

**COMPETENCIES AND SOCIAL ENTREPRENEUR
COMPETENCY DEVELOPMENT: CASE STUDIES
OF ACTIVISTS ON CHILDREN AND YOUTH ISSUES
IN NAN PROVINCE**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
(POPULATION EDUCATION)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2013**

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ACKNOWLEDGEMENTS

This thesis could be finished with assistance from thesis advisors. I would like to express my sincere thank you to my advisors – Asst. Prof. Dr. Teeradej Chai-Aroon, Assoc. Prof. Dr. Supavan Phlainoi, and Prof. Dr. Piyawat Boon-Long – who had dedicated their precious time to advise, recommend, and edit mistakes I made. This thesis would not have been completed without all the support that I have always received from them.

I would also like to thank the committee members, Assoc.Prof. Dr. Nawarat Phlainoi and Asst. Prof. Dr. Pornwan Nunthaphad, for their valuable suggestions to improve my thesis. Moreover, I have not forgot favor from the thesis examiners, Assoc. Prof. Dr. Praphaphan Un-ob, Asst. Prof. Dr. Teeradej Chai-Aroon, Mr. Samruay Phadphol (President of Hug Muang Nan Foundation) in giving their time and suggestions to make this thesis more correct and complete. In addition, all instructors in the Division of Population Education are also highly appreciated as well.

I would like to specially thank for his kindness and encouragement, Dr. Boonyong Wongrukmitr, M.D. He has thoroughly contributed to this thesis. I would also like to thank other people, the activists who work on children and youth issues in Nan Province. They have helped me for collecting data and developing research. Moreover I wish to thank the administrator committee in Nan hospital as well.

Finally, I would like to dedicate any merit and usefulness gained from this thesis to my beloved parents, family, and teachers who had provided my knowledge from the past to the present time. Thank you wholeheartedly.

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SUPAVAN PHAINOI, Ed.D., PIYAWAT BON-LONG, Ph.D.****ABSTRACT**

This research aimed to assess and develop the social entrepreneur competencies of social activists who work on children and youth issues in Nan Province. The researcher used the research and development approach to conduct this study with 32 research participants. The researcher collected data by using both quantitative and qualitative methods. The research was divided into two phases, namely 1) a social entrepreneur competency assessment, and 2) social entrepreneur competency development. Key research results can be summarized as follows:

The social entrepreneur competency assessment research findings showed that most research participants possessed high levels of motivation, vision, emotional and social attributes, and ethics and virtue which are contributing attributes for social entrepreneur competency development. The researcher assessed research participants' knowledge and skills in eight model competencies, which are management, teamwork, networking, learning, fund raising, marketing, communication, and reporting and evaluation. The competency level was described into 4 levels composed of beginner, apply, master, and lead. The average score for overall competency was 2.76. The competency with the highest average score was learning followed by teamwork with the scores of 3.10 and 3.00, respectively. The competency with the lowest average score was fund raising at 2.34 followed by reporting and evaluation at 2.67 and management at 2.73. According to the grouping results of research participants, they were divided into two groups regarding their levels of competency. The first group, which consisted of 17 persons, possessed a high level of competency. The second group, which consisted of 15 persons, had a low level of competency. These two groups possessed different levels of competency at the significance level of 0.05. Three key approaches for competency development were self-directed learning, learning with other experiences, and performance training.

More appropriate and innovative attribute development strategies that encourage more people to be social entrepreneurs should be developed and applied. Additionally, the sociocultural capital potency should be developed and maintained. Equally important, competency models should be properly applied and competency development approaches should be appropriately used with the target groups.

**KEY WORDS: SOCIAL ENTREPRENEUR / SOCIAL ENTREPRENEUR
COMPETENCY DEVELOPMENT**

212 pages

สมรรถนะและการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคม: กรณีศึกษาผู้ที่ขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน

COMPETENCIES AND SOCIAL ENTREPRENEUR COMPETENCY DEVELOPMENT:
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อประเมินและพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมในผู้ที่ขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน รูปแบบการวิจัยและพัฒนา มีหน่วยในการศึกษาระดับบุคคลจำนวน 32 คน ใช้วิธีเก็บรวบรวมข้อมูลเชิงปริมาณและเชิงคุณภาพ แบ่งขั้นตอนการดำเนินงานออกเป็น 2 ระยะ คือ 1) ระยะวิจัยสมรรถนะผู้ประกอบการเพื่อสังคม 2) ระยะพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคม ผลการวิจัยสรุปได้ดังนี้

ผลการประเมินสมรรถนะผู้ประกอบการเพื่อสังคมพบว่า กลุ่มผู้เข้าร่วมการวิจัยส่วนใหญ่มีคุณลักษณะที่เอื้อต่อการพัฒนาสมรรถนะให้เป็นผู้ประกอบการเพื่อสังคมอยู่สูงคือ มีแรงจูงใจ มีความคิดวิสัยทัศน์และภาวะทางอารมณ์สังคมและคุณธรรมจริยธรรม ส่วนการประเมินสมรรถนะความรู้ ทักษะ ทั้ง 8 ด้าน ได้แก่ ด้านการบริหารจัดการ ด้านทีมงาน ด้านการสร้างเครือข่าย ด้านการเรียนรู้ ด้านการระดมทุน ด้านการสร้างการตลาด ด้านการสื่อสาร และด้านการรายงานและประเมินผล โดยจัดสมรรถนะเป็น 4 ระดับ ได้แก่ ผู้เริ่มต้น ประยุกต์ใช้ ชำนาญ และการนำพบว่า มีระดับค่าเฉลี่ยสมรรถนะโดยรวมเท่ากับ 2.76 และสมรรถนะที่มีระดับค่าเฉลี่ยสูงสุดได้แก่ ด้านการเรียนรู้ รองลงมาด้านการสร้างทีมงานมีค่าเฉลี่ยเท่ากับ 3.01 และ 3.00 ตามลำดับ ส่วนสมรรถนะที่ต่ำที่สุดได้แก่ สมรรถนะด้านการระดมทุน โดยมีค่าเฉลี่ยเท่ากับ 2.34 รองลงมาได้แก่ ด้านการรายงานและการประเมินผล และด้านการบริหารจัดการ โดยมีค่าเฉลี่ยเท่ากับ 2.67 และ 2.73 ตามลำดับ ผลการจัดกลุ่มคนตามระดับสมรรถนะจัดแบ่งออกได้เป็น 2 กลุ่มคือ กลุ่มที่มีสมรรถนะสูงจำนวน 17 คนและกลุ่มที่มีสมรรถนะต่ำจำนวน 15 คน ทั้ง 2 กลุ่มมีระดับสมรรถนะแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผลการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมในผู้ที่ขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน สามารถจัดแบ่งได้ 3 แนวทางหลัก ๆ ได้แก่ การพัฒนาโดยการเรียนรู้ด้วยตนเอง การพัฒนาโดยการเรียนรู้จากประสบการณ์ผู้อื่น และการพัฒนาโดยการฝึกอบรมปฏิบัติการ

ข้อเสนอแนะควรมีกฤษฎีพัฒนาคุณลักษณะคนรุ่นใหม่ให้เป็นผู้ประกอบการเพื่อสังคมมากขึ้น ควรวิจัยและพัฒนาทุนทางสังคมวัฒนธรรมของกลุ่มเป้าหมายในพื้นที่ให้เข้มแข็ง และควรมีการปรับประยุกต์ใช้รูปแบบสมรรถนะและการพัฒนาสมรรถนะให้เหมาะสมกับกลุ่มเป้าหมายที่จะพัฒนา

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CHAPTER I

INTRODUCTION

1.1 Background and signification of problem

Social change during the 20th century and early of 21st century was extremely complex and challenging. Both individualistic and generally emerged phenomena have been changed such as population mobilization, monetary streams, thoughts, commodities, pollution, services, and others. These changes across interstate boundaries as if borderless and more vividly reveal various and existing vulnerable aspects, for instance borders, creativeness, and upheaval as well as mega-networks that complicatedly and crossly interrelate to each other throughout the world. It can be said that these socially changing phenomena influence us to look back and consider various perspectives that emerged and related to globalization process (Adams, 2007:2). These enormous changes cause results on forming changes from exiting and utilizable items to radically new things. In addition, changes include from thinking-based system, human beliefs, creatures and traditional style of relationship to new paradigms. These changes affect many organization and towards new challenges at present (Daft,1999: 8-9). Challenges that leaders and everyone have to confront are uncertainty and more various forms of dangers in this world. Meanwhile, organization and society are more complicated than before, social system that used to exit in the past cannot respond to needs of families, society, or country anymore. Conflicts that used to happen at the local level or in specific groups adapt and transform to conflicts at the global level as perceived in the nowadays world (Boyatzis & McKee, 2005: 4-5)

According to World Bank's statistical report (2004), the number of world population was 6.3 billion. In addition, half of this figure lived with less than 2 dollars a day (approximately 70 Baht). Furthermore, approximately more than 1 billion people have been living with hungers, malnutrition, and clean water. Moreover, 2.4 billion people were not healthy (in Bornstein, 2004: 6-10). In August 2008, World Bank presented data for big improvement in terms of world poverty estimation. Previously,

World Bank set standard living cost rate at 1 dollar a day. At present, (2008?) the set rate is 1.25 dollar a day and the poverty line is also at 1.25 dollar a day. According to the assessed data after the review found that 1.4 billion people are on the poverty line and under the poverty line. In developing world countries found that people live in poverty are very much more than estimated, and now approximately 50 per cent of existing wealth in this world falls into merely 6.3 per cent of total population (World Bank, 2008 in Shah, 2010: 105-106). In addition, even in developed countries such as United States of America, the gap between rich and poor people continually widely expands. In 2003, 1 per cent of richest households in the country hold 57.5 per cent of private companies' wealth which is increased from 53.4 per cent of last year (Kahn, 2004 in Elkington and Hartigan, 2008:134).

There was data in Thailand that indicated the gaps and differentiation between the richest and the poor with approximately 13 folds. The variance of income illustrates the differences of standard of living and wealth which are genuine indicators for gap analysis. The data found that their first 50 in the rank (both in person and legitimate body) together occupy land averagely 10 per cent of total land in Thailand which is relatively high. If counting land that occupied by biggest owners in some provinces can be found that land are densely occupied by not many owners. For example, the biggest owner in Pathum Thani occupies 28,000 rai, while in Samut Prakarn the biggest owner there occupies 17,000 rai, and in Nakhon Nayok for 34,000 rai. In terms of savings in the bank, according to Bank of Thailand in June 2009 found that 42 per cent of total national savings (3 billion baht or 1/3 of national GDP in 2008) were in hands of only 35,000 persons or even less than this figure. According to National Statistic Office in 2006 found that 20 per cent of the richest households together possess property 70 folds comparing to 20 per cent of poorest households. This means that the wealth variance is 70 folds (Phasook Pongpajit, 2552).

From those data can see that most properties belong to not many rich people while majority of social population still live in poverty which demonstrates tremendous income gaps in both global and Thai societies. Besides the economic gap which has been a chronic issue of Thai society for long time. People also encounter with contamination of ecological system or resources. Weaknesses of family institute and communities, regression of virtue and ethics, and capitals in communities that

more flow out than flow in (Uthai Dulayakasem, 2552:68) as well as gaps of differences in each sector of society whether civil society which includes people sector; government sector; and private sector that have thinking system, value and diversified behavioral system more between sectors and in the same sector. Social relationship and power relationship are more lack of balance between each other (Naowarat Phlainoi, 2552: 2). At the same time, Thai society composes of 4 social bases overlap each other, namely social competitiveness for profits; social for solidarity basis; sustainable society; and underprivileged society. Many cases in each of these social bases have different forms and complexity of production, power relationship, and people's ways of life (Chai-anan Samuttavanich, 2546: 2-3). It can be seen that many overlapped issues and gaps of difference between caste and sectors in society are formed and obviously reveal in Thai society nowadays and become a tools for political power exploiters which leads to conflicts at the end.

Yunus (Yunus,1998: 47-48) summarized that poverty is not caused by the poor. It is a product of social structure and policies of each society. Hence, it is difficult to solve emerged problems in society under the globalization because those problems are systematic and structural problems. It is necessary to re-engineer or change the whole system which means attitude, expectation and behavioral changes in order to conquer unbelief, bias, and fear that old systems are not ready to adapt new ideas or data. Changing from old to new perspectives, society needs to depend on committed and dedicated people as stated by Margaret Mead (1960) that "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. It is noticeable that the vital social change movements are often catalyzed by one person who earnestly concentrates viewing problems and possess visions on new interventions. This person also is the first person to apply thoughts to practices (Bornstein, 2004: 46).

Successful examples of driven force movements with social consciousness of people that beget changes in systems in society tangibly revealed such as Dr. Muhammad Yunus, an economist who is a Nobel Prize Peace winner in 2003 is a catalyst of a "Grameen Bank for the poor". The bank released small loans for poor people in Bangladesh. It also supports underprivileged people and women to help themselves. The bank released loans for 2.3 million people that cover 37,000 villages

out of 68,000 villages in Bangladesh. 95 per cent are poor women. In 1997, the bank expanded its services reaching 2,000 million US dollars (Yunus, 1998:50-51). The Gramen Bank is recognized as a successful social business organization or social enterprise that operates social activities for underprivileged people in Bangladesh. It is well-known and appraised as a model project on poverty alleviation and reduction in many countries and another example in Thai society is Mr. Meechai Veeravaitaya who is a founder of “Population and Community Development Association”, and Non-governmental Organization for Society, which is successfully in controlling fertility rate of population. He believed that “economic livelihoods of poor people never get better if demographic structure of the country does not change”. Hence, he started to find approaches to manage and explode population as tools to human quality of life development. Results of family planning promotion partially helps Thailand became one of countries that the most rapidly reduce a fertility rate in the new world reducing by 3.3 per cent per year in 1974 dramatically drop down to 0.8 per cent in 2000 (Elkington and Hartigan, 2008 in Saruene Archawanantakul (translated), 2552: 130-131). From these social movement examples for changes of Dr. Muhammad Yunus and Mr. Meechai Veeravaitaya as mentioned above are regarded as social consciousness of persons that beget changes in social system. We announced these people as “social entrepreneur”. They are compared as power of changes. They are persons who have new thoughts in critical problem management in society.

Social enterprise mainstreaming has revealed in the world society under the contextual conditions of social and environmental needs. The development support replacement, additionally, was driven by seeds of good and earnest practitioners. They are activists who possess creative thoughts, visions, and working network. Social enterprise therefore is the best integrated social movement which composes of business and non-profit sectors. Its forms of social movement aim to solve community problems and provide new values for social sustainability (Nicholls, 2006: 2). Due to innovation and enterprise are very needed in society as same as economics, especially in the public service sector that needs standard, stable, and consecutive enterprises (Ducker in Dees, J.G. & Emerson, J. & Economy, 2002: xxix). At the same time, social entrepreneurs also need a support and promotion in the global participatory process in order to be friendly with the poor. These entrepreneurs should deserve various special rights or offers so that

they can extend sizes of business and increase quantities (Yunus, 2007 in Saruene Archawananthakul (translated), 2553: 274)

The social enterprise is not a new phenomenon, however, it is addressed in the mainstream of the current world much more than in the past (Thomson, Alvy and Lees, 2000: 328). In other words, the old concepts of social enterprise were in the form of individuals/organizations that work on social issues. Presently, there is a conceptual process that stimulates business entrepreneurs who have targets for profits to realize, beware, and pay more attention to target more for society. They operate their business in the form for society or business sectors to drive social consciousness. At present, it can be said that social enterprise mainstream is the best combination of humans, organization, and process.

For Thai society, the enterprise and social entrepreneur concepts seem to be new discourses. However, they are not completely new if considering the old concepts, particularly on the social movement of social activists. These processes form and process long time before. These activists drove the social movement under organizations in the form of Foundation, Association, Non-government Organization (NGO) or may be under the control of government sector. These organizations have goals and missions for societal aspects though methods of operation mostly stick on the traditional approaches which make their social movements, particularly for voluntary and public sectors encounter both success and failures or up and down results because they lack of views on business and managerial skills in particular (Sinead, 2007: 72). This statement was relevant to the study of Kanya Wongphuka (2542: ngor) that NGOs possess knowledge and very little follow the practical management guidelines of the organizations. This results in their roles on organizational environment preservation. In addition, the study of Tippawan Lorsuwannarat and Sookyuen Thepthong (2552: 101-106) found that though civil society sector has a strength on wide networking and communities to reach people who have same ideologies and intentions whom usually are socially marginalized but have outstanding public-mind, their weaknesses are lack of resources, decision making roles to control public policies, and recognition from other sectors, and limitation of operation.

In the past, people who worked under these organizations were not necessary to vividly prove their performances. In addition, they also did not realize about business marketing results or cost-effectiveness. In contrast, nowadays they are asked for cost-effectiveness of resource consumption (Suppawan Phlainoi, 2551: 5-6). Furthermore, these non-profit organizations are now in difficult circumstances to prolong and sustain themselves while government sectors and other funding sources more strictly consider for funding. These funding sources also more focus on investment more than welfare assistance (Ever and Laville, 2004 in Sinead, 2007:74). Moreover, the increase in number of non-profit organizations means increase competition among themselves (Sinead, 2007: 74). Regarding those issues and limitations, society asks questions towards their roles and performances which have effects to be accepted by various sectors. Social situational changes, additionally, these organizations encounter harder time and difficult circumstances. They are viewed as inefficient, ineffective, and irresponsible organizations. In terms of these organization and human resource development for the betterment, the development to be social entrepreneurs is essential and will be a new approach and needed for this new century (Dees,1998:1).

The social entrepreneurship concept is a solution to solve gaps of human development and organizations that working on social movements because characteristics of social entrepreneurs combine smooth movement, efficiency, and ability to create entrepreneur innovation style together with social consciousness towards social as social developers in the same person (Kriangsak Chareonwongsak, 2550). At the same time, Social Entrepreneurship become a tool in problem solving for different stakeholders whether government agencies, private sector, and civil society sector, especially in countries where the government cannot respond to needs and unable to fully and holistically solve social problems (Makararavy & Anurit: 2009:23). For Thailand, the social entrepreneurship concept was initially integrated in the country development direction plan in the government of former Prime Minister Apisit Vejchacheeva. In addition, there was an order to set the social enterprise committee on 5 November 2009 which aimed to respond to sustainable development policies in which align and follow the King's sufficiency-economy philosophy that focuses on contributing collaboration with kindness and non-exploitation among

parties of all sectors in Thai society to be a basement for a new tangible economic system. It is called “Social Enterprise” (Panithan Wattanayakorn, 2553: Meeting Statement retrieved in <http://thaireform.in.th/news-create-honest-livelihood/352-2010-01-15>). The operation of the social enterprise committee has been operated till now under the management of Prime Minister Yingluck Shinawatra. The Prime Minister has supported policies and encouraged people and communities to further process social enterprise based on community social enterprise or micro enterprise through competency development on social enterprise for sustainability, and access to funding. In case of social organizations with movements on this aspect and are visibly revealed in Thailand such as Ashoka Foundation (Thailand) that provides support to civil society social entrepreneurs to mitigate social problems. The Foundation also provides Youth Social Enterprise Initiative (YSEI) Fund under the social enterprise support for new generation project.

In terms of research, Thai research institutes have not yet directly or completely developed curriculums about “Social Entrepreneurship” as some other countries in Europe and America (Kriangsak Charoenwongsak, 2550). They also still very much lack of conceptual framework and research process in this issue. The problem of lack of body knowledge and research are not only problems of Thai research institutes but also affect overall picture and progress of the country. This study reflection is relevant to the study of Galera and Borzaga (2009: 210) which found that researches on social enterprise are still far away stays behind or out of date from current practices. The conceptual frameworks are various and different. Although there is a policy support from the government and more practical social movements, there are still unclear understandings on development studies as well as building capacity of social entrepreneurs to have appropriate qualifications (Galera and Borzaga, 2009: 210).

For Thai society, although the concept on social entrepreneurship is an approach that many sectors pay attention to in order to solve problems of stakeholders from various sectors whether GOs, NGOs, and people sector as well as apply for human resource capacity building in organizations in order to increase efficiency and effectiveness at work, it is still found that they lack of knowledge-based to certify the practices; lack of empirical research to support the practice; and lack of forms for

human and organization capacity building for social movement to be social entrepreneurs to beget results and build innovation to increase social values. The body of knowledge still indeed needs a support from research and development.

Nan Province is a province that has many organizations and social activity implementers to solve social problems in various aspects such as NGOs, People Organizations (POs), business organization, and public organizations. These groups of people process social movement in various aspects and forms such as health, education, environment, and poverty social development. Most organizations focus on such as solving marginalized people, underprivileged people, children and youth, and elderly people's problems. In terms of children and youth activity movements in Nan Province found that social working people from different organizations in the sectors of government, non-government, community-based, and individual sectors have strong and combined networking and relationship with the developed networking mechanism called 'children and youth community' led by people organization which is a semi-non-governmental organization. Hug Muang Nan Foundation and Nan Province Community led this association or community. In addition, during the year 2003-2004, Sitthinat Prapuddhisarn and associate in collaboration with social entrepreneurs in Nan Province used the action research as a tool to support the existing network in order to strengthen their intensive practices and expand the network which later became the mechanism that can close the leaks or gaps and support strong spots of common mechanisms (Sitthinat Prapuddhanitisarn and associate, 2548: 5, 14). Even though, working people from various organizations are persuaded for their participation, still found that these people still lack of empirical evidences to convince their performances as well as evaluation result reports to donors are still their weaknesses. In addition, their previous performances also demonstrated that some activist groups working for children and youth projects in this province were questioned by donors and considered to be investigated on their management and performances which reflected their ineffective and inefficient management which are still key problems and need to be tackled.

At the same time, organizations and social working people in Nan Province need to adapt and develop themselves to sustain and prolong their operation under the changing mainstream in globalization and with various limitations,

especially the Nan social project movement on children and youth that most projects have been granted from foreign funding sources to leaders or organizations that lead to changes. These donor agencies provided grants with conditions for project achievements, particularly on creativeness, new innovation, investigation model or new tactics by using knowledge-based approach and learning process development to increase life skills for children youths. Policy advocacy on health promotion that communities and organizations collectively provided and earnestly practice can be models or examples for other communities (Thai Health Promotion Foundation, 2555 in <http://www.thaihealth.or.th/sites/default/files/app-project-2555.doc> retrieved on 20 February 2556). These expectations are competencies and new challenges for these people to inevitably encounter if they still prefer to further work for children and youths.

From the abovementioned reasons can be seen that existing competency and ability of people working on social issues are insufficient to handle changes and towards social expectations and needs of donor agencies. They have to also increase degree of competencies to respond to needs and problem solving. The competencies for social entrepreneurs can help fulfill existing competencies such as learning, team building, network establishment, and more effective communication as well as upgrade new and necessary competencies to drive movements in the current society which are fundraising, strategic management, evaluation, and marketing exploration.

Hence, the research on social entrepreneurs and interventions on competency development of activists on children and youths to be more qualified social entrepreneurs are necessary for the current society in order to be able to move their work forward for successes and beget innovation for development and social problem resolutions as well as are accepted by people in communities and society which is extremely crucial. It is also a supportive part to empower strengths and sustainability of organizations and networks in communities to further operate. A researcher therefore interests to research on competencies and competency development of social entrepreneurs in persons who work on children and youth issues in Nan Province.

The researcher believes that all human beings have goodness in them and hidden inspirable motivation. If a person or organization is stimulated or provoked in

the appropriate way can transform inner intention or introvert into creative actions or extrovert to society. In order to become successful social entrepreneurs is thought in the same line, though we cannot make everyone to be as Mother Teresa of Calcutta or Bill Gate, we can encourage them to learn, develop, and practice their skills to have similar attributes and capacity (Roling, 2002:294). Hence, if we want to develop capacity of social working people on children and youths in Nan Province to be high competent entrepreneurs who can really build positive impacts for changes that are relevant and appropriate to local contexts and aptitude in target community and society, really need to understand these people's aptitude and their contexts and assess competencies of these social entrepreneurs in order to know actual level of their competencies and aptitude, and competency development process approaches that emphasize target groups to have participation in evaluation, together learn, design, and develop competencies that relevant to their needs following contexts of participants of the research. This is accounted as one part of research process and social entrepreneur competency development to drive movements on children and youth issues in Nan Province. The researcher expects that this research will significantly be a part to set a light and extensively encourage further studies, social entrepreneur competency development, and competency development approaches which will support development and applied forms in target areas/others or expand to wider or cover every group of population in which can fulfill gaps in organizations and reduce gaps of human development. The study also will be an essential powerful source to further move to have a creative society.

1.2 Research Questions

How are social entrepreneur competencies of activists on children and youth issues in Nan Province? What are levels of their social entrepreneur competencies? How to develop social entrepreneur competencies for these activists to be qualified social entrepreneurs?

1.3 Research Objectives

- 1) To assess social entrepreneur competencies of activists on children and youth issues in Nan Province
- 2) To develop social entrepreneur competencies in activists who work on children and youth issues in Nan Province

1.4 Research Scope

Scope of the contents: Competencies of social entrepreneur include 2 parts these are the attributes and the portion of knowledge and skills. The researcher has developed a conceptual framework which applied from theoretical variable and relevant research results which results in having 8 competencies: Management; Team Building; Networking; Learning; Fund Raising; Marketing; communication; and Reporting and Evaluation.

Scope of area: Nan Province

Study unit: Individuality

1.5 Operational Definitions

Social entrepreneurship means the new process of enterprise of non-profit social organizations on management, learning, and selection of good things which integrate innovative and creative together with the goal to set values for society.

Social entrepreneur means a person who has social mission with creative ideas, motivation and is empowered to solve problems and lead to new changes to society.

Social entrepreneur competency means Attributes and knowledge, skills that are necessary for social entrepreneurs which contribute to achievement following the expectations of persons and organizations.

Attributes of social entrepreneur means the specific characteristics or special qualifications that are necessary for social entrepreneurs which compose of dimensions on mindset, wisdom, emotion, sociality and ethics such as motivation, thoughts, visions, social emotion and virtual ethics.

Knowledge and skills of social entrepreneur means collective or existing knowledge and skills through learning, practice and experiences on management, team building, networking, learning, fund raising, marketing, communication, and reporting and evaluation. There are also other contributing factors for achievement following the expectations of persons and organizations.

Management competency means ability on management with strategic visions, strategic planning, applies strategies into practices including change management and risk management.

Teamwork competency means ability on team building and seeking for people to join the team; building supportive relationship building atmosphere among team members; teamwork; and team development.

Networking competency means ability on inter-organization relationship building with various sectors in a society; cooperation building on activity movement; and network expansion both within and among areas.

Learning competency means ability on perception, understanding, and self-development; a learning on innovation and new technology; social entrepreneurs can upgrade their learning exchange between groups and networks as well as learning through various communication channels such as Internet, electronic media, and printed materials.

Fund raising competency means ability on resource management (man, money, material) as capitals or input factors for social project implementation; persuasion for public attention; social partnership donations or aid assistance as well as various approaches in gaining more resources such as implementing activities, producing goods, and public services.

Marketing competency means ability to look for opportunities and new social markets; opening or introducing to public; persuasion to invite new joiners to share ideologies; presentation of goods and public services or various activities for society; building trust to society.

Communication competency means ability on media production; information; increasing communication channels or use communication channels and generate information to news recipients or public in target areas/intra-network and wider areas such as personal communication; intern-network communications; and mass media.

Reporting and evaluation competency means ability on both financial and programmatic report writing with quality and on timely basis; able to extract lessons learned and body of knowledge from work ; project monitoring and evaluation as well as utilization of evaluation reports for upgrading levels of performances.

1.6 Research Contributions

Body of knowledge or forms/competency development for social entrepreneurs that are able to be applied in target areas/other groups or wider areas, and are useful for future academic studies is gained.

CHAPTER II

LITERATURE REVIEW

The research on “Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province”. The researcher reviewed these concepts and theories:

1. Social entrepreneurship concept
2. Social entrepreneur concept
3. Policies and supporting approaches for social entrepreneurs
4. Concept and theory on social entrepreneur competency development
5. Development of Social entrepreneur competency model
6. Civil Society Organization concept
7. Children and Youth issue movements in Nan Province
8. Relevant research reports
9. Research conceptual framework summary

2.1 Social Entrepreneurship concept

2.1.1 Scope and area of study

In this study, there are direct related words, namely social entrepreneurship, social entrepreneurs, and social enterprise or may also be used as social business. These words have similar meanings. Although, social entrepreneurship is widely attracted the public, there is unclear in definitions and ambiguous scope of research studies, for instance, socio-economic study or the review of the third party (Mair & Marti, 2006: 36). In addition, social entrepreneurship is still unclear in various sectors of non-profit organizations as well as business organizations with goals for social support. Furthermore, the word “social entrepreneurs” is a new terminology that helps modify performances in target areas. Social entrepreneurs are

persons who seek the most effective approach for social service mission (Dees, 1998: 1). This is relevant to the explanation of Thompson (2002: 412) which stated that “social entrepreneurship” was addressed and widely used. However, people do not deeply understand its definition. Many social entrepreneurs probably cannot explain their identity or uncomfortably use this word. The scope of social entrepreneurship covers both business and voluntary sector which cannot clearly identify effects. However, there are theorists who developed conceptual perspectives towards social entrepreneurship and social entrepreneurs in various dimension as well as classify categories of these words as follows:

Bacq and Janssen (2008: 6) concluded and classified conceptual framework about social entrepreneurship into three main dimensions, namely:

- 1) Individuality dimension such as social entrepreneurs
- 2) Process dimension such as social entrepreneurship
- 3) Category-based organization dimension such as social enterprise

This classification is quite similar to Mair and Marti’s concept (2006: 37-38) that viewed social entrepreneurship into three perspectives: 1) Economic perspective which is social enterprise) 2) Humanistic perspective which is social entrepreneur, and 3) Process perspective.

While Diochon and Anderson (2009: 7) divided ideological concepts into two poles. The first concept is based on traditional concept of non-profit organizations and social entrepreneurs have the targets on social achievements such as for poor people and minority or marginalized people. The second concept is a complement portion of the first concept which is a process concept such as activities, people, and organizational management. It can be seen that Diochon and Anderson have two dimensions on the organization/personnel, and the process dimensions.

Study areas: Majority of theorists concentrated on social entrepreneur study such as Bornstein (2004), Dees et al. (2001), Seelos and Mair (2005), Vega and Kidwel (2007). The personnel conceptual framework is still under the framework of enterprise with the belief that a person directly influences or affects enterprise. However, the enterprise is not only directly influenced by concerned persons but also environment, strategies, and investment projects. These processes contain involved

aspects which are humans, activities, management, and innovation. This means that new items or commodity improvement, service process, and innovation are both process and outcome which is a goal of social entrepreneurship process in the context of social enterprise. The innovation therefore is a new approach for social problem management and resolutions which include problems of marginalized people. It is a social transition process and innovation that involve with enterprise in opportunistic perspectives for building new things, and goods and services process improvement, and full utilities on personal competency. This can be seen that innovation can be both approach and target which is success (Diochon and Anderson, 2009: 9-11).

In terms of research study, the mainstream research on enterprise still focuses on profit organizational sector. In case of research on social entrepreneurship mainstreaming still focuses on non-profit organizational sector. In addition, the prominent period in research in the later periods is a need to move out to go further more than research in non-profit organizations (Batter and Dees, 2006: 155). In addition, even though there is an increase of working space and interest in policy decision platforms, researches on social entrepreneurship are out of date and far from the practices. Furthermore, conceptual frameworks are various and differentiated without clear understanding on their locations. Moreover, it is challenging how to make social entrepreneurs be qualified. In the same way, it can be said that social enterprise is used to refer to activity movement to achieve or digest specific organizations or institutes (Galera & Borzaga, 2009: 210).

It can be concluded that the scope of this study of the word social entrepreneurship, social enterprise, and social entrepreneurs are still unclearly separated from each other. However, the researcher can divide concepts and perspectives in this study into 2 categories: 1) entrepreneurs as players: This category is divided into individual: social entrepreneur; and groups: organization such as voluntary organization; non-profit organizations; third or public sector 2) Process category such as process: social entrepreneurship which composes of activity, people, management, and innovation. In this study, the researcher concentrates on social entrepreneurs as players by individuality.

2.1.2 Definition of social entrepreneurship

A broad definition means beliefs that affect personal behavior and mind-set on business operation and location in non-profit organization, public sector and integrated organization such as hybrid organizations that combined both profit and non-profit organizations together (Roberts & Wood, 2005; Austin et al., 2006 in Galera and Borage, 2009: 211). In terms of narrow or specific definitions, social entrepreneur is classified in a non-profit sector, and the definition includes business approaches for self-reliance (Galera and Borzaga, 2009: 211-212). However, Dees (1998: 2-3) emphasized that social missions with targets for creativeness and prolongers of social values are heartfelt significant to indicate differentiations between commercial business and social entrepreneur. Reis (1999) viewed the definition of social entrepreneur covers activities and activity initiatives that contain targets for social purposes including relationship and action for societal perspectives and trends of non-profit organizations that depend on self-development of each organization both profit and non-profit organizations. Organizations have efforts to set the balance of collective benefits with relative conditions towards more social responsibilities.

Chell (2007: 18) defined that social entrepreneurship is an awareness process and opportunity approaching with notions to create economic and social values.

Kuratko (2009: 81) defined that social entrepreneurship is a new type of enterprise in a non-profit form. Government and business sectors applied focusing points on traditional business of private sector that interest in innovation, risk taking, large-scale transforming to solve social problems. The social entrepreneur initiated by social perception in which was included in the enterprise concept.

Kao (1993 in Thompson, 2002: 413) defined that social entrepreneurship in a status of “a process that combines new items (creativeness) and different items (innovation) to target in complete wealth of individuality and increase value added to society”. This definition helped explain why we can find social entrepreneurs in various sectors (Thompson, 2002: 413), namely:

- profit business organization with conditions and responsibilities towards good actions and social and environmental assistance by strategies, funding support or donation.

- Social enterprise is established with objectives mostly for social purposes.
- Voluntary sector

Sunit Cherasatha (2008) viewed that social enterprise is the way of future that links the best from both business and NGO sectors together. He also viewed that the social investment in innovative perspective and sustainability is broad and interesting with new and various perspectives.

From the reviewing of perspectives and definitions as well as conceptual framework on social entrepreneurship as shown above, it can be seen that social entrepreneurship is a combined process of the best in both people/organization and process with the target for society in which derived from two concepts which are traditional concept that emerged from the movement of people/organization that working on social issues which are known as non-profit organizations. Another concept is a social entrepreneurship process that stimulates social entrepreneurs on business that aim for profits to realize, pay attention and target more for society by operating in social enterprise form or business form with social consciousness-driven private sector that indicate the targets for society.

Hence, the researcher can summarize definitions of social entrepreneurship in a narrow definition for this research as the new process of individual or non-organizational working operation in management, learning, and select good things which are creative and innovative combined together with the strong target to create values to society.

2.1.3 Characteristics of and scope of social entrepreneurship

Characteristics of social entrepreneurship Alvord, Brown, and Letters (2004 in Nicholls, 2006: 14-15) characterized a social enterprise or social entrepreneurship into three categories which are innovations, namely:

1. Transformational: Building competency in areas; access to traditional norms; regulations in the areas and expectation in transition on cultural context to better things such as a case of BRAC (Bangladesh Rural Advancement Committee-Community capacity development project which was established in 1972 by Fazel Abed that used village-based development and training initiative in specific villages.

2. Economic: By developing packaging following demands of customers in order to solve problems on tool management and production resource promotion as well as existing economic situation transition such as the case of Grameen Bank and micro-finance generation for small scale business.

3. Political: By having movements in specific places that challenge power to increase voices and rights to expression of marginalized people to have more power such as a case of the Self-Employed Women's Association (SEWA) in India.

Objectives of social entrepreneurship Smallbone (2001 in Nicholls, 2006: 14) identified objectives of social entrepreneurship as follows:

- 1) To manage commodities and services in which both markets and public sectors voluntarily, can or cannot manage.
- 2) To develop skills
- 3) To create and increase jobs
- 4) To support and empower social integrated approach to deal with socially alienated or marginalized people

Forms of social entrepreneurship Elkington and Hartigan (2008 in Sarunee Archavananthakul (translated), 2552: 57-86) classified forms of social entrepreneurship as that has a structure that relevant to one of these three business models:

1) Model 1: Non-profit business by using existing resources in order to have advantage or leveraged nonprofit. The key point is at a leveraged non-profit because of using existing resource in a way that organization can handle the form and size of challenges. Most kinds of this business are evolved from radical religious beliefs as an example from Mother Teresa and Habitat for humanity or barefoot college. This model clearly divides between private and public commodities. Private commodities are things that each person can occupy or own. These things usually are produced by profit organization. Public commodities, on the other hand, are consuming goods consumed by a person cannot reduce quantities of goods that are provided for others. Although, the government has roles in producing and guarantee

public goods that everybody can access, many business bodies take roles in this sector as we can see in public health, education, safe water, housing, and so forth. Similarly, social entrepreneurs provide their hands to fill the gap that the government cannot or willing to produce public goods, and the business sector cannot worthily pay back against risks.

Kinds of business in this model have characteristics as follows:

- Deliver public commodities to groups of the most economically vulnerable people who cannot access or no purchase power
- Entrepreneurs and organizations are reaction stimulators for changes
- Possess many external alliances for support
- Entrepreneurs that establish business transform to ideological leaders or movement catalysts that have broader targets while other people step into the cycle to further take over the roles.

2) Model 2: hybrid nonprofit: The new form of entrepreneurship process that is the heart of success and sustainability of business in order to have capacity to build more social value and environment. For example, the Rubicon enterprise in United States of America that intends to increase jobs for underprivileged people. Another example is the Aravind in India that operate eyes for economically poor to see again. The hybrid non-profit entrepreneurship is in the forms of:

- Deliver goods or services like the model 1 but with the notion for profit then further utilize the profit for investments
- Develop a market plan to ensure that poor or underprivileged people can access goods or services of the organizations
- This kind of business can refund capitals at least a part of goods distribution or services and in between can identify new markets.
- Raise necessary fund for activity implementations and respond to needs of the poor or underprivileged people both from public agencies, private, and charity organizations in forms of monetary support or loans.

3) Model 3: social business venture is a profit enterprise that targets for society. This model is a model that entrepreneurs for environment usually choose and

use, particularly in America may be because any goods and services that are friendly to environment have more and clearer market opportunities. Forms of entrepreneurs or organizations of this model are:

-entrepreneurs that establish business with specific missions that want to push for social and environmental changes

-Profit business that does not target for get back profits to stakeholders but rather at the benefits of low income people, and expand their business or services to have more people access or use their services

-Entrepreneurs seek for investors who interest in hybrid business with both financial and social returns on the investment

-Have more opportunities for funding and investment expansion

Forms of each model provide different challenges and opportunities. In addition, all three models aim for social and environmental perspectives that markets cannot absolutely or mostly manage. These enterprises follow up targets with various and different methods. They may have leaders, management or investment style with their own identity that meaningful to their own organizations as well as are lessons learned for others who work in mainstream in government, private, and civil society sectors.

Scope of social entrepreneurship

Scope for social entrepreneurship movement Bornstein (2004) viewed that social activity movements have a very vast scope. Key practical issues that social entrepreneurs build for changes are as follows (Nicholls, 2006: 14):

1) Poverty alleviation through empowerment for strengths, such as financial movement for small scale entrepreneurs

2) Healthcare: ranking support at the small scale level for mental illness in communities including tackling bigger challenging problems and HIV pandemic mitigation

3) Education and training such as participation building and expansion, more democratic, and knowledge transformation

4) Environmental preservation and sustainable development such as green energy project

5) Community regeneration/reengineering such as housing group or association establishment

6) Welfare projects such as employment assistance for unemployed or homeless people, and projects on alcohols and narcotic drugs

7) Advocacy and campaign such as public relations on fair trade and human rights

According to the research results of Thompson (2002: 421-426) found that key components of social entrepreneurship in the case study included:

1) Job creation

2) Utilization of buildings

3) Volunteer support, and

4) Focus on helping people in need linked to a clear demonstration of effectiveness

These four components divide social entrepreneurship into 20 small groups of activities, namely 1) Job creation in areas where insufficient jobs, lack of employment opportunities 2) Good social collective living based business 3) Support and provide consultations to agencies and various representatives 4) Job opening and reusing or facilitation support 5) community building items preservation 6) new public utilization support approach seeking 7) replacement of missing services in contaminated or remote areas 8) Skill training 9) provide opportunities for personal development 10) living (self-adaptation) and rehabilitation 11) “feel-good” community activity 12) health and welfare shelter 13) sports and coaches for young people 14) occasional assistance system management or activities for underprivileged people 15) fund raising when necessary 16) collectiveness for credit unions of members 17) support activities for special groups or separated groups 18) activity information dissemination 19) community based activity support 20) local voluntary groups

Elkington and Hartigan (2008) viewed social disparities in a position of future market of social entrepreneurs and environment that see opportunities of market in overlapping in 10 dimensions which are opportunities on demographic structure; finance; nutrition; resource; environment; health; sex; education; digital; and security (Elkington and Hartigan, 2008 . in Sarunee Archavananthakul (translator), 2552: 126-167).

While Kuratko (2009: 84) divided social enterprise into 6 dimensions as follows:

1) Environment: pollution control, environment protection, natural resource preservation

2) Energy: energy preservation in goods and market operation, increasing efficiency of goods energy

3) Fair Business Practice: employment and job promotion for women, marginalized and disadvantaged people, support marginalized people to have their own business

4) Human Resource: Occupational health and safety promotion for employees, professional skills training for employees, counseling service project on narcotic drugs and alcohol for addicted people, vocational counseling, child day care support for working parents, stress management project

5) Community Involvement: cash donation, goods, and services or spend time with employees, be sponsors to health project, support education and arts, cooperate various projects in communities

6) Products: safe goods promotion, be a sponsor in safe goods study project, food chemical reduction, good nutrition quality improvement, packaging and label improvement

It can be concluded that operational forms and scope of social entrepreneurship can be divided in various forms depend on set and applied criteria. If considering following forms of organization would find social Enterprise that situates in a form of hybrid co-operation, and social business which always reveal as fair trade that support green goods that be friendly to environment and communities. In case of non-profit organization always reveal in a form of population quality of life improvement, especially human basic need problem solving in order to ensure that people, particularly disadvantaged, poor, and marginalized people, access to their deserved rights.

If consider in a sense of activity process in target areas can find 2 forms which are 1) direct working process with target groups for development, problem solving which will reveal in the forms of job creation, skill and knowledge development and training, assistance, and so forth 2) social mechanism support

process such as organizational support, volunteers, sponsorship for projects or support various forms of participatory actions of people in communities

Thus, the researcher overall concludes that the scope of social entrepreneurship has various dimensions as follows:

- 1) Education dimension, training, and development
- 2) Health, hygiene, and public health
- 3) Social welfare and housing
- 4) Politics and involvement in communities
- 5) Economics, poverty alleviation: micro-finance credit, job creation and income generation
- 6) Environment and energy: environmental preservative promotion, reduce emery consumption or renewable energy consumption promotion
- 7) Goods and services: safe goods promotion, friendly to environment, access public goods of disadvantaged people

In this research, the researcher concentrates on social entrepreneurs who drive the development to solve problems of children and youth population in various dimensions such as health, education, living conditions, poverty, underprivileged children and child rights.

2.2 Social entrepreneur concept

2.2.1 Definition of social entrepreneur

Kuratko (2009: 81-83) explained about the definition of social entrepreneur as a person or a small group of individuals who establish and/or bring their organization or participate in initiatives in social entrepreneurship. In addition, social entrepreneurs sometimes mean public entrepreneurs, civic entrepreneurs or social innovators. Social entrepreneurs are creative thinkers. They are leaders of change agents for mega changes. They manage and handle root causes of social problems. They change systems by new ideas and persuade people to join.

Thompson (2002: 413) explained that entrepreneurs are persons who consecutively act and become their habits in creation and new changes in order to build something in a consciousness of value when see good opportunities. The opportunity is a heart of their movements and then can find that social entrepreneurs use capitals to create values to society and communities much more than aim for their own money or profits. This explanation is relevant to Dees' concept (1998a:2) that viewed a social mission as a clear aspect and is a essential heart for social entrepreneurs that reflect their perception and opportunity assessment and effects that relate to each mission. This will become regulations and good basis to society which is not for wealthy.

Social entrepreneurs always have targets following the economist called Joseph Schumpeter's models (1883 – 1950). He is the owner of Business Cycles theory which has key point is "creative destruction". This means that targets for systematically social ecological change in order to reach betterment. Social entrepreneurs always work at social movements that result in political high impacts that unnecessary to conform to political parties. Social entrepreneurs who are efficient movement activists also are supervisors and stimulators to gain wider changes. They are recognized as social movement cogs to systemic changes under their action and control not for their own benefits but for partnership. The target line of social entrepreneurs is different from commercial line whereas conflicts exist at the last target or goal which contains risks of social investment which is success in management and overwhelms response to existing needs of society (Nicholls, 2006: 22). Hence, Nicholls (2006: 3) viewed social entrepreneurs in a position of change agents that lead to systematic change concept by setting social behavioral criteria for global good norms such as fair trade movement that indicates progressive norms to international level which is related to a view of Bornstein (2004: 264) that see social entrepreneurs as power of change. They possess new ideas to manage significant problems in societies. They do not hesitate against their own visions. They are ordinary people who do not surrender to the word "NO". They do not give up till their ideas are accepted or generated as widest as possible.

Leadbeater (1997 in Thompson, 2002: 413) defined the word social entrepreneur as a root of communities who have efforts and intention to manage

locality in a new way though may take long time to generate and reveal results from one locality to national level or international level. It is obvious that they listen to voices of communities and respond to those needs by see as significance. Many initiative actions are successful because of their high commitment and clear targets towards needs. There would be found that sometimes projects that are similar to these in public sector gain less achievements because possess strong components in operation with anticipation that it is a market demand and needs though it does not imply genuine needs of public sector.

Asoka defined social entrepreneurs as creative persons who are firmly motivated with high confidence and are needed by society to drive necessary innovation for critical social problem management (Bornstein, 2004: 264).

According to those abovementioned definitions of social entrepreneur, the researcher can conclude the definition of this word as a person who possesses social missions, creative ideas, motivation, and energy to manage social problems and build new changes for society.

2.2.2 Characteristics of social entrepreneurs

Social entrepreneurs are different from business entrepreneurs in many aspects. Key differences include social entrepreneurs start with clear social missions with the key goal for the better world. The most success of social entrepreneurs is not a profit but valuable more than that which is social value creation. In addition, key results beget from social entrepreneurs' actions as social change agents are (Dees, 2002: xxx-xxxi):

1) Adopting a mission to create and sustain social value: This social improvement mission is necessary and very crucial more than working for profits. Instead of only step forward for entrepreneurs for one target, they also seek ways to permanently with security improve their operation.

2) Recognizing and relentlessly pursuing new opportunities to serve: Wherever other people recognize as problems, social entrepreneurs view as opportunities. Social entrepreneurs have to possess visions to know how to achieve goals. They are assigned to have their visions at work.

3) Engaging in a process of continuous innovation, adaptation, and learning: Social entrepreneurs have to seek innovative ways to ensure that their investment risks can help them access to necessary resources and funding as long as value building to society.

4) Acting boldly without being limited to resources currently in hand: Social entrepreneurs possess professional skills in minimizing major issues to small issues and take resources from others. Social entrepreneurs survey alternative resources from merit actions to commercial approaches of business sector. Social entrepreneurs do not tie themselves in traditional practice and customs.

5) Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created: social entrepreneurs are necessary to walk step by step in order to assure that are creating values, seek operation improvement for society, and reach beneficiaries and communities as good as social and financial aspects that return to their investors.

Sykes (1999) classified processing forms of entrepreneurs into three steps. Later Thompson and associates (2002) extended contents to support principles by divided into four steps as follows (Thompson,2002:415-416):

- 1) Envisioning: perceive needs, gaps, and development opportunity
- 2) Engaging: opportunities for participation with intention towards the actions
- 3) Enabling: Actions with results by using resources when necessary such as man and money as proposed
- 4) Enacting: admire people who provide assistance or key leaders of the projects that lead them to achieve satisfactory summary results.

2.2.3 Successful social entrepreneurs

Success measurement of social entrepreneurs depend social change and creation with values that they need to have visions to see opportunities, participatory actions, adaptive learning, resource collection, and responsibilities in investigation both towards donors and outcomes.

An example of a successful social entrepreneur

The researcher shares a good example of successful and widely well-known social business which is the Grameen Bank. This bank is one of successful example entrepreneurs that push and move by social consciousness with social impacts at the very significant level.

The graven bank is recognized as a successful social enterprise, operating for underprivileged and poor people in Bangladesh. It is well-known and named as a model for poverty alleviation for both developed and developing countries. The bank was established by initiative and creative ideas of Professor Dr. Muhammad Yunus, an economist who won the Nobel Peace Prize in 2006. He is recognized as active social entrepreneur. In 1976, Yunus initiated the village research to survey labor practice. He visited poor people in Jobra village. There, he met female workers heavily worked and responsible for their families. In addition, villagers in this village need capitals for work and opportunities. When “credit is an opportunity”, Yunus released the loans to local poor people for seven years. The Grameen Bank which is a private bank for the poor was officially opened in 1983. Currently, the bank operates in 37,000 villages out of total 68,000 villages in Bangladesh. It released loans for 2.3 million people whereas 95 percent is poor women. In 1997, the bank expanded its services and loans to two thousand million US Dollars (Yunus,1998: 50-51).

The Grameen Bank is a private but non-profit sector that provides loans for poor people who want to have their own business. The bank convinces successful investment which based on a concept of both financial and social returns of the investment. Twenty year-experiences of this bank indicates that “personal benefits are not only one kind of fuel to be used in a business. Social targets also can be motivators or emery to replace greed. The researcher believes that if social entrepreneurs play in the right track with social consciousness, they can smoothly perform in the market system” (Yunus, 1998: 63-64).

Hence, the Grameen Bank is a good example of entrepreneur/business sector that has movements by social consciousness-driven private sector that can use the profit business form in non-profit organizations. The credit system for small scale debtors in a Grameen model is not only applied in Bangladesh but also in fifty countries in Asia, America, Australia and Europe (Hussain et al.: 2001: 26).

Hussain et al. (2001) conducted a research on factors of project success following the Grameen model by studying self-employment structure of women in Chicago (the Women's self-employment project-WSEP), and the Women Bank in Norway. The research results concluded that the Grameen Bank overwhelmingly succeeds on poverty reduction in rural areas in Bangladesh and in many developing countries including developed countries on micro-finance following its model, for instance the micro-finance example of the Women's self-employment project (WSEP) in America, and the Women Bank in Norway. In terms of successes of the Grameen Bank that people want to see from experiences that the bank in a position that people can observe from competencies which are 1) can increase wealthy on material assets (what do we possess?) 2) can improve skills (what do we do?), and 3) can develop who we will be (what will we be?). These characteristics, the Grameen Bank explained as follows (Hussain et al.: 2001: 32-39):

1) Creative and innovative: These make differentiation compare to other banks by the way to easier approach people and focuses on poverty alleviation.

2) Caring and dedicated: These are principles to regularly practice in relationship of persons between working people and borrowers.

3) Group responsibility: Bank officers are coached that "get the job done" not "follow the rules". This working culture is a power decentralization and participation. In addition, problems are solved by responsible groups and communities not solely by a leader.

4) Commitment to positive evolution: High commitment in efficient service provision. Organization is established with the view that "what are good for borrowers?" more than "what is good to keep structure and regulations?"

Elkington and Hartigan (2008: 5) concluded combined characteristics of successful social and environmental entrepreneurs as follows:

1) Try not to interest in limitations of concepts that are roots of society or academic limitations

2) Think, create, and apply approached that effectively solve problems by integrate innovation, resources, and opportunities

- 3) Create innovation by search for new commodities, services or approaches to solve problems
4. Pay attention on value creation for society more than anything else with full spirit and willingness in order to share innovation and in-depth understanding to other people for repetitive practices
- 5) Do it first when surely know that having full resources?
- 6) Believe in inner capacity of all humans by not stick on level of education in order to support social and economic development
- 7) Vividly demonstrate concentration and focus to push and ready to handle risks that others cannot handle
- 8) Strongly balance wishes in order to change enthusiasm to investigate and monitor impacts
- 9) There are many things to be transformed to change agent leaders in other sectors
- 10) Not patient to things that should not be patient with (such as governmental system)

In terms of award criteria for social entrepreneurs of Ashoka (Ashoka Foundation-Thailand in <http://thailand.ashoka.org/th/>) which is an award that indicates identity of successful social entrepreneurs. Criteria are:

- 1) “New” working ideas or strategies
- 2) “Creative” ideas in problem solving
- 3) Commitment and tangibly tackle problems
- 4) Work that widely have “positive impacts”
- 5) “Virtue” person and are reliable by people in a society

It can be conclude that successful social entrepreneurs mean persons with social missions, creative ideas, motivation, and energy in problem solving and bring new changes to a society pushing till the missions achieve goals and are recognized by people in communities and societies.

2.3 Policies and supporting approaches for social entrepreneurs

2.3.1 In foreign countries

The concept about social entrepreneurs has been widely accepted in people sector since 2003. New organizations establish throughout the world and play their specific roles on funding support and supervise social entrepreneurs (Bornstein, 2004). Some examples are:

In the America continent, there is one organization called Echoing Green in New York, USA which was established in 1991 by the investor named Ed Kohen. He used Ashoka as a model. He started by providing capitals to 350 young social entrepreneurs in USA. Besides this organization, there are Foundations working as institutes that provide academic support and social movement with the social entrepreneur concept, namely Skoll Foundation, and Ewing Marion Kauffman Foundation. In Canada, there are also organizations working with the same concept and provide similar services such as Canada Social Entrepreneurship Foundation.

In England, Michael Young is a reputable social creative initiator. He established a school for social entrepreneurs in 1987. The school aims to incubate talents in entrepreneurs outside the business sector. The Skoll Center for Social Entrepreneurs at Oxford University was established in cooperation between SET Business School, and Skoll Foundation. In addition, The Skoll Foundation was founded by Jeffrey Skoll who was former President of E-bay. This center provides knowledge and promotes understanding about social entrepreneurship. It plays an international coordinating role in building and disseminating knowledge about strategies and effects of social entrepreneurs. At the policy level, the British government has interested in this social entrepreneurship concept since 1980 during the government of Thatcher that emerged 'enterprise culture of the Thatcher'. Until the Labor Party government developed social entrepreneurship together with science entrepreneurship (Chell, 2007). In addition, there were policies that support in various forms such as establishing the Social Enterprise Coalition (SEC) in 2002 to specifically handle and develop this issue (Shah, 2009). Nowadays, the government pays attention and support more than 50,000 places of social entrepreneur development for the nation. As a result, social enterprise can raise incomes for the

country up to 8,000 million Pound per year. It is also has tremendously positive impacts to society and environment (Panithan Wattanayakorn, 2553).

Switzerland, Klaus Schwab, a founder of world economic forum and his wife established the Schwab Foundation for Social Entrepreneurs in 1999 which aims to support “Outstanding social entrepreneurs of communities all over the world”. Thus far, the foundation provided assistance to 40 to 50 social entrepreneurs for each year to be internationally recognized, able to access to resources, and gain opportunities to establish important networks. Besides attending the annual summit in Geneva, social entrepreneurs also have opportunities to attend world economic forum at the regional level and the annual assembly in Davos City. These forums are collections of social entrepreneurs which provide opportunities for social entrepreneurs met and discuss with senior staff of the government, executive persons from companies, and heads of various foundations or organizations. It is the first essential step in knowledge exchange promotion among various sectors that can lead to improvement to respond to needs of society and problem solving. This also really convinces and builds understanding on roles of social entrepreneurs. There is an additional similarity between people and business sectors which is “marketing on goods and services”. In addition, both sectors have interesting practices when political and socio-cultural conditions facilitate their motives.

Social entrepreneur courses in educational institutes

In terms of developing social entrepreneurs in the educational institutes, there have been many centers teaching about social entrepreneur’s long time ago (Kriangsak Charoenwongsak, 2550), namely:

Universities in USA such as Harvard University have a Social Enterprise Initiative program which aims to build values to persons or organizations both government and private sectors. Having values does not mean only seeking for profits but also a social business for thyself to survive and can compete others. Yale School of Management of Yale University has a Social Enterprise (PSE) program. It is a program that supports information to scholars, government agencies or non-profit organizations that interest in interrelation between business and social entrepreneurship. Seattle University established a Center for Nonprofit and Social

Enterprise Management. This center organizes activities and creates values of social entrepreneurs and support leaders to be social entrepreneurs. Columbia University established Columbia Business School which has a Social Enterprise Program. Scholars who study in this school will gain knowledge about various business perspectives such as knowledge that can support their social development work.

Universities in Europe such as Oxford University have Centre for Social Entrepreneurship. In this center, there are both theories and research to support concepts of social entrepreneurs.

In summary, there are specific curriculums on learning to support social entrepreneur concept of educational institutes in foreign countries. These curriculums provide both theoretical and empirical perspectives, and research support.

2.3.2 Thailand

As mentioned above, although the concept about entrepreneur and social entrepreneurs are new for Thai society, social working process of social activists is not a new issue in Thailand. This process was formed up and operated long time ago in forms of foundations, association, or other non-profit organizations, non-governmental organization or may be under the control of the government sector. These organizations have targets and social missions. However, most approaches and means still based on the traditional forms. In addition, when social entrepreneur concept mainstreaming emerge and is well recognized in American and western societies in this century, especially the approach to stimulate and promote social entrepreneurs who have targets for profits to turn their interest to pay more intention to target on society. Hence, the Thai government adopted this concept and integrated in the country development direction. At the same time, phenomenon and concerned social mainstreams lift up the social entrepreneurship in Thailand at a certain level. The researcher collected and shared as follows:

2.3.2.1 Thai policies

The policy on social entrepreneurship in Thailand was initiated in the government of Prime Minister Apisit Vejchacheeva. He selected the social enterprise support committee in 5 November 2009 in order to respond to sustainable

development policy and adopt the sufficiency economy philosophy that emphasize contributing cooperation to each other without taking advantages between different businesses or entrepreneurs of all sectors in a society as a fundamental aspect for new and tangible economic system. This enterprise is called “Social Enterprise”. There are many dimensions of social enterprise such as พนักงานทดแทน entrepreneur at the local level; tourism management by communities; micro-credit for the poor; sustainable agriculture; housing development for the poor; cultural commodities of people for marketing such as Doi Tung project; using technology and internet to solve social problems; job creation for disabled people; and creative media (Panithan Wattanakorn, 2553: a meeting result statement retrieved in <http://thaireform.in.th/news-create-honest-livelihood/352-2010-01-15-05-24-45.html#>). The succeeded government led by Ms. Yingluck Shinawatra further uses the social enterprise concept in the form of community enterprise in various sub-districts.

2.3.2.2 Mainstreaming movements about social entrepreneurs in Thai society

Movement mainstream about social entrepreneurs in Thai society on social organization; education and business bodies, the researcher compiled and summarized as follows:

Social organization: Organizations that directly and obviously move on this issue in Thailand are:

1) Ashoka Foundation (Thailand) provides support to social entrepreneurs from people sectors in order to solve social complex problems and collectively create and fulfill good things for society rather than merely let the government and private sectors handle the issues. Ashoka Foundation was founded by Bill Dreton in 1980. At the present, the foundation has a network of more than 2,000 fellows or social entrepreneurs, business, policy makers, investors, academia, and mass media in 60 countries in 5 continents throughout the world. In addition, currently Ashoka is promoting young people who are new generation who gain

aspiration from social entrepreneurs with their own innovative ideas to develop better changes for a society ((Ashoka-Thailand) in <http://thailand.ashoka.org/th/>)

Ashoka has a vision as “everyone is a social changer” and have key missions as follows:

1) Seeking for outstanding or up front social entrepreneurs all over the world to support these entrepreneurs or Ashoka fellows. At the state of initial concept setting by supporting living costs for three years to assist them fully commit to establishing organizations and extend ideas. In addition, Ashoka supports the fellows to build networking at the global level with friends and alliances and professional advisors. Upon receiving the acceptance as a member of Ashoka fellow network, they will receive benefits and be considered for a life membership.

2) Support cooperation of fellows around the world to learn with each other and increase experiences to develop themselves. Outcomes of cooperation at the global level enhance Ashoka screens the most effective working plans and collect those plans to be "mosaic". Same as business entrepreneurs, social entrepreneurs want supporting mechanisms that are relevant to their needs in order to achieve successes and sustainability.

3) Develop mechanisms to support growth and expansion of social entrepreneurship such as capitals for embarking, networking with business and academic sectors, strategic alliances, and social value sharing.

Examples of entrepreneurs that Ashoka can see performances and support such as Fabio Hosa that helped reduce electricity costs in Brazil for 70-80 percent and generate electricity system to households of more than one million people. The innovation of Fabio expands its results to 23 countries around the globe. Another person is Jeroo Billimoria that set a Child Line to providing direct assistance to more than 26,000 street children in Mumbai of India. The Child Line expanded its works to other 38 cities throughout the country. An example of social entrepreneur in Thailand such as Somsook Boonyabanha from Community Development Institute with a policy on land sharing to help the poor in slum areas to have rights to negotiation and power for land management.

In 2009, Ashoka recruited two more categories of fellows as follows:

1) News & Knowledge Entrepreneurs: These people will create social impacts by strategies or new and better forms for knowledge transformation and increasing participation and networking with others in order to beget civic changes without status quo.

2) Social Entrepreneur in Technology & Invention: These people create social innovation through technology that newly created or adapted. They may also use technology as tools for social changes or may create marketing forms to generate technology to groups of people who never receive benefits from the traditional commercial form (<http://thailand.ashoka.org/th/criteria>).

2) Youth Social Enterprise Initiative (YSEI) Fund has been operated under the project called Youth Social Enterprise Initiative (YSEI). It is a cooperative project between the Change Fusion of the Thai Health Promotion Foundation and partnership from India and Philippines. The YSEI has been granted by two funding sources which are Swiss Agency for Development and Cooperation (SDC) which is an autonomous organization under Ministry of Foreign Affairs of Switzerland. The organization has duties to support non-conditional scholarships for developing countries that obligate to support new social startups that need to sustainably solve social or environmental problems, especially financial sustainability. In other words, these organizations (both business and non-profit organizations), finally have to have the system that brings consecutive incomes and sufficient to expand their work without further dependence on non-conditional donors.

The social enterprise that the foundation supports are varied such as handicrafts of poor villages in India which have different neat work at different levels to be sold in USA through e-commerce system and whole sales or a group that set a public relation team for NGOs and other development work organizations in Philippines buy using new techniques such as animation, web campaign and so forth to communicate various social issues to be more interesting and better access target groups, for instance, by bring incomes of big customers to compensate small NGO customers that may not be able to pay for public relation costs (Sunit Cherasatha, 2008)

Education perspectives: In terms of curriculum development on social entrepreneurs in Thai institutes, there is no direct “social entrepreneurs” curriculum as available in other countries. However, there may have short training courses such as a social entrepreneur capacity building training course of Sri Pathum University in collaboration with Social Venture Network (SVN) and get funding from the Thai Health Promotion Foundation. In case of this curriculum development, Professor Dr. Kriangsak Charoenwongsak (2550) proposed the basic guidance that building human beings to be social entrepreneurs have to initiated by the cooperation of civil society, government, and university sectors. Universities are places to build humans which would be existing faculties or department or new curriculum such as Master of Social Entrepreneur or in collaboration with universities in foreign countries.

Business arena: Business entrepreneurs that support social activities in Thailand has revealed in forms of social entrepreneurship, establishing non-[profit organization, hybrid organization, social business organization, and corporate social responsibility (CSR) in various forms of activities as news reports in the Asia Forbs magazine (issued on 15 March 2009) (in Khao Sod newspaper issued on 7 March 2010) that there was a rank of 48 millionaire people who have kind hearts from 12 countries in the Asia-Pacific region by choosing 4 persons from each countries. In Thailand, ranked millionaires in the list included 1) Mr. Thanin Jiaravanontha, Chairperson and CEO of Charoen Pokaphan Group (CP Group) who donated for more than 16 million Baht per year for charities on education, child welfare, and religious preservation. He also established Bhuddaraksa Foundation to assist orphaned and poor children; 2) Mr. Charoen Siriwatthanapakdee, chief executive officer of Thai Beverage Company Limited and TCC group. He provided educational, religious, and medical supports; 3) Mr. Vikrom Kromdith, Chairman of Amata Holding Company who signed the will to give his all properties for Amata Foundation that was established to promote education, arts, culture, and environment. Mr. Vikrom also donated his most time for charity work and donated 1,000 rai of land to Ministry of Science and Technology to build the science research and learning center; and 4) Mr. Hinekki, a millionaire who established a group of companies on

hotels and restaurants, aged 60 years old. He established the Fund called E. Hinekki to provide scholarships to many hundreds of students.

Movements of social entrepreneurs in Thai society besides what the researcher compiled and present, the researcher believed that there will be many persons who possess social entrepreneur characteristics in Thai society but are not compiled for a proper research.

2.4 Concept and theory on social entrepreneur competency development

2.4.1 Definition of competency and its components

McClelland (1973) defined the word competency as hidden characteristics of a person that push him obtain good performances or achieve set criteria. David C. McClelland is a catalyst on competency studies by proposing the concept about competency in his article titled 'Testing for Competence rather Than Intelligence' that "Intelligence cannot predict results of performance or successes in life but competency instead is an aspect that anticipates the success better". This means that people who are successful at work have to be persons who possess competencies can apply principles or academic within themselves benefit their works.

Five components of competencies following the concept of McClelland (1973: 1-5) are:

- 1) Knowledge means specific thing to know. It is an essential substance such as medical knowledge, and strategic management knowledge
- 2) Skill means a thing that a person well performs and regularly practice till be sophisticated such as computer skills, and knowledge transformation skills.
- 3) Self – concept means attitude, value, and opinions about self-image or thing that a person believes he is such as self-confidence.
- 4) Traits are personalities, habits, or permanent behaviors of a person such as being a reliable person, calm, and leadership.

5) Motives / attitude are internal motive or driven force. It is a driven power within mind of a person that influences his behavior leading to targets or achievements.

The concept on competency was explained through the Iceberg Model. The differences between people can be compared with an iceberg. The visible part is the floating above water which covers existing various knowledge and skills that can be easily improved. The hidden part which is difficult to view and locates under the water such as motives, traits, and self-concept. This part affects working behavior of a person. It is a part that difficult to develop. It can be explained following the Iceberg chart as follows:

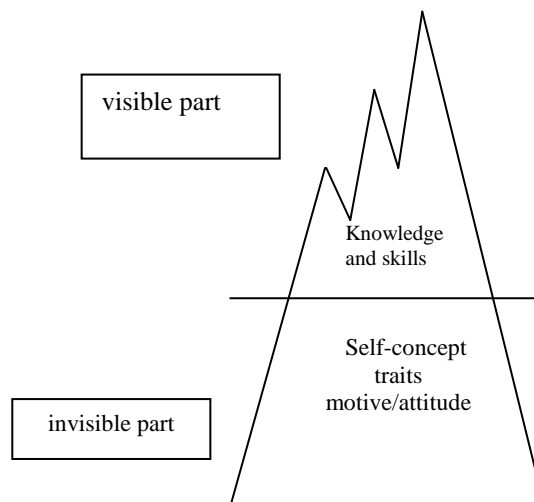


Diagram 2.1 illustrates the Iceberg model application flow of McClelland (1973)

Goleman (1998 in Boyatzis, 2008: 8) defined the emotional competency as a learning based competency. Hence, in this meaning, competency means emotional ability that is derived from learning that significantly contributes to achieve actions. He believed that leaders who have emotional and social quotients will be successful persons at work. In the research report also found that people who are mostly successful have outstanding points on the emotional intelligence which means they possess self-management skills, and relationship skills. In other words, they possess those skills with knowledge, sensitive to perception, feelings, and needs of others as well as know tacts for social interactions. Components of competency include (Goleman, 1998 in Grant, 2008: 459-460)

- 1) Self-awareness means ability to read and understand own emotion and able to assess weaknesses with confidence from positive self-value
- 2) Self-management means control, honest to thyself, good conscious, initiatives and creation, and self-adaptation to success
- 3) Social-awareness means aware in relationship that feel towards others' emotion, understanding organization, see value of customers' needs
- 4) Social skill means ability on relationship to persuade or catch people's heart, is able to manage changes and conflicts

According to this concept of Goleman found that competency that support successes have to rely on two aspects, first, emotional intelligence which is ability on self -understand and awareness, self-control and management; and second, social intelligence which is ability of a person to be able to work with other people.

Boyatzis (1982) explained the word competency that competency is defined as capability or ability which is a set of correlative ability but different in expressed behaviors from thoughts to the intent. The expressed behavior change where appropriate in different situations and times. If explain in the working dimension, competency is a group of capacity that exists in a person that direct that person's behavior to gain successes as intend or need under the external factors of organization (Boyatzis, 2008: 6).

Competency that contributes to best fit with high performance results by using the theory of performance as a basis for competency concept believes that the maximum performance will reveal when capacity of persons or talents are relevant to needs and necessity of work and organizational environment (Boyatzis, 2008: 6-7). The best fit composes of:

- the person's talent: explained by values, visions, philosophical thoughts of person, knowledge, competency, life-span and occupation, interest and characteristics of person
- job demand can be explained by responsibility to roles/duties, and necessity of work
- organizational environment is explained through culture, atmosphere, structure, system, fertile business and strategic location including other contexts surrounded organizations such as economics, politics, social, environmental, and religious perspectives

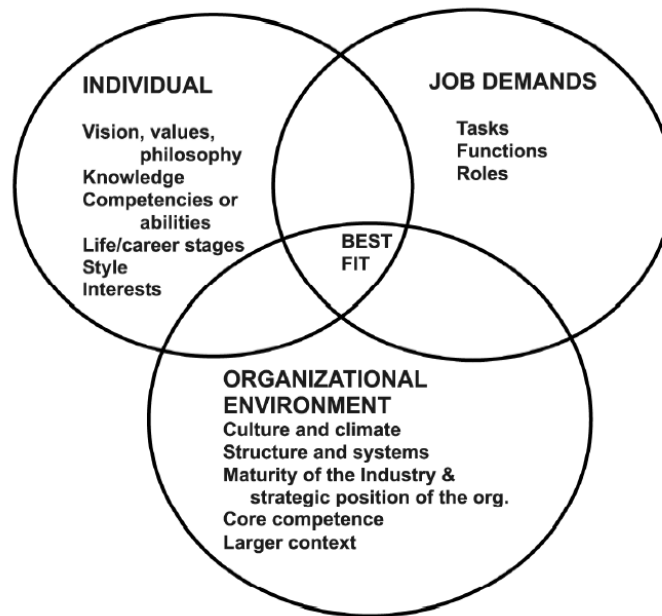


Diagram 2.2 illustrates the theory of performance and best performance

Source: Boyatzis, 2008: 7

Recently, Boyatzis (2008) also proposed the document titled ‘Competencies in the 21st century’ which was a study on design of needed competency development to facilitate leaders and managers’ actions for effective performances. The design of curricula and teaching methods focus on learning, he therefore develops competency models for work to be relevant to situations by integrating with emotional and social intelligences from the research of Goleman. He also found that competencies on emotional, social, and cognitive intelligences anticipate effectiveness in professional expertise, management and roles of leadership in many portions of society. In addition, these competencies can be developed in adults (Boyatzis, 2008: 5-12) by classifying competencies into:

1) Threshold Competencies are necessary for practitioners have to possess in order to well perform, which compose of 3 clusters, namely

1.1) expertise and experience

1.2) knowledge that can be explained, knowledge at work, dirties and relate to thinking process

1.3) assortment of basic cognitive competencies

2) Differentiating Competencies are competencies that differentiate a person's outstanding from others, which consist of:

1) cognitive competencies such as system thinking, and pattern recognition

2) emotional intelligence competencies which include self-awareness, and self-management such as emotional self-awareness, and emotional self-control

3) social intelligence competencies include social awareness competencies, relationship management competencies such as empathy, and teamwork

Krirkkiat Srisermpoke (2546: 21-25) defined competency as knowledge, skill, abilities, attribute, and classified competency at individual level into 3 categories, namely

1) Managerial competency means ability of persons on planning, management, analytical thinking, problem solving, and decision making

2) Generic competency means ability of persons on generic issues such as communication, negotiation, and teamwork

3) Technical competency means ability of persons on responsible tasks

From the concept and theory reviews above, the researcher can conclude that competency means a set of existing capacities in persons such as knowledge, skills, and attribute that expressed through behaviors in order to gain successes as expected by individuals and organizations. In addition, competency consists of 2 main components 1) attributes in a person such as cognitive process, social and emotional intelligences 2) knowledge, skills that gained through learning, practice and experiences which are visible and measurable.

2.4.2 Social entrepreneur competency

Social entrepreneur competency is classified into two portions 1) competency that contains attribute in persons, and 2) competency that contains knowledge and skills

2.4.2.1 Attributes of social entrepreneurs

The words trait, attribute, and characteristic were rooted from Greek and have the same meaning as the word ‘qualification’, ‘Attribute’, or Trait. The Wikipedia defined ‘Characteristic’ as specific status or condition (that different) of people or objects.

Jiraprapa Akkaraboworn explained the word ‘Characteristic’ as specific or special attribute which is part of competency by refer to William J Rothwell (2004) that explained about competency that there were 2 institutes. The first institute viewed competency as knowledge and skills only. Another institute viewed competency as attribute that support working. This institute combined its thoughts with the first institute plus motivation and characteristics of persons. Hence, Rothwell defined competency as knowledge, skills, and attributes which are necessary in job roles to gain successes. From these definitions, it can be seen that ‘competency’ is a supportive aspect to work and attribute in order to gain perfectness and more efficient performances (Jiraprapa Akkaraborworn, no year of publishing: retrieved on 20 June 2009 in <http://www.dms.moph.go.th/competency/>).

Suvimol Vongvanich and associates (2549:11) defined attribute or characteristics as conditions or existing aspects in persons that demonstrate differences between persons. There was also a definition provided in the research on good attribute development for Thai children and youths that good attribute means conditions in children and youths that demonstrate their differences on appropriateness and goodness from others.

Thus, characteristics of social entrepreneurs are specific or special attributes of social entrepreneurs which differ from others. Necessary qualifications of social entrepreneurs and characteristics of social entrepreneurs that differ from others which means being persons who have social missions, creative thoughts, high motivation and energy to manage social problems. In addition, if they can push forward to achieve goals of the missions and well-recognized by people in communities, they then are counted as successful social entrepreneurs.

Bornstein (2004: 233-241) classified characteristics of successful social entrepreneurs into 6 components as follows:

1) Willingness to self-correct

Social entrepreneurs are ready to correct their own mistakes, which is not easy to do as depends on personal thoughts, humbleness and dare to cease and accept their mistakes then ready to do better. However, the tendency seems to be that social entrepreneurs want to correct themselves come from motivation in targets more than means or any plans. In social change organizations always have to review their performances in relation to organizations' strategies to adapt to current problem situations, new opportunities, and market changes otherwise they may encounter more difficulties to step forward to the significant level of changes. The willingness for self-correction is crucial towards consecutive self-adaptation process. It is interesting that the tendency to correct thyself is an attribute that separate young entrepreneurs from the senior entrepreneurs who have stronger ties. It is a decreased qualification that compliance with periods of time when entrepreneurs have conditions or adheres more with their own thoughts.

2) Willingness to share credit

This willingness is the aspect that willing to share goodness which is a significant means to reach successes. The more they share goodness, the more people need their hands. In addition, if they perform with genuine intention for changes, sharing goodness to others is a common practice as Fabio Rosa, every time that Bornstein mentioned his thoughts but he always said that it is not his thought instead it belongs to Ennio Amaral, and Andre Voisin, the goodness or rewards then go to Ney Azevedo and his honest colleagues. In the same sense, in the interview session of Jeroo Billimoria, every time Jeroo will use half of his interview time to explain that how other people help the child hotline.

3) Willingness to break free of established structure

In majority found that people sector is a societal part that social entrepreneurs mostly find freedom of expression for testing and disseminate

their new ideas while business sector is scoped merely with market for goods and services to gain short term profits. Differently, companies that aim to increase social values and not highly expect for profits may spend more time to get the return investment or cost-effectiveness.

Sometimes found that social entrepreneurs in government and academic sectors with motivated structure and limitations of institutions are obstacles obstruct their expressions. However, they are willing to be free from the secured structure to be social entrepreneurs such as Muhammad Yunus and Jeroo Billimoria that transferred themselves from academic corners to establish their own organizations. In order to do this, they have to estimate risks both financial and employment aspects. Definitely, what they immediately gain is freedom to act and foresee a long path which is far or different from the original concepts they used to possess. This is extremely essential because capacity can be separately independent from the past and beget new innovation.

4) Willingness to cross disciplinary boundaries

One of the most important duties of social entrepreneurs is to be socially adaptive and integrative component mixers. They have to mix new social ingredients, collect ideas, experience, skills and human resources together in a form that society cannot naturally organize by itself. Usually, people collectively join base on interest, work, culture, and close relationship. Government organizations and academics are divided into agent or division which is the opportunity that entrepreneurs to well organize these with preferences to pull all concerned sectors to collectively participate. Those people are also willing and ready to walk across the boundaries of professional or disciplinary. They can also help persuade people from different professionals with experiences and expertise to find new ways with quality. For instance, Ashoka utilized business concept in which business people already well understand then apply it to social development work. It persuaded people from different sectors to join now as a wide-range network.

“Creative collective living” is a component of social entrepreneurs which is a response by instinct towards many separation parts and

specific expertise in new industrialized society. At the same time, problems cannot be solved if lack of intelligent collective hands.

5) Willingness to work quietly

Many entrepreneurs spend almost a decade to utilize their thoughts to confidently walk forward. They then persuade small groups of people or one by one. Definitely, it is very difficult to measure or understand impacts of their performances. Many cases as if invisibly work for many years till their implementing results reveal and recognized by people. The difficulties to demonstrate results which can be explained that why social entrepreneurs are less attracted than other kinds of entrepreneurs. Many social entrepreneurs use power that general society still unknown and cannot describe attribute. Hence, social entrepreneurs have to very much do their efforts at work and continually monitor results for long times. This silent working power but secure and ceaseless is an essential power for changing the world.

In the diary of Jean Monnet, who is a planner to combine Europe into one, observably found that “a person cannot focus on a target while focus on thyself at the same time.” Monnet therefore categorized people into two groups which are a group of people who want to “do something”, and a group that wants to “be someone”. He also recorded that “things that many high class people worry are image and role. These two aspects are useful for them whereas images are very crucial and own role acceptance is necessary for management. Generally, however, work drive-force or activists are one type of people who spend time on seeking position and opportunities that influence situations. It is easy to visibly view location but not an opportunity which cannot be expected. Whoever wants to see both position and opportunity at the same place or time have to give up the interest of public towards them.”

6) Strong ethical impetus

The economist, Joseph A. Schumpeter, noticed that Entrepreneuers are motivated not by profit, but by the “desire to found a private dynasty, the will to conquer in a competitive battle, and the joy of creating.” If so,

what is the difference between social entrepreneurs and business entrepreneurs? The foundation of social entrepreneurs is ethic. It is impossible to mention social entrepreneurs without ethic considerations in their motivation. Bornstein gave an example of Fabio Hosa interview about motivation for his project that concerns the easier thing or earn more money than doing a project. He shared that it is the only way that makes him happy. He also believed that stability and frequency are goodness and substances that he wanted to see and acknowledge that he possessed it. That motivated thing is fruitful working with his actual performances in relation to the project. The motivation should impulse for changes. Although aspiration seems to be a dreaming thing, wishes can assist to gain tangible results or colorful reality. Project creation, implementation, and success including experiencing a dream comes true are happiness. Money only facilitates to do things easier or more convenient.

Sources of motivation according to Ashoka fellows' interviews mostly found that parents, uncles or grandparents who have clear powerful values. They are powerful people who can influence social entrepreneurs at the first phase. However, in another form, some social entrepreneurs have some severe inner wounds in them. Although, motivated aspects are different, patterns and ideas to solve problems stirring inside them and wait to explode whenever impulse by vital situations, social needs, and coincidentally historical opportunities that a person decides to do. Time changes, these extracted or deep ideas become significant aspects for him more than anything else.

This can be seen that successful social entrepreneurs always have motivation, personality and concepts for people and society as a focus which is relevant to the concept of Svendsen (2004: 3-4) who viewed that key factors of entrepreneurs are not only economic motivation but also social motivation. Motivation is already in everybody. However, for social entrepreneurs, is a motivation to do things for others. They possess this motivation much more than motivation for their own benefits. Motivation is one of attributes of social entrepreneur competency. It is a significant starting point. Besides motivation, social entrepreneurs also have attribute to view the world, opportunities, braveness to confront with problems, emotional and social intelligences, learning adaptation to understand themselves and society, and braveness in ethics. These essential attributes push social missions to achieve goals

that increase values for a society. It can be seen that these attributes compose of psychological, intellectual, emotional, social, and ethical dimensions.

Hence, the definition of social entrepreneur attributes can be defined as specific or special characteristics that are necessary for social entrepreneurs, which compose of psychological, intellectual, emotional, social, and ethic dimensions such as motivation, thinking methods, visions, emotional, social, and ethic attributes.

2.4.2.2 Competency (knowledge and skills) of social entrepreneurs

Competencies of social entrepreneurs that will lead organizations or projects to success can be measured by a scaling of social impacts, and sizes of social impacts by concentrating on changes of people and policies. In terms of social entrepreneurship organizations can lead the grow and have social impacts more than personal movements as stated by LaFrance and associates (2006 in Bloom & Chatterij, 2009:117) that competency measurement for his kind of work focus on valuing factors as described below:

- 1) Leadership
- 2) Staying on mission
- 3) Fund raising
- 4) Creating supportive culture
- 5) Establishing replicable policies and procedures such as franchise
- 6) Obtaining evaluation results

Nowadays, many parties of academia realize and aware of social organization values in relationship with various players, external force, creating alliances, and political support (Grant and Crutchfield,2007 in Bloom and Chatterij,2009:117) as well as market motivation development in order to change behavior of beneficiaries and powerful people. Utilization towards social and economic tendencies can gain more results of work and further develop driven forces (Bloom & Dees,2008:46-53).

Bloom and Chatterij (2009:117-124) collected and create patterns of social impact measurement to measure success because of social enterprise

organizations. In order to gain effectiveness, organizations have to combine 7 competency development components as follows:

1) Staffing indicates effectiveness of organizations in terms of human resource management replacing in a vacant positions according to labor demand including managerial positions. Staffs have to possess right skills for the job they do whether they are employed staff or volunteers. The necessity of having human resource is to support the growth of organizations such as having strategies and human resource management (HRM). Organizations possess key capacity development, for instance capacity on attractiveness, preservation, training, and inspiration. Aspects that social enterprise organizations pay more attention on include recruiting, training, and managing unpaid volunteer. The Board Committee has to set criteria on profession, recruitment, supervision, and retaining for these staffs are talented to lead organizations. In addition, the supportive hands and environment of the Board can improve their performances to have effective results as well as better communication, alliance building, and new generation empowerment.

2) Communicating means competency in persuasion key stakeholders. It is a strategy for change and get acceptance and/or gain support. The successful communication depends on persuading these people:

- a) Persuasion or invitation to potential beneficiaries (project key target groups) to participate in activities or use services of organization in order to change their behaviors
- b) Persuasion to people to be volunteers or staff of organizations
- c) Persuasion to sponsored customers who support fund raising activities of organizations
- d) Persuasion to people to donate or sponsor the Fund of organizations
- e) Raise awareness to increase public's positive attitude towards projects of organizations

The effective communication always emerges by basic instincts more than strict criteria in beliefs, attitudes, and behavior of target audiences or beneficiaries. The measurement can be done through focus groups, and

participatory observation which will be useful and alternative channels for message, means, and senders.

3) Alliance-Building means competency of alliance building which means effectiveness that organizations attempt to push for partnerships, coalitions, joint ventures, and other linkages in order to reach social changes as they want to see. The essential values are not of what organizations attempt to manage everything rather than asking help from others, but cooperation from others. Successful social entrepreneurs do not worry about rights to assets or ownership of social investment. Instead, they disclose what they have done, open opportunities for others, and seek for collaboration. Their effort is to encourage others to participate in their mission in order to collectively achieve set goals. Sometimes, alliances become financial sponsors. This indicates collaboration between business and organization with social objectives such as the Global Fund that operates to prevent HIV/AIDS, tuberculosis, and malaria deceases under the support of the Gap, Apple, Starbuck, American Express and other funding sources. Another example may include alliance that is formed and gain successes in policy advocacy or replication.

4) Lobbying means competency to seeking collaboration which means that effectiveness organizations try to interact and get involvement or support from the government so that organizations can achieve their goals and win in the competition fields. People whom they approach may include representatives of managerial level, law makers, and the government leader. Many social entrepreneurs may not be willing to lobby and boast about the job in order to reach targets as dealing with regulations, resource recruitment and taxes. At the same time, social entrepreneurs can propose alterative options for the government, private, and social investors to action who cannot fully solve problems on education, unemployment or environmental problems.

5) Earnings-Generation means competently that beget profits which is the effectiveness of organizations on income and expense management in order to smoothen the flow of debts and capital management. Incomes may include product sales, internet space rental, grants, sponsorship, membership fees, investment, or others. Increasing of sources of incomes depend on effectives of all aspects in organizations include staff, communication, alliance building, lobby, replication, and

marketing stimulation. In terms of profit increases can be done through working system which is similar to business approach that focuses on profits for organizations though may contradict with mindset of organizations towards social objectives. However, resource management is crucial to the operation which is similar to strategic planning, market research, survey, capital gains, sales, and advertisement. At the same time, situations also influence or affect the increase of incomes such as drastically increased capitals and expansion that affect organizations.

6) Replicating is competency that reflects effectiveness of organizations in terms of project replication and created initiative ideas. Key values mean services, project, and other push factors of organizations that can be copied or expanded without quality decrease. In addition, training, replication, connection, and other tools are effectively utilized. Organizations have to set a system, methods, training, branding, and networking. In order to have effective results of the duplication or replication, organizations have to consider building relationship and communication with core organizations and replicators.

7) Stimulating Market Forces means competency that stimulate or push market to cover effectiveness of organization in order to develop motivation for support of people or institutes to follow the attraction of the private sector. At the same time, they also still provide good quality of public services. The value of success of organizations is market development to present their goods and services which is similar to micro-loans that provide cheap healthcare services, agricultural machines or carbon credits. The market simulation approach does not only develop motivation and gain more involvements of markets, but also awake on external ecological system or environment to pay more attention on economic, social, cultural and political trends which facilitate the business opportunities. Market stimulation plays important roles for social changes. Many business agents are successful because commodity improvement and services that respond to market demands.

Hondeghem and Vandermeulen (2000:349-350) studied about competency in public civil service sectors in Holland and Belgium. They set a conceptual framework and 7 competency components for this study as follows:

1) Coherent governance includes vision, target focus, networking skills, and necessary leadership skills

- 2) Problem solving includes information analysis, flexible concepts, and problem solving
- 3) Interpersonal behavior includes listening, responsive interaction between persons, flexible behavior, and cooperation development
- 4) Operational effectiveness includes initiatives, control, task assignment, rapid interaction
- 5) Impact includes verbal proposal, self-confidence, powerful persuasion, stability
- 6) Resilience includes power, pressure resistance, motivation at work, learning capacity
- 7) Governance sensitivity includes awareness on environment, close relationship to politics, unity, and self-dedication

Thompson and Downing (2007: 538-539) proposed the concept to support social entrepreneurs' capacities to have attributes in the form of the 'FACETS' which includes:

- 1) Focus: pay interest or concentration on timing, target, and action
- 2) Advantage means vision to see opportunity for the victory, fruitful and increase values, emphasize performance results and resource
- 3) Creative: Possess ideas on management, seek the best alternative approach, and solve problems
- 4) Ego includes motivation, self-dedication, and self-confidence or actualization which influence to responsibilities, transparency, and dare of entrepreneurs
- 5) Team means selection people to the team, working as a team, and utilization of experts and networking
- 6) Social means beliefs, value added, mission, providing service to others. Social capacity directly influence or affect activity expected results, values, and behaviors of entrepreneurs

This can be seen that entrepreneurs who have good attributes following the concept of Thompson possess both invisible individual competency and shared competency with others.

From the review of those academics' concepts on competency of social entrepreneurs found that competency of a person or organization are related and support each other power. In addition, it is a competency that encourages persons' successes as expect and lead organizations or projects to achieve their set goals. The competency of social entrepreneurs can be measured by a size of social impacts and social changes. If consider competency of persons in social missions can find 1) Core competency or co-competency which is a competency that every social entrepreneur should qualify together, and 2) personal competency or different competency which is in both at work (functional competency) that a person is responsible, and invisible competency in each person.

It can be concluded that important and necessary competencies in human development at social organization in order to have successful social entrepreneurs should possess both competencies as basis as core competencies which include management, fund raising, networking, teamwork, marketing, communication, reporting and evaluation, and so forth.

From those above descriptions, he researcher therefore can define the definition of social entrepreneur competency for this research study as knowledge and skills that cumulate through education, learning, training, and experiences in management, fund raising, networking, teamwork, learning, marketing, reporting and evaluation, and other contributing factors that facilitate to reach the achievements following the expectations of individuals and organizations.

2.4.3 Competency development approaches

Usually competency of people can emerge from three channels 1) talents since they were born 2) experiences through work, and 3) derived from training and development (Narongwit Saenthong, 2547: 10-11). Nadler (1985) classified human resource activities into three categories (refer in: Thailand Development and Research Institute-TDRI, 2549: 2-3), namely

- 1) Training is the activity that focuses on learning current work

2) Education focuses on learning future work

3) Development focuses on learning that irrelevant to work, instead concentrates on ability to catching up with global changes following needs of organizations or countries.

Learning

Learning is a process that influences people to adjust or adapt their behaviors, attitudes, and understanding which result in behavioral changes. There are three levels of learning (Danai Tienpud, 2543:72-80), namely:

1) Learning at the personal level: This is a learning method that encourages practitioners on learning to improve their weaknesses which directly links with working process.

2) Learning at the group level: This is a learning approach with a team. It is a more powerful technique than a personal level. The learning is done through a group process or practices on problem solving and development.

3) Learning at the organizational level: This learning level aims to build consecutive learning to organization to be a learning organization. This may help to establish flexible and contributing learning culture, build opportunities, and consecutive learning atmosphere.

The learning process is a personal competency development activity that links with knowledge to performances or called as 'Competency –Based Learning Program (CBL)' which can be performed into 3 ways, namely 1) self – directed learning starts from every staff through self-assessment in order to know their own competency level prior use this result to set the individual development plan, and seek more methods to improve their performances such as data retrievals in library; attend the training courses, and so forth. 2) Learning with others such as case studies, coaching from model person, learning through working group, collective work, or from other forms of exchange learning, and 3) technology –driven learning options include e- learning, e-library) or other forms of technologies. The challenges in this 21st century on teaching and learning for educational institutions are that they have to always be up to date with technologies and technology development because

technology becomes essential tools in teaching and learning development (Maier, Barne, Warren, and Brunner, 1998 in Ahmed Ali, 2003 : 42).

Social entrepreneur competency development approaches

In terms of supporting entrepreneurs to be capable with interest, see opportunities, creative ideas, build the team, and social skills, Thompson and Downing (2007: 538) proposed the entrepreneur development approach that if the focus is on business relationship, their capacities can be built through mentoring. If the focus is on personal relationship or personal coaching, the approaches would be advising, training, performance coaching, and counseling. In terms of indirect capacity building may use mentoring, and personal coaching.

Training and development

The training and development is a very popular competency development approach. It is applicable to all situations. In terms of competency development for social practitioners to be successful, training and development is designed and used in various sectors within social organizations in Thailand and overseas. As the example of the research on the impacts of training and development towards social entrepreneurship which shared from Cambodia found that the training and development has impacts towards social entrepreneurship at both personal and organizational levels (Makararavy & Anurit: 2009:23).

Education and training

The competency development of entrepreneurs in Canada use the education and training approach which is well-accepted and the most replicated approach because it brings good results. Menzies and Gasse (1999) suggested that the education and training approach is an essential means that support management skills. Ibrahim and Soufani's study (2002: 421-430) assessed the study on entrepreneur training and development in Canada by proposing conceptual model on education and training for entrepreneurs which is applied from the theory of need for achievement of McClelland (Need for achievement), then summarize traits and skills relate to successful entrepreneurs as follows:

1) Traits such as high preference to success, needs to freedom, controllable place by position, tolerance against ambiguity, innovation

2) Managerial skill and competency such as strategy, money flow management, monetary planning, marketing skills, assignment provision skills, and networking

Entrepreneurial trait development depends on factors, namely culture, families, school and educational system, and government organizations. In terms of managerial skill and competency development in organization, social institutions that have crucial supporting roles include universities, non-governmental organizations (NGOs), private sector, and government organizations as demonstrated in the detailed entrepreneur training conceptual model in the chart 3 below.

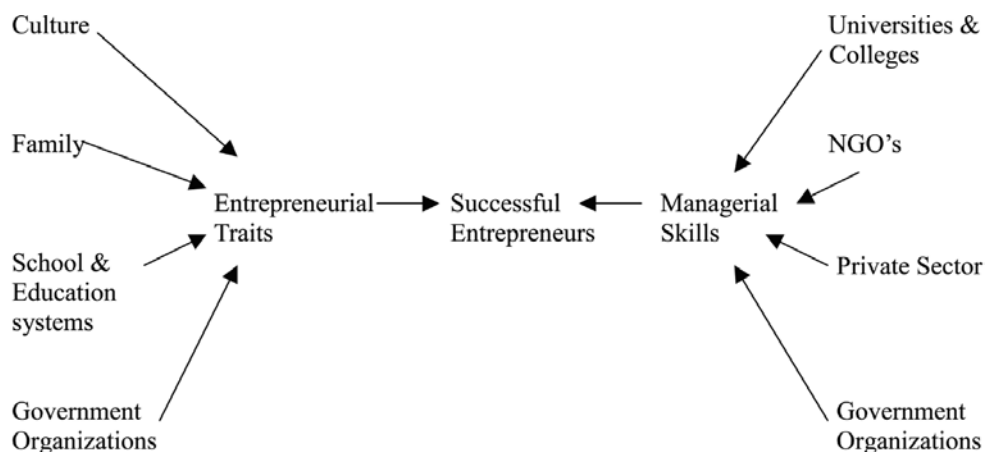


Diagram 2.3 illustrates the entrepreneur training conceptual model

Source: Ibrahim and Soufani, 2002: 425

Contents of competency development curriculum

In terms of contents of curriculum, Stedman and Rudd (2004) divided competency development management of volunteers into two sets 1) integrated competency, and 2) developed competency. They also designed competency development by study methods to managerial persons who manage volunteers by focusing contents at four levels (Stedman & Rudd, 2004, in Stedman,N and Rudd,R. ,2006 [online] available at: <http://www.joe.org/joe/2006february/rb6.php> [2010.May 2]). These four levels are:

- 1) Theoretical base on psychology and sociology
- 2) Foundation knowledge which composes of leadership, management, community development, and teaching and learning
- 3) Discipline includes volunteer management
- 4) Process composes of seven fundamental competencies for volunteer leaders' competency development (Stedman & Rudd, 2006: 57). These are:

a) Organizational leadership: The leadership that emerges in the context of organization including planning and operation at the project level.

b) Systems leadership which includes knowledge and expertise from the training

c) Accountability includes knowledge, planning skills, action, and evaluation

d) Management skills include knowledge, problem solving skills on a day to day basis

e) Personal skills include knowledge and skills in effective communication and relationship building

f) Organizational culture includes knowledge and skills in position management and internal relationship in organizations.

g) Commitment to profession includes knowledge and skills towards responsible tasks or obligations.

Gunn and associates (2008: 74, 76-77) developed a social business teaching curriculum for undergraduate students. The outline of the curriculum is listed as below.

- Concepts and contents
- Leadership and management development
- Community data collection
- Social entrepreneurship and the increase of Funds
- Persuasion and presentation skills
- Development and human resource management
- Marketing and branding
- Project evaluation

In terms of social entrepreneur competency development approaches, the researcher applied the concept of McClelland (1973) and Boyatzis (2008) in which can be concluded as competencies of a person can be both traits and knowledge/skills. There are different and various development approaches to gain expected competencies, such as:

1) Competency development on trait which is an approach that need in-depth design and spend long times to change, adapt, or increase levels of competency. This approach also depends on system, social institutions and socialization.

2) Competency development in a part of knowledge, skills, experiences, learning, training, practices which are easier to develop comparing to traits. The development can be done through such as training, short term learning courses, and various earning forms through experience process. Hence, patterns and competency development methods focus more on training and development and learning and training promotion through real experiences.

In case of the social entrepreneur competency development approaches for activists on children and youth issues in Nan, the researcher and research participants pay attention to threshold competencies which are basic combined competencies that every social entrepreneur needs to possess in order to successful perform. These competencies are knowledge, skills, and experiences. The researcher and research participants together design the training with integrated approach to have a learning-based training and development workshop with participations of research participants.

2.5 Development of Social entrepreneur competency model

In terms of the competency model development or essential and enforcing competency for successes of persons and organization grouping, the research developed model competencies from concepts and theories as well as concentrated on competency at individual level which is an enforcer to reach achievements. The utilized concepts and theories for model competency development include:

The competency concepts and theories following the concept of McClelland (1973) that explained by using the Iceberg Model which illustrates two

differences of competencies between persons, which are 1) visible part which composes of various knowledge and skills that persons possess and easy to be developed, and 2) invisible part which is under water and difficult to see includes motivation, traits, and self-concept. This part significantly affects working behaviors of persons, spend long times to gain, and is difficult to be develop. The concept of Boyatzis (2008) categorized competencies into 1) Threshold Competencies which are fundamental competencies for all practitioners to be able to work, composes of three groups: expertise, experience, and knowledge 2) Differentiating Competencies are competencies that make a person prominent or outstanding among others such as cognitive process, emotional and social intelligences.

These two concepts, the researcher saw appropriateness to utilize them for competency description and grouping. The researcher then grouped competencies into two groups, namely

1) Invisible competency group and needs long times to be developed: These competencies include motivation, ideas, traits, social, emotional, virtue, and ethic attributes. These competencies contribute to personal outstanding comparing to other people. Competencies in this group, the researcher studied by try to understand social entrepreneurs' attributes of target research participants who are activists on children and youth issues in Nan Province.

2) Visible competencies that easily be developed such as knowledge, skills, and experiences. These competencies are threshold competencies for all people to possess in order to effectively well perform and gain successes.

In case of the second group which contains visible competencies, the researcher developed model contents which are components in each perspective of knowledge and skills from documents and research reports on social entrepreneurs from foreign countries. The researcher found and learnt about necessary threshold competencies for social entrepreneurs. The researcher then applied the models in this study. First, the study of LaFrance and associates (2006) that focused on leadership competency, mission intention, fund raising, cultural support building policy making and replication, and assessment achievement. Second, the study of Bloom and Chatterij (2009) that designed seven patterns of social entrepreneur competencies, for instance,

staffing, communicating, alliance building, lobbying, profit, replication, and market stimulation.

The assessment study of Ibrahim and Soufani (2002) that proposed conceptual model of entrepreneur study and training including summarized correlative traits and skills that relate to successful entrepreneurs which include 1) traits such as high preference to success, needs to freedom, controllable position or place, tolerance to ambiguity, innovation 2) managerial skill and competency such as strategies, financial flow management, financial planning, marketing skills, job commanding skills, and networking. While the study of Gunn and associates (2008) proposed a social entrepreneurship curriculum by using concepts and contents which include leadership and management, community analysis, social entrepreneurship and funds, persuasions and presentation skills, human resource management and development, marketing, and project management.

Social entrepreneur model competencies summary

The researcher used model competencies of McClelland (1973) and Boyatzis (2008) as guidelines to group competencies and studied a research about necessary threshold competencies for social entrepreneurs then applied in the research on competencies and social entrepreneur competency development approaches: a case study of activists on children and youth issues in Nan Province. The researcher divided competencies into two groups, namely:

1) The invisible competency group and spend long times for development which include social entrepreneurs' attributes such as motivation, ideas, visions, emotional social, virtue, and ethic attributes.

2) The visible competency group and easy for development such as knowledge, skills, and experiences. This group contains necessary threshold competencies for social entrepreneurs for successful social development work on children and youth issues. Core competencies include management, teamwork, networking, learning, fund raising, marketing, communication, reporting and evaluation.

These two model competency groups can be explained in the chart below.

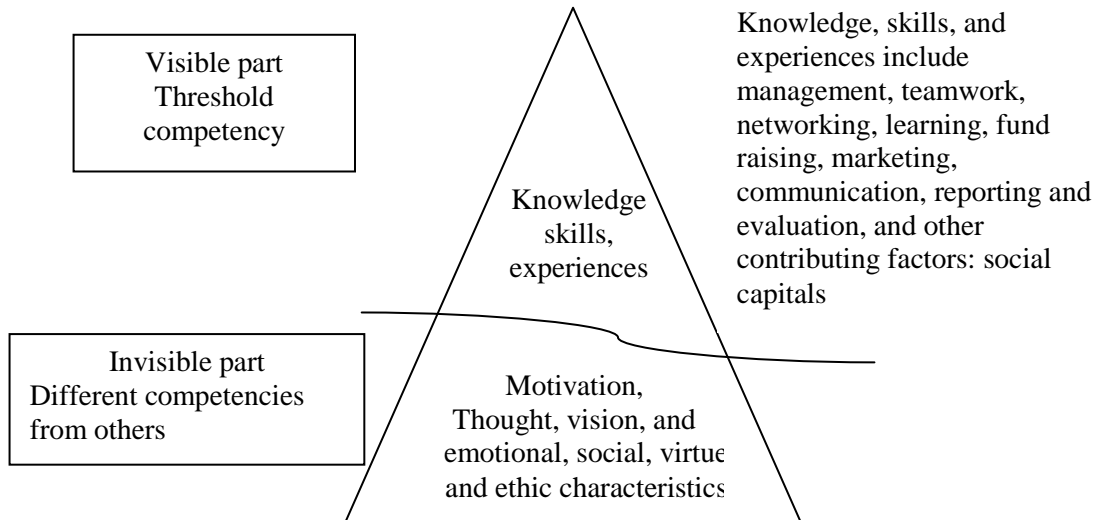


Diagram 2.4 illustrates Model of social entrepreneur competencies

The relationship between social entrepreneurs and successes can be summarized in the conceptual framework as follows:

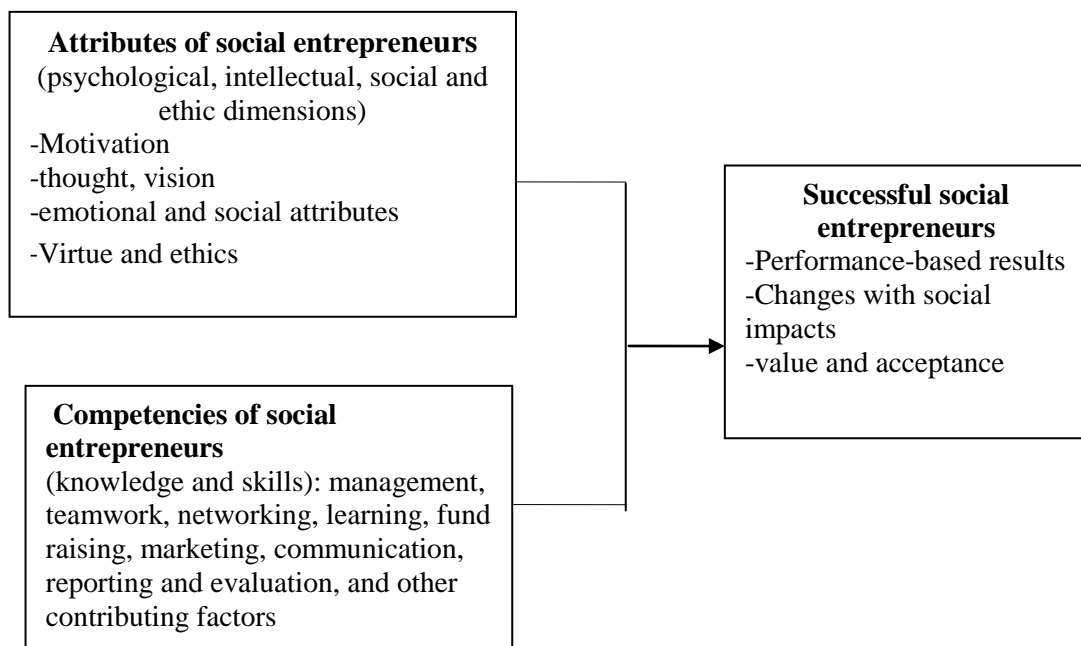


Diagram 2.5 illustrates relationship between social entrepreneurs and successes

This research, the researcher studied and attempted to understand characteristics or attributes of social entrepreneurs in target activists on children and youth issues. In terms of competency assessment, the researcher focused on threshold competency assessment that all social entrepreneurs should possess in order to gain successes. These threshold competencies are competencies that contain knowledge, skills, and experiences. Each threshold competency and its definition are described as below.

Management competency means ability on management with strategic visions, strategic planning, applies strategies into practices including change management and risk management.

Teamwork competency means ability on team building and seeking for people to join the team; building supportive relationship building atmosphere among team members; teamwork; and team development.

Networking competency means ability on inter-organization relationship building with various sectors in a society; cooperation building on activity movement; and network expansion both within and among areas.

Learning competency means ability on perception, understanding, and self-development; a learning on innovation and new technology; social entrepreneurs can upgrade their learning exchange between groups and networks as well as learning through various communication channels such as Internet, electronic media, and printed materials.

Fund raising competency means ability on resource management (man, money, material) as capitals or input factors for social project implementation; persuasion for public attention; social partnership donations or aid assistance as well as various approaches in gaining more resources such as implementing activities, producing goods, and public services.

Marketing competency means ability to look for opportunities and new social markets; opening or introducing to public; persuasion to invite new joiners to share ideologies; presentation of goods and public services or various activities for society; building trust to society.

Communication competency means ability on media production; information; increasing communication channels or use communication channels and

generate information to news recipients or public in target areas/intra-network and wider areas such as personal communication; intern-network communications; and mass media.

Reporting and evaluation competency means ability on both financial and programmatic report writing with quality and on timely basis; able to extract lessons learned and body of knowledge from work ; project monitoring and evaluation as well as utilization of evaluation reports for upgrading levels of performances.

2.6 Social organization concept

2.6.1 Social organizations

Nowadays, number of various sectors relatively increases in every area of the society. The mainstreaming of people sector movement around the globe is a new phenomenon in many interesting perspectives as discussed below (James Allen smith and Karsten Borgmann, 2001 in Bornstein, 2004: 5).

- 1) Occur in the borderless arena that never experience before
2. Organizations scatter and locate throughout the world much more than in the past
- 3) It is also found that many more organizations can jump across temporary exits to systematic problem solving approach comparing as not only increase quantity of food but also proposing better recipes.
- 4) People organization or civil society organizations' limitations of expression by religious and government agencies are reduced or more flexible. Oppositely, they are the sector that pressure the government more than previously practiced.
- 5) Civil society organizations attempt to be allies with business, educational institutions, and the government. Many cases help improve roles of government representatives.

6) Wider disclose in all social sectors facilitates civil society sector gains more benefits from learning the concepts on entrepreneurs, competition, and cooperation including pay more attention on their performances.

Sector and Organization Classification in society

Sector and organization classification in a society may be classified in many ways following concepts and intention of classifiers. For example, Boumol (2002) viewed sectors in a society as a public sector, and a private sector. Another example, Bornstein (2004) classified social sectors into business sector, civil society/people/or citizen sector with the control of the government sector following set regulations. Naowarat Phalinoi (2552) classified sectors in a society into three main parts which are people, public, and private sectors. His classification is relevant to Tippawan Lorsuwannarat and Sukyuen Thepthong (2552) that classified the sectors into society, public, and private.

In a part of many emerged and motive organizations/institutions in a society, there are called differently such as government organization (GO), non government organization (NGO), voluntary organization, citizen organization, and business organization. They also can be classified following organizations' objectives such as profit organization, and non-profit organization.

Targets of sectors and organizations

Business sector works for "profits" while people or civil society sector always works for "non-profit". However, these sectors are controlled by the government sector in order to add value to a society. On the other hand, the strong point of the government sector is not ability in actions, but ability to be a representative of all people. It also plays a supporting or facilitating role for other sectors' actions with just in order to implement activities that benefit people and the country. The voluntary organizations in the civil society sector which also work for non-profit purposes are essential to fulfill gaps of a society with targets to promote values to a society and operate missions to serve people in a society.

Historical background and sources of origin

Boumol (2002, Bornstein:2004) interestingly explained the background and sources of social sectors that both business and people or civil society sectors emerged as direct results of enormous social reform. The independent business sector rapidly grew with the positive impacts of changes in Europe in the 17th century when old or traditional regulations were dismissed because of strong pressures from population increase. The development transformed to be more on urban development. Advances and new science and technologies play more major roles. In addition, transportation was improved. Wealth of people, new philosophical concepts, religions and politics influence people to change and adapt themselves to new societal environment. When people encountered less obstacles or interfere to enter competition markets caused by kings, religious laws, the government, and professional career association, commercials and trades become possible activities for most population.

Many centuries ago, societies gradually divided into public sector, and private sector. Entrepreneurs alienated from others to play as key performers. A society enacted laws to support them (such as laws about responsibility limitation, company limited, partnership limited, or partnership owners including provided consultations or extensive services to make their efforts more effective (e.g. deposit money in a bank, check signing, credit institutes, and insurances). Business sector development has been operated till present through such as official stock market exchange establishment, monopoly prevention laws, the emergence of business schools, and joint business.

The emergence of competitive free trade business changes the world in the way that difficult to understand. Competition and survival of business do not mean only inventing new items but also utilizing them quicker than opponents. In the past, many societies had very creative thoughts but invented items did not lead to significant social and economic changes. An example from China in the Middle Ages, invented papers, printing, gunpowder, umbrella, compasses, and pulleys. However, China prohibited and seized those innovative items not to be distributed to wider markets.

Government's relationship management towards other sectors in society

The government management came across from the first era which was a 'bureaucratic management' to the second era which is a 'new public management'. A society now is entering to the third era called 'responsive governance' which makes the government to be more pluralism. In other words, the government rules by using responsibility and good governance principles that focuses on response to the needs of people. The body of knowledge that the government applies are sociology of organization, and networking organization theory. As a result, a concept of public and private partnership (PPPs) was developed by the government, private, and civil society sectors (Tippawan Lorsuwannarat and Sukyuen Thepthong, 2552: 99).

It can be seen that the number of organizations in different sectors increases in a society which is a result of social movements of people sector affected by a social reform. From various changes and development without balance between the government and people sector, there are gaps in a society. Hence, the third sector in various forms is established, particularly the civil society sector in forms of voluntary organization, and non-profit organizations. For this research study, the researcher paid attention more on social organizations that have movements on children and youth issues whether they are non-governmental organizations, people organizations (civil society organization), and governmental organizations.

2.6.2 Operational problems of social organizations

Most social organizations are non-profit organizations with the public charitable missions. Their social movement process is in various forms whether as a project, activity, or collaborative actions with network partner organizations from other sectors including the government, private and civil society sectors. These organizations have different strengths and weaknesses.

The research of Tippawan Lorsuwannarat and Sukyuen Thepthong (2552:95-113) analyzed internal and external factors between the local government and civil society sectors and found that the strengths of civil society sector included strong networking with wider communities, access to people who have same ideologies and thoughts both underprivileged and socially marginalized people who creatively join the ventures with public minds (examples of partners are healthcare

volunteers). However, this sector has weaknesses in terms of limited resources, decision making and public policy control roles, including the acceptance from other sectors. Generally, its operation is still challenging with different notions of group members which may lead to conflicts within or among the civil society groups. In case of strengths of the business sector include clear targets, scope of work, and missions. It proficiently operates more than the government sector with available financial resources, knowledge, technology, innovation, market, and customer lists. According to the study of Swierczek (2006) found that the understanding about responsibilities to a society in business sector is still limited.

In case of civil society sector always encounters various implementation problems. According to World Bank's evaluation (2002), for example, found that the relationship among partners is not smooth. In addition, societal environment is not friendly or facilitates for participatory activity implementations. The government sector keeps eyes on their, particularly NGOs' collective movements. Their performances lack of monitoring and evaluation (Susangarn, 2007; Valentine, 2008 refer in Tippawan Lorsuwannarat and Sukyuen Thepthong, 2552: 101).

In terms of voluntary organizations, many of them confront with lack of business views and managerial skills. They are in a more difficult position to prolong themselves with the identity as non-profit organizations. Both government and various funding sources more strictly set funding support criteria. At the same time, funds, donations, and the government sector provide support in a form of investment more than a form of welfare. Significantly, the competition among existing and newly established civil society organizations is also highly furious (Ever&Laville, 2004; Sinead, 2007).

From these research studies, it can be concluded operational problems of social organizations as follows:

- 1) Relationship issues: The relationship among the government, private, and civil society sectors is not smooth which indicates gaps of social relationship, overlapping, and imbalanced power among them.

- 2) Resource implications: Non-governmental organizations always encounter resource shortage or implications. Mostly, they are supported by the government sector and donations from kind heart people which cause inconsistency

and lack of continuity of funding support. Organizations themselves also have limited capacities to raise funds or gain more resources including resource management. In comparison, the government sector possesses more resources, laws, and regulations, but it is still found that there is less flexible at work.

3) Management: Many staffs of non-governmental and people organizations lack of body of knowledge, managerial skills, and effective performance following the practical guidelines on organization management from the planning to implementation and evaluation. At the same time, organizations are also under pressure with suspicious questions of society and funding conditions of donors that want to see efficiency and effectiveness of work as well as submission reports on a timely basis. They have to review themselves towards these issues.

4) Vision and strategy: Leaders' visions, decision making roles, and strategic planning including business view in organizations are crucial towards growth and sustainability to consecutively provide services in a society. Thus far, it is found that non-profit organizations lack of strategic views, though have good public ideology or mindset. They do not seriously pay attention to targets.

5) Monitoring and evaluation: The resource control and management system; and organization process and results are still gaps for organizations in terms of monitoring and evaluation including submitting reports to donors. These organizations are always perceived as lack of responsibilities and questioned for their transparency.

6) Competition and self-adaptation: social mainstreaming is rapidly changed. The emergence of their third type of organization is increased with various forms. Competition and adaptation are necessary and inevitable for many social organizations to confront and experience. Hence, they have to learn and improve themselves to gain more competencies for competitions including self-adaptation particularly in social markets.

Further of these listed implications, there are other issues that social organizations have to resolve, develop, and improve to level up themselves for the betterment as they have to encounter changes all the time.

2.6.3 The necessity of competency development in social organizations

According to various issues that a society questions on organizations' roles and performance results, this affects on the acceptance of various sectors. In addition, these social organizations nowadays with situation changes live in more difficult circumstances. Previously, staff of social organizations did not have to vividly present their performances. In addition, they also did not realize the marketing business effects and impacts or cost-effectiveness. At present, however, they confront with questions towards their performances, and resource consumption with cost-effectives. At this point, the social organizations usually compose of committee, volunteers, and staff. They need to build their strengths, ready for diversity, and integrate community culture in their work. As in a position of sector that has to further move by them to sustainable operation, possessing an evidence report of funding management project indicates their professional responsibility in strategies, policies and process (Poister, 2003 in Supawan Phlainoi, 2551:6, Royce, 2007: 10-11).

When key social sector institutes are viewed as lack of efficiency, effectiveness, and responsibilities, these organizations therefore have to set missions towards the achievements of organizations. They also should realize about organization competency development (Supawan Phlainoi, 2551: 6-7). Wright and associates (2005 in Royce, 2007: 13) holistically explained the essence of personal competency towards organization implementing activities that human capitals have to be related to social and organizational capitals in order to explain the high quality performances of organizations. It is an integration of human, social, and organizational capitals which is a magnetic to social organizations on sustainable development in a long term. Hence, **social entrepreneurs** are competencies in demands for a society in terms of a new development pattern for this new century (Dees, 1998). In addition, social entrepreneurship approach is a form that gains interests from a society and support the social enterprise development by applying the business operational methods to increase values which is a target for a society and wealth in investment and business sustainability to successes. In addition, the social entrepreneurship becomes a problem solving tools to diversified stakeholders whether government agencies, non-governmental organizations, and civil society sector. Particularly, in the country where

the government cannot fully respond to people's needs and solve social problems (Makararavy & Anurit: 2009: 23).

From the concept review and emerged problem situations in organizations and sectors in a society can see strengths and weaknesses of social organizations as previously mentioned. At the same point, the strengths of business sector on strategic management with clear targets, scope, and missions can better reach achievements as expected. The social entrepreneurship approach is an integrated form of good components. It is an interesting tool to development and empowerment of volunteers or staff in social enterprise in order to have efficient management and increase values which are targets for a society for security and sustainability in enterprises.

The researcher perceived the gaps of human development in organizations, especially persons who are social entrepreneurs in social organizations. The pattern for competency development for social entrepreneurs is in a form of staff development in order to get appropriate and qualified social entrepreneurs as required. The researcher expected that these competency development approaches will be a part to fulfill gaps in organizations to be completed and support learning with intellectual to people working for a society which is a vital power to drive creative social movements in a long run.

Expected social entrepreneur competency development can be developed and learned, if persons or organizations are supported on learning and apply in reality. The researcher has assumptions that all human beings have their goodness and invisible motivations. If they are stimulated or supported in appropriate ways, they can transform internal aspects to be creative actions to benefits a society.

2.7 Children and youth issue movements in Nan Province

2.7.1 Social capitals and Nan Community

Nan Province is well-known as one of provinces that have highest participation of people. Social participations of people indicate social capitals that promote to a social process which include valuable human resource, local

philosophers, village leaders and social entrepreneurs who think well and do well for a society. The geographical area of Nan is mountainous with rich natural resources and environment and diversified ethnic groups. The number of hill tribes or minority people is 1/5 of the total population of the province. Besides natural resources, Nan also owns beautiful and various traditional cultures. People have good relationship regarding common ways of life and aware of social external dynamics. These aspects are strong social capitals of Nan Province.

Social process emerged 20 years ago that derived from the collection of individuals or organizations both government and people sectors in order to socially move against or solve various social problems in their target areas such as deforestation of investors, environmental problem, conflicts between ethnic groups in the province, and calling for rights and just including resource managements between the government agencies and people. The movements to fight for rights lead to adaptation of all sectors in the province which begets the adaption mechanism between groups of persons, government, private, and people organizations. The adaptation mechanism plus movements beget a process called 'community'. This kind of the process contains the linkages in the parallel line which empower concerned constituents to solve problems and able to develop, and respond to needs of local communities. The process also enhances a learning process and create various methods to solve problems by apply and link natural conversation tactics and traditional customs including beliefs together which are ways of life of local people. An example of the application and linkage is as a re practised case of river life preservation custom. Another example is a forest preservation ritual led by a monk named Phra Kru Pitak Nanthakhun **of Hug Muang Nan Foundation** who received the social entrepreneur award from Ashoka Foundation. This traditional practice later becomes a part of Nan people's way of life.

Since 1997, a community process collectively initiated and started on social movements. A learning network was established and expanded to various groups within and beyond target areas. In addition, policy and academic movements are more systematic. **The Nan Community Coordination Center was established to coordinate movements in order to gain consecutive and sustainable operation. The center was led by Boonyong Wongrakmitre (MD.)** He is a well-known and

respectful local philosopher. In terms of academic cooperation, he conducted local development research studies in collaboration with academia from many universities such as Mahidol University, Chiang Mai University, and Chulalongkorn University. He also cooperated with various projects in Thailand and overseas to study and conduct research in the fields such as SIF, and Mekong development research project. In terms of policy advocacy, the Nan Province Community Process built good relationship with various sectors including government agencies in the province, local administrative organizations, and private sector such as provincial chamber of commerce, non-governmental organization by Hug Muang Nan Foundation is a network leader. Those relations beget public policy advocacy which is beneficial to people and is expanded to set an the agenda, social measures, laws and legislations that can tangibly practice such as building a cyclist path for a bicycle riders, free alcohol boat competition or social measures in various communities.

This can be said that the civil society is one of social movements that build people in a society to collectively gather for various activities in order to achieve goals which are problem solving and better creative social development. This process affects the collectiveness of various groups of organizations in a society both thematic and area perspectives in Nan Province. In terms of a thematic focus, there are groups of people and organizations who work on children and youth, ethnic minority or marginalized people, environment, and other various issues. In case of working areas, there are also groups of people/organizations of social entrepreneurs who proactively work to mitigate problems and access target groups in remote areas that are difficult to reach and poor.

2.7.2 Groups of people with movements on children and youth issues

There was a significant and initiative collection of groups of people or organizations working with social movements on children and youth issues since 2003 through the action research and development process with Faculty of Social Science, Chiang Mai University under the research project for children community development and situation assessment and northern children and youth problem solving process (Sitthinat Prabhudnitisarn et.al., 2548). The research enhanced the collection of people who work on social issues about children and develop working

mechanisms called “children and youth community” which has situation and contexts, forming and movement process as follows:

1) Situations and contexts

Situations and social contexts of a society that lead to movements of various social sectors due to several problems in a society relate to children and youth groups in a position of actor, victim, and vulnerable groups. These groups of target population are easily persuaded, lured, or exploited as results become victims in various forms. Significantly, children and youth are always alienated from many social processes. As a result, they lack of accessing to a learning process, and participation to development and participation in prevention and solving social problems. If problems have not been solved, they will be more severe against children and youths with complicated forms and difficult to resolve.

Hence, social activists or social entrepreneurs who work on children and youth issues collaborate, share and exchange situation information and problems of children and youth with various dimensions. They also attempt to link social working people from different sectors in society together including volunteers from **Hug Muang Nan Foundation** that continually work on youth development. However, it is found that most target beneficiaries are well-behaved children. Many organizations have yet accessed or reached socially affected children. While **Nan Hospital** (One Stop Crisis Center-OSCC) provides care and support to abused, raped, and exploited children in terms of physical and mental health. The hospital also provides assistance to underprivileged children who lack of access to education through the **Phra Kru Buddhamon Chotikhun Foundation**. Later, the **Nan Province Civil Society Coordination Center** realized the significance of social mechanism that can help solve problems in an integrated form. The center therefore organized a Child Rights Forum by brainstorming ideas and comments from concerned organizations from the government, private, and community sectors. This enhances the perception of the center on problem acknowledgement and more friendship at work. There is also a connection with central part such as National Human Rights Commission; and Committee on children, women, and elderly people of Senate. **Nan Provincial Public Health Office and its service unit network** collected data and conducted various

projects to solve children and youth problems whether they are key actors, victims, or affected persons such as youth as a mother die, infant death, malnutrition, child narcotic addiction, unsafe sex behavior, and HIV/AIDS affected children. These health problems have to be solved in the connection with other social issues because they are cross-cutting issues. **Nan Province Social Development and Human Security Office (previously called Provincial Welfare Office)** operates to solve social problems that affected children and youth, especially children in difficult various circumstances. The office provide welfare services, adoptions, foster families, and child welfare protection. *The educational service sector* conducted reform learning activities, child problem solving in educational institutions, and life skills promotion, particularly in *Nan Welfare School* that has to look after ten types of underprivileged children and socially affected children, namely 1) forced labor children or child labor 2) street children 3) vulnerable children to commercial sex 4) neglected children/orphaned children 5) abused children 6) extremely poor children 7) vulnerable children to narcotic drug problems 8) HIV/AIDS affected children 9) Minority group children, and 10) children in the Office of Juvenile Observation and Protection, *Special education school* provides services for both physical and psychological disabled and handicapped children such as blind children, deaf children, mental retard, and others. *The fund for children and elderly people* provides services on underprivileged children and elderly people assistance and development.

From previous works found that each organization separately does it work rather than working as a network or collective actions. Work therefore is segregated part. Working people in organizations later realized that if let this working approach further operate, they cannot efficiently and effectively solve children and youth problems in which tentatively increase severity and complexity. Therefore, they collectively sought solutions by using the research process to be a mechanism for more interactions and discussions. They set a direction together and more actively coordinate in target areas. As a result, a research project titled children and youth problems, and children and youth in Nan Province problem solving network was conducted with expectations that core groups will have activate and link with other groups to have more people to collectively work on children and youth issues; well set

database system; sustainable mechanism on children and youth community in order to consecutively solve problems of children and youth.

2) The forming up of the research team and the establishment of the children community

The process started from conducted a provincial level forum to collect people who work on children and youth issues which come from various sectors including the government, non-governmental, and community-based organizations under the coordination of a taskforce from Hug Muang Nan Foundation. Most taskforce members have been collectively working on children and youth issues and other related issues of provinces for a long time.

The collective action of friendly network members of accustomed people and have the same roles working on children and youth issues come and conduct a research. They called themselves as “Merit actor group”. This group was informally formed up with voluntary hearts. Group members have been working with children and youth for a long time with concrete experiences. Some members possess professional skills to take care and handle children and youths’ problems Organizations that these people are employed include organizations that work on health, narcotic drug, education, children and elderly funds, children and youth, community, non-governmental organizations, and so forth. It can be seen that these people possess capitals from work such as experiences and capacity in each perspective following their obligations and missions of persons and their organizations. They can use skills and knowledge to share while working together with more diversified aspects and work.

3) A movement process on children and youth issues in Nan Province

During the time that groups of working people on children and youth issues collectively studied and analyzed situations through the research and development process, and developed network mechanism to solve problems of children and youth; there was a conceptual thought which is a mechanism to push the work forward which compose of key actors who are working people on children and youth issues. These people are key activists/movement enforcers to solve problems of

children and youths. They also play a role as coordinator to coordinate and ask for collaboration from and work with network organizations members and other organizations from government, non-government, and private sectors that working on children and youth issues to gain and exchange information, and collective movements on these issues such as seminars or meetings that need information exchange, comments, or recommendations from participants; network establishment, public relations about projects. Their collective social movements lead to gain more tangible problem solving results and integrated work among organizations.

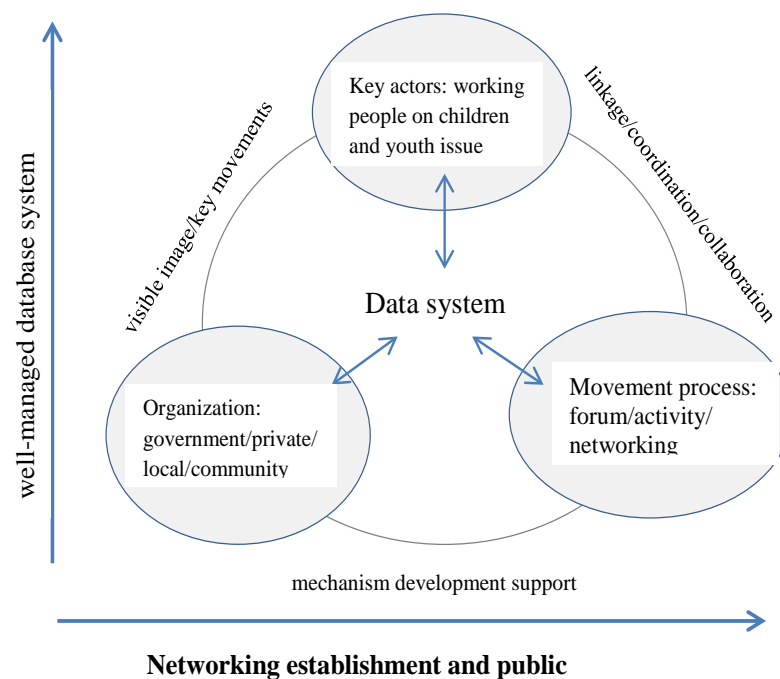


Diagram 2.6 illustrates the conceptual thought process of movement mechanism

Source: Samruay Phadphol and associate, 2548: 29

The working framework is compliance with Convention on the Right of the Child (UNCRC) which contains four key principles of child rights, namely rights to survival; rights to protection; rights to development; and rights to participation. The framework also aims to cover two categories of target groups, listed as below.

1) Groups of children and youths whose problems need to be solved such as underprivileged children who live in difficult circumstances, affected children, and vulnerable children

2) Groups of general children and youths who have deserved rights and access to development and participations in various activities

2.7.3 Social organizations with movements on children and youth issues in Nan Province

Social organizations that take part in social movements on children and youth issues in Nan Province include experienced and newly established organizations. These organizations were established and have provided services to children and youths through their branding as foundation, group, club or organizations under the umbrella of the government sector. These organizations are dynamic in terms of its status, stability, change, or shut down which depends on their strengths and other influential factors including stimulation through a community process, research and development, and other social activities. These factors enhance participation of organizations to exchange, learn, and collaborate on social movements to eliminate problems at both practical and political levels.

Currently, there are approximately fifty-six groups/organizations have movements on children and youth issues. The researcher revised the data from the research project on child community development, situation assessment, and Nan Province children and youth problem solving process. The researcher also collected the figures from the Nan children and youth registration record of Nan Provincial Social Development and Human Security Office (Details are provided in Chapter 3, pages 77-79).

It can be concluded that social movement activists on children and youth issues in Nan Province can be individuals, groups of people/existing social organizations such as foundations, groups of organization from private and people sectors, and government agencies. They collaboratively develop mechanisms and move to solve problems of children and youths through various forms of participatory processes such as the research and development, and other social activities while at the same time increase their interactively close relationship which later becomes a

network among persons, organizations, and target areas in a horizon layout which is called as a community for working people who work on children and youth issues.

The civil society process contributes to regular mechanisms of the government organizations that are directly responsible to problems and have limitations to be more effectively perform with increased coverage. Social entrepreneurs on children and youth issues have different working backgrounds, identities, and organizations, and work at different levels. Some volunteers come from non-governmental organizations. These people possess skills to access and coordinate with local communities. However, their professional skills on children and youth are still limited as well as their project managerial skills such as planning, monitoring and evaluation, and resource management. In case of governmental social entrepreneurs who possess clear government management regulations with high professional and technical skills, still lack of proficiency and flexibility to access target groups.

It can be seen that socially working people with different movements in a form of civil society network have limitations at both individual and organizational levels. In addition, social movements are phenomena and always highly dynamic: existence, change, and termination which depend on strengths of staff and organizations. Hence, if realize on efficiency and effectiveness that will occur in a society and continuity of a movement process in order to reach sustainability, these social activists need to develop their social entrepreneur competencies in order to upgrade their working competencies to be more efficient and effective at work, and create new innovations to a society. In addition, they have to learn and adapt themselves to catch up with changes of their outside world.

2.8 Relevant research reports

The research on Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province, the researcher reviewed relevant research reports on social entrepreneurs; competency development; social movements on children and youth issues in Nan Province, details as described below.

2.8.1 Relevant research on social entrepreneurs

Sharir and Lerner (2004) studied on a measurement for individual social investment success by social entrepreneurs. The measurement of social entrepreneurs' successful investment was done through a value assessment as 1) social network 2) total dedication 3) the capital base at the establishment stage 4) the acceptance of the venture idea in the public discourse 5) the composition of the venturing team 6) forming cooperation in the public and non-profit sectors 7) the ability of the service provision 8) previous managerial experience.

Alvord, Brown and Letts (2004) conducted a survey research on social entrepreneurship and social transition in seven successful social entrepreneurs. He proposed the influential factors towards relationship and success that social entrepreneurship is a key indicator for social, political, and economic changes for the poor and marginalized people. Those factors include factors that relate to main innovation; leadership and organization; and up-sizing or size increase of social entrepreneurship. These factors enhance social transition with key initiative thoughts as listed: 1) specialized ability for problem solving 2) innovation consumption for existing collective movements of marginalized people 3) initiative thoughts that focus on systematic learning through individuals and organizations 4) initiative thoughts from the findings by leaders with working capacity including the linkages between various partners 5) initiative thoughts which were elaborated and generated to have impacts by organization and management system verification in order to support the growth of organizations, network expansion, strengthen relationship with customers prior applying these thoughts into practices 6) the enlargement strategy following various sizes of social entrepreneurship. This is regarded as a tool to promote strengths in target areas for target groups and partners to be able to help themselves and expand their performance results 7) a lever of a transition and impacts that change following the forms of innovation by building capacity that can adjust patterns, roles, expectations according to cultural contexts in groups of people who live there such as tools, resource, promote production at the individual level to economic transition.

Roger Spear (2006) conducted a study on social entrepreneur: the differences of patterns. He studied entrepreneurship case studies in six organizations in England with many various dimensions, for instance, economics and social entrepreneurship in social business organizations whether formed as co-operative, mutual or voluntary organization. His title of the study covered different sectors of entrepreneurship and focused on influential factors towards cooperation, motivation of enterprises; patterns of social entrepreneurship; social capitals; learning; and outcomes.

This small-scale study found that patterns of interests on entrepreneurship are different from traditional patterns of small and medium enterprise (SMEs). Entrepreneurship has different scales of motivation though contains unclear alternative options for support to organizations. However, it is more counted as a central point. Social entrepreneurs who operate entrepreneurship are experts, advisors or donors. In terms of learning network has not been progressively developed as much as expected. The target organizations depend on social capital within commercial allies and based on understanding of concerned partners.

Sinead McBreaty (2007), an assistant project leader of Social Enterprise London (SEL) conducted an action research on “Social Enterprise: Solutions for the Voluntary Organizational Sector”. The research aimed to seek factors to successes and failures of efforts in voluntary organizations through the application of social enterprise organizational pattern in order to achieve both monetary and social targets. In terms of the background of this research, there were policy advocacies to support the social business concept to be a mechanism for voluntary organization development to enter modernization. The target sampling groups of this study were five organizations: two organizations work on healthcare and social issues; other three organizations work on green economics, community work, and training and employment, respectively. The research results found that merely a few organizations were successful. Their important contributing factors to successes include 1) distributed or sold commodities and services 2) demands of market providers 3) capacity and needs for cultural organizational changes 4) Concrete collective agreements and commitments among both internal and external stakeholders 5)

preference on social entrepreneurship participation of organizations that possess management skills to tackle complicated issues. In terms of factors for failures include 1) understanding towards development opportunity, at that time the organizations may really need to reflect problem in realities 2) the government system may cause complexity and difficulties 3) organizations may be pushed to social business just for the reasons to react or respond to needs of stakeholders. These organizations may worry about funding or financial support in which with very least opportunity for them to succeed. There is another finding from this research that these voluntary organizations still lack of business view and management skills.

Recommendations from this research included that building capacity of social organizations on commercial business in order to gain more funding resources is not always a good solution while they have to firmly or mainly practice their social missions and principles.

Makararavy & Anurit (2009) studied the impacts of training and development that social entrepreneurship sector organized in Cambodia. Cambodia is one of countries that the government cannot sufficiently and efficiently provide social services to all needed people. Other organizations have attempted to provide assistance and pull out Cambodia from poverty through donations to non-governmental organizations in order to respond to basic needs of people. Many organizations were established in a form of social entrepreneurship to provide vocational training and income generating support to the poor. This form of operation caused a question “Can social entrepreneurship lead to sustainable development?” This study used the interview technique to collect data by interviewing managerial level people of target organizations and assessing the impacts of practical training and development through social activities. The study result indicated that training and development have the impacts on work at both individual and organizational levels. This finding leads to the recommendation on financial freedom of social entrepreneurship organizations to sustainable development.

Daniel Shah (2009) conducted a research on "Social enterprise in practice on policy perspective of United Kingdom: Comments collection from the United

Kingdom Social Enterprise Commission (UK SEC)". This commission is a social enterprise setting established in 2002 by people who work on social issues in UK. The study aimed to rank significance of social business research from people in the social business perspectives at the national level of United Kingdom. Comments were raised by SEC members towards policy perspectives. The study results found that key components of future research were set by the policy context which is highly dynamic and challenged by political and economics for business atmosphere. The researcher noticed that the set scope of a future research should contain policies by points or issues whether research proposal presentation, addition, and implementation till completion in order to support better understanding on social business.

Malin Tillmar (2009) studied on "Health Sector Enterprise Association: Cross-border business". This study aimed to survey business arena in the sector of healthcare that fluctuates to changes of welfare state in Sweden. Three research questions included 1) 'How do entrepreneurs view collective movements on health and profit gaining in business?' 2) What are patterns, beliefs, and tactics to do business? and 3) What factors that social entrepreneurs use to tackle organizational problems? Two entrepreneurs were interviewed for this research through the structural interview. The research found that these entrepreneurs shared and demonstrated how to collectively move across-border in various dimensions. They explained how to link social concepts to business in the economic perspectives including integration of medical professional and treatments. They also shared the building connection to be ready for challenges and overtime work management through joint employment.

Laban P. Ayiro (2010) studied roles of social entrepreneurs in HIV/AIDS management of the educational sector in Kenya. This research aimed to find key factors of social entrepreneurship that facilitate to mitigate the effects of HIV/AIDS, and to find correlations between those key factors and management in order to respond to alleviate effects of HIV/AIDS. The cross sectional survey research results found that scope of organizations, prudence and calm at work, time consuming, and support through reward provisions can be explained in the way that approximately 53 percent of comments responded to mitigation of the effects in statistics at the significant level

0.001. There were also suggestions how to operate the social enterprise in institutions that relate to HIV/AIDS in the educational sector which was an indicator for the improvement to mitigate negative impacts in organizations.

2.8.2 Relevant research on competency development

Sureeyarat Promsuwan (2545) conducted a research on ‘desired capacities of human resource executives during 2002-2006’. The objectives of this study were to study existing or currently used capacities of human resource executives; and to identify necessary capacities. Key research populations or sampling groups were human resource executives who work in companies that registered with Institute for Social Business (SET). The results found that most human resource executives who are in a medium managerial level position aged averagely 39.8 year old. Teamwork is a capacity that most key informants possessed while capacities on flexibility and customer focus were less than other sections. In case of key informants whose aged lower than 29 years old possessed teamwork capacity the most. In terms of the capacity list of human resource executives in the future, there are 7 components: leadership; communication; teamwork; professional skills; innovation; customer focus, and flexibility. The leadership is the most important component. Recommendations of this study include that institutions should consider applying these seven components in curriculums. The intuitions should also provide continual training, set appropriate standards, and support more capacity development activities in both co-implementation and budget.

Kriangsak Chareonwongsak (2546) conducted a research on ‘future scenario and desired characteristics of Thai people’. The objectives of this study were to survey desired characteristics of Thai people in the future; and to provide targets for various organizations in Thailand collectively develop Thai people in order to meet or have qualifications that are relevant to the development of Thailand to the New Economy and Knowledge-based Economy in the future and fully consume those capacities. The desired characteristics of Thai people were classified into five dimensions, namely: 1. Physical dimension: healthy persons with appropriate and

healthy physical and intellectual development that comply with criteria at different stage of life 2. Psychological dimension: a person who knows and understands thyself and feelings of others as well as understands surrounded situations and changing environment. 3. Knowledge dimension: know in-depth of each subject or content including multi-knowledge, can foresee or anticipate the near future 4. Skills and capacity dimension: persons who possess thinking skills, communication skills, foreign language communication skills; skills on information and technology; social skills; vocational skills; recreation skills; and good management skills. 5 Life dimension: persons who are diligent; dedicated; high commitment; good discipline; honest; have visions; perform excellent tasks; have consciousness on democracy and see values of Thai identity, towards other people, and public; and are economy.

Sombat Pruetthikul (2549) studied about competencies on local change agents of monks: Case studies in Kanchanaburi. The results found that there were twelve characteristics or attributes of local change agent model competencies that describe local change agents of monks which cover knowledge, attitude and behavior that were divided into 2 levels, namely level 1: covers knowledge on human capital, social capital, local respect, self-care, and respect and treat other people well; level 2: composed of attributes on academic; job; religious beliefs, responsibility to job and society. Most positioned monks possessed competency at level 1 which means working following assigned tasks. In addition, if opportunities for development increase, they may add some attributes in the level 2. In terms of contributing factors that facilitate competency applications include supportive government policies and monk organizations; and local people are in harmonized and believe in monks. The researcher proposed on development approaches that motivation should be enhanced through precise and good model competencies; social entrepreneurs should pay more attention to local communities; and build body of knowledge by self-training or self-study.

2.8.3 Relevant research on children and youth issue movements in Nan Province

Sittinat Prabhuddhanitisarn and associates (2548) conducted an action research on ‘child community development and situation assessment and children and youth problem solving process in the North’. This study based on the fact that children and youth problems are complicated, various, and dynamic. In addition, communities and social institutions are weak which increase number of affected children and youths to live in difficult circumstances. They are victims of cultural consumerism with risk behaviors. Some children and youths may create their own cultures and inevitably become social protestors with aggressive or awful actions while existing mechanisms do not respond to emerged problems and needs or even out of date, and lack of data update. In addition, operational organizations still separately work. However, there are organizations and people who work on children and youth issues understand gaps between those problems and resolutions. They attempted to call for improvement, body of knowledge, and problem solving strategies. They also attempted to establish the network across organizations and sectors through informal relationship among government, non-government, and local administrative organizations including schools, temples, and other social institutions as well as children and youth groups. This network will support routine or regular working mechanisms, and later become a new intervention. This research therefore used the action research method as a tool to support the existing network of organizations that working on children and youth issues in order to develop a new mechanism called ‘child community’ which has more tangible practices to efficiently solve problems.

The research was conducted in three provinces which were Nan, Chiang Rai, and Lam Phun. The results found that capacities of the research team or taskforce for each province are different. In Nan, for example, there is a hybrid or combined network. In other words, there are people organizations that perform or implement their projects as non-governmental organizations (half NGO). Hug Muang Nan Foundation and Nan Community are focal points. Network partners have known and collaborated with each other for long time called as ‘Kallayanamit’. At this point, when the research process comes to support the network operation, their relationship is

fast strengthened and the network was expanded enough to become a 'child community' which will be a mechanism to fill the gaps and enhances strengths of regular mechanisms.

Samruay Phadphol and associates (2548) conducted a research to assess situations of children and youth, and build networking on children and youth problem prevention and elimination in Nan Province. The objectives of this study were to study problem situations of children and youth, roles of groups/organizations that working on children and youths; and to build a 'child community'. The research is a participatory action research (PAR) with the duration from September 2003 to August 2004. Key findings of the research found key movements which were 1) the research team, and child community set up started from accustomed partners or 'Kallayanamit' from both government and non-government sectors that working on children issues. They exchanged experiences and used a question of the research and child community as tools or movement enforcers to gain more power. The key condition was "the researchers and roles towards children" which is essential for the movements of research and the child community. 2) Characteristics of the child community movement, the study had researchers to coordinate with network organizations and learn real situations in the fields. The researchers shared research results through many forums in order to encourage participants in each event to aware of problems and collectively solve them. Results from the working people on children and youth network forums, participants had a list of problems and clearer development approaches including more tangible cooperation among partners and children through activities such as the 'gang dek' forum; underprivileged children coordination center; Nan's local brain bank forum; strong family network; smart, good, and happy children forum; issue break up forum: a case of children in Sawangpop temple; and child community forum. Besides the forums, the network also has regularly monitored and operated following the Child Protection Act B.E. 2546. Furthermore, the research team built capacity of youths in relation to a research on good areas/risk areas through the process of education, thoughts, and analysis from children's own perspectives.

The researcher pointed out and proposed that a child community mechanism is still a small group of volunteers. These volunteers need capacity

building in various aspects and immensely in need of a joint process to networking with working people on children and youth network till they have more power or stronger movements to sustainably prevent and solve children and youth problems.

2.9 Research conceptual framework summary

From the literature review, the researcher provided action definitions and research conceptual framework as follows:

Social entrepreneurship means the new process of enterprise of non-profit social organizations on management, learning, and selection of good entities which integrated innovation and creation together with the goal to set values for society.

Social entrepreneur means a person who has social missions with creative ideas, motivation and is empowered to solve problems and lead to new changes to society.

High competency social entrepreneur means a person who has social missions, creative ideas, motivation, and empowerment to resolve problems and build for new changes for successful missions or achieve the goals and are accepted by people in communities and society.

Attributes of social entrepreneur means the specific characteristics or special qualifications that are necessary for social entrepreneurs which compose of dimensions on mindset, wisdom, emotion, sociality and ethics such as motivation, thoughts, visions, social emotion and virtual ethics.

Social entrepreneur competency means collective or existing knowledge and skills through learning, practice and experiences on management, team building, networking, learning, fund raising, marketing, communication, and reporting and evaluation. There are also other contributing factors for achievement following the expectations of persons and organizations.

The researcher therefore summarized the research conceptual framework in order to be guidance for this research as follows:

Research Conceptual Framework

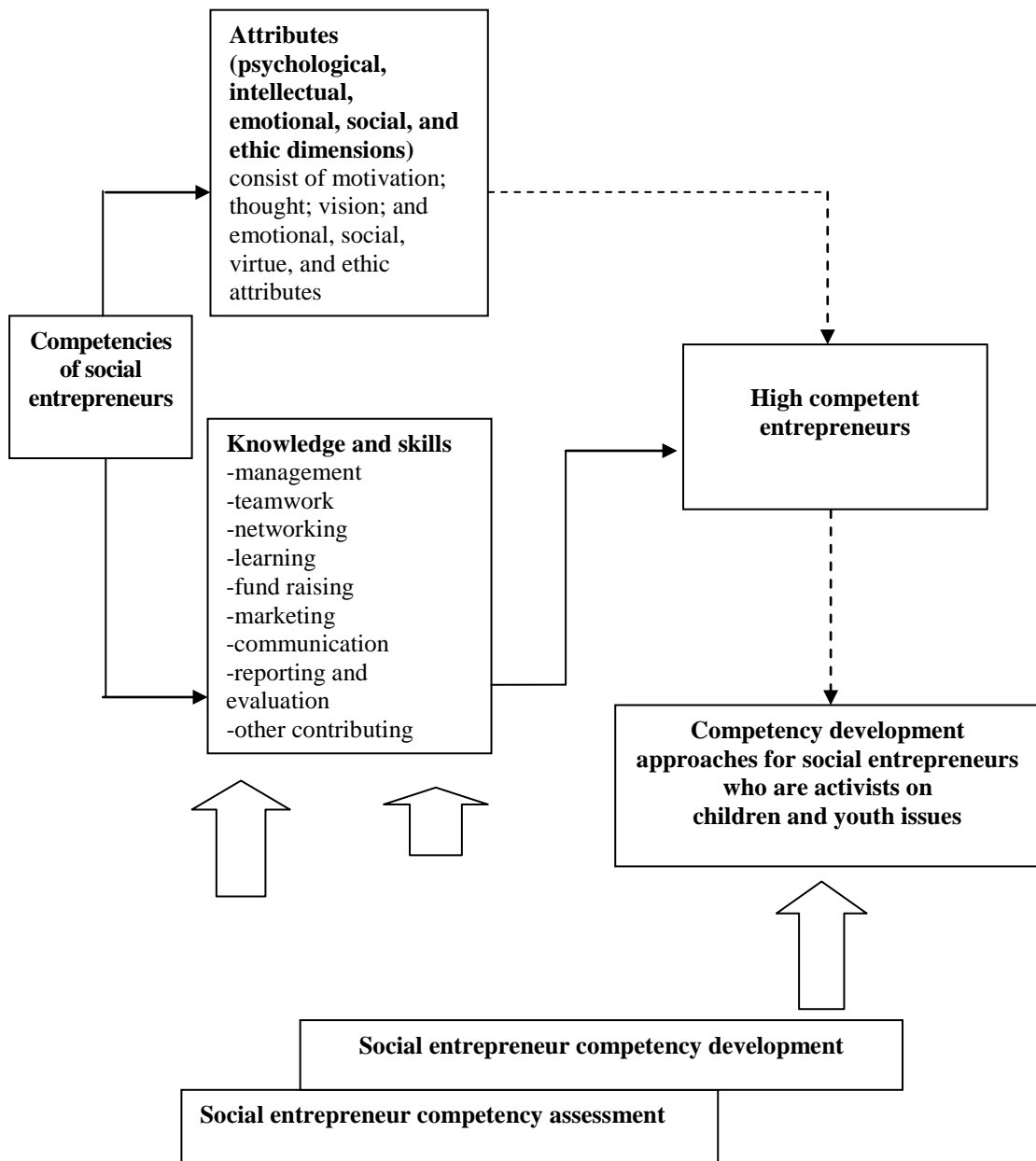


Diagram 2.7 illustrates the research conceptual framework on Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province

CHAPTER III

RESEARCH METHODOLOGY

This research on Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province is a research and development. In order to gain answers following the research objectives and body of knowledge, the researcher use the mixed research method of both quantitative and qualitative research approaches. The quantitative approach was used to appraise competency forms while the qualitative approach was used for the interview and participatory process. The research methods and process include steps as follows:

3.1 Target populations and Participant selection

The researcher specifically selected activists who work on children and youth issues in Nan Province for this research and development. The analytical unit is therefore at the individual level.

The participants are people who work on social development work for children and youths. The selected samplings are representatives from different sectors whether GOs, NGOs, and people civil society sector. These people may work under the umbrella of various organizations with different categories such as non-profit organization, non-governmental organization, public organization, and so forth. The researcher adjusted and updated the figure from the research project on children and youth community development, situation assessment, and problem resolution process in Nan Province that currently there are approximately 56 groups/social organizations/agencies with children and youth issue movements in Nan Province (Samruay Phadphol and associates, 2548: Annex) and Nan Children and Youth Network Directory, Social Development and Human Security Offices (data as of December 2009 in <http://www.nan.m-society.go.th/>)

The estimated number of target groups is 30-35 persons. They may be founders, committee members, full time staff or volunteers who whether or not receive remunerations and signified staff of organizations. As this study is a research and development, the researcher appropriately set a number of sampling group in order to design and organize the competency development process as well as development results monitoring and evaluation.

Research sampling group selection criteria

Target sampling persons are activists who actively get involved in social movements on children and youth issues in Nan Province whether working in a form of social organization or individual set group. In case of organizational groups, currently, there are approximately 56 groups/organizations. There are also individual persons/projects that are not under any organizations' umbrella.

Sampling group selection criteria included:

- is an organization or individual that at least 1 year has consecutively implemented a social project or activity which aims for quality of life development of child and youth population.

- is a registered or non-registered organization with the establishment objective to be a non-profit organization in a form of foundation, association. Club or organization under the umbrella or management of the government sector whether

- Organization or individual that/whom is well-recognized by people in target areas or local communities

- Organization or individual that is willing to participate in the research and development work and ready for competency assessment

- Organization or individual that provides collective collaboration on development approaches discussions

3.2 Research ethics and participant approach

Before the research conducted the proposal and the instrument had already been approved by the Human Research Ethics Committee of the Social Sciences

Department under the Faculty of Social Sciences and Humanities in Mahidol University. The research was bound by the principle of respect for the research subjects or the participants according to the following:

The participants who meet the required qualifications or compliance with set criteria will be invited to join the research process. Their decisions for participation are done through the voluntary basis. The researcher will explain steps of the research process. The researcher will also notify their research participation benefits and privileges. Steps of the research are described as below:

1) The researcher coordinated and sent invitation letters to target sampling persons who work on social movements on children and youths in various kinds of organizations whether non-profit organization, non-governmental organization, public organization, people organization or individual projects that are referenced by credible organizations. Consequently, the researcher called those prospective participants to follow up, collect responses, and for some cases further invite them to voluntarily join the research mission.

2) The researcher developed a research guide for research participants. The research guide provides objectives of the research, research procedures and process in accordance with the research methods, benefits of participation in the research and development, and rights of participants to decline their participations anytime without any effects.

3) If research participants understand and are voluntarily willing to participate in the research process, they will then study and understand the details of the research consent form before signing the form with witnesses' signatures. The research will keep their consent forms as evidences (the process is compliance with the regulations of the Office of the Committee for Research Ethics (Social Sciences), Mahidol University)

Benefits of participation in research and development process this time include

1) The research participants have opportunities to assess their competencies and acknowledge their overall level of competency.

2) Research participants get involved in competency development process design. In addition, they will be trained to gear up their social entrepreneurship

competencies to be more relevant to current socio-economic circumstances, the facts, and their needs.

3.3 Research processes

The researcher divided the research steps into two phases following its objectives, namely 1) the social entrepreneur competency research phase of the activists on children and youth in Nan's which answers the research objectives 1 to assess social entrepreneur competency of activists on children and youth issues in Nan Province 2) the competency development phase for those activists to be social entrepreneurs, and to find approaches on social entrepreneur competency development of these activists. The duration of this research will be totally 1 year and 6 months (from 1 April 2011 to 30 October 2012). Details of each phase are described below.

3.3.1 Phase 1: The social entrepreneur competency research in social movement activists who work on children and youth issues in Nan Province

3.3.1.1 Attribute assessment and study tools

The study aims to build understanding about aptitudes of social entrepreneurs of activists who work on children and youth issues in Nan Province. The researcher used the interview research approach for this study to explain aptitude of activists and use the social entrepreneur aptitude model as a study conceptual framework.

The interview is a research tool for this study: Background and social entrepreneur aptitude of research participants. The interview includes both open-ended questions. These questions are:

- 1) Questions about background information include basic aptitude: bio data and family, educational background, roles in organizations, employment history, period of social development work, and successful movements on children and youth issues.

2) Questions about social entrepreneur aptitude include reinforcement and motivation, thoughts, visions, emotional and social conditions, and ethics of social entrepreneur

3.3.1.2 Competency assessment and assessment tools

The competency assessment in this research aims to know about social entrepreneur competencies of activists based on the fact. The researcher used self-assessment form as a tool which is an investigation to confirm the social entrepreneur competencies by themselves of research participants. The assessment results will be basic information to seek for competency development approaches in further steps by the researcher will analyze and disaggregate or classify competencies into groups prior developing competency development approach in relation to the fact and needs of target groups.

In terms of competency ranking or proficiency level provision, the researcher applied 4 forms which are Lead, Master, Apply, and Beginner (Krikkiat Srisempoke, 2546: 73-76) which are described as follows:

Level 1: Beginner-Social entrepreneurs possess knowledge, understanding, and necessary skills for their social missions. Nevertheless, they need to be trained and advices from leaders.

Level 2: Apply-Social entrepreneurs can apply their skills with traditional working styles without advices. However, they can upgrade the applied system and new methods under the supervisions of experts or still need to be trained in new knowledge and skills.

Level 3: Master- Social entrepreneurs possess knowledge, skills, and experiences that are not necessary to have supervisions. They can operate, apply new working system, and provide guidance or supervisions to others.

Level 4: Lead-Social entrepreneur at this level possess skills and experience that they can plan and apply in new tasks. In addition, they can assess, monitor, consecutively improve and lift up their work. They also can be models for others.

Social entrepreneur competency assessment form

The competency self-assessment form: contains open-ended questions with 4 levels of competency for assessors to choose, namely level 1: Beginner, level 2: Apply, level 3: Master, and level 4: Lead. Competencies include management, teamwork, networking, learning, fund raising, marketing, and reporting and evaluation. Other additional competencies or supporting competencies such as social capital or competencies that research participants need to develop beyond the primary competencies.

Steps of the assessment form development

1) Review concepts, theories, and relevant research which lead to social entrepreneur competency development; set a conceptual framework and develop a competency form, respectively

2) Develop social entrepreneur competency models, and develop competency assessment form

3) Verify quality of social entrepreneur competency assessment form in activists who work on children and youth issues in Nan which is verified by experts and statistic verification, as described below.

Content Validity means qualifications of a measured tool (competency assessment form) can measure in things that need to be measured. Hence, the content validity is a measurement to verify whether the developed competency assessment through the review of concepts, theories, and relevant research is valid or not. The verification is processed by three experts, namely academic, social development, social entrepreneurship expert, and tools expert from the government, private, and civil society sectors. These three experts are:

1) Social entrepreneurship expert: Mr. Samruay Phadphol (President of Hug Muang Nan Foundation, the winner of Ashoka Foundation Social Entrepreneur Award for 1995)

2) Tools expert: Assistant Professor Dr. Teeradetch Chai-arun (Thesis advisor), Mahidol University

3) Tools and local social development expert: Associate Professor Dr. Prapaphan Aun-aop, Mahidol University

Reliability means qualifications of competency assessment form can provide consistent results in several testing times. In addition, the statistic validity testing is also applied by use the competency assessment form with at least 30 no-target groups who are social development work persons. Consequently, the researcher analyzes to find the value of Cronbach Alpha in each competency. If any questions are inappropriate, the researcher may considerably delete in order to have more reliable quality tool. As a result of the test, the overall reliability test result is equal 0.95. In addition, each side has the reliability value in the range of 0.92-.97.

Appropriateness and feasibility means the appropriate tools and feasibility according to the reality of each society. The competency assessment form is a tool to measure and assess competencies of research participants who are activists or social entrepreneurs in Nan Province. The appropriateness and feasibility is verified by three experts (the same experts by verifying at the same time with content validity)

4) Collect data: Conduct the introductory meeting to identify and explain about the self-competency assessment form. The researcher also explains and shares the list of benefits of research participations to research participants.

5) Analyze data by using descriptive analysis and cluster analysis to set groups of competencies of persons

6) Summarize social entrepreneur competency assessment results of research participants

3.3.2 Phase 2: Social entrepreneur competency development in activists on children and youth issues in Nan Province

The phase 2 is a phase that results of the competency assessment will be used for seeking the competency development approaches. The researcher and research participants collectively considered results of the assessment and use them to find competency development approaches. In this phase, the researcher uses participatory process as a tool such as focus groups to feedback and exchange learning, and training workshop, which have steps as follows:

1) Organize a meeting for data retrieval, collectively consider, and reflect results of the competency assessment. The researcher and research participants also

analyzed conditional factors of competency emergence. They also brainstorm to find approaches for social entrepreneur competency development.

2) Design and plan to implement the competency development activity: collect data/approaches from brainstormed sessions for the competency development activity design and planning. Its contents and process are compliant and respond to target sampling groups' needs.

3) Seek cooperation for the competency development activity implementation from different sectors in target areas in order to gain more resources and funding for the activity

4) Prepare contents or practical curriculum, set methods, and facilities such as meeting kits, IEC materials, training venues, facilitators, and so forth.

5) Implement the competency development activity by various processes, training, learning exchange forum, learning good practices or experiences, model areas and persons, field visit, and so forth. However, all sub-activities will be appropriately considered and respond to target groups' needs. In this research study, the researcher chose a training workshop as a competency development activity.

6) Assess competency development. For the social entrepreneur competency assessment, the researcher uses the post-training assessment to measure research participants' knowledge, understanding and application.

7) Collect data, compile, and summarize research results

From the above described phases and steps, the researcher proposed steps of the research and development work in the diagram 8 as shown below:

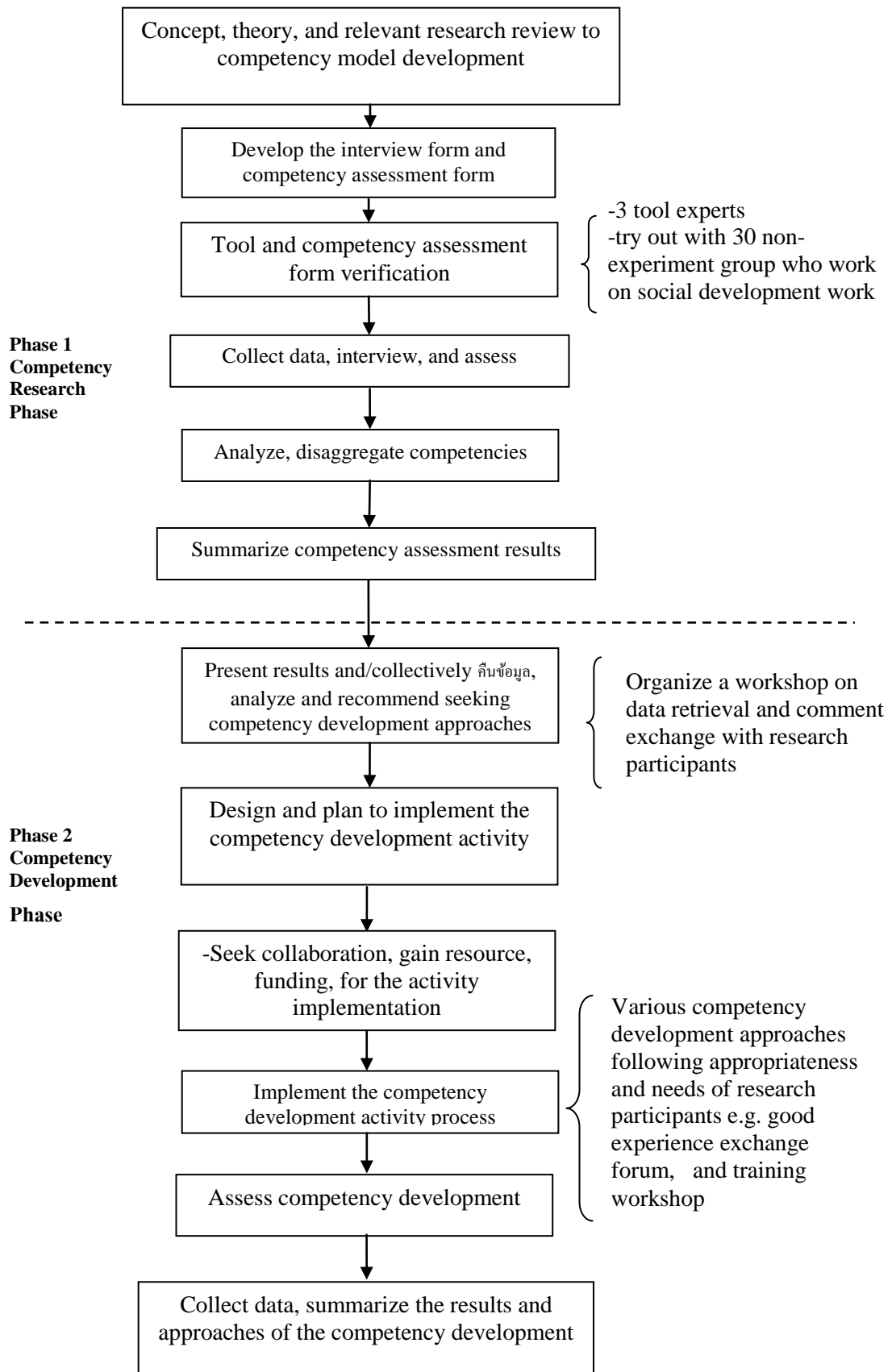


Diagram 3.1 illustrates the research and development implementing process

CHAPTER IV

RESULTS

The researcher collected data for this research on “Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province” through active collaboration of totally 32 voluntary research participants. In addition, both quantitative and qualitative research methods were integrated for this research and were classified into 2 stages. The first stage is the research phase in which the researcher conducted a study to identify social entrepreneur competencies of social movement activists who are research participants of this study and work on children and youth issues in Nan Province. The latter stage is the social entrepreneur competency development for those activists. The research results of this study which are discussed in this chapter are divided into three parts: 1) social entrepreneur competencies of social movement activists on children and youth issues in Nan Province 2) social entrepreneur competency development for social movement activists on children and youth issues in Nan Province 3) a summary of social entrepreneur competency model development for social movement activists on children and youth issues in Nan Province.

4.1 Social entrepreneur competencies of social movement activists on children and youth issues in Nan Province

The social entrepreneur competencies compose of necessary attributes and skills for social entrepreneurs as discussed below:

4.1.1 Social entrepreneur attributes of activists on children and youth issues in Nan Province

The social entrepreneur attributes of target activists compose of basic attributes, namely personal and family data; educational background; roles in organizations and employment history; working duration for social movements on children and youth issues; and successes. In addition, there are also invisible attributes which include motivation; thoughts; visions; and emotional, social, virtue, and ethical conditions or attributes.

4.1.1.1 Basic attributes

The primary attributes are personal backgrounds of research participants. According to the research results, there were 14 male and 18 female research participants joined this research process. In addition, most research participants (31.3%) aged range between 30-39 years old, and followed by the aged range of 40-49 years old (28%). Furthermore, most research participants (62.5%) are married. Moreover, the research found that 37.5 percent of research participants earn 30,001 up per month, followed by 31.3 percent with the range of 10,000-20,000 baht per month. Interestingly, the family socio-economic status was found that the majority of research participants or 68.8 percent have experienced the equilibrium between incomes and expenditures (adequate for expenses without savings).

In terms of educational level, the research found that most research participants (50.0%) attained Bachelor's Degree while 40.6 percent completed the postgraduate level. Most participants studied social sciences; education; and laws. The study also found that some participants who attained Bachelor's Degree on Sciences further took their higher education with majors on multi-disciplinary; social; and management studies.

In case of occupations or roles were found that half of participants (50%) are government officials; followed by business owners (28.2%); volunteers (15.6%); and employees (6.2%).

Relevant to the occupations, types of organization to drive-force on children and youth issues, the study found that 56.2 percent or the majority of research participants are employees of the government agencies in which work for

non-profit objectives. The second largest group belonged to non-governmental organizations (28.2%), followed by business/community enterprise with semi-profit objectives (15.6%). Roles of research participants in their organizations or society found that 30.9 percent is positioned as chairperson/executive committee/organization secretary or committee. The second largest group is positioned at the level of community leaders/political leaders. Furthermore, the study also found that one person plays more than one role. For example, one research participant who is a government official also plays a role as community leader. Another example, one research participant who is a pensioner also plays his roles as Secretary of the Thai Elderly Association for Nan Branch, and a local politician (a Nan Municipal member).

In terms of duration that research participants have been in Nan Province, the research results indicated that 71.9 percent have been in Nan Province 21 years and longer, while 15.6 percent has a range of living between 10-20 years; and 12.5 percent have lived in Nan Province less than 10 years. In case of their period of involvements in social movements found that 40.6percent have joined for 11-20 years, and followed by 31.3 percent for 6-10 years. In terms of their social movements on children and youth issues, found that the majority of research participants or 43.7 percent get involved for 6-10 years, followed by 31.3 percent for 11-20 years, and 25.0 percent for 1-5 years as illustrated in the table 4.1.

Table 4.1 illustrates percentage of primary attributes/background of research participants

| Primary attributes | | No | % |
|--------------------|--------------------------|----|------|
| Sex | Male | 14 | 43.8 |
| | Female | 18 | 56.3 |
| Age | 30 years old and younger | 4 | 12.5 |
| | 30 - 39years old | 10 | 31.3 |
| | 40 -49years old | 9 | 28.1 |
| | 50-59 years old | 7 | 21.9 |
| | 60 years and older | 2 | 6.3 |

Table 4.1 illustrates percentage of primary attributes/background of research participants
(cont.)

| Primary attributes | | No | % |
|---------------------------|--|-----------|----------|
| Marital status | Single | 11 | 34.4 |
| | Married | 20 | 62.5 |
| | Widowed/divorced/separated | 1 | 3.1 |
| Income | Not over 10,000 baht/month | 6 | 18.8 |
| | 10,000-20,000 baht/month | 10 | 31.3 |
| | 20,001-30,000 baht/month | 4 | 12.5 |
| Income (cont') | 30,001-50,000 baht/month | 9 | 28.1 |
| | 50,001baht and over | 3 | 9.4 |
| Family's financial status | Income higher than expense (with savings) | 8 | 25.0 |
| | Expense higher than income (overspent) | 2 | 6.3 |
| | Balanced income and expense (sufficiency) | 22 | 68.8 |
| Educational level | High school /equivalence | 2 | 6.3 |
| | Certificate/Diploma/equivalence | 1 | 3.1 |
| | Undergraduate | 16 | 50.0 |
| | Postgraduate | 13 | 40.6 |
| Educational major | Science, medicine, public health | 6 | 18.8 |
| | Social science, education, law | 21 | 65.6 |
| | Vocational profession | 5 | 15.6 |

Table 4.1 illustrates percentage of primary attributes/background of research participants
(cont.)

| Primary attributes | No | % |
|--|----|------|
| Career/roles by position | | |
| Government official | 16 | 50 |
| Business owner | 9 | 28.2 |
| Volunteer | 5 | 15.6 |
| Employee | 2 | 6.2 |
| Type of working organization | | |
| Government non-profit organization | 18 | 56.2 |
| Non-profit NGO | 9 | 28.2 |
| Business private sector/community enterprise | 5 | 15.6 |
| Roles in organizations or in a society (can select more than 1 choice) | | |
| Chairperson/executive | 17 | 30.9 |
| Committee/secretary or Foundation committee member | | |
| Organization member /employee of organization | 16 | 29.1 |
| Community leaders/local political leaders in municipal office-mayor | 10 | 18.2 |
| Child and youth group leaders or representatives | 12 | 21.8 |
| Period of living in Nan Province | | |
| Less than 10 years | 4 | 12.5 |
| 10-20 years | 5 | 15.6 |
| 21 years and longer | 23 | 71.9 |

Table 4.1 illustrates percentage of primary attributes/background of research participants
(cont.)

| Primary attributes | No | % |
|--|-----------|----------|
| Period of social movement participation | | |
| 1-5 years | 5 | 15.6 |
| 6-10 years | 10 | 31.3 |
| 11-20 years | 13 | 40.6 |
| 21 years and longer | 4 | 12.5 |
| Period of social movement participation on children and youth issues | | |
| 1-5years | 8 | 25.0 |
| 6-10 years | 14 | 43.7 |
| 11-20 years | 10 | 31.3 |

In terms of successes of social empowerment on children and youth issues in Nan Province found that the movements occurred after the gathering of various sectors through the community networking process. In addition, efforts have been made to link working people from different sectors to be united. For example, Hug Muang Nan Foundation persuaded young men and women to work and further prolong ideologies of PhraKruPithak. Another example, the OSCC in Nan hospital provided physical and psychological child care services to abused and raped children. The hospital also provided educational support to underprivileged children through the PhraKruBuddhamontChotikhun Foundation. Later years, the Nan Community Coordination Center realized the significance of integrative social mechanisms to solve problems. It therefore organized a child rights forum in 2002. In the forum, concerned constituents were invited to share their thoughts and recommendations. Key constituents participated in the forum included representatives of Nan Provincial Public Health Office and its service unit network; Nan Provincial Social Development and Human Security Office; Children and Youth network; Foundations and organizations that actively work and have strong movements on child issues; and the Education Unit of Nan Welfare Education Schools. Through the collaboration of those constituents

particularly cooperation mechanisms of government and private sectors, a society gradually perceives and realizes emerged problems against children and youths.

During 2004-2005, the Nan Community Coordination Center established the project called “Human Rights Protection Network Empowerment in Nan Province” in collaboration with Secretary of National Human Rights Commission. This project aimed to empower various social movement issues in Nan Province. However, two prioritized issues were listed which are child rights, and rights to be Thai of diversified ethnic minority groups in Nan Province.

During 2005-2006, networks in Nan Province collectively conducted the research and development on children and youth issues. In collaboration with Chiang Mai University, they also established a network to prevent problems and protect children and youths. A “Merit Actor (Poo KorKan Dee) Group” was informally established by voluntary heart people to provide hands for various tasks during the research process. Later, there were many movements on children and youth issues through various activities or projects such as the strong family project (2004-2007) with the consecutive support from various funding sources. At that time, children and youth also awoke themselves to be high committed volunteer leaders in activities.

Further discussion on social movements on children and youth issues in Nan Province as briefly mentioned above, the study also found that most research participants played important roles in various project activities. It can be said that almost every research participant gets involved in the social movements and at the same time builds their friendship and relationship through activities from the past to the present. Their consecutive movements and relationship building can be counted as cumulative social capitals in which they can further strengthen to call for more build participations and networking expansion.

Projects and funding support for social movement activities: The current social movement project activities on children and youth issues in Nan Province were found that most research participants have implemented several projects with focuses on youth group participation in all set activities. The study also found that most research participants have approximately 1-2 direct responsible projects on hands. They play roles as head of project, project leaders, or taskforce

members. They directly implement projects by themselves and/or co-implement with other sectors. Funding sources are also diversified and various. The researcher classified research participants following their types of organizations as follows:

1) Non-government organization (NGO): The generally well-known NGO in Nan Province is Hug Muang Nan Foundation including its network organizations. The Foundation has operated through its network members and several alliances. Key network members include the “Jo KO” learning center that works on rice seeds preservation for farmer projects. The Foundation has many projects which have been supported by various donors such as the young generation leadership project which has been supported by SCG Company. It and its network also co-implement activities by using a networking approach through vocational and income generation projects in target villages. For example, the community capacity building on environmental management in Nan Province project is supported by the Environment Fund. Another example is the drug prevention and problem solving project which was held at the sport playground and supported by Office of Narcotic Control Board, Division 5. One more example is the local art promotion and hometown preservation project which has been granted by Thai Fund Foundation (TFF) and Thai Health Promotion Foundation.

The Hug Muang Nan Foundation has attempted to build capacity of new generations to be social entrepreneurs in order to increase taskforce members in various projects according to their calibers and talents. In addition, the Foundation also implements communication and public relations activities through local radio programs as advocates to disseminate and break news on social movements to public. Furthermore, the Foundation encourages children and youths as new generations to practice as moderators on the creative sub-districts binding dreams of Nan children radio program. This radio program is a good example that enhances participations of children and youths to creatively brainstorm to produce innovative products, especially on mass media. Moreover, the Foundation occasionally produces various IEC materials which have been supported by Thai Health Promotion Foundation through the Community Empowerment Learning Center which is a network member of the Foundation. One of research participants is a youth leader and

head of the project. This radio program project has been concretely operated by entrepreneurs from various sectors.

The study also found that Hug Muang Nan Foundation and its network still require other funding sources for their operation and social movement project activities. Their main and current funding sources include Thai Health Promotion Foundation, private companies such as SCG and a few government agencies. The researcher noted that there are unclear fund raising approaches or donations beyond the proposal submission for NGOs.

2) Government Organization (GO): Research participants with driven-forced movements on children and youth issues from the government sector mostly have obligations to provide public services such as academics, nurses, social workers while some are teachers, and lecturers both retired and at working ages. Key governmental organizations that play significant roles on social movements for children and youths include:

Nan Hospital and OSCC-the OSCC is a unit of Nan Hospital with missions to provide services to children and women who are victims of violence. The unit also provides assistance to children in difficult circumstances; physically and mentally affected; and risk behavioral children and youths. Its services are emergency services that continually have been operated. The multi-disciplinary team is available to collectively work with high commitment to provide services through the hospital which is a government agency. Its social missions have been supported by kind heart and faithful people through the PhraKruBuddhamontChotikhun Foundation. The OSCC unit does not only provide emergency services to needy children and youths but also proactively provide services through various projects such as a teenage mom holistic care project. This project provides information and services to teenage unplanned pregnant women by the multi-disciplinary team which composes of social workers, medical doctors, and nurses. Some research participants are team members. The OSCC also proactively operates in collaboration with educational institutions such as providing information on risk behavior prevention to students in the opportunistic extended schools and dormitories. This project does not only integrate its work with the

multi-disciplinary team but also actively collaborates with other organizations such as Nan Provincial Social Development and Human Security Office.

Another project is an academic cooperation with linkages to solve social problems such as the analytical research on child mortality situations in Nan Province which is a collaborative research between the research center of Ramatibodi Hospital and Nan Hospital. One medical doctor who was also a research participant shared that “this research produced data that convinces us to see some factors which are causes of child mortality from the situations that children should not be caused to death. This is a social problem with solvable causes in a society through collective actions. The taskforce therefore analyzed and utilized the data at the provincial level forum including meetings with government agencies in the province. This project is further integrated and operated in the safe community for children project. Research participants from Nan Provincial Public Health Office, and Nan Provincial Social Development and Human Security Office have collaborated with NGO network to further move on this project as well as the movement of the Child Watch project which is supported by Ramajitti Institute. The results of project implementations from utilizing research data to be a basis for problem solving and continually develop good project activities with collaboration of social entrepreneurs from all sectors including children and youth leaders achieved their goals, well-recognized, and obtained a Child Watch Award on children and youth movement mechanisms.

Nan Provincial Social Development and Human Security Office is an essential government mechanism and an organization to coordinate and link with working people on children and youth issues in Nan Province. The organization has attempted to access children in difficult circumstances through collaboration of other government agencies, people sector network, and private sector with emphasis on participations of various organizations in all sectors. In addition, officials have high commitment and some of them are also research participants for this study. In terms of project financial support, some activities are from a strategic plan of Ministry of Social Development and Human Security, while some activities are supported through the integrative work with other networks which is a co-funding approach from other donors.

3) Local administrative organization: This type of organization stays closest to communities. It usually and continually provides funding support to children and youth projects, particularly Nan Municipal Office. Examples of project include the children and youth capacity building; and the Kang Kala good health promotion for Nan children. Besides this office, there are other local administration organizations operate at the sub-district and implement projects on children and youth concerns. However, it is observable that implementing methods are nearly the same for many years such as sport playground activity or sport competition. All activity movements are up to leaders and other factors in each area. Nevertheless, there are local administration organization leaders who play their interesting roles as social entrepreneurs.

For example, one research participant is obligated as a Mayor of local administration organization. He highly dedicates and commits himself working for and with children and youths. He is also a lawyer therefore can assist on legal concerns such as child investigations following the code of criminal procedure for the child investigation process age below 18 years old that provides a multi-disciplinary team which composes of psychologist, attorney, and lawyers as requested by a child to join the investigation. When he earnestly implements, he knows the fact better and quickly grasp conditions of victimized children and violated children. Through his working with the multi-disciplinary team, he and the team shared and exchanged information. He also was invited to get involved more on children and youth protection and care in collaboration with government agencies. After he took a position as a Mayor, he developed a work plan and increase budgets for children and youth activities such as building sport playground, library at the local administration organization for children and youth, and other activities that people in communities can get involved or participate. There is also another example of one community leader from Thuemtong sub-district of Muang district in Nan Province. One more example from volunteers of Hug Muang Nan Foundation who are leaders that work with NGOs to implement activities for community strengths so that they can be able to manage environmental problems especially refuse management in target communities. As results, these communities received awards on the World Environment Day in 2010. In addition, local administration organizations cooperate with children and youths to empower

youth leader and develop a capacity building project, and the drug prevention and problem solving in children and youth project.

4) Hybrid non-profit organization

The hybrid social entrepreneurship is a semi-profit expected enterprise. It is mixed between business sector and community enterprise with aims to operate social services. Social entrepreneurs' attributes of this kind of enterprise mostly are individuals, not depend on any agencies. Some people may initially create social services by themselves prior expand their thoughts and business in the future such as building relationship or cooperation with different sectors, raising funds from business and kind heart people for project implementations.

The 'Dream Sharing for Nan Children' Project is an example that was established by an individual social entrepreneur. This person was a research participant. This catalyst is a journalist. He raised funds, and conducted auction events for items donated from business sector and kind heart people in society. The project aims to provide educational support through scholarships and equipment; and promote education access for underprivileged children and youths. Thus far, the project has been well supported and can continually provide scholarships including monthly stipends to target students till they finish. In order to prolong the project consecutive services and operation, he later transferred the project to be responsible by the Educational Area Offices. Currently, the project also provides classroom and library renovation, maintenance, and repair for remote area schools such as Baan HuayPook School.

Another example of media person working for social entrepreneurship was also research participant. He pays attention to update movements and information of activities on children and youths, and participates in various projects in Nan Province. This research participant has lived in Nan Province since he was a young soldier fighting with communist terrorists. He added that "although I am not Nan man by birth, I deeply bond and love Nan City. I really want to do good and beneficial actions to Nan Province without expecting anything in return." As a journalist, he wanted to support, break news, and share information about good actions for society of people to compliment them. He also shared information about people's

good actions for society information with the Nation Group for the 'Kon Dee Nam Tang' Award selection.

There is another example of a research participant. He is a painting artist and the owner of Rim Nan Art Gallery. He is another interesting hybrid non-profit entrepreneur as a person who built new learning through art transformation to children and youths. He opened his gallery for people to visit since 2004. In addition, this gallery later became the key learning place for children and youths. Schools or educational institutes interest and come for study visit with free of charge. Besides this gallery, he also implements art activities by expanding knowledge to children and youths by encouraging them to access and experience arts as well as transform knowledge and skills. The youth arts camp is annually conducted. The gallery also collaborates with local administration organizations to co-fund the "Birth Land Learning Project" for schools in Nan Province through study visits and art learning. The overview of achievements previously found that children and youth learnt from real experiences and atmosphere which encouraged them absorbed and quickly grasped goodness and beauty of arts. This project provides opportunities to children in remote areas to access art learning.

One more example from research participants is art teacher who dedicates himself working for society. He implements several art projects for children and youth projects since 1999 till present. Some examples of project include the exhibition project on 'art teacher in Lanna Land'; student art camp in Nan Province project; Baan Pang Peoi School art camp project; art knowledge transformation to underprivileged and remote children project; child walk rally project in collaboration with TV Thai; and designs for community training workshops. These projects or activities aim to encourage young generation to creatively understand arts, practice skills, further develop innovations and prolong arts together career development for self-reliance. This hybrid social entrepreneur also operates his green business with creative arts such as a restaurant with art gallery. Customers can enjoy healthy food and explore arts in reasonably cheap prices. He also runs a contemporary local textile style business shop. Interestingly, he shared his thoughts that "Running a business for profits that does not take advantage from society does not only convince how we pay attention to communities but also demonstrate our thanking that return to society."

The junior guide development for tourism promotion project has been implemented through home stays in Tai Lue Don Moon village of ThaWangPha district. One of research participants is a head of the project. He is a hybrid social entrepreneur running a business on Tai Lue natural color text tiles which are One Tambon One Product (OTOP) products. His business is technically and financially supported by Sri Phum Sub-district Local Administration Office under the vocational skill support on gift and inventory products project. Gifts and inventory products are made by children and youths with advices and supervisions of Hug Muang Nan Foundation. The project is counted as a community enterprise for community survival. These are example activities on children and youths which are the movements performed by hybrid non-profit social entrepreneurs.

Achievements of implementing activities: Comments towards results of movements on children and youths through supportive participants of activists and social entrepreneurs found that 53.1 percent succeeded in most implemented activities, while 43.8 percent succeeded in some activities, and 3.1 percent succeeded in everything or in all implemented activities. These are prides of social entrepreneurs' performances at individual and organizational levels that visibly reveal in society at the national level. In case of the organizational level found that many implemented projects mostly were successful and well recognized in a society. Project holders were also satisfied and trusted by donors such as the filling hearts for Nan people project; the Health Assembly on children and youth movements in Nan Province, or the Dream sharing for Nan children project. These projects have a great successful start or at the initial phase. Later, there is Educational Area Office 1 further operates projects. At the individual level found that most research participants who are social entrepreneurs successfully operate their social projects or activities with different tangible results and evidences depending on their kinds of tasks. Here are some successful case studies:

1) Outstanding social entrepreneurs: There was a research participant who received the outstanding social entrepreneur ASHOKA Fellow award from Ashoka Foundation on Community Plant Genetic Resources Conservation and

Utilization topic in 1995. Now, he is 48 years old. He has dedicated his most times working for society and locality since he was a youth volunteer which has been more than 30 working years till present. His other achievements can be seen through many awards he received such as a 'Phaya Dee Sri Lanna' award (good local poem competition) which was awarded by National Science and Technology Development Agency (NSTDA), northern office; the Thailand Outstanding Social Entrepreneur award which was presented by the Business People Social Network; and the 76 good people leadership award of the Nation Group. He is countable as a good model of successful social entrepreneur. His performances gain positive results and impacts to society. He is also a good model for younger generations who may turn their back from big cities to their homeland for work and focus on their own community development.

2) The honorable and good woman of the society: There was a case of a research participant who received the ThaWangPha honorary people award and a medal prize for goodness glorification. She obtained the award and became a successful model for local business owners who has highly committed in Tai Lue textile natural dying industry and helped increase incomes of villagers. She persuaded women from different villages to join the group to produce local cloths and design their own styles including exploring markets for distributions. The group has lump sum recurring funds in communities. She also has dedicated herself working with children and youths in villages by providing them knowledge to know-wise how to produce and invent products for distributions. She also plays important roles in a junior guide development for a village home stay project. This project trains children to be route guides providing information to tourists.

3) Good government official and community leader: One research participant who is a government official also received a glorification pin as the anti-narcotic drug community leader obtained from Ministry of Interior. He also obtained the outstanding government official award in 2008, and the outstanding mental health community winner at the national level in 2005 received from Ministry of Public Health.

4) Quality elderly people: There was one research participant who obtained a model quality elderly person award. He has been working for society almost through his whole life. He is now a pensioner and a member of Municipal Office. He side by side works with other network organizations to driving forces many social movements, for instance participating in a national health assembly as one of leaders in collaboration with the safe city for children project; and the filling heart to society project. These projects are well-recognized and appraised from other people. He also plays major roles in the Thai Elderly Association of Nan Province Branch.

5) The person who promotes quality of life improvement for minority groups: There was a research participant who is recognized as a model of government officials who highly commits and intends to work for children and youths. His pride is the Tong Luang ethnic group's better well-beings. He has monitored this ethnic group since they displaced as nomads in Baan Luang District and were expelled by villagers. The government subsequently allowed them to settle down at Baan Huay Yuak of Nan City. The government also promoted on social management to them for a certain position and legal local administration status as a village to control and look after each other. This social management process was supported by both local organizations and outsiders, especially on quality of life and healthcare. The child care center was also established in the village to handle maltreatment and mal-nutrition of early school children.

Results of social missions: The results of social movements of research participants do not only make social changes and can access to socially marginalized people groups but also beget social management or new changes which can be summarized as follows:

1) Open opportunities for new social players to participate in learning: Opportunities to do merit actions for society are expanded which started from a few small groups to several big groups. The expansion also covers children and youth groups such as in Nan metropolis area has a "Kam Paeng Muang" Group, and the creative sub-district binding dreams of Nan children Project. The project built

capacities of new generation people to become leaders on “media” production and information and news dissemination through videos and websites. These increase the acceptances of media consumers towards values of children and youths.

2) Thinking methods and behavioral changes at individual and community levels: Many projects designed the project since at the conceptual level to beget changes. For example, the “base of rice seeds-fish-livestock-varieties of forest plant and microbes “of one research participant that has a position as social entrepreneur in the network of Hug Muang Nan Foundation. The project begets the changes of preservation development at the smallest level at the paddy field. However, the significant and positive impacts were wide to fulfill people’s food security and living costs. He consecutively monitors and participates in this kind of work till he achieved and received the ASHOKA Fellow.

3) The emergence of diversified innovations: From the activity movement to alternative education called “farmer way of life”. Formal educational institute used this as local curriculum in schools and the “farmer school” was well recognized as a curriculum in the Nan Provincial Community College or beget “community social model” as learning centers which attract outsiders to come and learn.

4) Traditional wisdom and community culture reutilization: The movement of children and youths in Nan Province project has the outstanding point is bringing community culture as tools for movements and problem resolutions, and build learning process to transform knowledge and skills to children and youth.

5) Establishment and expansion of networking: Besides the network of Hug Muang Nan Foundation, there are other several networks expand their works following thematic issues and target areas such as minority group network; people living with HIV/AIDS (PLWHA) network; elderly people network; and other community networks.

6) The emergence of direct key results to communities:

Some key results include kind hearts to share and give from higher potential people to the poor or lower socio-economic people and communities. Those communities gain more opportunities to learn new experiences and change themselves with participatory management.

7) Strengthened children and youth groups: Children and youths in communities collectively participate in activities and are trained to gain more capacities with more social consciousness or public mind and responsibilities towards societal communities.

From those above sharing case studies demonstrate background and attributes of research participants who are also social movement activists on children and youth issues. In addition, most research participants who shared their stories came from collective groups or social organizations whether from government or people sector. Later, there are social entrepreneurs who came from the collection of business people from various occupations with non-profit or social business activities called hybrid volunteer themselves to participate and drive forces for social movements through the forms of project activities for children and youths. Projects persuade key target groups to participate in implementations and also build capacities of new social entrepreneurs. Some parts of movement results give outcomes both creative innovations and new changes at the conceptual and methodological levels which can be good models. However, some case studies of research participants partially succeeded.

4.1.1.2 Social entrepreneur attributes of research participants

According to the interview results, the social entrepreneur attributes of research participants compose of motivation, thoughts, visions, and emotional, social, virtues, and ethic attributes. These components can be summarized as follows:

1) Motivation: Social entrepreneurs' motivation focuses on merit actions for other people and society more than to benefit individuals which is a

crucial start. Motivations of research participants are similar and different as demonstrated below:

1) Motivation or inspiration on the beliefs that everybody has human dignity. Some research participants have basic beliefs that all human beings have equal dignity and abilities to learn and develop their own capacity though have different levels of access to opportunities and emerge social gaps among people in society. They (research participants) realized that social underprivileged people should be provided development opportunities from better socio-economic people in society. These richer people can be parts to reduce gaps of development.

2) Inspiration through experienced model people and close up people especially family members: Some research participants who involve in social actions because they received aspirations from experienced model people. They respect, keep these people in their hearts, and love to follow their steps and ideologies. In addition, inspirations from close up people in their families such as parents who highly commit themselves to help others. A research participant shared that “I saw my parents work for society since I was young. I have seen many people lived with difficulties. After I graduated besides working as a full time psychologist, I intend to assist people in other forms.”

3) Spent life and gained experiences through problems: There was a case of one research participant who has aspirations from having farmer family's ways of life since a parent generation. He found that the more doing farming the more encounter with poverty and question that “why still encounter insufficient rice in farmers' families while having various kinds of rice seeds with a slogan that ‘there are fish in water, rice in paddy fields, and food from forests’. However, he still finds that children in Nan Province still confront with mal-nutrients”. This means that self-management and community management have to depend on wisdom and body of knowledge of educated and younger generation to transfer knowledge to localities. Later, this research participant came back to develop his

community, build learning centers, collect various kinds of crops and rice in locals, and further develop strong kinds to be able to increase productivities.

4) Used to have experiences to participation in social movements on children and youths therefore prefer to implement activities to benefit society, for instance a research participant who was a child or youth leader in Nan Province who has been working with society since age 16-17 years old. From that age till now, he is still working for a society or some persons have chances to work with specialized persons on these issues. They absorb good things especially to participate in activities while they were adolescents, later have thoughts to continually implement.

5) The study system in universities opens opportunities to students learning about work for societies: There were some research participants had opportunities to join voluntary community development camps while studying at universities. Lecturers and friends persuaded to implement activities which were impressive pictures in mind. After graduation, they wanted to work for society and became non-government social developers. There was an example of a research participant who has a domicile from Southern Thailand and used to have practicum in Nan Province and impressed with what he experienced. After his graduation, he became a volunteer at non-government organization in Nan Province.

6) Inspirations from current professional work: According to the interview social movement activists on children and youth issues found the fact that when they work for a certain time there are many complex problems and many people come for the services, especially problems on risk behaviors of children and youths such as disease infection from sexual risk behaviors, abortion, early pregnancy of students or injures from bullies, physical abuses or accidents from street risk behaviors. Those problems are root causes of imperfectness; and weaknesses of family institution, economics, society, and communities where children spend life with all the time. The study found that number of people who

received services at health centers, hospitals, and social development and human security offices. People who work on those workplaces whether medical doctors, social workers, psychologists, or social developers with thoughts that “If we implement and solve problem at the same time with traditional services, there are more people receive services which are reactive responses or to solve effects of problems. The number of problems increases and problems never end. Hence, they have to stand and collaborate to manage roots of problems or causes of problems first ...”They can start talking in a small group and then expand to concerned organizations through seminars, meetings, collaboration seeking to collectively find interventions. They may share useful information to people in the public to be aware and realize then cooperate to further solve problems at a community level.

7) Want to work and pay gratitude to Thailand:

Many research participants viewed that civil people should pay gratitude to their land or domicile, and want to see better society and harmoniously livable. They believed that if humans and areas are well-developed, life and families, and hometown are safe, secure, and holistic quality of life is good

8) Children and youth problems have not been solved in the in the right spots. Concerned people or problem solvers do not solve problems directly to the causes of problems. In other words, they scratch where they did not feel itchy. They ignore problems as stated that “tiny people cannot loudly speak out though have good thoughts”. It also has been viewed that problem solving does not respond to children’s needs. Thus, one of research participants who is a project leader of the Creative sub-district building Nan children’s dreams volunteered himself to run a learning process and provide platforms for children in order to promote and encourage them to be wisely thinkable, doable, and expose their capacity and develop their skill proficiencies through various activities, particularly creative productions through media that focus on develop capacity of people in target areas.

Besides from these kinds of motivation and aspirations there are other kinds of them that influence ideas or thoughts of research participants such as the most important model people for their life-span . According to the interview results

found that sample groups recognize and respect as models include 1) King of Thailand, and Princess MahaChakriSirindhorn for their dedication, commitment, and devotion with restlessness and regardless their own happiness. The “self-sufficiency economy philosophy’ is practicable with tangible results. The philosophy is suitable for Thai society. King taught Thai people to know savings and being economy but valuable 2) parents are closest persons that research participants perceived their good behaviors and disciplines with high commitments and dedication for society for long time. They have opportunities to learn and practice with families 3) other people: The person whom sample groups referred to the most was PhraKruPitaknantakhun who is good, dedicate, and highly commit with intention to devote his life time for social benefits and always provide opportunities to other people. He is a monk who is recognized as a social developer. He came from a rural village and studies through being novice and monk. However, his thoughts and tactics are very well applied from Dhamma plus beliefs and faiths in forest and water preservations. Boonyong Wongrakmitr, a medical doctor is a successful person in management. He is also recognized as a wisdom leader who is also a model on management and self-reliance. He strictly follows dhamma, virtue, and ethic principles. He devotes for society and public. In addition, persons who stay close to him and talk to him automatically receive supplementary energy without notices. Furthermore, these people will gain knowledge, advices and morale from him. They then will feel of confidence to further work. Another medical doctor, Kanit Tantisiriwit is a good model for a healthy family. He has simple ways of life and always work with priority thoughts to help others and society.

2) Thoughts and visions

In terms of thoughts and vision to view children and youth issues of research participants can be classified as follows:

1) Social problems are more complex with various causes, however, problem solving methods are still the same which cannot reach or identify causes of problems. One factor caused by separate thoughts and actions of concerned actors in order to respond to the world economic development in which force people to separately view issues which results in separate work through the organization-based

approach. It can be concluded that actors do not holistically view and solve problems therefore cannot integrate and connect with others for interventions. They have to change ways to view problems to be more holistic and integrated.

2) Children and youth's behavioral problems caused by the mainstreaming of borderless world social change and the unlimited cross-cultural flow. When adolescents lack of knowledge and life-skills to know wise about media and consideration, they imitate. Hence, it is essential to increase their intellectual power to new generations about occurred social problems towards them. The urgent problems to be solved are sexual risk behavior and early sexual relationship which often cause early pregnancies and abortions for female students. There are also other problems affect children and youths that parents and social developers have to understand and find solutions to strengthen and increase social immunizing system with accurate directions.

3) Problems on limited resources and comparative disadvantages including furious competition, most social entrepreneurs foresee interventions to apply sufficiency-economic philosophy for sustainable livelihood, and emphasize to see more self-values such as intellectual values, community values, and social capitals more than monetary power.

4) Family institute and other institutions in communities are weak. In addition, people in society also lack of spiritual support and morale with less virtues and ethics. Solutions include strengthening existing vital institutions in communities, especially informal institutions but crucial. A research participant interestingly stated that "nowadays we depend on and merely see importance of formal educational system such as schools and universities. We waste time by ignoring small institutions that exist in communities which are key hearts of support".

Thoughts and visions towards problem resolutions in the current society

1).Social problem solving relies on collaboration among government, non-government, private, and community sectors, and concerned organizations, particularly collaboration with a family institution which is a small but vital and closest to people.

2) People in communities and society have to help themselves and solve their own problems first starting from a small point in their communities and if the bigger power than communities such as system and structure, and propose to concerned organizations or provide collaboration to various organizations in different sectors.

3) The government organizations have to adapt their working system to be related to problems in target areas and should not follow political currents too much. Their working system should comply with governance, effective, focus on achievement, transparent, can be investigated, and all concerns' participations.

4) Cooperate with all concerned constituents to integrate capacities and share resources.

5) In the view of youths, concerned people have to solve problems with new methods that youth's interest and provide cooperation.

Visions or desired pictures in five years time of Thai society is the picture that research participants as social entrepreneurs want to see can be summarized as follows:

1) Contributing and caring society both for elderly people and adolescents and good culture to live together to reduce gaps of age difference.

2) Healthy society with immune system to reduce social problems. People who have same problems and help each other stand and solve problems they face without hesitate and merely wait for the government.

3) Children and youths adapt themselves to learn to able to better catch up with media under the rapid changes of uses information and technology with more convenient infrastructure.

4) Society that people use knowledge and data is a basis. Persons in society use intellectual to decide problems, country is unity and people are in good relationship.

5) People have freedom and different thoughts but more listen to each others.

6) People who have virtues and ethics with positive thinking and creative cooperation and persuade each other to do merits and significantly provide good spaces and supportive environment for children and youths.

3) Emotional, social, virtue, and ethic attributes

The emotional and social intellectuals mean people can adapt themselves to learn about thyself and society. In addition, they have confidence on ethic which is one attribute of social entrepreneurs. According to the research results provided information by research participants found that social and emotional conditions of research participants when working with society and collaborate with others should be included:

The majority of samples understood emotional conditions that have to confront and meet with many people. They also have capacity to handle with other people's emotions. Furthermore, they can manage changes that may occur at the high level. The results also demonstrated that most research participants or 84.4 percent can adapt themselves and able to coordinate with other people at both individual and organizational levels, and friendly with other networks at the high level. There was 71.9 percent of research participants always critically consider with reasonable reasons and democratic principles at work. 81.2 percent of research participants decided to select any one of available items, consider pros and cons and listen to reasons of other people as supporting information for their prudential and holistic decision making.

In terms of virtues and ethic issues, almost all samples or 96.9 percent viewed that virtues and ethics are significant and necessary for social entrepreneurs or people work on social issues. The results did not find any research participants think about their benefits as priority rather than public benefits. In terms of transparency found that 87.5 percent sensed that implemented projects have to report transparency to donors and society for acknowledgement. In case of their intentions or commitment at work for achievements found that 81.4 percent felt that that they have high commitment with great efforts to achieve targets. Details are described as on the table 4.2.

Table 4.2 illustrates the percentage of levels of thoughts, emotional, social, and ethic attributes

| Thoughts, emotional, social, and ethic attributes | Low | Medium | High |
|---|------------|---------------|-------------|
| 1. Understanding on emotional conditions upon interacting with many people | 3.1 | 37.5 | 59.4 |
| 2. Feelings if desperation and depression upon confronting with problems concern with persons and workplaces as always | 31.3 | 62.5 | 6.2 |
| 3. Ability to handle with emotions of other people and able to manage emerged changes | - | 46.9 | 53.1 |
| 4. Self-adaptation/friendly coordination with all colleagues within the same organizations or other networks | - | 15.6 | 84.4 |
| 5. Ability to work with persons without unhappiness or criticisms though used to have conflicts to each others | 3.1 | 37.5 | 59.4 |
| 6. Always use critical considerations as well as principles, reasons, and democracy while working | 3.1 | 25.0 | 71.9 |
| 7. Making decisions to choose one option with pros and cons Consideration, and listen to reasons of other people for their own holistic decision making | - | 18.8 | 81.2 |
| 8. Always be new opportunity and learning seekers (knowledge technology, means, people) | - | 28.1 | 71.9 |
| 9. Always review, evaluate and collectively listen to comments and reflections of others for improvement and better development | - | 28.1 | 71.9 |
| 10. Virtues and ethical issues are essential and necessary for social entrepreneurs or people working on social issues. | - | 3.1 | 96.9 |
| 11. Being assigned for any tasks or participate in any events always think about self-benefits much more than social or public benefits | 100 | - | - |
| 12. The social movement projects have to report transparency to donors and society for their acknowledgement. | - | 12.5 | 87.5 |
| 13. Be high commitment towards goals with great efforts for achievements | - | 18.6 | 81.4 |

According to the attribute research results for social entrepreneurs of research participants reflected how to be social entrepreneur with the conclusion that most research participants possess attributes of social entrepreneurship which are motivation to work for others and society more than for their own benefits. Motivations are from experiences and work, aspirations from model people and when starting and fully work. They have initiative and creative thoughts beyond the original set frame. Most research participants foresee problem solving and social development approaches in more integrative perspectives including changing new thoughts to solve problems. While visions to see alternative options and proactive opportunities are not dim. Most research participants still process through reactive actions. In terms of emotional and social conditions, mostly possess conditions with relevant to social entrepreneurs' attributes. In terms of virtues and ethics, research participants have dare on these perspectives and viewed that these issues are extremely essential and necessary for social entrepreneurs or people working on social issues.

4.1.2 Social entrepreneurs' competency on knowledge and skills assessment of social movement activists on children and youth issues in Nan Province

Knowledge and skills assessment composes of key competencies which are management, teamwork, networking, fund raising, marketing, communication, reporting and evaluation, and recommendations and other additional competencies. The research participants filled in the self-assessment forms based on the fact and their own thoughts following the 4 levels of competency, namely:

Level 1-Beginner: They see themselves possess knowledge, skills, and experiences at the basic or early level. They have to attend training workshops and need supervisions from leaders.

Level 2-Apply: They can apply knowledge, skills, and routine work experiences without additional supervisions. However, if there are new systems or means, they still need supervisions or attend training workshops in those new issues.

Level 3-Master: They possess knowledge, skills, and experiences that can work without supervisions. They can apply new working system and are able to provide supervisions to others.

Level 4-Lead: They possess knowledge, skills, and experience. They also can develop a work plan and apply for a new task. They also can monitor, evaluate and improve their tasks.

The researcher logically present results of competencies on knowledge and skills assessment based on line item basis, perspective basis, and cluster basis as follows:

4.1.2.1 Knowledge and skill competency assessment based on line item basis

The researcher presented level of social entrepreneurs' competency assessment results of research participants which can be classified by line items as follows:

1) Management: The research results found that capacity in setting goals or foresee future and visions that the majority of research participants were at the master level. 37.5percent specialized on organizational or project strategic planning. In addition, the majority (50.0%) possessed competency at the master level on applying set strategies to practices. Sample groups at the master level on applying set strategies into practices. Most sample groups (53.1%) was at the master level on change management and 43.8 percent was at the master level, and 25.0 percent was at the lead level and able to manage risks that may occur while working. In addition, the majority of 50.0 percent was at the master level.

From these results it can be seen that the capacity on management in the strategic planning and application, sample groups were at the very low level which were at 9.4and 12.5 percent, respectively. This illustrated that research samples may not be able to bring or apply strategic planning and application skills. In addition, if there is development on management, it is necessary to deepen on strategic planning and specially apply strategies into practices.

2) Teamwork: In terms of knowledge and understanding on teamwork concept, value focus, and importance of working people, most research participants (50.0%) were at the master level on capacity in retrievals, and persuade

people who possess knowledge and capacity to collectively work. Most were at the master level (43.8%) on empower people to work as a team till achieve set targets. Mostly 53.1 percent was at the master level on teamwork development to have more knowledge and skills through training to gain additional knowledge and always participate in different activities. The 37.5 percent was at the apply level, and 34.4 percent was at the master level.

This can be seen that the teamwork that research participants possess competencies at the lead level in terms of understanding on teamwork. In terms of recognizing values of working people is high as 34.4 percent, while persuading people to work is at 31.3 percent, and building enable working atmosphere at 34.4percent. These issues for high competency level can lead and transfer knowledge and skills to other people.

3) Networking: Building a good relationship between individuals in communities as well as people who have different views or stakeholders in society found that mostly 71.9 percent was at the master level. The relationship between organizations, sectors: government, private, and people sectors was found that 68.8 percent was at the master level on capacity on cooperation with organizations and social network partners for activity movements/social projects. Mostly 59.4percent was at the master level in capacity to sustain network. In addition, 46.9 percent was at the master level and 40.6 percent was at the apply level.

This can be seen that building the network on line item basis mostly is at the master level, latter level is the apply level, and competency or capacity to sustain networking. There is only 3.1 percent that can be leaders and models.

4) Learning: The research results found that capacity to learn and understand body of knowledge, innovation, and new technologies by themselves, mostly37.5 percent was at the lead and 34.4percent was at the master level, and apply knowledge for their own work and transfer to others. Mostly 56.3 percent was at the master level, and 25.0 percent was at the lead level in exchange learning among groups. Network organizations in target areas and cross network outside target areas found that 56.3percent was at the master level, and 28.1percent was at the lead level,

with capacity to lift up level of learning among groups and network organizations to new body knowledge building for work, found that mostly 65.6 percent was at master level, and 18.8percent was at the apply level on ability of learning through new communication channels such as Internet, e-learning or electronic media, printing materials, and other kinds of media. Mostly 40.6 percent was at the lead level, and 25.0 percent was at the master level.

This can be seen that research participants possess competencies on self-directed learning, and exchange learning between groups, network organizations within and outside target areas. Competencies are at relatively high level in which they can lead and transfer knowledge to others while ability to lift up learning between groups and network organizations lead to building new body of knowledge in which they need development.

5) Fund raising: The research results found that capacity in recruitment and resource arrangement and management (man, money, and material) as capitals in social project implementations mostly 43.8percent was at the master level, followed by 31.3 percent was at the apply level on the capacity to persuade/fund raising from persons or public, social partnership to donate or co-share to implement social projects. Mostly43.8 percent was at the apply level on attractive persuasion people who have social roles for support and assistance to push up conceptual thoughts to achievements. Mostly 46.9 percent was at the apply level on fund raising activities or different means for resource collections such as campaigns, activity implementation/project. Mostly 46.9percent was at the master level for capacity in new creative thoughts/public goods productions such as a book set of knowledge from work, green goods or healthy goods, and so forth for distribution and income generation to afford organizations. Mostly 37.5 percent was at the apply level, and followed by 31.3percent as at the master level.

It can be seen that most fundraising activities were at the apply level which is slightly higher than the master level. In terms of attractive persuasion people who have social roles to support and assist activities, and fund raising activities was merely at 3.1 percent at the lead level. This indicates that competency and fund raising need to be holistically developed and line item basis that have to be focused.

6) Marketing: The research results found that ability in seeking new opportunities and social markets by participation on social activities with other organizations and sectors. Mostly 43.8 percent was at the apply level, followed by 40.6 percent was at the master level, introducing thyself, organization, and performance results to communities, organizations, and society to know. Mostly 43.8 percent was at the master level on capacity to persuade new players (new leaders/members) joined the working ideologies for society at apply and master levels equally at the 34.4 percent. The social activity presentation as well as public goods and services to people in communities/interested society, mostly 50.0 percent at the master level on capacity to increase creditability and reliability of interested communities/society. Mostly 56.3 percent was at the master level.

This can be seen that marketing mostly at apply and master levels at the very near percentage, especially self-introduction, and organization introduction highly reach at 31.3 percent at the lead level. This issue, some groups of research participants can lead and be models to transfer knowledge and skills to other people.

7) Communication: This competency includes abilities to communicate through writing, speaking, and utilizing various media channels with other people for their accurate perceptions and understanding. The research results found that the majority of research participants (46.9%) were at the master level on the understanding about the message receivers such as reactions of message receivers. In terms of group behaviors and mass psychology the research found that mostly 46.9 percent was at the master level on media material productions, dissemination information and news from reporting/project publication dissemination to concerned people in society to acknowledge. The majority of research participants (50.0%) was at the master level in ability to building and using various communication channels with persons and groups of people which is able to lead to social changes such as Internet, e-mail, face book, e-learning, e-commerce found that mostly 34.4 percent is at the expert level, followed by the apply level (31.3%). In terms of ability to transfer knowledge or disseminate information to team members found that mostly 37.5 percent was at the master level.

This can be seen that communication, most research participants possess ability at the master level, and also found on the publication productions, information sharing, and knowledge transferring to network organizations and team members that 21.9 percent possess competency at the lead level.

8) Reporting and evaluation: The study found that ability in both programmatic and financial report writings to donors with quality and on a timely basis, mostly 46.9 percent was at the master level. In terms of project monitoring under the set work plan found that mostly 46.9 percent is at the expert level. In addition, the project evaluation and lessons learnt synthesis found that mostly 43.8 percent was at the master level. Furthermore, in case of the ability to produce knowledge packages for learning and disseminations found that mostly 40.6 percent was at the master level. Moreover, the ability to utilize project evaluations results to improve performances for the betterment found that mostly 43.8 percent was at the master level.

According to the above research result sharing can be seen that most research participants on the reporting and evaluation were ranked at the master level, followed by the apply level. The lead level was the least which is the significant competency to be further developed or improved. Detailed of competency levels following the line item classification are described on the table 4.3 below.

Table 4.3 illustrates the percentage of levels of competencies classified by line items following each competency, N=32

| Items | % of competency level | | | |
|---|-----------------------|------|------|------|
| | 1 | 2 | 3 | 4 |
| Management | | | | |
| 1. Can set goals of work, or has visions, can foresee the future | 15.6 | 31.3 | 37.5 | 15.6 |
| 2. Can set organizational or project strategies | 6.3 | 34.4 | 50.0 | 9.4 |
| 3. Can apply set strategic plans into practices | - | 34.4 | 53.1 | 12.5 |
| 4. Can manage changes at work/project or organization | - | 31.3 | 43.8 | 25.0 |
| 5. Can manage risks that may occur during the work | 3.1 | 31.3 | 50.0 | 15.6 |
| Teamwork | | | | |
| 6. possess knowledge and understanding on teamwork concepts and emphasize the values and essence of working people | - | 15.6 | 50.0 | 34.4 |
| 7. Can retrieve and persuade educated and qualified people to collaborate or join missions | 6.3 | 18.8 | 43.8 | 31.3 |
| 8. Can build enable, collective, and harmonious working atmosphere without conflicts | - | 25.0 | 40.6 | 34.4 |
| 9. Can push everybody to collectively work as a team till able to achieve set goals | - | 28.1 | 53.1 | 18.8 |
| 10. Can develop teamwork to gain more knowledge and skills through always attending training workshops, self-learning, and participating activities | 3.1 | 37.5 | 34.4 | 25.0 |
| Networking | | | | |
| 11. Can build a good relationship among people in communities as well as with people with different notions or stakeholders in a society | - | 18.8 | 71.9 | 9.4 |

Table 4.3 illustrates the percentage of levels of competencies classified by line items following each competency, N=32 (cont.)

| Items | % of competency level | | | |
|--|-----------------------|------|------|------|
| | 1 | 2 | 3 | 4 |
| 12. Can build a relationship between organizations and different sectors-government, private, and people sectors | 3.1 | 15.6 | 68.8 | 12.5 |
| 13. Can coordinate and cooperate with organization and social network members on social activities or project movements | 3.1 | 18.8 | 59.4 | 18.8 |
| 14. Can extend networking cooperation within and beyond the target areas such as extend academic cooperation till be able to integrate in a routine work | 3.1 | 28.1 | 53.1 | 15.6 |
| 15. Can prolong or sustain networking (for a sustainable and strong relationship network) | 9.4 | 40.6 | 46.9 | 3.1 |
| Learning | | | | |
| 16. Can learn and understand body of knowledge, innovation, new technologies by thyself | - | 28.1 | 34.4 | 37.5 |
| 17. Can utilize knowledge at own work and transfer to others | 3.1 | 15.6 | 56.3 | 25.0 |
| 18. Can exchange and learn among groups and network organizations within and outside target areas | - | 15.6 | 56.3 | 28.1 |
| 19. Can gear-up levels of learning between groups or among network organizations to new learning body of knowledge for work | 6.3 | 18.8 | 65.6 | 9.4 |
| 20. Can learn through new communication channels such as Internet, e-learning or electronic media, printing materials, and others | 3.1 | 31.3 | 25.0 | 40.6 |

Table 4.3 illustrates the percentage of levels of competencies classified by line items following each competency, N=32 (cont.)

| Items | % of competency level | | | |
|--|-----------------------|------|------|------|
| | 1 | 2 | 3 | 4 |
| Fund raising | | | | |
| 21. Can recruit, arrange, or manage resources (man, money, and materials) as capitals for social project activity implementations | 15.6 | 31.3 | 43.8 | 9.4 |
| 22. Can invite or persuade/raise funds from persons or public, social partnership for donations, co-sharing for social project/activity implementations | 18.8 | 43.8 | 31.3 | - |
| 23. Can attract and persuade people who have roles in society to support, assist, and promote your proposal concepts till succeed | 12.5 | 46.9 | 37.5 | 3.1 |
| 24. Can conduct fund raising activities or developing various resource gaining approaches such as campaigns, activity and project operations | 21.9 | 28.1 | 46.9 | 3.1 |
| 25. Can create new ideas/produce public goods such as knowledge booklets extracted from work experiences, green goods or health products, and so forth for distributions and income generations in order to afford organizations | 18.8 | 37.5 | 31.3 | 12.5 |
| Marketing | | | | |
| 26. Can seek for more opportunities and new social markets by participating in social activities with other groups or sectors | 9.4 | 43.8 | 40.6 | 6.3 |
| 27. Can introduce thyself and organizations, and present performance results to communities, organizations and society for their acknowledgement | 3.1 | 21.9 | 43.8 | 31.3 |

Table 4.3 illustrates the percentage of levels of competencies classified by line items following each competency, N=32 (cont.)

| Items | % of competency level | | | |
|---|-----------------------|------|------|------|
| | 1 | 2 | 3 | 4 |
| 28. Can attract and persuade new players (new leaders/members) with the same ideology to join work for society | 12.5 | 34.4 | 34.4 | 18.8 |
| 29. Can present social activities, public goods and services to people in communities and society for their interest and involvements | 9.4 | 25.0 | 50.0 | 15.6 |
| 30. Can present and behave well to be creditable persons and gain reliability from people in communities/society | 3.1 | 15.6 | 56.3 | 25.0 |
| Communication | | | | |
| 31. Can communicate well for writing, speaking, and utilizing various media channels to other people for their accurate perception and same understanding | 6.3 | 21.9 | 46.9 | 25.0 |
| 32. Understand about message receivers such as reaction of message receivers, behavioral groups, and mass psychology | 6.3 | 31.3 | 46.9 | 15.6 |
| 33. Can produce materials, information and news from existing data, performance results/project for dissemination to concerned people in society to perceive and acknowledge | 3.1 | 25.0 | 50.0 | 21.9 |
| 34. Can build and use various communication channels to communicate with individuals, and groups of people for social changes such as Internet, e-mail, face book, e-learning, e-commerce | 15.6 | 31.3 | 34.4 | 18.8 |
| 35. Can transfer knowledge and disseminate information to team members, network organizations and public within target areas and beyond | 6.3 | 34.4 | 37.5 | 21.9 |

Table 4.3 illustrates the percentage of levels of competencies classified by line items following each competency, N=32 (cont.)

| Items | % of competency level | | | |
|--|-----------------------|------|------|------|
| | 1 | 2 | 3 | 4 |
| Reporting and evaluation | | | | |
| 36. Can write both programmatic and financial reports to donors with quality and on a timely basis | 6.3 | 34.4 | 46.9 | 12.5 |
| 37. Can monitor and control implementing projects with the set monitoring work plan | 3.1 | 37.5 | 46.9 | 12.5 |
| 38. Can evaluate and synthesize lessons learnt from work | 6.3 | 28.1 | 43.8 | 21.9 |
| 39. Can produce knowledge packages for learning and dissemination | 15.6 | 31.3 | 40.6 | 12.5 |
| 40. Can utilize evaluation results to improve performances | 3.1 | 37.5 | 43.8 | 15.6 |

4.1.2.2 Levels of each competency evaluation results

The level of each competency evaluation results, competencies are management, teamwork, networking, fund raising, marketing, communication, and reporting and evaluation. The social entrepreneurs' level of competency evaluation results of research participants found the average of total competency was at 2.76.

Social entrepreneur competencies of research participants contained the highest average are competency on learning with the level of competency average at 3.01, followed by teamwork competency with the average at 3.00.

The lowest average of competency level of samples is fund raising with the average at 2.34, followed by reporting and evaluation, and management with the averages at 2.67 and 2.73, respectively.

In terms of the averages for other social entrepreneur competencies of research participants which are networking gained the average at 2.80 while marketing reached 2.76, and communication gained 2.77. Details are shown on the table 4.4 as below.

Table 4.4 illustrates the average points of competency levels in each perspective

| Competencies | Average(\bar{x}) | (S.D.) |
|--------------------------|--------------------------------------|---------------|
| Management | 2.73 | .61 |
| Teamwork | 3.00 | .61 |
| Networking | 2.80 | .53 |
| Learning | 3.01 | .62 |
| Fund raising | 2.34 | .73 |
| Marketing | 2.76 | .68 |
| Communication | 2.77 | .76 |
| Reporting and evaluation | 2.67 | .68 |
| Holistic competency | 2.76 | .54 |

According to the research results found that the lowest competency of research participants is fund raising, followed by report writing and evaluation, and management respectively. These results illustrate that fund raising competency is a first competency for competency that social entrepreneurs who drive forces on social movements for children and youths in Nan Province possess lower than other competencies. It is necessary for them to improve this competency as the first priority. The latter development needs or second priority includes reporting and evaluation, and management competencies.

4.1.2.3 Sample grouping following the level of competencies

The researcher classified samples according to their level of competencies with objectives to know the level of competencies of research participants: how the researcher can classify into groups which is useful for competency development, particularly for learning to be able to transfer knowledge to each other. For research participants who are at a higher level can be lecturers or models on knowledge and experience transfer to groups whose level of competencies are lower.

Upon group classification consideration of research participants through the statistic cluster analysis with a means of Hierarchical Cluster Analysis and Ward method can divide research participants into two groups, namely: Group 1: High competency group with 17 persons; and Group 2: Lower competency group with 15

persons. According to the analysis found that the total average of higher competency group was 3.17 while the latter group average was 2.29, and the standard deviation value was 0.37.

The research results also found that research participants in the high competency group possess a teamwork competency as the highest score, followed by learning competency with the average at 3.48 and 3.47, respectively. The lowest competency of this group is fund raising with the average at 2.78, followed by the reporting and evaluation competency with the average at 3.03. In case of research participants who were classified in a low competency group found that their lowest competency is fund raising, followed by management with the average at 1.84 and 2.24, respectively. Details are demonstrated on the table 4.5 as below.

Table 4.5 illustrates grouping of research participant following competency levels

| Competencies | Group | Amount | Average(\bar{x}) | (S.D.) |
|--------------------------|-------|--------|----------------------|--------|
| Management | 1 | 17 | 3.16 | .31 |
| | 2 | 15 | 2.24 | .47 |
| Teamwork | 1 | 17 | 3.48 | .36 |
| | 2 | 15 | 2.45 | .28 |
| Networking | 1 | 17 | 3.13 | .34 |
| | 2 | 15 | 2.43 | .46 |
| Learning | 1 | 17 | 3.47 | .38 |
| | 2 | 15 | 2.49 | .37 |
| Fund raising | 1 | 17 | 2.78 | .64 |
| | 2 | 15 | 1.84 | .45 |
| Marketing | 1 | 17 | 3.18 | .48 |
| | 2 | 15 | 2.28 | .54 |
| Communication | 1 | 17 | 3.13 | .60 |
| | 2 | 15 | 2.36 | .73 |
| Reporting and evaluation | 1 | 17 | 3.03 | .55 |
| | 2 | 15 | 2.26 | .58 |
| Overall competency | 1 | 17 | 3.17 | .26 |
| | 2 | 15 | 2.29 | .37 |

The analysis and comparison on averages of the level of competencies between the higher and lower competency groups with the mean test of two groups by using t-test statistics and comparing the mean of level of competency found that competencies of research participants in those two groups are different at a significant level at 0.05 both overall competency and each competency. This indicates that the higher competency group can obviously be lecturers who can share and transfer knowledge to other lower competency people. It is noticeable that the mean of higher and lower competency groups differed and closed to 1 in all competencies which means that the difference in each competency of both groups is at a one level as illustrated on the table 4.6.

Table 4.6 illustrates the comparative analysis of mean difference between high competency and low competency groups

| Competencies | t | df | Mean difference | Sig. (2-tailed) |
|--------------------------|----------|-----------|------------------------|------------------------|
| Management | 6.61 | 30 | .92 | .000 |
| Teamwork | 8.94 | 30 | 1.03 | .000 |
| Networking | 4.88 | 30 | .70 | .000 |
| Learning | 7.28 | 30 | .98 | .000 |
| Fund raising | 4.78 | 30 | .95 | .000 |
| Marketing | 5.00 | 30 | .91 | .000 |
| Communication | 3.26 | 30 | .77 | .003 |
| Reporting and evaluation | 3.84 | 30 | .77 | .001 |
| Overall competency | 7.83 | 30 | .88 | .000 |

At this point, it can be summarized that a competency on fund raising is needed to be improved for both high and low competency groups. In the low competency group, in addition, needed to further develop a competency on reporting and evaluation. In case of the high competency group members, they possess high levels of both teamwork and learning in which they can be models or facilitators to transfer knowledge, skills, and experiences to the low competency group.

There are other contributing factors to achieve efficient and successful social movements on children and youth issues. Some research participants deemed that specific competencies of social entrepreneurs for children and youth movements include child emergency and child victim assistance skills that they should possess as well as knowledge and understanding about relevant laws, child psychology, and child development. If they possess these skills and expertise, they can easier and more efficiently access and provide assistance to rehabilitate and treat children and youths as well as appropriately implement activities on children and youth issues.

This data on social entrepreneur competency assessment of research participants is an input for research participants who are activists on children and youth movements in Nan Province to further consider and utilize with social capitals, contexts, and existing supportive situations prior brainstorm to find competency development approaches.

4.2 Social entrepreneur competency development for social movement activists on children and youth issues in Nan Province

The social entrepreneur competency development in research participants this time is a period of presenting assessment results prior moving to the development process. The researcher summarized and presented the results in front of research participants so that they can consider and reflect on the assessment results, brainstorm, comment, and propose their preferences for competency design and development.

The researcher used the participatory research action process through the data retrieval focus group which was conducted on Wednesday, 1 February 2012 at Nan Community Coordination Center. Fifteen target participants composed of experts and general research participants participated in the session. Key topics for the focus group discussion included:

1. Reflections
2. Training needs
3. Training design
4. Performance training and evaluation

4.2.1 Reflections

At the collective consideration and reflection on assessment results from the research stage, the researcher organized a data retrieval focus group discussion. Research participants considered and reflected the conditions and factors of competency emergence. The key results are shared below.

From the social entrepreneur competency assessment results of research participants on the knowledge and skills portion, the researcher accepted that competency on fund raising is the competency that research participants of both high and low average score groups need to improve. The second lower competency is reporting and evaluation competency that needed to be developed for the high competency group. In case of the low competency group, management competency is needed to be improved. In the high competency group also possesses teamwork and learning competencies. These assessment results, research participants altogether reflected and analyzed conditions and factors of social entrepreneur competency emergence with significant findings of key factors of competency emergence as follows:

Learning: includes the ability on self-learning and understanding about body of knowledge, innovation, and new technologies. The ability also includes knowledge application and transferring at work and to other people including exchange among groups and organizational networks in order to build new body of knowledge, and ability to learn through new communication channels. The high competency group possesses this competency at the high level.

Research participants reflected on contributing conditions to gain a high level of this competency which was influenced by local contexts of Nan Province that have high socio-cultural capitals with many local philosophers and wisdoms to encourage people enthusiastically learn and transfer knowledge and skills from generation to generation. Various forums and knowledge management sessions are regularly and consecutively conducted with active collaboration from all sectors. These movements supported the research participants to gain a high level of the learning competency.

Teamwork: Teamwork competency includes understanding on teamwork concepts and emphasizing the significant values of working people, ability for recruitment and persuasion educated and qualified people to join the team in order to achieve set goals as well as ability to develop teamwork to enhance and increase knowledge and skills of team members. Research participants possess a high level of this competency.

Contributing conditions that enhanced research participants achieved a high level of this competency included Nan Province possesses group development of people sector and non-governmental organizations for more than two decades with the government support to stimulate and form various groups by persuading potential and interesting people to join teams to work on children and youth issues. These working people have good relationship, accustomed to, and have been consecutively working with each other for a long time. This indicates that groups of social movement activists on children and youth issues in Nan Province have good friendship, working relationship, and networking for a long time.

Fund raising: includes capacities on resource gathering, arrangement, and management, persuasion/fund raising from kind heart persons or public, social partnership to co-share on social project activities. The capacities also include convincing and inviting people who have potentials in society to support, conduct fund raising activities, or by other several methods to gain more resources as well as new and creative ideas including public goods production. Both the high and low competency groups needed to improve this competency.

Research participants accepted and agreed with assessment results and together reflected conditions of competency emergence that caused a low level of this competency. For example, the causes of a low level include a high level of people's public mind or consciousness with participation which facilitates people to gather easily and do not need many capitals for management. In addition, people's ways of life is simple and no rush. Some research participants reflected on these factors that they do not feel of competition with the outside world. They also viewed that fund raising is an issue for a new modern world. The narrow definitions of fund raising are still in the reactive perspective which means donations or providing things from

interest and kind heart people without precise forms of fund raising management. Hence, the means that support organization's survival is by economically utilizing existing and limited resources to gain fruitfulness. Obviously, project proposal submission to outside donors as well as co-implementing projects with other organizations may not encourage non-governmental organizations and social movement activists in Nan Province rely on or expect to do fund raising.

Management: This competency includes abilities on setting goals or visions, organizational or project strategic planning, application of strategies into practices, change management, and risk management that may occur while working. Most research participants accepted that they need to develop. They also commented that it is significant and influences potentials, efficiency, and effectiveness of organizations' operations differently.

A group of research participants viewed that leadership factors relate to management, especially leaders' visions. Participation in planning is also important. At work, in fact, most volunteers from non-governmental organizations understand strategic plans less than samples from the government and private organizations. In addition, their experiences on strategic planning and application are also young. Furthermore, when transferring the strategies into practices, the assessment results are irrelevant and cause problems in practices.

Reporting and evaluation: This competency includes abilities in reporting both financial and programmatic parts for submissions to donors; project monitoring; project evaluation and lessons learned synthesis, knowledge package development for learning and dissemination; and utilizing evaluation results for further performance improvements. This competency is one of competencies that research participants needed to improve as the first priority.

Through the focus group discussion found that majority of research participants have both in progress and complete responsible projects in hands. These projects mostly have been granted by outside donors. The assessment results on reporting and evaluation competency indicated that this competency is what research participants paid attention and accepted that they have relatively low capacities.

4.2.2 Training needs

From the assessment results, at the focus group discussion, research participants raised their needs on competency development which is relevant to the needs of research participants and contexts in target areas. The research participants deemed that if they want to be successful social entrepreneurs, all competencies should be together developed. In terms of training needs, after they received assessment results about what level they obtained, the need assessment then focused on the improvement of three low level competencies which included fund raising, management, and reporting and evaluation. The researcher summarized about each competency as follow:

Competency development on fund raising: Although the assessment average result of this competency is at a lowest level of both high and low competency groups, research participants viewed that it is a new, interesting but challenging issue. They needed more times to understand and get familiar with it, especially to adjust their existing paradigm shifts, thinking system, beliefs towards fund raising. They proposed that “there should be middle men or coordinators who are fund raising pattern developers to coordinate between grantors and grantees. These coordinators are expected to encourage donors and grantees for meetings. These coordinators are also expected to facilitate and provide fund raising competency training courses...” Research participants accepted that this competency development needed more times. In addition, fund raising depends on interest and specific skills of individuals who can see opportunities. According to additional interview results, most research participants from the hybrid non-profit organizations have understanding and fund raising experiences. For example, there was one research participant with great efforts on creative fund raising to build a learning center for children and youths in Nan Province. He developed a project. He also proposed his ideas to the public and persuaded people who have vital roles in a society to support his project. He also initially discussed about the directions and goals of the project as well as proposed fund raising methods.

Competency development on management: According to the conditional factors analysis found that this competency is relevant to leadership. The research also found that most research participants from non-governmental organizations have knowledge and understanding on strategies less than research participants from governmental and private agencies because they focus on project management. In addition, their plans are more action plans rather than the strategic plans. Thus, the development of this competency should emphasize people from non-governmental organizations, particularly the strategic planning in NGOs. At this point, there was a research participant who is in a leading position of leading NGO in the province for more many decades accepted that previously most organizations separately worked on fact basis with unclear long term goals. This means that organizations lack of strategic planning and management. The management competency is a competency that a person can also individually learn as well as from others. Individuals have to at the same time practice and are trained on strategic operational approaches. Staffs from each organization have also to collectively set visions for expected future pictures of what they want to see; directions and goals; and tactics in order to altogether achieve goals.

Competency development on reporting and evaluation: Most research participants get involved in various project movements in target areas. Projects are funded by different donors with compliance of funding objectives and conditions. Thus, writing both financial and programmatic reports with quality and submit on a timely basis including project control and monitoring are crucial for these activists to demonstrate their responsibilities on funding towards donors. The evaluation is also inevitable and necessary for research participants. Besides reporting and evaluation, lessons learnt synthesis skills are important including knowledge package production and utilization of evaluation results in order to improve performances. Research participants need to further practice and develop.

Research participants altogether agreed that the reporting and evaluation competency is the closest competency to them and it is the most useful competency. It is therefore should be necessarily developed as the first priority if research participants have to prioritize competencies among fund raising, management, and reporting and evaluation.

4.2.3 Training design

Through this research and development starting from the concept and theoretical reviews to competency development, competency assessment development, self-assessment, data retrieval process and assessment reflection including comment exchange for social entrepreneur competency development design, and competency development approaches in social movement activists on children and youth issues, the researcher can conclude key findings of competencies and competency development approaches as follows:

4.2.3.1 The key contents of social entrepreneur competencies

The researcher used contents following the social entrepreneur competency models that were derived from literature reviews, concepts and theories, and relevant research results. The social entrepreneur competency models in this research were categorized into 2 portions, namely 1) competencies which are attributes: motivation; thoughts; visions; and emotional, social, virtue, and ethic attributes 2) competencies which are knowledge, skills, and experiences compose of eight elements, namely management, teamwork, networking, learning, fund raising, marketing, communication, and reporting and evaluation.

4.2.3.2 Social entrepreneur competency development approaches of research participants

Following the principles of social entrepreneur competency development for achievements with positive impacts for changes and values accepted by a society, it is necessary to have two key components for the development which are attributes, and knowledge and skills with 8 elements completely together.

According to the competency assessment results on social entrepreneur knowledge and skills of research participants found different levels of competencies. In this case, the results found that for the high competency group, teamwork and learning competencies are at the high level with the average at 3.48 and 3.47, respectively. In addition, when the researcher compared the average score between the high and low competency groups found the difference in statistics at the significant level at 0.05. This means that the high competency group members can be

models and facilitators to train and transfer knowledge and skills to low competency group people. At the same time, the competencies on fund raising, management, and reporting and evaluation are competencies that both high and low competency groups have the average score at very low level, and definitely it is necessary for them to further develop.

From those research results with brainstormed comments on competency development approaches that are practicable and relevant to needs in target areas, the researcher classified competency development approaches into three key approaches which are self-directed learning; learning with other people's experiences; and performance training with reasons as shared below.

1) Competency development through self-directed learning

The competency development approach through self-directed learning is an approach that research participants utilize to develop their social entrepreneur competencies. It is an approach for individuals, particularly learning on attributes of successful social entrepreneurs. These successful entrepreneurs usually possess full of motivation, clear visions and thoughts. In addition, most of them develop their competencies through self-directed learning.

In terms of the self-directed learning, research participants can develop by themselves. After they received the assessment results and knew their strengths and weaknesses, they set their own individual development plan. They also sought several approaches to develop themselves in order to respond to their needs such as retrieving information in libraries, attending training workshops, e-learning and other data collection approaches through various technologies. The self-directed learning approach depends on the individual's intention and learning environment. Hence, it is important for them to have supportive learning organizations and environment with flexible cultures towards learning in various forms such as human resource capacity development support, learning center development through mobile library, technological support, and e-learning.

2) Competency development through learning from other people's experiences: The competency development through learning from other people's experiences or receiving transferring knowledge from higher competency people, research participants can improve their competencies through this approach in various channels such as learn from the model people, case studies, and coaching or mentoring. In case of research participants of this research, the researcher suggested low competency level research participants on teamwork and learning competencies use the learning process to develop their competencies through both informal and formal coaching from high level competency people as facilitators who transfer their knowledge to these low competency people in various occasions and forums. Alternative learning which is informal is another approach for the competency development. Significantly, friendly interactions between learners and facilitators can increasingly contribute to enabling learning atmosphere or environment.

3) Competency development through performance training

The social entrepreneur competency development to be successful at work, training and development approaches are designed and utilized in various sectors and in social organizations. The researcher presented social entrepreneur competency development for research participants through the 'performance training' approach which was the integrated design of coaching and practice. It is the competency development process that based on contents extracted from competency assessment results, and conduct training workshops. Competencies that both high and low competency groups needed to be trained or further developed included fund raising, management, and reporting and evaluation.

Training: Although this approach may contain weaknesses to gain effective results, in order to get rid of the weaknesses, the researcher designed the intensive training curriculum that integrated coaching and practices in one package which called "performance training". This training package aimed to increase knowledge, and better understanding of research participants on training contents and actual practical process. These would help them gain better understanding and develop their learning competency from real experiences. The performance training approach can be also applied in all situations.

4.2.4 Performance training and evaluation

4.2.4.1 Competency development activity implementation

The social entrepreneur competency assessment results of research participants led to presentation of approaches for competency development through self-directed learning; learning with other people's experiences; and performance training. In order to reach tangible development of this research, the researcher therefore proposed those abovementioned approaches to collectively implement competency development activities by focusing on competencies with low averages which included fund raising, management, and reporting and evaluation. At this point, the researcher presented a set of knowledge called 'the social entrepreneur competency development in Nan Province' which composed of three sub-projects, namely 1) a training workshop on strategic management in non-governmental organizations and social entrepreneurs in Nan Province 2) a training workshop on project reporting and evaluation, and 3) a seminar on fund raising competency development.

The researcher also submitted a set of projects to President of PhraKruBhuddamontChotikhun Foundation and committee members including the board committee of Nan Community Coordination Center for funding and well received grants to organize a project reporting and evaluation training workshop. The training workshop was held at a meeting room of Nan Hospital on 1 May 2012 from 09.00 am to 04.30 pm. There were totally thirty-two research participants participated in this workshop. The researcher also provided opportunities for other twenty interest people to join the training. The researcher outlined the consequence of a competency development plan or a schedule of this training workshop as follows:

Table 4.7 Competency development work plan

| Activities | Timeline in 2012 | | | | |
|---|------------------|-----|-----|-------------|-----|
| | Feb | Mar | Apr | May | Jun |
| 1. Conducted a focus group on data retrieval and consider competency development approaches | - (1 Feb) | | | | |
| 2. Designed the development process and submitted a project proposal for funding | — | | | | |
| 3. Developed a competency development training manual (a training workshop manual) | | — | | | |
| 4. Conducted a training workshop preparation meeting to identify objectives, build understanding, and prepare organizational coordinators and training facilitators | | | - | | |
| 5. Conducted a training workshop on project reporting and evaluation competency | | | | - (1May) | |
| 6. Evaluated the training workshop | | | | - | |
| 7. Composed a training workshop report and submitted to the donor. | | | | - | |

The training workshop on project reporting and evaluation which was conducted by the researcher and supported by the PhraKruBuddhamont Chotikhun Foundation responded to research participants' training needs of both high and low competency groups that having a low average on this competency. The researcher selected to develop their project reporting and evaluation competency as a pilot project for development with the rationale that this competency is the closest and

most useful to research participants that they have to make a decision to prioritize as the first priority to be developed comparing to other competencies.

The training workshop on reporting and evaluation

This training workshop is a part of the social entrepreneur competency development in research participants. The researcher and research participants collectively designed and implemented this activity. Contents and a development process of the training workshop included:

1) Contents of the training workshop composed of a lecture which aimed to build knowledge and understanding on social entrepreneur competency development, and competency development approaches on knowledge and skills of working people on social issues. The lecture was undertaken for two hours, followed by the exercises or practices by using project lessons learned retrospect, and body of knowledge building techniques. Research participants were divided into groups. Each group was facilitated by assigned facilitators with a note taker.

2) Lessons learned retrospect: The retrospect is a long term collection of knowledge for the team. The retrospect session is usually conducted after the completion of a project. It is a meeting when the team members together extract lessons learned from work experience, utilize to improve their performances, and foresee the action plan. Research participants were divided into two groups as listed below.

-A group on the project that is relevant for creative media for children and youths which included the creative sub-district binding dreams of Nan children. A facilitator for this group was Ms. Piyanuch Sinantha, a lecturer from Lanna Technology University (Nan Campus), and a note taker was Ms. Paveena Phasaeng, a lecturer from Nan Community College.

-A group on the health project for children and youth. A facilitator was Ms. Pimolphan Sakidram, an NGO volunteer from Jo Ko learning center of Hug Muang Nan Foundation. A note taker was Mr. Manote Chakrong, public health academic from Nan Provincial Public Health Office.

Steps of lessons learned retrospect

1) Ice breaking, composed of:

1.1 the warming up exercise to be ready for the training process such as document preparation on project information, project implementation results, warming up, and open mind.

1.2 Building understanding on a project by together reviewing project background, objectives: preparation on memories and historical background of the project, and project implementation results. The objective of this session was to encourage research participants review background of a project implementation process and achievements which are very useful prior analyzing other causes and effects in the next steps of the activity.

2) Lessons learnt extraction or retrospect: There was a set of four questions for groups to brainstorm and answer. These questions were:

Question 1-How do you get involved in this project? (What are your roles?)

- What are motivations for you to join the project?
- Project goals (20 minutes)

Question 2 - What are the achievements? “The reflection of actual results versus expected results” (30 minutes)

Question 3 - Why the project end like that? (Analyze factors or conditions from the project started, implemented, and completed.) (50 minutes)

Question 4 - What did you learn from the project implementation? (collectively synthesize lessons learnt)

- Have you got any recommendations if you have to implement this project in the future (SARs) (50 minutes)

4.2.4.2 Competency development activity results summary

Starting from the social entrepreneur competency development for research participants on a reporting and evaluation competency through the ‘performance training’ approach by using the lessons learnt retrospect in the real

project on children and youth in Nan Province, this 1-day project was successfully completed. Key results included:

- 1) Collectively set approaches and contents on development needs
- 2) Sought collaboration to implement competency development activities with different sectors in target areas as well as collect resources including budgets

- 3) Prepared contents of training workshop and facilitated training materials including Information, Education, and Communication (IEC) materials, for instance knowledge packages. The organizer also prepared training venue, and facilitators. The researcher also produced a social entrepreneur competency development training manuals and disseminated to research participants.

- 4) Implemented the competency development training workshop on project reporting and evaluation. Key methodologies composed of a lecture on social entrepreneur competencies; and exercises through lessons learnt retrospect of projects that research participants already complete. Research participants were divided into two groups, namely 1) The project that is relevant to creative media for children and youths which is the creative sub-district binding dreams of Nan children project, and 2) the health project for children and youths.

5. Competency assessment: The researcher assessed after the training workshop through the interviews. It is a post-test to cross check understanding and knowledge of research participants after the training on contents, competency development process, exercises, and satisfaction on training atmosphere.

4.2.4.3 The training workshop evaluation: This evaluation aimed to cross check changes on reactions and behaviors of research participants in order to reflect that the set training respond to their needs and achieve its objectives. The researcher concentrated to evaluate reactions and learning evaluation of research participants after the training. The researcher did not focus on the levels of behavioral changes as it is difficult to identify and takes longer time to proceed with many influential factors.

The researcher used the interview method to collect results of the post training evaluation. The researcher interviewed five research participants to

know their understanding and knowledge on contents, practices, and satisfactions on training atmosphere. Evaluation results are shown as below.

1) Knowledge and understanding towards contents:

Research participants reflected that they gained more knowledge and understanding on social entrepreneur competency development. In addition, some competencies are new for them such as fund raising, and strategic management. They realized that these competencies are necessary for them and they need to improve in order to be successful social entrepreneurs. At the same time, their knowledge and understanding on project reporting and evaluation also increased. They understood more about concepts and project monitoring and evaluation approaches including how to accurately and appropriately write reports according to academic principles in which they can apply for their real projects.

However, a few of these five key informants reflected that contents of some sessions were too detailed. They also pointed out that a level of understanding or knowledge of each research participant also depends on individual factors. For example, it would be faster or easier to research participants to grasp or understand if they used to attend the training or have experiences on the issues.

2) The training process: This part is an evaluation on exercise or practice. The researcher interviewed on competency development participation process and found that a lecture and exercise on reporting and evaluation through the lessons learnt retrospect enhanced research participants to participate in all steps of the training process. These sessions also brought to them knowledge with principles, substance, and approaches to practices and link with projects that they in reality have been operating. Through the training process, they also exchanged comments and information among them which stimulated them to enthusiastically and interestingly experiment their theoretical perspectives into practices and shared their experiment results during the focus group discussion session.

3) Training atmosphere training satisfaction: Although this part of the evaluation indirectly reflect the success of a training workshop, it is a

measurement on feelings towards atmosphere and contexts of the training development process which found that most key informants satisfied with training atmosphere where the venue was properly divided for specific sessions without any disturbances though the overall training atmosphere sounds official. Research participants participated in the training workshop till the end. Some key informants provided feedback that contents were in details while the training time is for 1 day which is very short. They recommended that the better timing for any training workshop should be 2-3 days at minimum. In case of better understanding of research participants partially depend on their perception and learning abilities, attributes, knowledge background and experiences.

4.3 A summary of social entrepreneur competency model development for social movement activists on children and youth issues in Nan Province

Throughout the research and development process of this research on ‘Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province’ from the concept and theoretical reviews to competency model development, and competency assessment form development, self-assessment of research participants, and the social entrepreneur competency development process of activists on children and youth issues, the researcher can conclude key findings as follows.

4.3.1 Social entrepreneurs’ attributes

Groups of social entrepreneur competencies can be categorized into two groups, namely 1) Invisible competencies that need more times for development which called attributes include motivation; thoughts; visions; and emotional, social, virtue, and ethical attributes, and 2) Visible competencies which are easier developed, include knowledge, skills, and experiences. In this visible competency group, there are eight threshold and necessary competencies for social entrepreneurs to successfully operate their social movements on children and youth issues. They are management, teamwork,

networking, learning, fund raising, marketing, communication, and reporting and evaluation as briefly described below.

1) Management includes setting visions, organizational or project strategic planning, applying strategic plans into practices, change management, and risk management

2) Teamwork includes working as a team, recruitment, persuasion potential people in society to join and increase capacity of the team which include building capacity of team members through knowledge and skill sharing in order to achieve targets or goals.

3) Networking includes building relationship, cooperation, and network strengthening for sustainability.

4) Learning includes self-directed learning, knowledge management, knowledge application and transfer, learning exchange, developing new body of knowledge, and learning through new communication channels.

5) Fund raising includes resource gains and management, persuasion/fund raising, attraction to people, and several resource gathering methods, new creative idea development/public goods production.

6) Marketing includes seeking new opportunities and social marketing, self-introduction, organization introduction, performance result sharing/social project activities, attraction to people, creditability and trust building.

7) Communication includes ability on communication techniques on writing, speaking, and utilization of various media to produce materials, news, and develop and use more communication channels for information dissemination.

8) Reporting and evaluation includes financial and programmatic report writing, project control and monitoring, project evaluation, and lessons learned synthesis, knowledge package development, and utilization of evaluation results for performance improvement.

Besides these eight threshold competencies, there are other supporting factors for social entrepreneurs who drive forces for children and youth social movements, particularly on child emergency and child victim assistance skills; knowledge about relevant laws; child psychology; and child development.

4.3.2 Competency development is divided into 3 approaches as follows:

1) Competency development through ‘self-directed learning’: This social entrepreneur competency development approach usually is an individual base that usually depends on each person’s attributes. Research participants can develop by themselves through their individual development plan after knowing their weaknesses. There are many methods to respond to their needs under the self-directed learning approach such as information retrievals in libraries, training attendance, and e-learning. Significantly, this approach really depends on personal intention and supportive learning environment.

2) The competency development through ‘learning from other people’s experiences’: Knowledge, skills and experiences are transferred from highly competent people to lower ones through various channels and methods such as learning from model people, case studies, and coaching. For example, a group of people who have low level of teamwork and learning competencies can gain experiences from people in a group that have high levels of these competencies. Those high level competency people can be called facilitators, mentors, or coaches. This approach enhances supportive learning channels for research participants besides the self-directed learning approach.

3) Competency development through ‘performance training’: This is an integrated approach of coaching and practice. It is a competency development process that mainly utilizes evaluation results for the betterment or performance improvement. Training needs for both high and low competency groups include competencies on fund raising, management, and reporting and evaluation.

The researcher demonstrated the competency models and social entrepreneur competency development in diagram 9 below.

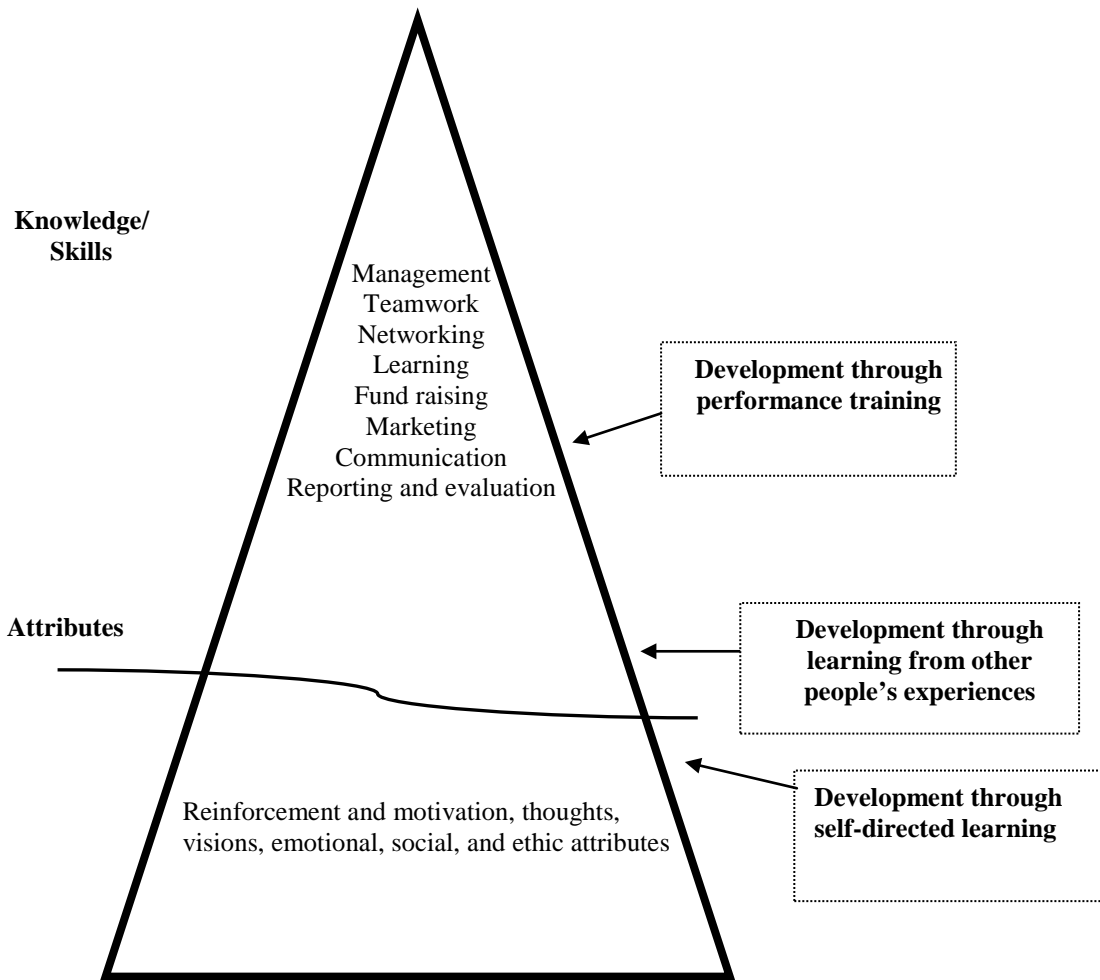


Diagram 4.1 illustrates competency models and social entrepreneur competency development.

CHAPTER V

DISCUSSION

The researcher presented the discussion results of the research on “Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province” following the objectives as below. 1) To assess social entrepreneur competencies of activists on children and youth issues in Nan Province 2) To develop social entrepreneur competencies in activists who work on children and youth issues in Nan Province

The discussion of this Chapter also follows two phases of the research.

1. Social entrepreneur competencies of activists on children and youth issues in Nan Province
2. Social Entrepreneur Competency Development for Activists on Children and Youth Issues in Nan Province

5.1 Social Entrepreneur Competencies of Activists on Children and Youth Issues in Nan Province

The social entrepreneur competencies of activists on children and youth issues in Nan Province compose of competencies on attributes, and knowledge and skills which can be discussed as follows:

5.1.1 Social entrepreneur attributes of activists on children and youth issues in Nan Province

Motivation: Motivation or inspiration is the first point to enter the social entrepreneurship work of research participants. They perceived social inequality which reinforced them as inspiration and take it as an opportunity to find approaches to solve

social problems. In addition, they have basic belief that all people possess abilities to develop their own capacities and of underprivileged people in order to gain opportunities to fulfill their needs from a society. At this point, the social entrepreneur attributes of research participants help reveal gaps or social inequality in a society that viewed space and social inequality as the future market of environmental and social entrepreneurs where they see opportunities in the social inequality (Elkington and Hartigan, 2008. In Saruene Archavananthakul (translator), 2552: 126). Besides receiving inspiration from model people especially family members who are closest to them, working with model people whom research participants respect in target areas such as PhraKruPithaknantakhun and Boonyong Wongrakmitr (M.D.) is also their inspiration. These two people have committed themselves for social development work for a long time. Their commitment and precious performances inspire other people including younger generations with faiths to encourage them get more involvements on social activities. Some research participants have confronted with problems or have experiences on participation in children and youth activities. After joining the work with these two people, for example, they counted as precious opportunities to absorb, learn and continually work for society. Significantly, this inspiration motivates them not to do for themselves but for the public.

It can be seen that research participants' social motivation is one of social entrepreneur attributes. Bornstein (2004: 90) stated that business entrepreneurs always seek opportunities and successes that focus on their own self-value and self-control. In contrast, the social entrepreneurs' historical background always indicates their roles to untie chains of social problems as human rights activists or saints. In addition, their work experiences contain various problems and difficulties since they were very young. This concept is relevant to Svendsen's concept (2004: 3-4) that the key factors of entrepreneurs are not only economic motivation but also social motivation. Motivation is in everybody but for social entrepreneurs, social motivation to work for others is much more comparing to motivation to work for themselves.

Besides the inspiration at professional work that research participants possess, they are willingness to jump across the professional boundary. According to experience sharing of research participants who are such as medical doctors, social workers, psychologists, or social developers, they move forward to implement

activities in order to solve children and youth issues in Nan Province. In addition, they do not only work by using their own professional but also go far beyond it and collaborate with others as a multi-disciplinary team. They found that the root causes of children and youth problem issues are weaknesses of social and family institutions. Thus, research participants raised their ideas that “we have to initially stand up and collaborate to eliminate root causes of problems.” They decided to jump across existing old routine working styles to do more proactive work in communities. This is countable as inspiration from work in research participants’ own profession whereas they are also willing to go across professional boundary. This point is relevant to social entrepreneur attribute concept of Bornstein (2004: 235-237) that social entrepreneurs have willingness to share goodness or fames which is a vital path to success. In addition, they are willing and ready to go across their professional boundary and pull other people from different professionals or expertise to collaboratively and bravely find solutions with quality, virtue, and strong ethics.

From the research findings above, it shown that research participants have motivation to work on children and youth issues with different reasons. This is a starting point of working for society that reflects their social targets as same as social entrepreneurs. This motivation is an attribute that contributes research participants to easily be social entrepreneurs.

Thought and vision are attributes to view the world, see opportunities and dare to adventurously confront with problems that are essential characteristics of the social entrepreneurs. The part of cognitive, the Idea of view, imagine, and problem solving are presented that the social entrepreneurs should have FACETS attributes – namely: Focus (focus embraces target focus), Advantage (vision can see opportunities to adventurously win and see the benefit and value, Creativity, Ego (adhere own responsibilities, transparency), Team and Social. (Thompson and Downing, 2007: 538-539) This research findings shown that the research participants’ vision and views towards children and youth problems are more complex. They added that viewing and solving children and youth issues by separating issues as previously practices may not be sustainably solvable. In a nowadays world, people view children and youth changing behavior caused by changes of borderless world. For example, adolescents

cannot access to education or not wisely catch up or reasonably consider media consumption. It is therefore necessary to empower younger generation people to gain more intellectuals. Family institution and other institutions in communities are relatively weak. It is also necessary to strengthen these existing social institutions, especially alternative institutions which are not formal settings but significant in a society such as family and religious institutions. This vision reflect that the research participants are to the social entrepreneur attributes called FACETS. They can see the complexity , advantage of solving problem, working with team, social value. Some participants can have some projects that represent their creativity in solving social problems. However the adherence to identity (ego) appear obvious because the subjects are quite soft personality and mutually depend on each other follow the context and culture of community in Thailand.

Following the idea of Nicholls (2006:2) that social entrepreneurs are social activists who possess creative thoughts, vision, and networking. They also organize social movements to solve community problems and provide sustainably new social values. This research results found that the research participants have high attributes of social entrepreneur because They have their mission and roles in social problem solving as activists on children and youth issues. They applied various approaches, for instance, be a good model for children and youth; be a part of society to rehabilitate, protect, and strengthen family system; seek collaboration from all sectors in a society; very much promote a learning process; provide opportunities for children and youth's participation; advocate policies; support government agencies to develop more social service strategies and work plan; and integrate work with other organizations from government agencies, non-government organization, and business sector.

Towards the thought and vision of research participants, the researcher can see traditional problem solving methods which cannot solve new and complicated issues. It is therefore necessary to change thinking methods and views to be more holistic. The new paradigm which is holistic with problem solving methods should be more cross-cutting and integrated. In addition, viewing causes of children and youth problem in-depth to social roots indicated that research participants have thoughts and vision that can see and understand emerged problems. They analyzed causes of problems. This encourages them to see new problem solving methods or changing

their thinking method, action or even their working style. These aspects reflect social entrepreneur attributes of research participants which they possess a lot.

There are other attributes of research participants such as commitment at work, and simple ways of life with sufficiency. These attributes are relatively different from entrepreneurs who always seek for opportunities and invest with risks. It can be explained that activists on children and youth issues in Nan Province have their own identity. In other words, they work for a society in a traditional way through the non-profit sector. Most of them came from the government agencies that provide public services or from non-governmental organizations. Some research participants have never experienced entrepreneurship, except participants who came from hybrid non-profit organizations that always think beyond the frame and seek for opportunities.

Social, Emotional and Ethical Virtue Attributes

Social-emotional and ethical virtue are attributes of social entrepreneur. Bornstien viewed that crucial roots of social entrepreneurs are ethics and it is impossible not to mention social entrepreneurs without consideration ethic attribute for their motivation. He believed that dare to frequently and certainly perform goodness with ethics can demonstrate good attributes of social entrepreneurs. At the moment selecting of the outstanding social entrepreneur Ashoka Award they have to be the virtue person and trusted from society. The Social-emotional states of vividly demonstrate concentration and focus to push and ready to handle risks that others cannot handle are concluded combined characteristics of successful social and environmental entrepreneurs. (Elkington and Hartigan, 2008: 5)

In terms of social and emotional attributes of research participants, they mostly understand emotion to handle and manage changes at the very good level. They are friendly with everyone and considerably analyze situations with rationales and based on democracy at work. This demonstrates their high level of social and emotional attributes. In addition, they viewed ethical and virtue attributes as very significant and necessary for social entrepreneurs. Social entrepreneurs should be persons that think about public benefits more than for themselves. At work, additionally, it is necessary to demonstrate transparency to donors and societal

partners with commitment towards target groups and efforts to accomplish tasks and achieve goals.

The research results found that many research participants succeeded in working on children and youth issue movement with empirical results. For example, there was one participant who was Ashoka Fellow and received the outstanding social entrepreneur Award. This participant conducted a research in 1995 on Community Plant Genetic Resources Conservation and Utilization. Another example is a research participant received a “Thawangpha Honorary People Award” and a medal for goodness glorification (Khon Dee Sri Sangkhom Medal). One more example is one of research participant who is a government official and community leader received the outstanding performance award. Although, these people did not make mega-scale impacts of changes or successes, they are examples illustrating that they can be successful social entrepreneurs. In addition, they make social changes in their target communities though at a small-scale impact level. Furthermore, they have to use their efforts to work and continually monitor the results and impacts. At the same time, they are community leaders who are recognized and honorable as good people working for society. Moreover, they are willing to share goodness and rewards to other people. They are also models for younger generations which illustrate that they are appropriately mature in both emotional and social attributes to be social entrepreneurs.

According to the research results and discussion on motivation attribute; thought and vision; and social, emotional, ethic, and virtue attributes of research participants found that their attributes are very close to attributes of social entrepreneurs. This indicates that they can be easily developed to be social entrepreneurs as they already have motivation and ready to improve their performances or competencies.

5.1.2 Social Entrepreneur Knowledge and Skill Competency for Activists on Children and Youth Issues in Nan Province

The knowledge and visible skill competency for the social entrepreneur competency assessment consists of eight model competencies, namely management, teamwork, learning, networking, fund raising, marketing, communication, and report

and evaluation. The research results found that the overall average point or value of competency equals 2.76. It also found that the highest average point among these model competencies belong to learning, followed by teamwork with the points at 3.01 and 3.00, respectively. The detailed results can be discussed as follows.

Learning is a competency that has the highest average point. It includes ability for perception, understanding, and self-development including learning about new innovative technology skills. It also upgrades a level of learning exchange among groups or networks through various communication channels. These basic skills are what social entrepreneurs have to possess. The findings are relevant to the statement of Thompson and Downing (2007:538-539) that if we want to support capacity of entrepreneurs, it is necessary for them to possess the FACETS learning approach that focusing to seek opportunities with creative work, teamwork, and social learning. This approach will help widen entrepreneurs' perception and learning, self-develop, and lift up their learning perspectives which are relevant to their current work for a society. Significantly, if a group of research participants possesses a high average point of learning competency, it means that they can be good social entrepreneurs.

In terms of contributing conditions to achieve a high average point of the learning competency, Nan Province contexts contain high social capitals with contributing factors especially participation of people sector through various and consecutive social activities. Some examples include meetings, learning exchanges in different workshops, campaigns, fairs, and innovative research results presentations. These activities enhance people frequent interactions, gain more knowledge, and consecutively learn from each other. Their knowledge and skills are also transferred from generation to generation. This finding is relevant to the statement of Kriangsak Charoenvongsak (2543: 43) that this kind of interaction is called the 'exchange learning interaction approach'. In other words, the more members interact with each other the more they have stronger relationship among them. This kind of interaction will also help connect and strengthen relationship at the concrete level. In addition, the interaction facilitates more learning opportunities among each other.

Teamwork is a capacity on team building, seeking team members, and building up supportive atmosphere to strengthen relationship. Teamwork or team development is one competency that is necessary for social entrepreneurs to possess in order to achieve goals as well as possess other competencies. Social entrepreneurs have to rely on teamwork which is one of key mechanisms to move forward. This statement is relevant to concepts of Bloom and Chatterij (2009) and Thompson and Downing (2007) that teamwork or working as a team is necessary competency for social entrepreneurs to build a relationship.

According to the research results, a competency on teamwork is the second highest average point that research participants possess after the learning competency. This can be explained that they can be social entrepreneurs who will lead team members for achievements. In case of supporting conditions, research participants possess high social capitals for teamwork due to contexts in this province is evolved of people and civil society organization collectiveness for more than two decades. In addition, government agencies also have played important roles stimulating the collectiveness. All these people therefore gain strong relations and consecutively work together. This illustrates that activists on children and youth issues in Nan Province have good relationship and a long time networking. In addition, they are familiar and get along well with each other. They frequently work together which enhance their stronger relationship to know each other and understand talents of each other. This will help them place the right person in the right task for a better teamwork.

The research results also found that the average points of learning and teamwork competencies of research participants are high and went on the same direction due to these competencies support each other. In other words, the interaction through learning among members supports teamwork. In addition, the research participants collectively and continually conduct social movements which support their strong relationship and become a good teamwork. The research findings are relevant to the research results of Children Community and Situation Analysis and Northern Children and Youth Problem Solving Process which was conducted by Sittinat Prabhuddhanitisarn and associates (2548). The study found that in the past people who worked on children and youth issues separately worked which could not tackle severe and complicated problems against children and youth. Hence, they

collectively sought for solutions by using social process and research development. The approach encouraged their collectiveness and information exchange. Besides that they attempted to connect with other people from different sectors in the society. The research findings also relate to research results of Samruay Phadphol and associates (2548: 25-30) which stated that a group of people who work on children and youth issues derived from collectiveness of people who know and have a good relationship with each other. They volunteered themselves to informally work together. They also coordinated and cooperated with various agencies at the local level. These people were also research participants of this study. They called themselves as “PhooKorKarn Dee Group (Good Doer Group)”. They collected data, exchanged information, set the situation information database system which lead to a social movement process. Examples of a social movement process include learning exchange platforms, building networking, and communication and information sharing to the public in order to push forward to tangibly solve problems and support integration among organizations. At this point, it is notable that research participants possess competencies of social entrepreneurs on learning and teamwork. These competencies are cumulative knowledge and skills that research participants have gained or learnt through practices and real experiences in working areas. They are also contributing factors that facilitate research participants to easily develop and gain high social entrepreneur competencies.

Competencies with low average points are needed to be developed. These competencies are fundraising competency with the average point at 2.34; reporting and evaluation competency, and management competency with the average point at 2.67 and 2.37, respectively. At this point, they can be further described and discussed as follows.

Fund raising competency is ability in resource management, persuasion/raising funds or donation through various methods, and public goods production. This competency for social entrepreneurs, LaFrance and associates (LaFrance et al., 2006) viewed as an external factor as well as leadership in order to further operate the missions in building cultures, repetitiveness and evaluation. Bloom and Chatterij (2009) viewed that fund raising aims to gain profits and has to be systematic working by using similar methods as business that focuses on profits to

organizations. This may contradict with the mindset of organizations with the objectives to solely and not-profitably work for a society.

The research results also found that fund raising competency is a competency that exists in both high and low competency groups with the low average point. This competency therefore needs to be developed together with other conditions for the better improvement. The research participants shared their reasons that fund raising is a new thematic issue for them. They therefore do not have knowledge, understanding and experiences on this issue. In addition, they defined definitions of fund raising as reactive motive which includes donations and proposal submission to various donors for funding. Through real experiences of research participants in Nan Province, most of them came from government and non-government organizations working as non-profit organizations that do not usually focus on fund raising or profits for organizations. Government agencies in particular aim to provide public services with no profits because they are supported by the government. In case of non-governmental organizations such as Hug Muang Nan Foundation and its network, majority of funding is from donations and donor supports through the projects.

In case of research participants who came from hybrid non-profit organizations possess understanding and experienced fund raising at a certain level because they used to purely run business so that can see opportunities to gain more resources while working for a society. For example, there was one research participant who has attempted to implement activities to raise funds for the Learning Center for Children and Youth in Nan Province Project. He proposed his ideas to public and persuaded powerful people in a society to support the project. He started to share the project direction and targets as well as fund raising methods.

Although, the fund raising competency for social entrepreneurs can support socio-economic security in the future, it still contradicts with the traditional mindset and objectives of organizations. For example, most public and non-profit organizations in Nan Province still have young experiences on commercial views, This finding is relevant to the research results of Sinead McBreaty (2007) on the “Social Enterprise: Solutions for Volunteer Organizations” that people applied a social business concept as a mechanism for volunteer organization development. This research also found that there were only some organizations achieved their goals or

succeeded. In addition, most volunteer organizations still encountered limitations on business views and management skills. Furthermore, pushing volunteer organizations increase business capacity is not always a good solution because in reality volunteer organizations have to struggle in building business and gain profits while have to remain their organizations' existing missions. The paradox is occurred against the organizations' traditional mindsets. In the social situation changes, however, these volunteer or non-governmental organizations have to adapt themselves and paradigms which include thinking system, and traditional or existing beliefs or mindset. They have to learn how to raise fund rather than waiting for donations from kind people or support from government agencies. Nowadays, funds and financial assistance transform to be more on investments than pure donations or welfare support. The number of the third sector organizations rapidly increases and reveals with strong competition among themselves (Ever & Laville, 2004; Sinead, 2007).

It can be seen that the fund raising concept is still not elaborated for better understanding among research participants. Although, it may be a sustainable supporting means for non-governmental organizations in a long term, the research findings accepted that research participants possess very little knowledge about fund raising competency. They viewed it as a new and challenging issue. They do not have confidence to apply it. In terms of fund raising competency development, it depends on appropriate patterns and times. Significantly, fund raising can be a personal interest and talented skill that facilitates a person to see opportunities and other positive and negative conditions. The research findings also found that besides fund raising competency that involved with individuality and relates to leaderships, there are other contributing factors that support the fund raising competency development. Bloom and Chatterij (2009:120-124) mentioned that the success of social enterprise in fund raising depends on effectiveness of the taskforce, communication, relationship building, lobby, repetitiveness, and market stimulation with combination of competency development in order to gain fund raising in various approaches. Examples can be included persuading people to participate and supporting activities. Activities may call for the government attentions to support the projects. Individual or organization's ability can lead to profits in various forms such as sales, website space rental, donation, fund raising, sponsor seeking for membership fees, and other investments.

Reporting and evaluation competency is ability in writing and summarizing reports to donor agencies. It also includes the evaluation and lessons learnt extraction from work. The performances indicated through implementation results can be set as a knowledge kit. The evaluation results can be beneficially used for performance improvement. The report and evaluation competency reflects the holistic working system of social entrepreneurs. Its reflections started from planning, implementation and to continual monitoring and evaluation. This competency also reflects social entrepreneurs working results to society and concerned partners which lead to trust towards them.

The research findings also found that the reporting and evaluation competency is a competency that research participants in both high and low competency groups gained low average point after the fund raising competency. Their average point is 2.67 which indicated that they need to improve this competency at the very first phase. Majority of research participants get involved in many social activities in their target areas and received funding supported by donor agencies which comply with donors' objectives. Hence, their complete programmatic and financial report writings and timely submitting to donors are crucial to convince their responsibilities towards supported project management and donors.

Reporting and evaluation competency development therefore is a vital activity at the early stage of competency development and can benefit research participants. The research participants also preferred to improve their working lessons learn extracting skills. Producing knowledge kits for learning and dissemination as well as utilizing benefits from evaluation to lift up the level of work is vital for research participants to possess and practice. Noticeably, the reporting and evaluation competency development is very much relevant to research participants' work. They can gain benefits as much as possible which is relevant to the study results of Poister (2003 in Suppawan Plainoi, 2551:6, Royce , 2007: 10-11) that having a report as an evidence for project management demonstrated professional responsibilities in both strategy, policy, and process. The committee, volunteers, and practitioners significantly need to strengthen their networking and integrated diversified cultures. They are at the position to move forward for sustainability.

Management competency is ability in vision provision, strategic planning to practices and risk management. According to the research results on this competency found that it is a competency that most research participants accepted that it is an essential and necessary competency for social entrepreneurs. They also realized that they have to improve it for themselves because it affects their working efficiency and effectiveness. Different degrees of this competency can result in different levels of working efficiency and effectiveness. Strategic management and change management in particular that illustrate the relevance between leadership and management especially visions of leaders. The findings are relevant to the study of Parichart Walaisatien and associates (2546:341) that leadership is essential which includes building strategic vision. In addition, this management competency is a competency that social entrepreneurs should necessarily possess.

In the factual results of the research found that majority of research participants came from non-governmental organizations. They possess young experiences and understanding on strategic plans comparing to research participants who came from government organizations and a private sector. It is therefore no doubt that they also have young experiences in strategy advocacy or movements. In addition, their strategy plan application into practices came out with irrelevant results and causes problems. It can be seen that the strategic development and planning process is important at the early stage to work in organizations and project operation. These findings are relevant to the study of Pisith Jomboonrueng (2553: 164, 174-175) on model competencies which found that competency on strategic management, changes, and organization resources directly influence competency of organization operation results. Strategic management competency in particular is the most direct competency towards organizational performances. It can also be seen that management competency is necessary for research participant development to be social entrepreneurs in both individual and organizational perspectives.

Besides eight model competencies for social entrepreneurs, there are other contributing factors for working on children and youth issues such as assistance skills for children emergency, child victims; and knowledge on relevant laws and psychology for children. The degree of importance of these contributing factors depends on local contexts and needs of specific groups.

5.2 Social Entrepreneur Competency Development for Activists on Children and Youth Issues in Nan Province

5.2.1 Competency Development Patterns and approaches

According to the social entrepreneur competency assessment on attributes, knowledge and skills, the research findings found patterns of competency in attributes which include motivation, thought and vision, emotional social and ethic conditions. There are also eight model competencies under the knowledge and skills competency. These eight model competencies compose of management, teamwork, networking, learning, fund raising, marketing, communication, and reporting and evaluation. These model competencies are suitable for social entrepreneurs in the nowadays world. They are competencies that contain international patterns and are able to generally be applied. The research participants assessed their competencies under the attribute section and found that their attribute direction relatively went the same way with social entrepreneurs. In terms of eight model competencies of social entrepreneur self-assessment, they passed the experiences, and knowledge and skills application level. Interestingly, their score is close to the expert level in which they can provide supervision to others. However, they have to practice some more new knowledge and skills.

In terms of competency development approach, the researcher reflected assessment results and built participatory process in competency development with research participants. Three key approaches for competency development were concluded, namely self-direct learning, learning with other experiences and performance training.

1) Self-directed learning is the competency development that research participants could plan to develop competency by themselves. They acknowledged their strengths and weaknesses from the self-assessment results, especially fund raising competency development, management competency, and reporting and evaluation competency as well as other related factors that they have to improve through self-direct learning. Significantly, self-direct learning depends on individual intention with supportive learning environment. Hence, building learning atmosphere in organizations for staff by executive persons is vital to stimulate members in

organizations to realize significance of personal competency development. Building atmosphere to be a learning organization is also crucial whereas members can gain more knowledge, develop their competencies, produce more productive tasks, and have the working environment that responds to their needs (Senge,1999: 7-23).

2) Learning with other experiences of other people who have higher levels of competencies through information transfer in various forms such as learning from model persons, case studies, or coached by sophisticated people. In this research study, a group of low competency research participants on teamwork and learning can gain experiences from the high competency group members who were assigned as facilitators as well as learn from others. Setting research participants in a team is an efficient method to motivate them to learn. Besides self-direct learning, research participants could manage their learning on various social entrepreneur competencies in all levels from persons, groups, or organizations. Their experience learning and exchanges encourage their interaction and empowerment. At the same time, social entrepreneur competencies in each portion are groups of competencies that support each other. The findings are related to the statement of Zenger and Folkman (2005) that the success of outstanding leaders derived from having supportive competencies. In addition, any group of competencies that is powerful will gain tremendous outcomes. Hence, people should seek approaches for competency development that support one another. This will result in a more positive dimension comparing to the separation of competency because development of one competency can also inevitably impact the development of another supportive competency (Ravipha Dhammachoti, 2549: Kor-Khor).

3) Performance Training is a designed competency development with integrated methods through coaching and practices. This is a competency development process that uses contents of competency evaluation results which is a starting point before conducting the training process. Although, this approach is reviewed with critical comments, this approach was to a certain extent completely designed for personal competency development. It does not take much time and several organizations widely use it. It is also applied in every situation. Nevertheless, it should

be re-packaged to be more appropriate and better responds to needs of target groups. The research results related to the concept of Danai Tienphut (2551: 243-244) that human resource development (HRD) through training becomes the significant approach that can change people within a short time frame. During the previous decades, government organizations used the training approach to increase more new entrepreneurs. At the same time, private companies changed the training designs to a training package that can increase number of participants in order to prepare new generations. The training is therefore is mixed with more specific competency development. Hence, training and development become marketing tools that build relationship of people in the same target groups. In terms of entrepreneur development also uses these same tools. The findings are relevant to the study of Makararavy and Anurit (2009:23) which found that training and development affect social entrepreneurship work at the individual and organizational levels. In Canada, for example, competency development of entrepreneurs through the education and training approach is popular and repetitively used most because it is an effective method. Menzies and Gasse (1999) recommended that education and training are important for skill promotion and management.

Practically, the social entrepreneur competency development can be designed by mixed approaches which contain practice and training together which is called “Performance Training”. The performance training means apart from knowledge about competencies, participants can gain necessary skills through practice or self-direct learning or learn from other people. Their learning depends on contexts and appropriateness of each target group. This study result is relevant to the concept of Kriangsak Charoenwongsak (2543: 82) that the member continual development through collective learning in forms of training, field visit, seminar and interactive action learning will help them to gain body of knowledge in development and various problem solving methods which based on real experiences.

5.2.2 Social Entrepreneur Competency Development Process of Research Participants

According to the research results and the overall competency development process in this research found that the competency assessment stage is significant to

set contents and competency designs. In principle of competency development for entrepreneurs in order to reach work achievement needs to completely and at the same time develop eight model competencies. However, the current societal contexts and existing social capitals as well as other factors cause differentiation of competencies of persons in each group. Therefore, the assessment of each competency before the development is an important step and necessary in order to know which competency is necessary to very much needed to develop or spend less time to develop or improve it. Additionally, there is a participatory process that encourages research participants in decision making to choose patterns and contents for self-development to be related to self-assessment results and social capitals in their own local contexts.

According to the research findings found that fund raising competency has a low average point. In addition, it is an important competency that clearly indicates status of social entrepreneurs. However, conditions and needs of research participants in this study was that firstly they chose to develop the reporting and evaluation competency rather than the fund raising competency. Even though, they accepted that the fund raising competency is important for social entrepreneurs according to a modern world concept, they viewed that fund raising based on money as western practices which is not their real needs. They added that social movements in community areas significantly need participation and work by hearts. They also justified that the reporting and evaluation competency is close to their daily work practices. They can see their weak points in it therefore need to improve and utilize it in various projects that they are currently responsible. At the same time, they also viewed that if they well trained on this competency, they can well produce productive financial reports and timely submit the reports to donors, concerned partners, and stakeholders. They also confirmed that their productive reports can help reflect and monitor transparency for a society.

From the above discussions it can be seen that eight model competencies under the knowledge and skills are recognized as suitable competencies for nowadays social entrepreneurs that can be models in the assessment before the development any competencies. However, in the competency development steps, the research participants still focused on the development of competencies that they have encountered as problems or limitations such as the reporting and evaluation

competency. Although, the research results indicated that this competency is followed the fund raising competency to be developed, research participants who are familiar with traditional working culture with community identity defined funding as social capitals much more than economic capitals that value prices of assets in money. The economic capitals defined fund raising broader which do not merely include the managerial resource gains such as Man, Money, and Material but also a social process that leads to social capitals which is a contributing power in social movements. These findings are relevant to the concept of Chatthip Natsupa (2533: 197-201) which viewed that the western cultural adaptation through the government and capitalism is limited. Thai society still maintains its traditional culture especially at the community level which is uniqueness such as helping each other with willingness. They also viewed that they can mainly use Thai cultures as a central spot prior combining the western culture.

In summary, the utilization of social entrepreneur model competencies following the new internal concept is widely recognized. In addition, they are appropriate models to be used for the assessment with different average points or scores before deciding what competencies to be further developed in order to be qualified social entrepreneurs. Nevertheless, the competency development is a dynamic process that needs to be adjusted for the appropriateness. For example, those international model competencies should be applied or integrated into local contexts or cultures of people who want to develop their competencies. In addition, the researcher may have to also adjust the competency assessment process or research tools to be more appropriate following the needs of research participants or related to local contexts of target areas in Nan Province.

According to other available competencies and social entrepreneur competency development research reports including this study found that most theories and concepts on social entrepreneurs were derived from the foreign secondary data sources, particularly from America and Europe Continents. Such theories and concept contained unclear scopes of studies; perceptions towards background of social entrepreneurs; and unit analysis that composed of both individuality and groups. In case of Thai society, every Thai government's policies vividly and fully enhance the social entrepreneur supporting process. However, there are limited numbers of

relevant research studies in educational institutions. Higher educational institutions in particular hardly find the direct social entrepreneur curricula. As a result, this limitation provoked the researcher developed social entrepreneur competency models by applying existing basic social entrepreneur theories, concepts, and competencies. The researcher divided developed model competencies into 2 groups. The first group is the invisible competency or the attribute. The second group is the visible competency which consists of easily developed competencies. Consequently, the researcher utilized the social entrepreneur model competencies to develop a research conceptual framework. Subsequently, the researcher developed or improved necessary competencies of sampling research participants. The research participants of this study were selected based on a specific issue and target areas. Significantly, the in-depth analysis of relevant theories, concepts, and competency development patterns should be done in order to effectively and appropriately develop the competencies and social entrepreneur competency development curricula in educational institutions and transfer body of knowledge to new generations.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The research on “Competencies and Social Entrepreneur Competency Development: Case Studies of Activists on Children and Youth Issues in Nan Province” is a research and development method. It aims 1) to assess social entrepreneur competencies of activists on children and youth issues in Nan Province, and 2) to develop social entrepreneur competencies for activists on children and youth issues in Nan Province

The researcher specifically selected 32 research participants who have been working for social movements on children and youth issues by using a mixed research approach both quantitative and qualitative methods. In terms of research tools, the researcher used structured interview, assessment form, and participatory action. This research and develop can be divided into 2 phases following the research objectives as 1) the Social Entrepreneur Competency Assessment of Activists on Children and Youth Issues in Nan Province Phase, and 2) the Social Entrepreneur Competency Development for Activists on Children and Youth Issues in Nan Province Phase. The research results can be summarized as follows:

6.1.1 Social Entrepreneur Competency Assessment of Activists on Children and Youth Issues in Nan Province

6.1.1.1 Social Entrepreneur Attributes of Activists on Children and Youth Issues in Nan Province

Background of Research Participants: There were totally 32 research participants participated in this research study. In addition, fifty percent of these participants have the age range between 31 to 45 years old. Furthermore,

majority of participants are married (62.5%). In terms of research participants' family socio-economic status, 68.8 percent of them experienced the same range of incomes and expenses (sufficiency). The research results found that 50 percent of research participants graduated at the undergraduate level closely followed by the percentage of research participants who graduated at the postgraduate level (40.6%). The research results found that 50 percent of research participants are government officials, followed by non-governmental organization staff (28.2) and private sector/hybrid non-profit organizations (15.6). Interestingly, most of these government officials (56.2%) are from the government agencies for non-profit operational objectives. The range of years that majority of research participants have been working on children and youth issues is 6-10 years.

The movement on children and youth issues was emerged after the association of people from various sectors which later became "the Community". Key actors of the Community include Hug Muang Nan Foundation (non-governmental organization) and government agencies for public services; and hybrid non-profit organizations. The hybrid non-profit organization is a social business sector originated from the combination of private sector and community enterprise with social services. Research participants have been actively and consecutively working on children and youth issues through various granted projects such as the Human Rights Protection Network Empowerment Project; Children and Youth Issue Research and Development Project; Strong Family Project; Ton Kla (young generation) Youth Project; Narcotic Drug Prevention and Resolutions Project; and the Creative Sub-district Binding Dream for Nan Children Project. According to their project implementation results found that 53.1 percent succeeded with outstanding and obvious performances in a society at individuality, cluster and organization levels that brought pride to them.

The children and youth issue activity implementations positively provide several impacts in target area movement. One example is by providing opportunities for new players to participate and learn which lead to changing their thinking methods and behaviors at the individual and community levels. More examples include an innovation called "farmer way of life"; "social community models" as learning centers; traditional local wisdom and community cultural rehabilitation and reutilization; and networking establishment. Significantly, the

activists on children and youth issues in Nan Province use community cultures as key social movement tools for problem solving and building a learning process and knowledge transfer to children and youths.

The factors that contribute research participants to success were found that mostly were directly derived from social entrepreneur competencies. Other contributing factors in the target areas include teamwork and strategic working with clear collective targets including strong collaboration of all constituents, particularly from stakeholders. Research participants have good friendship with many organizations with strong connection as a network in which they continually have been working together, building a learning process, and monitoring and assessing good relationship in the target areas. Participatory communication of target groups who are problem owners in target communities and their personal supportive attributes demonstrate their high commitment and intention to gain work experiences with social entrepreneur leadership skills. Importantly, their family support and relevant policies of service providers in organizations where research participants work are essential supporting factors in order to efficiently and effectively provide social services.

Social Entrepreneur Attributes of Research Participants

In terms of motivation as well as inspiration to work for a society of research participants found that they were inspired from learning from people whom they closely work, live with, or respect as model persons especially family members. In addition, some research participants have had experiences dealing with social problems or actively have participated in social movements on children and youth issues. Their involvements encourage them to gain more opportunities to learn more on working for a society. Some research participants' inspiration came from their routine professional work. Their thinking methods towards problem viewing and solving are that social problems are more complex. Family institution and other institutions in communities are relatively weak. The interventions therefore should be a change of thinking methods to holistically view problems. It is also necessary to integrate work of concerned constituents, especially to solve children and youth's behavioral problems.

In terms of emotional, social, ethic, and virtue attributes of research participants while working for society with other people found that most research participants understand emotional conditions when interacting with crowded people. They possess ability to handle with other people's emotions. In addition, their emerged change management is at very high level. The research results also found that majority of research participants (96.9) viewed ethic and virtue attributes as very essential and necessary for social entrepreneurs.

The attributes as mentioned above indicated that most research participants possess high level of social entrepreneur attributes. In addition, they are ready to improve themselves to increase social entrepreneur competencies.

6.1.1.2 Social Entrepreneur Knowledge and Skills Assessment of Activists on Children and Youth Issues in Nan Province

The researcher used the social entrepreneur competency self-assessment tool to verify and confirm competencies by the research participants themselves. The assessment results will be data for competency development in the next step. The social entrepreneur competency assessment result summary of research participants can be summarized as below.

According to the eight-model competency (i.e. management, teamwork, networking, learning, fund raising, marketing, communication, and reporting and evaluation) assessment results of research participants found that the overall average point or value equaled 2.76. In addition, research participants gained highest average point on the learning competency (3.10) followed by the teamwork (3.00). Furthermore, the fund raising competency is the lowest average point that they possess at 2.34 followed by the reporting and evaluation competency and management competency at 2.67 and 2.73, respectively. These low average points indicate that their competencies should be developed. In case of the average point of other social entrepreneur competencies besides these above mentioned ones that are not their priorities to be developed include networking competency (2.80), marketing (2.76), and communication (2.77).

In this research, the researcher also used the Hierarchical Cluster Analysis to analyze research participants and divided them into groups by

using the Ward Method. The research participants were divided into 2 groups: Group 1 composed of 17 people who possess a high level of competencies, and Group 2 composed of 15 participants who possess a low level of competencies. The analysis indicated that the high level competency group gained the overall average point at 3.17 while the latter group only gained at 2.29. The standard deviation value equaled 0.37. The cluster categorized by the level of competency is therefore fruitful for competency development approach designs.

The research analyzed each competency then found that the group with a high level of competency possessed the teamwork competency with the highest average point at 3.48 followed by the learning competency at 3.47. This group possessed the fund raising competency as their lowest average point at 2.78. In addition, their reporting and evaluation competency was at 3.03. At the side of the group with a low level of competency found that their lowest average point was for a fund raising competency at 1.84 which is the same competency of the group with a high level competency. Their second lowest average point went to a management competency (2.24). The researcher also analytically and statistically compared the average point of competencies between the high level of competency group and the low level of competency group by using T-test. The T-test results indicated that the overall and separated social entrepreneur competency average points of both groups have different levels with the statistic significance at 0.05. At this point, the research believed that research participants from the high level of competency group can be facilitators or trainers to transfer knowledge, skills, and experiences to other research participants in the low level of competency group.

Besides the eight-model social entrepreneur competency assessment, the researcher used the open-ended questionnaire to assess other contributing competencies for children and youth issue social movements. The assessment results demonstrated key contributing competencies that are necessary for their work, namely emergency child rescue, child victim assistance, knowledge and skills about relevant laws, child psychology and child development.

6.1.2 Social Entrepreneur Competency Development for Activists on Children and Youth Issues in Nan Province

This is the second phase of the research study. The researcher reported the competency assessment results as input data which leads to a development process. The researcher and research participants collectively brainstormed and considered the assessment results in order to find competency development approaches. The researcher used the important participatory processes through the data retrieval workshop; focus group discussion; competency development approach designs; competency development process; and evaluation. The discussion results also reflected the conditions of competency emergence briefly described as below:

The average points of the learning and teamwork competencies were at the high level because there are supportive socio-cultural social capitals in the local contexts of Nan Province. It is the land where people enthusiastically pay attention to learning with high level of participation rate. Knowledge and local wisdom are transferred from generation to generation through continual various learning forms such as workshops, forums, and meetings. In terms of team building in this province, people sector and non-governmental organizations have been working together with strong relationship for more than tow decades. Significantly, the government sector continually stimulates the collectiveness or association of various groups. Professionals or experts are invited to join activities. Supportively, activists who work on children and youth issues are familiar with each other with a good relationship and networking. Learning and teamwork are essential and contributing competencies that strengthen their working relationship and knowledge sharing.

Fund raising, management, and reporting and evaluation competencies gained low average points. The reasons provided by research participants were that fund raising is a new thematic area for them. They have yet expansively and comprehensively learnt about it. In addition, most research participants have yet experienced resource hunting in various approaches such as campaigns and project activity implementations. They accepted that they have very limited knowledge about fund raising. It is a challenging working issue for them therefore they do not have confidence to apply it in practices. They viewed that this competency requires personal talents or specific skills who can also foresee opportunities. Through the

participatory discussion process, research participants from hybrid non-profit organizations demonstrated a certain level of understanding and experiences towards the fund raising activities.

The management and reporting and evaluation competency assessment results found that leadership is relevant to management especially visions of leaders. In addition, participation in planning is essential. The results found that most of research participants from non-governmental organizations possess lower understanding on strategic plans than participants from government and private sectors. They have encountered difficulties to apply strategic plans into practices with the invalid results which cause their poor performances and report writing contents. These limitations dragged down the average point of their reporting and evaluation competency. In fact, they have many projects in hands that necessarily to evaluate, write reports, and submit reports to donors. The research participants realized that the reporting and evaluation competency is the closest and most useful competency for them. Hence, they chose this competency as the first priority to be developed.

Competency Models and Social Entrepreneur Competency Development

According to the competency assessment results, the researcher and research participants collectively considered the results and designed the competency development. The content development forms and competency develop approaches can be summarized as below.

1) Social Entrepreneur Competency Contents: The researcher used contents following the eight social entrepreneur model competencies which were developed from the literature reviews, concepts, theories, and relevant research studies. These eight social entrepreneur model competencies consist of management, teamwork, networking, learning, fund raising, marketing, communication, and reporting and evaluation.

1) Management Competency includes providing visions, setting project or organization strategic plan, applying strategic plan into practices, managing changes and risks.

2) Teamwork Competency includes working as a team, inviting people with expertise to join the team, and strengthening teamwork in order to reach set goals and encourage team members to gain more knowledge and skills.

3) Networking Competency includes building relationship, cooperation, networking strengthening for sustainability

4) Learning Competency includes self-direct learning, knowledge management (knowledge application and knowledge transfer), exchange learning, building new body of knowledge, and learning through new communication channels.

5) Fundraising Competency includes resource management, persuasion/fund raising for donation purposes, and other resource collection methods with creative ideas/public goods production.

6) Marketing Competency includes seeking for opportunities and new social markets, introducing thyself and organization to public, presenting production results/implement social activities, persuading people for their involvements, and building accountability and trust.

7) Communication Competency includes communication techniques through writing, speaking, and using various media channels or materials such as media production, news and information, developing and using communication channels, and disseminating information.

8) Reporting and Evaluation Competency includes writings on financial report, project monitoring report, evaluation and lessons learnt synthesis report, knowledge kit development, and utilization of implementation evaluation results.

2) Social Entrepreneur Competency Development Approach of Research Participants

The researcher used the social entrepreneur competency assessment results as essential components in the design as well as brainstorming results on competency development approach discussion in order to develop feasible and practicable competencies that also respond to needs of target groups in target areas. The researcher divided the competency development approaches into three key categories

which were Self-directed learning, Learning with other experiences, and Performance Training.

1) Self-directed learning: It is a social entrepreneur competency development approach that research participants can plan to develop competency by themselves after knowing the social entrepreneur competency self-assessment results that indicated their strong and weak points. Competency development particularly on fund raising, management, and reporting and evaluation competencies were concluded by the research participants to be further necessarily developed and can learn by themselves. Actually, there were knowledge and skills that the research participants preferred to develop. Noticeably, self-direct learning definitely and significantly depended on intention of research participants and supportive learning environment. Hence, building organizations to be learning organizations is a contributing factor that can promote competency development to staff.

2) Learning with other experiences: Experience sharing was expected from the high level of competency group. Research participants can learn through experienced people. The research results found that research participants from the low level of competency group on learning and teamwork can learn and exchange their experiences through various means with the high level of competency group which is recognized as a facilitator group. They can also learn from other people or teams as well as on their own pace in order to empower their learning and manage learning at individual, group, and organization levels.

3) Performance Training: It is the mixed competency development design that combines coaching and training. It is a competency development process that uses contents of the evaluation results as a starting point prior to conduct a training package. The competency training package covers training curricula for both high and low level groups that need to develop the same competencies such as fund raising, management, and reporting and evaluation competencies.

In order to gain competency development patterns and approaches through the competency development process, the researcher proposed the approach that the research participants should consider to collectively implement the competency development by focusing on low average point competencies such as fund raising,

management, and reporting and evaluation competencies. Eventually, the research participants chose to firstly develop the reporting and evaluation competency through training workshops as a pilot competency development (details as described in Chapter 4).

6.2 Recommendations

6.2.1 Recommendations from the Research Results

1) Motivation strategies should be available for developing thinking methods and visions of new generations in order to increase social entrepreneurs: The research results found that motivation, thought, and vision are essential attributes, and are the starting points for social entrepreneurs. Thus, in order to expand impacts and arena, activists on children and youth issues in Nan Province should develop a motivation building approach guideline to attract younger generations to join the social entrepreneurship activities. They also should be encouraged to develop thoughts and visions that can foresee opportunities and dare to think beyond the frame which is also one attribute that leads to changes in a society.

2) Social-emotional and ethical virtue attributes should be promoted: If activists want to develop social entrepreneur competencies in order to successfully operate social movements, they need to also develop their emotional quotient along with ethic and virtue promotion and other competencies.

3) Learning and social entrepreneur competency development should be promoted in both formal and informal education systems: The schooling system or educational institutions should include competency and social entrepreneur competency development in the curricula for students. Students should also be encouraged to a learning process at the individual, group, and organizational levels. They also should be

motivated to learn from other's experiences in various learning approaches from successful social entrepreneurs, field visits, and social voluntary camps.

4) Competency development in important and essential competencies oriented: In the competency development process, the competency assessment regarding social entrepreneur competencies should be completed before by paying more attention to the low competency group. Based on the results of this research, we should focus on fund raising, management, reporting and evaluation competencies to the target group. The development process should include continuous management and change evaluation.

5) Maintain and develop the sociocultural capital potency of target group and community: Sociocultural capital, experiential learning and social network in community is an importance basis root for performance development of activists who work for children and youth in order to be an good social entrepreneur.

6) Model competencies and competency development should be appropriately applied for each prospective target groups: The social entrepreneur competency development in eight model competencies can be applied where appropriate to certain contexts and target groups who need to be developed.

If the learning pattern is applied, we should recognize that target groups need time to absorb in order to comprehensively perceive and gradually change their behaviors which lead to positive changes in a society. Significantly, the development process should be integrated regarding needs of target groups and relevance of their socio-cultural contexts.

6.2.2 Recommendations for Future Studies

1) In-depth study on social entrepreneur concepts and theories should be conducted in order to build a clear body of knowledge: According to the concept reviews and model competency development in this research, there are limited numbers of theories and concepts. The literature reviews

also contained ambiguity on social entrepreneurs in the area of study scope. In addition, views towards the background of social entrepreneurs and clarity in analysis units that compose of both individuality and groups of people are limited while in reality the operational research and the supportive process for social entrepreneurs contain more key contents than what the research explored.

2) The similar research studies should be conducted to study other target groups such as social entrepreneurs from business sector that have social movements with social consciousness and groups of new generation of social entrepreneurs: Children and youth groups in a formal educational system in particular should be trained and brought up with public consciousness. In addition, educational institutions should pay more attention to social entrepreneur development curricula especially on motivation, thought, vision, emotional, social, ethic, and virtue attribute development with aims for a society by inserting them in regular lessons at the higher education level.

3) The research and development on other issues, target areas, and other provinces should be conducted: A compared study regarding competency assessment and competency development should be studied. In addition, researcher should study how to add more knowledge and spread out its results for academic purposes.

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APPENDICES

APPENDIX A

เครื่องมือวิจัย

แบบสัมภาษณ์และแบบประเมินสมรรถนะผู้ประกอบการเพื่อสังคม กรณีศึกษาผู้ที่ขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน

คำชี้แจง: การประเมินสมรรถนะนี้มีวัตถุประสงค์เพื่อให้ทราบถึงคุณลักษณะและระดับสมรรถนะของผู้ประกอบการเพื่อสังคมที่ขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน ตามสภาพความเป็นจริง และจะเป็นข้อมูลสำหรับการพัฒนาสมรรถนะที่สอดคล้องกับความต้องการของกลุ่มเป้าหมาย รูปแบบการประเมินใช้แบบการประเมินตนเองเพื่อเป็นการตรวจสอบยืนยันด้วยตนเองของผู้ประกอบการเพื่อสังคม

ข้อคำถามประกอบด้วย 2 ส่วนคือ 1) ข้อมูลพื้นฐาน 2) แบบประเมินตนเอง ข้อคำถามมีทั้งหมด 80 ข้อ หากมีข้อคำถามปลายปิด โปรดใส่เครื่องหมาย ✓ ในช่องที่ตรงกับตัวท่านที่สุด

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้เข้าร่วมการวิจัย มีจำนวน 18 ข้อ

1.1 ข้อมูลภูมิหลัง: ประวัติส่วนตัวและครอบครัว ประวัติการศึกษา ประวัติการทำงาน และผลงาน

- 1) เพศ ชาย หญิง
- 2) อายุ.....ปี
- 3) สถานภาพสมรส โสด สมรส หม้าย หย่า แยกกันอยู่
- 4) รายได้ของท่านต่อเดือน(ยังไม่หักค่าใช้จ่าย)
 - ไม่เกิน 10,000 บาทต่อเดือน 10,000-20,000 บาทต่อเดือน
 - 20,001-30,000 บาทต่อเดือน 30,001-50,000 บาทต่อเดือน 50,001บาทขึ้นไป
- 5) ท่านคิดว่าสถานภาพทางการเงินของครอบครัวเป็นอย่างไร
 - รายได้มากกว่ารายจ่าย (มีเหลือเก็บ) รายจ่ายมากกว่ารายได้ (ไม่พอใช้)
 - รายได้พอๆ กับรายจ่าย (พอมีพอกิน)

- 6) ระดับการศึกษา ไม่มีการศึกษา จบประถมศึกษา
 จบมัธยมศึกษาตอนต้น จบมัธยมศึกษาตอนปลาย /เทียบเท่า
 จบ ปวส. /อนุปริญญา /เทียบเท่า จบปริญญาตรี สูงกว่าปริญญาตรี
- 7) ท่านจบการศึกษาด้านใดมา.....
- 8) อาชีพหลักที่ท่านทำอยู่ หรือบทบาทตามตำแหน่งปัจจุบัน
 รับราชการ ทำธุรกิจส่วนตัว เกษตรกร อาสาสมัคร ลูกจ้าง
- 9) ระยะเวลาที่ท่านอาศัยอยู่ในจังหวัดน่าน
..... ปี
- 10) ท่านได้เข้ามามีส่วนร่วมดำเนินกิจกรรมขับเคลื่อนเพื่อสังคมมาแล้วกี่ปี.....ปี
- 11) องค์กร/ชมรม/มูลนิธิ ฯลฯ ที่ท่านเป็นสมาชิกอยู่มีวัตถุประสงค์หลักคืออะไร (โปรดระบุ).....
.....
- 12) ท่านมีบทบาทใดในองค์กรหรือบทบาทในสังคม (ตอบได้มากกว่า 1 ข้อ)
 คณะกรรมการบริหารองค์กร ประธาน รองประธาน เลขานุการ กรรมการ มูลนิธิ/องค์กร
 สมาชิกองค์กร / ลูกจ้างในองค์กร
 แกนนำเครือข่ายในชุมชน ผู้ใหญ่บ้าน/กำนัน
 ผู้นำทางการเมือง นายกเทศบาล นายกอบต. / สมาชิก อบต.
 ผู้นำทางศาสนา ผู้นำหรือผู้แทนกลุ่มเด็กและเยาวชน.....
- 13) ท่านได้เข้ามามีส่วนร่วมในการขับเคลื่อนสังคมในประเด็นเด็กและเยาวชนมากี่ปี.....ปี
- 14) ปัจจุบันนี้ ท่านเข้ามามีส่วนร่วมในการขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัด ในโครงการ/กิจกรรมใดบ้าง และได้รับทุนสนับสนุนจากแหล่งใด (โปรดระบุ)
1.....ผู้สนับสนุนทุน.....
2.....ผู้สนับสนุนทุน.....
3.....ผู้สนับสนุนทุน.....
- 15) ท่านคิดว่า กิจกรรมการขับเคลื่อนประเด็นเด็กและเยาวชนที่ท่านเข้าไปมีส่วนร่วม ผลักดัน ได้ประสบผลสำเร็จหรือไม่
 ไม่ประสบผลสำเร็จเลย ประสบผลสำเร็จเป็นบางเรื่อง
 ส่วนใหญ่ประสบผลสำเร็จ ประสบผลสำเร็จทุกเรื่อง

16) ผลงานเด่นหรืองานที่ท่านภาคภูมิใจมากที่สุดในการทำงานเพื่อสังคมคืออะไร? (อาจจะ เป็นกิจกรรม/โครงการที่ได้ร่วมทำไปแล้วหรือรางวัลที่ได้รับ-โปรดระบุ)

.....
.....

17) ผลลัพธ์ที่เกิดขึ้นจากการทำภารกิจเพื่อสังคมได้ส่งผลให้เกิดการจัดการสังคม หรือการเปลี่ยนแปลงใหม่อะไรบ้าง (มีนวัตกรรมการเปลี่ยนแปลง หรือความคิดสร้างสรรค์หรือวิธีการใหม่ หรือผลกระทบสังคมอะไร)

.....
.....

18) เหตุผลที่ท่านประสบความสำเร็จในการดำเนินงานกิจกรรมการขับเคลื่อนฯ เกิดจากปัจจัยอะไรบ้าง?

- 1.....
- 2.....
- 3.....

1.2 ข้อคำถามเกี่ยวกับคุณลักษณะส่วนบุคคลของผู้ประกอบการเพื่อสังคม:

แรงจูงใจ ความคิด วิสัยทัศน์ ลักษณะทางอารมณ์สังคมและคุณธรรมจริยธรรม มีจำนวน 20 ข้อ

1) ท่านมีแรงผลักดันและแรงจูงใจหรือแรงบันดาลใจอะไร? ที่ผลักดันหรือนำพาให้ท่านได้เข้ามาทำงานเพื่อสังคม ?

.....
.....

2) ท่านมองปัญหาและการแก้ไขปัญหของสังคมไทยปัจจุบันอย่างไร (ระบุแนวคิด)?

.....
.....

3) ท่านมองเห็นภาพที่พึงประสงค์ใน 5 ปีข้างหน้าของสังคมไทยหรือสังคมที่ท่านอยู่ว่าควรจะเป็นอย่างไร

.....
.....

4) ปัญหาสังคมที่เป็นอยู่ปัจจุบัน ท่านมีแนวทางออกอย่างไรหรือมีวิธีการแก้ไขอย่างไรบ้าง และใครที่จะเข้ามามีบทบาทบ้าง? (อาจจะระบุหนทางแนวทาง วิธีการ หรือองค์กร ผู้มีส่วนเกี่ยวข้อง)

.....

5) ในฐานะที่ท่านเป็นผู้ประกอบการเพื่อสังคมและมีจิตมุ่งมั่นที่จะทำงานเพื่อสังคม ท่านคิดว่าท่านจะมีบทบาทเข้าไปมีส่วนช่วยเหลือ หรือแก้ไขปัญหาสังคมนั้นได้อย่างไร?

.....

6) ท่านเข้าใจภาวะอารมณ์ของท่านเมื่อต้องปะทะสังสรรค์กับผู้คนจำนวนมาก

น้อย ปานกลาง มาก

7) ท่านรู้สึกแยะและท้อใจเมื่อเจอกับปัญหาอุปสรรคที่เกิดขึ้นเกี่ยวกับบุคคลหรืองานที่ท่านทำ อยู่เสมอ

น้อย ปานกลาง มาก

8) ในการทำงานเพื่อสังคม ท่านสามารถรับมือกับอารมณ์ของผู้คน และสามารถจัดการการเปลี่ยนแปลงที่อาจเกิดขึ้นได้

น้อย ปานกลาง มาก

9) ท่านสามารถเข้ากับคน/ประสานงานกับบุคคลในองค์กร หรือเครือข่ายอื่นอย่างเป็นมิตร กับทุกคน

น้อย ปานกลาง มาก

10) เพื่อให้งานบรรลุเป้าหมายไปได้ ท่านสามารถทำงานร่วมกับบุคคลได้โดยไม่รู้สึกละ ขาดความเข้าใจ แม้ว่าจะเคยขัดแย้งกันมาก่อน

น้อย ปานกลาง มาก

11) ท่านใช้วิจรรณญาณ ตลอดจนหลักการและเหตุผลและหลักประชาธิปไตยในการทำงาน อยู่เสมอ

น้อย ปานกลาง มาก

12) หากต้องตัดสินใจเลือกแนวทางอย่างใดอย่างหนึ่งท่านจะคำนึงถึงข้อดี ข้อเสีย และรับฟังเหตุผลของผู้อื่นเพื่อมาประกอบการตัดสินใจอย่างรอบด้าน

น้อย ปานกลาง มาก

13) ท่านเป็นผู้ที่แสวงหาโอกาสเรียนรู้สิ่งใหม่ๆ (ความรู้ เทคโนโลยี วิธีการ ผู้คน) อยู่เสมอ

น้อย ปานกลาง มาก

14) ท่านได้ทบทวน ประเมินผลของการทำงานและร่วมรับฟังความคิดเห็นจากการสะท้อนของผู้อื่นเพื่อนำมาปรับปรุง พัฒนาการทำงานให้ดีขึ้นเสมอ

น้อย ปานกลาง มาก

15) ท่านคิดว่าประเด็นทางคุณธรรมจริยธรรมมีความสำคัญและจำเป็นสำหรับผู้ประกอบการเพื่อสังคมหรือคนทำงานเพื่อสังคมหรือไม่

สำคัญและจำเป็นน้อย ปานกลาง มีความสำคัญและจำเป็นมาก

16) หากท่านจะรับงานใดหรือเข้าร่วมงานไหน ท่านมักคิดถึงประโยชน์ที่ท่านจะได้รับมากกว่าประโยชน์ส่วนรวม?

น้อย ปานกลาง มาก

17) โครงการที่ขับเคลื่อนในสังคมจำเป็นต้องรายงานความโปร่งใสให้แหล่งทุนและสังคมทราบ

น้อย ปานกลาง มาก

18) ท่านเป็นคนที่มีมุ่งมั่นต่อเป้าหมายการทำงานและมีความเพียรพยายามที่จะทำให้งานสำเร็จ

น้อย ปานกลาง มาก

19) สไตล์การใช้ชีวิตของท่านเป็นอย่างไร (โปรดระบุ)

.....

20. ท่านมีบุคคลที่ยอมรับนับถือเป็นต้นแบบในการดำเนินชีวิตของท่านหรือไม่?

มี ไม่มี

หากมีโปรดระบุชื่อบุคคล(หรือองค์กร).....

เหตุผลเพราะอะไร?.....

ส่วนที่ 2 แบบประเมินสมรรถนะตนเองความรู้ทักษะ มีจำนวน 42 ข้อ

ให้ผู้เข้าร่วมวิจัยกรอกแบบประเมินสมรรถนะตนเองตามความเป็นจริงตามความคิดของผู้ประเมินเอง ซึ่งมีระดับสมรรถนะหรือระดับความสามารถ (Proficiency level) 4 ระดับ คือ

ระดับ 1 ผู้เริ่มต้น: เห็นว่าตนเองมีความรู้ทักษะ ประสบการณ์ อยู่ในระดับเริ่มต้น ยังต้องเข้ารับการอบรม ยังต้องได้รับคำแนะนำจากแกนนำ

ระดับ 2 ประยุกต์ใช้: สามารถประยุกต์ใช้ความรู้ทักษะประสบการณ์ กับการทำงานแบบเดิมๆ ได้โดยไม่ต้องได้รับคำแนะนำ และหากมีระบบหรือวิธีการแบบใหม่ ก็ยังต้องได้รับคำแนะนำ หรือต้องเข้ารับการฝึกอบรมในเรื่องใหม่ๆ อยู่

ระดับ 3 ชำนาญ: มีความรู้ทักษะ ประสบการณ์ ที่สามารถปฏิบัติตามได้โดยไม่ต้องได้รับคำแนะนำ ประยุกต์ระบบงานใหม่ๆ ได้ ให้คำแนะนำผู้อื่นได้

ระดับ 4 การนำ: มีความรู้ทักษะ ประสบการณ์และสามารถนำไปวางแผนได้ ประยุกต์งานใหม่ๆ ได้ ประเมิน ติดตาม และปรับปรุงงานได้

โปรดใส่เครื่องหมาย ✓ ในช่องระดับสมรรถนะที่ตรงกับตัวท่านที่สุด

| ข้อความ | ระดับสมรรถนะ | | | |
|---|--------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| การบริหารจัดการ | | | | |
| 1. สามารถกำหนดจุดหมายปลายทางในการทำงานหรือมีวิสัยทัศน์ สามารถมองภาพในอนาคตได้ | | | | |
| 2. สามารถวางแผนยุทธศาสตร์ขององค์กรหรือโครงการ | | | | |
| 3. สามารถนำแผนยุทธศาสตร์ที่กำหนดไว้ไปสู่การปฏิบัติได้ | | | | |
| 4. สามารถบริหารจัดการความเปลี่ยนแปลงในงาน/ในโครงการหรือในองค์กรได้ | | | | |
| 5. สามารถบริหารจัดการความเสี่ยงที่อาจเกิดขึ้นระหว่างทำงาน | | | | |
| การสร้างทีมงาน | | | | |
| 6. มีความรู้ความเข้าใจในแนวคิดการทำงานเป็นทีมและเน้นคุณค่าความสำคัญของคนทำงาน | | | | |
| 7. สามารถค้นหา ชักชวนผู้ที่มีความรู้ความสามารถมาทำงานร่วมกัน | | | | |
| 8. สามารถสร้างบรรยากาศการทำงานร่วมกันอย่างมีความสุข ปราศจากความขัดแย้ง | | | | |

| ข้อความ | ระดับสมรรถนะ | | | |
|---|--------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 9. สามารถผลักดันให้ทุกคนทำงานร่วมกันเป็นทีม จนสามารถบรรลุเป้าหมายที่วางไว้ | | | | |
| 10. สามารถพัฒนาทีมงานของท่านให้มีความรู้และทักษะเพิ่มมากขึ้น โดยส่งไปฝึกอบรม หาความรู้เพิ่มเติม และร่วมกิจกรรมต่างๆอยู่เสมอ | | | | |
| การสร้างเครือข่าย | | | | |
| 11. สามารถสร้างความสัมพันธ์ที่ดีระหว่างบุคคลในชุมชน ตลอดจนผู้ที่มีความคิดเห็นแตกต่าง หรือผู้ที่มีส่วนได้เสียในสังคมได้ | | | | |
| 12. สามารถสร้างความสัมพันธ์ระหว่างองค์กรและภาคส่วนต่างๆทั้งที่เป็นภาครัฐ ภาคธุรกิจเอกชนและภาคประชาชนได้ | | | | |
| 13. สามารถประสาน ขอความร่วมมือจากองค์กร ภาคีเครือข่ายทางสังคมในการขับเคลื่อนกิจกรรม/โครงการทางสังคมได้ | | | | |
| 14. สามารถขยายเครือข่ายความร่วมมือทั้งในและนอกพื้นที่ เช่น ขยายความร่วมมือทางวิชาการ จนสามารถนำมาบูรณาการในการทำงานได้ | | | | |
| 15. สามารถรักษาความเป็นเครือข่ายให้ยั่งยืนไว้ได้ (ให้เครือข่ายมีความเหนียวแน่นมั่นคงต่อไปได้) | | | | |
| การเรียนรู้ | | | | |
| 16. สามารถเรียนรู้และเข้าใจในองค์ความรู้ นวัตกรรม เทคโนโลยีใหม่ๆ ได้ด้วยตนเอง | | | | |
| 17. สามารถนำความรู้มาปรับใช้ ทั้งในงานของตัวเองและถ่ายทอดให้ผู้อื่นได้ | | | | |
| 18. สามารถแลกเปลี่ยนเรียนรู้ระหว่างกลุ่ม เครือข่ายองค์กรในพื้นที่และข้ามกลุ่มเครือข่ายนอกพื้นที่ได้ | | | | |
| 19. สามารถยกระดับการเรียนรู้ระหว่างกลุ่ม ระหว่างเครือข่ายองค์กรไปสู่การสร้างองค์ความรู้ใหม่ๆเพื่อการทำงานได้ | | | | |
| 20. สามารถเรียนรู้ผ่านช่องทางสื่อสารใหม่ๆ ได้ เช่น Internet, E-Learning หรือสื่ออิเล็กทรอนิกส์ สื่อสิ่งพิมพ์ อื่นๆ | | | | |
| การระดมทุน | | | | |
| 21. สามารถจัดหาหรือจัดเตรียมทรัพยากรการบริหารจัดการ (คน เงิน วัสดุ) เพื่อเป็นต้นทุนในการดำเนินงานกิจกรรม โครงการเพื่อสังคม | | | | |

| ข้อความ | ระดับสมรรถนะ | | | |
|--|--------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 22. สามารถเชิญชวน/ระดมทุนบริจาค จากบุคคลหรือสาธารณชน หุ้นส่วนทางสังคมเพื่อร่วมบริจาค สมทบทุนในการดำเนินกิจกรรม/โครงการเพื่อสังคม | | | | |
| 23. สามารถโน้มน้าวผู้ที่มิชอบพาทในสังคมให้การสนับสนุนและช่วยเหลือผลักดันแนวความคิดโครงการของท่านจนสัมฤทธิ์ผล | | | | |
| 24. สามารถจัดกิจกรรมระดมทุน หรือมีวิธีการแสวงหาทรัพยากรด้วยวิธีการต่างๆ เช่น การรณรงค์ การจัดกิจกรรม/โครงการ | | | | |
| 25. สามารถสร้างสรรค์ความคิดใหม่ๆ / ผลิตภัณฑ์สร้างสรรค์ เช่น หนังสือชุดความรู้ที่เกิดจากการทำงาน สินค้าสีเขียว หรือสินค้าเพื่อสุขภาพ ฯลฯ ออกจำหน่ายเพื่อสร้างรายได้เลี้ยงองค์กร | | | | |
| การสร้างการตลาด | | | | |
| 26. สามารถมองหาโอกาสและตลาดทางสังคมใหม่ๆ โดยเข้าไปมีส่วนร่วมกิจกรรมทางสังคมกับกลุ่มอื่นๆ ภาคส่วนอื่นๆ | | | | |
| 27. สามารถแนะนำตนเอง แนะนำองค์กร และนำเสนอผลงานให้ชุมชนหน่วยงาน และสังคมได้รู้จัก | | | | |
| 28. สามารถโน้มน้าว ชักชวน ผู้เล่นหน้าใหม่(แกนนำใหม่/สมาชิกใหม่)เข้ามาร่วมอุดมการณ์ทำงานเพื่อสังคม | | | | |
| 29. สามารถนำเสนอกิจกรรมเพื่อสังคม ตลอดจนสินค้าหรือการบริการสาธารณะให้ผู้คนในชุมชน/สังคมสนใจ | | | | |
| 30. สามารถทำให้ตัวเองเป็นที่น่าเชื่อถือและเกิดความไว้วางใจของชุมชน/สังคม | | | | |
| การสื่อสาร | | | | |
| 31. สามารถสื่อสารด้วยการเขียน พูด และใช้สื่อต่างๆ ให้บุคคลอื่นรับรู้ เข้าใจ ได้อย่างถูกต้องตรงกัน | | | | |
| 32. มีความเข้าใจเกี่ยวกับผู้รับสาร เช่น ปฏิกริยาของผู้รับสาร พฤติกรรมกลุ่มจิตวิทยามวลชน | | | | |
| 33. สามารถผลิตสื่อ ข้อมูลข่าวสาร จากข้อมูล ผลงาน/โครงการ เพื่อสื่อสารเผยแพร่ให้ผู้ที่เกี่ยวข้องในสังคม ได้รับรู้ รับทราบ | | | | |

| ข้อความ | ระดับสมรรถนะ | | | |
|---|--------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 34. สามารถสร้างและใช้ช่องทางการสื่อสารต่างๆกับบุคคลและกลุ่มบุคคลเพื่อนำไปสู่การเปลี่ยนแปลงในสังคมได้ เช่น Internet, E-Mail, Face book, E-Learning, E-Commerce | | | | |
| 35. สามารถถ่ายทอดความรู้หรือเผยแพร่ข้อมูลข่าวสารให้แก่ ทีมงาน องค์กร เครือข่าย ตลอดจนสาธารณชนทั้งในพื้นที่และในวงกว้าง | | | | |
| การรายงานและการประเมินผล | | | | |
| 36. สามารถเขียนรายงานการเงิน สรุปรายงานการดำเนินงานต่อแหล่งทุนได้อย่างมีคุณภาพและทันเวลา | | | | |
| 37. สามารถกำกับติดตาม โครงการที่ทำไป โดยมีแผนงานการติดตามงานกำกับ | | | | |
| 38. สามารถประเมินผลและถอดบทเรียนที่ได้จากการทำงาน | | | | |
| 39. สามารถจัดทำชุดความรู้ เพื่อการเรียนรู้และเผยแพร่ | | | | |
| 40. สามารถใช้ประโยชน์จากการประเมินผลเพื่อนำมาพัฒนายกระดับการทำงานให้ดีขึ้น | | | | |

41) สมรรถนะความรู้ทักษะอื่นๆ ที่ท่านคิดว่าผู้ประกอบการเพื่อสังคมจำเป็นต้องมีสำหรับการขับเคลื่อนประเด็นเด็กและเยาวชน (โปรดระบุ)

1. สมรรถนะ.....และท่านคิดว่าท่านอยู่ในระดับใด ระดับ 1 ผู้เริ่มต้น
 ระดับ 2 ประยุกต์ใช้ ระดับ 3 ชำนาญ ระดับ 4 การนำ
2. สมรรถนะ.....และท่านคิดว่าท่านอยู่ในระดับใด ระดับ 1 ผู้เริ่มต้น
 ระดับ 2 ประยุกต์ใช้ ระดับ 3 ชำนาญ ระดับ 4 การนำ

42) ท่านมีแนวคิด หรือมีแนวทางการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคม(คนทำงานเพื่อสังคม) อย่างไรบ้าง (คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการออกแบบและการวางแผนพัฒนาสมรรถนะ)

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APPENDIX B

STATEMENT OF THE RIGHTS OF PARTICIPANTS

เอกสารชี้แจงผู้เข้าร่วมการวิจัย (Participant Information Sheet)

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วยังไม่เข้าใจ โปรดสอบถามหัวหน้าโครงการวิจัย หรือผู้แทนให้ช่วยอธิบายจนกว่าจะเข้าใจดี ท่านจะได้รับเอกสารนี้ 1 ฉบับ นำกลับไปอ่านที่บ้านเพื่อปรึกษาหารือกับญาติพี่น้อง เพื่อนสนิท แพทย์ประจำตัวของท่าน หรือผู้อื่นที่ท่านต้องการปรึกษาเพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

ชื่อโครงการ(ภาษาไทย) สมรรถนะและการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมในการขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน

ชื่อผู้วิจัย นางสาวกัญญารัช วงศ์ภูคา สถานที่วิจัย สถานที่ทำงาน: ศูนย์ประสานงานประชาคมจังหวัดน่าน หรือที่โรงพยาบาลน่าน อ.เมือง จ. น่าน 55000 โทร. 082-1997366

โครงการวิจัยนี้ทำขึ้นเพื่อประเมินสมรรถนะผู้ประกอบการเพื่อสังคมและเพื่อพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมในการขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน ซึ่งประโยชน์ที่ผู้เข้าร่วมวิจัยจะได้รับคือ ผู้เข้าร่วมวิจัยมีโอกาสได้ประเมินสมรรถนะตนเอง และรับทราบระดับสมรรถนะโดยรวม ผู้เข้าร่วมวิจัยมีส่วนร่วมในการออกแบบการพัฒนาและได้รับการฝึกอบรมเพื่อยกระดับพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคม นอกจากนี้ยังจะเกิดประโยชน์โดยรวมกับสังคมคือ ผู้ประกอบการเพื่อสังคมที่ได้รับการพัฒนาสมรรถนะจะสามารถยกระดับการทำงานและสร้างสรรค์ทำประโยชน์เพื่อสังคมได้อย่างมีประสิทธิภาพและเกิดประสิทธิผล ทั้งยังจะเป็นต้นแบบที่ดีในการพัฒนาในพื้นที่อื่นๆ และยังเป็นประโยชน์ทางวิชาการต่อไป

ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เพราะ ท่านเป็นผู้ประกอบการเพื่อสังคมที่ทำงานเพื่อสังคมในการขับเคลื่อนในประเด็นเด็กและเยาวชนมาตลอด และในฐานะที่ท่านเป็นตัวแทนมาจากภาคส่วนต่างๆ ในสังคมและทำงานภายใต้ต้องการที่มีกิจกรรมการดำเนินงานเพื่อสังคมและการพัฒนาคุณภาพชีวิตประชากรกลุ่มเด็กและเยาวชน มีกิจกรรมต่อเนื่องมาไม่น้อยกว่า 1 ปี เป็นองค์กรที่มีวัตถุประสงค์การก่อตั้งเพื่อสาธารณะไม่แสวงหากำไร และเป็นที่ยอมรับในพื้นที่และท้องถิ่น

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยแบ่งออกเป็น 2 ระยะดังต่อไปนี้
คือ

ระยะที่ 1 ประเมินสมรรถนะผู้ประกอบการเพื่อสังคมที่ขับเคลื่อนประเด็นเด็กและเยาวชน ในจังหวัดน่าน

การประเมินสมรรถนะ เครื่องมือที่ใช้: แบบประเมินสมรรถนะผู้ประกอบการเพื่อสังคม มีจำนวนทั้งหมด 79 ข้อ ใช้เวลาตอบแบบประเมิน 1-2 ชั่วโมง มีกรอบแนวทางของคำถามประกอบด้วย 2 ส่วนคือ 1) ข้อมูลพื้นฐาน 2) สมรรถนะพื้นฐานของผู้ประกอบการเพื่อสังคมที่เป็นความรู้ ทักษะ มีรายละเอียด ดังนี้คือ

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้กรอกแบบประเมิน มีทั้งคำถามปลายปิดและปลายเปิด
ได้แก่

1.1 ข้อมูลภูมิหลัง : ประวัติส่วนตัวและครอบครัว ประวัติการศึกษา ประวัติการทำงาน
และผลงาน (จำนวน 17 ข้อ)

1.2 ข้อคำถามเกี่ยวกับคุณลักษณะส่วนบุคคลของผู้ประกอบการเพื่อสังคม มีข้อคำถาม
เกี่ยวกับ แรงผลักดันและแรงจูงใจ ความคิดวิสัยทัศน์ ลักษณะทางอารมณ์สังคม และคุณธรรม
จริยธรรม (จำนวน 20 ข้อ)

ส่วนที่ 2 สมรรถนะพื้นฐานของผู้ประกอบการเพื่อสังคมที่เป็นความรู้ ทักษะ

2.1 แบบประเมินสมรรถนะตนเอง: เป็นคำถามปลายปิด ให้ผู้ประเมินเลือกมี 4 ระดับ
ตามระดับสมรรถนะหรือระดับความสามารถ (Proficiency level) 4 ระดับ คือ ระดับ 1 ผู้เริ่มต้น
ระดับ 2 ประยุกต์ใช้ ระดับ 3 ชำนาญ ระดับ 4 การนำ (จำนวน 40 ข้อ)ประกอบด้วยสมรรถนะดังนี้

- การบริหารจัดการ
- ทีมงาน
- การสร้างเครือข่าย
- การเรียนรู้
- การระดมทุน
- การสร้างการตลาด
- การสื่อสาร
- การรายงานประเมินผล

2.2 ข้อเสนอแนะเพิ่มเติม สมรรถนะที่ผู้ประกอบการเพื่อสังคมต้องการพัฒนา
นอกเหนือจากสมรรถนะพื้นฐานแล้ว ฯลฯ (คำถามปลายเปิด 2 ข้อ)

โดยมีขั้นตอนการศึกษามีดังนี้คือ

1. การพัฒนากรอบแนวคิดเชิงทฤษฎีและกรอบแนวคิดในการวิจัย โดยการทบทวนวรรณกรรมองค์ความรู้และงานวิจัยที่เกี่ยวข้องจนได้กรอบแนวคิดเชิงทฤษฎีและกรอบแนวคิดในการวิจัย
2. กำหนดสมรรถนะผู้ประกอบการเพื่อสังคมจากกรอบแนวคิดการวิจัย
3. พัฒนาแบบประเมินสมรรถนะผู้ประกอบการเพื่อสังคม โดยการนำแบบสมรรถนะที่กำหนดขึ้นมาพัฒนาปรับปรุงเป็นแบบประเมินสมรรถนะ
4. การตรวจสอบคุณภาพแบบประเมินสมรรถนะ
5. ดำเนินการเก็บข้อมูล: ประชุมทำความเข้าใจและชี้แจงแบบประเมินสมรรถนะตนเอง ตลอดจนอธิบายประโยชน์ของการเข้าร่วมในงานวิจัยให้แก่กลุ่มตัวอย่างในองค์กร
6. วิเคราะห์ข้อมูล เพื่อจัดแบ่งกลุ่มสมรรถนะของบุคคลากร
7. สรุปผลการประเมินสมรรถนะผู้ประกอบการเพื่อสังคมที่ขับเคลื่อนประเด็นเด็กและเยาวชน

ระยะที่ 2 พัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมในการขับเคลื่อนประเด็นเด็กและเยาวชนในจังหวัดน่าน มีขั้นตอนดำเนินการดังนี้

1. จัดเวทีปฏิบัติการคืนข้อมูลให้แก่ผู้ประกอบการเพื่อสังคม และสนทนากลุ่มย่อย (Focus group) เพื่อร่วมกันวิเคราะห์ปัจจัยเงื่อนไขการเกิดสมรรถนะ และแลกเปลี่ยนระดมความคิดเห็นเพื่อแสวงหาแนวทางการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมที่ขับเคลื่อนประเด็นเด็กและเยาวชนร่วมกัน (จัดการประชุมใช้เวลาประมาณ 1 วัน)

1.1 การคืนข้อมูล โดยนำเสนอข้อมูลสมรรถนะที่ได้จากการวิจัยระยะที่ 1 เสนอต่อผู้เข้าร่วมวิจัย ใช้เวลาประมาณ 1-2 ชั่วโมง

1.2 การประชุมหรือการสนทนากลุ่มย่อย ใช้เวลา 2-3 ชั่วโมง มีกรอบคำถามในการประชุม ดังนี้

- กำหนดเป้าหมายการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคมที่ขับเคลื่อนประเด็นเด็กและเยาวชนในอีก 3 ปีข้างหน้า

- แนวคิดการพัฒนาสมรรถนะผู้ประกอบการเพื่อสังคม

- แนวทาง/วิธีการ/หรือรูปแบบการพัฒนาสมรรถนะที่เป็นไปได้ในทางปฏิบัติและสอดคล้องกับความต้องการจำเป็นของพื้นที่

2. รวบรวมข้อมูล/แนวทางที่ได้จากการระดมความคิดเห็น นำไปสู่การออกแบบและวางแผนดำเนินโครงการ/กิจกรรมพัฒนาสมรรถนะ โดยให้เนื้อหาและกระบวนการตรงตามความต้องการของกลุ่มตัวอย่าง
3. แสวงหาความร่วมมือในการดำเนินกิจกรรมจากทุกภาคส่วนในพื้นที่ เพื่อระดมทรัพยากร งบประมาณในการจัดกิจกรรมการพัฒนาสมรรถนะ
4. จัดเตรียมเนื้อหาการพัฒนาสมรรถนะ หลักสูตรการปฏิบัติการ กำหนดวิธีการ สื่อสิ่งอำนวยความสะดวกต่างๆ เช่น เอกสารชุดความรู้ความเข้าใจ สถานที่การฝึกอบรม วิทยากร ฯลฯ (ทั้งนี้ รูปแบบ รายละเอียดการพัฒนาสมรรถนะ หรือรายละเอียดการฝึกอบรมใดๆ ขึ้นอยู่กับการออกแบบร่วมกันของผู้วิจัยและผู้เข้าร่วมวิจัย)
5. ดำเนินกิจกรรมการพัฒนาสมรรถนะด้วยกระบวนการต่างๆ การฝึกอบรมปฏิบัติการ จัดเวทีแลกเปลี่ยนเรียนรู้ การเรียนรู้จากประสบการณ์ที่ดี พื้นที่ต้นแบบ บุคคลต้นแบบ การศึกษาดูงาน ฯลฯ ทั้งนี้เป็นไปตามความเหมาะสมและความต้องการของกลุ่มเป้าหมาย
6. ประเมินผลการพัฒนาสมรรถนะ ในการประเมินผลของการพัฒนาสมรรถนะนี้ ผู้วิจัยใช้แบบประเมินตนเองในระดับความรู้ ความเข้าใจและพฤติกรรมการประยุกต์ใช้ความรู้ที่ได้จากการพัฒนาสมรรถนะ เช่น ประเมินหลังการฝึกอบรม และเมื่อนำไปประยุกต์ใช้กับการปฏิบัติงานจริง

ความเสี่ยงที่อาจเกิดขึ้นเมื่อเข้าร่วมการวิจัย.....การตอบแบบประเมินสมรรถนะตนเอง
 ความเสี่ยงที่เกิดขึ้นคือ ท่านอาจรู้สึกอึดอัด ไม่สบายใจ เครียด กับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบ
 คำถามเหล่านั้นได้ หรือเสียเวลา

การร่วมกระบวนการพัฒนาสมรรถนะ ความเสี่ยงที่เกิดขึ้นคือ ท่านอาจจะรู้สึกอึดอัด ไม่
 สบายใจ ไม่มีเวลาหรือมีข้อสงสัยต่างๆ

หากท่านไม่เข้าร่วมในการวิจัยนี้ก็จะไม่มีผลต่อ หน้าที่การงานกรณีอาสาสมัครเป็นบุคลากร
 ในองค์กรที่ท่านสังกัด

หากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัย หากมีข้อข้องใจที่จะสอบถามเกี่ยวข้องกับ
 การวิจัยโปรดติดต่อที่ผู้วิจัยโดยตรง นางสาวกัญญารัช วงศ์ภูคา โทร. 082-1997366

ค่าตอบแทนที่จะได้รับ..... ไม่มี.....

ค่าใช้จ่ายที่ผู้เข้าร่วมการวิจัยจะต้องรับผิดชอบเองมีอะไรบ้าง..(ระบุว่ามีหรือไม่มี).....มี
 (ค่าเดินทาง)

หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษที่เกี่ยวข้องกับการวิจัยนี้ ผู้วิจัยจะแจ้งให้ทราบโดยรวดเร็วไม่ปิดบัง

ข้อมูลส่วนตัวของผู้เข้าร่วมการวิจัยจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวม ข้อมูลของผู้เข้าร่วมการวิจัยเป็นรายบุคคลอาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ เช่น ผู้ให้ทุนวิจัย, สถาบัน หรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบ, คณะกรรมการจริยธรรมฯ เป็นต้น

ผู้เข้าร่วมการวิจัยมีสิทธิถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมการวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อใดๆ ที่สมควรจะได้รับ

โครงการวิจัยนี้ได้รับการพิจารณารับรองจาก คณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ มหาวิทยาลัยมหิดล ซึ่งมีสำนักงานอยู่ที่ คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 02-441 9180 โทรสาร 02-441 9181 หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ท่านสามารถติดต่อกับประธานคณะกรรมการฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น

ข้าพเจ้าได้อ่านรายละเอียดในเอกสารนี้ครบถ้วนแล้ว

ลงชื่อ.....ผู้เข้าร่วมวิจัย

(.....)

วันที่.....

หมายเหตุ : หากผู้เข้าร่วมวิจัยเป็นผู้เยาว์ (อายุต่ำกว่า 18 ปี บริบูรณ์) และเอกสารชี้แจงนี้ทำให้ผู้ปกครอง/ผู้แทนโดยชอบธรรมเป็นผู้อ่าน ให้เปลี่ยนสรรพนาม “ ท่าน ” เป็น “ เด็กในปกครองของท่าน ” ตามตำแหน่งที่เหมาะสม

APPENDIX C
THE CERTIFICATE FROM THE HUMAN RESEARCH ETHICS
COMMITTEE OF THE SOCIAL SCIENCES DEPARTMENT

BIOGRAPHY

| | |
|------------------------------|--|
| NAME | Kanyarach Wongphuka |
| DATE OF BIRTH | May 02, 1968 |
| PLACE OF BIRTH | Nan Province, Thailand |
| INSTITUTE ATTENDED | <p>Bomromarajonani College of Nursing Uttaradit, Thailand, 1991</p> <p>Dip in Nursing Science</p> <p>Sukhothaitammathirat University, Thailand, 1994</p> <p>Bachelor of Science in Occupational Health and Safety</p> <p>Mahidol University, Thailand, 1999</p> <p>Master of Science (Public Health) Programme (Public Health Law and Administration)</p> <p>Mahidol University, Thailand, 2013</p> <p>Doctor of Philosophy (Population Education)</p> |
| POSITION & OFFICE | Registered Nurse Acting in Head of Policy and Planning Group in Nan Hospital, Nan Province 55000 Thailand. |