THE DEVELOPMENT OF A MANAGEMENT MODEL FOR THE ROYAL THAI ARMED FORCES ACADEMY SCHOOLS TOWARDS INTELLIGENT ORGANIZATIONS

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Abstract: The objectives of this research were 1) to study the conditions and problems of the management in the Royal Thai Armed Forces Academy Schools and armed forces schools in foreign countries and 2) to present a management model for the Royal Thai Armed Forces Academy Schools according to the concept of an intelligent organization. Sample groups consisted of 1) people who gave their opinions about the conditions of the management in the Royal Thai Armed Forces Academy and foreign countries' schools, consisting of the chief executives, directors of education divisions, and professors of Chulachomklao Royal Military Academy, the Royal Thai Naval Academy and the Royal Thai Air Force Academy, with a total number of 254 selected by simple random sampling method. 2) the officers who graduated from foreign armed forces schools in the United States of America, Japan, and Australia in 2004-2009, with a total number of 18 selected by purposive sampling method. 3) people who gave their opinions about the definition of an intelligent business organization's aspects, consisting of executive administrators or human resource managers of private organizations, with a total number of 10 selected by purposive sampling method. The instruments employed in this research were documentary analysis, content analysis, interviews, and questionnaires. The research results showed that the managements in the Royal Thai Armed Forces Academy, - including academic, financial, human resource, general, technology and student affairs management- should be improved. The managements of the foreign countries' armed forces academy schools were satisfactory in the opinion of their graduates. A proposed management model for The Royal Thai Armed Forces Academy Schools consisted of issues involving 1) adaptability 2) innovation 3) identity 4) qualitative administration 5) etiquette 6) information technology 7) human resources development 8) working to full potential and 9) being happy and ready to return benefit to the society

Objectives

There are two objectives of this study. The first is to study the conditions and problems of the management in the Royal Thai Armed Forces Academy Schools and armed forces schools in foreign countries. The second is to present a management model for the Royal Thai Armed Forces Academy Schools according to the concept of an intelligent organization.

Scope

1) The study of conditions and problems of the Royal Thai Armed Forces Academy Schools and armed forces schools in foreign countries, including academic, financial, human resource, general, technology and student affairs management.

2) The concept of an intelligent organization is taken from Pinchot and Pinchot (1996), Syd änaamlkka (2002), and Albrecht (2003).

3) The management model of the Royal Thai Armed Forces Academy Schools is based on the information from Chulachomklao Royal Military Academy, the Royal Thai Naval Academy and the Royal Thai Air Force Academy.

Theoretical Proposition

This is a descriptive research of management based on the concept of an intelligent organization. The theory was applied to the management of the Royal Thai Armed Forces Academy Schools in order to create the most efficient method of management. The concepts and theories involved are as follows (see in next page):

Method

This research was a descriptive research. The instruments employed were documentary analysis, content analysis, interviews, and questionnaires.
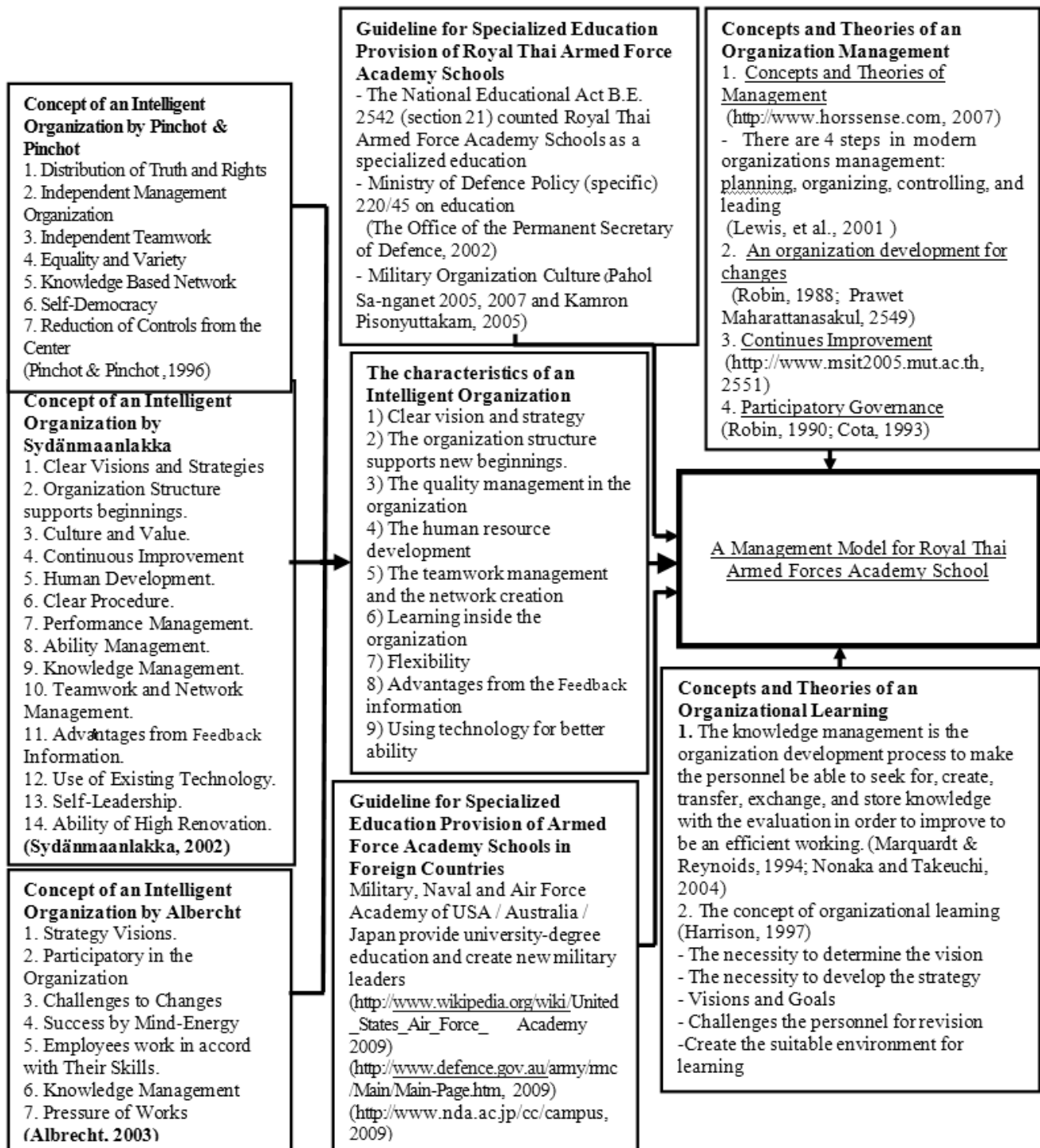
Samples

1. People who gave their opinions about the conditions of the management in the Royal Thai Armed Forces Academy and foreign countries' schools, consisting of the chief executives, directors of education divisions, and professors at Chulachomklao Royal Military Academy, The Royal Thai Naval Academy and The Royal Thai Air Force Academy. A total number of 254 participants were selected by a simple random sampling method.

2. Officers who had graduated from foreign armed forces schools in the United States of America, Japan, and Australia in 2004-2009. A total number of 18 officers were selected- using a purposive sampling method.

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Concept of an Intelligent Organization by Pinchot & Pinchot
1. Distribution of Truth and Rights
2. Independent Management Organization
3. Independent Teamwork
4. Equality and Variety
5. Knowledge Based Network
6. Self-Democracy
7. Reduction of Controls from the Center
(Pinchot & Pinchot, 1996)

Concept of an Intelligent Organization by Sydänmaanlakka
1. Clear Visions and Strategies
2. Organization Structure supports beginnings.
3. Culture and Value.
4. Continuous Improvement
5. Human Development.
6. Clear Procedure.
7. Performance Management.
8. Ability Management.
9. Knowledge Management.
10. Teamwork and Network Management.
11. Advantages from Feedback Information.
12. Use of Existing Technology.
13. Self-Leadership.
14. Ability of High Renovation.
(Sydänmaanlakka, 2002)

Concept of an Intelligent Organization by Albercht
1. Strategy Visions.
2. Participatory in the Organization
3. Challenges to Changes
4. Success by Mind-Energy
5. Employees work in accord with Their Skills.
6. Knowledge Management
7. Pressure of Works
(Albrecht. 2003)

Guideline for Specialized Education Provision of Royal Thai Armed Force Academy Schools
- The National Educational Act B.E. 2542 (section 21) counted Royal Thai Armed Force Academy Schools as a specialized education
- Ministry of Defence Policy (specific) 220/45 on education
  (The Office of the Permanent Secretary of Defence, 2002)
- Military Organization Culture (Pahol Sa-nganet 2005, 2007 and Kamron Pisonyuttakam, 2005)

The characteristics of an Intelligent Organization
1) Clear vision and strategy
2) The organization structure supports new beginnings.
3) The quality management in the organization
4) The human resource development
5) The teamwork management and the network creation
6) Learning inside the organization
7) Flexibility
8) Advantages from the Feedback information
9) Using technology for better ability

Guideline for Specialized Education Provision of Armed Force Academy Schools in Foreign Countries
Military, Naval and Air Force Academy of USA / Australia / Japan provide university-degree education and create new military leaders
(http://www.wikipedia.org/wiki/United_States_Air_Force_ Academy 2009)
(http://www.defence.gov.au/army/rmc/Main/Main-Page.htm, 2009)
(http://www.nda.ac.jp/cc/campus, 2009)

Concepts and Theories of an Organization Management
1. Concepts and Theories of Management
  (http://www.horssense.com, 2007)
- There are 4 steps in modern organizations management: planning, organizing, controlling, and leading
  (Lewis, et al., 2001)
2. An organization development for changes
  (Robin, 1988; Prawet Maharattanasakul, 2549)
3. Continues Improvement
  (http://www.msit2005.mut.ac.th, 2551)
4. Participatory Governance
(Robin, 1990; Cota, 1993)

A Management Model for Royal Thai Armed Forces Academy School

Concepts and Theories of an Organizational Learning
1. The knowledge management is the organization development process to make the personnel be able to seek for, create, transfer, exchange, and store knowledge with the evaluation in order to improve to be an efficient working. (Marquardt & Reynoids, 1994; Nonaka and Takeuchi, 2004)
2. The concept of organizational learning (Harrison, 1997)
- The necessity to determine the vision
- The necessity to develop the strategy
- Visions and Goals
- Challenges the personnel for revision
- Create the suitable environment for learning

3. People who gave their opinions about the definition of the various aspects of an intelligent business organization. These participants consisted of executive administrators or human resource managers of private organizations. A total number of 10 were selected by a purposive sampling method.

Instrumentation

1. Documentary analysis was used for collecting data about the concept of an intelligent organization from the following research: Pinchot and Pinchot (1996), Sydänmaanlakka (2002) and Albrecht (2003).

2. Content analysis was used for collecting data from related books, documents, and electronic media.

3. Interviews were used for collecting data from: the commandants of Chulachomklao Royal Military Academy, the Royal Thai Naval Academy and the Royal Thai Air Force Academy: 18 officers who had graduated from foreign armed forces schools in 2004-2009: and

executive administrators or human resource managers of private organizations.

4. Questionnaires were used for collecting data from the chief executives, directors of education divisions, and professors at Chulachomklao Royal Military Academy, the Royal Thai Naval Academy and the Royal Thai Air Force Academy, as well as from officers who had graduated from foreign armed force schools. A total number was 254. The questionnaire consisted of two sets:

- The first set was for the Royal Thai Armed Forces Academy Schools, in order to obtain information about the conditions and problems there.
- The second set was for the officers who had graduated from foreign armed forces schools in 2004-2009.

Data analysis

1. The method of analyzing data from related books, documents, electronic media and interviews was content analysis.

2. The methods of analyzing data from the questionnaires were frequency, percentage, mean, standard deviation, t-test, and the Modified Priority Needs Index Technique PNI.

Results and discussion

After data analysis, the results were divided into two parts based on the research objectives.

Education Standards and Quality Assessment in 2008, in order to transform an organization into a learning organization, there must be a development of the knowledge management data storage system and the development of a Management Information System (MIS).

The executive administrators and professors of the Royal Thai Armed Forces Academy Schools admitted that most of the schools' development towards becoming learning organizations is in progress.

The executive administrators of private organizations - consisting of Toyota Motor Thailand Co., Ltd.; Microsoft (Thailand) Co., Ltd.; Nokia (Thailand) Ltd.; HSBC (Thailand) Co., Ltd.; The Siam Cement Group; Advanced Info Service PLC.; Spansion (Thailand) Ltd.; I.C.C. International Public Co., Ltd.; and Knowledge Management Professional Center Asia - agreed with the definition of an intelligent organization:

An intelligent organization is an organization that can adapt itself to a changing situation in a socio-economic context, while always creating innovations, and maintaining an outstanding identity. It is a leading organization that focuses on qualitative administration a proceeding with etiquette, and also on the progression of an information technology system by allowing the personnel to learn and develop continuously, exerting both their intellect and mind, to work to their full potential, while being happy and ready to return benefits to society.

Table 1: Management conditions of the Royal Thai Armed Forces Academy Schools

Management condition	Royal Thai Armed Forces Academy Schools (n = 254)							
	The present practice level		The desired practice level		t	Sig.	PNI	No.
	Mean (SD)	Meaning	Mean (SD)	Meaning				
Visions and strategies	3.65 (0.77)	high	4.13 (0.69)	high	9.329**	0.000	0.132	7
Organization structure	3.09 (0.92)	medium	3.88 (0.93)	high	12.583**	0.000	0.256	1
General management and the application of modern technologies	3.33 (0.85)	medium	4.04 (0.86)	high	11.316**	0.000	0.213	3
Academic management	3.52 (0.62)	high	4.04 (0.65)	high	11.669**	0.000	0.148	6
Budget management	3.19 (0.79)	medium	3.83 (0.89)	high	11.511**	0.000	0.201	4
Human resource management	3.30 (0.83)	medium	4.06 (0.87)	high	12.036**	0.000	0.230	2
Student affairs management	3.29 (0.72)	medium	3.87 (0.72)	high	11.550**	0.000	0.176	5

$**P<0.01$

For objective 1, the results were as follows:

The three researchers' concepts (Pinchot and Pinchot (1996), Syd naamlakka (2002), and Albrecht (2003) match in nine characteristics: visions and strategies; organization support structure; organization quality management; human resource development; learning inside the organization; teamwork management and network creation; using technology for better ability; flexibility and advantages from the feedback information.

From the findings of the internal and external education quality evaluation of the office for National

From Table 1, when the average values of the conditions of management are compared by a paired t-test, it can be seen that the condition that has the most needs is the "Organization structure" with the mean of the present practice level at 3.09 (medium) and the desired practice level at 3.88 (high). The condition having the second most needs is "Human resource management" with the mean of the present practice level at 3.30 (medium) and the desired practice level at 4.06 (high). The condition with the third most needs is "General management and the application of modern technologies" with the mean of the present practice

level at 3.33 (medium) and the desired practice level at 4.04 (high).

When the average values of the conditions of management are compared by a paired t-test, it can be seen that the average values of the present condition versus the desired ones are different with a statistical significance of 0.01 in every item. This means that the conditions of an intelligent organization are needed.

The PNI values of the conditions of management are from 0.132 to 0.256. The condition with the most needs for improvement are organization structure; human resource management; general management and the application of modern technologies; budget management; student affairs management; academic management; and visions and strategies respectively.

Consequently, the design of plans and policies of the education academy in order to improve the organization to be efficient has to consider three aspects: 1) "Organization structure" 2) "Human resource management" 3) "General management and the application of modern technologies."

innovations through intellect and leadership. In addition, this model will enable the personnel to learn and develop continuously by their acceptance of new information technology. The personnel will dedicate themselves to efficiency, and will always be ready to benefit society and make sacrifices for the nation.

For the discussion, the problems of the Royal Thai Armed Forces Academy Schools management, according to the present research, are in general management, technology management, academic management, budget management, human resource management, and student affairs management. Most of them have conflicts in human resource management (Kettat, 1999), and lack the information systems for proper administration (Bovornsiri, 1992) As an example of the armed forces academies in foreign countries, the U.S. Army War College is preparing to be a learning organization in the 21st century (Gerras, 2002). Based on the opinion of the executives of the schools, an armed forces academy should be a learning organization, which is an important part of an intelligent organization (Pinchot

Table 2: Overview of problems at the Royal Thai Armed Forces Academy Schools

Management condition	Frequency of problems (n = 151)		
	School A	School B	School C
Visions and strategies	18	12	6
Organization structure	19	14	9
General management and the application of modern technologies	13	5	22
Academic management	13	4	4
Budget management	17	18	21
Human resource management	15	16	18
Student affairs management	21	16	22

The information in Table 2 was from the written part of 151 questionnaires returned from those given to the 254 participants. From the overview in Table 2 of problems in the Royal Thai Armed Forces Academy Schools, it can be seen that: 1) the most frequently occurred problems in School A are problems of "Student affairs management" 2) the most frequently occurred problems in School B are problems of "Budget management" 2) the most frequently occurred problems in School C are problems of "General management and the application of modern technologies" as well as "Student affairs management"

For objective 2, the results were as follows:

The findings show that a model that best fits the Royal Thai Armed Forces Academy Schools would be as shown in the figure below (see in next page):

This model for the intelligent organization of Royal Thai Armed Forces Academy Schools will enable them to adapt to changing situations in a socioeconomic context, and pay attention to the quality of their administration. In this way, they will remain outstanding schools, continuously creating new military and other

and Pinchot, 1996; Sydänmaanlakka, 2002; Albrecht, 2003; Suwanwela, 2003).

The research results can be applied to the management of civil universities that have a policy to be an intelligent organization (Staškevičiūtė and Čiutiene, 2009), or to other foreign armed forces academies, such as those in other parts of Southeast Asia.

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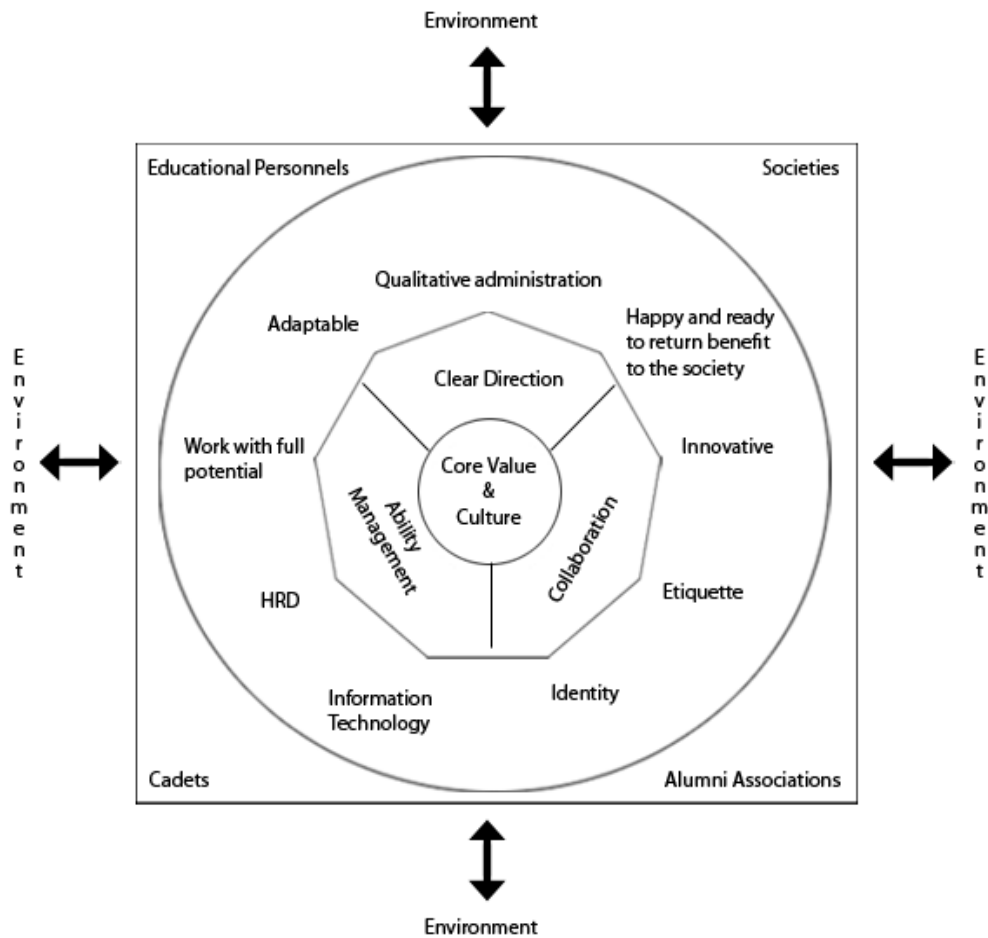
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