DEVELOPMENT OF A STRATEGIC PLAN TO ENHANCE LEADERSHIP IQ FOR ADMINSTRATORS IN SILESIAN SCHOOLS IN THAILAND

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Abstract: The purpose of this study was to develop a strategic plan to enhance Leadership IQ for administrators in Silesian schools in Thailand. There were fourteen schools in three types: girls, boys, and co educational, and 219 administrators in three levels: religious, administration staff and department heads. In addition, there were 360 teachers, 449 students, and 236 service-employees involved in this research. Questions (36 scenarios) were used to measure Leadership IQ of administrators based on the eight leadership roles: the selector, the connector, the problem solver, the evaluator, the negotiator, the healer, the protector, and the synergizer. The data was collected by randomly selecting from teachers, students, and service-employees for the best practices.   Different statistical methods used in this research were descriptive statistics, ANOVA (F-test), and t-test. The findings were as follows: Most of the administrators at the three levels of leadership IQ Profiles had the role of the connector at a high level, while the other roles were in the middle to lower levels. As for education, all administrative levels had high scores in the role of the connector, and there was no significant difference in Leadership IQ between male and female administrators. Furthermore, after comparing the average of leadership IQs among administrators, the best practices were not significantly different (t = - 0.36, -0.51, -0.89) in any leadership role. The results of the study indicated that most of the administrators had high scores in the leadership role of the connector. However, the other leadership roles should be emphasized and valued as important. Therefore, the strategic plan was developed to enhance the leadership roles of Silesian administrators.
Keywords. Strategic plan, Leadership IQ, Administrators, Silesian schools

Introduction

Leadership IQ is a very important recently developed concept. It is a personal development process based on a scientific study of a new generation of leaders. This concept was introduced by Murphy (1996).
In the Silesian context, administrators' profiles were studied in 14 schools in Thailand. Leadership IQ utilizes the concepts of trait theory. Principally this involved study in the area of homogenous culture.
          As for research and development, there are four objectives. The first three objectives are concerned with ascertaining the existing leadership IQ Profiles of administrators, comparison among different levels and identification of the best practices: A further is concern was the development plan.

Objectives of the Study

1. To identify the profiles of Leadership IQ of Silesian Educational Administrators.
2. To compare the profiles of the different levels.
3. To ascertain the best practices in three levels.
4. To design a strategic plan to enhance Leadership IQ to the level of best practices
   in Silesian Schools.

Scope of the Study
This study focused on the Silesian schools. They consist of fourteen institutions, both academic and technical all over Thailand. There are three types: The first type is boys' schools. The second type is girls' schools. The third type is co-educational schools.

Conceptual Framework of the Study

The conceptual framework is the compass leading to develop the Strategic Plan of Leadership IQ for administrators in Silesian Schools. The focused population of this study was educational administrators who were divided into three levels. The first level consists of a group of religious administrators. The second level is a group of administration staff. The third level is a group of department heads.

In order to achieve the goal, there were two main factors related to this study as the followings: 1) Reviewing literature: educational theories and principles on Leadership including thesis and dissertations concerned. 2) Searching the profiles of Leadership IQ of Silesian administrators in three levels by means of doing a self-assessment that was based on eight roles: the selector, the connector, the problem-solver, the evaluator, the negotiator, the healer, the protector, and the synergizer.

The information and data from the above two factors were analyzed, compared and contrasted to each other in determining the best practices in each level of each school, including the effects of position, status, education and gender. The results enable one to know the profiles of administrators and the best practices in terms of effective leadership roles.

The research findings of this study could benefit administrators. It should help in designing the Strategic Plan to enhance and develop leadership skills of Silesian administrators in a changing environment.

Research Methodology
This research used a quantitative methodology. This study aimed to develop a strategic plan of Leadership IQ for administrators that could be applicable to Silesian Schools in Thailand. This process was divided into three stages as follows:

        Stage 1: Documentary Research
        Stage 2: Process of Model Development
                2.1 Instrumentation
                2.2 Sampling Design, Data Collection and Analysis
                2.3 Conceptualization of the Model
        Stage 3: Development Model judged by experts

Discussion
From the findings, the role of connector in the administrators in three groups was at a higher level than other roles, but the other seven roles are in the middle to lower levels; namely, the selector, the problem solver, the evaluator, the negotiator, the healer, protector and the synergizer. The role of the connector is one of the eight roles of leadership. In fact, all of the roles that are associated with Leadership IQ are used to provide a new model for success (Murphy, 1996). However, the researcher would like to emphasize that the role of connector, which aims to enhance and to build relationships. The role of the connector is strongly based on relationship-oriented, leader-member relations, and team management.

In the researcher's view, the leadership role of the connector should be the highlight of discussion, and all of the eight roles of leadership should be developed towards higher levels.

The results of this research support the importance and distribution of intelligent leadership or leadership IQ. The results will help school administrators to build good management processes and increase effective administration in order to achieve their goals in personal and working life. Correspondingly, being an intelligent leader has become a crucial factor that enables administrators to improve their performance at work.

Gardner (1993), defined intelligences: the capacity to use different kinds of competencies in various domains of body, mind, emotion, and spirituality in order to solve problems or create products in a particular cultural setting. The intelligent leadership model is based on systems theory and system thinking (Senge 1990). Systems' thinking is a discipline for seeing whole entities. The essence of system thinking is on two issues: seeing interrelationships rather than liner cause-effect chains and seeing processes of change rather than snapshots. Leadership is seen as a wider process, which takes place in an organization. In that process, there are many variables, which all affect each other. With systems thinking, one attempts to clarify and see the key interactions in a process that can which disclose the essence of leadership.

Intelligent leadership is a shared and collaborative process. A process should be taught not only to leaders, but also to followers. The premise of intelligent leadership is that it must be practiced by both leaders and followers. Intelligent leadership means putting people to work together efficiently. It is not manipulation. It is not management. Rather it should energize our employees and organizations.

From the above explanations, intelligent leadership is the capacity to express interrelationships with mind, head, heart, and hand to achieve goals. This kind of leadership can be related to the role of the connector.   Therefore, there is an association between the intelligent leadership and the role of the connector.

Another significant dimension of leadership IQ taken from the research studies reveal that emotional intelligence is twice as important as any other factor in predicting outstanding employee performance, accounting for more that 85% of star performance in top leaders (Goleman, 1998). Emotional intelligence is the ability to manage oneself and one's relationship effectively.   From this point of view, one concludes that emotional intelligence deals with the role of the connector.

Relationship building is related to self-awareness, self-management, social awareness, and social skills. This is the main concept of intelligent leadership that relates to relation building which is the role of the connector. According to Scholl (2002), the role of effective leader is to maintain quality relationships with group members. Relationship building behaviors include support (showing acceptance, positive regard, and concern for the needs of others) by making the followers feel that they are important to the success of the team; bolstering a subordinate's self concept through positive feedback; and, recognition of skills and worth. Further, it involves providing assistance and guidance when needed; taking time to listen to the follower's problems; and, showing empathy as well as being willing to help solve followers' problems.

Building relationships and trust with others are important parts of culture. In other words, culture shapes human relations in various ways. Every country has its own culture. Human relationships also are part of Thai culture. It is one of the Thai characteristics. This kind of characteristic exists in a collectivist society. That is why Thai leadership style is based on building human relationships and trust with others. This kind of leadership style relates to the role of the connector. Connected to this concept, the level of education has also been found to directly affect leadership skill and practice.

From the researcher's view, Catholic education, Catholic schools included with Silesian schools have the same vision and mission, that is aimed to deal with human knowledge, ethical perspectives, virtues, characteristics, social justice and culture. The Catholic schools are committed thus to development of the whole man, since in Christ, the perfect man, all human values find their fulfillment and unity. Catholic education has as its very purpose the proclamation of the Gospel and the challenge to help young people integrate faith into their daily life. This new evangelization includes both the aspects of the role of faith in life and a new commitment in our culture to celebrate diversity, to be welcoming to new immigrants, and to be concerned for the poor of our own country as part of the proclamation of the transforming power of the Gospel (Oldenski, 1997). The new evangelization is a deepening of faith in the Gospel as the power that can transform the world.   This is the mission statement of Catholic education and Catholic schools. From this point of view, the researcher would say that the mission of Catholic education and schools are concerned and related with human relations in various dimensions.

Therefore, Catholic and Silesian schools are committed to educate and to serve students and people of diverse economic, cultural, religious, racial, and ethnic backgrounds. Catholic schools are called upon to be a catalyst for social change based on the Gospel. In other words, leadership in and on behalf of Catholic schools is deeply spiritual, servant like, prophetic, visionary and empowering. This is the great mission and the challenging role of Catholic education and schools in the past and in the world today.

However, to achieve the vision and mission, all the eight roles of leadership are needed and they are associated with each other.   These leadership roles are based on intellectual knowledge, emotional intelligence, and human relationships. Challengingly, in the world of globalization and information technology today, these leadership roles could be the effective tools to serve all kinds of people efficiently. Leaders should integrate all of them together, since they could increase leadership IQ by providing a new model that virtually any leader in any organization can use with confidence.

Recommendations

Getting administrators to perform at their best is very important for any educational administration. Since the research found that the enhancement of human relationships is an integral part of leadership IQ in the Thai cultural context, it is necessary to give administrators support and assistance about the above ideas for richer understanding for their working life, in order to help them achieve their goals in their personal and professional life.

Recommendations for Application

Based on the findings of the study, regarding leadership IQ profiles of the three levels of administrators, the mean score are still low in the role of the selector, the role of the negotiator and in other roles.. It is strongly recommended for the administrators to improve their leadership IQ, especially in the dimension of intellectual knowledge and skills.   Therefore, the Commission on Education of the Silesian Society should provide instructors with programs and activities such as training courses, seminars, workshops, and conferences in leadership intelligence. They should also be offered opportunities to participate in activities such as academic conferences and workshops; including administration exchange programs among Silesian schools, and school visits both in the country and abroad to enhance their intellectual experience and skills.

Administrators should motivate themselves on key initiatives, for example, by being willing to take responsibilities beyond their stated tasks, especially during the difficult times of crisis and change. It is suggested that, to build rapport and high trust relationships not only in their personal life but also across the entire school and all Silesian schools, administrators must be involved in all channels of communication. Further, it would be beneficial if they could take full and immediate advantage of informal highly adaptive ad hoc networks and teams to create break-throughs.

Administrators, especially religious administrators, should keep on-going professional development in accordance with the needs of students and society. They need to be lifelong learners to keep their knowledge and skills up-to-date.   Further study is a very important task parallel with administration that any effective administrator must accomplish. The findings of this research determined that the intellectual skills of administrators as a whole were still moderate in comparison with other leadership roles. Therefore, it is strongly recommended that the Silesian administration develop appropriate policies to encourage further studies such as providing administrators with training courses in school administration and management as well as offering them more opportunities to actively participate. Also needed is a sharing of knowledge and skills in academic workshops, seminars, and conferences both in the country and abroad.

Administrators, who are both young and old and with less work experience, should be offered more opportunities to improve intellectual knowledge and leadership skills.

Recommendations for Further Research

Leadership IQ has been emphasized for years as an important factor in the success of personal and professional lives. However, a significant amount of controversy surrounding intelligent leadership supports the need for further research. (Sydanmaanlakka, 2003). Further studies in leadership IQ and administrator performance are suggested as follows:

- This research has found no significant differences between religious administrators and the other two levels regarding the Leadership IQ profiles of leadership roles. More research is required to investigate this.
- This research has found no significant difference between status and gender regarding the Leadership IQ profiles of administrators. More research is required to investigate the above.
- It would be beneficial to investigate the relationship between Leadership IQ and other aspects such as emotional intelligence, moral intelligence, and leadership qualities.
- It is necessary to determine and to develop the Leadership IQ Self- Assessment for administrators at different levels.
- It would be useful to know the Leadership IQ for the eight roles profiles of administrators in each school and in the different levels of Silesian schools.
- It would be meaningful to compare Leadership IQ on the eight role profiles of administrators between the Silesian Schools and other Catholic schools.
- It would be challenging to know "Best Practices" of administrators in three levels of fourteen schools.
- In one way or another, the differences in cultures and social contexts may affect the process of investigating leadership IQ.

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