TO BE INCLUDED IN FUTURE PROGRAMS

Key Actual Needs	Needs Issue	Comment
Diffusion of the innovation	Development of continuous training	The CEO should consider conducting the Training Programs in Emotional Intelligence and encourage public servants in the province to take the opportunities to participate in the training continuously.
		The outcomes of the training were useful in developing the public servants' awareness of their lives and work. Therefore the provincial authorities should provide the continuation training opportunity.
	Learning transfer	I wish the knowledge from the training be transferred into public servants for the development of their emotional awareness by promoting them in sharing learning with each other in work environment.
	Peer self-help group	After the training, I want to set up a small group to share experience and motivate each other across public sectors.
		I want to see the contents from the training to transfer in using face-to-face meetings or communications via e-mail amongst participants across public sectors because they can discuss how they obtained their emotional awareness skills or how they cope with a work environment that interfered with use of these skills.
	Shared opportunities	I want to see the provincial agency provide the Training Programs in Emotional Intelligence across sectors such as leaders of private sectors and leaders of districts in the province.
		I wish the provincial authority ensure that Heads of Public Sectors and staff understand the importance of the Training Programs in Emotional Intelligence.
Professional development	Developing workplace teams	I have been able to apply the knowledge from the training in developing self and others to develop a teamwork of my subordinates in workplace.
	Service systems development	I want to see the opportunity to streamline the process of servicing people and ensure that public servants have a better understanding of people's problems.
		I want to see the provincial authorities streamline the process of cross-functional sectors amongst public sectors
Strategic training and development	Training aligned with needs	I wish the competency plan of public servants would include the emotional awareness of oneself and others and moral cognition in all trainings in the further.

Key Actual Needs	Needs Issue	Comment
		I wish the provincial authority would conduct the survey and identify public sectors' needs and ensure that the Training Programs in Emotional Intelligence support the public sectors' strategic needs.
		Because of the training being dependent upon public sectors' strategic needs that the key persons of the province such as Heads of Public Sector and staff will understand the importance of the training and constraints in the learning, such as lack of time and work overload.

These data stress the importance of learning transfer from the training to the work place to assist in developing the emotional awareness of other public servants.

Two participants commented on the need for peer self-help groups to support Emotional Intelligence competencies in the workplace. For example:

> I want to see the contents from the training to transfer in using face-to-face meetings or communications via e-mail amongst participants across public sectors because they can discuss how they obtained their emotional awareness skills or how they cope with a work environment that interfered with use of these skills.

These data suggest that Emotional Intelligence training becomes more effective when peers promote emotional awareness amongst each other. The support provided by self-help groups with face-to-face meetings or communication via e-mail is needed to provide leverage for the effective development of emotional awareness in the workplace.

Two participants indicated that there is a need to ensure that Training Programs in Emotional Intelligence include participants from a broader circle of occupations within both private and public sectors. One commented:

> I want to see the provincial agency provide the Training Programs in Emotional Intelligence across sectors such as leaders of private sectors and leaders of districts in the province.

The data suggest that there is a need to create shared opportunities provided by provincial agencies to extend personnel training to include leaders in the private sector, as well as leaders of districts in the province.

Professional development

I identified two needs issues within this key need: developing workplace teams and service systems development.

> One participant saw the need to transfer knowledge from the training in order to develop teamwork competencies in the province. That person commented:

> I have been able to apply the knowledge from the training in developing
> self and others to develop the teamwork of my subordinates in workplace.

Respondents suggest that being able to transfer the knowledge and experience in relation to the development of self and others from the training would enhance the capacities of teamwork in workplace, thus enabling them to be more effective in the carrying out their duties. Further professional development is required in order to enhance the concept of effective teamwork training in the province.

> The enhancement of emotional awareness skills has led to the identification of the broader need for the development of service systems in work practice within the province. For example:

> I want to see the opportunity to streamline the process of servicing people
> and ensure that public servants have a better understanding of people's
> problems.

These data indicate that there is a need for the provincial authorities to develop flexible service systems for the provision of professional development to people working within the public sector.

Strategic training and development

I identified one needs issue within this key need: training aligned with needs. The responses suggest that participants saw the need for training to be aligned with actual organisational needs. One participant commented:

> I wish the provincial authority would conduct a survey and identify public sectors' needs and ensure that the Training Programs in Emotional Intelligence support the public sectors' strategic needs.

The data suggest that that an extensive provincial needs survey be undertaken that would identify the capacities and needs of the province.

What change in work place practice do you anticipate should follow as a result of any Emotional Intelligence training

The specific needs addressed by the participants, and related comments from them regarding elements of the Training Programs in Emotional Intelligence that led to changes in workplace practice are contained in Table 5.6. I identified four distinct key actual needs from the comments made by participants in the semi-structured interviews: changing attitudes, learning organisation, personal professional development, and professional development in the workplace.

Changing attitudes

I identified one needs issue within this key need: building shared values in province. Two respondents reported that the preliminary Training Programs in Emotional Intelligence have been effective in building shared values in the province; there is a need to develop them further. One of these respondents stated:

> The consequences of the training might be developed in terms of the public servants' behaviours because they developed more self-awareness and others in the area of shared values and effectiveness in work practice in the province.

TABLE 5.6   CHANGES IN WORK PLACE PRACTICE AS A RESULT OF EMOTIONAL INTELLIGENCE TRAINING

Key Actual Needs	Needs Issue	Comment
Changing attitudes	Building shared values in province	The impacts of the training might be changed in shared values and more effective working culture in work practice amongst public servants in the province.
		The consequences of the training might be developed in terms of the public servants' behaviours because they developed more self-awareness and others in the area of shared values and effectiveness in work practice in the province.
Learning organisation	Teaming	After the training, I have been able to work amongst Heads of Public Sectors. We have helped each other better such as supporting workers **f**rom public sectors, sharing the budget and resource of those sectors in order t**o** resolve the people's problems in the communities.
Personal professional development	Self-awareness development	I have been able to apply the knowledge from the training to develop my self-awareness and others in my work practice because I am more focused in dealing with my tasks performance on the development of KPIs of provinces across the functional division amongst public sectors.
		I have gained knowledge and had better self-awareness and others**'** from the training. I also have been able to improve my management styles in dealing with my subordinates and other people in the province.
		I have become more aware and have better understanding of others therefore I have been able to develop my management styles to work with my subordinates.
Professional development in the workplace	Cross sector coordination	Since the training I have been able to build the network to coordinate work activities in the Province's Strategic Planning across the functional divisions amongst public sectors and local communities.
		I have been able to built the network to coordinate for working activities in the Provincial's Strategic Planning across the functional divisions amongst public sectors.
	Improved communication	After the training I have a better communication amongst head of Public Sectors, we have morning tea regularly to discuss and help each other.
		The consequences of the training might be streamlined in servicing people and more effective informal communication between the top management (CEO) and public servants because they understand and help each other in working towards the province's strategic plan.
	Managing group performance	I have been able to transfer the real-life experience of 'Argentina Country' to develop my subordinates' awareness in work practice.

Key Actual Needs	Needs Issue	Comment
	Service culture development	The effectiveness of the training might be useful in developing the culture of servicing people in the public sectors.
		The effectiveness of servicing people in that province will generate a good image of service.

These data suggest that professional development is required that leads to a change in personal attitudes in work practice, and that leads to the building of shared values and a more effective work culture within the province.

Learning organisation

I identified one needs issue within this key need: teaming. The Training Programs in Emotional Intelligence have led to the effective use of teaming in the province, assisting in the development of a learning organisation. One participant commented:

> After the training, I have been able to work amongst Heads of Public
> Sectors. We have helped each other better such as supporting workers
> from public sectors, sharing the budget and resource of those sectors in
> order to resolve the people's problems in the communities.

These data suggest that Training Programs in Emotional Intelligence should assist in establishing a learning organisation through the development of networks and teams.

Personal professional development

I identified one needs issue within this key need: self-awareness development. Three participants suggested that Training Programs in Emotional Intelligence need to be effective in developing self-awareness. One of the participants commented:

> I have been able to apply the knowledge from the training to develop my
> self-awareness and others in my work practice because I am more focused

in dealing with my tasks performance on the development of KPIs of provinces across the functional division amongst public sectors.

These respondents saw themselves better able to be more focused in their work practice, management style, and in their relationships with others as a result of the initial programs. Overall, they would anticipate a growth in self-awareness as an important outcome of any Emotional Intelligence training.

Professional development in the workplace

I identified four needs issues within this key need: cross sector coordination, improved communication, managing group performance, and service culture development. The initial Training Programs in Emotional Intelligence appear to have been effective in supporting network building that, in turn, has led to the better coordination of work across the province. One participant commented:

> Since the training I have been able to build the network to coordinate work activities in the Province's Strategic Planning across the functional divisions amongst public sectors and local communities

Both respondents recognised that the training has resulted in harmonisation and networking across the functional divisions within both public sectors and local communities. These data suggest that future programs should continue to encourage further cross sector coordination and motivate all key provincial personnel to participate in them.

Two participants indicated that the Training Programs in Emotional Intelligence had been instrumental in improving informal communication between key public sector personnel in the province. One participant observed:

> The consequences of the training might be streamlined in servicing people and more effective informal communication between the top management (CEO) and public servants because they understand and help each other in working towards the province's strategic plan.

The two respondents suggest that it is important to improve both formal and informal channels of communication between the public sectors. The data suggest that continued improvement in the informal communication between the Governor and public servants will assist in achieving the goals of the province's strategic plan.

One participant reported that they have been able to transfer the knowledge and skills gained from the training to manage better the group performance of public servants in the province. This participant commented:

> I have been able to transfer the real-life experience of 'Argentina Country'
> to develop my subordinates' awareness in work practice.

The data suggest that the real-life experiences shared in the Training Programs in Emotional Intelligence created activities with the necessary Emotional Intelligence content needed to encourage participants to apply them to the enhancement of emotional awareness in the workplace.

Two participants reported that the training had been able to develop a service culture in the servicing of customers in the province. One reported:

> The effectiveness of servicing people in that province will generate a good
> image of service.

These respondents suggested that effective training had been able to develop the service system for both customers and staff members. On-going Training Programs in Emotional Intelligence needs to enhance appropriate emotional competencies that will provide more effective service to the people in the province.

What factors have supported or hindered the development of Emotional Intelligence training?

The specific needs addressed by the participants, and related comments from them regarding factors that supported or hindered the development of

Emotional Intelligence training programs are contained in Table 5.7. I identified four distinct key actual needs from the comments made by participants in the semi-structured interviews: diffusion of the innovation, organisational culture, resources, and strategic training and development.

Diffusion of the innovation

I identified three needs issues within this key need: equal opportunity for training, focus on outcomes, and widening the circle of influence.

One participant suggested that attendance of all staff at Training Programs in Emotional Intelligence should be strongly supported and all should have an equal opportunity to do so. This person stated:

> The Heads of Public Sector should motivate their staff to attend the Training Programs in Emotional Intelligence before the training commence. They also should motivate and create equity amongst staff members concerning any innovation that might be derived from the training.

The respondent suggested that the provincial authorities should adopt an equal opportunity approach to the participation in training by considering associated issues such as the knowledge and experiences derived from the training. Special motivation techniques need to be developed in order to create a sense of equal opportunity amongst staff members in the province, as well as encouraging the uptake of innovations.

A second participant placed emphasis n focusing on the outcomes of Training Programs in Emotional Intelligence.

> The outcomes of the training were useful in developing self-awareness and awareness of others. In order to enhance these elements, the CEO should consider these outcomes in the assessment.

TABLE 5.7   FACTORS SUPPORTING OR HINDERING THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE TRAINING

Key Actual Needs	Needs Issue	Comment
Diffusion of the innovation	Equal opportunity for training	The Heads of Public Sector should motivate their staff to attend the Training Programs in Emotional Intelligence before the training commence. They also should motivate and create equity amongst staff members concerning the innovation that might be derived from the training.
	Focus on outcomes	The outcomes of the training were useful to develop in self-awareness and others and enhancing to create in work practice therefore the further of training programs, the CEO should considered the outcomes of assessment.
	Widening the circle of influence	The policy of Training Programs in Emotional Intelligence should incorporate the selection criteria of the key personnel such as Heads of Public Sectors and staff to participate in the further training.
		The emphasis of the strategy within the province had been focused on the central government policies but in the future the province should consider balancing human development factors.
Organisational culture	Developing a culture of service	I wish the Governor's policy maintain the support in the Training Programs in Emotional Intelligence because the benefits of the training can improve the culture of servicing people in the public sectors.
Resources	Resource budgeting	I realised the benefit of the training which might lead to the development of public servants' performance of their duties. The CEO should therefore support the resources and providing the budget to develop their skills.
Strategic training and development	Managing alignment	The goals of competency programs in the Human Resources policy of the province should be reviewed and promoted to public servants to have them participate in the training.
	Aligning training with needs	The effectiveness of the training might develop both public servants and the organisation. The top management (CEO) should consider the public sectors' needs and motivate them to appreciate the needs of training.
	Continuity of learning	After the training, the provincial authority should provide activities such as study tour in order to develop the cognition of participants.
		The top management of the province should be aware of the Training Programs in Emotional Intelligence and provide skill-maintenance in the training of public servants.
	Effective motivation	The provincial authorities should motivate the key persons to participate in the training because the benefits of the training can build a good culture, value and morale of the staff in my office.

Key Actual Needs	Needs Issue	Comment
	Support of senior management	The Training Programs in Emotional Intelligence have been successful. The top management of the province need to give their encouragement to realise the knowledge from the participants after the training.

This participant indicated that there was a need to assess the outcomes of the Training Programs in Emotional Intelligence in order to identify the programs best able to develop the Emotional Intelligence skills of public servants in the province.

Two participants discussed strategies associated with widening the circle of influence of human resource policies in the province, emphasising that they should be considered at provincial level. One proposed the following:

> The emphasis of the strategy within the province had been focused on the
> central government policies but in the future the province should consider
> balancing human development factors.

These two respondents saw the need for any future policy for Training Programs in Emotional Intelligence in the province to focus on developing the Emotional Intelligence skills of innovative leaders and staff members. This data suggests that provincial authorities should extend the circles of training of public servants and the Training Programs in Emotional Intelligence need be tailored to any organisation as part of a competency-based human resource development initiative.

Organisational culture

I identified one needs issue within this key need: developing a culture of service. One respondent made it clear that the province needs, as a high priority, to develop a culture of customer service. The person commented:

> I wish the Governor's policy maintain the support in the Training
> Programs in Emotional Intelligence because the benefits of the training can
> improve the culture of servicing people in the public sectors.

This response suggests that the provincial authorities need to maintain Emotional Intelligence Training Programs for all staff, particularly in areas associated with a culture of service designed to benefit all people in the province.

Resources

I identified one needs issue within this key need: resource budgeting. One respondent suggested that appropriate resourcing of Training Programs in Emotional Intelligence should be undertaken to make this training available to all public sector staff. This person commented:

> I realised the benefit of the training which might lead to the development
> of public servants' performance of their duties. The CEO should therefore
> support the resources and providing the budget to develop their skills.

This participant pointed out that adequate resources, in the form of a provincial budget for appropriate future Training Programs in Emotional Intelligence, are required to enable all staff working in the public sector to attend such training.

Strategic training and development

I identified five needs issues within this key need: managing alignment, aligning training with needs, continuity of learning, effective motivation, and support of senior management.

One participant saw the need for provincial authorities to manage the alignment of Human Resources policy in the province. This person observed:

> The goals of competency programs in the Human Resources policy of the
> province should be reviewed and promoted to public servants to have them
> participate in the training.

This respondent emphasised the need to review the province's Human Resources policy: clarifying the province's goals; scanning the workplace environment for useful information between public sectors; promoting public servants' realisation of the benefits of Training Programs in Emotional Intelligence.

The alignment of Training Programs in Emotional Intelligence with needs of all public servants was observed by one participant:

> The effectiveness of the training might develop both public servants and the organisation. The top management (CEO) should consider the public sectors' needs and motivate them to appreciate the needs of training.

The response suggests that the provincial authorities need to relate individual needs and behaviours, and work-related positions and their accomplishments, to those associated with achieving life goals.

Two participants saw the need for continuity in the provision of Training Programs in Emotional Intelligence in the province. One commented:

> The top management of the province should be aware of the Training Programs in Emotional Intelligence and provide skill-maintenance in the training of public servants.

These data suggest that provincial public servants need continuity of learning and activities to enhance their knowledge and insights.

One participant addressed the need for effective motivational processes, particularly those applicable to key personnel in the province, in order to get them involved in Training Programs in Emotional Intelligence. This person commented:

> The provincial authorities should motivate the key persons to participate in the training because the benefits of the training can build a good culture, value and morale of the staff in my office.

These data suggest that the provincial authorities should apply motivational techniques to stimulate public servants to willingly attend further training programs.

Finally, one participant pointed out the need for the effective support and encouragement of senior management in the province to assist public servants in realising the relevance to them of Training Programs in Emotional Intelligence. This person pointed out:

> The Training Programs in Emotional Intelligence have been successful.
> The top management of the province need to give their encouragement to
> realise the knowledge from the participants after the training.

This data indicates that the senior management of the provincial should encourage and support all public servants to participate in future Training Programs in Emotional Intelligence.

Summary

In this chapter I have reported the actual and desired outcomes of what twelve Heads of Public Sectors believe are desirable in terms of Training Programs in Emotional Intelligence in the province.

The interviews help me to understand the aspects of training programs in Emotional Intelligence that would be likely to impact on the skills and workplace practices of all public servants; and to better appreciate the significance of establishing these in a policy statement for the development of Training Programs in Emotional Intelligence.

It was both valuable and satisfying during the process of the semi-structured interviews for me to be able to identify the key needs and needs issues, as these provided a basis for undertaking a research review in order to establish best practice for Training Programs in Emotional Intelligence.

I describe, in the next chapter, the outcomes of the research review that I undertook relating to best practice for Training Programs in Emotional Intelligence.

CHAPTER 6

Data Analysis
Step 3: Research Review of Best Practice

Introduction

In this step, I carried out a research review to identify what the research has described as being best practice for Training Programs in Emotional Intelligence. In particular, I focused on best practice in training using Emotional Intelligence as identified by Goleman (1995, 1996, 1998, 2002) and Cherniss & Goleman (2001). I had hoped to locate Thai literature on Emotional Intelligence training programs in the period 2004-06; however, none was available.

I accessed the literature using computer-based search engines, and by searching books and journals. In the process, I summarised relevant research reports, and reduced the information into context summaries. I then used these summaries to generate an initial set of desired outcomes that were presented as 'best practice' statements. I collected and analysed words or phrases, and used 'componential analysis' (Denzin & Lincoln, 2005) – based on the principle of distinctive features – to produce a set of key issues related to best practice in the application of Emotional Intelligence in training. I developed transcripts of the best practice components described in the research, and used similar qualitative data reduction procedures to those described in Chapters 4 and 5. I recorded these best practice components using Microsoft Excel software, and clustered them according to focus

issues, source and emerging factors in order to identify seventy-four best practice statements.

Goleman's Emotional Intelligence

Goleman confirms that Emotional Intelligence competencies can be developed; however, this development takes time, commitment, and support. Moreover, organisations often hinder, rather than foster the process of development (Cherniss & Goleman, 2001). Almost all of the training programs in the Rayong province have routinely provided training, but the training model used has been designed to produce a certain technical or cognitive skill level. Goleman (1998, website) notes that

> technical training is easy compared with developing Emotional Intelligence. Our entire system of education is geared to cognitive skill. But when it comes to learning emotional competencies, our system is sorely lacking.

The literature that I accessed, using computer-based search engines access to books and journals, related to the best practice in related to the development of Emotional Intelligence competencies through Training Programs in Emotional Intelligence. My review resulted in the identification of five distinct areas:

1. Diffusion of the training innovation (<u>R</u>esearch <u>R</u>eview <u>D</u>iffusion of the <u>T</u>raining <u>I</u>nnovation, identified henceforth as RRDTI).

2. Effective learning (<u>R</u>esearch <u>R</u>eview of <u>E</u>ffective <u>L</u>earning, identified henceforth as RREL).

3. Emotional Intelligence competencies (<u>R</u>esearch <u>R</u>eview of <u>E</u>motional <u>I</u>ntelligence, identified henceforth as RREIC).

4. Professional development in the workplace (<u>R</u>esearch <u>R</u>eview of <u>P</u>rofessional <u>D</u>evelopment in the <u>W</u>orkplace, identified henceforth as RRPDW).

5. Strategic training and development (<u>R</u>esearch <u>R</u>eview of <u>S</u>trategic <u>T</u>raining and <u>D</u>evelopment, identified henceforth as RRSTD).

Each of these areas, and the focus issues and best practice components identified within them, is dealt with in the sections below.

Research Review of Diffusion of the Training Innovation (RRDTI)

My research review revealed thirteen focus issues concerned with the diffusion of the training innovation. I have outlined these in Table 6.1 below: continuity of learning; developing the organisation; developing teamwork in a learning organisation; motivation of potential participants; peer self-help group; having more opportunities for support amongst peers; personal focus; provision of activities for prevention lapses; provide opportunities for training; provide opportunities to practice; widening the circle of influence; leadership values and cultural learning in organisation. I now deal with each of these issues separately, below.

Continuity of learning

Continuity of learning generally suggests individual growth over an extended period of time. This is particularly the case, as materials produced by the Consortium for Research on Emotional Intelligence in Organisations point out, when focusing in producing an emotionally intelligent workplace.

Cherniss & Adler (2000, p. 121) believe that Emotional Intelligence will require a different approach to learning:

TABLE 6.1   **DIFFUSION OF THE INNOVATION: FOCUS ISSUES AND BEST PRACTICE**

Focus Issues	Source	Factors emerging	Best Practice
Continuity of learning	Cherniss & Adler (2000)	'In social and emotional learning, practice is more important, because old, ineffective neural connections need to be weakened and new, more effective ones established' (website).	1. Places emphasis on learning that involves practice. 2. Develops a set of interdependent learning packages that support learning over an extended period of time. 3. Provides incentives that encourage staff to practice on the job.
	Cherniss & Adler (2000)	'… learning of a new skill does not proceed in a straight line but in spirals; the learner may fall back on old ways from time to time' (website).	4. Enables learning to occur in spiral manner to allow for growth.
Developing the organisation	Goleman (2001)	'I believe that when it comes to applications in the workplace and organisational life, these have more direct implications and applications-particularly in predicting and developing the hallmarks of outstanding performers in jobs of every kind and at every level' (website).	5. Envisage the developing of the hallmarks for the outstanding performance in jobs of every kind and at every level.
Developing teamwork in a learning organisation	Cherniss (2001)	'… it should be developed and initially operated by a self-managed team that has an 'open ticket' to innovate. The team should have less formality, more flexible roles, and more open flows of information. It also should be kept relatively free of 'creativity killers' such as surveillance, evaluation, over-control, and arbitrary deadlines.' (website)	6. Establishes 'skunk' work teams as well as research and development teams that are kept free from creativity killers such as surveillance, evaluation, over-control, and arbitrary deadlines.

Focus Issues	Source	Factors emerging	Best Practice
Motivation of potential participants	Cherniss & Adler, 2000	'The participants need to be motivated, and they include exercises or inspirational lectures to help motivate them.' (p. 99)	7. Motivates participants by including life-model exercises delivered by inspirational lecturers
	Cherniss & Adler, 2000	'Gauge readiness: Assess whether the individual is ready for training.' (p .98)	8. Assesses individuals to determine whether or not the are ready for training.
Peer self-help group	Cherniss & Goleman, 2001	Boyatzis (1999), suggests that 'groups should be small, with no more than four members, so there is sufficient time for people to share their experiences, concerns, and successes. They should meet on the regular schedule (once a month, for example) and have the support of the organisation.' (p. 178)	9. Establishes self-help groups comprising no more than four members, who meet regularly and who receive support from their manager and the organisation.
	Cherniss & Goleman, 2001	'… to set up *referent* or support groups for members who have gone through training and have made a commitment to develop certain Emotional Intelligence competencies.' (p. 178)	10. Sets up referent and support groups for participants.
Having more opportunities to support amongst peers	Cherniss & Goleman, 1998	'Programs should encourage the formation of groups where people give each other support throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.' (website)	11. Encourages the formation of groups, and provides coaches and mentors throughout the change effort.
Personal focus	Boyatzis, (1999), cited in Cherniss & Goleman, 2001	'Readiness to change must be gauged at individual level as well as the organisation level.' (p174)	12. Assesses readiness to change at both the individual and organisational level.
	Cherniss & Goleman, 2001	'In order to develop emotional competencies, individual must first have a clear assessment of their strengths an limitation. The assessment then becomes the catalyst for change process.' (pp. 174-175)	13. Uses the results of individual assessment to assess their strengths and limitations, and as a catalyst for change.

Focus Issues	Source	Factors emerging	Best Practice
Provide activities for prevention lapses	Cherniss & Goleman, 2001	'The essence of relapse prevention is to prepare people mentally to encounter slips, to recognise at the outset that setbacks are a normal part of the change process.' (website)	14. Prepares participants to expect setbacks as a normal part of change.
Provide opportunities for training	Cherniss, 2001	'The participants wish to establish such activities in their organisation need to ask themselves whether the timing is right.' (p. 68)	15. Establishes the activities in organisations when the time is right.
Provide opportunities to practice	Cherniss & Goleman, 2001	'Use naturally occurring opportunities for practice at work and in life. Encourage the trainees to try the new behaviours repeatedly and consistently over a period of months.' (website)	16. Provides opportunities to practice on the job and in life by using naturally occurring opportunities, and encourages the trainees to tryout the new behaviours over an extended period.
Widening the circle of influence	Cherniss, 2001	'Supervisors, peers, and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors also can serve this function. Change also is more likely to endure when high status persons, such as supervisors and upper-level management model it.' (website)	17. Encourages trainees to use skills on the job with the assistance of supervisors, peers, subordinates, coaches and mentors.
	Cherniss, 2004	'Multiple infusion helps to normalise and generalise the concept. It also creates a culture in which people are repeatedly reminded of what they have learned and thus are more likely to apply it on the job.' (website)	18. Encourages multiple infusions that normalises and generalises the concept into the organisation, and creates a culture of learning that reinforces application on the job.

Focus Issues	Source	Factors emerging	Best Practice
Leadership values	Cherniss & Goleman, 2001	'Leadership values such competence and communicates the importance of Emotional Intelligence to its member. The organisational members must believe a leader is genuine before they will give the organisation their commitment.' (p. 173)	19. Develops leaders who genuinely believe in the value of Emotional Intelligence and who can communicate this belief in order to gain the commitment of organisational members.
Learning organisation culture	Cherniss, 2001	'Transfer and maintenance of specific skills seems to be affected by the extent to which the organisation values learning and development in general.' (website)	20. Encourages provision of an organisational culture that values and supports learning and development.
	Cherniss & Adler, 2000	'…. and find ways to integrate emotional competence into the daily activities and culture of the organisation.' (p. 133)	21. Integrates emotional competence into daily activities and culture of organisation.

> In social and emotional learning, practice is more important, because old, ineffective neural connections need to be weakened and new, more effective ones established.

The change in neural connections suggested by Cherniss & Adler (2000, p. 121) requires a process involving 'repetition over a prolonged period of time'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **1. Develops a set of interdependent learning packages that support learning over an extended period of time.**

The change in neural connections suggested by Cherniss & Adler (2000, p. 121) requires a process involving 'repetition over a prolonged period of time'. This suggests that best practice in Training Programs in Emotional Intelligence:

> **2. Develops a set of interdependent learning packages that support learning over an extended period of time.**

In order to ensure continuity of learning, Cherniss & Adler (2000, p. 121) recommend both training and on-the-job practice. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **3. Provides incentives that encourage staff to practice on the job.**

Cherniss & Adler (2000, p. 124), argue that Training Programs in Emotional Intelligence will require learning that is non-linear:

> learning of a new skill does not proceed in a straight line but in spirals; the learner may fall back on old ways from time to time.

This will particularly be the case when training commences. The new ways will have 'a feeling of strangeness and unfamiliarity' and will require a very conscious effort to accommodate them. As Cherniss & Adler (2000, p. 124), point out, the 'old habit still comes more spontaneously'. The behaviour patterns of public servants in Rayong Province will require a patient and considered approach to bring about substantial change. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **4. Enables learning to occur in a spiralling manner to allow for growth.**

Continuity of learning suggests that best practice will involve practical and independent learning packages that encourage staff to increasingly practice the application of Emotional Intelligence concepts in the workplace.

Developing the organisation

Goleman, (2001, p. 20) believes that Training Programs in Emotional Intelligence will affect performance in the workplace and organisational life. He argues:

> I believe that when it comes to applications in the workplace and organisational life, these have more direct implications and applications-particularly in predicting and developing the hallmarks of outstanding performers in jobs of every kind and at every level.

Training Programs in Emotional Intelligence, therefore, have the potential to produce outstanding staff performance in all jobs at all levels in public service in Rayong Province. As a consequence, best practice in Training Programs in Emotional Intelligence:

5. Envisages the developing of hallmarks for outstanding performance in jobs of every kind and at every level.

Developing teamwork in a learning organisation

Cherniss (2001, p. 286) suggests that Training Programs in Emotional Intelligence will require a new approach to teamwork in organisation.

> It should be developed and initially operated by a self-managed team that has an 'open ticket' to innovate. The team should have less formality, more flexible roles, and more open flows of information. It also should be kept relatively free of 'creativity killers' such as surveillance, evaluation, over-control, and arbitrary deadlines.

A particularly good way of achieving this type of teamwork, according to Cherniss (2001) is to establish self-managed research and development teams which are intrapreneurial ('skunk' work teams) who are sequestered away, and able to freely innovate. As a consequence, best practice in Training Programs in Emotional Intelligence:

6. Establishes 'skunk' work teams as well as research and development teams that are kept free from creativity killers

> **such as surveillance, evaluation, over-control, and arbitrary deadlines.**

Motivation of potential participants

Training Programs in Emotional Intelligence will require interventions designed to increase participants' motivation for change. The work of Cherniss & Adler (2000, p. 99) suggests that Training Programs in Emotional Intelligence will include 'exercises or inspirational lectures' to help motivate participants. The implication for Training Programs in Emotional Intelligence in Rayong Province is that they should provide a model for inspirational learning. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **7. Motivates participants by including life-model exercises delivered by inspirational lecturers**

Cherniss & Adler (2000, p. 98) indicate that an appropriate level of motivation of potential participants requires 'assessment whether the individual is ready for training.' As a consequence, best practice in Training Programs in Emotional Intelligence:

> **8. Assesses individuals to determine whether or not they are ready for training.**

It is apparent that it will be important to motivate public servants working in the province to increasingly practice inspirational Emotional Intelligence learning.

Peer self-help group

Peer self-help groups, are usually set up to support participant groups. Boyatzis (1999, cited in Cherniss & Goleman, 2001, p. 178), outlines the requirements of effective peer self-help groups:

> The group should be small, with no more than four members, so there is sufficient time for people to share their experiences, concerns, and

successes. They should meet on the regular schedule (once a month, for example) and have support of the organisation.

The members can share their experiences, concerns and successes; groups of staff in the Province should be small, flexible and be strongly supported by the organisation; best practice in Training Programs in Emotional Intelligence:

> **9. Establishes self-help groups comprising no more than four members, who meet regularly and who receive support from their manager and the organisation.**

Cherniss & Goleman (2001, p. 178), indicate that best practice requires 'referent persons who have gone through training and have made a commitment to develop certain Emotional Intelligence competencies'. I conclude from this that success in developing Emotional Intelligence competencies in the province requires establishment of referent groups. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **10. Sets up referent and support groups for participants.**

Having more opportunities to support amongst peers

Cherniss & Goleman (1998, website), indicate that best practice in achieving a desired change requires ongoing group support.

> Programs should encourage the formation of groups where people give each other support throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.

Change is facilitated through ongoing support amongst peers. The provision of information and coaches who are going through similar changes are crucial elements. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **11. Encourages the formation of groups, and provides coaches and mentors throughout the change effort.**

Personal focus

Assessment of personal emotional competencies, generally to assess individual level is a necessary catalyst for change. Boyatzis (1999a), cited in Cherniss & Goleman (2001, p. 174), indicates that best practice requires that an assessment of readiness to change must be made at 'individual level as well as the organisation level'. As a consequence, best practice in Training Programs in Emotional Intelligence:

12. Assesses readiness to change at both the individual and organisational level.

Cherniss & Goleman (2001, pp. 174-175), point out that, in the development of emotional competencies, 'individuals must have a clear assessment of their strengths an limitations. The assessment then becomes the catalyst for the change process'. I interpret this to mean that the results of such individual assessments will enable public servants to know better how to develop themselves. As a consequence, best practice in Training Programs in Emotional Intelligence:

13. Uses the results of individual assessment to assess their strengths and limitations, and as a catalyst for change.

Personal focus suggests that best practice will assess individual levels of competencies and will encourage staff to increasingly develop their Emotional Intelligence competencies in the workplace.

Provide activities for prevention of lapses

Cherniss & Goleman (2001, website) that best practice will accept the concept of 'relapse prevention':

> that is to prepare people mentally for encounter slips and to recognise at
> the outset that setbacks are a normal part of the change process.

It appears that relapse prevention is especially important in social and emotional learning; without preparation for setbacks, participants can easily

become discouraged and revert to old practices. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **14. Prepares participants to expect setbacks as a normal part of change.**

Provide opportunities for training

Cherniss (2001, website) emphasises the importance of favourable timing for the development of emotional competencies:

> The participants who wish to establish such activities in their organisation
> need to ask themselves whether the timing is right.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **15. Establishes the activities in organisations when the time is right.**

Provide opportunities to practice

Cherniss & Goleman (2001, website), indicate that the effective development of emotional competencies will require sustained practice on the job, and in their lives.

> Use naturally occurring opportunities for practice at work and in life.
> Encourage the trainees to try the new behaviours repeatedly and
> consistently over a period of months.

The effectiveness of the repetition of new behaviours through recurring opportunities for practice at work and in life is affirmed. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **16. Provides opportunities to practice on the job and in life by using naturally occurring opportunities, and encourages the trainees to try out the new behaviours over an extended period.**

Widening the circle of influence

Training Programs in Emotional Intelligence will require widening the circle of influence in using Emotional Intelligence skills on the job. Cherniss (2001, website) suggests that development of emotional competencies requires reinforcement through a widening of the circle of influence in which trainees use their new skills on the job.

> Supervisors, peers, and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors also can serve this function. Change also is more likely to endure when high status persons, such as supervisors and upper-level management model it.

As a consequence, change is more likely to endure when staff members and upper-level management encourage public servants to use new skills on the job; thus, best practice in Training Programs in Emotional Intelligence:

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17. Encourages trainees to use skills on the job with the assistance of supervisors, peers, subordinates, coaches and mentors.

Cherniss (2004, website), suggests best practice will require bringing the development of emotional competencies into the mainstream using different ways of positioning and presenting it in the organisation.

> Multiple infusion helps to normalise and generalise the concept. It also creates a culture in which people are repeatedly reminded of what they have learned and thus are more likely to apply it on the job.

This suggests that, in the province, creating a culture of learning will require 'multiple infusions' that are reinforced by application on the job; thus, best practice in Training Programs in Emotional Intelligence:

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18. Encourages multiple infusions that normalise and generalise the concept into the organisation, and creates a culture of learning that reinforces application on the job.

Widening the circle of influence to include upper-level management, as well as staff members, is likely to enhance support for the diffusion of this innovation.

Leadership values

Cherniss & Goleman (2001, p. 173) indicate the importance of leadership valuing Emotional Intelligence in order to enhance best practice:

> Leadership values such competence and communicates the importance of Emotional Intelligence to its member. The organisational members must believe a leader is genuine before they will give the organisation their commitment.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **19. Develops leaders who genuinely believe in the value of Emotional Intelligence and who can communicate this belief in order to gain the commitment of organisational members.**

Learning organisation culture

Cherniss, (2001, website) points out that best practice will require development of a learning organisation culture.

> Transfer and maintain of specific skills seems to be affected by the extent to which the organisation values learning and development in general.

As a consequence, a learning organisation culture should be developed in the province; thus, best practice in Training Programs in Emotional Intelligence:

> **20. Encourages provision of an organisational culture that values and supports learning and development.**

Cherniss & Adler (2000, p. 133) indicate that best practice will require the integration of emotional competence into the 'daily activities and culture of the organisation'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **21. Integrates emotional competence into daily activities and culture of organisation.**

Research Review of Effective Learning (RREL)

I identified four key focus issues related to effective learning and these are outlined in Table 6.2. Four distinct key desired needs were identified from the contents of the research review: trainers' performance; experiential learning; real-life learning and self-directed learning. Each of these desired needs is dealt with separately, below.

Trainers performance

Cherniss & Goleman (1998, website) indicate that best practice will require a positive relationship between the trainers and learners; in particular, trainers who:

> are warm, genuine, and empathetic are best able to engage the learners in
> the change process. Select trainers who have these qualities, and make sure
> that they use them when working with the learners.

Trainers with these qualities are the best able to engage the learners in the change process. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **22. Fosters a positive relationship between warm, genuine and empathetic trainers who will apply these same qualities with the trainees.**

EXPERIENTIAL LEARNING

Cherniss & Adler (2000, p. 188) indicate that best practice will require active concrete experiential methods which usually 'work better than lecturing or assigned reading' for social and emotional learning. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **23. Employs active, concrete, experiential methods in the training.**

TABLE 6.2   EFFECTIVE LEARNING: FOCUS ISSUES AND BEST PRACTICE

Focus Issues	Source	Factors emerging	Best Practice
Trainers performance	Cherniss & Goleman, 1998	'Trainers who are warm, genuine, and empathetic are best able to engage the learners in the change process. Select trainers who have these qualities, and make sure that they use them when working with the learners.' (website)	22. Fosters a positive relationship between warm, genuine and empathetic trainers who will apply these same qualities with the trainees.
Experiential learning	Cherniss & Adler, 2000	'… usually work better than lecturing or assigned reading for social and emotional learning.' (p. 188)	23. Employs active, concrete, experiential methods in the training.
	Cherniss & Goleman, 1998	'Development activities that engage all the senses and that are dramatic and powerful can be especially effective.' (website)	24. Relies on experiential methods that are multi-sensory, dramatic and powerful.
Real-life learning	Cherniss & Goleman, 1998	'Use live or videotaped models that clearly show how the competency can be used in realistic situations.' (website)	25. Uses representations that are live or models that depict realistic situations and which can be employed by the trainees.
Self-directed learning	Cherniss & Goleman, 2001	' Boyatzis (1999), demonstrated that adult learning occur best when it is self-directed.' (p. 174)	26. Uses self-directed learning.
	Cherniss & Goleman, 1998	'Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances.' (website)	27. Encourages self-directed changes to learning processes in order to meet particular needs and circumstances.
	Cherniss & Adler, 2000	'… that people are more likely to change when they are in control.' (p. 106)	28. Guides trainees through elements that enable them to discover their ideal self.
	Goleman, 2004	'Boyatzis, 1994; Boyatzis, Cowen, and Kolb, 1995; Goleman, Boyatzis, and McKee, 2002, guide self directed-learning that, the process is experienced as five discoveries. The first discovery is one's Ideal Self, that is what	29. Guides trainees through the five discovery elements of self-directed learning.

Focus Issues	Source	Factors emerging	Best Practice
		…he/she wants out of life and work- what his/her dreams and aspirations are. This helps each person discover or rediscover his or her passion at work. This energy becomes the driving motivation for making changes in their leadership behaviour. After a number of exercises, each person develops a Personal Vision statement describing their Ideal Self.' (website)	

Cherniss & Goleman (1998, website) indicate that best practice will require experiential methods in learning:

> Development activities that engage all the senses and that are dramatic and
> powerful can be especially effective.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **24. Relies on experiential methods that are multi-sensory, dramatic and powerful.**

Real-life learning

Cherniss & Goleman (1998, website) indicate that best practice will require using live or videotaped models that 'show how the competency can be used in realistic situations'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **25. Uses representations that are live or models that depict realistic situations and which can be employed by the trainees.**

Self-directed learning

Boyatzis (1999), cited in Cherniss & Goleman (2001, p. 174), indicates that adult learning occurs best when it is 'self-directed.' As a consequence, best practice in Training Programs in Emotional Intelligence:

> **26. Uses self-directed learning.**

Cherniss & Goleman (1998, website) indicate that best practice will require making changes in self-directed learning.

> Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances.

Tailoring the training approach to the individual's learning needs will bring about more effective change. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **27. Encourages self-directed changes to learning processes in order to meet particular needs and circumstances.**

Cherniss & Adler (2000, p. 106) indicate that best practice will require the learner to have control throughout the 'change process'; a number of studies suggest 'people are more likely to change when they are in control'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **28. Places the learner in control of the change process.**

Boyatzis (1994), cited in Goleman (2004, website), indicates that best practice will require programs that guide a process of self-directed learning in which the learner discovers their ideal self.

> The process is experienced as five discoveries. The first discovery is one's ideal self, that is what he/she wants out of life and work – what his/her dreams and aspirations are. This helps each person discover or rediscover his or her passion at work. This energy becomes the driving motivation for making changes in their leadership behaviour. After a number of exercises, each person develops a personal vision statement describing their ideal self.

As a consequence, best practice in Training Programs in Emotional Intelligence:

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29. Guides trainees through discovery elements that enable them to discover their ideal self.

Research Review of Emotional Intelligence Competencies (RREIC)

I identified twelve key focus issues, outlined in Table 6.3, relating to Emotional Intelligence competencies: emotional intelligence competencies; self-awareness and self- management; enhance self-awareness; self-regulation; self-control; self-motivation; developing self-emotions and others; developing of one's thinking process; personal managing style; developing in social-skills; behavioural change; and work-life balance. Each of these desired needs is dealt with separately, below.

Emotional intelligence competencies

Goleman (1998, p. 318) indicates that best practice involves five behavioural dimensions of Emotional Intelligence: 'self-awareness; self-management or self-regulation; motivation; empathy and social skills'. As a consequence, best practice in Training Programs in Emotional Intelligence:

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30. Focuses on the five behavioural dimensions of Goleman's Emotional Intelligence.

Cherniss & Adler (2000, p. 1) indicate that best practice will require emphasis on aspects which follow Goleman's definition of Emotional Intelligence, namely:

> It is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions, to use them to make good decision and to act effectively.

TABLE 6.3   EMOTIONAL INTELLIGENCE COMPETENCIES: FOCUS ISSUES AND BEST PRACTICE

Focus Issues	Source	Factors emerging	Best Practice
Emotional intelligence competencies	Goleman, 1998	Goleman 'describes a model of five dimensions: 1. Self-awareness 2. Self-management or self-regulation 3. Motivation 4. Empathy 5. Social skills.' (p. 318)	30. Focuses on the five behavioural dimensions of Goleman's Emotional Intelligence
	Cherniss & Adler, 2000	'It is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions, to use them to make good decision and to act effectively.' (p. 1)	31. Follows Goleman's definition of Emotional Intelligence, which focuses on understanding and regulating one's own emotions, and using these emotions to act effectively.
	Cherniss & Goleman, 2001	'Self-management program can influence a number of emotional competencies, including accurate self-assessment, self confident, self-control, conscientiousness, and achievement drive.' (pp. 212-213)	32. Encourages self-management programs that influence key emotional competencies.
Self-awareness and self-management	Goleman, Boyatzis and McKee, 2002	'In the 'self-awareness' and 'self-management' components that he further suggests are the bases for developing abilities to manage others within an organisational context.' (p. 3)	33. Encourages use of self-awareness and self-management components to manage others in an organisational context.
Enhance self-awareness	Cherniss & Goleman, 1998	'Insight serves as a natural link between situations, thoughts and feelings. It enhances self-awareness,… and behaviour change.'	34. Encourages the use of insight to enhance self-awareness in order to being about meaningful behavioural change.
	Goleman, 1988	'Self-awareness is our guide in fine-tuning on-the-job performance' (p. 55)	35. Encourages the use of self-awareness to fine-tune job performance.

Focus Issues	Source	Factors emerging	Best Practice
Self-regulation	Goleman, 1988	'Self-disciplined, and scrupulous in attending to responsibilities-are hallmarks of the model organisational citizen…' (p. 94)	36. Encourages self-regulation to develop a model organisational citizen.
Self-control	Goleman, 1995	'It is easier to respond appropriately to anger-inducing situations on paper than it is when faced with real-life situations, where emotional hijacking can occur.' (p. 14)	37. Models self-control behaviour that can be used in real-life situations.
Self-motivation	Goleman, 1988	'… the more people practice a task, the better they get. The result: continual motivation to master new challenges.' (p. 108)	38. Engages and practices behaviour that will motivate an urge to master new emotional challenges.
Developing self-emotions and others	Goleman, 1988	'Being able to pick up such emotional clues is particular important in situations where people have reason to conceal their true feelings-a fact of life in the business world.' (p. 135)	39. Enables trainees to read people's emotions when they are trying to hide their true feelings.
	Goleman, Boyatzis & McKee, 2002	'Emotional Intelligence leader not only empathises with angry emotions, but also expresses them for the group. ' (p. 25)	40. Encourages empathising with angry emotions, and being able to express them effectively.
Developing of one's thinking process	Boyatzis, 2001	The extent to which we believe or accept this deal self image determines that extent to which it becomes part of our Ideal Self.' (Website)	41. Distinguishes between the concept of the ideal and ought self in order to develop a positive self-image.
Personal managing style	Cherniss & Goleman, 2001	'When the leader does not exhibit Emotional Intelligence, members often experience a disconnect. It is difficult to increase Emotional competency in an organisation when the leader periodically blow up in the public or doesn't listen or doesn't communicate well with others.' pp. 173-174)	42. Develops a personal managing style that avoids disconnection between the leader and followers.

Focus Issues	Source	Factors emerging	Best Practice
Developing in social-skills	Goleman, 1988	'Good feelings spread more powerfully than bad ones, and the effects were extremely salutary, boosting cooperation, fairness, collaboration, and overall group performance.' (p. 166)	43. Develops the spread of good feelings to improve overall performance.
Behavioural change	Goleman, 2001	'The central theme focuses on helping managers identify areas for behavioural change, then giving them opportunities to practice new habits real-time' (Website).	44. Applies the central themes of identification and practice for behavioural change as used in the Breakthrough Leadership Program.
Work-life balance	Boyatzis, 2001	'A learning agenda focuses on development. Individuals with a learning agenda are more adaptive and oriented toward development.' (Website)	45. Uses a learning agenda that develops the individual.
	Goleman, 1988	'Higher wages in these countries, if they are to be maintained, will depend on a new kind of productivity., (p. 9)	46. Focuses on enhancing Emotional Intelligence to meet the new kind of productivity required in a globalised, developed country.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **31. Follows Goleman's definition of Emotional Intelligence, which focuses on understanding and regulating one's own emotions, and using these emotions to act effectively.**

Cherniss & Goleman (2001 pp. 212-213) indicate that best practice will require self-management programs that include

> accurate self-assessment, self confident, self-control, conscientiousness, and achievement drive.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **32. Encourages self-management programs that influence key emotional competencies.**

Self-awareness and self- management

Goleman et al. (2002, p. 3) indicate that best practice will require following Goleman's model that focuses on self-awareness and self-management:

> The 'self-awareness' and 'self-management' components that he further suggests are the bases for developing abilities to manage others within an organisational context.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **33. Encourages use of self-awareness and self-management components to manage others in an organisational context.**

Enhance self-awareness

Cherniss & Goleman (1998, website) indicate that best practice will require development of insight that enhances self-awareness.

> Insight serves as a natural link between situations, thoughts and feelings. It enhances self-awareness,… and behavioural change.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **34. Encourages the use of insight to enhance self-awareness in order to being about meaningful behavioural change.**

Goleman (1998, p. 55) indicates that best practice will require a guide to managing of feelings and developing good work and social skills: 'self-awareness is our guide in fine-tuning on-the-job performance'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **35. Encourages the use of self-awareness to fine-tune job performance.**

Self-regulation

Goleman (1998, p. 94) indicates that best practice will require employees who are self-disciplined, and can demonstrate the 'responsibility-hallmarks of the model organisational citizen'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **36. Encourages self-regulation to develop a model organisational citizen.**

Self-control

Goleman (1995, p. 14) indicates that best practice will require restricting behavioural control to 'anger-inducing situations on paper rather than when faced with real-life situations'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **37. Models self-control behaviour that can be used in real-life situations.**

Self-motivation

Goleman (1988, p. 108) indicates that best practice will require practicing behaviours that will 'continual motivation to master new challenges'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **38. Engages and practices behaviour that will motivate an urge to master new emotional challenges.**

Developing self-emotions and others

Goleman (1998, p. 135) indicates that best practice will require the ability to pick up, and read people's emotions.

> To pick up such emotional clues is particular important in situations where people have reason to conceal their true feelings-a fact of life in the business world.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **39. Enables trainees to read people's emotions when they are trying to hide their true feelings.**

Goleman et al. (2002, p. 25) indicate that best practice will require development of an Emotional Intelligence leader.

> The Emotional Intelligence leader not only empathises with angry emotions, but also expresses them for the group.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **40. Encourages empathising with angry emotions, and being able to express them effectively.**

Developing of one's thinking process

Boyatzis (2001, website) indicates that best practice will require the ability, in one's thinking process, to distinguish between the ideal self and self-image.

> The extent to which we believe or accept this ideal self image determines the extent to which it becomes part of our ideal self.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **41. Distinguishes between the concept of the ideal and ought self in order to develop a positive self-image.**

Personal managing style

Cherniss & Goleman (2001, pp. 173-174) indicate that best practice will require developing a personal managing style because personal managing styles directly affect followers in an organisation.

> When the leader does not exhibit Emotional Intelligence, members often experience a disconnect. It is difficult to increase emotional competency in an organisation when the leader periodically blows up in public or doesn't listen or doesn't communicate well with others.

As a consequence, best practice in Training Programs in Emotional Intelligence:

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42. Develops a personal managing style that avoids disconnection between the leader and followers.

Developing social-skills

Goleman (1998, p. 166) indicates that best practice will require the spreading of good feelings amongst all groups.

> Good feelings spread more powerfully than bad ones, and the effects were extremely salutary, boosting cooperation, fairness, collaboration, and overall group performance.

As a consequence, best practice in Training Programs in Emotional Intelligence:

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43. Develops the spread of good feelings to improve overall performance.

Behavioural change

Cherniss & Goleman (2001) indicate that best practice will require application of a program for leaders to help them practice behavioural change.

> The central theme focuses on helping managers identify areas for behaviour change, then giving them opportunities to practice new habits real-time.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **44. Applies the central themes of identification and practice for behavioural change as used in the Breakthrough Leadership Program.**

Work-life balance

Boyatzis (2001, website) indicates that best practice will require developing a learning agenda at work that will lead to finding happiness in life.

> A learning agenda focuses on development. Individuals with a learning agenda are more adaptive and oriented toward development.

Boyatzis found that a learning agenda resulted in dramatically better presentations; a performance agenda, in which people became defensive, did not want to fail, did not want to look bad, resulted in a diminished performance. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **45. Uses a learning agenda that develops the individual.**

Goleman (1998, p. 9) indicates that best practice will require developing a new kind of productivity.

> Higher wages in these countries, if they are to be maintained, will depend on a new kind of productivity.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **46. Focuses on enhancing Emotional Intelligence to meet the new kind of productivity required in a globalised, developed country.**

Research Review of Professional Development in the Workplace (RRPDW)

I identified three key focus issues, outlined in Table 6.4, that relate to professional development in the workplace: applicability of training; service systems development and transfer and maintenance the skills in work practice. Each of these desired needs is dealt with separately, below.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **47. Focuses on the three reasons to develop one's Emotional Intelligence: increase personal effectiveness, for self-improvement, and to help others.**

Applicability of training

Cherniss & Goleman (2001, p. 239) indicate that best practice will require the application of training for developing one's Emotional Intelligence; three reasons apply:

> the want to increase effectiveness at work or increase potential for promotion; become a better person, and help others develop Emotional Intelligence.

Cherniss & Goleman (2001, p. 210) indicate that best practice will require a sustained effort of work on emotional learning and behaviour change.

> It is possible to help the people of any age become more Emotional Intelligence at work. However, the process usually requires more sustained effort than many people realise.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **48. Requires a sustained effort in the process to help the people become more emotionally intelligent at work.**

TABLE 6.4   PROFESSIONAL DEVELOPMENT IN THE WORKPLACE:
FOCUS ISSUES AND BEST PRACTICE

Focus Issues	Source	Factors emerging	Best Practice
Applicability of training	Cherniss & Goleman, 2001	There are three reasons why a person might want to develop his Emotional Intelligence: want to increase effectiveness at work or increase potential for promotion; … want to become a better person and … help others develop Emotional Intelligence'(p. 239)	47. Focuses on the three reasons to develop one's Emotional Intelligence: to increase personal effectiveness, for self-improvement, and to help others.
	Cherniss & Goleman, 2001	'It is possible to help the people of any age become more Emotional Intelligence at work. However, the process usually requires more sustained effort than many people realise.' (p. 210)	48. Requires a sustained effort in the process to help the people become more emotionally intelligent at work.
Service systems development	Goleman, 1988	'A successful customer service representatives' exhibit high self-control, conscientiousness, and empathy.' (p. 28)	49. Produces successful customer service representatives.
	Goleman, 1988	'… flexibility, teams, and a strong customer orientation, this crucial set the emotional competencies is becoming increasingly essential for excellence in every job and every part of the world.' (p. 29)	50. Establishes emotional competencies with emphasis on flexibility, teams, and a strong customer orientation.
Transfer and maintenance the skills in work practice	Cherniss & Goleman, 1998	The behaviour of a supervisor, or any high status person, is crucial for the transfer and maintenance of new emotional and social competencies. … and high status persons are influential models for this kind of behaviour in the workplace..	51. Focuses on developing the supportive behaviours of supervisors or high status persons who will act as influential models for the transfer and maintenance of Emotional Intelligence skills in work practice.
	Cherniss & Goleman, 1998	… learners transfer and maintain what they have learned.	52. Uses periodic reflection to assist in the transfer and maintenance of self-behaviours..

Service systems development

Goleman (1988, p. 28) indicates that best practice will require competent customer service:

> A successful customer service representatives exhibit high self-control, conscientiousness, and empathy.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **49. Produces successful customer service representatives.**

Goleman (1998, p. 29) further indicates that best practice will require emphasis on strong customer orientation, using Emotional Intelligence skills in developing teamwork.

> Flexibility, teams, and a strong customer orientation, this crucial set the emotional competencies is becoming increasingly essential for excellence in every job and every part of the world.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **50. Establishes emotional competencies with emphasis on flexibility, teams, and a strong customer orientation.**

Transfer and maintenance of skills in work practice

In the learning system transfer, maintenance and reflection are important factors for developing Emotional Intelligence skills. Cherniss & Goleman (1988, website) indicate that best practice will require strong and supportive action from supervisors or high status persons who are

> crucial for the transfer and maintenance of new emotional and social competencies … high status persons are influential models for this kind of behaviour in the workplace.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **51. Focuses on developing the supportive behaviours of supervisors or high status persons who will act as influential models for the transfer and maintenance of Emotional Intelligence skills in work practice.**

Cherniss & Goleman (1998, website) further indicate that best practice, periodic reflection can help 'learners transfer and maintain what they have learned'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **52. Uses periodic reflection to assist in the transfer and maintenance of self-awareness**

Research Review of Strategic Training and Development (RRSTD)

I identified seventeen key focus issues, outlined in Table 6.5, as follows: managing alignment; organisational role; managing change; formal human resource system; performance management; creating and maintaining trust; on-going feedback; providing performance feedback; providing performance follow-up as a part of the training; provision of a 'tailored' follow-up system; building support and feedback mechanism; creating an encouraging support; support of manager management; support of powerful sponsors and good timing; improving communication; providing political protection and financial backing; and using research for decision-making. Each of these desired needs is dealt with separately, below.

Managing alignment

Cherniss and Adler (2000, p. 100) indicate that best practice will require the specific competencies that make up from the people needs of:

**TABLE 6.5   STRATEGIC TRAINING AND DEVELOPMENT:
FOCUS ISSUES AND BEST PRACTICE**

Focus Issues	Source	Factors emerging	Best Practice
Managing alignment (review goals, objectives of competencies programs)	Cherniss & Adler, 2000	'… what the desired competency is, how to acquire it, and how to show it on the job. Make sure that the goals are specific, meaningful, and optimally challenging.' (p. 100)	53. Develops and disseminates outcomes that are appropriate and challenging for the trainees.
	Cherniss & Goleman, 2001	Emotional competencies can be interacted into the typical performance review process.' (p. 179)	54. Includes emotional competencies in the performance review processes of trainees.
Organisational role	Cherniss & Adler, 2000	'Promoting Emotional Intelligence and organisation launches Emotional Intelligence training.' (p. 67)	55. Employs appropriate tactics for successful launching and promotion of Emotional Intelligence training in the workplace.
Managing change	Cherniss & Goleman, 1998	'The change process is divided into manageable steps..'	56. Breaks down the change process into manageable steps.
Formal human resource system	Cherniss & Goleman, 2001	'Two factors in the Emotional Intelligence model involves characteristics of the organisation. The first is formal human resource system, such as recruitment and selection, training and development, performance appraisal, and succession planning. The second organisation factor is leadership. Leader.' (p. 257)	57. Applies a formal human resource system within a framework of appropriate leadership in the development of Emotional Intelligence in the organisation.
Performance management	Cherniss & Goleman, 2001	'… Ensure leaders understand and buy into the long-term benefits of developing Emotional Intelligence in the organisation, have leaders experience the training, help leaders communicate the importance of the change effort and provide leaders with ongoing feedback.' (p. 174)	58. Provides appropriate Emotional Intelligence performance management skills for leaders within organisations.

Focus Issues	Source	Factors emerging	Best Practice
Creating and maintaining trust	Cherniss & Adler, 2000	'… it is important to insure that training efforts meet the highest standards.' (pp. 81-82)	59. Maintains the highest possible standards in the planning, execution and review of Training Programs in Emotional Intelligence.
On-going feedback	Cherniss & Adler,2000	'Trainers must also possess technical knowledge of the subject and good presentation skills. Once they begin to do the training give the trainers on-going evaluation and feedback on these competencies.' (p. 111**)**	60. Engages trainers who possess impeccable credentials in the technical knowledge of the subject, in presentation skills, and in the application of appropriate assessment techniques.
	Cherniss & Goleman, 1998	'Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as the learners practice new behaviours.' (Website)	61. Provides focused and sustained feedback to trainees.
Providing performance feedback	Cherniss &Goleman, 2001	'… selective a sufficient number of trainers with varying perspective.' (p. 176)	62. Selects appropriate numbers of key training personnel.
	Cherniss & Goleman, 2001	'The primary guidelines for enabling change is that people should be offered ongoing feedback and support.' (p. 177)	63. Provides ongoing feedback and support within the organisation.
Providing performance follow-up as a part of the training	Cherniss & Goleman, 1998	'Supervisors can reinforce the use of new skills on the job in less drastic ways. … with follow-up assessment … by accountable and increase transfer of learning.' (Website)	64. Encourages non-threatening use of new on-the-job skills in the workplace, accompanied by an appropriate level of accountability..
Provision of 'tailored' follow-up system	Cherniss & Goleman, 1998	'When possible, find unobtrusive measures of the competence or skill as shown on the job, before and after training and also at least two months later…., also assess the impact on important job-related outcomes, such as performance measures, and indicators of adjustment.' (Website)	65. Uses appropriate performance measures of competencies, skill and behaviours, together with regular reviews and the assessment of impacts on job-related outcomes.

Focus Issues	Source	Factors emerging	Best Practice
	Cherniss & Goleman, 2001	'… validity and credibility of the assessment method … the quality of the feedback process.' (p. 215)	66. Applies valid and credible assessment methods, and ensures the quality of its feedback procedures.
Building support and feedback mechanism	Cherniss & Goleman, 2001	'Before implementation of training programs for developing Emotional Intelligence, organisation should consider building in support mechanism to enable people to practice their competencies, experiment with them, and get on-going feedback on them.' (Website) (p. 177)	67. Builds competency support, practice mechanisms, and feedback procedures prior to the commencement of Training Programs in Emotional Intelligence.
Creating an encouraging support	Cherniss & Goleman, 2001	'… strong case supporting its need for this program.'(p. 173)	68. Establishes a strong case to support Training Programs in Emotional Intelligence in the organisation prior to the commencement of training.
Support of manager management	Cherniss & Goleman, 2001	'Increasing the use of the coaching style among managers involves training, providing models (that is managers need to coach as well), and rewarding managers for developing their employers.' (P. 177)	69. Trains managers to be coaches and rewards them for their participation in this role.
Support of powerful sponsors and good timing	Cherniss (2001)	'Even with the support of powerful sponsors and good timing…' (Website)	70. Ensures that prior to Training Programs in Emotional Intelligence that the support of senior managers has been gained and that the timing for such training is appropriate.
Improving communi-cation	Cherniss & Goleman, 2001	'Indeed, the process of communicating, as well as developing, a climate that fosters Emotional Intelligence requires a number of Emotional competence.' (pp. 173-174)	71. Applies levels of communication that are consistent with the emotional competencies with which Training Programs in Emotional Intelligence are involved.

Focus Issues	Source	Factors emerging	Best Practice
	Cherniss & Goleman, 2001	'IT is important that this be clearly communicated through the organist-ion.' (p. 175)	72. Requires an effective ICT system in the organisation.
Providing political protection and financial backing	Cherniss & Adler, 2000	'… provide political protection and financial backing can make the difference between success and failure.' (p. 69)	73. Provides a powerful and supportive political and financial sponsor from within the organisation.
Using research for decision-making	Cherniss & Adler, 2000	'The research should be extensive enough to give key decision-makers confidence that Emotional Intelligence training is based on sound, objective analysis.' (p. 80)	74. Values a research-based approach in the development of Training Programs in Emotional Intelligence.

> what the desired competency is, how to acquire it, and how to show it on
> the job. Make sure that the goals are specific, meaningful, and optimally
> challenging

In particular, Training Programs in Emotional Intelligence will need to provide clear goals for change, goals that will make clear the path ahead and that will serve as standard of the progress along the way. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **53. Develops and disseminates outcomes that are appropriate and challenging for the trainees.**

Cherniss & Goleman (2001, p. 179) indicate that best practice will require an interactive performance management system.

> Emotional competencies can be interacted into the typical performance
> review process.

For the highest degree of effectiveness, Training Programs in Emotional Intelligence are required that operate as an integrated process with an holistic view that includes performance objectives, performance review, and training

and development. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **54. Includes emotional competencies in the performance review processes of trainees.**

Organisational role

Cherniss & Adler (2000, p. 67) indicate that best practice will require an outcome that promotes Emotional Intelligence and which enables the organisation to launch Emotional Intelligence training in the workplace. Part of best practice will involve developing effective tactics for the promotion of Emotional Intelligence training in the workplace. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **55. Employs appropriate tactics for successful launching and promotion of Emotional Intelligence training in the workplace.**

Managing change

Cherniss & Goleman (1998, website) indicate that best practice will require change in manageable steps:

> The change is more likely to occur if the change process is divided into manageable steps.

Training Programs in Emotional Intelligence work more effectively if they are broken down into smaller chunks, involving a greater number of realistic action steps. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **56. Breaks down the change process into manageable steps.**

Formal human resource system

Cherniss & Goleman (2001, p. 257) indicate that best practice will require two factors that have had a significant impact on the developmental potential

of relationships: a formal human resource system, and leadership. Both of these factors are most likely to encourage and reinforce social and emotional competence.

For the first factor, Cherniss & Goleman recommend that a formal human resource system be established that considers four areas: 'recruitment and selection, training and development, performance appraisal, and succession planning'. The second organisation factor is 'leadership leader.' This requires a human resources framework of appropriate leadership development. As a consequence, best practice in Training Programs in Emotional Intelligence:

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57. Applies a formal human resource system within a framework of appropriate leadership in the development of Emotional Intelligence in the organisation.

Performance management

Cherniss & Goleman (2001, p. 174) indicate that best practice will require performance management of human resource in four steps before training as follows:

> Ensure leaders understand and buy into the long-term benefits of developing Emotional Intelligence in the organisation; have leaders experience the training; help leaders communicate the purpose and importance of the change effort; and provide leaders with ongoing feedback when Emotional Intelligence is commenced in the organisation.

This places considerable emphasis on organisational leaders to develop a Human Resources System; as a consequence, best practice in Training Programs in Emotional Intelligence:

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58. Provides appropriate Emotional Intelligence performance management skills for leaders within organisations.

Creating and maintaining trust

Cherniss & Adler (2000, pp. 81-82) indicate that best practice will require, from the outset, high quality programs quality from the outset: it is 'important to ensure that the training efforts meet the highest standards.' As a consequence, best practice in Training Programs in Emotional Intelligence:

> **59. Maintains the highest possible standards in the planning, execution and review of Training Programs in Emotional Intelligence.**

On-going feedback

Cherniss & Adler (2000, p. 111) indicate that best practice will require sophisticated trainers who are able to provide on-going feedback.

> Trainers must also possess technical knowledge of the subject and good presentation skills. Once they begin to do the training give the trainers on-going evaluation and feedback on these competencies.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **60. Engages trainers who possess impeccable credentials in the technical knowledge of the subject, in presentation skills, and in the application of appropriate assessment techniques.**

Cherniss & Goleman (1998, website) further indicate that best practice will require continuing feedback and support.

> Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as the learners practice new behaviours.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **61. Provides focused and sustained feedback to trainees**

Providing performance feedback

Cherniss & Goleman (2001, p. 176) indicate that best practice will require reliable feedback and support from a 'selective and sufficient number of trainers with varying perspective' to participate across the groups and situations. As a consequence, best practice in Training Programs in Emotional Intelligence:

62. Selects appropriate numbers of key training personnel.

Cherniss & Goleman (2001, p. 177) further indicate that best practice will require the organisation to provide performance feedback and support.

> The primary guidelines for enabling change is that people should be
> offered ongoing feedback and support.

As a consequence, best practice in Training Programs in Emotional Intelligence:

63. Provides ongoing feedback and support within the organisation.

Providing performance follow-up as a part of the training

Cherniss & Goleman (1998, website) indicate that best practice will require performance follow-up from

> supervisors who can reinforce the use of new skills on the job in less
> drastic ways with the follow-up assessment of skills by accountable and
> increase transfer of learning.

As a consequence, best practice in Training Programs in Emotional Intelligence:

64. Encourages non-threatening use of new on-the-job skills in the workplace, accompanied by an appropriate level of accountability.

Provision of 'tailored' follow-up system

Cherniss & Goleman (1998, website) indicate that best practice will require a performance follow-up system that uses

> unobtrusive measures of the competence or skill as shown on the job, before and after training and also at least two months later, … also assess the impact on important job-related outcomes, such as performance measures.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **65. Uses appropriate performance measures of competencies, skill and behaviours, together with regular reviews and the assessment of impacts on job-related outcomes.**

In considering an effective feedback process (Cherniss & Goleman, 2001, p. 215) indicate that best practice should consider

> two factors: validity and credibility of the assessment method, and the quality of the feedback process.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **66. Applies valid and credible assessment methods, and ensures the quality of its feedback procedures.**

Building support and feedback mechanism

Cherniss & Goleman (2001, p. 177) indicate that best practice will require support and follow-up systems.

> Before the implementation of training programs for developing Emotional Intelligence, organisations should consider building in support mechanisms to enable people to practice their competencies, experiment with them, and get on-going feedback on them.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **67. Builds competency support, practice mechanisms, and feedback procedures prior to the commencement of Training Programs in Emotional Intelligence.**

Creating and encouraging support

Cherniss & Goleman (2001, p. 173) indicate that best practice will require personnel who will make a 'strong case supporting the need for this program' before the organisation undertakes a training or development for Emotional Intelligence. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **68. Establishes a strong case to support Training Programs in Emotional Intelligence in the organisation prior to the commencement of training.**

Support of manager management

Cherniss & Goleman (2001, p. 177) indicate that best practice will require suitable support management in which managers can act as coaches. Increasing the use of the coaching style among managers involves training, providing models (that is managers should coach as well) and rewarding managers for developing these skills. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **69. Trains managers to be coaches and rewards them for their participation in this role.**

Support of powerful sponsors and good timing

Cherniss (2001) indicates that best practice will require emotionally intelligent leaders to guide implementation in organisation. These leaders will require the benefit of 'powerful sponsors and good timing'. As a consequence, best practice in Training Programs in Emotional Intelligence:

> **70. Ensures that prior to Training Programs in Emotional Intelligence that the support of senior managers has been gained and that the timing for such training is appropriate.**

Improving communication

Cherniss & Goleman (2001, pp. 173-174) indicate that best practice will require improvement in both communicating and in communications.

> Indeed, the process of communicating, as well as developing, a climate that fosters Emotional Intelligence requires a number of Emotional competence

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **71. Applies levels of communication that are consistent with the emotional competencies with which Training Programs in Emotional Intelligence are involved.**

To support this improvement, Cherniss & Goleman (2001, p. 175) indicate that best practice requires an appropriate Information Communication Technology system and that

> it is important that this be clearly communicated through the organisation.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **72. Requires an effective ICT system in the organisation.**

Providing political protection and financial backing

Cherniss & Adler (2000, p. 69) indicate that best practice will require a supportive and influential executive who can

> provide political protection and financial backing can make the difference between success and failure.

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **73. Provides a powerful and supportive political and financial sponsor from within the organisation**

Using research for decision-making

Cherniss & Adler (2000, p. 80) indicate that best practice will require on-going research and development.

> The research should be extensive enough to give key decision-makers confidence that Emotional Intelligence training is based on sound, objective analysis

As a consequence, best practice in Training Programs in Emotional Intelligence:

> **74. Values a research-based approach in the development of Training Programs in Emotional Intelligence.**

Summary

In this chapter I have reported the generation of desired outcomes that are presented as a set of seventy-four 'best practice' statements, grouped in five distinct areas, related to the needs of the training programs in Emotional Intelligence. These have been determined by using computer-based search engines, and by reviewing relevant books and journals.

I found some limitations to the research review, largely because Emotional Intelligence is a recently emerged area of study in which the focus has been on the psychological, rather than associated training aspects. There were no reviews available of best practice in training programs operating in Thailand. The review is dominated by the work of Goleman, Cherniss, Cherniss & Adler, and Cherniss & Goleman.

While acknowledging this limitation, it does highlight the importance and relevance of this research both in Thailand and, ultimately, internationally. In particular, the research review enabled me to gain deeper

insights into both training needs per se, and into the concept of Emotional Intelligence itself.

The combination of best practice outcomes with the actual and desired needs detailed in Chapter 5, provided me with a base from which to develop the draft policy – a process which I describe in the next chapter.

CHAPTER 7

Draft Policy Formulation

Introduction

In this phase of the research, I formulate a draft training policy for effective Training Programs in Emotional Intelligence in Rayong Province. Using the principles articulated by Owen & Rogers (1999) and Owen (2006), the policy needs N(P) for Training Programs in Emotional Intelligence in the province were derived from three sources: the current situation as revealed in focus group interviews with a sample of public servants (Actual & Desired Outcomes 1); by semi-structured interviews with individual Heads of Public Sectors (Actual & Desired Outcomes 2); and by a research review of best practice in Training Programs in Emotional Intelligence (Desired Outcomes 1).

The identified policy needs were located at the intersection of these three sources of needs, as shown in Figure 7.1. Symbolically, this relationship may be shown as

$$N(P) = A1 \cap A2 \cap D$$

where N(P) = policy needs of the training program; A1 = actual & desired outcomes 1 (focus group), and A2 = actual & desired outcomes 2 (interviews); D1 = desired outcomes (research review of best practice); and $\cap$ = the intersection of these three sets of outcomes. This model is a

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FIGURE 7.1   DETERMINING POLICY NEEDS OF FUTURE TRAINING PROGRAMS IN EMOTIONAL INTELLIGENCE
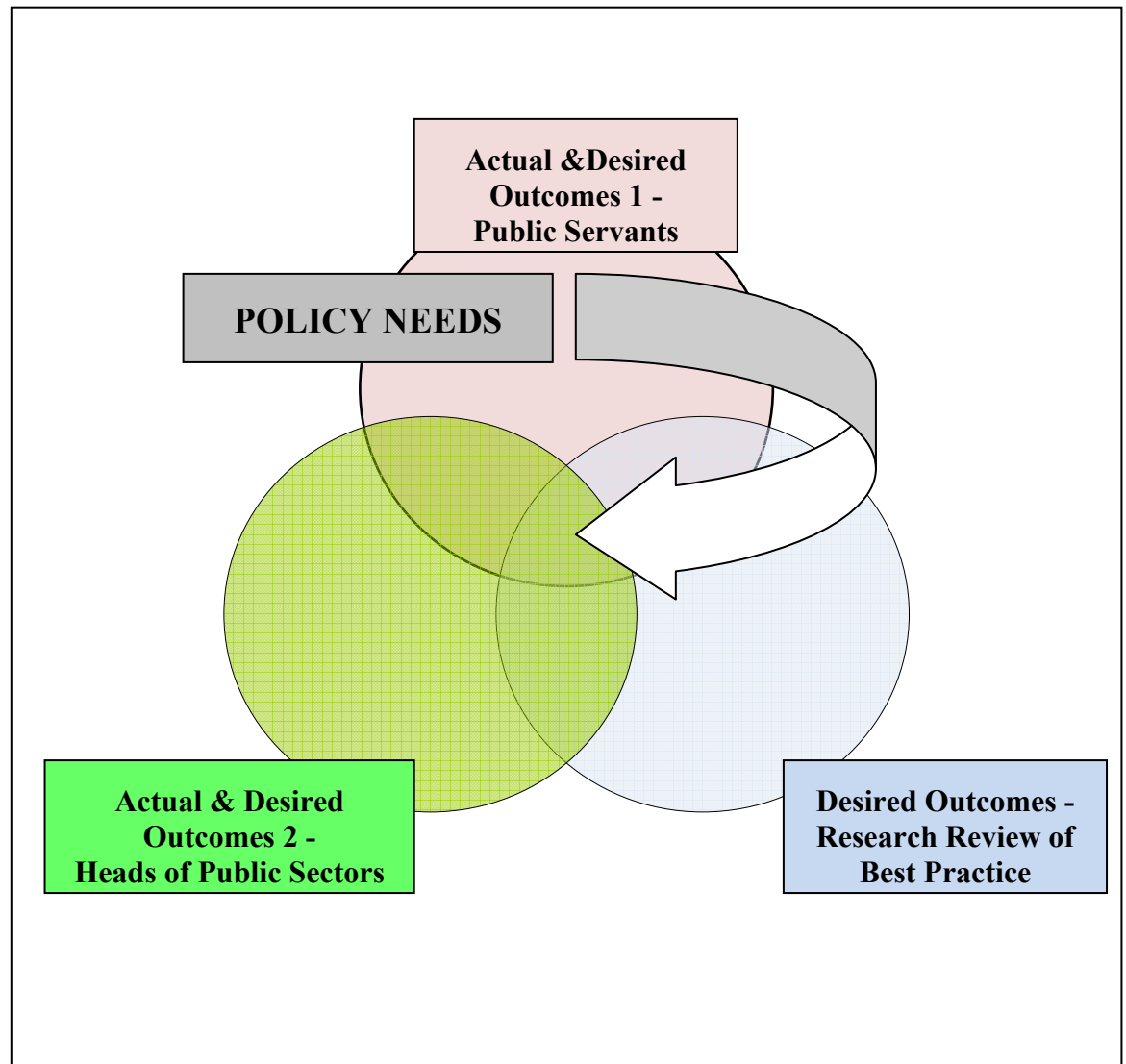
departure from that discussed by Owen (2006) and was made necessary because of the importance of including in the policy statement all of the needs – actual and desired – identified by the participants.

Fifteen policy needs were identified by this process. These needs, a mix of actual and desired outcomes, were used to formulate a draft Training Programs in Emotional Intelligence policy, the elements of which were

discussed with three senior government officers in individual semi-structured interviews. These 15 policy needs are listed in Table 7.1.

Consideration of the Identified Needs

I identified focus issues within each the three sources of data:

1. **FG**: the focus groups;

2. **Interview**: the semi-structured interviews (Interview);

3. **RR**: the research review of best practice, classified according to the five distinct areas identified in Chapter 6:

   - **RRDTI**, Research Review of Diffusion of the Training Innovation;

   - **RREL**, Research Review of Effective Learning;

   - **RREIC**, Research Review of Emotional Intelligence Competencies;

   - **RRPDW**, Research Review of Professional Development in the Workplace,

   - **RRSTD**, Research Review of Strategic Training and Development.

I did this by using a spreadsheet to record the associated best practice issue making a personal judgement as to which focus issue they referred. Fifteen best practice clusters were identified; these clusters and their associated needs issues, discussed in this section, were as follows:

1. Appropriate communication levels;

2. Feedback is appropriate and focused;

3. Learning and growth focus;

4. Life and work focus;

5. Managing change at the personal level;

6. Making change in the organisation;

7. Motivating staff appropriately;

8. Needs are determined and met equitably;

9. Resourced appropriately;

10. Developing personal competence;

11. Developing social competences;

12. Team focused;

13. Trainers have appropriate skills and background;

14. Values are shared;

15. Workplace application is valued.

Communication levels appropriate

This need seeks consistent application of levels of communication and the development of communication skills, with a focus on improved two-way communication with communication information and technology in the province. The best practice elements and focus issues associated with this need are contained in Table 7.1.

TABLE 7.1   APPROPRIATE COMMUNICATION LEVELS

Source	Best Practice …	Focus Issues
RRSTD	71. Applies levels of communication that are consistent with the emotional competencies with which the TPEIs are involved.	Improved communication
FG	Two-way communication	Improved communication
FG	Improving communication	Improved communication
FG	Need for effective workplace communication	Effective communications
RRSTD	Developing communication skills	Professional development in the workplace
FG	Improved communication	Professional development in the workplace
FG	Improved communication	Diffusion of the innovation
RRSTD	72. Requires an effective ICT system in the organisation.	Improving communication

Feedback is appropriate and focused

This need focuses on the appropriate and focuses ongoing feedback of the individual need and support within the organisation. The best practice elements and focus issues associated with this need are contained in Table 7.2.

TABLE 7.2 FEEDBACK IS APPROPRIATE AND FOCUSED

Source	Best Practice …	Focus Issues
Interview	Provision of 'tailored' follow-up sessions (the 'taste' of Emotional Intelligence is too general; need to be more specific)	Meeting individual needs
RRSTD	61. Provides focused and sustained feedback to trainees.	On-going feedback
RRDTI	13. Uses the results of individual assessment to assess their strengths and limitations, and as a catalyst for change.	Personal focus
RRSTD	63. Provides ongoing feedback and support within the organisation.	Providing performance feedback
RRSTD	65. Uses appropriate performance measures of competencies, skill and behaviours, together with regular reviews and the assessment of impacts on job-related outcomes.	Provision of 'tailored' follow-up system
RRSTD	66. Applies valid and credible assessment methods, and ensures the quality of its feedback procedures.	Provision of 'tailored' follow-up system
Interview	Feedback on training process	Strategic training and development
RRPDW	52. Uses periodic reflection to assist in the transfer and maintenance of self-awareness.	Transfer and maintenance the skills in work practice
RRSTD	67. Builds competency support, practice mechanisms, and feedback procedures prior to the commencement of TPEIs.	Building support and feedback mechanism
FG	Need for Emotional Intelligence feedback processes	Effective feedback
FG	Include self-assessment and feedback as a part of the training	Effective feedback system
FG	Feedback as a part of training	Effective feedback systems
FG	Performance appraisal	Effective feedback systems
Interview	Training application	Effective development in the workplace

Learning and growth focus

This need focuses on the appropriate self-directed learning where the emphasis should be on a spiralling-upward learning process, and on the provision of an organisational culture that supports continuity of learning. The best practice elements and focus issues associated with this need are contained in Table 7.3.

TABLE 7.3   LEARNING AND GROWTH FOCUS

Source	Best Practice …	Focus Issues
RRDTI	4. Enables learning to occur in spiral manner to allow for growth.	Continuity of learning
FG	Effective Learning Model	Learning Model
Interview	Effectiveness of learning model	Learning Model
Interview	Self-directed learning	Learning Model
RREL	29. Guides trainees through the five discovery elements of self-directed learning.	Self-directed learning
RRDTI	2. Develops a set of interdependent learning packages that support learning over an extended period of time.	Continuity of learning
RRDTI	3. Provides incentives that encourage staff to practice on the job.	Continuity of learning
RRDTI	1. Places emphasis on learning that involves practice	Continuity of learning
RREL	23. Employs active, concrete, experiential methods in the training.	Experiential learning
RRDTI	11. Encourages the formation of groups, and provides coaches and mentors throughout the change effort.	Having more opportunities to support amongst peers
FG	Learning transfer	Diffusion of the innovation
FG	Learning transfer	Professional development
RREL	25. Uses representations that are live or models that depict realistic situations and which can be employed by the trainees.	Real-life learning
Interview	Peer self-help group	Diffusion of the innovation
RRDTI	7. Motivates participants by including life-model exercises delivered by inspirational lecturers	Motivation of potential participants
FG	Continuing of training	On-going activities
Interview	Development of continuous training	Diffusion of the innovation
FG	Follow-up activities	On-going activities
FG	Encouraging continuous learning	Organisational culture

Source	Best Practice …	Focus Issues
Interview	Real-life learning	Learning Model
Interview	Failure to recognise Emotional Intelligence training as an authentic program	Process for diffusion of innovation
Interview	Continuity of learning	Strategic training and development
RREL	24. Relies on experiential methods that are multi-sensory, dramatic and powerful.	Experiential learning

Life and work focus

This need focuses on the opportunity to practice new behaviours over an extended period of change where the emphasis should be on the development of a work-life balance. The best practice elements and focus issues associated with this need are contained in Table 7.4.

TABLE 7.4   LIFE AND WORK FOCUS

Source	Best Practice …	Focus Issues
FG	Change of personal and professional practice	Change Management
RRDTI	16. Provides opportunities to practice on the job and in life by using naturally occurring opportunities, and encourages the trainees to tryout the new behaviours over an extended period.	Provide opportunities to practice
Interview	Application in personal life and work	Effective Learning Model
FG	Work-life balance	Emotional Awareness
FG	Change of personal and professional practice	Managing Change
FG	Happiness in family	Application life
Interview	Work-life balance	Application life
RREIC	45. Uses a learning agenda that develops the individual.	Work-life balance

Managing change at the personal level

This need focuses on behaviour change, particularly in moral development and changing values. The lead for this should come from within the

organisation; it should focus, specifically, on the development of leadership skills. The best practice elements and focus issues associated with this need are contained in Table 7.5

TABLE 7.5   MANAGING CHANGE AT THE PERSONAL LEVEL

Source	Best Practice …	Focus Issues
RREIC	44. Applies the central themes of identification and practice for behavioural change as used in the Breakthrough Leadership Program.	Behavioural change
FG	Development of leadership skill	Change Management
FG	Personal moral development	Effective Learning Model
RRDTI	19. Develops leaders who genuinely believe in the value of Emotional Intelligence and who can communicate this belief in order to gain the commitment of organisational members.	Leadership values
RRDTI	10. Sets up referent and support groups for participants.	Peer self-help group
Interview	Self-help group	Peer support mechanisms
RRSTD	58. Provides appropriate Emotional Intelligence performance management skills for leaders within organisations.	Performance management
RRDTI	12. Assesses readiness to change at both the individual and organisational level.	Personal focus
RREIC	42. Develops a personal managing style that avoids disconnection between the leader and followers.	Personal managing style
FG	Thinking of the moral consequence before one acts.	Personal professional development

Managing change in the organisation

This need focuses on the process of change to meet the high performance of organisation's goals where the emphasis should be on identifying and using appropriate research measures to sustain change in the organisation. The best practice elements and focus issues associated with this need are contained in Table 7.6.

TABLE 7.6   MANAGING CHANGE IN THE ORGANISATION

Source	Best Practice …	Focus Issues
RREIC	46. Focuses on enhancing Emotional Intelligence to meet the new kind of productivity required in a globalised, developed country.	Applicability of training and transfer
RRSTD	68. Establishes a strong case to support TPEIs in the organisation prior to the commencement of training.	Creating an encouraging support
RRSTD	59. Maintains the highest possible standards in the planning, execution and review of TPEIs.	Creating and maintaining trust
RRDTI	5. Envisage the developing of the hallmarks for the outstanding performance in jobs of every kind and at every level.	Developing organisation
Interview	Widening the circle of influence	Diffusion of the innovation
FG	Focus on outcomes	Diffusion of the innovation
RRPDW	47. Focuses on the three reasons to develop one's Emotional Intelligence: increase personal effectiveness, for self-improvement, and to help others.	Applicability of training and transfer
RRPDW	48. Requires a sustained effort in the process to help the people become more emotionally intelligent at work.	Applicability of training and transfer
Interview	Knowledge management support	Knowledge Management
RRSTD	53. Develops and disseminates outcomes that are appropriate and challenging for the trainees.	Managing alignment (review goals, objectives of competencies programs)
RRSTD	54. Includes emotional competencies in the performance review processes of trainees.	Managing alignment (review goals, objectives of competencies programs)
Interview	Model that encourages changes	Managing Change
RRSTD	56. Breaks down the change process into manageable steps.	Managing change
FG	Training process that encourages change	Managing Change
Interview	Knowledge and skills management	Modify behaviours
RRSTD	55. Employs appropriate tactics for successful launching and promotion of Emotional Intelligence training in the workplace.	Organisational role
RRDTI	9. Establishes self-help groups comprising no more than four members, who meet regularly and who receive support from their manager and the organisation.	Peer self-help group
RRDTI	14. Prepares participants to expect setbacks as a normal part of change.	Provide activities for prevention lapses
RRDTI	15. Establishes the activities in organisations when the time is right.	Provide opportunities for training
RRPDW	50. Establishes emotional competencies with emphasis on flexibility, teams, and a strong customer orientation.	Service systems development

Source	Best Practice …	Focus Issues
Interview	Managing alignment (Review of goals, objectives of competency programs)	Strategic training and development
Interview	Managing alignment	Strategic training and development
FG	Efficiency management	Strategic training and development
RRSTD	74. Values a research-based approach in the development of TPEIs..	Using research for decision-making

Motivating staff appropriately

This need focuses on effective motivation of key personnel – senior management, Heads of Public Sectors, staff members and peers – in the province to enable them to develop the necessary Emotional Intelligence skills, values and techniques through the implementation of an innovative training model. The best practice elements and focus issues associated with this need are contained in Table 7.7.

TABLE 7.7   MOTIVATING STAFF APPROPRIATELY

Source	Best Practice …	Focus Issues
Interview	Staff motivation	Change Management
RRSTD	69. Trains managers to be coaches and rewards them for their participation in this role.	Support of manager management
FG	Motivation of key personnel	Diffusion of the innovation
RRSTD	Participant selection	Diffusion of the innovation
RREIC	Motivation of key personnel	Effective motivation techniques
RREL	Motivation of potential participants	Effective motivation techniques
FG	Overcoming staff and leader's resistance to attend training	Effective motivation techniques
RREL	Developing motivation skills and techniques	Professional development in the workplace
FG	Lack of appreciation by staff/leaders of the focus of the focus of the training staff/leader backlash	Process for diffusion of innovation
Interview	Effective motivation	Strategic training and development
Interview	Providing development opportunities and motivation	Strategic training and development
Interview	Need for effective motivation in province	Strategic training and development

Source	Best Practice …	Focus Issues
Interview	Peers undervaluing training	Support form peers and leaders regarding the innovation
FGC	Unsupportive nature of training amongst staff	Support form peers and leaders regarding the innovation
FG	Unsupportive nature of the head of Public Sectors toward the training	Support form peers and leaders regarding the innovation
RRSTD	70. Ensures that prior to TPEIs that the support of senior managers has been gained and that the timing for such training is appropriate.	Support of powerful sponsors and good timing
RRPDW	51. Focuses on developing the supportive behaviours of supervisors or high status persons who will act as influential models for the transfer and maintenance of Emotional Intelligence skills in work practice.	Transfer and maintenance the skills in work practice

Needs are determined and met equitably

This need focuses on the equal opportunity for training of key personnel where the emphasis should be on the self-directed learning to meet needs. The best practice elements and focus issues associated with this need are contained in Table 7.8.

TABLE 7.8   NEEDS ARE DETERMINED AND MET EQUITABLY

Source	Best Practice …	Focus Issues
Interview	Align training with needs	Strategic training and development
RRSTD	62. Selects appropriate numbers of key training personnel.	Providing performance feedback
Interview	Training aligned with needs	Strategic training and development
FG	Equal opportunity for training	Diffusion of the innovation
RREIC	Equal opportunity for training	Diffusion of the innovation
Interview	Equal opportunity for training	Diffusion of the innovation
RREL	27. Encourages self-directed changes to learning processes in order to meet particular needs and circumstances.	Self-directed learning

Resourced appropriately

This need focuses on obtaining supportive political and financial sponsorship by senior management for human resource development, with the emphasis on Emotional Intelligence leadership development in organisation. The best practice elements and focus issues associated with this need are contained in Table 7.9.

TABLE 7.9   RESOURCED APPROPRIATELY

Source	Best Practice …	Focus Issues
Interview	Resource availability	Resource allocation
Interview	Training manual	Resource allocation
FG	Resources (physical) availability	Resources
FG	Resource budgeting	Resources
Interview	HR development	Strategic training and development
Interview	Support of senior management	Strategic training and development
RRSTD	57. Applies a formal human resource system within a framework of appropriate leadership in the development of Emotional Intelligence in the organisation.	Formal human resource system
RRSTD	73. Provides a powerful and supportive political and financial sponsor from within the organisation.	Providing political protection and financial backing

Developing personal competence

This need focuses on the application of the personal competence elements – self- awareness; self-regulation and motivation – associated with Goleman's Emotional Intelligence – that places the learner in control of a change process that places emphasis on personal readiness. The best practice elements and focus issues associated with this need are contained in Table 7.10.

TABLE 7.10   DEVELOPING PERSONAL COMPETENCE

Source	Best Practice …	Focus Issues
FG	Awareness of self and other	Building esteem
RREIC	30. Focuses on the five behavioural dimensions of Goleman's Emotional Intelligence	EI competencies
RREIC	31. Follows Goleman's definition of Emotional Intelligence, which focuses on understanding and regulating one's own emotions, and using these emotions to act effectively.	EI competencies
RREIC	41. Distinguishes between the concept of the ideal and ought self in order to develop a positive self-image.	Developing of one's thinking process
FG	Awareness of self and others	Personal development and performance
Interview	Raising awareness	Diffusion of innovation
FG	Personal emotional awareness	Effective Learning Model
FG	Emotional control	Emotional Awareness
RREIC	34. Encourages the use of insight to enhance self-awareness in order to bring about meaningful behavioural change.	Enhance self-awareness
RREIC	33. Encourages use of self-awareness and self-management components to manage others in an organisational context.	Self-awareness and self-management
Interview	Emotional control model	On-going activities
FG	Empathy towards others	Ability to relate to others
FG	Developing self and others	Personal professional development
RREIC	39. Enables trainees to read people's emotions when they are trying to hide their true feelings.	Developing self-emotions and others
FG	Motivation of others	Shared values
Interview	Emotional management of self and others	Emotional awareness of self and others
Interview	Personal positive thinking	Building esteem
FG	Personal focus	Diffusion of the innovation
FG	Application in self-actualisation	Effective Learning Model
FG	Creating of own thinking process	Emotional Awareness
FG	Developing of own thinking process	Emotional Awareness
FG	Emotional management of self	Emotional Awareness
FG	Attitude development of self	Learning Model
RRDTI	8. Assesses individuals to determine whether or not they are ready for training.	Motivation of potential participants
RREIC	35. Encourages the use of self-awareness to fine-tune job performance.	Enhance self-awareness
FG	Developing self	Personal development

Source	Best Practice …	Focus Issues
FG	Personal awareness	Personal development
Interview	Personal development	Personal development and performance
FG	Developing self for working toward organisation goals	Personal professional development
FGC	Self-awareness development	Personal professional development
RREIC	37. Models self-control behaviour that can be used in real-life situations.	Self-control
RREL	26. Uses self-directed learning.	Self-directed learning
RREL	28. Guides trainees through elements that enable them to discover their ideal self.	Self-directed learning
FG	Self-awareness	Self-management skills
FG	Self-motivation	Self-management skills
FG	Self-regulation	Self-management skills
RREIC	38. Engages and practices behaviour that will motivate an urge to master new emotional challenges.	Self-motivation
RREIC	36. Encourages self-regulation to develop a model organisational citizen.	Self-regulation

Developing social competence

This need focuses on the application of one's social competence – part of Goleman's Emotional Intelligence: empathy and social skills – particularly in the workplace, where the emphasis should be on widening the circle of influence with others. The best practice elements and focus issues associated with this need are contained in Table 7.11.

TABLE 7.11   DEVELOPING SOCIAL COMPETENCE

Source	Best Practice …	Focus Issues
FG	Widening the circle of influence	Diffusion of the innovation
FG	Social skills	Ability to relate to others
FG	Developing managing styles with others	Professional development in the workplace
RREIC	40. Encourages empathising with angry emotions, and being able to express them effectively.	Developing self-emotions and other
FG	Developing of one's conflict management skill	Personal development
FG	Development of problem solving skills	Change Management

Source	Best Practice …	Focus Issues
Interview	Developing of one's decision making skill	Personal development
Interview	Developing of one's problem solving skill	Personal development
Interview	Personal management style	Personal development and performance
RREIC	32. Encourages self-management programs that influence key emotional competencies.	EI competencies
Interview	Developing of own managing skill	Professional Development in workplace
RREIC	43. Develops the spread of good feelings to improve overall performance.	Developing in social-skills

Team focused

This need focuses on the developing of teamwork, particularly in the workplace and across sectors where the emphasis should be on the work of a 'skunk–work' team. The best practice elements and focus issues associated with this need are contained in Table 7.12.

TABLE 7.12   TEAM FOCUSED

Source	Best Practice …	Focus Issues
FG	Networking across sector	Achieving shared values in the workplace
FG	Developing workplace teams	Professional development
FG	Developing team work in province	Professional development in the workplace
FG	Cross sector coordination	Professional development in the workplace
Interview	Managing group performance	Professional development in the workplace
Interview	Developing teamwork in province	Professional Development in workplace
FG	Developing teamwork	Change Management
Interview	Teaming	Learning organisation
RRDTI	6. Establishes 'skunk' work teams as well as research and development teams that are kept free from creativity killers such as surveillance, evaluation, over-control, and arbitrary deadlines.	Developing teamwork in learning organisation

Trainers have appropriate skills and background

This need focuses on the application of the trainers' performance; particularly, it encourage trainees to use skills on the job. The best practice elements and focus issues associated with this need are contained in Table 7.13.

TABLE 7.13   TRAINERS HAVE APPROPRIATE SKILLS AND BACKGROUND

Source	Best Practice …	Focus Issues
RRSTD	60. Engages trainers who possess impeccable credentials in the technical knowledge of the subject, in presentation skills, and in the application of appropriate assessment techniques.	On-going feedback
RREL	22. Fosters a positive relationship between warm, genuine and empathetic trainers who will apply these same qualities with the trainees.	Trainer performance
Interview	Application in personal life and work place	Effective learning model
FG	Availability of expertise	Resources
RRDTI	17. Encourages trainees to use skills on the job with the assistance of supervisors, peers, subordinates, coaches and mentors.	Widening the circle of influence

Values are shared

This need focuses on building shared values in the organisation where the emphasis should be on the support learning and development. The best practice elements and focus issues associated with this need are contained in Table 7.14.

TABLE 7.14   VALUES ARE SHARED

Source	Best Practice …	Focus Issues
FG	Building shared values in the workplace	Achieving shared values in the workplace
RRDTI	20. Encourages provision of an organisational culture that values and supports learning and development.	Learning organisation culture

Source	Best Practice …	Focus Issues
Interview	Building shared values in province	Attitude development
Interview	Building shared values in province	Changing attitudes
Interview	shared values in province	Diffusion of the innovation
FG	Shared opportunities	Diffusion of the innovation
FG	Motivation by building shared values	Effective motivation techniques
FG	Building shared values	Shared values
FG	To build positive value in workplace	Shared values
Interview	To build positive values in workplace	Shared values
FG	Creating and maintaining trust	Strategic training and development

Workplace application is valued

This need focuses on the learning organisation where the emphasis should be on cultural and service-system development. The best practice elements and focus issues associated with this need are contained in Table 7.15.

TABLE 7.15　　WORKPLACE APPLICATION IS VALUED

Source	Best Practice …	Focus Issues
FG	Applicability of training	Application
FG	Application training provision	Application
Interview	Effective application of knowledge in the workplace and province	Effective development in the workplace
FG	Having more opportunities to practice skills of EI	On-going activities
FG	Improved workplace behaviour	Personal development
FG	Developing a 'service mind'	Professional development in the workplace
FG	Service systems development	Professional development
FG	Service culture development	Professional development in the workplace
RRSTD	Developing a culture of service	Organisational culture
FG	Effective application of knowledge in the workplace	Professional development in workplace
Interview	Transfer the knowledge from the training to the workplace	Professional development in workplace
FG	Transferring and applying Emotional	Professional development in

Source	Best Practice …	Focus Issues
	Intelligence skills in the workplace	workplace
RRDTI	18. Encourages multiple infusion that normalises and generalises the concept into the organisation, and creates a culture of learning that reinforces application on the job.	Widening the circle of influence
Interview	Creating a learning organisation	Organisational culture
FG	Learning organisation development	Diffusion of the innovation
RRDTI	21. Integrates emotional competence into daily activities and culture of organisation.	Learning organisation culture
RRSTD	64. Encourages non-threatening use of new on-the-job skills in the workplace, accompanied by an appropriate level of accountability..	Providing performance follow-up as a part of the training
RRPDW	49. Produces successful customer service representatives.	Service systems development
Interview	Developing culture in workplace	Shared values

There are, within these 15 needs, recurring focus issues with related best practice elements. In the next section I explain how these focus issues and best practice elements were synthesised to produce a detailed set of training policy needs from which the draft policy was able to be developed.

Identification of Training Policy Needs

Generalised policy needs statements

In order to establish a generalised policy needs statement within each of the 15 needs, I used the best practice statements and focus issues to produce a generalised policy needs statement. On a spreadsheet, I identified and highlighted key words and phrases that, in my judgement, were related to the need. I discussed the outcome with my supervisor and made refinements on the basis of the outcome of the discussion. A random sample of this activity, Need 3, together with a summary policy needs statement and related training policy need statement, is shown in Table 7.16.

TABLE 7.16   NEED 3 (LEARNING AND GROWTH FOCUSED) & RELATED TRAINING POLICY NEEDS STATEMENT

Source	Best Practice …	Focus Issues
RRDTI	4. Enables learning to occur in spiral manner to allow for growth.	Continuity of learning
FG	Effective Learning Model	Learning Model
Interview	Effectiveness of learning model	Learning Model
Interview	Self-directed learning	Learning Model
RREL	29. Guides trainees through the five discovery elements of self-directed learning.	Self-directed learning
RRDTI	2. Develops a set of interdependent learning packages that support learning over an extended period of time.	Continuity of learning
RRDTI	3. Provides incentives that encourage staff to practice on the job.	Continuity of learning
RRDTI	1. Places emphasis on learning that involves practice	Continuity of learning
RREL	23. Employs active, concrete, experiential methods in the training.	Experiential learning
RRDTI	11. Encourages the formation of groups, and provides coaches and mentors, throughout the change effort.	Having more opportunities to support amongst peers
FG	Learning transfer	Diffusion of the innovation
FG	Learning transfer	Professional development
RREL	25. Uses representations that are live or models that depict in realistic situations and which can be employed by the trainees.	Real-life learning
Interview	Peer self-help group	Diffusion of the innovation
RRDTI	7. Motivates participants by including life-model exercises delivered by inspirational lecturers	Motivation of potential participants
FG	Continuing of training	On-going activities
Interview	Development of continuous training	On-going activities
FG	Follow-up activities	On-going activities
FG	Encouraging continuous learning	On-going activities
Interview	Real-life learning	Learning Model
Ng Interview	Failure to recognise Emotional Intelligence training as an authentic program	Process for diffusion of innovation

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Source	Best Practice …	Focus Issues
Interview	Continuity of learning	On-going activities
RREL	24. Relies on experiential methods that are multi-sensory, dramatic and powerful.	Experiential learning

Policy needs	Policy needs Statement	TPEI Needs
3. Learning and growth focus	This need focuses on appropriate self-directed learning with an emphasis on growth that occurs in a spiral manner through the use of experiential learning packages that are supported by practice on the job that support appropriate transfer of learning.	3 To provide learning that is self-directed and growth focused

The complete set of derived policy needs for a Training Policy in Emotional Intelligence is contained in Table 7.17.

TABLE 7.17   DERIVED POLICY NEEDS FOR A TRAINING POLICY IN EMOTIONAL INTELLIGENCE

Policy needs	Policy needs Statement	TPEI Needs
Appropriate communication levels	This need seeks consistent application of levels of communication and the development of communication skills, with a focus on improved two-way communication and on information and communications technology (ICT) in the province.	1. To ensure that appropriate communication occurs at all levels
Feedback is appropriate and focused	This need focuses on appropriate and ongoing feedback that meets individual needs and that offers support within the organisation.	2. To provide feedback that is appropriate and focused
Learning and growth focus	This need focuses on appropriate self-directed learning with an emphasis on growth that occurs in a spiral manner through the use of experiential learning packages that are supported by practice on the job that support appropriate transfer of learning.	3. To provide learning that is self-directed and growth focused
Life and work focus	This need focuses on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance.	4. To provide programs that are both life and work focused
Managing change at the personal level	This need focuses on a personal management style that develops each individual as a moral agent who values Emotional Intelligence and who uses it to improve leadership skills that will support all members of the organisation.	5. To promote and manage behavioural change at the individual level

Policy needs	Policy needs Statement	TPEI Needs
Managing change in the organisation	This need focuses on enhancing and sustaining Emotional Intelligence to improve productivity and to establish benchmarks for outstanding work performance; to prepare the workforce for changes in training approaches and outcome measures; to establish emotional competencies that emphasise flexibility, teams and strong customer orientation; and on taking a research-based approach to the development of Training Programs in Emotional Intelligence.	6. To focus on the emotional to bring about change within the organisation
Motivating staff appropriately	This need focuses on ensuring that key personal such as senior management and heads of public sectors are willing to act as role models for the transfer and maintenance of Emotional Intelligence skills, values and techniques in work practices within the province.	7. To ensure leadership that motivates staff to engage in TPEIs
Needs are determined and met equitably	This need focuses on ensuring that training opportunities are available to all public servants at all levels and that they are aligned to needs, and that self-directed learning processes are applied to the widest range of needs and circumstances.	8. To provide training opportunities and processes that are open to all and are determined on the basis of need
Resourced appropriately	This need focuses on ensuring that a formal human resource system operates within a framework of appropriate leadership in the development of Emotional Intelligence in the province and that senior management sponsors appropriate political and financial sponsorship for the development of Training Programs in Emotional Intelligence.	9. To develop human resource system that provides appropriate sponsorship for the provision of TPEIs
Developing personal competence	This need focuses on the application of Goleman's Emotional Intelligence concepts of self-awareness and self-management to bring about meaningful behavioural change; to develop and expand the concept of 'self and others'; and to fine-tune job performance within a framework that ensures that the learner personally is ready for change and is made to feel in control of the change process.	10. To ensure that each individual has the personal competence to manage meaningful behavioural change in self and others
Developing social competence	This need focuses on the application of Goleman's Emotional Intelligence concept of social competence – particularly the development of: empathy and social skills – in the workplace through the application of appropriate Training Programs in Emotional Intelligence that create a feeling of good-will towards improving overall performance.	11. To ensure that each individual has the social competence to manage meaningful behavioural change in the organisation
Team focused	This need focuses on the development of workplace and cross-sectoral teams which are self-managing, and which are encouraged to operate creatively and relatively independent of bureaucratic control.	12. To ensure that self-managing teams are developed and encouraged to perform independently

Policy needs	Policy needs Statement	TPEI Needs
Trainers have appropriate skills and background	This need focuses on the choice of trainers who are highly skilled technically, who can apply authentic approaches to the training, and who encourage trainees to use skills on the job within a framework of internal support.	13. To ensure that trainers have appropriate skills and background
Values are shared	This need focuses on the building of an organisational culture that values and supports learning and development.	14. To value and support learning and development
Workplace application is valued	This need focuses on producing a learning organisation that values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service, development and learning.	15. To value the transfer and application of Emotional Intelligence skills in the workplace

Scope of Training Programs in Emotional Intelligence

As a further level of refinement, I realised that a further level of clustering of the training policy needs was possible: distinguishing between those needs that were focused on individuals (I), on the organisation (O) and on the system (S). I therefore categorised each policy need category on this basis – I, O or S – and then further subdivided the policy needs category in terms of its impact, again on the basis of its impact on individuals (I), the organisation (O), or the system (S). This categorisation is shown in Table 7.18.

TABLE 7.18   CATEGORY AND IMPACT OF TPEIS NEEDS

Serial	TPEIs Needs	Identified Needs	Category	Impact
1	To ensure that appropriate communication occurs at all levels	This need seeks consistent application of levels of communication and the development of communication skills, with a focus on improved two-way communication and on information and communications technology (ICT) in the province.	S	O
2	To provide feedback that is appropriate and focused	This need focuses on appropriate and ongoing feedback that meets individual needs and that offers support within the organisation.	I	I

Serial	TPEIs Needs	Identified Needs	Category	Impact
3	To provide learning that is self-directed and growth focused	This need focuses on appropriate self-directed learning with an emphasis on growth that occurs in a spiral manner through the use of experiential learning packages that are supported by practice on the job that support appropriate transfer of learning.	I	I
4	To ensure that each individual has the social competence to manage meaningful behavioural change in the organisation	This need focuses on the application of Goleman's Emotional Intelligence concept of social competence – particularly the development of: empathy and social skills – in the workplace through the application of appropriate Training Programs in Emotional Intelligence that create a feeling of good-will towards improving overall performance.	O	I
4	To provide programs that are both life and work focused	This need focuses on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance.	S	I
5	To promote and manage behavioural change at the individual level	This need focuses on a personal management style that develops each individual as a moral agent who values Emotional Intelligence and who uses it to improve leadership skills that will support all members of the organisation.	I	I
5	To provide training opportunities and processes that are open to all and are determined on the basis of need	This need focuses on ensuring that training opportunities are available to all public servants at all levels and that they are aligned to needs, and that self-directed learning processes are applied to the widest range of needs and circumstances.	O	I
6	To engage trainers who have appropriate emotional skills and background	This need focuses on the choice of trainers who are highly skilled technically, who can apply authentic approaches to the training, and who encourage trainees to use skills on the job within a framework of internal support.	O	O
6	To focus on the emotional to bring about change within the organisation	This need focuses on enhancing and sustaining Emotional Intelligence to improve productivity and to establish benchmarks for outstanding work performance; to prepare the workforce for changes in training approaches and outcome measures; to establish emotional competencies that emphasise flexibility, teams and strong customer orientation; and on taking a research-based approach to the development of Training Programs in Emotional Intelligence.	O	O

Serial	TPEIs Needs	Identified Needs	Category	Impact
7	To develop and promote a culture of service	This need focuses on producing a learning organisation that values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service.	O	O
9	To develop and operate as a learning organisation	This need focuses on the building of an organisational culture that values and supports learning and development.	O	S
10	To ensure that each individual has the personal competence to manage meaningful behavioural change in self and others	This need focuses on the application of Goleman's Emotional Intelligence concepts of self-awareness and self-management to bring about meaningful behavioural change; to develop and expand the concept of 'self and others'; and to fine-tune job performance within a framework that ensures that the learner personally is ready for change and is made to feel in control of the change process.	S	I
13	To ensure that self-managing teams are developed and encouraged to perform independently	This need focuses on the development of workplace and cross-sectoral teams which are self-managing, and which are encouraged to operate creatively and relatively independent of bureaucratic control.	S	O
14	To ensure leadership that motivates staff to engage in TPEIs	This need focuses on ensuring that key personnel such as senior management and heads of public sectors are willing to act as role models for the transfer and maintenance of Emotional Intelligence skills, values and techniques in work practices within the province.	S	S
15	To develop human resource system that provides appropriate sponsorship for the provision of TPEIs	This need focuses on ensuring that a formal human resource system operates within a framework of appropriate leadership in the development of Emotional Intelligence in the province and that senior management sponsors appropriate political and financial sponsorship for the development of Training Programs in Emotional Intelligence.	S	S

Finally, I sorted the fifteen Training Programs in Emotional Intelligence policy needs according to whether each identified need was concerned with individual, organisational or system needs; the needs were then further

subdivided into impact categories. These needs, categories and sub-categories are reported in Table 7.19.

TABLE 7.19   TRAINING PROGRAMS IN EMOTIONAL INTELLIGENCE
POLICY NEEDS AND CATEGORIES

Policy Serial	Policy needs Serial	TPEIs Needs	Identified Needs	Policy needs Category	Impact Category
1	5	To promote and manage behavioural change at the individual level	This need focuses on a personal management style that develops each individual as a moral agent who values Emotional Intelligence and who uses it to improve leadership skills that will support all members of the organisation.	I	I
2	3	To provide learning that is self-directed and growth focused	This need focuses on appropriate self-directed learning with an emphasis on growth that occurs in a spiral manner through the use of experiential learning packages that are supported by practice on the job that support appropriate transfer of learning.	I	I
3	2	To provide feedback that is appropriate and focused	This need focuses on appropriate and ongoing feedback that meets individual needs and that offers support within the organisation.	I	I
4	4	To ensure that each individual has the social competence to manage meaningful behavioural change in the organisation	This need focuses on the application of Goleman's Emotional Intelligence concept of social competence – particularly the development of: empathy and social skills – in the workplace through the application of appropriate Training Programs in Emotional Intelligence that create a feeling of good-will towards improving overall performance.	O	I
5	5	To provide training opportunities and processes that are open to all and are determined on the basis of need	This need focuses on ensuring that training opportunities are available to all public servants at all levels and that they are aligned to needs, and that self-directed learning processes are applied to the widest range of needs and circumstances.	O	I

Policy Serial	Policy needs Serial	TPEIs Needs	Identified Needs	Policy needs Category	Impact Category
6	6	To engage trainers who have appropriate emotional skills and background	This need focuses on the choice of trainers who are highly skilled technically, who can apply authentic approaches to the training, and who encourage trainees to use skills on the job within a framework of internal support.	O	O
7	7	To develop and promote a culture of service	This need focuses on producing a learning organisation that values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service.	O	O
8	6	To focus on the emotional to bring about change within the organisation	This need focuses on enhancing and sustaining Emotional Intelligence to improve productivity and to establish benchmarks for outstanding work performance; to prepare the workforce for changes in training approaches and outcome measures; to establish emotional competencies that emphasise flexibility, teams and strong customer orientation; and on taking a research-based approach to the development of Training Programs in Emotional Intelligence.	O	O
9	9	To develop and operate as a learning organisation	This need focuses on the building of an organisational culture that values and supports learning and development.	O	S
10	10	To ensure that each individual has the personal competence to manage meaningful behavioural change in self and others	This need focuses on the application of Goleman's Emotional Intelligence concepts of self-awareness and self-management to bring about meaningful behavioural change; to develop and expand the concept of 'self and others'; and to fine-tune job performance within a framework that ensures that the learner personally is ready for change and is made to feel in control of the change process.	S	I

Policy Serial	Policy needs Serial	TPEIs Needs	Identified Needs	Policy needs Category	Impact Category
11	4	To provide programs that are both life and work focused	This need focuses on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance.	S	I
12	1	To ensure that appropriate communication occurs at all levels	This need seeks consistent application of levels of communication and the development of communication skills, with a focus on improved two-way communication and on information and communications technology (ICT) in the province.	S	O
13	13	To ensure that self-managing teams are developed and encouraged to perform independently	This need focuses on the development of workplace and cross-sectoral teams which are self-managing, and which are encouraged to operate creatively and relatively independent of bureaucratic control.	S	O
14	14	To ensure leadership that motivates staff to engage in TPEIs	This need focuses on ensuring that key personnel such as senior management and heads of public sectors are willing to act as role models for the transfer and maintenance of Emotional Intelligence skills, values and techniques in work practices within the province.	S	S
15	15	To develop human resource system that provides appropriate sponsorship for the provision of TPEIs	This need focuses on ensuring that a formal human resource system operates within a framework of appropriate leadership in the development of Emotional Intelligence in the province and that senior management sponsors appropriate political and financial sponsorship for the development of Training Programs in Emotional Intelligence.	S	S

As a consequence, I was able to identify three individual policy needs, six organisational policy needs, and six system policy needs. These formed the basis for the next step in formulating a draft training policy for effective Training Programs in Emotional Intelligence in Rayong Province: the

application of Dror's Optimal Model. This is discussed in the following section.

Applying Dror's Optimal Model to the development of a draft set of Training Programs in Emotional Intelligence policy statements

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 in Emotional Intelligence policy statements in Rayong Province. The aim of the 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, p. 195) as an 'alternative-search feedback loop'; it is reproduced here as Figure 7.2. In my case, 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, pp. 163-197):

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.

FIGURE 7.2   DROR'S ALTERNATIVE-SEARCH FEEDBACK LOOPS
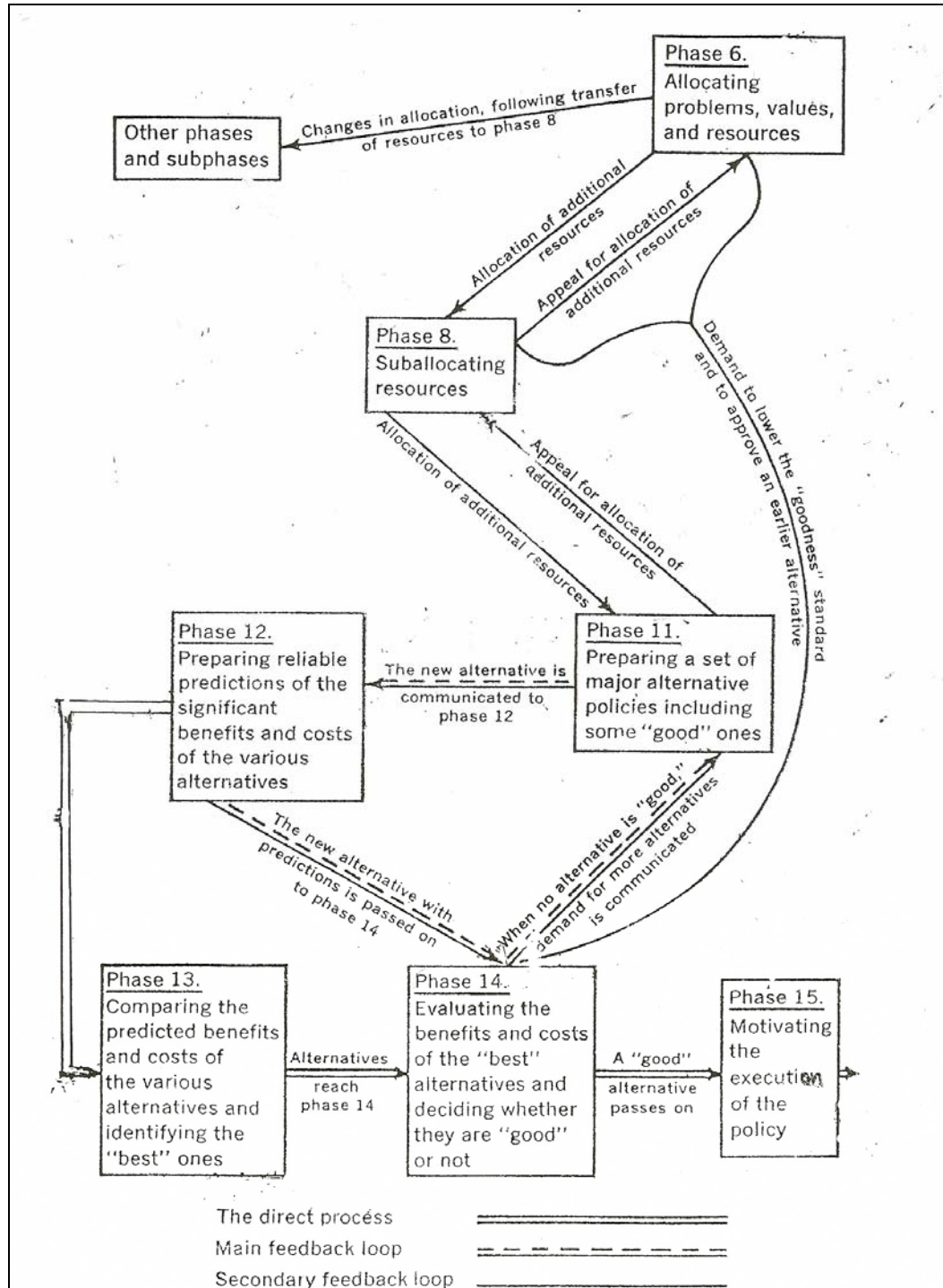
Source: Dror, 1973, p. 195

The phases and elements within each phase are summarised in Table 7.19; the elements are discussed below.

TABLE 7.19   PHASES IN THE DEVELOPMENT OF POLICIES FOR TPEIS

The Phases of the Optimal Model by Dror (1973, 1987)	Details Identified
Phase 8: Sub-allocation of resources	**Caldwell & Spinks's (1999) consideration of resources:** 1. Knowledge 2. Technology 3. Power 4. Material 5. People 6. Time 7. Assessment 8. Information 9. Finance
Phase 11: Development of policy areas	**The policy areas for Training Programs in Emotional Intelligence identified in this research:** 1. Developing an Emotional Intelligence Leadership Culture at Senior Levels 2. Developing Self-Directed Learning amongst Public Servants 3. Providing Feedback and Support 4. Developing Social Competencies 5. Providing Training Opportunities for Public Servants 6. Selecting and Employing Trainers 7. Developing a Learning Organisation 8. Bringing about Organisational Change in Rayong Province 9. Developing a Learning Organisation Culture 10. Developing Self and Others 11. Developing a Work-Life Balance 12. Developing Improved communication 13. Developing Self-managing Teams 14. Gaining Support from Key Personnel 15. Developing Human Resource Systems

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.

The Phases of the Optimal Model by Dror (1973, 1987)	Details Identified
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 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 in Emotional Intelligence. 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 7.19.

Phase 11: Preparing alternative policies

I formulated a single draft policy for Training Programs in Emotional Intelligence that addresses the identified needs in each of the fifteen policy needs areas identified previously in this chapter (see Table 7.17).

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 three of the most senior provincial officers (see Attachment 2). The questions were as follows:

1. What is your overall response to the draft policy statement?

2. How feasible are these policy statement?

3. What key changes would you like to see in any revision of the
    draft policy?

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 Training
    Programs in Emotional Intelligence will greatly assist in the diffusion
    of this innovation.

2. **Appropriate communication and ongoing feedback**

    Senior management and Heads of Public Sectors should establish
    appropriate communication networks and ongoing feedback in order
    to meet individual needs and to support the organisational change
    necessary to develop future Training Programs in Emotional
    Intelligence.

3. **Communication across the public sectors and amongst public
    servants**

    Communication across the public sectors and amongst public servants
    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**

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Effective communication will be required to assist the change to a learning organisation, not only as the Training Programs in Emotional Intelligence are implemented, but in the overall training programs in the province

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. An evaluation of these draft policies (Stage 2 of the policy formulation) involved my interviewing three senior public servants, analysing the outcomes, and making judgements relating to changes to the draft policies in order to produce a final policy statement.

Drafting the Training Programs in Emotional Intelligence Policies

A draft policy for each of the fifteen policy areas listed in Table 7.4 was developed under three headings, as follows:

1. **Objectives:** derived from general Training Programs in Emotional Intelligence needs, and the specific individual, organisational and system needs, as developed in Chapter 6.

2. **Rationale:** derived from the detailed needs, as developed in Chapter 6.

3. **Policy Guidelines:** derived from a detailed sub-allocation of resources required to meet specific Training Programs in Emotional Intelligence needs as developed in Chapter 6.

First step: initial framework

A sample of the first step, in which the objectives, rationale and policy guidelines for Policy 1 are developed, is contained in Table 7.20.

Second step: developing the draft policy statement

Following the development of the initial framework, I considered all elements of the needs assessment, as developed in Chapter 6, in order to include them in the draft policy. This resulted in small adjustments to the Rationale, taking into account whether the policy was concerned with individuals, the organisation, or the system. Major additions were made to the policy guidelines: I found complex overlaps within and between the many elements, but was able to reduce them to relatively simple statements. The final outcome of this process − the draft policy − is contained in Attachment 9.

TABLE 7.20   SAMPLE FIRST STEP IN DEVELOPING POLICY STATEMENT

Serial	Training Programs in Emotional Intelligence Policy Needs & Needs Categories, leading to Policy Objectives	Identified Needs, leading to a Rationale for the Policy	Sub-Allocation of Resources Needs, leading to Policy Guidelines
1	**To promote and manage behavioural change at the individual level**	This need focuses on a personal management style that develops each individual as a moral agent who values Emotional Intelligence and who uses it to improve leadership skills that will support all members of the organisation.	1. Knowledge: Emotional Intelligence leadership knowledge and application 2. Technology: use video or CD (scenario for practice) 3. Power: support from senior management, head of Public Sectors and staff members 4. Material: Emotional Intelligence leadership package 5. People: practitioner, academic and administrator level of the public servants from 27 public sectors. 6. Time: 3 hrs/day/week 7. Assessment: individual check-list and feedback amongst peers 8. Information: learning manual and website 9. Finance: long term supporting over 5 years

Summary

In this chapter I have described the draft formulation of fifteen separate policy statements for a draft policy for Training Programs in Emotional Intelligence. 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 15 training policy needs. The second is the application of Dror's Optimal Model of policymaking to produce the 15 draft policy statements that comprise the draft policy.

In the next chapter, I report the outcomes of semi-structured interviews undertaken with three experts in order to test this draft policy, and how I used these interviews to produce the final form of the Policy for Training Programs in Emotional Intelligence.

CHAPTER 8

Final Policy Formulation

Introduction

As described in Chapter 7, I used the fifteen policy needs identified in the needs assessment to formulate a draft policy for Training Programs in Emotional Intelligence. In this chapter I report on my testing of this draft policy with three senior government officers using individual semi-structured interviews. I used the outcomes of these interviews to produce the final form of the Policy for Training Programs in Emotional Intelligence.

Testing the Draft Policy of Training Programs in Emotional Intelligence

In this step, I invited three senior officers – the Rayong Governor, one member of the Rayong Province Senate, and a professional from the area Community Leadership – to respond to the draft policy in a series of semi-structured interviews. The key questions I asked (see Attachment 2) were as follows:

1. What is your overall response to the draft policy statements?

2. How feasible are these policy statements?

3. What key changes would you like to see in any revision of the draft policy?

The key questions focused upon the fifteen draft policies that emerged as the consensus view of the key factors that Rayong Province required most in order to develop Training Programs in Emotional Intelligence and to adapt to change in the organisation, as described in Chapter 7.

As a basis for thinking about their meaning, I analysed the transcripts of the interviews by clustering the key points raised, and considering the similarities and differences between these and the original points contained in the draft policy. To assist my interpretation, I displayed the reduced data in a set of tables and used these to compare the responses of the three respondents. Finally, I highlighted the similarities and differences, and used these to both make judgements and draw conclusions regarding changes to be made to the draft policy for developing Training Programs in Emotional Intelligence in Rayong Province.

Developing an Emotional Intelligence Leadership Culture at Senior Levels

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and a related comment – are contained in Table 8.1. Four distinct key issues were identified from these comments: breadth of experiences; developing an Emotional Intelligence culture; skills practice; time management.

Breadth of experiences

Three concepts emerged within this key issue: a mix of theory and practice; training that meets affective needs by helping staff learn; training that meets needs, skills, and socio-economic experiences.

This policy supports a mix of theory and practice to develop an Emotional Intelligence leadership culture at senior levels. This is reflected in a comment by Respondent 3:

> The contents of Emotional Intelligence training would expect to have both
> theory and experiences (Respondent 3).

TABLE 8.1   EMOTIONAL INTELLIGENCE LEADERSHIP CULTURE AT
                 SENIOR LEVELS

Key Issue	Concept	Resp	Comments
Breadth of experiences	Mix of theory and practice	3	The contents of Emotional Intelligence training would expect to have both theory and experiences.
	Training should meet affective needs by helping staff learn	3	Leadership training should be promoted by the leader in the province so that the development of Emotional Intelligence can be undertaken by all staff. Anyone should be able to teach Emotional Intelligence to anybody and help them to learn.
	Training should meet needs, skills, and socio-economic experiences	3	These have many styles of training that should be selected to meet their needs and the contents of Emotional Intelligence leadership should integrate with socio-economic experiences.
Relevance of developing an Emotional Intelligence culture	Emotional Intelligence is important for development of a learning organisation	2	Senior management's involvement with management Emotional Intelligence training is not limited to aspects of policy, planning, programming, selection and motivation. It will be concerned with the development of a learning organisation.
	Emotional Intelligence important for Heads of public sector	1	At the present, Emotional Intelligence Leadership is important for Heads of public sector to develop this organisation. I agree with this policy because Heads of Public Sectors need to develop their skills to deal with the jobs of others.
	Emotional Intelligence important for leaders in both work and life	3	I think Emotional Intelligence leadership is very important for leaders to manage their work. I know they have leadership skills and the Rayong province has policies to develop, specifically, Emotional Intelligence skills that will affect both their work and life.
Skills practice	Need for specific skills, e.g. ICT skills	3	Using technologies for individual learning require appropriate computer skills for leaders.
	Need to practice skills	1	The content of Emotional Intelligence leadership should provide for practices of skills in training situations.
Time management	Training must be time effective for senior management	3	Time management of individual learning in Emotional Intelligence leadership will be important for senior management and Heads of Public Sectors.

The responses support the contention that an effective Emotional Intelligence leadership policy is one that can create the content and experiences that participants will be able to apply in their workplace.

There was support for senior staff leadership training that meets their affective needs:

> Leadership training should be promoted by the leader in the province so
> that the development of Emotional Intelligence can be undertaken by all
> staff. Anyone should be able to teach Emotional Intelligence to anybody
> and help them to learn (Respondent 3).

The responses support the policy that Training Programs in Emotional Intelligence should promote the concept of leadership at senior levels in the province; the senior officers supported the principle that the governor should take the lead in promoting this. This will help senior staff to gain an enhanced awareness of the importance of the individual role that they can play in the development of Emotional Intelligence in self and others at all levels of work practice.

The responses support the policy that the Emotional Intelligence training should meet needs, skills, and socio-economic experiences.

> These have many style of training that should be selected to meet their
> needs and the contents of Emotional Intelligence leadership should
> integrate with socio-economic experiences (Respondent 3).

These findings support the argument that Emotional Intelligence leadership training will be effective for public servants in the future when the program provides the following: appropriate opportunities to share socio-economic experiences within their workplace; the development of management strategies that support change in the work force; changes in government regulations; acceptance of growing trends towards globalisation; there is competition in the provision and support of this policy.

Relevance of developing an Emotional Intelligence culture

Three concepts emerged within this key issue: Training Programs in Emotional Intelligence are important in the development of a learning organisation; Training Programs in Emotional Intelligence are important for

Heads of Public Sectors; Training Programs in Emotional Intelligence are important for leaders in both their work and in their daily lives.

These responses support the policy that Training Programs in Emotional Intelligence is important for the development of a learning organisation.

> Senior management's involvement with management Emotional Intelligence training is not limited to aspects of policy, planning, programming, selection and motivation. It will be concerned with the development of a learning organisation (Respondent 2).

This response supports my view that a learning organisation should embrace a culture of lifelong learning, enabling all public servants to continually acquire and share knowledge. Senior management should take an active role in identifying the results of training and helping to ensure that subordinates use their skills in the workplace.

There was support for senior staff leadership training, recognising that the program will be important for development of the organisation.

> At the present, Emotional Intelligence Leadership is important for Heads of public sector to develop this organisation. I agree with this policy because Heads of Public Sectors need to develop their skills to deal with the jobs of others (Respondent 1).

Respondents supported the policy that Emotional Intelligence leadership training is important for Heads of Public Sectors. There is a need to develop appropriate leadership skills amongst staff to enable them to discharge their duties more effectively in workplace. This, in turn, will enable staff to assist in the development of the organisation.

Similarly, there was support for my view that Training Programs in Emotional Intelligence will assist in developing the Emotional Intelligence capacities of respondents in the province in all aspects of their life.

> I think Emotional Intelligence leadership is very important for leaders to manage their work. I know they have leadership skills and the Rayong

> province has policies to develop, specifically, Emotional Intelligence skills
> that will affect both their work and life (Respondent 3).

This response supports the policy that Training Programs in Emotional Intelligence be applied in the development of leadership skills that will influence both the work and lives of staff.

These findings indicate support for Training Programs in Emotional Intelligence that involve Heads of Public Sectors, and which will develop appropriate knowledge, skills and attitudes that will enable them to maintain an appropriate work-life balance.

Skills practice

Two concepts emerged within this key issue: the need for specific skills (e.g., ICT skills), and the need to practice skills.

The respondents recognised that Training Programs in Emotional Intelligence require computer-based skills if the development of effective Emotional Intelligence leadership learning models of senior management and staff members in the province is to be realised.

> Using technologies for individual learning require appropriate computer
> skills for leaders (Respondent 3).

Computer-based training is seen as essential for an interactive training experience in which the computer provides the Emotional Intelligence leadership learning stimulus: senior management and staff members must respond; a computer analysis of the responses provides essential feedback to guarantee continuous improvement. These findings support a policy that enables leaders to develop the necessary computer skills in order that the outcomes of Training Programs in Emotional Intelligence might be achieved.

Respondents supported the policy that recognises the need to practice Emotional Intelligence leadership skills.

> The content of Emotional Intelligence leadership should provide for practice of skills in training situations (Respondent 1).

These responses support a Training Programs in Emotional Intelligence policy for change management, particularly in relation to an enhanced awareness of self and others that will be applied in work practices. The Training Programs in Emotional Intelligence should promote appropriate leadership skills at senior levels in the province, both in conventional classrooms and in e-learning.

Time management

One concept emerged within this key issue: training must be time-effective for senior management.

> Time management of individual learning in Emotional Intelligence leadership will be important for senior management and Heads of Public Sectors (Respondent 3).

The responses confirmed that any practical policy should consider time management of individual learning, and that senior management and staff must be willing about, and comfortable with undertaking Training Programs in Emotional Intelligence, both individually and in groups. This supports my view that any practical policy should encourage active involvement in Emotional Intelligence leadership training, while allowing flexibility in finding time for training.

Developing Self-Directed Learning amongst Public Servants

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.2. Three distinct key issues were identified from these comments: application planning; learning opportunity; the relevance of developing an Emotional Intelligence culture. These key issues are dealt with separately, below.

TABLE 8.2   DEVELOPING SELF-DIRECTED LEARNING AMONGST PUBLIC SERVANTS

Key Issue	Concept	Resp	Comments
Application planning	Strategic planning	3	In the system to motivate the public servants to develop their self-directed learning, it is important that the Rayong Province should set the strategic plan.
Learning opportunity	Classroom training	2	This policy has to be concerned with people dislike machines of the new technology; therefore, Rayong Province has to provide training courses in the classroom for them.
Relevance of developing self-directed learning	Appropriated transfer of learning for developing behaviour	3	The policy of developing self-directed learning amongst public servants is good because they can develop appropriate behaviour through the transfer of learning.
	Providing resources	1	Rayong Province is able to support tools and budget for self-directed learning.
		3	This policy should be supported strongly and continuously by the Rayong Governor.
	Self-directed learning useful for job performance	1	Self-directed learning will be useful in developing their job performance, I think this policy should direct the steps of learning in which public servants will get involved.

Application planning

One concept emerged within this key issue: training should arise from the province's strategic plan. In the system to motivate the public servants to develop their self-directed learning, it is important that the Rayong Province should set the strategic plan. This response supports the policy that Training Programs in Emotional Intelligence should involve self-directed learning that is part of Rayong Province's strategic plan.

Learning opportunity

One concept emerged within this key issue: self-directed learning still requires learning opportunities that will take place in a classroom**.**

> This policy has to be concerned with people who dislike the machines of
> the new technology; therefore, Rayong Province has to provide training
> courses in the classroom for them (Respondent 2).

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This response suggests that self-directed learning requires both e-learning and classroom training for public servants who are unwilling to use computer technology. Self-directed learning will include several courses; for the time being, all these courses will need to contain parallel e-learning and classroom training elements.

Relevance of developing self-directed learning

Three concepts were emphasised within this key issue: appropriate transfer of learning is required for developing behaviour, providing resources, and for ensuring the usefulness of self-directed learning in job performance.

These responses support the policy that self-directed learning can develop appropriate behaviours.

> The policy of developing self-directed learning amongst public servants is good because they can develop appropriate behaviour through the transfer of learning (Respondent 3).

This response supports the policy that Training Programs in Emotional Intelligence should focus on appropriate self-directed learning which occurs in a spiral manner in order to develop behaviours that are supported by practice on the job.

The responses support the policy that Rayong Province should provide resources to develop self-directed learning.

> This policy should be supported strongly and continuously by the Rayong Governor (Respondent 3).

These responses support my view that self-directed learning has the strong support of the Rayong Governor. He indicated his own personal support for the use of self-directed learning in improving job performance.

> Self-directed learning will be useful in developing their job performance; I think this policy should direct the steps of learning in which the public servants will get involved (Respondent 1).

These responses suggest that self-directed learning is likely to become more common in the future as Rayong Province seeks a flexible and clearly-defined approach in the training of its public servants. The training should, in particular, take advantage of technologies that encourage public servants to be proactive in their learning.

TABLE 8.3   PROVIDING FEEDBACK AND SUPPORT

Key Issue	Concept	Resp	Comments
Performance management	A culture of bureaucratic management	2	It is obvious that appraisal and control of both participants and Training Programs in Emotional Intelligence must concern senior management that the appraisal should be a function carried out by specialist staff and line management, together.
	Feedback and support with stakeholder	2	The management, in providing feedback and support, should participate with the stakeholders (subordinates, peers, customers, boss in the province and themselves) in a 360-degree feedback process.
	Key personnel valuing feedback and support	3	Line managers … would need to support, and participate in, future feedback and support have to add value of senior management and Heads of Public Sectors.
Relevance of providing feedback and support	Assessment elements	3	The assessment process of this policy should provide the type of competencies that are related to the feedback processes.
		1	… the best way was to have them involved in self-assessment schedules and to know how to develop their behaviour.
	Feedback and support useful for behavioural development	3	The policy of providing feedback and support will be useful for public servants' behavioural development.
	Providing resources	1	Rayong Province can support tools and budget for this policy.
Skills practice	Need for specific skills, e.g. computer skills	1	It is possible to provide feedback and support for public servants with the ICT but we have to ensure that the public servants have computer skills. Only then will the Heads of Public Sectors promote their subordinates.
Strategic adviser	Selecting people with expertise	1	We have to find professionals who can manage this policy.
Training administration	Coordination of activities after training	1	The steps for providing feedback and support should be clear on achievement of knowledge and behavioural outcomes.

Providing Feedback and Support

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.3. Five distinct key issues were identified from these comments: performance management; relevance of providing feedback and support; skills practice; strategic adviser; and training administration. Each of these key issues is dealt with separately, below.

Performance management

Three concepts are supported within this key issue: a culture of bureaucratic management; feedback and support with stakeholder; key persons' value of feedback and support.

There was support for the policy that Training Programs in Emotional Intelligence would operate successfully within a culture of bureaucratic management.

> It is obvious that appraisal and control of both participants and Training
> Programs in Emotional Intelligence … should be a function carried out by
> specialist staff and line management, together (Respondent 2).

Within this bureaucratic culture, the Heads of Public Sectors should be concerned with the feedback and support of their subordinates.

> The management, in providing feedback and support, should participate
> with the stakeholders (subordinates, peers, customers, boss in the province
> and themselves) in a 360-degree feedback process (Respondent 2).

A 360-degree feedback process would involve individual public servants with key personnel in the design of specific personal development. These key personnel would need to value feedback and support in Training Programs in Emotional Intelligence.

> Line managers … would need to support and participate in future feedback
> and support that would add to the value of senior management and Heads
> of Public Sectors (Respondent 3).

This response supports the policy that Training Programs in Emotional Intelligence should train senior management and Heads of Public Sectors in line management to accept performance management as part of their role.

Relevance of providing feedback and support

Four concepts emerged within this key issue: Training Programs in Emotional Intelligence contain an assessment element; feedback and support would be useful in behavioural development; providing resources; a self-assessment focus in behavioural development.

The response supports the policy that Training Programs in Emotional Intelligence should have assessment that includes a feedback element.

> The assessment process of this policy should provide the type of competencies that are related to the feedback processes (Respondent 3).

The importance of a self-assessment focus on behavioural development was included as an essential assessment element in feedback and support.

> … the best way was to have them involved in self-assessment schedules and to know how to develop their behaviour (Respondent 1).

There was support for self-assessment schedules that focused on behavioural development and which took into account specific assessment needs that linked with an overall behavioural developmental plan.

A feedback process was seen as a necessary part of the assessment of public servants' competencies. Feedback and support processes were seen as being useful for behavioural development.

> The policy of providing feedback and support will be useful for public servants' behavioural development (Respondent 3).

The responses supported the development of more general behaviours across a wide range of situations with these behaviours being supported by specific feedback and support.

Once again, there was acknowledgement that Training Programs in Emotional Intelligence would need appropriate support resources.

> Rayong Province can support tools and budget for this policy (Respondent 1).

Appropriate resources for the feedback and support process should include tools, facilities, personnel and materials across different stages of the training process.

Skills practice

One concept emerged within this key issue: the need for specific skills, e.g., computer skills.

> It is possible to provide feedback and support for public servants with the ICT but we have to ensure that the public servants have computer skills. Only then will Heads of Public Sectors promote their subordinates (Respondent 1).

Computer-based learning requires a level of ICT skills for the public servants that should be provided as part of Training Programs in Emotional Intelligence. A visible sign of support will emerge for public servants when Heads of Public Sectors become involved in Training Programs in Emotional Intelligence.

Strategic adviser

One concept emerged within this key issue: selecting people with the necessary expertise to manage Training Programs in Emotional Intelligence.

> We have to find professionals who can manage this policy (Respondent 1).

A practical response to the policy is required: a key resource will be people with the appropriate strategic and practical background. It also highlights the need to provide advisers who will be able to offer advice regarding the process of Training Programs in Emotional Intelligence.

Training administration

One concept emerged within this key issue: the need for coordination of activities following specific Training Programs in Emotional Intelligence.

> The steps for providing feedback and support should be clear on achievement of knowledge and behavioural outcomes (Respondent 1).

This supports the contention that any practical policy should provide follow-up goals and outcomes to Training Programs in Emotional Intelligence in order to motivate all public servants and to continue to meet their needs.

Developing Social Competencies

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.4. Two distinct key issues were identified from these comments: extension of Emotional Intelligence training; the relevance of developing social competencies. Each of these key issues is dealt with separately, below.

The policies for the Training Programs in Emotional Intelligence should match the organisation's strategic direction and create a feeling of goodwill towards improving overall Emotional Intelligence social skills, meeting overall Emotional Intelligence competencies in the training, and motivating public servants in order to meet their Emotional Intelligence needs.

Extension of EI training

One concept emerged within this key issue: TPEIs should combine and link the organisation needs.

> This policy should be linked with other policies that aim to develop EI competencies and which are linked to the needs of the organisation (Respondent 1).

TABLE 8.4   DEVELOPING SOCIAL COMPETENCIES

Key Issue	Concept	Resp	Comments
Extension of Emotional Intelligence training	Training should combine and link the organisation's needs	1	This policy should be linked with other policies that aim to develop Emotional Intelligence competencies and which are linked to the needs of the organisation.
Relevance of developing social competencies	Providing resources	1	Of course we can provide a budget for e-learning but the action plan of this policy should be clear for developing public servants' behaviours.
		2	To develop Emotional Intelligence social competencies should be have to maintain continuously the budget and resources.
	Promoting e-learning	1	E-learning has to be promoted for any training programs for public servants in the Province.
	Using e-learning to develop behaviours	1	Using e-learning to develop social competencies will be useful for public servants, they have to accept to participate for this learning.
		3	I agree with the policy that using online e-learning to provide Emotional Intelligence social competencies will be useful to develop public servants in Rayong Province.

The policies for the TPEIs should match the organisation's strategic direction and create a feeling of good will towards improving overall EI social skills meeting. Overall EI competencies in the training, and motivating public servants in order to meet their EI needs.

Relevance of developing social competencies

Three concepts emerged within this key issue: providing resources; promoting e-learning; using e-learning to develop behaviours.

The responses revealed that Rayong Province can provide resources to develop e-learning.

> Of course we can provide a budget for e-learning but the action plan of this policy should be clear for developing public servants' behaviours (Respondent 1).

Such a budget would need to be maintained to provide the resources required for training in Rayong Province.

The policy that Emotional Intelligence social competencies have to be supported by e-learning is supported.

> E-learning has to be promoted for any training programs for public
> servants in the Province (Respondent 1).

It is believed that Training Programs in Emotional Intelligence using e-learning will promote Emotional Intelligence social competencies and will bring about meaningful behavioural change amongst the public servants.

> I agree with the policy that using online e-learning to provide Emotional
> Intelligence social competencies will be useful to develop public servants
> in Rayong Province (Respondent 3).

The respondents supported the policy to develop Emotional Intelligence social behaviours that will enable them to manage the behavioural changes required in their workplace, agreeing that e-learning would be useful in developing Emotional Intelligence social competencies of public servants in the Province.

Providing Training Opportunities for public servants

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.5. Two distinct key issues were identified from these comments: the relevance of providing training opportunities for public servants; risk management. Each of these key issues is dealt with separately, below.

TABLE 8.5   PROVIDING TRAINING OPPORTUNITIES FOR PUBLIC SERVANTS

Key Issue	Concept	Resp	Comments
Relevance of providing training opportunities for public servants	CEO committee acceptance and support from bank	1	An e-learning foundation should be considered by the CEO's committee with the strong support of a bank.
	E-learning foundation for developing behaviours	3	To set-up an e-learning foundation is a creative policy to develop public servants' skills in the province. This way, the province gives encouragement to its public servants to develop themselves.
	Provision of PCs for e-learning	1	Another way we can give support is to provide enough personal computers for all departments in the public sectors so that they can share e-learning amongst the public servants in their departments.
	Support for a Wireless Area Network at Governor Office	1	We can support a Wireless Area Network to give public servants to access to updated programs that can, at first, be delivered at the Governor's Office.
	Using e-learning to develop social competence	2	I agree with the establishment of an e-learning foundation that they can assist with the use of computers in online learning.
	Using online learning to develop oneself	3	The action plan involving e-learning will enable public servants to participate in online learning while, at the same time, being able to saes the individuals' benefits from the outcomes of that learning.
Risk management	Application planning of a blueprint for change in the Province	3	The province should engage in risk management associated with each policy statement in the blueprint for change.

Relevance of providing training opportunities for public servants

Six concepts emerged within this key issue: CEO committee acceptance and support from banks; e-learning as a foundation for developing behaviours; provision of PCs for e-learning; support for a Wireless Area Network at the Governor's Office; using e-learning to develop social competence; using online learning to develop oneself.

The policy that the CEO's committee should consider the acceptance and support of a bank was supported.

> An e-learning foundation should be considered by the CEO's committee with the strong support of a bank (Respondent 1).

It was agreed that the CEO's committee should seek the support of a bank to support loans for public servants to purchase appropriate hardware. There was very strong support for the establishment of an e-learning foundation to assist these developments.

> To set-up an e-learning foundation is a creative policy to develop public servants' skills in the province. This way, the province gives encouragement to its public servants to develop themselves (Respondent 3).

Further support was recommended to ensure that personal computers are made available for e-learning.

> Another way we can give support is to provide enough personal computers for all departments in the public sector so that they can share e-learning amongst the public servants in their departments (Respondent 1).

There was additional support for the establishment of a Wireless Area Network in the Governor's Office.

> We can support a Wireless Area Network to give public servants access to updated programs that can, at first, be delivered at the Governor's Office (Respondent 1).

A Wireless Area Network at their workplace would require an e-learning server at the Rayong Governor's Office for the delivery of Training Programs in Emotional Intelligence. This network would also be supported by an e-learning foundation.

> I agree with the establishment of an e-learning Foundation that can assist with the use of computers in online learning (Respondent 2).

, there was strong support for the creative provision of training opportunities and resources that would enable public servants to expand their Emotional Intelligence knowledge and skills. In doing this, the scope for enhancing personal development would be greatly improved.

> The action plan involving e-learning will enable public servants to
> participate in online learning while, at the same time, being able to saes the
> individuals' benefits from the outcomes of that learning (Respondent 3).

The response supports the policy that the province should provide Emotional
Intelligence training opportunities for public servants by the provision of
online learning. There is a need to set the direction for allowing public
servants to collaborate with other learners in developing e-learning, allowing
them to be innovators and early adopters of the online learning innovation.

Risk management

One concept emerged within this key issue: application planning of a
blueprint for change in the Province.

> The province should engage in risk management associated with each
> policy statement in the blueprint for change (Respondent 3).

There is a need to include a risk management policy element in this blueprint
for change.

Selecting and employing trainers

The specific key issues – together with the concepts addressed by the
Respondents 1, 2, and 3 and related comments – are contained in Table 8.6.
Three distinct key issues were identified from these comments: coach focus;
coaching roles; the relevance of selecting and employing trainers. Each of
these key issues is dealt with separately, below.

Coaching focus

One concept emerged within this key issue: selecting coaches as the primary
drivers of organisational change.

> The Governor and Heads of Public Sectors need to recognise the value of
> selecting and employing trainers to be coaches as the primary force to
> facilitate and achieve change in the organisation (Respondent 3).

TABLE 8.6   SELECTING AND EMPLOYING TRAINERS

Key Issue	Concept	Resp	Comments
Coaching focus	Selecting coaches for the primary organisational change	3	The Governor and Heads of Public Sectors need to recognise the value of selecting and employing trainers to be coaches as the primary force to facilitate and achieve change in the organisation.
Coaching roles	Roles of Heads of Public Sectors	1	This policy will be came true for framework of coaching in the province therefore the action plan should list the contents and roles of coaches after training.
	Recognise the importance of effective training and development of coaching roles	3	Line management is growing in both public and private sectors. The importance of effective training and development of coaching roles is recognised in Rayong Province and line managers must expect to be assessed on the extent to which they discharge the function as a part of their normal role.
Relevance of selecting and employing trainers	Effectiveness of train-the-trainer programs	1	We have to ensure that train-the-trainer programs for Heads of Public Sectors will be meet their needs.
	Engagement of outsource experts to train Emotional Intelligence programs	1	We can engage vary outsource experts for train-the-trainer programs such as Leader Training Institute of Thailand, university or private sectors.
		3	Selecting and employing trainers in the train-the-trainer programs should ensure that the standards in the Emotional Intelligence training context are high.
	Engagement of professional trainers or consultant from outside the organisation	2	I agree with this policy that Rayong Province have to engage professional trainers or consultants from outside the organisation and they should have expertise in the Emotional Intelligence topic and experience in training.

This response strengthens the policy that Training Programs in Emotional Intelligence trainers should meet the essential requirements of the Governor and Heads of Public Sectors: that they will only employ trainers who are 'professional persons' who recognise their key role in making changes in the organisation. This supports my view that practical policy should consider trainers who are able to involve and use change management in the training and development functions, and who are able to adopt new approaches and take advantages of new technologies in the Training Programs in Emotional Intelligence.

Coaching roles

Two concepts emerged within this key issue: the roles of Heads of Public Sectors; recognising the importance of effective training, and the development of coaching roles.

The policy supports the role of Heads of Public Sectors in setting up a framework to support the work of coaches, both before and after the Training Programs in Emotional Intelligence.

> This policy will provide a true framework for coaching in the province; therefore, the action plan should list the contents and roles of coaches after training (Respondent 1).

There was support for the important coaching role that the Heads of Public Sectors will have in supporting their subordinates in the workplace. There was similar support for the role of managers in the public sector, particularly in recognising the importance of effective training and the development of coaching roles.

> Line management is growing in both public and private sectors. The importance of effective training and development of coaching roles is recognised in Rayong Province and line managers must expect to be assessed on the extent to which they discharge the function as a part of their normal role (Respondent 3).

The response supports my view that the policy should ensure that a coaching role is a natural part of the role of Heads and line managers in the province.

Relevance of selecting and employing trainers

Three concepts emerged within this key issue: effectiveness of train-the-trainer programs; engagement of outsource experts to train Emotional Intelligence programs; engagement of professional trainers or consultants from outside the organisation.

There was support for the involvement of Heads of Public Sectors in train-the-trainer programs.

> We have to ensure that train-the-trainer programs for Heads of Public
> Sectors will meet their needs (Respondent 1).

The response supports the policy that train-the-trainer programs should help promote the concept of coaching within the province. Appropriate trainers will be required to ensure that they are effective in developing the appropriate coaching skills; it will be necessary to outsource the engagement of experts in this area.

> Selecting and employing trainers in the train-the-trainer programs should
> ensure that the standards in the Emotional Intelligence training context are
> high (Respondent 3).

These professional trainers and consultants should be sought from a range of quality organisations within Thailand.

> I agree with this policy that Rayong Province have to engage the
> professional trainers or consultants from outside the organisation and they
> should have expertise in the Emotional Intelligence topic and experience in
> training (Respondent 2).

There was support for the engagement of external trainers and consultants expert at a range of levels within the organisation.

Developing a learning organisation

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.7. Three key issues were identified from these comments: human resource development; performance management; the relevance of developing a learning organisation. Each of these key issues is dealt with separately, below.

TABLE 8.7   DEVELOPING A LEARNING ORGANISATION

Key Issue	Concept	Resp	Comments
Human resource development	Central government policy guidelines	2	The central government's policies have guidelines to establish Knowledge Centres that will develop human resource in the province and Rayong Province has to follow these guidelines.
Performance management	Providing resources	1	We can establish a Knowledge Centre and provide the position of Knowledge Officer.
		1	Of course we can provide tools and budget for the support of a Knowledge Centre.
Relevance of developing a learning organisation	Effective promotion of a culture of service	3	To develop and promote a culture of service should motivate public servants to be more aware of their tasks and to show greater empathy towards others.
	Effectiveness of online e-learning	1	Using technology, online e-learning is valued in the Province, allowing public servants to collaborate and interact across the system and amongst all public servants and staff members.
	Emotional Intelligence sharing knowledge to develop culture in organisation	1	I believe that a learning organisation, with sharing of knowledge of Emotional Intelligence, can develop the service culture in the organisation.
	Focus on Emotional Intelligence learning to develop organisation	3	This learning organisation is too broad, therefore the province should use Training Programs in Emotional Intelligence to bring public servants together to achieve the objectives of Emotional Intelligence learning for organisational development.
	Stakeholder participation	2	A successful learning organisation needs to involve the Heads of public service and senior management.

Human resource development

One concept emerged within this key issue: central government policy guidelines for human resource development.

> The central government's policies have guidelines to establish Knowledge
> Centres that will develop human resource in the provinces and Rayong
> Province has to follow these guidelines (Respondent 2).

The policy guideline is supported at both national and provincial level.

Performance management

One concept emerged within this key issue: providing resources for Training Programs in Emotional Intelligence.

> We can establish a Knowledge Centre and provide the position of Knowledge Officer (Respondent 1).

There was clear and strong support for this policy initiative.

Relevance of developing a learning organisation

Five concepts emerged within this key issue: Training Programs in Emotional Intelligence are effective promotion of a culture of service in the learning organisation; effectiveness of online e-learning; Emotional Intelligence sharing knowledge to develop culture in organisation; focus on Emotional Intelligence learning to develop organisation; stakeholder participation in learning organisation. There was particular support for the policy that Training Programs in Emotional Intelligence would be effective in promoting a culture of service in the learning organisation.

> To develop and promote a culture of services should motivate public servants to be more aware of their tasks and to show greater empathy towards others. In order to develop a culture of service, public servants should accept the Emotional Intelligence competencies that they can use in their dealings with the people, and to use them at all levels in the organisation. The value of using online e-learning in developing this culture was acknowledged.

> Using technology, online e-learning is valued in the Province, allowing public servants to collaborate and interact across the system and amongst all public servants and staff members (Respondent 1).

The response supports the policy that effective online e-learning is valuable for the development of a learning organisation. At the same time, sharing knowledge of Emotional Intelligence will assist in developing the service culture of the organisation.

> I believe that a learning organisation, with sharing of knowledge of
> Emotional Intelligence, can develop the service culture in the organisation
> (Respondent 1).

A focus on Training Programs in Emotional Intelligence across the whole province, it was agreed, would assist in developing a learning organisation.

> This learning organisation is too broad, therefore the province should use
> Training Programs in Emotional Intelligence to bring public servants
> together to achieve the objectives of Emotional Intelligence learning for
> organisational development (Respondent 3).

The response supports the policy that Training Programs in Emotional Intelligence will enhance the capacity to learn, adapt and change across a complex and diverse organisation. Training Programs in Emotional Intelligence will support active stakeholder participation across senior levels of the learning organisation.

> A successful learning organisation needs to involve the Heads of public
> service and senior management (Respondent 2).

There was strong support for the policy that, in learning organisations, learning occurs not only at individual-public servant levels but also at the group and organisational levels.

Bringing about organisational change in Rayong Province

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.8. Three distinct key issues were identified from these comments: performance management; relevance of developing a learning organisation; and sharing knowledge. Each of these key issues is dealt with separately, below.

TABLE 8.8   BRINGING ABOUT ORGANISATIONAL CHANGE IN RAYONG PROVINCE

Key Issue	Concept	Resp	Comments
Performance management	Using TQM to develop a learning organisation	3	It became clear when the Province established Total Quality Management (TQM) within its Knowledge Centre that it was, in fact, establishing a learning organisation.
Relevance of research in developing a learning organisation	Quality of customer service	1	The research will be focus on organisational development which is related to the quality of customers service.
	Using research as part of the adoption process	3	I agree with the benchmarking for best practice because the Province can learn the best things and identify the 'know how' needed for developing their workplaces.
	Using research for benchmarking	1	I agree that this policy might become a task for the Knowledge Centre that will use research on best practice for organisational development.
	Using research to meet organisation needs	2	I agree with using research to measure important factors for the learning organisation that examine the lessons senior management and Heads of Public Sectors will learn from critical events in their organisation.
	Using research as part of the diffusion of the innovation.	2	The research has provided the guidelines, with examples of experiences, that will enhance the knowledge and skills and how Heads of Public Sectors can best use these skills.
Sharing knowledge	Stakeholder participation	3	Organisational change in Rayong Province has to be continuously looking at the detail of stakeholder actions in the light of the whole, informed by a vision which they share with each other.

Performance management

One concept emerged within this key issue: using Total Quality Management (TQM) to develop a learning organisation.

> It became clear when the Province established Total Quality Management within its Knowledge Centre that it was, in fact, establishing a learning organisation (Respondent 3).

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This response supports the policy that the Governor should continue to take the lead in developing the learning organisation already established by the formation of a Knowledge Centre with the Province as part of the process of total quality management. This office will assist senior staff in developing feedback mechanisms, and measuring progress based on readily available data.

Relevance of research in developing a learning organisation

Five concepts emerged within this key issue: quality of customer service; using research as part of the adoption process; using research for benchmarking; using research to meet organisation needs; using research as part of the diffusion of the innovation.

It is believed that Training Programs in Emotional Intelligence will develop the quality of customer service.

> The research will focus on organisational development which is related to
> the quality of customer service (Respondent 1).

The response supports the policy that improved customer service due to increased availability of organisational development will benefit the people in the province. This professional development policy will benefit, generally, from the research undertaken in this dissertation, particularly in the area of best practice:

> I agree with benchmarking for best practice because the province can learn
> the best things and identify the 'know how' needed for developing their
> workplaces (Respondent 3).

There was strong support for using research for benchmarking in the development of the organisation.

> I agree that this policy might become a task for the Knowledge Centre that
> will use research on best practice for organisational development
> (Respondent 1).

There was support for this result which has identified key organisational needs.

> I agree with using research to measure important factors for the learning organisation that examine the lessons senior management and Heads of Public Sectors will learn from critical events in their organisation (Respondent 2).

This research will provide a basis for establishing support for the policy of developing a learning organisation and will assist in the diffusion of the Training Programs in Emotional Intelligence innovation.

> The research has provided the guidelines, with examples of experiences, that will enhance the knowledge and skills and how Heads of Public Sectors can best use these skills (Respondent 2).

Overall, the respondents supported the development of this specific policy, especially the use of research on best practice to guide the development in order to bring about effective organisational change in the Province.

Sharing knowledge

One concept emerged within this key issue: stakeholder participation in organisational change.

> Organisational change in Rayong Province has to be continuously looking at the detail of stakeholder actions in the light of the whole, informed by a vision which they share with each other (Respondent 3).

These responses further support the policy of involving all stakeholders as innovators and early adopters of the Training Programs in Emotional Intelligence innovation in order to bring about organisational change.

Developing a learning organisation culture

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.9. Four distinct key issues were identified from these comments: diffusion of

the innovation; relevance of developing a learning organisation culture; sharing knowledge; strategic advisers. Each of these key issues is dealt with separately, below.

TABLE 8.9   DEVELOPING A LEARNING ORGANISATION CULTURE

Key Issue	Concept	Resp	Comments
Diffusion of the training innovation	Creating innovations and new ideas to develop the organisation	1	It's good that the Knowledge Centre will be created to support innovations and to allow new ideas to develop the organisation in the province.
	Early adopters of the innovation	3	Any organisation which succeeds in culture change will have established itself as a learning organisation in order to achieve the desired changes. The Province will get public servants to adopt new attitudes, with a new behaviours flowing from the new perspectives of Emotional Intelligence competencies.
Relevance of developing a learning organisation culture	Providing feedback mechanisms	3	To promote feedback is crucial to the learning organisation because stakeholders need to know whether what is being attempted is working out in Emotional Intelligence behaviours.
	Providing resources	1	It's possible to provide Electronic Performance Support Systems. We will develop an ICT centre to provide online skills training that the public servants can access with intranet to meet their needs.
	Rewarded , promoted and supported by the Governor	1	… the achievement of Public Sectors development will be rewarded with the bonuses because we will set key performance indicators (KPIs) and assessment with the score of KPIs.
	Stakeholder participation for developing in organisation	2	The province needs to be concerned with the idea of 'developing together', rather than 'being developed' or 'being improved' within the organisation
Sharing knowledge	Stakeholder participation	3	In this policy there has to be sharing of vision with the Rayong Governor, and a willingness on the part of senior management to learn from what everybody has to say and to seek consensus in a shared vision in Emotional Intelligence learning.
Strategic advisers	Selection the expertise person	3	The province should engage experts from outside sources to help the Knowledge Centre in developing Training Programs in Emotional Intelligence.

Diffusion of the training innovation

Two concepts emerged within this key issue: creating innovations and new ideas to develop the organisation; early adopters of the innovation.

There was support for creating innovations and new ideas to develop the organisation. A significant policy initiative was the establishment of a Knowledge Centre.

> It's good that the Knowledge Centre will be created to support innovations and to allow new ideas to develop the organisation in the province (Respondent 3).

There was support for a policy that enables public servants to become early adopters of the innovation.

> Any organisation which succeeds in culture change will have established itself as a learning organisation in order to achieve the desired changes. The Province will get public servants to adopt new attitudes, with new behaviours flowing from the new perspectives of EI competencies (Respondent 3).

The response confirmed a policy that would persuade public servants to accept change by being involved with their colleagues in the development of EI competencies.

Relevance of developing a learning organisation culture

Four concepts emerged within this key issue: providing feedback mechanisms; providing resources; being rewarded, promoted and supported by the Governor; and stakeholder participation in developing the organisation.

There was particular support for a policy that provides feedback mechanisms effective in developing a learning organisation culture.

> To promote feedback is crucial to the learning organisation because stakeholders need to know whether what is being attempted is working out in Emotional Intelligence behaviours (Respondent 3).

At the same, there was support of the provision of resources to support and encourage improvement of learning capacities.

> It's possible to provide Electronic Performance Support Systems. We will
> develop an ICT centre to provide online skills training that the public
> servants can access with intranet to meet their needs (Respondent 1).

The response supports the policy that effective online e-learning with Electronic Performance Support Systems would be valuable for developing a learning organisation culture. At the same time, a system of rewards was promoted and supported by the Governor.

> … the achievement of public sector development will be rewarded with
> bonuses because we will set key performance indicators (KPIs) and
> assessment with the score of KPIs (Respondent 1).

In order to develop a culture of Emotional Intelligence learning, public servants should promote successful development of Emotional Intelligence competencies. The participation of all stakeholders in Training Programs in Emotional Intelligence was seen to assist in developing a 'togetherness' culture in the organisation.

> The province needs to be concerned with the idea of 'developing together',
> rather than 'being developed' or 'being improved' within the organisation
> (Respondent 2)

The responses to this policy element show strong support for the notion that stakeholder participation in Emotional Intelligence learning will assist in developing the organisation.

Sharing knowledge

There was support for the policy that stakeholder participation in developing a shared vision for Training Programs in Emotional Intelligence should be developed.

> In this policy there has to be sharing of vision with the Rayong Governor,
> and a willingness on the part of senior management to learn from what

> everybody has to say and to seek consensus in a shared vision in
> Emotional Intelligence learning (Respondent 3).

This response supports the policy of full participation on the part of all stakeholders in the Province.

Strategic advisers

This response supports the policy that selection of persons with appropriate expertise as strategic advisers will assist in the development of the Knowledge Centre.

> The province should engage experts from outside sources to help the
> Knowledge Officer in developing Training Programs in Emotional
> Intelligence (Respondent 3).

This element of policy supports internal collaboration, support, teamwork and encouragement in making Training Programs in Emotional Intelligence a focus for the development of a learning organisation within Rayong Province.

Developing self and others

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.10. Three distinct key issues were identified from these comments: diffusion of the innovation; relevance of the issue in developing self and others; training administration. Each of these key issues is dealt with separately, below.

Diffusion of the training innovation

One concept emerged within this key issue: Training Programs in Emotional Intelligence should provide effective ways for communication.

TABLE 8.10   DEVELOPING SELF AND OTHERS

Key Issue	Concept	Resp	Comments
Diffusion of the training innovation	Effective ways for communication	3	Using E-learning with e-mail is perhaps most suitable for person to person communications so that the computer conferencing allows groups of public servants to communicate in a way that they can all share the text of the group messages.
Relevance of Emotional Intelligence in developing self and others	Developing of oneself and others	3	This policy should list Emotional Intelligence behaviours and encourage public servants to beware in developing of self and others.
	Usefulness of e-learning	1	I agree that using e-learning to develop their behaviours will be useful not only in Training Programs in Emotional Intelligence but will be useful for all online learning in the Province.
	Providing resources	1	Tools and budget for support online learning will be integrated in the Province.
Training administration	Applying Emotional Intelligence competencies in other courses	1	This policy can be managed in the same way as other policies which would develop public servants' competencies following Emotional Intelligence.
	Effective Emotional Intelligence training programs	2	Rayong Province should provide suitable Emotional Intelligence training programs and follow-up the behaviour after training.

> Using E-learning with e-mail is perhaps most suitable for person to person communications so that the computer conferencing allows groups of public servants to communicate in a way that they can all share the text of the group messages (Respondent 3).

The policies for Training Programs in Emotional Intelligence should encourage group communication amongst the public servants in the Province. Such communication is probably facilitated best by using e-mail as part of e-learning.

Relevance of Emotional Intelligence in developing self and others

Three concepts emerged within this key issue: developing of oneself and others; usefulness of e-learning; providing resources.

The response supports the policy that Training Programs in Emotional Intelligence should develop self and others.

> This policy should list Emotional Intelligence behaviours and encourage public servants to be aware of developing both self and others (Respondent 3).

It was agreed that effective e-learning should be used to develop both self and others in the workplace.

> I agree that using e-learning to develop their behaviours will be useful not only in Training Programs in Emotional Intelligence but for all online learning in the Province (Respondent 1).

It was accepted that there was a consequent need and a related commitment to provide resources from within the Province to enhance online learning skills.

> Tools and budget for support online learning will be integrated in the Province (Respondent 1).

The policy that employs e-learning to develop both self and others that will change public servants' behaviours leading to a more satisfactory job performance is strongly supported. Resources will be required over an extended period of time in order to provide the necessary hardware and software support required for Training Programs in Emotional Intelligence in Rayong Province.

Training administration

Two concepts emerged within this key issue: applying Emotional Intelligence competencies in other courses; effective Emotional Intelligence training programs.

The policy supporting Training Programs in Emotional Intelligence to develop Emotional Intelligence competencies would have management spin-offs in the development of other competencies.

> This policy can be managed in the same way as other policies which
> would develop public servants' competencies following Emotional
> Intelligence (Respondent 1).

There was general agreement that any practical policy should provide for
effective Emotional Intelligence training and follow-up programs in the
Province.

> Rayong Province should provide suitable Emotional Intelligence training
> programs and follow-up the behaviour after training (Respondent 2).

There was strong support for a policy that would use Training Programs in
Emotional Intelligence to bring about behavioural change. Rayong Province
should provide for feedback on knowledge and behaviours outcomes in order
to use these processes in the development of related programs linked to
development of self and others.

Developing a work-life balance

The specific key issues – together with the concepts addressed by the
Respondents 1, 2, and 3 and related comments – are contained in Table 8.11.
Three distinct key issues were identified from these comments: disciplines of
working; performance management; relevance of developing a work-life
balance. Each of these key issues is dealt with separately, below.

Disciplines of working

Two concepts emerged within this key issue: conditions of the work culture;
support of the work-life culture.

There was support for a home-based work policy that would
complement Training Programs in Emotional Intelligence but, currently,
there is a requirement that all public servants should follow the current
conditions of the work culture.

TABLE 8.11   DEVELOPING A WORK-LIFE BALANCE

Key Issue	Concept	Resp	Comments
Disciplines of working	Conditions of the work culture	1	It's a challenging policy that can help the public servants who have to look after their parents but we have to follow the public service directives that we have to work in our offices.
	Support of the work-life culture	2	I think that the concept of home-based work program is far from the bureaucracy's culture in Thailand. Public servants must follow disciplines and laws; therefore, this concept can only be applied to public servants who have to work out of the office.
Performance management	Review job descriptions	1	Public sectors need to review public servants' work loads and identify what work is necessary and what work is not.
Relevance of developing a work-life balance	Acceptance from Heads of Public Sectors	3	I agree with this policy that provides for a home-based work program. The record of home-based work arrangements agreed to must be signed by Heads of Public Sectors and placed on the employee's personal file in Human Resources.
	Providing opportunities for talented people	1	Home-based work programs might be used in public sectors because we have to allow for special persons who are already overworked, have children or elders to care, and who show a high responsibility for their work

> It's a challenging policy that can help the public servants who have to look
> after their parents but we have to follow the public service directives that
> we have to work in our offices (Respondent 1).

While the suggested policy of home-based work was seen to be of interest, the responses, overall, suggested that the proposal had to be consistent with the current view of work-life in the Thai bureaucracy.

> I think that the concept of home-based work program is far from the
> bureaucracy's culture in Thailand. Public servants must follow disciplines
> and laws; therefore, this concept can only be applied to public servants
> who have to work out of the office (Respondent 2).

The response suggests that this policy is an impractical policy; however, it might be able to be applied to selected personnel.

Performance management

One concept emerged within this key issue: review job description of public servants.

> Public sectors need to review public servants' work loads and identify what work is necessary and what work is not (Respondent 1).

This response suggests that, as part of this policy, there is a need to review the job descriptions of public servants in order to create greater efficiencies.

Relevance of developing a work-life balance

Two concepts emerged within this key issue: acceptance from Heads of Public Sectors; providing opportunities for talented people.

> The response supports the practical policy of work-life balance, but emphasises the need for its supervision by Heads of Public Sectors.

> I agree with this policy that provides for a home-based work program. The record of home-based work arrangements agreed to must be signed by Heads of Public Sectors and placed on the employee's personal file in Human Resources (Respondent 3).

The policy would provide a special opportunity for talented persons who, because of family commitments or their own personal needs, need special consideration.

> Home-based work programs might be used in public sectors because we have to allow for special persons who are already overworked, have children or elders to care, and who show a high responsibility for their work (Respondent 1).

Despite some problems associated with current rules of the public service, there was support for a policy that Heads of public sector should be able nominate and promote talented persons to participate in home-based work. These people would be identified as innovators and early adopters of innovation in the Province.

Developing Improved communications

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.12. Two distinct key issues were identified from these comments: diffusion of the training program innovation; skills practice. Each of these key issues is dealt with separately, below.

TABLE 8.12   DEVELOPING IMPROVED COMMUNICATIONS

Key Issue	Concept	Resp	Comments
Diffusion of the training innovation	Communication improvement via a Knowledge Centre	2	This set up will improve mutual understanding and coordination, especially when the Heads of Public Sectors, at the level of their positions, are able to make an impact on the Knowledge Centre's operation that, in particular, will facilitate the smooth re-entry of participants and improving communication and application after training
	Opening up of Emotional Intelligence learning	1	Of course the policy of developing communication will be effective in developing training programs in the province that will be open for public servants' learning.
	Providing resources	1	We can establish an Information and Communications Technology Centre (ICTC) in the Province to provide online communications and web link for public servants. We can also outsource personnel who are expert in developing ICT.
Skills practice	Need for specific skills, e.g. human relationship skills	1	I think that successful communication is fundamental to good human relationships; therefore, Training Programs in Emotional Intelligence should include the contents of human relationships skills that develop public servants' communication behaviours.

Diffusion of the training program innovation

Two concepts emerged within this key issue: communication improvement via a Knowledge Centre; opening up of learning; providing resources. The responses supported the policy that a Knowledge Centre should improve communication in the Province.

> This set up will improve mutual understanding and coordination, especially when the Heads of Public Sectors, at the level of their positions, are able to make an impact on the Knowledge Centre's operation that, in particular, will facilitate the smooth re-entry of participants and improving communication and application after training (Respondent 2).

The policy to support a Knowledge Centre that can support both formal and informal learning through posting elements on a website is supported as it will enable public servants to access Training Programs in Emotional Intelligence processes and outcomes throughout the Province. Thus, Training Programs in Emotional Intelligence will provide opportunities for the opening up of Emotional Intelligence learning.

> Of course the policy of developing communication will be effective in developing training programs in the province that will be open for public servants' learning (Respondent 1).

The Province will be able to provide the necessary resources for these developments.

> We can establish an Information and Communications Technology Centre (ICTC) in the Province to provide online communications and web link for public servants. We can also outsource personnel who are expert in developing ICT (Respondent 1).

There was very strong support for the policy to establish a Communications Technology Centre (ICTC) and to provide the expertise to assist communication developments. Senior personnel will be closely involved in the promotion and adoption of this innovation in Rayong Province.

Skills practice

One concept emerged within this key issue: needs for specific skills, e.g. human relationship skills

> I think that successful communication is fundamental to good human relationships; therefore, Training Programs in Emotional Intelligence

should include human relationships skills that develop public servants' communication behaviours (Respondent 1).

There is a need to include human relationship skills for public servants in Training Programs in Emotional Intelligence; thus, the policy to develop improved communications within the diffusion of the Training Programs in Emotional Intelligence is strongly supported

Developing self-managing teams

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.13. Two distinct key issues were identified from these comments: performance management; the relevance of developing self-managing teams. Each of these key issues is dealt with separately, below.

Performance management

One concept emerged within this key issue: rewarding, promoting and supporting subordinates.

TABLE 8.13   DEVELOPING SELF-MANAGING TEAMS

Key Issue	Concept	Resp	Comments
Performance management	Rewarding, promoting and supporting subordinates	1	Heads of Public Sectors have to promote the benefits of self-managing teams and will offer reward bonuses for subordinates.
Relevance of developing self-managing teams	Adoption of the innovation	2	The learning team is linked by communication that the aim is to work with each other to learn how to do things better.
	Roles of self-managing teams	1	The roles of self-managing teams should be made clear; there will have to be promotion of this understanding by the Heads of Public Sectors.
	Self-managing teams that develop a learning culture	1	I agree with self-managing teams across the public sectors that can work in challenging ways and in crisis situations; these teams will develop a learning culture in the province.

> Heads of Public Sectors have to promote the benefits of self-managing
> teams and will offer reward bonuses for subordinates (Respondent 1).

Thus, an appropriate performance management policy is supported.

Relevance of developing self-managing teams

Three concepts emerged within this key issue: adoption of the innovation; roles of self-managing teams; self-managing teams that develop a learning culture.

The response supports the policy that Training Programs in Emotional Intelligence will support the adoption of the innovation as it will encourage team learning.

> The learning team is linked by communication that the aim is to work with
> each other to learn how to do things better (Respondent 2).

At the same time, the roles of self-managing teams will become clearer and are more likely to be accepted in the organisation.

> The roles of self-managing teams should be made clear. there will have to
> be promotion of understanding by the Heads of Public Sectors
> (Respondent 1).

The focus of the roles of self-managing teams across the public sector, it was agreed, should be the development of a learning culture in the province.

> I agree with self-managing teams across the public sectors that can work in
> challenging ways and in crisis situations; these teams will develop a
> learning culture in the province (Respondent 1).

The response supports the policy that self-managing teams developed out of Training Programs in Emotional Intelligence will enhance the capacity of public servants to operate creatively and relatively independently of bureaucratic control.

Gaining support from key personnel

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.14. Two distinct key issues were identified from these comments: breadth of experience; relevance of gaining support from key personnel. Each of these key issues is dealt with separately, below.

TABLE 8.14   GAINING SUPPORTS FROM KEY PERSONNEL

Key Issue	Concept	Resp	Comments
Breadth of experience	Emotional Intelligence knowledge for application in workplace	1	The Training Programs in Emotional Intelligence will need to include content that Heads of Public Sectors can apply in their workplace.
	Entry leadership conferences to support change	2	I think Rayong Province will have to incorporate entry leadership conferences to support change in their organisation.
Relevance of gaining support from key personnel	Adoption of the innovation	1	To guarantee the success of Training Programs in Emotional Intelligence, the Heads of Public Sectors will need to be involved in Training Programs in Emotional Intelligence leadership training to promote it and to communicate with their subordinates.
	Emotional Intelligence competency needs	1	I agree that Rayong Province will have to access the Heads of Public Sectors needs and public sectors needs to know Emotional Intelligence competencies gap and to encourage life-long learning.
	Promoting good role models	1	We have to promote a good role model from key personnel by Emotional Intelligence leadership training.
	Public servants as role models	3	I agree with this policy of developing social competencies as part of senior management's role within Province. … Rayong Province has to provide Emotional Intelligence leadership training for public servants to act as role models.
	Change management	3	Change management is an important trend in executive education and Rayong Province will have to supplement formal courses from consultants or university with other types of training and development activities.

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Breadth of experience

Two concepts emerged within this key issue: Emotional Intelligence knowledge for application in workplace; entry leadership conferences to support change. The response supports the policy that Training Programs in Emotional Intelligence will assist Emotional Intelligence knowledge for application in the workplace.

> The Training Programs in Emotional Intelligence will need to include content that Heads of Public Sectors can apply in their workplace (Respondent 1).

It was also agreed that entry leadership conferences, as part of Training Programs in Emotional Intelligence, would support change in the Province's organisation.

> I think Rayong Province will have to incorporate entry leadership conferences to support change in their organisation (Respondent 2).

The policy supports the development of a breadth of experience.

Relevance of gaining supports from key personnel

Five concepts emerged within this key issue: adoption of the innovation; Emotional Intelligence competency needs; promoting good role models; providing Emotional Intelligence leadership as role models; training the administration.

The response supports the policy that key personnel should be involved to ensure the adoption of the innovation.

> To guarantee the success of Training Programs in Emotional Intelligence, the Heads of Public Sectors will need to be involved in Training Programs in Emotional Intelligence leadership training to promote it and to communicate with their subordinates (Respondent 1).

There is support for the policy that enables leaders to develop their leadership skills and to transfer their experiences to their subordinates, through the meeting of public service Emotional Intelligence competency needs.

> I agree that Rayong Province will have to access the Heads of Public Sectors needs and public sectors needs to know Emotional Intelligence competency gaps and to encourage life-long learning (Respondent 1).

These key personnel will be required to act as good role models in the workplace.

> We have to promote a good role model from key personnel by Emotional Intelligence leadership training (Respondent 1).

This policy will develop the leadership role of all public servants across all levels of the service – but particularly in leadership management of social competencies.

> I agree with this policy of developing social competencies as part of senior management's role within Province. … Rayong Province has to provide Emotional Intelligence leadership training for public servants to act as role models (Respondent 3).

Attention to change management, through appropriate selection of courses and personnel, is supported within this policy.

> Change management is an important trend in executive education and Rayong Province will have to supplement formal courses from consultants or university with other types of training and development activities (Respondent 3).

This response supports Training Programs in Emotional Intelligence policies that employ key personnel to accept and apply principles of change management as part of Training Programs in Emotional Intelligence.

Developing human resource systems

The specific key issues – together with the concepts addressed by the Respondents 1, 2, and 3 and related comments – are contained in Table 8.15. Two distinct key issues were identified from these comments: performance management; development of a relevant human resource system. Each of these key issues is dealt with separately, below.

TABLE 8.15   DEVELOPING HUMAN RESOURCE SYSTEMS

Key Issue	Concept	Resp	Comments
Performance management	Establishing strategic priorities for training policies	3	Senior management and Heads of public sectors have to carry the main strategic responsibility for placing training as a strategic priority in the Province.
Development of a relevant human resource systems	Continuous organisational learning.	2	I think the main purpose of human resource development is to facilitate continuous organisational learning.
	Communication improvement	1	The communications have to be clear picture and create organisational arrangement for transition such as contact person and help line that be good to allow an old practices and new practice to exist simultaneously so that public servants can see the benefits and advantages of the new practices.
	Developing human resource systems	1	Collaboration management in HR means that we have processes that are involved in the exchange of information so that the outcomes are linked to both public servants and the people as customers.
	Providing resources	3	The planning and direction of HR depends on money and material resources.

Performance management

One concept emerged within this key issue: Training Programs in Emotional Intelligence will be establishing strategic priorities for subsequent training policies.

> Senior management and Heads of Public Sectors have to carry the main strategic responsibility for placing training as a strategic priority in the Province (Respondent 1).

There is support for the policy that sees the strategic importance of developing a human resource system that can engage in appropriate performance management.

Relevance of developing human resource systems

Four concepts emerged within this key issue: continuity of organisational learning; communication improvement; developing human resource systems; providing resources.

There was support for the policy that continuing organisational learning should operate within an appropriate human resource system.

> I think the main purpose of human resource development is to facilitate continuous organisational learning (Respondent 2).

The policy to develop an appropriate human resource system that will assist communication improvement is supported strongly.

> The communications have to provide a clear picture and create organisational arrangement for transition such as contact person and help links that would allow old practices and new practices to exist simultaneously so that public servants can see the benefits and advantages of the new practices (Respondent 1).

The response supports the Training Programs in Emotional Intelligence policy that develops an appropriate human resource system.

> Collaboration management in Human Resources means that we have processes that are involved in the exchange of information and knowledge so the outcomes are linked to both public servants and the people as customers (Respondent 1).

Implementation of Training Programs in Emotional Intelligence requires that this human resource system must have adequate resources.

> The planning and direction of Human Resources depends on money and material resources (Respondent 3).

The policy of developing an appropriate human resources system was strongly supported.

Final Policy Formulation

As a result of the expert input, the outcomes of which are described in the section above, the draft policy statement was modified: the rationale and objectives were refined; the policy guidelines were expanded.

In order to help focus on these changes, I have chosen to report three policy elements at random – numbers 3, 7 and 11 – and have compared the rationale, the objectives, and the policy guidelines shifts from the draft to the final statement for each policy element. Each of the 12 remaining policy statements underwent a similar revision.

Changes to Policy 3: Providing feedback and support

As indicated in Section 8.2, statements made by each of the three experts were selected to amplify a particular concept; then, the concepts were furthered clustered into key issues. The experts' key issues and concepts for Policy 3 are contained in Table 8.16. These key issues and concepts were used to modify the rationale, the objectives and the policy guidelines relating to Policy 3. These are dealt with separately in the following sub-sections.

TABLE 8.16   KEY ISSUES AND CONCEPTS IDENTIFIED BY EXPERT PANEL

Key Issue	Concept
Performance management	A culture of bureaucratic management
	Feedback and support with stakeholder
	Key personnel valuing feedback and support
Relevance of providing feedback and support	Assessment elements
	Feedback and support useful for behavioural development
	Providing resources
Skills practice	Need for specific skills, e.g. computer skills
Strategic adviser	Selecting people with expertise
Training administration	Coordination of activities after training

TABLE 8.17   POLICY 3: CHANGES TO THE RATIONALE

Draft Statement	Final Statement	Comments
The needs assessment indicated a focus on appropriate and ongoing feedback that meets individual needs and that offers support within the organisation.	The needs assessment and expert panel input indicated a focus on providing appropriate and ongoing feedback and support that: • meets individual needs; • offers training support structures within the organisation by engaging a strategic adviser to advise on the development of Training Programs in Emotional Intelligence; 1. provides appropriate performance management that will be valued and supported at all levels.	Five key issues were identified by the expert panel: 1. performance management; 2. relevance of providing feedback and support; 3. skills practice; 4. strategic adviser; and 5. training administration. A more generalised Rationale was developed that incorporated these five issues together with the two draft needs issues – meeting individual needs, and providing support within the organisation..

Changes to Rationale for Policy 3

Changes to the Rationale for Policy 3 are summarised in Table 8.17. The key shifts in Rationale 3 were related to a stronger focus on using feedback and support designed to achieve the following: to better meet individual needs; to provide structures to assist in the development of appropriate training programs; to develop a management style that is valued and supported at all levels of the organisation. The new rationale is consistent with the key issues raised by the three experts.

Changes to Objectives for Policy 3

Changes to the Objectives for Policy 3 flow on from the changes to Rationale 3, and are summarised in Table 8.18. The key shift in the objectives was to make them tighter in terms of establishing appropriate management structures that will be sufficiently flexible to meet the needs of public servants at all levels using a very wide range of resource personnel in order to make all programs responsive to the specific needs of both individuals and groups.

TABLE 8.18   POLICY 3: CHANGES TO THE OBJECTIVES

Draft Statement	Final Statement	Comments
To provide feedback that is appropriate and focused on individual needs that will develop public servants' behaviours.	1. To provide feedback that is appropriate and ongoing, and focused on enhancing management structures that will meet individual needs. 2. To provide feedback that supports the personal and professional development of public servants. 3. To provide feedback that will use a wide-range of expertise in the development of Training Programs in Emotional Intelligence.	The objective is tightened to ensure that individual needs are met by ensuring that appropriate management structures are in place to support individual needs, that the focus will be on the professional development of all public servants in the province, and that expertise is drawn from a wide-range of areas.

Changes to Policy Outcome Guidelines for Policy 3

Changes to the Policy Guidelines for Policy 3 are summarised in Table 8.19. The key shift in the policy outcome guidelines was to establish a Knowledge Centre – a much broader resource than originally considered. This shift arose from my discussions with the Governor of Rayong Province, and it highlights his high level of involvement and interest in this project. In broadening the concept from an Assessment to a Knowledge Centre, he can be seen to be

directing the provincial office towards become a viable learning organisation (Senge, 1990). At the same time, it will place the province at the forefront of Knowledge and Information Management in Thailand. A committee will oversee management structures and processes that place senior administrators at the centre of these processes.

All of the remaining policy outcome guidelines identified in the draft policy are retained in their original form. The complete Final Policy 3 is listed, along with the other 14 policy statements, in Attachment 10.

TABLE 8.19   POLICY 3: CHANGES TO THE POLICY OUTCOME GUIDELINES

Draft Statement	Final Statement	Comments
3.1 Rayong Province will establish an Assessment Centre to provide knowledge and evaluate public servants' performance on Training Programs in Emotional Intelligence exercises, including .monitored coaching in the workplace. The Assessment Centre will be responsible for the design, delivery and monitoring of feedback and assessment elements.	3.1 Rayong Province will establish a Knowledge Centre to provide knowledge and evaluate public servants' performance on Training Programs in Emotional Intelligence exercises, including .monitored coaching in the workplace. The Knowledge Centre will be responsible for the design, delivery and monitoring of feedback and assessment elements.	The policy outcome guidelines focus on establishing a Knowledge Centre: a broader resource than merely an Assessment Centre. This will place the province at the forefront of Knowledge and Information Management in Thailand.
3.2 The Assessment Centre will make extensive use of ICT in the delivery of self-assessment questionnaires to be delivered electronically to participants via personal computers. This will increase the number of completed questionnaires, make it easier to process the information, and speed the delivery of feedback reports to public servants.	3.2 The Knowledge Centre will make extensive use of ICT in the delivery of self-assessment questionnaires to be delivered electronically to participants via personal computers. This will increase the number of completed questionnaires, make it easier to process the information, and speed the delivery of feedback reports to public servants.	No change
3.3 Senior management will oversee the mentoring process, the setting up of formal committees and positions to promote diversity, and will develop a system that will reward the Heads of Public sectors for their efforts in promoting and implementing the Training Programs in Emotional Intelligence innovation.	3.3 Senior management, through the establishment of formal committees led by Heads of Public Sectors, will oversee the mentoring process, the setting up of formal committees and positions to promote diversity, and will develop a system that will reward the Heads of Public Sectors for their efforts in promoting and implementing the Training Programs in Emotional Intelligence innovation.	A committee will oversee management structures and processes that place senior administrators at the centre of these processes.

Draft Statement	Final Statement	Comments
3.4 The Assessment Centre, in conjunction with the Training Programs in Emotional Intelligence developers and under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province, will develop appropriate assessment exercises to measure public servants administrative and interpersonal skills. These assessment exercises will allow public servants to demonstrate their knowledge and behavioural skills in Emotional Intelligence, and will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations.	3.4 The Knowledge Centre, in conjunction with the Training Programs in Emotional Intelligence developers and under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province, will develop appropriate assessment exercises to measure public servants administrative and interpersonal skills. These assessment exercises will allow public servants to demonstrate their knowledge and behavioural skills in Emotional Intelligence, and will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations.	Assessment Centre expanded to become the Knowledge Centre
3.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be involved in the development, delivery and evaluation of the feedback and assessment procedures.	3.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be involved in the development, delivery and evaluation of the feedback and assessment procedures.	No change
3.6 A schedule for the development of feedback and assessment procedures will be developed in conjunction with the program developers and the Assessment Centre team, taking into account the specific assessment needs of each element, the method of delivery of appropriate feedback and assessment elements, the collection and analysis of responses, and appropriate methods of providing feedback. Where necessary, the involvement of external consultants with expertise in providing these services will be undertaken.	3.6 A schedule for the development of feedback and assessment procedures will be developed in conjunction with the program developers and the Knowledge Centre team, taking into account the specific assessment needs of each element, the method of delivery of appropriate feedback and assessment elements, the collection and analysis of responses, and appropriate methods of providing feedback. Where necessary, the involvement of external consultants with expertise in providing these services will be undertaken.	No change

Draft Statement	Final Statement	Comments
3.7 To assist in the diffusion of this innovation, feedback and self-assessment will be linked with developmental plans for the province to offer coaching and mentoring to be developed by personnel within the Assessment Centre. Assessment and evaluation protocols will be developed amongst 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.	3.7 To assist in the diffusion of this innovation, feedback and self-assessment will be linked with developmental plans for the province to offer coaching and mentoring to be developed by personnel within the Knowledge Centre. Assessment and evaluation protocols will be developed amongst 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.	No change
3.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the establishment and operation of the Assessment Centre	3.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the establishment and operation of the Knowledge Centre.	Assessment Centre expanded to become the Knowledge Centre

Changes to Policy 7: Developing a Learning Organisation

As indicated earlier, statements made by each of the three experts were selected to amplify a particular concept; then, the concepts were furthered clustered into key issues. The experts' key issues and concepts for Policy 7 are contained in Table 8.20. These key issues and concepts were used to modify the rationale, the objectives and the policy guidelines relating to Policy 7. These are dealt with separately in the following sub-sections.

TABLE 8.20   KEY ISSUES AND CONCEPTS IDENTIFIED BY EXPERT PANEL

Key Issue	Concept
Human resource development	Central government policy guidelines
Performance management	Providing resources
Relevance of developing a learning organisation	Effective promotion of a culture of service
	Effectiveness of online e-learning
	Emotional Intelligence sharing knowledge to develop culture in organisation
	Focus on Emotional Intelligence learning to develop organisation
	Stakeholder participation

Changes to Rationale for Policy 7

Changes to the Rationale for Policy 7 are summarised in Table 8.21. The key shifts in Rationale 7 were as follows: broadening it to include the following; reference to the Thai central government's guidelines regarding Human Resource Development at national and provincial level; using the Knowledge Centre to promote the concept of a learning organisation through the application of on-line e-learning. The new rationale is consistent with the key issues raised by the three experts.

TABLE 8.21   POLICY 7: CHANGES TO THE RATIONALE

Draft Statement	Final Statement	Comments
• This need focuses on producing a learning organisation that values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service.	The needs assessment and expert panel input indicated a focus on developing a learning organisation that • values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service;	The rationale is broadened to include the following: • a reference to the Thai central government's guidelines regarding Human Resource Development at national and provincial level; • using the Knowledge Centre to promote the concept of a learning organisation through the application of on-line e-learning.

Draft Statement	Final Statement	Comments
	• follows the central government's guideline that is supportive of Human Resource Development at both national and provincial level; • supports the managing of the Knowledge Centre in promoting a learning organisation by using online e-learning to share Emotional Intelligence knowledge within active stakeholder participation across senior levels of learning organisation.	

Changes to Objectives for Policy 7

Changes to the Objectives for Policy 7 flow on from the changes to Rationale 7, and are summarised in Table 8.22. The key shifts in the objectives were as follows: The objectives are broadened, as follows: to take a national perspective with respect to Human Resource Development; to use e-learning, via the Knowledge Centre, to establish the provincial office as a learning organisation.

TABLE 8.22   POLICY 7: CHANGES TO THE OBJECTIVES

Draft Statement	Final Statement	Comments
7.1 To develop and promote a culture of service in Rayong Province by using principles of Emotional Intelligence in the public service workplace.	7.1 To develop and promote a culture of service in Rayong Province by using principles of Emotional Intelligence in the public service workplace. 7.2 To apply the central government's Human Resource Development guidelines at provincial level. 7.3 To apply on-line e-learning through the Knowledge Centre in order to develop provincial office as a learning organisation.	The objectives are broadened, as follows: • to take a national perspective with respect to Human Resource Development; • to use e-learning, via the Knowledge Centre, to establish the provincial office as a learning organisation.

Changes to Objectives for Policy 7

Changes to the Objectives for Policy 7 flow on from the changes to Rationale 7, and are summarised in Table 8.22. The key shifts in the objectives were as follows: The objectives are broadened, as follows: to take a national perspective with respect to Human Resource Development; to use e-learning, via the Knowledge Centre, to establish the provincial office as a learning organisation.

Changes to Policy Outcome Guidelines for Policy 7

There were no changes made to the Policy Guidelines for Policy 7.

The complete Final Policy 7 is listed, along with the other 14 policy statements, in Attachment 10.

Changes to Policy 11: Developing a work-life balance

As indicated earlier, statements made by each of the three experts were selected to amplify a particular concept; then, the concepts were furthered clustered into key issues. The experts' key issues and concepts for Policy 11 are contained in Table 8.23. These key issues and concepts were used to modify the rationale, the objectives and the policy guidelines Policy 11. These are dealt with separately in the following sub-sections.

TABLE 8.23   KEY ISSUES AND CONCEPTS IDENTIFIED BY EXPERT PANEL

Key Issue	Concept
Disciplines of working	Conditions of the work culture
	Support of the work-life culture
Performance management	Review job descriptions
Relevance of developing a work-life balance	Acceptance from Heads of Public Sectors
	Providing opportunities for talented people

TABLE 8.24   POLICY 11: CHANGES TO THE RATIONALE

Draft Statement	Final Statement	Comments
This need focuses on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance.	The needs assessment and expert panel input indicated a focus on developing a work-life balance by • focusing on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance; • reviewing the job descriptions of public servants, thus creating greater efficiencies and providing opportunities for talented person; • nominating, training and promoting talented persons to participate in home-based work, while applying the current conditions of work culture and the view of work-life in the Thai bureaucracy.	The rationale was changed to include additional detail, as follows: • reviewing the job descriptions of public servants to effect efficiencies and to provide opportunities for talented people; • nominating, training and promoting talented people within the constraints of current work conditions and practice in Thailand;

Changes to Rationale for Policy 11

Changes to the Rationale for Policy 11 are summarised in Table 8.24. The key shifts in Rationale 11 were as follows: nominating, selecting and promoting talented people within the constraints of current work conditions and practice in Thailand; reviewing the job descriptions of public servants to effect efficiencies and to provide opportunities for talented people. The new rationale is consistent with the key issues raised by the three experts.

Changes to Objectives for Policy 11

Changes to the Objectives for Policy 11 flow on from the changes to Rationale 11, and are summarised in Table 8.25. The following additions were made to the original objective: to change the job descriptions of public servants to enhance efficiencies and opportunities associated with

TABLE 8.25   POLICY 11: CHANGES TO THE OBJECTIVES

Draft Statement	Final Statement	Comments
To provide programs that are both work and life focused	11.1 To provide programs that are both work and life focused. 11.2 To effect efficiencies and to provide opportunities for talented people through the review of the job descriptions of public servants in Rayong Province 11.3 To nominate, train and promote talented people who will promote the concept of work-life balance within the organisation.	The following changes were made: • to change the job descriptions of public servants to enhance efficiencies and opportunities associated with establishing a work-life balance; • through personal development, to select and support public servants in the promotion of work-life balance in the organisation.

establishing a work-life balance; through personal development, to select and support public servants in the promotion of work-life balance in the organisation.

Changes to Policy Outcome Guidelines for Policy 11

Changes to the Policy Guidelines for Policy 11 are summarised in Table 8.26. The key shifts in the policy outcome guidelines are as follows: to review the job descriptions of public servants; to provide training opportunities for talented people; to encourage flexibility in work arrangements and work schedules; under supervision, to enable public servants to modify their work conditions in order to meet their personal needs.

All of the remaining policy outcome guidelines identified in the draft policy are retained in their original form.

The complete Final Policy 11 is listed, along with the other 14 policy statements, in Attachment 10; it marks the culmination of this research.

**TABLE 8.26   POLICY 11: CHANGES TO THE POLICY OUTCOME
                 GUIDELINES**

Draft Statement	Final Statement	Comments
11.1 Rayong Province will introduce the concept of home-based work that will encourage flexibility in work arrangements and work schedules. Public servants will be educated in the positives and negatives of these arrangements and schedule, in choosing their schedules, and handling associated physical, family, and social effects. Rayong Province will hire experts to train public servants (and their spouses) in how to deal with sleep problems. The province will allow them to swap shifts, with the Heads of Public Sectors' approval, to accommodate personal needs. Individuals, who will be under the supervision of senior managers in the province, will be nominated to participate in a home-based work program within the educational, professional and policy work areas.	11.1 Rayong Province will review job description of public servants, provide training opportunities for talented person, and introduce the concept of home-based work that will encourage flexibility in work arrangements and work schedules. Public servants will be educated in the positives and negatives of these arrangements and schedule, in choosing their schedules, and handling associated physical, family, and social effects. Rayong Province will hire experts to train public servants (and their spouses) in how to deal with sleep problems. The province will allow them to modify their conditions of work; in particular, to swap shifts, with the Heads of Public Sectors' approval, in order to accommodate personal needs. Individuals, who will be under the supervision of senior managers in the Province, will be nominated to participate in a home-based work program within the educational, professional and policy work areas.	The additional elements in this guideline, in relation to home-based work, are as follows: • to review the job descriptions of public servants; • to provide training opportunities for talented people; • to encourage flexibility in work arrangements and work schedules; • under supervision, to enable public servants to modify their work conditions in order to meet their personal needs.
11.2 The Internet and the Web will provide public servants with flexibility to balance work and life. Public servants will be able to respond to peers, Heads of Public Sectors, and customers on-line from a remote location. Similarly, they will be able to access office computers and e-mail online.	11.2 The Internet and the Web will provide public servants with flexibility to balance work and life. Public servants will be able to respond to peers, Heads of Public Sectors, and customers on-line from a remote location. Similarly, they will be able to access office computers and e-mail online.	No change

Draft Statement	Final Statement	Comments
11.3 Senior management will be involved in the planning, preparation and implementation of this program. The Governor's Office will provide training for the Heads of Public Sectors to make them aware of the consequences of work-life policies and on the changed management approaches that will be required. The adoption of this work-life policy innovation will promote Rayong Province as a leader in workplace relations.	11.3 Senior management will be involved in the planning, preparation and implementation of this program. The Governor's Office will provide training for the Heads of Public Sectors to make them aware of the consequences of work-life policies and on the changed management approaches that will be required. The adoption of this work-life policy innovation will promote Rayong Province as a leader in workplace relations.	No change
11.4 A comprehensive net work-life management skills required to support Home-based Work will be developed. They will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations, and will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.	11.4 A comprehensive net work-life management skills required to support Home-based Work will be developed. They will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations, and will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.	No change
11.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery of home-based work. These people will be identified as innovators and early adopters of innovation in the province.	11.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery of home-based work. These people will be identified as innovators and early adopters of innovation in the province.	No change

Draft Statement	Final Statement	Comments
11.6 A flexible schedule for home-based work that will provide for one or more days during normal working hours will be developed according to the individual needs under the program developers in the province.	11.6 A flexible schedule for home-based work that will provide for one or more days during normal working hours will be developed according to individual needs, under the direction of the program developers in the province and according to approved modified conditions of working.	This change anticipates the need for public servants, Heads of Public Sectors and program developers to work in collaboration to bring about changes to the working conditions that prevail currently in the public service in Thailand in order to meet the work-life needs of staff – particularly those associated with home-based work.
11.7 An assessment and evaluation program for the home-based work program will be developed by program developers and experts in the Training Programs in Emotional Intelligence. This will assist in the development of individual key performance indicators, and will provide feedback on job performance and behavioural outcomes of the home-based work program.	11.7 An assessment and evaluation program for the home-based work program will be developed by program developers and experts in the Training Programs in Emotional Intelligence. This will assist in the development of individual key performance indicators, and will provide feedback on job performance and behavioural outcomes of the home-based work program.	No change
11.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the home-based work program. This will include: promotional websites; details of work skills; assessment tools and regular reports on the program's progress and achievements.	11.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the home-based work program. This will include: promotional websites; details of work skills; assessment tools and regular reports on the program's progress and achievements.	No change
11.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the engagement the experts, materials, and procedures for the home-based work program.	11.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the engagement the experts, materials, and procedures for the home-based work program.	No change

Reflection

I found the contribution of the three experts to be particularly valuable. This contribution enabled me to refine the rationale and objectives for each of the policy elements. Interestingly, the policy outcome guidelines required very little refinement; two key changes emerged: extending the concept of an Assessment Centre to a Knowledge Centre (with its emphasis on knowledge and information management); refining guidelines for home-based work to indicate the need to work within current national guidelines for public servants (with the possibility of effecting changes to these in the future). Using the nine resource elements of Caldwell & Spinks (1999) within selected phases of Dror's Optimal Model of policymaking (Dror, 1973; 1987) provided a sound basis for these policy outcome guidelines.

At a broader level, the support that the three experts gave me in this process encourages me to recommend a similar process of consultation for anyone engaging in policy development using a needs assessment approach within a Proactive Evaluation.

Summary

In this chapter I have described the final formulation of the fifteen separate policy statements that make up the final Policy for Training Programs in Emotional Intelligence. In particular, I have highlighted that the essence of a learning organisation is to consider the complex interactions between the developing organisation and the individuals who work within it.

In the individual policy statements, I propose what I believe will be the most effective approach to implementing an effective set of Training Programs in Emotional Intelligence for public servants in the Rayong province. Training and development will be geared towards developing individual performance to enable all provincial public servants to effectively serve the public sectors, to promoting organisational development within a

climate of change, and to introduce a systems approach into these training programs. These policies should also provide the province with the opportunity to establish the hallmarks of outstanding performance in all parts of the public sector.

In the final chapter that follows, I consider various factors and associated influences of this research as I reflect on the value of using a Proactive Evaluation form to establish a Policy for Training Programs in Emotional Intelligence suitable for use by public servants in Rayong Province, Thailand.

CHAPTER 9

Discussion and Conclusion

Introduction

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.

In the previous seven chapters, I have identified the needs of Training Programs in Emotional Intelligence in Rayong Province and tested a set of policies for their development, culminating in a final policy formulation which provides an effective summary of both the empirical findings of this research, and the judgements and recommendations that have been part of the evaluative process.

My purpose in this research was to explore, by means of a Proactive Evaluation, the key policy elements required in a public sector training program designed to enhance the development of Emotional Intelligence amongst public servants in Thailand. To pursue this purpose, I found enlightenment and inspiration by examining the needs of Training Programs in Emotional Intelligence from three sources: the first, detailed in Chapter 4, involved me in determining a first set of actual and desired outcomes by means of focus groups comprised of middle-level public servants; from the second, detailed in Chapter 5, I determined a second set of actual and desired

outcomes by means of semi-structured interviews of Heads of Public Sectors; from the third, detailed in Chapter 6, I identified best practice by means of a research review. I then determined the policy needs of Training Programs in Emotional Intelligence at the imaginary intersection located at the overlap of elements identified from the three sources referred to above. Finally, I drew up a set of fifteen draft policy statements (see Attachment 9) and validated them via a series of interviews of three senior public servants, analysing the outcomes, and making judgements relating to changes to the draft policies in order to produce the final policy statement (see Attachment 10).

Discussion

The methodology that I used in this research was that of a Proactive Evaluation, the major purpose of which was to provide input to support decisions about how best to develop a program in advance of the planning stage. Proactive Evaluation placed me as an adviser, providing evidence about what is known about policy development, what format is required by the program, and how the organisation in which I currently work might be changed to make it more effective (Owen & Rogers, 1999; Owen, 2006).

This Proactive Evaluation – concerned as it was with the Training Programs in Emotional Intelligence – gave me the opportunity to frame, probe and reframe a new reality so that the stakeholders might acquire a deeper appreciation of this reality and become empowered to engage in meaningful action. I found that obtaining comments from the focus groups of middle-level public servants gave me a deeper appreciation and insight into the situation in which they operated – a much deeper sense of their reality. At a higher level, it was particularly exciting for me to have open access to senior management – both the Heads of Public Sectors and the three senior government officers.

A new approach within the Proactive Evaluation Form

In this Proactive Evaluation I found it appropriate to locate policy needs of Training Programs in Emotional Intelligence at the *intersection* of a combination of the actual states (as described by public servants in Rayong Province), desired states (as described by the Heads of Public Sectors), and best practice (as described in the research literature). I observed that this differed from the principles articulated by Owen & Rogers (1999) and Owen (2006): that needs come from the *discrepancy* between desired state and actual state. I found it impossible to distinguish in this research between actual and desired states; so often, what was described by the respondents as an 'actual state' was a brief encounter, only, that led into a discussion of what was the 'desired state'. I chose to keep these elements separate for ease of handling the data. In actuality, it became evident that, in formulating a policy, policy needs to lie at the intersection of actual and desired needs: it is not concerned with discrepancies between needs.

The literature review identified desired states associated with these training programs – largely because Emotional Intelligence is a recently emerged area of study in which the focus has been on the psychological and not with any associated training aspects.

The combination of this revised approach to needs assessment with Dror's (1973) Optimal Model of Policymaking enabled me to relate needs as they impact on change within a system, organisation and individual. In particular, the input of senior management such as the provincial governor and other professionals of high standing were very significant in formulating both a final policy in Training Programs in Emotional Intelligence and bringing about organisational change within the province.

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 is provides a new

approach to the use of the Proactive Evaluation form in order to bring about such change.

Needs Assessment in Proactive Evaluation Process

When I started working on this Proactive Evaluation in order to develop Training Programs in Emotional Intelligence, I was attracted to the approach because, as a first step, it required a needs assessment. This served as the foundation for the decisions that had to be made by training and development professionals. 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 public servants. The range of scholarly literature available through the Internet also assisted me as I developed the desired needs of Training Programs in Emotional Intelligence. 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 further I delved into the needs assessment of these training programs the more I became aware of its useful application 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 Training Programs in Emotional Intelligence within the province, particularly with regard to preparing policy and policy guidelines.

I believe that the design principles for these Training Programs in Emotional Intelligence will be immediately useful for provincial governments and the Ministry of Public Health. I found the approach that

involved describing real problems, making tangible suggestions about steps to take to develop appropriate training programs, and creating policy guidelines to be very satisfying. I anticipate that the policy guidelines might convert into approaches and instruments that public sectors will be able to use widely in the future.

Data reduction through concept mapping

When I was working with stakeholders during the course of this research, an approach that I found particularly useful was that of concept mapping. I used concept maps 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.

Concept mapping thus enabled me to group together a diversity of ideas which I then linked together in order to address the Proactive Evaluation questions and thus fulfil the purpose of the study.

The 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 Training Programs in Emotional Intelligence. 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 of a crisis, within Rayong Province, of development paradigms, organisation frustration, economic uncertainty, and political disorientation. Despite these challenges, it became apparent that the province had the means and opportunities at its disposal to improve the prevailing organisational and human development situation in which it found itself.

I identified four 'big ideas' within this research that contributed to its effectiveness: peer review, joint training programs, knowledge pools, and a global policymaking procedure.

Peer review

I organised peer review from three sources as a structured mechanism for improving policy making as well as enabling good practical experience to be shared more widely and reliable judgements and recommendations to be made.

Joint training programs

Second, I was able to suggest a range of *joint training programs* for the Governor that will encourage better mutual understanding of what is and is not possible; these include setting up a Senior Government Network to allow the Governor and Heads of Public Sectors to attend training programs that focus on both policy and management issues, thus assisting in cost- and time-saving.

Knowledge pooling

I developed a policy to establish knowledge pooling. This covered the following: guidelines and objectives for a new policy; using the results of impact assessments; relevant consultation documents and information about responses; details of evidence used; and policy evaluation. This policy should allow for easier sharing of information about, and experience of, policymaking and to create a more easily accessible source of evidence for future policymaking.

Global policymaking procedure

I developed a model of policymaking which can be used by all public sectors to benchmark their current policymaking against the standard outlined by this

research: using a draft policy to identify where they should change in order to 'modernise' their policymaking processes.

Proactive evaluation from findings to utilisation

In utilising the Proactive Evaluation process, I believe that I have been able to provide the province with two useful processes: a needs assessment process, and a policy guidelines development process. In this research, the policy formulation explicitly examined the needs of the province with Training Programs in Emotional Intelligence required for their workplace. The Proactive Evaluation process provided multiple avenues that impacted on the Governor, Heads of Public Sectors and staff in a number of ways. They indicated, through their active involvement in this research, that they valued the opportunity to engage in focus group discussions, semi-structured interviews, and policy review. The Proactive Evaluation process enabled them to recognise the needs and values that underlie the production of a training program. They contributed to the building of consensus, identifying key needs and needs issues, and communicating results and insights.

The process encouraged me and stakeholders to be both more focused and more reflective. While it is unclear whether this evaluation study will lead to positive changes to the organisational culture and systems of Rayong Province, it did appear to increase the program stakeholders' sense of self-efficacy and self-esteem. It helped clarify misconceptions about particular aspects of professional development – particularly those associated with developing a culture of service. The following sections highlight two other outcomes of the Proactive Evaluation process.

Building Shared Meaning and Understanding

One very positive way in which I was able to use the Proactive Evaluation process was in the improvement of communication and shared understanding between different groups involved in the program (e.g., Governor, experts, Heads of Public Sectors, and staff). Through Proactive Evaluation, I was able

to help senior management in Rayong Province to better understand the training needs of the target group being served – particularly the middle-level public service officers whose opinions are seldom sought. This particular evaluation study provided a means of connecting all those likely to be involved in a future EI training program in order to develop and build on collective understandings.

Supporting Human and Organisational Development

My role in this Proactive Evaluation resulted in my being involved in an effective process that impacted on my thinking and interactions in positive ways. During the evaluation, I was closely involved with the Governor, various experts, Heads of Public Sectors, staff, and other stakeholders. They, and I, had opportunities to acquire important skills from the process, including: identifying needs; reflecting; setting criteria; collecting, analysing, and interpreting data; debating, and determining alternative solutions.

In my evaluation process, I thought explicitly about how I could help increase the impact that being involved in the evaluation processes might have on staff, and especially Training Programs in Emotional Intelligence. Overall, I believe, this process enhanced capacity-building amongst different groups who might be involved in the program; at the same time, it enabled me to build on my assets and skills.

Adoption of the training program innovation

Within the province, I have witnessed that the adoption of innovative practices occurs at varying rates. Because of this, instructional products and practices have tended to become 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 innovative practices within the development of long-term training programs.

I accept that being innovative is vital to the success of any organisation that plans to be at the frontier of change. For my part, coming up with an idea only gets me a small part of the way for implementation. I realise that, to be able to introduce a major innovation, I must be a catalyst for its diffusion into society. In the sections below I review and describe how Rogers' (1995, 2003) theory of innovation diffusion has been incorporated by me into the field of Proactive Evaluation in order to increase the likelihood of adoption of innovative Training Programs in Emotional Intelligence. In his book, *Diffusion of Innovations*, Rogers (1995, p. 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, p. 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 Training Programs in Emotional Intelligence, and its adoption. Rogers (1995, p. 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.

Innovators

The key stakeholders in Rayong Province – the Governor and Heads of Public Service – have, through their involvement in the needs assessment and policymaking processes described in this research, become innovators within this training innovation; in particular, they have seen its long-term benefits for the organisation. The needs, having been effectively integrated into a

needs policy for Training Programs in Emotional Intelligence with specific sets of objectives and guidelines modified and agreed to by the key stakeholders, should ensure program adoption and utilisation at the organisational level. My continuing involvement with the innovators should enhance the developments and practices associated with the training programs.

Early Adopters

A large group of stakeholders in Rayong Province who did not necessarily hold high-level positions, were aware of actual and desired needs in Training Programs in Emotional Intelligence, and saw the value of these; these people are likely to be 'early adopters' during the adoption of this innovation. Early adopters play a key role in the adoption process because their opinions are respected by their peers and they are willing to talk about it. Rogers (1995, p. 165) calls this the 'awareness-knowledge' part of the innovation, i.e., 'knowledge that the innovation exists'. Early adopters are those who, after the innovators, are likely – after some deliberation – to adopt the innovation. Rogers (1995) suggests that early adopters are respected by their peers and interact regularly with them.

This research involved many individual public servants in Rayong Province, exposing them to the training innovation and the needs assessment processes associated with it. I suspect that the interest or awareness-knowledge stage of these individuals has been significantly increased by this approach, and that they will continue to support senior management in the early implementation of Training Programs in Emotional Intelligence.

A personal reflection

During the needs assessment stage of this Proactive Evaluation, I viewed this policy innovation in terms of my present and an anticipated future situation, and then decided what needed to be attempted.

During the testing of the draft policy stage I was in the position of an individual who wished to make full use of the innovation. I was an innovator in the adoption stage: my position was that of one who had decided to commit to the implementation of Training Programs in Emotional Intelligence. I was communicating regularly through 'certain channels over time among the members of a social system' (Rogers, 1995, p. 5). I had facilitated an evaluation process with the intention of creating organisational change within my province. I had been with real people in the real world as I applied evaluation findings and experience to the innovation process concerned with Training Programs in Emotional Intelligence in Rayong Province.

Fullan (2001) reports that, in successful organisations in a culture of change, diverse people within the system can provide valuable information about how things work, the impacts that particular changes might have, and the amount of support or resistance that is likely to be encountered in a specific area. My findings in this research are similar, namely, that this Proactive Evaluation and policy needs formulation, when implemented, is now highly likely to lead to change in my organisation. In particular, I have 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

A Strategic Map for using Proactive Evaluation to bring about Organisational Change

According to Senge (1990), applying the five key principles of a 'learning organisation' should ensure the success of Training Programs in Emotional Intelligence in Rayong Province: these principles provide for situations of rapid change that are flexible, adaptive and productive, and which will excel. To support this notion of a learning organisation, Rayong Province should
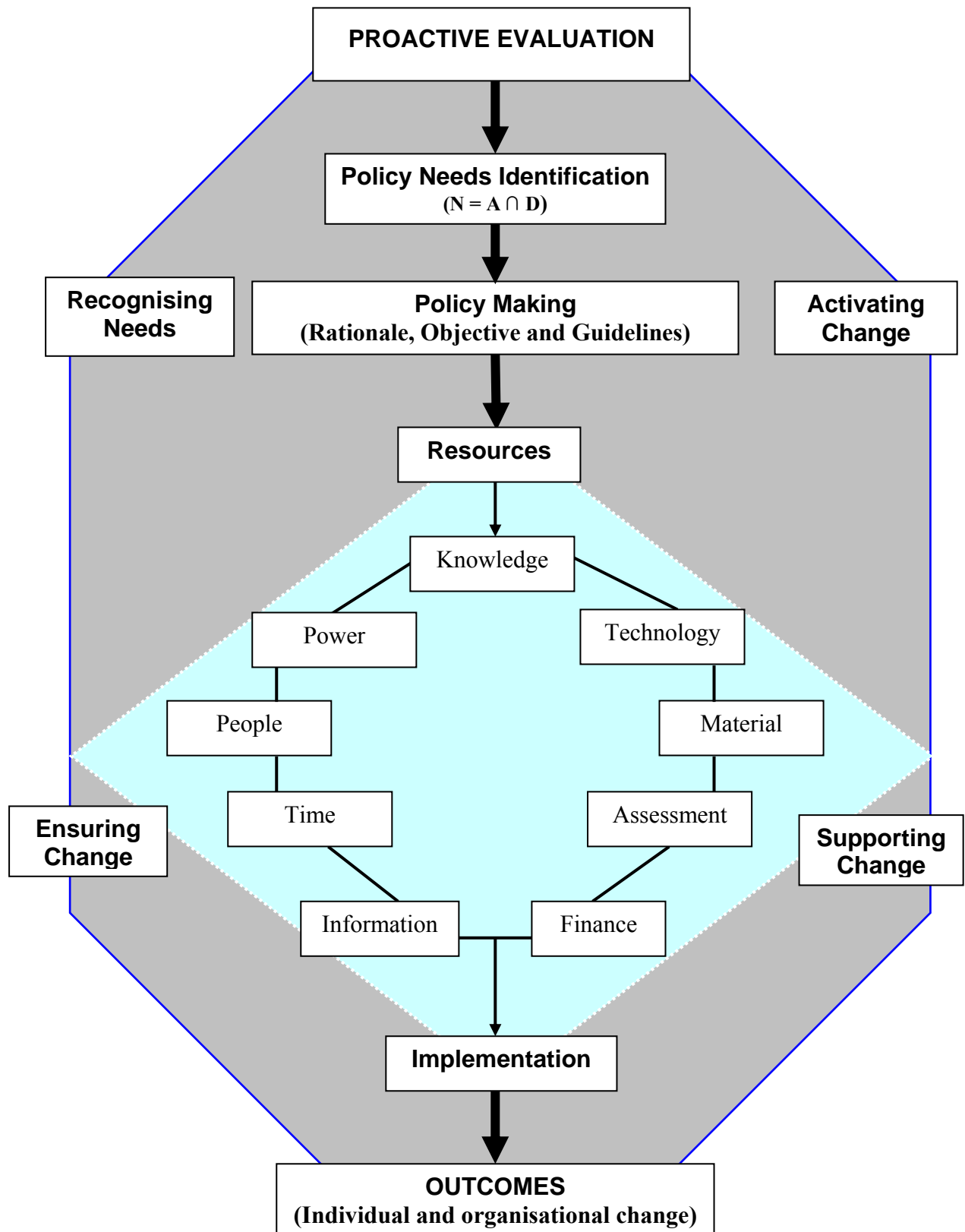
apply these key principles to its policy and program development for training programs in Emotional Intelligence: systems thinking, personal mastery, mental models, building shared vision, and team learning. These aspects of a learning organisation combine the essential elements of both strategic and personal development, and thus provide an excellent opportunity for people to achieve high-level administration or management skills to discover best how to tap public servants' commitment and capacity to engage in Emotional Intelligence learning at all levels.

Hussey (1995) suggests that policy should be driven by strategy. Such a strategy is to be found in the objectives, and the guidelines for the sub-allocation of resources – all of which are contained in the final policy statement set out in Chapter 8. This policy provides the core of a strategic plan that Rayong Province should implement in order to achieve its aims. I have formulated such a strategic plan by constructing the strategic map (see Kaplan & Norton, 2004) as is shown in Figure 9.1.

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 a new policy is likely to be adopted. In a similar way, the workplace welcoming a new policy encourages state systems to place more importance 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 too often lacking (Higgins & Burnham, 1994).

The design for change incorporated in the policy document for Training Programs in Emotional Intelligence has been developed to meet the specific training needs of public servants and Heads of Public Sectors. These needs were influenced both by the best practice located in a research review and by the experiences, competencies, and values of public servants and Heads of Public Sectors.

FIGURE 9.1   A STRATEGIC MAP FOR USING PROACTIVE EVALUATION TO BRING ABOUT ORGANISATIONAL CHANGE

PROACTIVE EVALUATION

Policy Needs Identification
$(N = A \cap D)$

Recognising Needs

Policy Making
(Rationale, Objective and Guidelines)

Activating Change

Resources

Knowledge

Power

Technology

People

Material

Time

Assessment

Ensuring Change

Supporting Change

Information

Finance

Implementation

OUTCOMES
(Individual and organisational change)

The policy will serve as a blueprint for systems for change in Training Programs in Emotional Intelligence 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.

Implementation is the way jobs are grouped into units for management and control purposes, and the various levels of management that are deemed to be required for system change both at individual and organisational levels.

The value of this approach for the future Training Programs in Emotional Intelligence in Rayong Province will be in 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 Training Programs in Emotional Intelligence: to recognise needs, to activate followers; to provide the necessary resources to support the change; 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 with 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 possible (Hussey, 1995).

One of the tasks of any senior management is to *activate* the followers (Senge, 1990). In the context of this strategy map, activation is the task of ensuring that all public servants in the province understand, support, share the experiences of developing appropriate Emotional Intelligence behaviours – a case of everyone 'sharing the vision' (Senge, 2000). A

commitment to the vision is a prerequisite for success, particularly amongst stakeholders in the province.

This study found that supporting and providing resources are necessary to develop Training Programs in Emotional Intelligence. It also found that the leaders should have an understanding of both the capabilities and potential of their subordinates. To achieve this, senior management and the Heads of Public Sectors 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 the Training Programs in Emotional Intelligence in Rayong Province

The final key element in the strategic map of Training Programs in Emotional Intelligence will be giving recognition to positive and negative outcomes of the program: using the former to reinforce the changes in Training Programs in Emotional Intelligence – even the smallest steps taken to achieve the desired learning outcomes associated with Emotional Intelligence; and using the latter to ensure that obstacles are 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 Training Programs in Emotional Intelligence that will meet organisational, system and individual change needs in the public sector. The policy guidelines that I have developed should benefit both the public sectors and the public servants who receive the training.

I used this evaluation to obtain relevant and rapid feedback regarding the needs for a Training Programs in Emotional Intelligence – 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 this training policy – included actual and desired needs – by inviting three senior officers to respond to it; I then refined the draft in order to produce a policy for Training Programs in Emotional Intelligence with which they entirely satisfied.

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 change 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 'just-in-time' practice will facilitate this task. This is supported by Beckett & Hager (2002), who point out that just-in-time practice is concerned with 'knowing how' and 'knowing why'. I have come to understand Proactive Evaluation, at a fundamental level, through my working experiences with Training Programs in Emotional Intelligence. In that process, I have come to understand the achievement of 'understanding' itself, together with the realisation that Beckett & Hager's 'knowing how' and 'knowing why' are, indeed, reflexive.

Recommendations for Further Action and Research

This study provides some recommendations for further action and research. Chief Executive Officers in provinces, i.e., the Governors, should seek ways

to improve the human resource provision in the public service: by placing a high performance person in charge of Human Resources; by ensuring better coordination between provincial representatives of the various central agencies and state owned enterprises to ensure greater efficiency and effectiveness.

This research has established specific policy guidelines and resource needs of Training Programs in Emotional Intelligence that will assist in developing a learning organisation and in improving the work quality in public sectors. In so doing, it has created the opportunity for the development of other training programs, both at provincial and national level.

Scriven (2004) refers to evaluation as either formative (done during development of a program) or summative (done at conclusion of a program). While this is a general distinction, future research concerned with implementation in public sectors 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 Emotional Intelligence, undertaken during their implementation, would be the natural progression of this research. As Owen (2006, p. 45) points out, this would place control of the development of training programs in Emotional Intelligence 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?

Finally, I believe that this research confirms that Rayong Province is able to become a learning organisation – provided it has the support of senior management. I believe that this study has raised the awareness of the organisation in this respect, and that it marks the first step in a management process that will link evaluation, the learning organisation and change to developments in both work practice and organisational change in the future.

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Attachment 1: Description of research study

**DESCRIPTION OF RESEARCH STUDY AND PROCEDURES FOR
PARTICIPANTS: INDIVIDUAL INTERVIEWS**

INFORMATION TO PARTICIPANTS

I, Varinthorn Boonying, a candidate in the Doctor of Education in partnership
between Victoria University of Technology and Burapha University, would
like to invite you to be a part of a study into 'Using Proactive Evaluation to
Develop a Policy for Public Sector Training Programs in Emotional
Intelligence in Thailand'. This research aims to develop a policy for public
sector that will assist Emotional Intelligence training programs. The main aim
of the research is to examine of the effectiveness of Emotional Intelligence
training programs for the Public Sector in Thailand. The research will be
conducted to find out about the current of Emotional Intelligence training
program for public sectors and to be compared with the best practice for
Emotional Intelligence training program. This research also aims to
investigate the factors that have supported and hindered the development of
Emotional Intelligence training of Public Sectors and what the key elements
to be included in a revised Emotional Intelligence training policy for public
sectors in Thailand.

This research will focus on the development of effective Emotional
Intelligence training programs in the public sector in Thailand through the
development of an Emotional Intelligence training policy. The research will
consist of a Proactive Evaluation of Emotional Intelligence training needs as
perceived by selected members of the public service in Rayong Province –
including the Governor, Heads of Departments and public servants at level 5
or higher, an evaluation of the findings of research to help determine what
has been described, internationally, as being best practice for Emotional
Intelligence training programs, and developing a draft policy for Emotional
Intelligence training programs that will be applied within Rayong Province.

Any queries about your participation in this project may be directed to the researcher, Varinthorn Boonying (ph.+ 0-
9607- 8777,e-mail: Varinthorn@hotmail.com or her principal supervisor, Dr. Ian M. Ling (ph.+61 3 9688 5085). If
you have any queries or complaints about the way you have been treated, you may contact the Secretary, University
Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MC, Melbourne, 8001 (ph.
+61 3 9688 4710).

Participants will be invited to participate in a series of focus groups and semi-structured interviews. The opinions gained from these focus groups and semi-structured interviews will be compared with the findings of a research literature review and these will be used to inform the draft policy.

Finally, the draft policy will be discussed in a second series of structured interviews with three Senior Officers of the Rayong Province – the Governor, a member of the CEO Committee, and the Director of the Leader Training Institute of Thailand. As a result of these discussions, a final draft Emotional Intelligence training policy document will be prepared.

If, at any stage, participants have any enquiries or complaints about the way they have been treated or to discuss participants' rights as a research subject, they should contact Prof. Dr. Chalong Tubsree, Dean, Faculty of Education, Burapha University, Chonburi, Thailand (tel: 0-3839-3252).

Attachment 2:   Consent Form and Interview Questions

Victoria University of Technology

Consent to participate in a Research Study Titled

'*Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand*'

Researcher:

I am Varinthorn Boonying, a candidate in the Doctor of Education program in partnership between Victoria University of Technology and Burapha University. (ph. 0-2552-8490). I invite you (name of potential participant)_____ to participate in my research that will establish a professional development policy for Training Programs in Emotional Intelligence.

Aim of project:

This research will focus on the development of effective Emotional Intelligence training programs in the public sector in Thailand through the development of an Emotional Intelligence training policy. The research will consist of a Proactive Evaluation of Emotional Intelligence training needs as perceived by selected members of the public service in Rayong Province

This study aims to develop the most effective policy for an Emotional Intelligence training program approach for public servants in the province. The principal research question is:

> **What are the key policy elements required in a public sector training program designed to enhance the development of Emotional Intelligence amongst public servants in Thailand?**

Four sub-questions are required to answer this question:

> 1. **What actually happens in public sectors for development of Emotional Intelligence training?**

2. What factors have supported and hindered the development of Emotional Intelligence training?

3. What benchmarks have been established for Emotional Intelligence training in the public and private sector in Thailand, and in other countries?

4. What are the key elements to be included in a revised Emotional Intelligence training policy for the public sector in Thailand?

The study will conclude with the preparation of an Emotional Intelligence draft training policy.

Number, type and age range of participants:

The population for this study will consist of the following four groups:

1. Thirty-eight public servants who will participate in a focus group survey. This group – consisting of 18 women and 20 men who are at level five or higher – will be randomly chosen from 27 government departments in Rayong Province. They must have participated in at least one Emotional Intelligence training program.

2. Twelve Heads of Public Sector areas in Rayong Province – a representative sample, purposively chosen, of women and men with more than five-year's experience in their position – who will be invited by me, personally, to participate in individual semi-structured interviews; and

3. three senior officers – the Rayong Governor, one member of the CEO's committee of Rayong province, and the Director of the Leader Training Institute of Thailand – who will be invited to respond to a draft Emotional Intelligence training policy document.

Procedure of project:

If you agree to be in the study, I would ask to do the following things: (1) provide copies of written materials and documentation about you and the organisation that used for analysis; (2) participate in focus group or in semi-structured interview that will be audio-tape recorded by the researcher (a minimum of 120 minutes in length for focus group interview and 90 minutes in length for individual semi-structure interview); (3) review the interview transcript for accuracy; and provide individuals that the researcher may contact to interview about your key ideas.

If you are public servant in Rayong Province, and agree to participate in this study, you will be invited to answer, in focus group interviews, eight questions as follows:

What Emotional Intelligence training programs have you been involved in?

1. What are the things that you remember most strongly about this

   Emotional Intelligence training?

2. What are the things about the Emotional Intelligence training that give you a negative reaction?

3. What do you wish had been included in the Emotional Intelligence training that you undertook?

4. What changes in workplace practice followed as a result of this Emotional Intelligence training?

5. What impact did the Emotional Intelligence training program have on you, personally?

6. To what extent did you value the Emotional Intelligence training program?

7. What factors have supported and hindered the development of Emotional Intelligence?

If you are a Head of Public Sector in Rayong Province, and agree to participate in this study, you will be asked to answer, in a semi-structured interview, the following questions:

1. What Emotional Intelligence training programs have been

   undertaken in the province that impact on your particular sector?

2. Tell me about some of the positive outcomes of these programs.

3. Tell me about any negative outcomes that resulted from these programs.

4. On reflection, what other issues do wish had been included in these programs?

5. What new issues do you think should be included in future programs?

6. What changes in work-place practice do you anticipate should follow as a result of any Emotional Intelligence training?

7. What factors have supported or hindered the development of Emotional Intelligence training?

If you are a Senior Officer of the Rayong Province, and are responding to the draft policy in a series of semi-structured interviews, you will be asked to answer the following key questions:

1. What is your overall response to the draft policy statement?

2. How feasible are these policy statement?

3. What key changes would you like to see in any revision of the draft policy?

As a result of these discussions, a final draft Emotional Intelligence training policy document will be prepared from the key factors that Rayong Province needed most in order to develop Training Programs in Emotional Intelligence.

Risks and Benefits of Being in the Study:

This study has no personal risk to you. The main benefit of participating in the study may be to help the research at four levels. First, it will assist public sectors in designing Emotional Intelligence development programs that prepare individuals to work more efficiently and to be successful in future positions. Second, this research will be relevant to all organisations that need to develop staff who will be able to lead organisations to future success. Third, in the longer term, the officers in the public sector who will be servicing customers will be better equipped to deal with them sympathetically and with greater understanding of customers' needs and problems. Fourth, a systematic approach to Emotional Intelligence training, developed as a result of this policy, will assist staff to cope with the unprecedented challenges that will occur in organisations in the future.

Confidentiality:

The records of this study will be kept private. In any report published, the researcher will not include any information that will make it possible to identify you as participant. Only the researcher will have access to the information gathered. Audio-tape recordings of interviews, as well as the transcripts, will be kept securely locked in a file cabinet in the office of the student researcher during the course of the research. At the conclusion of the research these items will be kept in a locked file cabinet of the Co-Investigator. At the end of five years, all materials will be destroyed.

Compensation:

No compensation will be given for participating in the study.

Voluntary Nature of the Study:

Your decision whether or not participate in the study will not affect your current or future relations with both the Burapha University, Chonburi, Thailand and Victoria University, Melbourne, Australia. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Signatures:

I have read this entire consent form and completely understand my rights as a potential research subject. I voluntarily consent to participate in this research. I have been informed that I will receive a copy of this consent, and should any queries arise about this study I may contact Mrs Varinthorn Boonying, a student (ph. 089-6078777 email: Varinthorn.b@gmail.com, her principal supervisor, Dr Ian M. Ling (ph. +61-3-9688-5024 email: i.ling@bigpond.net.au) or her co-supervisor, Dr Rapin Chaywimol (ph. 0-3874-5900). If I have any queries or complaints about the way I have been treated or to discuss my rights as a research subject, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MCMC, Melbourne, 8001 (ph. +61-3-9688-4710) or you can contact to Prof. Dr. Chalong Tubsree, Dean, Faculty of Education, Burapha University, Chonburi, Thailand (tel: 0-3839-3252). You will be given a copy of this form for your records.

Statement of Consent:

I have read the above information. I consent to participate in the study.

_____   _____

Signature of Participant   Date

_____   _____

Signature of Researcher   Date

Attachment 3:   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: 'Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand' being conducted at Victoria University of Technology by Mrs Varinthorn Boonying and Dr. Ian M. Ling.

I certify that the aims of the research, together with any risks associated with the procedures associated with, have been fully explained by Mrs Varinthorn Boonying 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 jeopardise 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 requires or complaints about the way I have been treated or to discuss your rights as a research subject, I should contact Prof. Dr. Chalong Tubsree, Dean, Faculty of Education, 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 the researcher, Varinthorn Boonying (ph.+ 0-9607- 8777,e-mail: Varinthorn@hotmail.com or her principal supervisor, Dr. Ian M. Ling (ph.+61 3 9688 5085). If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MC, Melbourne, 8001 (ph. +61 3 9688 4710).

Attachment 4: Senior officers consent form

Rayong Governor's Office

Sukhumvit Rd., Amphoe Muang

Rayong 21150, Thailand

May 1, 2005

To Public Servant of Rayong Province, Thailand

My name is Varinthorn Boonying. 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 'Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand'. The participants in this study are 40 public servants who will participate in a focus group survey. This group consists of 18 women and 20 men representative who are at level five or higher. The collection of data will be from 1 June 2005 to 31July 2005 by means of focus group interviews.

This research study needs the permission and consent of public servants of Rayong Province, to participate in this research. Thus, I seek your agreement to participate in this research.

I also seek your approval for me to gain access to data and premises in Rayong Province.

Yours sincerely,

(Varinthorn Boonying)

Researcher

Any queries about your participation in this project may be directed to the researcher, Varinthorn Boonying (ph.+ 0-9607- 8777,e-mail: Varinthorn@hotmail.com or her principal supervisor, Dr. Ian M. Ling (ph.+61 3 9688 5085). If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MC, Melbourne, 8001 (ph. +61 3 9688 4710).

Attachment 5:   Heads of Public Sectors consent form

Rayong Governor's Office

Sukhumvit Rd., Amphoe Muang

Rayong 21150, Thailand

May 1, 2005

To Head, Public Sector of Rayong Province, Thailand

My name is Varinthorn Boonying. 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 'Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand'. The participants in this study are the Heads of Public Sector areas in Rayong Province – a representative sample of women and men with more than five-year's experience in their position. The collection of data will be from 1 August 2005 to 31October 2005 by mean of individual semi-structured interviews..

This research study needs the permission and consent of public servants of Rayong Province, to participate in this research. Thus, I seek your agreement to participate in this research.

I also seek your approval for me to gain access to data and premises in Rayong Province.

Yours sincerely,

(Varinthorn Boonying)

Researcher

Attachment 6:   Senior Officers consent form

Rayong Governor's Office

Sukhumvit Rd., Amphoe Muang

Rayong 21150, Thailand

May 1, 2005

To Senior Officers – the Rayong Governor, one member of the CEO's committee of Rayong Province, and the Director of the Leader Training Institute of Thailand)

My name is Varinthorn Boonying. 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 'Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand'. The participants in this study are the senior officers – the Rayong Governor, one member of the CEO's committee of Rayong province, and the Director of the Leader Training Institute of Thailand. The collection of data will be from 1 October 2006 to 31 December 2006 by mean of individual semi-structured interviews..

This research study needs the permission and consent of Senior Officers of Rayong Province, to participate in this research. Thus, I seek your agreement to participate in this research.

I also seek your approval for me to gain access to data and premises in Rayong Province.

Yours sincerely,

(Varinthorn Boonying)

Researcher

Attachment 7: Heads of Public Sectors consent form

I,

_____

Heads of Public Sector (insert Public Sector name)

_____

hereby voluntarily give my consent to Mrs Varinthorn Boonying to use facilities of public sector to undertake research entitled 'Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand' being conducted in partnership between Victoria University of Technology and Burapha University by Varinthorn Boonying and Dr. Ian M. Ling.

I certify that the aims of the research, together with any risks to public sector associated with the management, have been fully explained by Mrs Varinthorn Boonying and that I freely consent to public servants in my public sector participating in the study.

I understand that I can withdraw this permission at any time and that withdrawal will not jeopardise me or my public sector in any way.

I further acknowledge that if I should have any enquiries or complaints about the way I have been treated or to discuss my rights as a research subject, I should contact Prof. Dr. Chalong Tubsree, Dean, Faculty of Education, Burapha University, Chonburi, Thailand (tel: 0-3839-3252).

Signature _____   Date _____

Witness other than the researcher:

_____   Date _____

Attachment 8: Senior Officers consent form

I,

_____

Senior Officer (insert Position name),

_____

hereby voluntarily give my consent to Mrs Varinthorn Boonying to use facilities of public sector to undertake research entitled 'Using Proactive Evaluation to Develop a Policy for Public Sector Training Programs in Emotional Intelligence in Thailand' being conducted in partnership between Victoria University of Technology and Burapha University by Varinthorn Boonying and Dr. Ian M. Ling.

I certify that the aims of the research, together with any risks to public sector associated with the management, have been fully explained by Mrs Varinthorn Boonying and that I freely consent to public servants in my public sector participating in the study.

I understand that I can withdraw this permission at any time and that withdrawal will not jeopardise me or my public sector in any way.

I further acknowledge that if I should have any enquiries or complaints about the way I have been treated or to discuss my rights as a research subject, I should contact Prof. Dr. Chalong Tubsree, Dean, Faculty of Education, Burapha University, Chonburi, Thailand (tel: 0-3839-3252).

Signature _____   Date _____

Witness other than the researcher:

_____   Date _____

Attachment 9

Draft Policy Statement

1. Developing an Emotional Intelligence Leadership Culture at Senior Levels

Rationale

The needs assessment indicated a focus on a personal management style that develops each individual as a moral agent who values Emotional Intelligence and who uses it to improve leadership skills that will support all members of the organisation.

Objective

To promote and manage behavioural change that will support the development of an Emotional Intelligence leadership culture amongst senior public servants in Rayong Province.

Policy Outcome Guidelines

1.1 This program will develop Emotional Intelligence leadership knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of face-to-face and self-paced instructional packages together with .monitored coaching sessions in the workplace that will include feedback and assessment elements.

1.2 The program will make extensive use of ICT in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. Interactive video elements videotaped and will be jointly analysed and discussed with mentors, coaches and team participants. These videos will develop the individuals as moral agents who employ Emotional Intelligence knowledge and skills as part of their leadership repertoire.

1.3 Senior management will participate in the marketing of these programs to staff, and consequently will be involved in the leadership, planning, production, distribution and promotional activities at an advisory level. They will delegate operational aspects of the program to appropriately qualified and trained middle-level managers.

1.4 A comprehensive Emotional Intelligence leadership package, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in the province.

1.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this program. They will be accepted into the program on the basis of their being innovators and early adopters of innovation.

1.6 A schedule of the face-to-face, self-paced instruction and coaching sessions will be developed in conjunction with the program developers, taking into account the time needs of each element, including location, developmental needs and personnel involved.

1.7   An assessment and evaluation 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.

1.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this 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.

1.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the program.

2.   Developing Self-Directed Learning amongst Public Servants

Rationale

The need assessment focuses on appropriate self-directed learning with an emphasis on growth that occurs in a spiral manner through the use of experiential learning packages that are supported by practice on the job that support appropriate transfer of learning.

Objective

To provide learning that is self-directed and growth focused on Goleman's dimensions of Emotional Intelligence and application. These packages will be supported by practice on-the-job to support the appropriate transfer of learning of public servants in Rayong Province.

Policy Outcome Guidelines

2.1   This program will follow Goleman's dimensions of Emotional Intelligence and application knowledge to transfer in the workplace. It will consist of five -face-to-face programs, each of one hour duration. It will be supported by five self-directed learning packages that will include self-assessment elements.

2.2   The program will make extensive use of ICT to provide self-learning tool kits and websites in the delivery of self-learning packages that include interactive feedback and self-assessment elements. Web-based interactive programs based on shared-experiences will be developed that will provide individual and work-based practice elements.

2.3   Senior management will support and encourage these programs for public servants in the province. The will be involved in developing Emotional Intelligence competencies; in planning, doing, and checking and action activities at an individual level. They will assist in the transfer and maintenance of Emotional Intelligence knowledge and skills in work practice by actively encouraging self-directed learning for public servants in the province.

2.4   A comprehensive Emotional Intelligence competencies package, based on the Goleman's dimensions of Emotional Intelligence and application knowledge to transfer in the workplace, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province.

2.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this program. They will be accepted into the program on the basis of their being innovators and early adopters of innovation.

2.6   A schedule of the face-to-face, self-paced instruction and coaching sessions will be developed in conjunction with the program developers, taking into account the time needs of each element, including location, developmental needs and personnel involved.

2.7   An assessment and evaluation protocol will be developed that uses individual check-lists for developing Emotional Intelligence competencies. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement.

2.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this program. E-mail or private <u>chats</u> will allow the instructor to give individual feedback on the public servants' performance. This will include promotional brochures, details of self-directed learning programs, objectives, and outcomes. All elements, including evaluation reports, will be available on the web-site.

2.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the program.

3.   Providing Feedback and Support

Rationale

The needs assessment indicated a focus on appropriate and ongoing feedback that meets individual needs and that offers support within the organisation.

Objective

To provide feedback hat is appropriate and focused on individual needs that will develop public servants' behaviours.

Policy Outcome Guidelines

3.1   Rayong Province will establish an Assessment Centre to provide knowledge and evaluate public servants' performance on Training Programs in Emotional Intelligence exercises, including .monitored coaching in the workplace. The Assessment Centre will be responsible for the design, delivery and monitoring of feedback and assessment elements.

3.2   The Assessment Centre will make extensive use of ICT in the delivery of self-assessment questionnaires to be delivered electronically to participants via personal computers. This will increase the number of completed questionnaires, make it easier to process the information, and speed the delivery of feedback reports to public servants.

3.3   Senior management will oversee the mentoring process, the setting up of formal committees and positions to promote diversity, and will develop a system that will reward the Heads of Public sectors for their efforts in promoting and implementing the Training Programs in Emotional Intelligence innovation.

3.4   The Assessment Centre, in conjunction with the Training Programs in Emotional Intelligence developers and under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province, will develop appropriate assessment exercises to measure public servants administrative and interpersonal skills. These assessment exercises will allow public servants to demonstrate their knowledge and behavioural skills in Emotional Intelligence, and will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations.

3.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be involved in the development, delivery and evaluation of the feedback and assessment procedures.

3.6   A schedule for the development of feedback and assessment procedures will be developed in conjunction with the program developers and the Assessment Centre team, taking into account the specific assessment needs of each element, the method of delivery of appropriate feedback and assessment elements, the collection and analysis of responses, and appropriate methods of providing feedback. Where necessary, the involvement of external consultants with expertise in providing these services will be undertaken.

3.7   To assist in the diffusion of this innovation, feedback and self-assessment will be linked with developmental plans for the province to offer coaching and mentoring to be developed by personnel within the Assessment Centre. Assessment and evaluation protocols will be developed amongst 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.

3.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding the comments of specific information about what aspect of a competency needs to be developed or identifies work situations in which a competency needs to be improved. This comment system will help tailor development activities to fit competency development.

.3.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the establishment and operation of the Assessment Centre

4.   Developing Social Competencies

Rationale

The needs assessment indicated a focus on the application of Goleman's Emotional Intelligence concept of social competence – particularly the development of: empathy and social skills – in the workplace through the application of appropriate Training Programs in Emotional Intelligence that create a feeling of good-will towards improving overall performance of the organisation.

Objective

To ensure that public servants in Rayong Province develop Emotional Intelligence social competencies that will enable them to manage meaningful behavioural change in the organisation.

Policy Outcome Guidelines

4.1   The program will use e-learning to promote Emotional Intelligence social competencies which follow Goleman's dimensions of Emotional Intelligence. It will focus on individual development of empathy and social skills in the workplace. There will be an emphasis on two-way individual and group communication. Individual feedback and assessment elements, together with monitored coaching, will bring about change in the organisation.

4.2   The training, delivered by distance-mode in virtual classrooms, will use on-line e-learning. The Internet and the Web will be used as the basis for instruction and training. This will permit public servants to collaborate and interact with other trainees and experts. It will provide links to extended learning resources such as reference materials, company websites, and other training programs; will allow for workplace and out-of-hours training; will encourage diversity in the presentation of the course content; and will encourage innovative approaches to training administration in the province.

4.3   Senior management will be engaged in the planning, and preparation of these e-learning programs; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

4.4   A comprehensive set of e-learning programs in Emotional Intelligence social competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

4.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this training. They will be accepted into the e-learning program on the basis of their being innovators and early adopters of innovation.

4.6   A schedule of the e-learning and coaching sessions will be developed according to the individual needs of the personnel involved.

4.7   An assessment and evaluation protocol for this e-learning course will be developed by the program developers and key stakeholders in the training. This will provide for feedback on knowledge and behavioural outcomes, self-assessment schedules, and interactive training course evaluation designed for program improvement.

4.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this e-learning. This will include: promotional websites; details of content of Emotional Intelligence in social competence; assessment tools; and regular reports on the program's progress and achievements.

4.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the e-learning component of this Emotional Intelligence Social Competencies Program.

5.   Providing Training Opportunities for Public Servants

Rationale

The needs assessment indicated a focus on ensuring that training opportunities are available to all public servants at all levels and that they are aligned to needs, and that self-directed learning processes are applied to the widest range of needs and circumstances in the province.

Objective

To provide Emotional Intelligence training opportunities and processes which are open to all and which are determined on the basis of need for public servants in Rayong Province.

Policy Outcome Guidelines

5.1   Rayong Province will establish an E-learning Foundation for Public Servants as a means of developing e-learning. The E-learning Foundation will provide loans for public servants to assist them to buy laptops that will be used in individual e-learning in Training Programs in Emotional Intelligence. These will provide opportunities for Emotional Intelligence learning involving two-way, individual, and group communication, and will meet the needs of self-directed learning. The province will survey the level of demand for laptops: how many, and the necessary technical specifications. The province will establish and maintain a server that stores the e-learning program through the use of hyperlinks, provides the learner control, and allows its public servants to collaborate with other learners. Public servants will have opportunities to practice and receive feedback through the use of problems, exercises, assignments and tests.

5.2   Public servants will access the updated program via a wireless area network (WAN) at their workplace. The WAN will facilitate shared learning, including an online administration module that will allow public sectors to monitor the extent and completion rate of public servant e-learning.

5.3   Senior management will seek the support of banks in the province for establishing the e-learning foundation. They will engage in the planning, and preparation for the servers of these e-learning programs. For on line learning, they will be repurposing that the best e-learning will be used in the province. They will be closely involved in the promotion and adoption of this innovation in Rayong Province.

5.4   A comprehensive set of e-learning programs in Emotional Intelligence social competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

5.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of the use of the WAN network in training. They will be accepted into the e-learning program on the basis of their being innovators and early adopters of the innovation.

5.6   The management of the delivery system – including the E-learning Foundation, and the service provision that includes the WAN network – will enable all public servants to self-monitor their progress and to maintain a record of time-on-task. In particular, it will bookmark the point at which public servants leave an online class so they can enter the program at the place they left it when they continue the online session.

5.7   The assessment process for Web-based training or any other type of online learning will include a technology assessment (as a part of organisation analysis) and an assessment of the skills that users need for online training (personal analysis). An assessment and evaluation protocol for public servants will approach of e-learning foundation. This e-learning course will be developed by the program developers and key stakeholders in the training.

5.8   An information and communications team will ensure that the public servants will be fully-informed regarding the development and administration of the E-learning Foundation. There will be a regular, two-way flow of information regarding planning, development, implementation and evaluation of this initiative. This will include: promotional websites; details of content of e-learning foundation and e-learning function, assessment tools; and regular reports on the program's progress and achievements.

5.9   A budgetary group, representative of ICT technical support staff, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the E-learning Foundation.

6.   Selecting and Employing Trainers

Rationale

This need focuses on choosing trainers who are highly skilled technically, who can apply authentic approaches to the training, and who encourage trainees to use skills on the job within a framework of internal support.

Objective

To engage trainers who have appropriate emotional skills and background.

Policy Outcome Guidelines

6.1 Rayong Province will outsource trainers who have expertise in Emotional Intelligence and experience in training from the Leader Training Institute of Thailand, and engage them to train Heads of Public Sectors and public servants so that they have the appropriate Emotional Intelligence skills in work practice to be a coach in the province. Train-the-trainer programs will be necessary for Heads of Public Sectors and public servants who have the necessary content knowledge but who, in order to be coaches, do not have appropriate presentation and communications skills nor a full understanding of the key components of the learning process such as feedback, practice, or developing lesson plans.

6.2 Rayong Province will provide laptops for Heads of Public Sectors and the public servants who will be involved in the train-the-trainer programs and who will be coaches in the province. They will use these laptops as support in their mentoring and coaching of public servants at their workplace. They will also use them in the development of shared learning and online administration modules that will support, monitor, and assess public servants participating in the Training Programs in Emotional Intelligence.

6.3 Senior management will be involved in the planning and preparation of the train-the-trainer programs and will be responsible for engaging the experts from the Leader Training Institute of Thailand to train target group; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

6.4 A comprehensive set of the train-the-trainer programs in Emotional Intelligence social competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

6.5 Key people, consisting of academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be coaches in the province. They will be accepted into the train-the-trainer programs on the basis of their being innovators and early adopters of innovation.

6.6 A schedule of the train-the-trainer courses involving personnel from the Leader Training Institute of Thailand will be developed in conjunction with the institute and the program developers, taking into account the time needs of each element, including location, developmental needs and personnel involved.

6.7 An assessment and evaluation protocol will be developed that uses individual check-lists for developing Emotional Intelligence competencies as a coach. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed by the experts from the Leader Training Institute of Thailand.

6.8 An information and communications team will ensure that there is regular, two-way flow of information regarding planning, development, implementation and evaluation of the programs between program developers and the trainers from the Leader Training Institute of Thailand. This will include: promotional websites; details of content of programs, assessment tools; and regular reports on the program's progress and achievements.

6..9 A budgetary group, representative of developers of Training Programs in Emotional Intelligence and reporting directly to the Rayong Governor, will establish and manage a budget for the outsourcing of the experts from the Leader Training Institute of Thailand engaged in the development and delivery of the train-the-trainer programs.

7.   Developing a Learning Organisation

Rationale

This need focuses on producing a learning organisation that values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service.

Objectives

To develop and promote a culture of service in Rayong Province by using principles of Emotional Intelligence in the public service workplace.

Policy Outcome Guidelines

7.1   Rayong Province will establish the position of Knowledge Officer who will be the leader of the Office of Knowledge Management. The Knowledge Officer's tasks will be to develop, implement, and link knowledge of Emotional Intelligence/learning organisation culture with the province's technology infrastructure that includes database maintenance and intranet access. The Knowledge Officer will locate Emotional Intelligence knowledge and find ways to create, capture, and distribute it. It will lead to the development of 'innovation mentors' around the province who will encourage public servants to try out new ideas.

7.2   Rayong Province will ensure that internal and external experts, information technologists, business managers and public sector heads support and contribute to the development of knowledge management practices that will use on-line e-learning. This will permit public servants to collaborate and interact in a systems approach to learning within the organisation.

7.3   Senior management will foster continuous learning and knowledge management that will be a signal to all public servants that Emotional Intelligence learning and knowledge management is valued in the province. Senior management, working with the Knowledge Officer, will be involved in the planning, and preparation, promotion and adoption of this innovation in Rayong Province.

7.4   A comprehensive set of the Emotional Intelligence competencies required by the Knowledge Officer, and based on the work of the Consortium for Research on Emotional Intelligence in Organisations, together with the necessary knowledge management and learning organisation skills, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

7.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in developing an Emotional Intelligence-oriented learning organisation. They will support and be involved in learning organisation activities developed by the Knowledge Officer and will be invited to participate in the program on the basis of their being innovators and early adopters of innovation.

7.6   A schedule for the process of appointing the Knowledge Officer will be developed by the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

7.7   Both formative and summative evaluation of the establishment and effectiveness of the Emotional Intelligence-based learning organisation with the province will be undertaken following advice of the program developers and key stakeholders in the training. This will provide for continuous improvement of the program over a five-year period.

7.8   The Knowledge Officer will be a member of the information and communications team, thus ensuring a regular, two-way flow of information regarding planning, development, implementation and evaluation of the Emotional Intelligence-based learning organisation. The information will include: promotional websites; details of activities supporting the development of an Emotional Intelligence-based learning organisation; and regular reports from the Knowledge Office on the office's progress and achievements.

7.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the Knowledge Officer's activities.

8.   Bringing about Organisational Change in Rayong Province

Rationale

This need focuses on enhancing and sustaining Emotional Intelligence to improve productivity and to establish benchmarks for outstanding work performance; to prepare the workforce for changes in training approaches and outcome measures; to establish emotional competencies that emphasise flexibility, teams and strong customer orientation; and on taking a research-based approach to the development of Training Programs in Emotional Intelligence.

Objectives

To use Training Programs in Emotional Intelligence in order to bring about organisational change in the public service in Rayong Province.

Policy Outcome Guidelines

8.1   Rayong Province will use research on best practice to guide the development of all Training Programs in Emotional Intelligence. These best practices will relate to Goleman's dimensions of Emotional Intelligence, together with best practices associated with knowledge management and transfer in the workplace. It will be supported by teams and a strong customer orientation. Research concerned with diffusion of this innovation in the province will be undertaken by the Knowledge Officer.

8.2   The Knowledge Officer, working with the Coordinator of Coordinator of Training Programs in Emotional Intelligence and the Training Programs in Emotional Intelligence team of developers, in Rayong Province, will establish a locally-based Emotional Intelligence research consortium that will focus on development, implementation and evaluation of Training Programs in Emotional Intelligence within the province. The Consortium will make extensive use of websites, and other training programs and external consultants to extend its research capacity.

8.3   Senior management will encourage the use of research to develop Training Programs in Emotional Intelligence for public servants in Rayong Province. These public servants will be involved in developing and improving best practice outcomes that will encourage transfer and maintenance of these skills in the work practice of all public servants in the province.

8.4   Specific research, focusing on Goleman's dimensions of Emotional Intelligence and application knowledge to transfer in the workplace, will be undertaken by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province.

8.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the research. These people will be chosen to participate in this organisational development program on the basis of their being innovators and early adopters of innovation.

8.6   A schedule of the research will be developed by the Coordinator of Training Programs in Emotional Intelligence and the Knowledge Officer, in conjunction with the program developers, taking into account the time needs of each procedure, including location, developmental of Emotional Intelligence in work practice.

8.7   An evaluation of best practice within the province will be undertaken and will involve all stakeholders in the province. This will provide feedback on achievement of knowledge and behavioural outcomes, and will focus on program improvement.

8.8   An information and communications team will ensure that there is a regular, two-way flow of information that encourages research into the development of Training Programs in Emotional Intelligence in the organisation. E-mail and private chats, together with promotional brochures, details of research, objectives, and outcomes, will be incorporated

within this research. All elements, including evaluation reports, will be available on the website.

8.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for this Emotional Intelligence research.

9. Developing a Learning Organisation Culture

Rationale

This need focuses on building a learning organisation that values and supports learning and development, and which develops a management infrastructure that encourages a systems approach.

Objectives

To create a learning organisation within Rayong Province public service by means of the implementation, diffusion and evaluation of the Training Programs in Emotional Intelligence innovation.

Policy Outcome Guidelines

9.1 Applying the joint services of the Coordinator of Training Programs in Emotional Intelligence and the Knowledge Office, Rayong Province will develop a systems approach to the creation, capturing, and sharing of Emotional Intelligence knowledge within a framework of continuous learning. Rayong Province public servants will be encouraged to think in new ways, see new relationships and to be influenced by local and provincial feedback loops. These will free them free to take risks, innovate, explore new ideas, try new processes and develop new ways for servicing people. The province will provide systems and an environment that will ensure the development and well-being of every public servant. The achievement of this organisation development will be rewarded, promoted and supported by the Rayong Governor.

9.2 Rayong Province will provide Electronic Performance Support Systems (EPSSs) that will enable computer applications to provide online skill training, information access, and expert advice on demand. An EPSS will be used to facilitate transfer of training by providing public servants with an electronic information source that they can refer to on a needs basis while they apply learned Emotional Intelligence competencies on the job.

9.3 Senior management will foster a learning organisation culture by supporting the use Emotional Intelligence skills in work practice. Senior management will be involved in the planning, preparation for, and the development of this new learning organisation. They will use a system of rewards to reward the promotion and adoption of this innovation in Rayong Province.

9.4 A comprehensive set of the Emotional Intelligence competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

9.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the learning organisation. They will be accepted and involved in learning organisation activities on the basis of their being innovators and early adopters of innovation.

9.6 The Knowledge Officer, in conjunction with the Coordinator of Training Programs in Emotional Intelligence, will develop a schedule of learning and training activities according to the developmental needs of the personnel involved.

9.7 An assessment and evaluation the activities will be developed by the learning organisation team, consisting of developers, senior management and key stakeholders in the training. This will provide feedback on knowledge and behavioural outcomes, activities of learning organisation schedules, and evaluation designed for activities improvement.

9.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the Knowledge Officer's activities. This will include: promotional websites; details of activities

of learning organisation practice; assessment tools, and regular reports on the office progress and achievements.

9.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget that will enable the Knowledge Officer to manage these learning organisation activities.

10.   Developing Self and Others

Rationale

This need focuses on the application of Goleman's Emotional Intelligence concepts of self-awareness and self-management to bring about meaningful behavioural change; to develop and expand the concept of 'self and others'; and to fine-tune job performance within a framework that ensures that the learner personally is ready for change and is made to feel in control of the change process.

Objectives

To ensure that each individual has the personal competence to manage meaningful behavioural change in self and others

Policy Outcome Guidelines

10.1 Rayong Province will provide programs for training that will use e-learning to promote self-awareness and self-management to bring about meaningful behavioural change following Goleman's dimensions of Emotional Intelligence. It will focus on development of self and others in the workplace. There will be an emphasis on two-way individual and group communication. Individual feedback and assessment elements, together with monitored coaching, will bring about a process of change in the organisation.

10.2 E-learning will be delivered by distance-mode in virtual classrooms. The Internet and the Web will be used as the basis for instruction and training. This will permit public servants to collaborate and interact with other trainees and experts. It will provide links to extended learning resources such as reference materials, company websites, and other training programs; will allow for workplace and out-of-hours training; will encourage diversity in the presentation of the course content; and will encourage innovative approaches to training administration in the province.

10.3 Senior management will be involved in the planning, and preparation of these e-learning programs; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

10.4 A comprehensive set of e-learning programs in self-awareness and self-management, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

10.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this training. They will be accepted into the e-learning program on the basis of their being innovators and early adopters of innovation.

10.6 A schedule of e-learning and coaching sessions will be developed according to the individual needs of the personnel involved.

10.7 An assessment and evaluation protocol for this e-learning course will be developed by the program developers and key stakeholders in the training. This will provide for feedback on knowledge and behavioural outcomes, self-assessment schedules, and interactive training course evaluation designed for program improvement.

10.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of these e-learning programs. This will include: promotional websites; details of content of self-awareness and self-management; assessment tools; and regular reports on the program's progress and achievements.

10.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the e-learning component of these self-awareness and self-management programs.

11.   Developing a Work-Life Balance

Rationale

This need focuses on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance.

Objectives

To provide programs that are both work and life focused

Policy Outcome Guidelines

11.1 Rayong Province will introduce the concept of home-based work that will encourage flexibility in work arrangements and work schedules. Public servants will be educated in the positives and negatives of these arrangements and schedule, in choosing their schedules, and handling associated physical, family, and social effects. Rayong Province will hire experts to train public servants (and their spouses) in how to deal with sleep problems. The province will allow them to swap shifts, with the Heads of Public Sectors' approval, to accommodate personal needs. Individuals, who will be under the supervision of senior managers in the province will be nominated to participate in the home-based work program from educational, professional and policy areas.

11.2 The Internet and the Web will provide public servants with flexibility to balance work and life. Public servants will be able to respond to peers, Heads of Public Sectors, and customers on-line from a remote location. Similarly, they will be able to access office computers and e-mail online.

11.3 Senior management will be involved in the planning, preparation and implementation of this program. The Governor's Office will provide training for the Heads of Public Sectors to make them aware of the consequences of work-life policies and on the changed management approaches that will be required. The adoption of this work-life policy innovation will promote Rayong Province as a leader in workplace relations.

11.4 A comprehensive set work-life management skills required to support Home-based Work will be developed. They will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations, and will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

11.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery of home-based work. These people will be identified as innovators and early adopters of innovation in the province.

11.6 A flexible schedule for home-based work that will provide for one or more days during normal working hours will be developed according to the individual needs under the program developers in the province.

11.7 An assessment and evaluation program for the home-based work program will be developed by program developers and experts in the Training Programs in Emotional Intelligence. This will assist in the development of individual key performance indicators, and will provide feedback on job performance and behavioural outcomes of the home-based work program.

11.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the home-based work program. This will include: promotional websites; details of work skills; assessment tools and regular reports on the program's progress and achievements.

11.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the engagement the experts, materials, and procedures for the home-based work program.

12.   Developing Improved Communications

Rationale

This need seeks consistent application of levels of communication and the development of communication skills, with a focus on improved two-way communication and on information and communications technology (ICT) in the province.

Objectives

To ensure that appropriate and effective communication occurs at all levels

Policy Outcome Guidelines

12.1 Rayong Province will establish an Information and Communications Technology Centre (ICTC). It will involve the appointment of director and staff who will provide training in the use of new technologies, and who will assist in linking diverse sources of information. The technologies to be developed will include electronic messaging and meeting systems that will develop online communities of learning organised by subject. Public servants will be able to access interactive discussion areas and share training content and web links and document handling systems using technologies that allow interpersonal interaction. The ICTC will provide appropriate computer-based training for public servants and Heads of Public Sectors and on-site instructors and facilitators will be available to answer questions and moderate question-and-answer sessions.

12.2 Rayong Province will ensure that Heads of Public Sectors and public servants have appropriate and adequate computer skills to participate in online e-learning. Trainers, experts and learners will interact with each other live and in real time using video teleconferencing. This will enhance their skills to collaborate and interact in a systems approach to learning within the organisation.

12.3 Senior management will be involved in the planning, preparation and implementation of the ICTC and will be responsible for developing training programs for its personnel. Senior personnel will be closely involved in the promotion and adoption of this innovation in Rayong Province.

12.4 Training Programs in Emotional Intelligence, addressing development of appropriate Emotional Intelligence knowledge and skills for ICTC personnel, together with the necessary knowledge management and learning organisation skills, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

12.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to develop essential ICT skills, with a view to their being involved in the ICTC. These people will be invited to participate in the program on the basis of their being innovators and early adopters of innovation.

12.6 A schedule for the process of establishing the ICTC will be developed by the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

12.7 An assessment and evaluation protocol for the ICTC and its programs will be developed by the program developers and its key stakeholders. This will provide for feedback on knowledge and behavioural outcomes, self-assessment schedules, and interactive training course evaluation designed for program improvement. This will provide for continuous improvement of the ICTC over a five-year period.

12.8 The ICTC director will be a member of an Emotional Intelligence information and communications team that ensures a regular, two-way flow of information regarding planning, development, implementation and evaluation of Emotional Intelligence knowledge and skills in the organisation. The information will include: promotional websites; details of activities supporting the development of Emotional Intelligence, regular reports from the ICTC on the office's progress and achievements.

12.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the ICTC's activities.

13.   Developing Self-Managing Teams

Rationale

This need focuses on the development of workplace and cross-sectoral teams which are self-managing, and which are encouraged to operate creatively and relatively independent of bureaucratic control.

Objectives

To ensure that self-managing teams are developed and encouraged to perform independently

Policy Outcome Guidelines

13.1 Rayong Province will establish self-managing teams that take the initiative for the work that they do, including responsibility for obtaining the information they need to do their work;. These teams will involve public servants with various skills who interact to assemble products and service across the various public sectors. Training programs will consist of the cross training of public servants in a wide range of skills to enable them to fill a variety of the roles required of the team. There will be an emphasis on two-way individual and group communication, individual feedback, and assessment of the elements operating in the workplace.

13.2 Public servants will connect via the public sector intranet with experts, team members, customers, or other learner to discuss problem, issues, and to share learnings. Innovative approaches to the development of self-managing teams in the province will be encouraged.

13.3 Senior management will participate in the planning, and preparation of the self-managing teams; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

13.4 Self-managing teams will be developed by groups of public servants working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province to engage in virtual work arrangements. They will advance their Emotional Intelligence knowledge and skills by linking to the work of the Consortium for Research on Emotional Intelligence in Organisations.

13.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of the self-managing teams. They will be accepted into the self-managing teams on the basis of their being innovators and early adopters of innovation.

13.6 A development schedule to establish and facilitate the self-managing teams will set appropriate time lines. In particular, coaching sessions will be developed according to the individual needs of the personnel involved.

13.7 The self-managing teams will create standards for the quality of their work; they will also set up a process to evaluate their work. The self-managing teams, developed by the program developers and key stakeholders in the training, will be involved with the public sectors and will work together on projects designed to meet the strategic and operational needs of their sector.

13.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the self-managing team. Involvement will be maintained by using 'gate keepers' to keep communication open. This will be assisted by using promotional websites, publishing task details, sharing assessment tools, and presenting regular reports on the self-management team's progress and achievements.

13.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the operation of self-managing teams.

14.   Gaining Support from Key Personnel

Rationale

This need focuses on ensuring that key personnel such as senior management and Heads of Public Sectors are willing to act as role models for the transfer and maintenance of Emotional Intelligence skills, values and techniques in work practices within the province.

Objectives

To ensure leadership that motivates staff to engage in utilisation of Training Programs in Emotional Intelligence.

Policy Outcome Guidelines

14.1 Rayong Province will provide Emotional Intelligence leadership training for application in the workplace. Senior management and Heads of Public Sectors will have active roles as coaches, appraisers, advisors, and referral agents to assist public servants in all stages of their careers. It will consist of a number of programs, each of variable duration. It will include a mix of face-to-face and self-paced instructional packages together with feedback and assessment elements.

14.2 The program will make extensive use of ICT, as follows: in the delivery of self-paced instructional packages; to provide interactive feedback and self-assessment elements; using video teleconferencing; running real-time online course with experts. This will enhance the skills of key personnel as they collaborate and interact in a systems approach to learning within the organisation.

14.3 Senior management will participate in the training of Heads of Public Sectors, and consequently will be involved in the leadership, planning, production, distribution and promotional activities at an advisory level. They will delegate operational aspects of the program to appropriately qualified and trained senior management and Heads of Public Sectors.

14.4 A comprehensive Emotional Intelligence leadership package, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province.

14.5 Key people, consisting of senior management and Heads of Public Sectors from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this program. They will be accepted into the program on the basis of their being innovators and early adopters of innovation.

14.6 A schedule of the face-to-face, self-paced instruction and coaching sessions will be developed in conjunction with experts and program developers, taking into account the time and developmental needs, location, developmental needs of the key personnel involved.

14.7 An assessment and evaluation 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.

14.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this program for key personnel. This will include promotional brochures, details of Emotional Intelligence leader training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement.

14.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the development of key personnel training programs.

15.   Developing Human Resource Systems

Rationale

This need focuses on ensuring that a formal human resource system operates within a framework of appropriate leadership in the development of Emotional Intelligence in the province and that senior management sponsors appropriate political and financial sponsorship for the development of Training Programs in Emotional Intelligence.

Objectives

To develop a human resource system that provides appropriate sponsorship for the provision of Training Programs in Emotional Intelligence

Policy Outcome Guidelines

15.1 Rayong Province will establish Human Resource Websites such as a Personal Development Roadmap that provide public servants with self-assessment tools, Emotional Intelligence information, and resources for both human resources management and training. This systems-information will be useful for ensuring that public servants' abilities, skills and interests match their needs, as well as developing their competencies and online systems for knowledge management.

15.2 Rayong Province will establish a Personal Development Roadmap as a web-based resource that will be available on the province intranet. The roadmap will present an online profile that will be used in the assessment of current skill levels public service personnel.

15.3 Senior management will be involved in the planning and preparation of the Human Resource Websites, and will be responsible for outsourcing the development of web-sites, Subsequently, senior management will be closely involved in the promotion and adoption of this innovation in Rayong Province.

15.4 A comprehensive set of the Human Resource Websites and a Personal Development Roadmap will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations. The necessary elements for inclusion on these websites will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

15.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in trials of the Human Resource Websites. They will be invited to participate in the program on the basis of their being innovators and early adopters of innovation.

15.6 A schedule for the process of appointing a manager of the Human Resource Websites and a Personal Development Roadmap will be developed by the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

15.7 An assessment and evaluation protocol for the Human Resource Websites will be developed by the program developers and key stakeholders in the organisation. This protocol will provide for feedback on knowledge and behavioural outcomes and will be designed for program improvement. This will provide for continuous improvement of the Human Resource Websites over a five-year period.

15.8 The manager of the will be a member of the information and communications team, thus ensuring a regular, two-way flow of information regarding planning, development, implementation and evaluation of the Human Resource Websites. Regular reports from the manager of the Human Resource Websites on the office's progress and achievements will be posted on the intranet.

15.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the Human Resource Websites.

Attachment 10

Final Policy Statement

1. Developing an Emotional Intelligence Leadership Culture at Senior Levels

Rationale

The needs assessment and expert panel input indicated a focus on a personal leadership style that:

- draws on the breadth of experience of its senior personnel in a time-efficient manner;
- develops each individual as a moral agent who values Emotional Intelligence and who uses it to improve leadership skills that will support all members of the organisation;
- develops management strategies that support change in the work force culture;
- focuses on the development of appropriate skills and behaviours within a learning organisation.

Objectives

1.1 To promote and manage skills and behavioural change – in a manner that is time-effective – that will support the development of an Emotional Intelligence leadership culture amongst senior public servants in Rayong Province.

1.2 To engage senior personnel in developing an Emotional Intelligence leadership culture in such a way that their breadth of experience is able to be applied in a time-efficient manner.

1.3 To develop a management structure that encourages change in the work force culture.

1.4 To develop appropriate skills and behaviours within the public service in Rayong Province acting as a learning organisation.

Policy Outcome Guidelines

1.1 This program will develop Emotional Intelligence leadership knowledge and application in the workplace. It will consist of a number of programs, each of variable duration. It will include a mix of face-to-face and self-paced instructional packages together with monitored coaching sessions in the workplace that will include feedback and assessment elements.

1.2 The program will make extensive use of ICT in the delivery of self-paced instructional packages, interactive feedback and self-assessment elements. Interactive video elements videotaped and will be jointly analysed and discussed with mentors, coaches and team participants. These videos will develop the individuals as moral agents who

employ Emotional Intelligence knowledge and skills as part of their leadership repertoire.

1.3 Senior management will participate in the marketing of these programs to staff who, by drawing on their considerable breadth of experience, will be involved in the leadership, planning, production, distribution and promotional activities at an advisory level. They will delegate operational aspects of the program to appropriately qualified and trained middle-level managers.

1.4 A comprehensive Emotional Intelligence leadership package, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in the province.

1.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this program. They will be accepted into the program on the basis of their being innovators and early adopters of innovation, and on the breadth of their theoretical and practical experience.

1.6 A schedule of the face-to-face, self-paced instruction and coaching sessions will be developed in conjunction with the program developers, taking into account the time needs of each element, including location, developmental needs and personnel involved, and taking into account the need to make these session time effective.

1.7 An assessment and evaluation 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.

1.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this 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.

1.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the program.

2.   Developing Self-Directed Learning amongst Public Servants

Rationale

The needs assessment and expert panel input indicated a focus on self-directed learning amongst public servants that

- develops appropriate and relevant self-directed learning, with an emphasis on personal and organisational growth;

- occurs in a spiral manner through the use of experiential learning packages that are supported by practice on the job; involves appropriate classroom training and e-learning;

- supports and encourages appropriate transfer of learning that is consistent with Rayong Province's strategic plan.

Objectives

2.1   To provide learning that is self-directed and which is focused on Goleman's dimensions of Emotional Intelligence and application.

2.2   To undertake strategic planning that ensures that public servants in Rayong Province are motivated to engage in self-directed learning.

2.3   To support self-directed learning by provision of appropriate classroom training, e-learning and on-the-job practice.

2.4   To provide appropriate learning opportunities and resources for public servants in Rayong Province to engage in transfer of learning in the workplace.

Policy Outcome Guidelines

2.1   This program will follow Goleman's dimensions of Emotional Intelligence and application knowledge to transfer in the workplace. It will consist of five face-to-face programs, each of one hour's duration. It will be supported by five self-directed learning packages that will include self-assessment elements.

2.2   The program will make extensive use of ICT to provide self-learning tool kits and websites in the delivery of self-learning packages that include interactive feedback and self-assessment elements. Web-based interactive programs based on shared-experiences will be developed that will provide individual and work-based practice elements.

2.3   Senior management will support and encourage these programs for public servants in the province. The programs will be consistent with the province's strategic plan and will involve:

- the development of Emotional Intelligence competencies;

- planning, doing, and checking and action activities at an individual level;

- assisting in the transfer and maintenance of Emotional Intelligence knowledge and skills in work practice;

- actively encouragement of self-directed learning for public servants in the province through the use of classroom training and e-learning.

2.4   A comprehensive Emotional Intelligence competencies package, based on the Goleman's dimensions of Emotional Intelligence and application knowledge to transfer in the workplace, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province.

2.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the

development, delivery and evaluation of this program. They will be accepted into the program on the basis of their being innovators and early adopters of innovation.

2.6   A schedule of the face-to-face, self-paced instruction and coaching sessions will be developed in conjunction with the program developers, taking into account the time needs of each element, including location, developmental needs and personnel involved.

2.7   An assessment and evaluation protocol will be developed that uses individual check-lists for developing Emotional Intelligence competencies. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed for program improvement.

2.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this program. E-mail or private chats will allow the instructor to give individual feedback on the public servants' performance. This will include promotional brochures, details of self-directed learning programs, objectives, and outcomes. All elements, including evaluation reports, will be available on the web-site.

2.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the program.

3.   Providing Feedback and Support

Rationale

The needs assessment and expert panel input indicated a focus on providing appropriate and ongoing feedback and support that:

- meets individual needs;
- offers training support structures within the organisation by engaging a strategic adviser to advise on the development of Training Programs in Emotional Intelligence;
- provides appropriate performance management that will be valued and supported at all levels.

Objectives

3.1 To provide feedback that is appropriate and ongoing, and focused on enhancing management structures that will meet individual needs.

3.2 To provide feedback that supports the personal and professional development of public servants.

3.3 To provide feedback that will use a wide-range of expertise in the development of Training Programs in Emotional Intelligence.

Policy Outcome Guidelines

3.1 Rayong Province will establish a Knowledge Centre to provide knowledge and evaluate public servants' performance on Training Programs in Emotional Intelligence exercises, including .monitored coaching in the workplace. The Knowledge Centre will be responsible for the design, delivery and monitoring of feedback and assessment elements.

3.2 The Knowledge Centre will make extensive use of ICT in the delivery of self-assessment questionnaires to be delivered electronically to participants via personal computers. This will increase the number of completed questionnaires, make it easier to process the information, and speed the delivery of feedback reports to public servants.

3.3 Senior management, through the establishment of formal committees led by Heads of Public Sectors, will oversee the mentoring process, the setting up of formal committees and positions to promote diversity, and will develop a system that will reward the Heads of Public Sectors for their efforts in promoting and implementing the Training Programs in Emotional Intelligence innovation.

3.4 The Knowledge Centre, in conjunction with the Training Programs in Emotional Intelligence developers and under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province, will develop appropriate assessment exercises to measure public servants administrative and interpersonal skills. These assessment exercises will allow public servants to demonstrate their knowledge and behavioural skills in Emotional Intelligence, and will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations.

3.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be involved in the development, delivery and evaluation of the feedback and assessment procedures.

3.6 A schedule for the development of feedback and assessment procedures will be developed in conjunction with the program developers and the Knowledge Centre team, taking into account the specific assessment needs of each element, the method of delivery of appropriate feedback and assessment elements, the collection and analysis of responses, and appropriate methods of providing feedback. Where necessary, the involvement of external consultants with expertise in providing these services will be undertaken.

3.7 To assist in the diffusion of this innovation, feedback and self-assessment will be linked with developmental plans for the province to offer coaching and mentoring to be developed by personnel within the Knowledge Centre. Assessment and evaluation protocols will be developed amongst 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.

3.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding the comments of specific information about what aspect of a competency needs to be developed or identifies work situations in which a competency needs to be improved. This comment system will help tailor development activities to fit competency development.

3.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the establishment and operation of the Knowledge Centre.

4.   Developing Social Competencies

Rationale

The needs assessment and expert panel input indicated a focus on developing social competencies that:

- focus on the application of Goleman's Emotional Intelligence concept of social competence – particularly the development of: empathy and social skills – in the workplace through the application of appropriate Training Programs in Emotional Intelligence that create a feeling of good-will towards improving overall performance of the organisation;

- provide extension of training to match the organisation's strategic direction and to meet overall Emotional Intelligence competencies in the training, as well as motivating public servants in order to meet their Emotional Intelligence needs within the organisation needs.

Objective

4.1 To ensure that public servants in Rayong Province develop Emotional Intelligence social competencies with e-learning that will enable them to manage meaningful behavioural change in the organisation.

4.2 To ensure that the training programs combine and link with the organisation's needs.

Policy Outcome Guidelines

4.1 The program will use e-learning to promote Emotional Intelligence social competencies which follow Goleman's dimensions of Emotional Intelligence. It will focus on individual development of empathy and social skills in the workplace. There will be an emphasis on two-way individual and group communication. Individual feedback and assessment elements, together with monitored coaching, will bring about change in the organisation.

4.2 The training, delivered by distance-mode in virtual classrooms, will use on-line e-learning. The Internet and the Web will be used as the basis for instruction and training. This will permit public servants to collaborate and interact with other trainees and experts. It will provide links to extended learning resources such as reference materials, company websites, and other training programs; will allow for workplace and out-of-hours training; will encourage diversity in the presentation of the course content; and will encourage innovative approaches to training administration in the province.

4.3 Senior management will be engaged in the planning, and preparation of these e-learning programs; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

4.4 A comprehensive set of e-learning programs in Emotional Intelligence social competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

4.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this training. They will be accepted into the e-learning program on the basis of their being innovators and early adopters of innovation.

4.6 A schedule of the e-learning and coaching sessions will be developed according to both of the individual needs of the personnel involved and organisation needs.

4.7   An assessment and evaluation protocol for this e-learning course will be developed by the program developers and key stakeholders in the training to meet the organisation needs. This will provide for feedback on knowledge and behavioural outcomes, self-assessment schedules, and interactive training course evaluation designed for program improvement.

4.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this e-learning. This will include: promotional websites; details of content of Emotional Intelligence in social competence; assessment tools; and regular reports on the program's progress and achievements.

4.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the e-learning component of this Emotional Intelligence Social Competencies Program.

5.   Providing Training Opportunities for Public Servants

Rationale

The needs assessment and expert panel input indicated a focus on providing training opportunities for public servants that

- focuses on ensuring that training opportunities are available to all public servants at all levels and that they are aligned to needs;
- uses the latest technology to support learning and to develop social competence;
- are applied to the widest range of needs and circumstances in the province.

Objectives

5.1   To provide Emotional Intelligence training opportunities and processes which are open to all and which are determined on the basis of need for public servants in Rayong Province.

5.2   To engage in appropriate risk management activities to ensure the success of this blueprint for change within the province.

Policy Outcome Guidelines

5.1   Rayong Province will establish an E-learning Foundation for Public Servants as a means of developing e-learning. The E-learning Foundation will provide loans for public servants to assist them to buy laptops that will be used in individual e-learning in Training Programs in Emotional Intelligence. These will provide opportunities for Emotional Intelligence learning involving two-way, individual, and group communication, and will meet the needs of self-directed learning with technology such as WAN or PCs for e-learning to develop Emotional Intelligence behaviours. The province will survey the level of demand for laptops: how many, and the necessary technical specifications. The province will establish and maintain a server that stores the e-learning program through the use of hyperlinks, provides the learner control, and allows its public servants to collaborate with other learners. Public servants will have opportunities to practice and receive feedback through the use of problems, exercises, assignments and tests.

5.2   Public servants will access the updated program via a wireless area network (WAN) at their workplace. The WAN will facilitate shared learning, including an online administration module that will allow public sectors to monitor the extent and completion rate of public servant e-learning.

5.3   CEO's committee and senior management will seek the support of banks in the province for establishing the e-learning foundation. They will engage in the planning, and preparation for the servers of these e-learning programs. For on line learning, they will be repurposing that the best e-learning will be used in the province and to include a risk management policy element in this blueprint for change. They will be closely involved in the promotion and adoption of this innovation in Rayong Province.

5.4   A comprehensive set of e-learning programs in Emotional Intelligence social competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

5.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of the use of the WAN network in training. This

group will be accepted into the e-learning program on the basis of their being innovators and early adopters of the innovation.

5.6   The management of the delivery system – including the E-learning Foundation, and the service provision that includes the WAN network – will enable all public servants to self-monitor their progress and to maintain a record of time-on-task. In particular, it will bookmark the point at which public servants leave an online class so they can enter the program at the place they left it when they continue the online session.

5.7   The assessment process for Web-based training or any other type of online learning will include a technology assessment (as a part of organisation analysis) and an assessment of the skills that users need for online training (personal analysis). An assessment and evaluation protocol for public servants will approach of e-learning foundation. This e-learning course will be developed by the program developers and key stakeholders in the training.

5.8   An information and communications team will ensure that the public servants will be fully-informed regarding the development and administration of the E-learning Foundation. There will be a regular, two-way flow of information regarding planning, development, implementation and evaluation of this initiative. This will include: promotional websites; details of content of e-learning foundation and e-learning function, assessment tools; and regular reports on the program's progress and achievements.

5.9   A budgetary group, representative of ICT technical support staff, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the E-learning Foundation.

6.   Selecting and Employing Trainers

Rationale

The needs assessment and expert panel input indicated a focus on selecting and employing trainers who:

- are highly skilled technically, who can apply authentic approaches to the training, who encourage trainees to use skills on the job within a framework of internal support, and who recognise their key roles in making change in the organisation;

- focus on coaching roles form part of normal role of Heads and line managers in the Province.

Objective

6.1   To engage trainers who have appropriate emotional skills and background.

6.2   To select trainers to be coaches who will act as the primary force to facilitate and achieve change in the organisation.

6.3   To engage in effective development of line managers as coaches, and to develop assessment processes that will assess their ability to discharge this function as part of their normal role.

6.4   To develop and manage an appropriate train-the-trainer program at all levels in the organisation.

Policy Outcome Guidelines

6.1   Rayong Province will outsource trainers who have expertise in Emotional Intelligence and experience in training from the Leader Training Institute of Thailand, and engage them to train Heads of Public Sectors and public servants so that they have the appropriate Emotional Intelligence skills in work practice to be a coaches in the province. Train-the-trainer programs will be necessary for Heads of Public Sectors and public servants who have the necessary content knowledge but who, in order to be coaches, do not have appropriate presentation and communications skills nor a full understanding of the key components of the learning process such as feedback, practice, or developing lesson plans and will be effective of coaching roles for innovation change in the province.

6.2   Rayong Province will provide laptops for Heads of Public Sectors and the public servants who will be involved in the train-the-trainer programs and who will be coaches in the province. They will use these laptops as support in their mentoring and coaching of public servants at their workplace. They will also use them in the development of shared learning and online administration modules that will support, monitor, and assess public servants participating in the Training Programs in Emotional Intelligence.

6.3   Senior management will be involved in the planning and preparation of the train-the-trainer programs and will be responsible for engaging the experts from the Leader Training Institute of Thailand or external consultant to train target group; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

6.4   A comprehensive set of the train-the-trainer programs in Emotional Intelligence social competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

6.5   Key people, consisting of academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be coaches in the province. They

will be accepted into the train-the-trainer programs on the basis of coaching roles form of their being innovators and early adopters of innovation.

6.6 A schedule of the train-the-trainer courses involving personnel from the Leader Training Institute of Thailand will be developed in conjunction with the institute and the program developers, taking into account the time needs of each element, including location, developmental needs and personnel involved.

6.7 An assessment and evaluation protocol will be developed that uses individual check-lists for developing Emotional Intelligence competencies as a coach. This will involve feedback on achievement of knowledge and behavioural outcomes, self-assessment schedules, and interactive program evaluation designed by the experts from the Leader Training Institute of Thailand.

6.8 An information and communications team will ensure that there is regular, two-way flow of information regarding planning, development, implementation and evaluation of the programs between program developers and the trainers from the Leader Training Institute of Thailand. This will include: promotional websites; details of content of programs, assessment tools; and regular reports on the program's progress and achievements.

6.9 A budgetary group, representative of developers of Training Programs in Emotional Intelligence and reporting directly to the Rayong Governor, will establish and manage a budget for the outsourcing of the experts from the Leader Training Institute of Thailand engaged in the development and delivery of the train-the-trainer programs.

7.   Developing a Learning Organisation

Rationale

The needs assessment and expert panel input indicated a focus on developing a learning organisation that

- values the transfer and application of Emotional Intelligence skills in the workplace; and which, through its Training Programs in Emotional Intelligence, introduces a wide-range of knowledge, experience and skills that create a culture of service;
- follows the central government's guideline that is supported of Human Resource Development at both national and provincial level;
- supports the managing of the Knowledge Centre that promoting a learning organisation by using online e-learning to share Emotional Intelligence knowledge within active stakeholder participation across senior levels of learning organisation.

Objectives

a. To develop and promote a culture of service in Rayong Province by using principles of Emotional Intelligence in the public service workplace.

b. To apply the central government's Human Resource Development guidelines at provincial level.

c. To apply on-line e-learning through the Knowledge Centre in order to develop provincial office as a learning organisation.

Policy Outcome Guidelines

7.1   Rayong Province will establish the position of Knowledge Officer who will be the leader of the Office of Knowledge Management. The Knowledge Officer's tasks will be to develop, implement, and link knowledge of Emotional Intelligence/learning organisation culture with the province's technology infrastructure that includes database maintenance and intranet access. The Knowledge Officer will locate Emotional Intelligence knowledge and find ways to create, capture, and distribute it. It will lead to the development of 'innovation mentors' around the province who will encourage public servants to try out new ideas.

7.2   Rayong Province will ensure that internal and external experts, information technologists, business managers and public sector heads support and contribute to the development of knowledge management practices that will use online e-learning. This will permit public servants to collaborate and interact in a systems approach to learning within the organisation.

7.3   Senior management will foster continuous learning and knowledge management that will be a signal to all public servants that Emotional Intelligence learning and knowledge management is valued in the province. Senior management, working with the Knowledge Officer, will be involved in the planning, and preparation, promotion and adoption of this innovation in Rayong Province.

7.4   A comprehensive set of the Emotional Intelligence competencies required by the Knowledge Officer, and based on the work of the Consortium for Research on Emotional Intelligence in Organisations, together with the necessary knowledge management and learning organisation skills, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

7.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in developing an Emotional Intelligence-oriented learning organisation. They will support and be involved in learning organisation activities developed by the Knowledge Officer

and will be invited to participate in the program on the basis of their being innovators and early adopters of innovation.

7.6 A schedule for the process of appointing the Knowledge Officer will be developed by the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

7.7 Both formative and summative evaluation of the establishment and effectiveness of the Emotional Intelligence-based learning organisation with the province will be undertaken following advice of the program developers and key stakeholders in the training. This will provide for continuous improvement of the program over a five-year period.

7.8 The Knowledge Officer will be a member of the information and communications team, thus ensuring a regular, two-way flow of information regarding planning, development, implementation and evaluation of the Emotional Intelligence-based learning organisation. The information will include: promotional websites; details of activities supporting the development of an Emotional Intelligence-based learning organisation; and regular reports from the Knowledge Office on the office's progress and achievements.

7.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the Knowledge Officer's activities.

8.   Bringing about Organisational Change in Rayong Province

Rationale

The needs assessment and expert panel input indicated a focus on bringing about organisational change in Rayong Province that

- focuses on enhancing and sustaining Emotional Intelligence to improve productivity and to establish benchmarks for outstanding work performance; to prepare the workforce for changes in training approaches and outcome measures; to establish emotional competencies that emphasise flexibility, teams and strong customer orientation; and on taking a research-based approach to the development of Training Programs in Emotional Intelligence;

- applies Total Quality Management (TQM) formulation undertaken by the Knowledge Centre, to take the lead in developing a learning organisation that emphasise on sharing knowledge amongst stakeholders as innovators and early adopters of the Training Programs in Emotional Intelligence innovation in order to bring about organisational change.

Objectives

8.1   To use Training Programs in Emotional Intelligence in order to bring about organisational change in the public service in Rayong Province.

8.2   To apply principles of Total Quality Management to develop a learning organisation within the public service in Rayong Province.

8.3   To use appropriate research to develop the public service in Rayong Province as a learning organisation.

8.4   To develop knowledge management skills in order to encourage knowledge sharing and stakeholder participation that supports organisation change.

Policy Outcome Guidelines

8.1   Rayong Province will use research on best practice to guide the development of all Training Programs in Emotional Intelligence. These best practices will relate to Goleman's dimensions of Emotional Intelligence, together with best practices associated with knowledge management and transfer in the workplace. It will be supported by teams and a strong customer orientation. Research concerned with diffusion of this innovation in the province will be undertaken by the Knowledge Officer.

8.2   The Knowledge Officer, working with the Coordinator of Coordinator of Training Programs in Emotional Intelligence and the Training Programs in Emotional Intelligence team of developers, in Rayong Province, will establish a locally-based Emotional Intelligence research consortium that will focus on development, implementation and evaluation of Training Programs in Emotional Intelligence within the province. The Consortium will make extensive use of websites, and other training programs and external consultants to extend its research capacity.

8.3   Senior management will encourage the use of research to develop Training Programs in Emotional Intelligence for public servants in Rayong Province. These public servants will be involved sharing knowledge in developing and improving best practice outcomes that will encourage transfer and maintenance of these skills in the work practice of all public servants in the province.

8.4   Specific research, focusing on Goleman's dimensions of Emotional Intelligence and application knowledge to transfer in the workplace, will be undertaken by a team of

people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province.

8.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the research. These people will be chosen to participate in this organisational development program on the basis of their being innovators and early adopters of innovation.

8.6 A schedule of the research will be developed by the Coordinator of Training Programs in Emotional Intelligence and the Knowledge Officer, in conjunction with the program developers, taking into account the time needs of each procedure, including location, developmental of Emotional Intelligence in work practice.

8.7 An evaluation of best practice within the province will be undertaken and will involve all stakeholders in the province. This will provide feedback on achievement of knowledge and behavioural outcomes, and will focus on program improvement.

8.8 An information and communications team will ensure that there is a regular, two-way flow of information that encourages research into the development of Training Programs in Emotional Intelligence in the organisation. E-mail and private chats, together with promotional brochures, details of research, objectives, and outcomes, will be incorporated within this research. All elements, including evaluation reports, will be available on the web-site.

8.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for this Emotional Intelligence research.

9.   Developing a Learning Organisation Culture

Rationale

The needs assessment and expert panel input indicated a focus on developing a learning organisation culture that

- focuses on building a learning organisation that values and supports learning and development, and which develops a management infrastructure that encourages a systems approach;

- creates innovations and new ideas, that shares knowledge to develop the organisation, and which encourages the acceptance of change by being involved with colleagues in the development of Emotional Intelligence competencies undertaken by the Knowledge Centre;

- selects persons who, as strategic advisers, will collaborate, support and encourage teamwork in making the sharing knowledge a focus for the development of a learning organisation within Rayong Province.

Objectives

9.1   To create a learning organisation within the Rayong Province public service by means of the implementation, diffusion and evaluation of the Training Programs in Emotional Intelligence innovation.

9.2   To ensure the effective diffusion of the training innovation.

9.3   To provide the necessary resources and infrastructure to ensure that the innovation is seen as relevant.

Policy Outcome Guidelines

9.1   Applying the joint services of the Coordinator of Training Programs in Emotional Intelligence and the Knowledge Centre selects of persons with appropriate expertise as the strategic advisor, Rayong Province will develop a systems approach to the creation, capturing, and sharing of Emotional Intelligence knowledge within a framework of continuous learning . Rayong Province public servants will be encouraged to think in new ways, see new relationships and to be influenced by local and provincial feedback loops. These will free them free to take risks, innovate, explore new ideas, try new processes and develop new ways for servicing people. The province will provide systems and an environment that will ensure the development and well-being of every public servant. The achievement of this organisation development will be rewarded, promoted and supported by the Rayong Governor.

9.2   Rayong Province will provide Electronic Performance Support Systems (EPSSs) that will enable computer applications to provide online skill training, information access, and expert advice on demand. An EPSS will be used to facilitate transfer of training by providing public servants with an electronic information source that they can refer to on a needs basis while they apply learned Emotional Intelligence competencies on the job.

9.3   Senior management will foster a learning organisation culture by supporting the use Emotional Intelligence skills in work practice. Senior management will be involved in the planning, preparation for, and the development of this new learning organisation. They will use a system of rewards to reward the promotion and adoption of this innovation in Rayong Province.

9.4   A comprehensive set of the Emotional Intelligence competencies, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

9.5   Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the learning organisation. They will be accepted and involved in learning organisation activities on the basis of their being innovators and early adopters of innovation.

9.6   The Knowledge Officer, in conjunction with the Coordinator of Training Programs in Emotional Intelligence, will develop a schedule of learning and training activities according to the developmental needs of the personnel involved.

9.7   An assessment and evaluation the activities will be developed by the learning organisation team, consisting of developers, senior management and key stakeholders in the training. This will provide feedback on knowledge and behavioural outcomes, activities of learning organisation schedules, and evaluation designed for activities improvement.

9.8   An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the Knowledge Officer's activities. This will include: promotional websites; details of activities of learning organisation practice; assessment tools, and regular reports on the office progress and achievements.

9.9   A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget that will enable the Knowledge Officer to manage these learning organisation activities.

10.   Developing Self and Others

Rationale

The needs assessment and expert panel input indicated a focus on developing a personal leadership style that:

- applies Goleman's Emotional Intelligence concepts of self-awareness and self-management to bring about meaningful behavioural change; to develop and expand the concept of 'self and others'; and to fine-tune job performance within a framework that ensures that the learner personally is ready for change and is made to feel in control of the change process;

- develops effective ways for communication amongst public servants by using e-mail as part of e-learning in the diffusion of this innovation;

- manages Emotional Intelligence training with other competencies training and provide feedback on knowledge and behaviours outcomes of developing of related programs linked to development of self and others.

Objectives

10.1 To ensure that each individual has the personal competence to manage meaningful behavioural change in self and others.

10.2 To ensure effective ways of communication are established that will assist in diffusion of the training innovation.

10.3 To ensure that public servants in Rayong Province appreciate the relevance of Emotion Intelligence Training Programs in developing self and others.

10.4 To apply the best principles of training administration to ensure that there appropriate follow-up that is able to be transferred to other courses.

Policy Outcome Guidelines

10.1 Rayong Province will provide programs for training that will use e-learning to promote self-awareness and self-management to bring about meaningful behavioural change following Goleman's dimensions of Emotional Intelligence. It will focus on development of self and others in the workplace. There will be an emphasis on two-way individual and group communication. Individual feedback and assessment elements, together with monitored coaching, will bring about a process of change in the organisation.

10.2 E-learning will be delivered by distance-mode in virtual classrooms. The Internet and the Web will be used as the basis for instruction and training. This will permit public servants to collaborate and interact with other trainees and experts. It will provide links to extended learning resources such as reference materials, company websites, and other application of Emotional Intelligence training programs; will allow for workplace and out-of-hours training; will encourage diversity in the presentation of the course content; and will encourage innovative approaches to training administration in the province.

10.3 Senior management will be involved in the planning, and preparation of developing communication for these e-learning programs; subsequently, they will be closely involved in the promotion and adoption of this diffusion of the innovation in Rayong Province.

10.4 A comprehensive set of e-learning programs in self-awareness and self-management, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

10.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this training. They will be accepted into the e-learning program on the basis of their being innovators and early adopters of innovation.

10.6 A schedule of e-learning and coaching sessions will be developed according to the individual needs of the personnel involved.

10.7 An assessment and evaluation protocol for this e-learning course will be developed by the program developers and key stakeholders in the training. This will provide for feedback on knowledge and behavioural outcomes, self-assessment schedules, and interactive training course evaluation designed for program improvement.

10.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of these e-learning programs. This will include: promotional websites; details of content of self-awareness and self-management; assessment tools; and regular reports on the program's progress and achievements.

10.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for developing the ways of communication for the e-learning component of these self-awareness and self-management programs.

11.   Developing a Work-Life Balance

Rationale

The needs assessment and expert panel input indicated a focus on developing a work-life balance by

- focusing on providing opportunities to practice new individual behaviours over an extended period of time with a specific emphasis on developing and maintaining a work-life balance;

- following the current conditions of work culture and view of work-life in the Thai bureaucracy be able to be applied for selection of personnel to nominate and promote talented persons to participate in home-based work;

- reviewing the job descriptions of public servants in order to assist in create greater efficiencies providing opportunity for talent person.

Objectives

11.1 To review the job descriptions of public servants.

11.2 To provide training opportunities for talented people.

11.3 To encourage flexibility in work arrangements and work schedules;

11.4 Under supervision, to enable public servants to modify their work conditions in order to meet their personal needs.

Policy Outcome Guidelines

11.1 Rayong Province will review job description of public servants, provide opportunity for talent person, and introduce the concept of home-based work that will encourage flexibility in work arrangements and work schedules. Public servants will be educated in the positives and negatives of these arrangements and schedule, in choosing their schedules, and handling associated physical, family, and social effects. Rayong Province will hire experts to train public servants (and their spouses) in how to deal with sleep problems. The Province will allow them that follows the current conditions of work culture and the Thai bureaucracy to swap shifts, with the Heads of Public Sectors' approval, to accommodate personal needs. Individuals, who will be under the supervision of senior managers in the Province will be nominated to participate in the home-based work program from educational, professional and policy work areas.

11.2 The Internet and the Web will provide public servants with flexibility to balance work and life. Public servants will be able to respond to peers, Heads of Public Sectors, and customers on-line from a remote location. Similarly, they will be able to access office computers and e-mail online.

11.3 Senior management will be involved in the planning, preparation and implementation of this program. The Governor's Office will provide training for the Heads of Public Sectors to make them aware of the consequences of work-life policies and on the changed management approaches that will be required. The adoption of this work-life policy innovation will promote Rayong Province as a leader in workplace relations.

11.4 A comprehensive set of work-life management skills required to support Home-based Work will be developed. They will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations, and will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

11.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery of home-based work. These people will be identified as innovators and early adopters of innovation in the province.

11.6 A flexible schedule for home-based work that will provide for one or more days during normal working hours will be developed according to individual needs, under the direction of the program developers in the province and according to approved modified conditions of working.

11.7 An assessment and evaluation program for the home-based work program will be developed by program developers and experts in the Training Programs in Emotional Intelligence. This will assist in the development of individual key performance indicators, and will provide feedback on job performance and behavioural outcomes of the home-based work program.

11.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the home-based work program. This will include: promotional websites; details of work skills; assessment tools and regular reports on the program's progress and achievements.

11.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the engagement the experts, materials, and procedures for the home-based work program.

12.   Developing Improved Communications

Rationale

The needs assessment and expert panel input indicated a focus on developing improved communications that:

- seeks consistent application of levels of communication and the development of communication skills, with a focus on improved two-way communication and to assist in the diffusion of this innovation on information and communications technology (ICT) in the province.

Objectives

12.1 To ensure that appropriate and effective communication occurs at all levels.

12.2 To use a new Knowledge Centre to both support learning in Emotional Intelligence and to ensure the effective diffusion of the innovation throughout the organisation.

12.3 To apply human relationship skills to improve communication.

Policy Outcome Guidelines

12.1 Rayong Province will establish an Information and Communications Technology Centre (ICTC). It will involve the appointment of director and staff who will provide training in the use of new technologies, and who will assist in linking diverse sources of information. The technologies to be developed will include electronic messaging and meeting systems that will develop online communities of learning organised by subject. Public servants will be able to access interactive discussion areas and share training content and web links and document handling systems using technologies that allow interpersonal interaction. The ICTC will provide appropriate computer-based training for public servants and Heads of Public Sectors and on-site instructors and facilitators will be available to answer questions and moderate question-and-answer sessions.

12.2 Rayong Province will ensure that Heads of Public Sectors and public servants have appropriate and adequate computer skills to participate in online e-learning. Trainers, experts and learners will interact with each other live and in real time using video teleconferencing. This will enhance their skills to collaborate and interact in a systems approach to learning within the organisation. Rayong Province will provide of specific skills, e.g. human relationship skills for developing improved communications of public servants They will be closely involved in the promotion and adoption of this diffusion of the innovation in Rayong Province..

12.3 Senior management will be involved in the planning, preparation and implementation of the ICTC and will be responsible for developing training programs for its personnel. Senior personnel will be closely involved in the promotion and adoption of this innovation in Rayong Province.

12.4 Training Programs in Emotional Intelligence, addressing development of appropriate Emotional Intelligence knowledge and skills for ICTC personnel, together with the necessary knowledge management and learning organisation skills, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

12.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to develop essential ICT skills, with a view to their being involved in the ICTC. These people will be invited to participate in the program on the basis of their being innovators and early adopters of innovation.

12.6 A schedule for the process of establishing the ICTC will be developed by the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

12.7 An assessment and evaluation protocol for the ICTC and its programs will be developed by the program developers and its key stakeholders. This will provide for feedback on knowledge and behavioural outcomes, self-assessment schedules, and interactive training course evaluation designed for program improvement. This will provide for continuous improvement of the ICTC over a five-year period.

12.8 The ICTC director will be a member of an Emotional Intelligence information and communications team that ensures a regular, two-way flow of information regarding planning, development, implementation and evaluation of Emotional Intelligence knowledge and skills in the organisation. The information will include: promotional websites; details of activities supporting the development of Emotional Intelligence, regular reports from the ICTC on the office's progress and achievements.

12.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the ICTC's activities.

13.   Developing Self-managing Teams

Rationale

The needs assessment and expert panel input indicated a focus on developing self-managing teams that

- focuses on the development of workplace and cross-sectoral teams which are self-managing, and which are encouraged to operate creatively and relatively independent of bureaucratic control;
- adopts the innovation of team learning, and develops the roles of self-managing teams across the public sector that enhance the capacity of public servants to operate creatively in the culture of learning organisation.

Objectives

13.1 To ensure that self-managing teams are developed and encouraged to perform independently.

13.2 To provide a systems approach to ensure that self-managing teams will prosper.

13.3 To ensure that the relevance of developing self-managing teams is established within the context of adopting the innovation, developing a learning culture and by having a clear understanding of their roles.

Policy Outcome Guidelines

13.1 Rayong Province will establish self-managing teams that take the initiative for the work that they do, including responsibility for obtaining the information they need to do their work. These teams will involve public servants with various skills who interact to assemble products and service across the various public sectors. Training programs will consist of the cross training of public servants in a wide range of skills to enable them to fill a variety of the roles required of the team. There will be an emphasis on two-way individual and group communication, individual feedback, and assessment of the elements operating in the workplace. The achievement of the development of self-managing teams will be rewarded, promoted and supported by the Rayong Governor.

13.2 Public servants will connect via the public sector intranet with experts, team members, customers, or other learner to discuss problem, issues, and to share learnings. Innovative approaches to the development of self-managing teams in the province will be encouraged.

13.3 Senior management will participate in the planning, and preparation of the self-managing teams; subsequently, they will be closely involved in the promotion and adoption of this innovation in Rayong Province.

13.4 Self-managing teams will be developed by groups of public servants working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province to engage in virtual work arrangements. They will advance their Emotional Intelligence knowledge and skills by linking to the work of the Consortium for Research on Emotional Intelligence in Organisations.

13.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of the self-managing teams. They will be accepted into the self-managing teams on the basis of their being innovators and early adopters of innovation.

13.6 A development schedule to establish and facilitate the self-managing teams will set appropriate time lines. In particular, coaching sessions will be developed according to the individual needs of the personnel involved.

13.7 The self-managing teams will create standards for the quality of their work; they will also set up a process to evaluate their work. The self-managing teams, developed by the program developers and key stakeholders in the training, will be involved with the

public sectors and will work together on projects designed to meet the strategic and operational needs of their sector.

13.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of the self-managing team. Involvement will be maintained by using 'gate keepers' to keep communication open. This will be assisted by using promotional websites, publishing task details, sharing assessment tools, and presenting regular reports on the self-management team's progress and achievements.

13.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the operation of self-managing teams.

14.   Gaining Support from Key Personnel

Rationale

The needs assessment and expert panel input indicated a focus on gaining support from key personnel by

- ensuring that key personnel such as senior management and Heads of Public Sectors are willing to act as role models for the transfer and maintenance of Emotional Intelligence skills, values and techniques in work practices within the province;

- drawing on the breadth of experience of seniors management to entry leadership conferences for application change in the workplace.

Objectives

14.1 To ensure leadership experiences and behaviour change that motivates staff to engage in utilisation of Training Programs in Emotional Intelligence.

14.2 To establish and retain the support of key personnel involved in the training program through providing appropriate role models and change management techniques.

Policy Outcome Guidelines

14.1 Rayong Province will provide Emotional Intelligence leadership training to support change for application in the workplace. The Province will promote good role models and provide Emotional Intelligence leadership as role models in training the administration. Senior management and Heads of Public Sectors will have active roles as coaches, appraisers, advisors, and referral agents to assist public servants in all stages of their careers. It will consist of a number of programs, each of variable duration. It will include a mix of face-to-face and self-paced instructional packages together with feedback and assessment elements.

14.2 The program will make extensive use of ICT, as follows: in the delivery of self-paced instructional packages; to provide interactive feedback and self-assessment elements; using video teleconferencing; running real-time online course with experts. The Province will develop the leadership role of all public servants across all levels of the service undertaken from the courses in principles of change management This will enhance the skills of key personnel as they collaborate and interact in a systems approach to learning within the organisation.

14.3 Senior management will participate in the training of Heads of Public Sectors, and consequently will be involved in the leadership, planning, production, distribution and promotional activities at an advisory level. They will delegate operational aspects of the program to appropriately qualified and trained senior management and Heads of Public Sectors.

14.4 A comprehensive Emotional Intelligence leadership package, based on the work of the Consortium for Research on Emotional Intelligence in Organisations, will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in the province.

14.5 Key people, consisting of senior management and Heads of Public Sectors from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in the development, delivery and evaluation of this program. They will be accepted into the program on the basis of their being innovators and early adopters of innovation.

14.6 A schedule of the face-to-face, self-paced instruction and coaching sessions will be developed in conjunction with experts and program developers, taking into account the time and developmental needs, location, developmental needs of the key personnel involved.

14.7 An assessment and evaluation 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.

14.8 An information and communications team will ensure that there is a regular, two-way flow of information regarding planning, development, implementation and evaluation of this program for key personnel. This will include promotional brochures, details of Emotional Intelligence leader training programs, production of course materials including training manuals, and regular reports on the program's progress and achievement.

14.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the development of key personnel training programs.

15.   Developing Human Resource Systems

Rationale

The needs assessment and expert panel input indicated a focus on developing human resource systems that:

- ensures a formal human resource system operates within a framework of appropriate leadership in the development of Emotional Intelligence in the province and that senior management sponsors appropriate political and financial sponsorship for the development of Training Programs in Emotional Intelligence;

- establishes strategic priorities for subsequent training policies to develop the human resource to be highly performance management of Training Programs in Emotional Intelligence.

Objectives

15.1 To develop a human resource system that provides appropriate performance management and sponsorship for the provision of Training Programs in Emotional Intelligence.

15.2 To establish strategic priorities for future training policies.

Policy Outcome Guidelines

15.1 Rayong Province will establish Human Resource Websites such as a Personal Development Roadmap that provide public servants with self-assessment tools, Emotional Intelligence information, and resources for both human resources management and training. This systems-information will be useful for ensuring that public servants' abilities, skills and interests match their needs, as well as developing their competencies and online systems for knowledge management in learning organisation.

15.2 Rayong Province will establish a Personal Development Roadmap as a web-based resource that will be available on the province intranet. The roadmap will present an online profile that will be used in the assessment of current skill levels public service personnel. These provide by the effective ways of the communication with a clear picture and create are to facilitate continuous organisational learning.

15.3 Senior management will be involved in the planning and preparation of the Human Resource Websites, and will be responsible for outsourcing the development of web-sites. Subsequently, senior management will be closely involved in the promotion and adoption of this innovation in Rayong Province.

15.4 A comprehensive set of the Human Resource Websites and a Personal Development Roadmap will be based on the work of the Consortium for Research on Emotional Intelligence in Organisations. The necessary elements for inclusion on these websites will be developed by a team of people working under the direction of the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

15.5 Key people, consisting of practitioners, academics and administrators from the 27 public sectors in Rayong Province, will be identified and targeted to be involved in trials of the Human Resource Websites. They will be invited to participate in the program on the basis of their being innovators and early adopters of innovation.

15.6 A schedule for the process of appointing a manager of the Human Resource Websites and a Personal Development Roadmap will be developed by the Coordinator of Training Programs in Emotional Intelligence in Rayong Province.

15.7 An assessment and evaluation protocol for the Human Resource Websites will be developed by the program developers and key stakeholders in the organisation. This protocol will provide for feedback on knowledge and behavioural outcomes and will be

designed for program improvement. This will provide for continuous improvement of the Human Resource Websites over a five-year period.

15.8 The manager of the will be a member of the information and communications team, thus ensuring a regular, two-way flow of information regarding planning, development, implementation and evaluation of the Human Resource Websites. Regular reports from the manager of the Human Resource Websites on the office's progress and achievements will be posted on the intranet.

15.9 A budgetary group, representative of developers, implementers and evaluators, and reporting directly to the Rayong Governor, will establish and manage a budget for the Human Resource Websites.