



DIRECTIVE DEVELOPMENT OF FACULTY OF PHARMACY SILPAKORN
UNIVERSITY TO HIGH PERFORMANCE ORGANIZATION

By
Srisombat Nawanopparatsakul

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
Program of Social and Administrative Pharmacy
Graduate School
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แนวทางการพัฒนาคณะเภสัชศาสตร์ มหาวิทยาลัยศิลปากร ให้เป็นองค์กรที่มีขีดสมรรถนะสูง

โดย

นางศรีสมบัติ นวนพรัตน์สกุล

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาเภสัชศาสตรดุษฎีบัณฑิต

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The Graduate School, Silpakorn University has approved and accredited the Thesis title of “Directive Development of Faculty of Pharmacy Silpakorn University to High Performance Organization” submitted by Mrs.Srisombat Nawanopparatsakul as a partial fulfillment of the requirements for the degree of Doctor of Philosophy in Social and Administrative Pharmacy

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SRISOMBAT NAWANOPPARATSAKUL: DIRECTIVE DEVELOPMENT OF FACULTY OF PHARMACY SILPAKORN UNIVERSITY TO HIGH PERFORMANCE ORGANIZATION. THESIS ADVISORS: ASSOC.PROF SINDHCHAI KEOKITICHAI, Ph.D., ASST. PROF.SOMJATE WAIYAKARN, Ph.D., AND PROF.CHOMCHIN CHANTASAKUL, Ph.D. 327 pp.

Faculty development is important because of continual changes in expectation of the quality of pharmacists, social needs and the new information technology in education. Faculty development is a tool for improving the educational vitality of institutions through attention to competencies needed and to the institutional policies required to promote academic excellence and enable faculty and staffs to meet their goals. The purpose of this study was to develop a model development of faculty of pharmacy to high performance organization, guideline and step of faculty of pharmacy discussion. Research methods included literature evaluation, in-depth interviews of experts, faculty members' survey, and brainstorming by focus group technique.

The results of the study agree with the necessity to develop faculty of pharmacy to be high performance organization and may adjust the strategy to develop faculty of pharmacy. The milestones considered to be beneficial for faculty development are good governance, becoming a learning organization and the criteria of public sector management quality award. Tools for faculty development are knowledge management, change management that use blueprint for changes and redesign process. The faculty of pharmacy development to high performance organization should also include identity, continuity, outstanding, sustainability and superiority.

To develop the faculty of pharmacy to high performance organization, besides the main missions, the role of faculty of pharmacy may cover drugs and health products, health system and public health and the center of health knowledge. Directive of faculty development feature develop organization, system, people and administration start by make the understanding and share the target of faculty of pharmacy. Four steps of faculty of pharmacy development have been established: stage of adjustment foundation and readiness, stage of announcement, stage of expansion to sustainability and stage of maintaining sustainability. The overall image of faculty of pharmacy includes role on drugs and health products, health system and public health and the centers of knowledge of health. Each of faculty of pharmacy must recognize the strength of faculty and develop the strength to become the identity of each faculty and develop the faculty to be high performance organization. The faculty can support the continuous change of social and the world and create network and alliance with council of pharmacy, other private and government sector organization related to pharmacy professional.

Program of Social and Administrative Pharmacy Graduate School, Silpakorn University AcademicYear2010

Student's signature

Thesis Advisors' signature 1..... 2.....3.....

49354801: MAJOR : สาขาวิชาเภสัชศาสตร์สังคมและการบริหาร

คำสำคัญ: การบริหาร/ เภสัชศาสตร์ศึกษา/รูปแบบการพัฒนา/คณะเภสัชศาสตร์

ศรีสมบัติ นวนพรัตน์สกุล : แนวทางการพัฒนาคณะเภสัชศาสตร์ มหาวิทยาลัยศิลปากรให้เป็นองค์กรที่มีขีดสมรรถนะสูง. อาจารย์ที่ปรึกษาวิทยานิพนธ์ : รศ.ดร.สินธุ์ชัย แก้วกิติชัย, ผศ.ดร.สมเจตน์ ไวยาการณ์ และ ศ.(พิเศษ) ดร.จอมจิน จันทร์สกุล. 327 หน้า.

แนวทางการพัฒนาคณะเภสัชศาสตร์มีความสำคัญเนื่องจากการเปลี่ยนแปลงในหลายๆด้านได้แก่ ความคาดหวังของคุณภาพของเภสัชกร ความต้องการของสังคมและข้อมูลข่าวสารเทคโนโลยีใหม่ๆในทางด้านการศึกษา การพัฒนาคณะเภสัชศาสตร์มีผลต่อการพัฒนาทางการศึกษา ทำให้การศึกษามีคุณภาพมากขึ้นและทำให้คณะฯรวมถึงบุคลากรสามารถไปถึงเป้าหมายที่กำหนดไว้ วัตถุประสงค์ของการศึกษานี้เป็นการศึกษาหลักการพัฒนารูปแบบของคณะเภสัชศาสตร์รวมถึงแนวทางและขั้นตอนการพัฒนาคณะฯให้เป็นองค์กรที่มีขีดสมรรถนะสูง วิธีการศึกษาประกอบด้วยการศึกษาและประเมินเอกสารอย่างเป็นระบบ การสัมภาษณ์เชิงลึกผู้เชี่ยวชาญด้านเภสัชศาสตร์ศึกษาและด้านบริหารการศึกษา การสำรวจความคิดเห็นของบุคลากรในคณะเภสัชศาสตร์ และการประชุมระดมสมองโดยเทคนิคกลุ่มสนใจ ผลการศึกษาพบว่ามีความจำเป็นในการพัฒนาคณะฯให้เป็นองค์กรที่มีขีดสมรรถนะสูงและควรมีการปรับกลยุทธ์เพื่อพัฒนาคณะฯให้เป็นองค์กรที่มีขีดสมรรถนะสูง หลักการที่ช่วยในการพัฒนาคณะเภสัชศาสตร์ได้แก่การนำธรรมาภิบาล การเป็นองค์กรแห่งการเรียนรู้และการนำเกณฑ์รางวัลการบริหารจัดการภาครัฐมาใช้ในการพัฒนาคณะฯให้เป็นองค์กรที่มีขีดสมรรถนะสูงมีประเด็นที่สำคัญได้แก่การมีอัตลักษณ์เป็นของตนเอง การพัฒนาที่ต่อเนื่อง โดดเด่น ยั่งยืนและเหนือกว่าองค์กรอื่นในแวดวงเดียวกัน

ในการพัฒนาคณะฯให้เป็นองค์กรที่มีขีดสมรรถนะสูงนอกจากพันธกิจหลักแล้ว ควรครอบคลุมทั้งเรื่องยาและผลิตภัณฑ์สุขภาพ ระบบสุขภาพและการสาธารณสุข และเป็นศูนย์กลางความรู้ด้านสุขภาพ แนวทางการพัฒนาประกอบด้วยการพัฒนาองค์กร ระบบงาน และคน โดยเริ่มต้นจากการทำความเข้าใจและให้ความรู้แก่บุคลากรภายในคณะฯเกี่ยวกับการพัฒนาคณะฯและมีกำหนดเป้าหมายไปในทิศทางเดียวกัน ขั้นตอนในการพัฒนาคณะฯแบ่งได้เป็น 4 ขั้นตอนคือขั้นที่ 1 การปรับรากฐานและความพร้อม ขั้นที่ 2 การประกาศตัว ขั้นที่ 3 การรุกขยายสู่ความยั่งยืนและขั้นที่ 4 การสร้างความยั่งยืน

ภาพรวมของคณะเภสัชศาสตร์ที่เป็นองค์กรที่มีขีดสมรรถนะสูงควรมีบทบาทในเรื่องยาและผลิตภัณฑ์สุขภาพ ระบบสุขภาพและการสาธารณสุข และเป็นศูนย์กลางความรู้ด้านสุขภาพ คณะเภสัชศาสตร์แต่ละคณะควรทำการศึกษาจุดแข็งของตนเองและพัฒนาจุดแข็งขึ้นมาเป็นอัตลักษณ์ของคณะเภสัชศาสตร์แต่ละแห่ง เพื่อให้คณะเภสัชศาสตร์เป็นองค์กรที่มีขีดสมรรถนะสูง สามารถปรับตัวรองรับการเปลี่ยนแปลงของสังคมและโลกได้ตลอดเวลา นอกจากนี้ควรมีเครือข่ายความร่วมมือกับสภาเภสัชกรรม องค์กรต่างๆทั้งภาครัฐและภาคเอกชนที่เกี่ยวข้องกับวิชาชีพเภสัชกรรม

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ลายมือชื่อนักศึกษา.....

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CHAPTER 1

INTRODUCTION

1. Statements and significant of the problems

Pharmacy, like every other healthcare profession, is changing rapidly. Almost every aspect of its knowledge and practice base is affected by external change such as: technological developments; changing patient expectations; new professional governance requirements; developments in other health professions; a modernizing health service; and acute (commercial) competition in the community sector. This is stimulating a variety of excellent and creative responses within the profession including challenging new and extended roles for pharmacists, with much greater clinical input and autonomy, and the rapid development of roles of supporting staff. Changes in expectations of the quality of undergraduate education, changing student population, decreasing resources, and widespread use of technology in teaching have dramatically increased the need for creative faculty development programs (Kathleen 2000). Many countries have continuously developed their healthcare systems for their people following the mission of the governance. Healthcare should be a basic privilege for people and accessible regardless of socioeconomic status and culture. This principle is widely accepted by many countries, and the World Health Organization (WHO) wanted to incorporate the concept into the Health for all by 2000 campaign (World Health Organization 1978). Trends of ability of “new generation of pharmacists by 2013 ‘will have capability in (1) Providing pharmacy service (through prescriptions), (2) Collaboration with others (community, leaders, doctors, nurses,

dentists,...etc), (3) Strategically educating the customers/patients (health promotion/prevention), (4) Accountability (subjected to certain audit process), (5) Learning and adjustability and (6) Harmonization and global practice. In traditional and innovative pharmacy development, it is well considered to make decision dealing with ideology, knowledge, belief, practice, culture, treatment measures, standards... etc. right before expanding the management and stakeholders, vision or foresight into future. At length, Who and What comprises Pharmacy Education and Development at rationality? Whether may they be either educators or practices, educators, technicians, students, preceptors, continuing education providers or non-academic continuing education providers? The rationale of such answer(s) may not be absolute ones. Education reforms for the professional degrees in pharmacy and related disciplines emphasize on high quality of performances, outcomes and standards. To achieve such relevantly strategic on-going development in not only education organizations but also other institutions and societies one needs to adopt such as paradigm shift, information, strategy, performance, quality networks and partnerships, activities with value, relevant auditing systems and evaluation for accreditation, revision of strategies with flexibility, management with good governance, decisive administration, personnel and management working with highly responsibility and senses of loyalty and belonging.

Faculty development must be considered an essential element in nurturing and supporting this invaluable resource. By enabling faculty members to meet individual goals as teachers, scholars, and leaders, the broader goals and missions of the educational institution are also met. Establishment of faculty development programs is a particularly important issue within colleges of pharmacy due to the

rapid growth in the number of institutions and a steady influx of junior faculty members in recent years. (Bradley 2006:25)

2. Goal and objective

The main objective of this study is to develop directive of faculty of pharmacy Silpakorn University to high performance organization model.

The specific objectives of this study are to:

1. Study and analyze identity of faculty of Pharmacy in Thailand.
2. Directive of faculty of pharmacy Silpakorn University to high performance organization model.

Steps of study

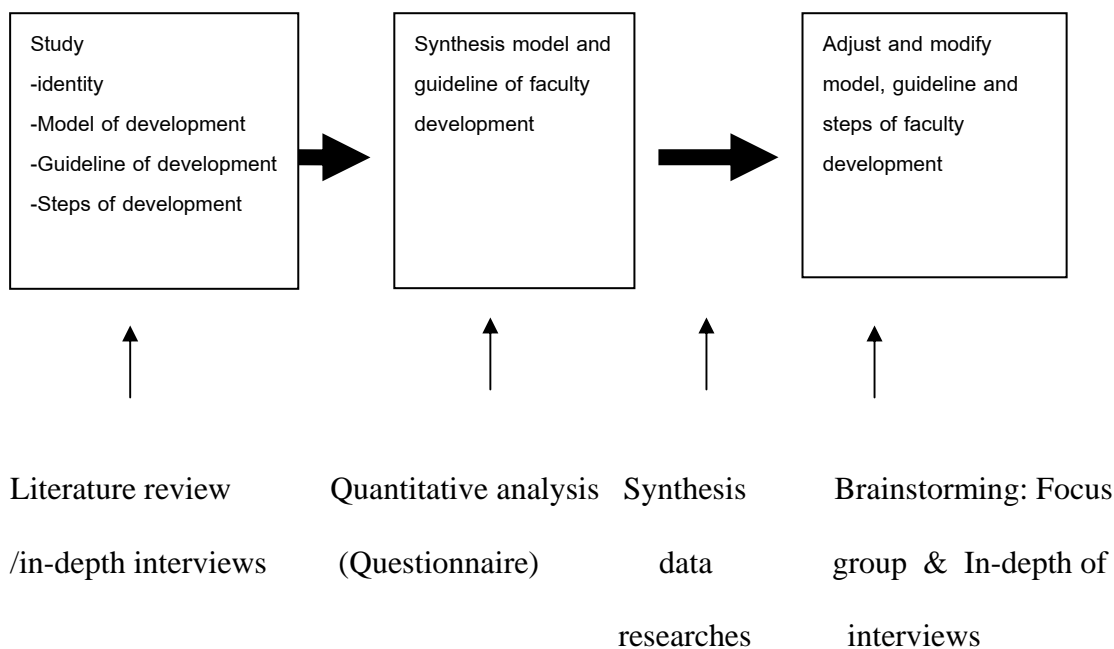


Figure 1 Steps of study

3. Hypothesis to be tested

3.1 Identity of faculty of pharmacy, Silpakorn University relate to the intention to first set the faculty of pharmacy

3.2 Step of faculty of pharmacy Silpakorn University development to high performance organization.

3.3 Guideline of faculty of pharmacy development to be high performance organization.

4. Scope or limitation of the study

Scope of the methodology and contents

To analyze and develop directive of faculty of pharmacy, Silpakorn University to high performance organization.

Scope of the study area and study population

The study area is faculty of pharmacy, Silpakorn University, Thailand. The study populations are specialists in education administration, representatives of community pharmacy association, hospital pharmacy, industry pharmacy, alumni, pharmacy council and faculty members of pharmacy Silpakorn university.

Scope of the study time

The study duration is in the year 2008-2009.

5. Process of the study

Phase I: Set identity and guideline of faculty of pharmacy development to be high performance organization.

-Literature evaluation in faculty development, high performance organization.

-Analyze philosophy, vision, mission of faculties of pharmacy in Thailand.

-Analyze outcome, model of faculty development of faculty of pharmacy, Silpakorn university from the past to present.

-Analyze the change , evolution of health science in last 10 years and in the future, evaluate the correlation with philosophy and the working process of faculty of pharmacy, Silpakorn university.

-Analyze the correlation of setting target and setting of working.

-Analyze and synthesis identity of faculty of pharmacy to high performance organization

Phase II: Set model of faculty of pharmacy development to be high performance organization.

-Literature review of faculty of pharmacy , Silpakorn university on SWOT analysis and the correlation of target of faculty.

-Literature review of faculty development to be the successful of organization.

-Literature review of guideline and step of faculty development to high performance organization.

-Synthesis the directive and step of faculty development to high performance organization.

Phase III: Study the feasibility of model of faculty of pharmacy development to high performance organization.

-Analyze and Synthesis the feasibility of guideline, model of faculty development and to high performance organization.

Research design

The research was designed as the qualitative and quantitative design: in-depth interview, brainstorming by focus group and questionnaire.

Research Populations

Phase I: Specialists in education administration

Phase II: Faculty members of pharmacy Silpakorn university

Phase III: Specialists in education administration, representatives of community pharmacy association, hospital pharmacy, industry pharmacy, alumni and pharmacy council.

6. Definition

Identity mean the property that shows oneself that is the definite property of the organization to recognize and outstanding property that differs from other organization and correlate with concept, policy, determination and vision.

High performance organization is the organization that produce quality outcomes from continuous developed system and modify to produce the outcome outstanding, the important property are own identity, continued success and sustainability, standardization, outstanding outcome and networks.

Faculty of Pharmacy Development to High Performance Organization is the development of the mechanism to create faculty of pharmacy with outstanding properties as follows

- 1) Own identity
- 2) Clear performance in creation of standard and excellent network of working, continuous successful.
- 3) High performance to produce quality and outstanding products that are accepted in area of pharmacy.

Guideline of Faculty of Pharmacy Development : 4 steps

Step 1:

- 1) Adjust foundation and readiness by establishing identity, reconsideration vision and mission.
- 2) Announcement that can manage faculty to benchmark with other faculties and work with network and competition.
- 3) Expand to sustainability. and
- 4) Maintenance the sustainability of organization.

Administration and management by Public Sector Management Quality

Award are (1) Leadership,(2) Strategic Planning, (3) Customer and market focus, (4) Information, Analysis, and Knowledge management, (5) Human Resource Focus, (6) Process management and(7) Business results

Good governance decisive administration mean guideline of working that correlates with the usefulness to people, people center, response people' need and develop people quality of life.

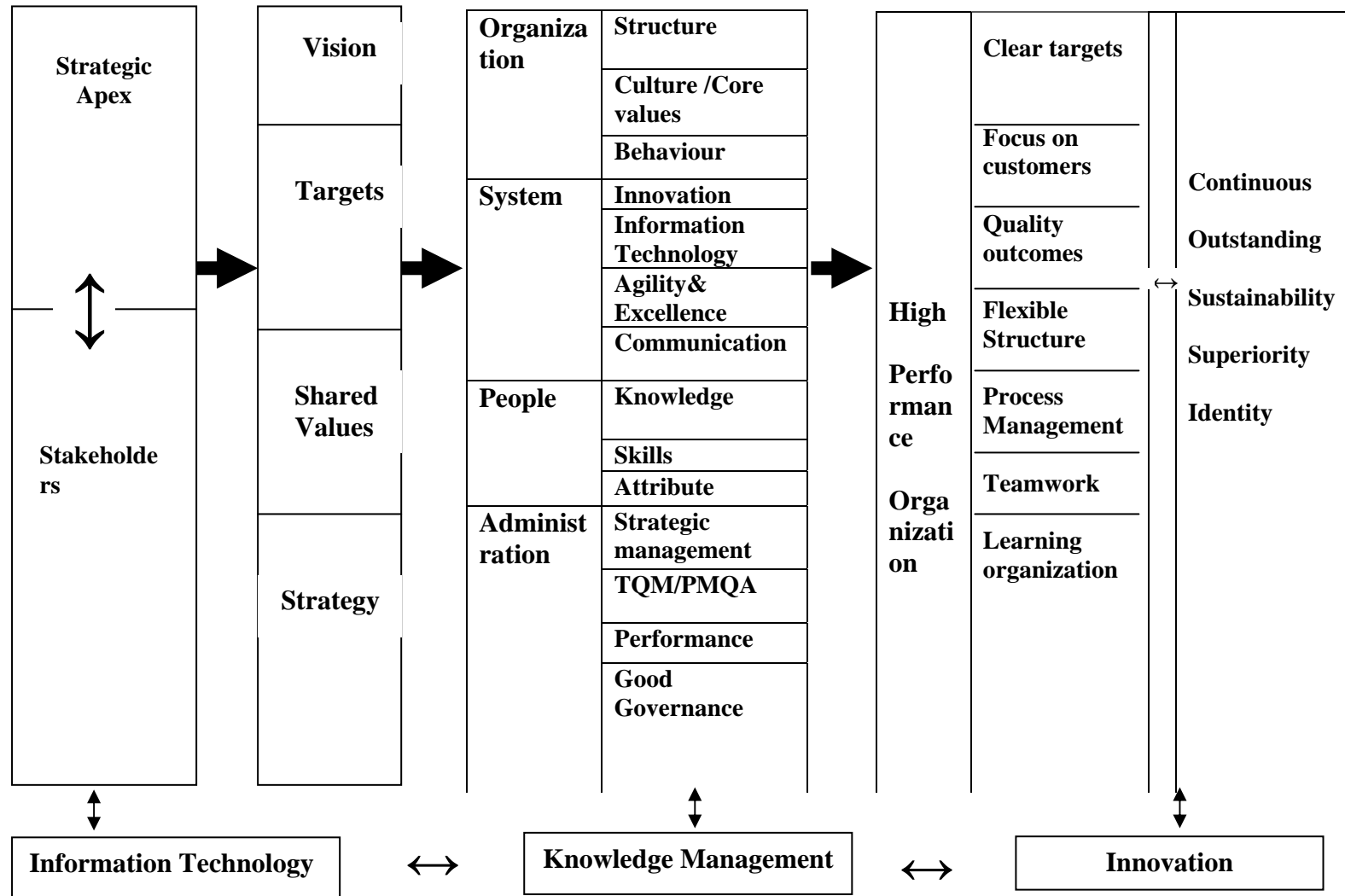


Figure 2 Conceptual Framework of Directive of Faculty Development

CHAPTER 2

LITERATURE REVIEW

Overview of pharmacy education

This chapter provides the background, concepts, and information relating to pharmacy education. The literature review involved the pharmacy education in other countries and Thailand to reveal the context of pharmacy education worldwide.

Introduction of pharmacy education

The pharmacist is recognized as a source of health advice and is viewed as being well placed to advice on the management of minor illness and long-term care, health promotion and education (Felicity Smith, 2004). Pharmacy profession has shifted from a product orientation to a patient focus and moving toward a 6 year program (Grider, 1967).The curriculum has been changed from more products to more patients-oriented. Although the US schools of pharmacy have offered solely the Pharm D program, a bachelor program is still operating in most other countries. In Japan, no Pharm D program was offered until March 2006. All bachelors programs contain a 4-year degree. The first 6 year program was introduced in April 2006. In France, schools of pharmacy provide a 6-to9- year program. At the moment, a 6-year program offered in several countries is more focused on a patient-based curriculum, whereas the 4-, and 5-year programs are enduring with non-patient-based (i.e, product-focused) curriculum.

Since pharmacy education must prepare pharmacists who can optimize medication therapy in the provision of patient-centered and population-based care, consideration must be given to important societal and health care trends or changes that are likely to influence our future pharmacy practice and education needs. Key factors as identified by societal and health care trends or changes include the aging of society, greater emphasis on public health, scientific and technological advances, globalization, market forces in health care, increased accountability, shortages of faculty and academic leaders, and a changing teaching model. Pharmacy educator should provide sufficient attention to the populations in there are as and the impact that future urbanization will have on health care in order to prepare students to care for these residents. Research in the areas of patient safety and quality improvement is critically needed. Pharmacy education should serve as a resource and catalyst for the conduct of clinical research in the practice community and prepare students to incorporate a “research culture” in their future practice. Pharmacy educators must also teach students to effectively use technology to develop and manage drug distribution systems, to access patient and scientific information, and to optimize patient care provision in a variety of practice settings. A future care model needs to consider how to best move services to the patient rather than having the patient move to the services. Pharmacy education needs to take a lead, a leading role in strengthening pharmacy image and in establishing duties and responsibilities that others will immediately recognize as being in the pharmacist’s domain. (Roche 2006)

Many countries have continuously developed their healthcare systems for their people as an obligation of the government. Healthcare should be a basic privilege for people and accessible regardless of socioeconomic status and culture.

This principle is widely accepted by many countries, and the World Health Organization (WHO) wanted to incorporate the concept into the Health For All by 2000 campaign (World Health Organization 2006). Countries have explored various ways to determine services in beneficial packages. Most countries try to set the gatekeeper or primary healthcare unit in order to screen patients and increase efficiency of limited health resources. Some countries have a formal system, for example, England uses a referral system that patients first visit a family doctor before a specialist except in emergency cases. People from Korea and Malaysia pay for healthcare based on the level of care needed. They will pay cheaper if they visit a lower level of care first. Many countries provide a basic package and co-payment system to prevent unnecessary usage of services (Ratanawijitrasin 2000). The 1988 Thai Constitution indicates clearly in Article 52 that ‘all Thai people have the right to access quality healthcare in public facilities, especially the disabled.’ In fact, since the early 1990s there have been several attempts to make this a national policy but there has been insufficient support from the government (Nittayarampong 1995).

Pharmacy education in Europe

In 1988 the WHO organized a meeting in Madrid on the role and function of the pharmacist in Europe. Many aspects of the pharmacist’s professional role were discussed. Research in the pharmacy is one of them and it is worthwhile to quote some statements made in the report of this meeting. The report also states: “Practice-oriented research is essential to the development of the pharmaceutical service. It is important to develop a firm research base both in hospital and community pharmacy” (Bakker 1996).

Pharmaceutical education is based on scientific research and professional practices in the field. The education must provide adequate communication language and co-operation skills and lay a foundation for professional (FIP 2008).

England

Universal coverage of healthcare in England has been implemented since 1948. Government is purchaser and provider in healthcare system. National Health Service (NHS) is main organization for health insurance and provides primary and specialist care for all legal residents of the England. Few private providers participate in the system. Services in clinics and community pharmacies provided by private sector that registered with NHS and most public hospital (Tareonsettasin 2001).

The United Kingdom (UK)'s National Health Service (NHS) is a comprehensive service funded from general taxation and subject to frequent organizational change. The NHS plan for pharmacy development is classified under four broad headings: better access to services; helping patients get the best from their medicines; re-designing services around patients; staff development and clinical governance. Prescriptions may be dispensed by community pharmacists or, in rural areas, directly by 'dispensing doctors'. Historically, the pharmacy profession in the UK, like most other countries, comprised two main branches: community and hospital. Smaller numbers of pharmacists are employed in industry and academia. The function and organization of the profession are like those in North America, and unlike most of Europe, in two main respects, Firstly multiple retail pharmacy ownership is allowed and has become the norm, secondly, hospitals tend to employ

relatively large numbers of pharmacists whose primary role is giving advice rather than supplying medicines. (Silcock 2004)

The Royal Pharmaceutical Society of Great Britain defines a pharmacist as “an expert in the field of drugs and medicines, who may, according to his or her personal preference, be involved in any aspect of their preparation and use, from the discovery and development of a medicine to its eventual supply to the patient”. Since 1997, all undergraduate pharmacy programmes in the UK have been of 4-year duration and lead to the award of the Master of Pharmacy degree (M Pharm). Almost without exception, pharmacy graduates then proceed to the one-year pre-registration training that leads to membership of the Royal Pharmaceutical Society of Great Britain. Students who successfully complete the first three years of the M Pharm programme will have accumulated 180 credits and should they leave the university at this stage, may be awarded a BSc in Pharmaceutical studies (Suresh 2005). There are 16 faculties or schools of pharmacy and until recently the first degree, B.Pharm was a 3 year course. Since October 1997 it has been extended to a 4 year course (M.Pharm, a master of pharmacy). Student then have to practice pharmacy under supervision for 1 year before they are admitted as qualified pharmacists by the ‘Royal Pharmaceutical Society of Great Britain’ has the responsibility for maintaining standards of practice. In the United Kingdom, evidence indicates that growing numbers of general practitioners and consumers are in favor of increased responsible self-medication. Positive support by physicians for self-medication is growing and research shows that more than half of the general practitioners expect to increase their recommendations of nonprescription medicines in the next year. It is reasonable to conclude that due to the onset of the information age, change in consumer preferences and the availability

of new nonprescription medicines that were previously unavailable, the significance of nonprescription medicines in overall health care is bound to increase in the future. In the United Kingdom, Medicines Control Agency (MCA) is an Executive Agency of the Department of Health responsible to promote and safeguard public health through ensuring appropriate standards of safety, quality and efficacy for all medicines on the UK market. Additionally, the Agency is required to advise Ministers on policy relating to pharmaceuticals and regulatory systems and assist Ministers in achieving their high level objectives on health. The EU Directive on classification of medicines has been implemented in the United Kingdom. The UK's agenda for the promotion of self care and self-medication was given a boost when in 2000 UK ministers issued the NHS plan. One theme which pervaded the whole plan was the promotion of the ability to patients to take more responsibility for their own health. It was acknowledged in the plan that patients' expectations for their health management as well as for the quality of information they seek have risen, thus putting a responsibility on all stakeholders, be it regulations, health care professionals or industry, to provide the tools to achieve these expectations. Not only must the information provided with medicines be more comprehensible and accessible, but the range of OTC medicines which the patient can safely purchase for himself must also be increased. One of the UK health ministers recently said that "Health care is self care." There is of course an economic background to increasing the availability of OTC medicines-especially in a country with more elderly people in the population, and with more diseases becoming amenable to medical treatment. The actions taken by United Kingdom to promote self care included increasing the role of pharmacists and nurses, both in providing advice and eventually prescribing.

Pharmacy remains a life science, but the undergraduate pharmacy course is now 4 years long. In addition to basic qualifications in clinical pharmacy, it is now possible to complete courses specially designed to enhance collaboration with other healthcare professionals.

Germany

Germany has universal healthcare coverage under the compulsory public healthcare scheme. Germany is a union of states, health policies and laws that are assigned by central and state government. The Ministry of Public Health enacts law to regulate health service system. By law, people who have income below the criteria must be a member of sickness funds by making contributions to funds. Civil servants and those who have income higher than standard level can select to purchase private insurance or sickness funds. Anyone who decides to pay for private insurance can not also be a member of the sickness fund soon after (Srithamrongsawat 2000). The role of community pharmacists has changed from dispensing medicines to consulting patients as family pharmacists.

The education of German pharmacists is regulated by law which requires that all universities with Pharmaceutical Institutes (there are 23) offer the same type of lectures and practical courses. The course lasts 4 years plus 1 year at pharmacy practice. The final degree is a state examination which leads to registration. A student may then enter a Ph.D. course in natural science which ideally take 3 years (Gonellin 2000).

France

There are 24 faculties of Pharmacy in France. The pharmacy course lasts 6 years to train a qualified pharmacist. After this, the student is permitted to enter the Ph. D course which normally takes 3-4 years (Ganellin 2000).

Finland

The ultimate goal of the research-based educational development in the Faculty of Pharmacy is to enhance the achievement of the curriculum objects and to foster students deep-level learning to integrate theoretical studies more closely to their application in the working life. Teaching and learning at the Faculty are evaluated regularly. Good teaching (and research) practices are encouraged and presented regularly to the whole faculty. Points are evaluated and corrected (priority list). Systematic and active development has been appreciated. The Faculty of Pharmacy has been nominated as a Quality Educational Unit in the University of Helsinki in 2005 and in 2007.

United States

The U.S. is the only major industrialized nation in the world lacking universal healthcare access (Institute of medicine, 2004). The U.S. spends more on healthcare, both as a proportion of gross domestic product (GDP) and on a per-capita basis, than other nation in the world. Current estimates put U.S. healthcare spending at approximately 15% of GDP, the highest in the world (OECD 2008; World Health Organization 2006). Healthcare in the United States is provided by many entities, around 84% of citizens have health insurance, 60% through their employer, 9% purchased individually, or 27% provided by government programs; there is some

overlap in these figures (Carmen et al. 2006; World Health Organization 2006). Government provides health insurance through two main schemes administered by Centers for Medicare and Medicaid Services; Medicare is a health insurance program administered by the government, covering people who are either age 65 and over, or who meet other special criteria. Medicaid is program for individuals and families with low incomes and resources. It is jointly funded by the states and federal government, and is managed by the states. Among the groups of people served by Medicaid are eligible low-income parents, children, seniors, and people with disabilities. Medicaid is the largest source of funding for medical and health-related services for people with limited income. In 2006, Medicaid provided healthcare coverage for 38.3 million poor Americans and Medicare provided healthcare coverage for 40.3 million elderly and disabled Americans (Carmen et al. 2007). Nonprescription medicines now account for about 60% of all medications used in the United States and may be used to treat or cure about 400 ailments. The role and importance of nonprescription medicines in healthcare delivery all over the world is rapidly increasing due to the shift in attitude towards self-medication and the potential cost-savings. The growing global interest in self-medication and related economic benefits accentuate the importance of and necessity for a regulatory framework developed on the basis of sound scientific authorities, academic and related industry/professional organizations. The US Food and Drug Administration (FDA) recently announced a public hearing to evaluate the Agency's approach to regulating over-the-counter (OTC) drug products. The purpose of the hearing was to solicit information from interested persons including scientists, professional groups and consumers. .

In 1992, the American Association of Colleges of Pharmacy (AACCP) developed educational outcomes under the Center for the Advancement of Pharmaceutical Education (CAPE). Resources from the AACCP Commission to implement change in Pharmaceutical Education, and other professional organizations surveys were used to complete the CAPE Educational Outcomes document. In 1994, the first CAPE educational outcomes were presented. There were 3 competency domains presented in the document, including pharmaceutical care, systems management, and public health. According to changes in the roles of pharmacists and health care systems, the CAPE Educational Outcomes have been revised periodically.

Australia

Australia offers universal access to healthcare, regardless of ability to pay, through the public health insurance system, Medicare. Australia has a complex healthcare system with several types of services and providers and a range of funding and regulatory mechanisms. The Commonwealth provides health services, funding the health system, and subsidizing pharmaceuticals and aged residential care (nursing homes and hostels). The States, with Commonwealth financial assistance, primarily are responsible for funding and administration public hospitals, mental health services and community health services, as well as for regulating health workers. Private practitioners provide most community-based medical and dental treatment. Benefits are available to people who reside in Australia, who hold Australian citizenship (Bloom 2000)

In Australia, the Therapeutic Goods Act of 1989 (TGAct) aims at providing a national framework for the regulation of therapeutic goods to ensure their quality,

safety, efficacy and timely availability. The Therapeutic Goods Administration (TGA) as part of the Commonwealth Department of Health and Aged Care has the responsibility for administering the Act and ensuring that the necessary evaluation and assessment procedures are conducted to enable access to the latest treatments available that are safe, effective and of good quality. A general introduction to the regulatory process for all medicines in Australia and other pertinent matters including the role of TGA is presented in one of TGA publications. Another factor driving growth is Australia's aging population. Research suggests that elderly people spend far more on healthcare products than younger people and Australia's elderly population grew steadily as the birth rate declines. The rising number of consumers between the ages of 40 and 50 years of age is aiding growth in OTC healthcare.

Pharmacy society of Australia implemented the competency standard for pharmacist in Australia. The example is Monash University is one of group of 8 (top) universities in Australia offered two degrees :-Bachelor of pharmacy and Bachelor of Pharmaceutical Sciences (Medicinal Chemistry and Formulation science streams).

Pharmacy education in Asia

There is a great movement of pharmacy practice towards providing pharmaceutical care. Increasing awareness of pharmaceutical care in several Asian countries, development of pharmaceutical care services in institutional care and development of pharmaceutical care services in community care through community pharmacy and primary care center.

Japan

Universal coverage in healthcare was achieved in 1961. Japan showed good performance measured at least by traditional quantitative health outcome measures such as life expectancy and infant mortality rate. In 2000, Organization for Economic Co-operation and Development (OECD) figures show that Japan spends 7.6% of its GDP on health (Ward 2009).

People are assigned a health insurer according to their employment situation. Health insurance in Japan has two main systems. The first system is employment based insurance called as Social Insurance System (SIS) which consists of Government-managed societies and Privately managed insurance. The second system is community-based insurance called National Health Insurance (NHI) which covers the self – employed. Retirees move from Employment-based insurance to retired person insurance and when they are 70 years of age, they are covered by health services for the elderly which is managed by NHI. By law, health insurers are required to offer an basic benefits package including medical consultation, drugs, and other materials, medical treatment, surgery, and other services, home care treatment and nursing, and hospitalization and nursing at medical institutions and they may offer additional benefits such as funeral benefits, maternity allowances under the collective scheme(Srithamrongsawat 2000).

The undergraduate programme(4 years) is controlled by the Ministry of education. Graduate from the 4 year course take the government examination for qualified pharmacists, The graduate schools encompass the first 2 years for an M.Sc. and an additional 3 years for a Ph.D. In Japan the description pharmaceutical sciences is more widely used than pharmacy. Pharmacy is one of the pharmaceutical science (Ganellin 2000).

India

Pharmacy education has largely been industry focused. In the 1990's, efforts began to introduce pharmacy practice in India. The duration of the course is of four academic years 300 hours of practical training spread over a period of not less than 2 months.

China

The course contents and training aims of higher pharmaceutical education to meet the needs of society for high-quality talents for pharmacists. The four-year schooling results in a short time practice. The higher pharmaceutical education in China has been started for nearly 100 years and has trained over 100,000 specialized talents in pharmacy. The course contents and training aims of higher pharmaceutical education should be shifted gradually from pure elite education to applied pharmacist education to meet the needs of society for high-quality talents for pharmacists. The social roles of the higher pharmaceutical education are 1) cultivating advanced pharmaceutical talents 2) undertaking pharmaceutical researches and promoting its applications. 3) pushing forward the development of pharmaceutical industry and public health affairs 4) providing various higher pharmaceutical educations for adult. These functions are embodied quite well in the higher pharmaceutical education in some developed countries, for example in USA, UK, France and Japan. Because of the different situations of the countries and the considerations in pharmacy education, there exists a gap in pharmacy and pharmaceutical education between China and the more developed countries. Resolution of the problem of the lack of pharmacist has

become the key to the successful transformation of the hospital pharmaceutical work of China in the new century. Therefore, training the clinical pharmacist becomes the urgent task of pharmaceutical education in China. Furthermore, the four-year schooling results in a short time practice. And the practice aims mainly at doing experiment research and mastering laboratory skills, which can not meet the needs of practical work, such as the work at hospital, in community and the work to promote the rational drug-use(Chun 2548).

Singapore

Singapore has universal coverage through three healthcare funds that are managed by the government consisting of Medisave, an individual account for healthcare services, Medishield, and Medifund. People have basic privileges that are covered by health funds. Patients pay for out-patient services and have co-payment for in-patient service(Srivanichakorn 2000).

Pharmacy Education in Thailand: Current and Future

Healthcare education has a significant impact on the health of the community and improving services for the patients. It also instills fundamental values and directs specific attitudes in the healthcare professionals. In most of the world, pharmacy education enables pharmacists to deal with the safe and effective use of drugs, primary healthcare, preventative medicine and health promotion. It also emphasizes on the research and development of pharmaceuticals and the production of new drugs. Pharmacy education is responsible for preparing students to enter into the practice of pharmacy and to function as professionals and informed citizens in a changing health

care system. It is responsible for generating and disseminating new knowledge about drugs and about pharmaceutical care systems. Since pharmacy education must prepare pharmacists who can optimize medication therapy in the provision of patient-centered and population –based care, consideration must be given to important societal and health care trends or changes that are likely to influence our future pharmacy practice and education needs.. Pharmacy education will prepare pharmacists to provide patient-centered and population-based care that optimizes medication therapy; to manage health system resources to improve therapeutic outcomes; and to promote health improvement, wellness, and disease prevention. (Babar 2005; Trinda 1997;Roche 2006; Brink 2006) The profession of pharmacy has evolved in an ever-changing environment. Changes in the profession occurred in the US, in Thailand, and in other countries with the schools of pharmacy as a leading force. Schools of pharmacy play a critical role in determining the quality and quantity of the members the profession, and thus, the capacity of the profession of pharmacy to meet societal needs depends on the capacity that the schools have to prepare the workforce that can meet these needs. (Katanawijistrasin 1997)

Since pharmacy education was established in Thailand 97 years ago, the schools of pharmacy have prepared a generalist workforce to build the nation's pharmaceutical industry, filled the various pharmacy functions in hospitals and community pharmacies, and forced consumer protection of pharmaceuticals. Increasingly, pharmacist roles in clinical drug use have been recognized and performed in a number of hospitals. This new clinical role coexists with, rather than replaces, other more traditional roles. As a result, today the roles of pharmacist have become more diverse than before. The goals of the nation's drug policy are to make

quality drugs available and affordable: to promote rational drug use, and to achieve national self reliance in pharmaceutical production. How well the profession can meet and shape this wide range of demands depends on the capacity of pharmacy education to define societal values and to prepare a competent and conscientious workforce for the society. It remains a tremendous challenge for the university and the pharmacy profession in Thailand to recognize trends in the demand made by the society and to identify the direction for the future of the profession.

Pharmacy education in United States founded in 1900, The American Association of Colleges of Pharmacy (AACP) is the national organization representing pharmaceutical education in the United States. AACP's mission is to serve member colleges and schools and their respective faculties by acting as their advocate and spokesman at the national level, by providing forums for interaction and exchange of information among its members, by recognizing outstanding performance among its member educators, and by assisting member colleges and schools in meeting their mission of educating and training pharmacists and pharmaceutical scientists. AACP initiated a series of initiatives under the Center for the Advancement of Pharmaceutical Education (CAPE). For pharmacy education in the United Kingdom, there are three institutions which largely determine the nature of pharmacy, the university schools of pharmacy, the professional body(the Royal Pharmaceutical Society of Great Britain), and the National Health Service. The professional body has complete jurisdiction over the practice of pharmacy and controls the registration (licensure) of all pharmacists and pharmacies. (Brink 2006)

Pharmacy education in Asia has been reacting to change. Interdependence and cross border cooperation are seen as a beneficial way to shape education for the

future. The new concept of pharmacy education in India, is that the government should support the university to increase the role in research by integrating pharmacy teaching activities and research go together, and the government support the research in biomedical research to create innovation to produce drug from biological technology.

Plan of Pharmacy Education in 2008-2010 defines pharmacy service competencies across all levels and systems, set educational objectives aligned with competencies, develops global framework for quality assurance and the development of accreditation systems. Gather data on academic/faculty workforce, development strategies, develop holistic vision for pharmacy education at global, regional and local level provide advocacy and technical guidance to country level educational institutions, establish global platform for ongoing dialogue and sharing of lessons learned (Thielke 2008).

Pharmacy competencies are often used as an alternative to outcomes assessments in health care education, referring to a student's or practitioner's ability to perform actions in a real life setting.(Maitreemit et al, 2008) In many countries, national governments and/or pharmacy professional organizations have developed competency standards or guidelines which pharmacy students must meet before entering professional practices. (Kapol 2008). In the United States, competency statements were initiated in order to revise the pharmacy curriculum. In addition, professional organizations in many countries such as Australia, Canada, and the United States have worked to develop pharmacy competency standards for pharmacists in their countries. These standards were used not only to maintain pharmacists' competencies, but also to guide pharmacy schools in updating their

curricula. Similarly, in Thailand, the pharmacy curriculum has been revised in an ongoing manner based on changes in the profession. Although the Pharmacy Council of Thailand developed the competency standards for licensure examination, the patient-oriented competency proportion in the Thai didactic curricula does not satisfy these standards. To meet the Pharmacy Council of Thailand standards and to meet societal needs, there must be an expansion in patient-oriented material. As Thai pharmacy schools further revise their curricula, it may be useful to decrease the product-oriented content and expand patient-oriented material. (Kapol 2008). In 2002, the Pharmacy Council of Thailand established their first competency standards with the goal that new pharmacy graduates will know how to apply the knowledge and skills they have attained during pharmacy school. The standards were developed by a group of Thai pharmacy experts and included an evaluation of standards used by other countries. The standards included eight domains. 1) Knowledge in pharmaceutical manufacturing processes and quality assurance 2) Conduct a community health problem and drug need assessment, drug selection and procurement of pharmaceutical products to serve patients appropriately 3) Prepare an appropriate pharmaceutical product by extemporaneous preparation 4) Conduct a basic health evaluation for appropriate counseling, including referral if necessary 5) Provide rational drug use planning for each patient, including drug use evaluation by focusing on patient involvement 6) Follow up, prevent, and resolve drug related problems in a patient and a community, and report to appropriate organizations 7) Provide up-to-date and reliable pharmaceutical and health product information to patients, communities, and health practitioners and 8) Knowledge in pharmacy-related laws. Currently, all Thai pharmacy graduates from either the 5-year bachelor's degree or 6-year PharmD

degree have to take the same licensure examination, which is based on the Thai competency standards. Thai schools of pharmacy use them to base curricula changes and existing pharmacists use them as guidelines for maintaining their standards of practice (Kapol 2008). To practice pharmacy, pharmacy graduates must pass a written examination offered only in Thai by the Pharmacy Council of Thailand. The Thai FDA and the Pharmacy Council of Thailand, appointed by MOPH, regulate all areas of pharmacy practice (Chan 2005).

History of pharmacy education in Thailand

100 years of Thai pharmacy education will be in 2013, pharmacy education in Thailand has undergone many changes in the past 90 years. The first phase of pharmacy education was from 1914-1935, during which all students studied 3 years to receive a certificate of pharmaceutical production. Pharmacy education expanded to a 4 year program in 1941, and then to a 5-year bachelor's degree program in pharmacy in 1957 and in 1989-1990 development of courses to tracts, areas of interests, clinical pharmacy aspect in 5 years programs. Currently, another transition in pharmacy education is occurring in Thailand. Several Thai pharmacy schools have recently expanded to a 6-years doctor of pharmacy curriculum (PharmD) (Kapol 2008; Chan 2005). Today there are 16 schools of pharmacy in Thailand, including 4 private institutions: 5-year program only (KKU,MU, UBU, HCU, RU,PU,UW,EU), 5-year and 6 year programs (CMU, PSU,SWU,SU ,CU) and 6-year program only (NU, MSU, SmU) (Sripanidkulchai 2008).The detail of history of pharmacy education in Thailand is shown in Table 1.

The organization and the association that have roles in the Thai pharmacy profession are the Thai FDA and the Pharmacy Council of Thailand (PCT) appointed by MOPH. Once yearly, FDA inspects pharmacies to ensure that they are adhering to the appropriate rules and regulations. In addition to administering the pharmacist licensing examination, the Pharmacy Council sets the ethical and practice standards for pharmacists (Chan 2005). Other organizations that involve in the pharmacy professional are Pharmacy Education Consortium of Thailand (PECT): the goal of PECT is the standard of pharmacy education and produce high quality pharmacy graduates, Pharmaceutical Association of Thailand (PhAT), Association of Hospital Pharmacy, Association of Community Pharmacy... etc.

Pharmacy Education Consortium of Thailand (PECT) set trends and ability of new generation of pharmacists by 2013 capability in 1) Providing pharmacy services (through prescriptions) 2) Collaboration with others such as community leaders, doctors, nurses and dentists 3) Strategically educating the customers/ patients (health promotion/prevention) 4) Accountability (subjected to certain audit process) 5) learning and adjustability and 6) Harmonization and global practice. (Sripanikulchai 2008)

Table 1 Historical Background of Pharmacy Studies in Thailand

Year	History Backgrounds
1913	Proposed westernized, systemic pharmaceutical studies in Thailand by H.R.H. Prince Pisanulok-prajanart to H.R.H. Prince Chainat-arendhorn, then the Rector of Rajabhedhayalai

8 th Dec, 1913	H.R.H. Prince Chainat-narendhorn established 'School of Pharmacy' annexed to Medical College
April 6 th , 1917	Ministry of Education announced the amalgamation of

Table 1 (continue)

Year	History Backgrounds
	Rajabhaedhayalai Medical College and Chulalongkorn University
7 th Mar, 1934	'Department of Pharmacy', Chulalongkorn University, 3 year study with Diploma of Pharmacy
19 th May, 1939	Dr.Tua Lapanukrom, Head of the school revised and developed 4 years curriculum with the degree of Bachelor of Science in Pharmacy
24 th June, 1941	The first-founded Pharmacy Administration
1942	School of Pharmacy in Chulalongkorn university was transferred to the University of Medical Sciences as ' Faculty of Pharmacy '
1951	Graduate Study, degree of Master of Science in Pharmacy
1957	Extended to 5 year course
1965	Pre-professional and professional studies were separated -2 year course as pre-pharmacy by the Faculty of Medical Sciences - last 3 year course in the Faculty of Pharmacy
2 th Mar, 1969	The first founded Faculty of Pharmacy was transferred to Mahidol
	Meanwhile, another new Faculty has also been established : Faculty of Pharmacy, Mahidol University (The third Faculty of

	Pharmacy in Thailand)
13 th April, 1972	The first-founded Faculty of Pharmacy was transferred back to Chulalongkorn University, where it remains until present. Expansion of Pharmaceutical Education to provincial parts of the

Table 1 (continue)

Year	History Backgrounds
	country is also granted by the government. Expansion of Pharmaceutical Education to provincial parts of the country is also granted by the government.
1971	Faculty of Pharmacy, Chiangmai University (Located in the northern part of Thailand, Chiang Mai province)
1978.	Faculty of Pharmaceutical Sciences of Prince-of-Songkla University (Located in the southern part of Thailand, Songkla Province)
1980	Faculty of Pharmaceutical Science of Khon-kaen University Located in Northeastern part of Thailand, Khon-kaen province
1983	Faculty of Pharmacy, Silpakorn University western part of Thailand, Nakornpathom province
1987	first private-owned school is the School of Pharmacy of Rangsit University,
1993	Faculty of Pharmaceutical Sciences, Naresuan University northern part of Thailand, Pitsanulok
1993	Faculty of Pharmaceutical Science of HuaChiew Chalermprakiet university

1994	Faculty of Pharmaceutical Sciences, Ubonratchathani University the northeastern part of Thailand, Ubonratchathani province
1996	Faculty of Pharmaceutical Sciences, Srinakharinwirot University
1999	Faculty of Pharmacy, Mahasarakam University

Table 1 (continue)

Year	History Backgrounds
	northeastern part of Thailand, Mahasarakam province
2006	Faculty of Pharmacy, Siam University
2006	Faculty of Pharmacy, Payap University
2007	Faculty of Pharmacy, Walailuk University
2008	Faculty of Pharmacy, Eastern University

Factors affecting pharmacy education in Thailand

Factor affecting Thai pharmacy education are 1) Global factors such as technology, free trade agreement (FTA), globalization/harmonization, energy crisis ...etc. 2) National factors: PMQA(Public Management Quality Assurance), New financing and budgeting system, student income contingent loan (ICL) ,Autonomous universities, new health law(emphasize on health prevention/promotion) and new student admission system. 3)Professional factors: new Pharmacy Council of Thailand regulation and accreditation (all Pharm D, 6 yr in 2009), increase in member of new pharmacy schools, increase competitiveness (national/international), cross academic discipline(trans-discipline), new emerging technologies and residency program and board certified in pharmacotherapy(include consumer protection) (Sripanikulchai 2008).

To study trend to develop the pharmacy education in Thailand, PECT report situation analysis by study strength and weakness of mission, culture and management , structure, resource, process or system and outcome. Another report from PECT is the situation analysis of opportunities and treat of stakeholder, input, preceptor, graduate, professional organization, social, economic and political (Sripanikulchai 2008). Another situation analysis evaluated by SWOT analysis in the second meeting of pharmacy education in Thailand the results were : the strength are unity, young staff and experts; weakness are confinement, ability to accomplishment, body of knowledge and student quality; opportunity are health, health services, future distribution need of pharmacist, consumer protection concept, university autonomy and consortium; treat are gap to meet client demand, deprofessional, isolation, ethical problems, expanded role of other profession, professional organization and legal commitment (Tongnopnea 2002).

The working on undergraduate pharmacy education listed the followings as common obstacles related to undergraduate pharmacy curricula : lack of resources/funds (lecturers, supporting staff, teaching material and books, infrastructure, equipment), lack of coordination between curriculum and practice and between departments within the university, no political will/government support/Government policies, lack of recognition within the healthcare system for pharmacists, unavailability of jobs, lack of experience of teachers, inertia/bureaucratic mindset of people, dependency on expatriate knowledge, weak enforcement on the implementation of the new curriculum. The groups then worked out possible and appropriate solutions as follows: a national political statement, its need to be translated into action and enforced ,government policy on funding, provision to obtain experts, resources, incentives for implementers, active participation of pharmacists in

the formulation of national health and drug policies and their implementation, setting up of a statutory body, pharmacy council, training of trainers on trends of practice and education, network and collaboration, meeting of faculties from different universities and bringing committed and motivated people together as a core group, adopting benchmarking and quality assurance from other countries if appropriate, adequate infrastructure, providing adequate and appropriate employment in the government sector/recognition in the private sector/job security, accreditation of pharmacists' functions, transparency in all steps of planning, identify relevant books and journals, access to electronic libraries of universities/use of internet, virtual visits, share resources on regional centre (Thompson 2005).

Trend of pharmacy education in Thailand are transition of Bachelor Degree (5 yr) to Pharm D (6 yr), option to switch to Post Baccalaureate Pharm D degree, both pharmaceutical care and pharmaceutical sciences are emphasized, development of subspecialty in pharmaceutical care, emphasis on therapeutics as core curriculum and clerkship rotations, MS/PhD degree in Clinical Pharmacy, post graduate training, conventional: MS/PhD, new trans-discipline degree and primary health care service in community VS secondary/tertiary care in the hospital (Kaewkitichai 2003).

Concept and paradigm to develop pharmacy education in Thailand emphasize on patient-oriented services, produce drug by good manufacturing practice, recommend people how to administer appropriate drug uses at low cost and counseling the patient to use drug effective safety and good quality of life correlated with professional ethic that produce good pharmacy practice. The effective management of education consider the factor affecting curricula such as the philosophy, objective, the content or knowledge that correlate with the objective, the

proper method of teaching. To search the answer of pharmacy education, one must consider the outcomes of education, social needs, professional needs and individual needs (Kaewkitichai 2002). PECT goal of pharmacy education in next century is develop pharmacist graduate that has ethic and knowledge leadership who can work with health care team and help social and consumers. Graduates can solve the problem and have life long learning. The faculties need the educators who have ethic and knowledge to be the model for students so we will prepare and keep the educators to work and to be the model of pharmacist.

The concept of good pharmacy education is the conceptual framework to manage pharmacy education to produce pharmacist that have knowledge, competence and behaviour. The desired competency of pharmacists can be divided into 2 groups; the outcome of education specific to pharmacist: care-giver, manager, teacher and properties of desired graduate (decision maker, communicator, leader and life-long learner).

From the SWOT analysis, the strategies to develop pharmacy education are to adjust the education system, develop lecturer to more professional, adjust teaching method to more student-centered, adjust the curriculum, implement cooperative education, share resources, develop more specialist, divide roles, create knowledge, expand education role, recruit student and No-NATO (No action talk only) (Tongnopnia 2002)

Good pharmacy practice involves four main groups of activities: 1) Activities associated with the promotion of good health, the avoidance of ill-health and the achievement of health objectives. 2) Activities associated with the supply and use of medicines and of items for the administration of medicines or for other aspects of

treatment. 3) Activities associated with self-care, including advice about and, where appropriate, the supply of a medicine or other treatments for symptoms of ailments that lend themselves to self-treatment and 4) Activities associated with influencing the prescribing and use of medicines. (Thompson 2005)

The goal of faculty of pharmacy is the good faculty. There are many strategies to be a good faculty such as selection of appropriate students, socialization of students, good infrastructure, good evaluation system, external reviewers, good training and clerkship, internal and external audits, modernizing and monitoring in learning process, evaluation by students, standards and accreditation process, structure-process-outcomes assessment and presentation of new curriculum to various stakeholders. It was also discussed that undergraduate education and health promotion in the global world should be addressed globally (Thompson 2005).

Undergraduate pharmacy curriculum expected outcomes are seven-star pharmacist: care giver, decision maker, communicator, leader, manager, life-long learner and teacher (The Regional workshop 2003). Professional competencies that must be achieved by graduates through the professional degree program curriculum are the ability to 1) provide patient care in cooperation with patients 2) manage and use resources of the health care system 3) promote health improvement, wellness, and disease prevention in cooperation with patients (Vlasess 2008). Standards 2007, 6 areas: mission, planning, and evaluation, organization and administration, curriculum, students, faculty and staff and facilities and resources (Roche 2006).

Pharmacy students feel the need for more practical, different teaching methods, such as case studies, practical courses and internships. Different teaching methods will make education more attractive and effective. Students also expressed a

need for good teachers: in several faculties, professors are attached to the university due to research, and not because they are brilliant teachers. Students think professors should also learn proper teaching skills. Students think that basic scientific knowledge is very important for the pharmacist: this gives value to pharmacist in the healthcare system, due to their specific knowledge on drugs that other professionals do not have. Finally, students want to see more flexibility and the opportunity to choose for a certain direction in their education in the last years of their education. This phase would be dedicated to specialization in a certain field of pharmacy (Brink 2006).

The evolution of faculty of pharmacy development

Four main tasks of faculty of pharmacy to provide education, research, academic service and culture include the development of pharmacy professional. The faculty of pharmacy have effective plan of development and have the clear target include support to solve the health problem of the country. Pharmacists will develop and maintain a commitment to care for, and care about, patients and an in-depth knowledge of medications, and the biomedical, pharmaceutical sociobehavioral, and clinical sciences.

The PECT proposed that the vision of the pharmacy education organization is the organization that educate support, create ethic graduate, excel in pharmacy and society. The desired graduate student has ethic, knowledge excellence, skill, professional and leadership. The mission are to support teaching method with emphasize on student, curriculum and management process to create desired graduate.

The regional workshop on the development of pharmacy curricula for countries in the ASEAN and Western Pacific Region suggested the future role of

pharmacists in ASEAN and Western Pacific Region and studied the basic knowledge and skill required by the pharmacy graduates to perform the identified roles. The strategies to improve pharmacy curriculum are 1) The formation of an advisory committee on pharmaceutical education in ASEAN 2) to improve collaboration between in ASEAN 3) to look on the possibility of publishing a scientific and professional journals 4)exchange of staff and teaching materials,5)regular evaluation of programs by a committee([The Regional workshop 2003](#))

The PECT proposed the strategies of pharmacy education to 3 phases; 1) create intensity of network (2008- 2013) 2) development to network of knowledge(2014-2020), 3) unity of professional(2021)

The strategy of faculty of pharmacy to develop quality of teaching are consist of 1) adjusts plan and change context to produce quality graduate in the curricula, process, method of teaching, students, ethic, management process and supporting system that help to produce quality graduate correlate with need of professional, socialize, country and technology. 2) manages the system and mechanism in administration, human resource, research, academic service, cooperation with other organizations (public and private), knowledge and innovation , technology and 3) solves country problem to consumer protection and increase the social acceptance for the professional.

The potential and trend to produce pharmacist from different faculties with difference identity will depend on age and philosophy of each institute. The first 11 faculties of pharmacy produce pharmacists from undergraduate curricula. , The first 6 faculty of pharmacy also offer the master degree program leading to M. Pharm degree. Other new faculties offer only 6 years program and have potential to produce

PharmD pharmacists. The faculties of pharmacy in Thailand must plan together to set plan to produce pharmacist that have the strength of their own faculty and find the proper amount and quality of new pharmacists each year .The faculty that have potential to produce the MPharm may consider to increase quantity and quality more than BPharm pharmacists and build new curricula for research and development for specialist (Sakonchai 2003).

Recommendation for pharmacy schools and the expectations of a new curriculum are as follows: Future curricula revisions should emphasize patient-oriented content. The most important competency to provide pharmaceutical care is promoting rational drug use. Product-oriented material should be focused mainly on product differentiation, and extemporaneous and general preparation rather than skills in special product preparation. General competencies should be integrated into core curriculum courses. The most important general competencies needed are to practice within applicable laws, professional standards and ethics, and to communicate and disseminate knowledge effectively. Pharmacy schools should re-evaluate their curriculum periodically to satisfy Thai pharmacy competency standards.

Recommendations for the Pharmacy Council of Thailand is a major organization involved in the determination of pharmacy competencies in Thailand. Although the Thai Pharmacy Council developed pharmacy competency standards that have been effective in the licensure examination, the standards need to be revised periodically. The current standards mainly focus on knowledge and skills in pharmacy, but not on general competency. Therefore, general competencies such as ethical issues, effective communication, information management, and management

skill application should be integrated into pharmacy competency standards. In addition, the revision of competency standards should base on societal needs.

Trend and concept to develop faculty

Pharmacy education needs many developments especially the management system to search for the desired educator, happiness working, model of teaching, knowledge and skill in professional. Faculty considers quantity and quality of the educator and increment of new faculty. The management of pharmacy education need the cooperation from every health care professional, pharmacy council, hospital, manufacturer and other organization.

In the past, the development of faculty of pharmacy, each faculty of pharmacy may be limited depends on the plan of each faculty without cooperation from other faculties. From the situation analysis, the problem in each faculty is not different from others, and other countries have similar problem. To solve the problem, start at the structure of the faculty, the system of working. The aim of each faculty emphasize on producing graduate and ignoring some tasks , no system of thinking, no cooperation , no network of faculty of pharmacy include private and government, lack of clear target, no policy or the cooperation from government.

CHAPTER 3

FACULTY DEVELOPMENT TO HIGH PERFORMANCE ORGANIZATION

1. Necessity of faculty development to support the changes in the future.

Faculty development could contribute to increased satisfaction with the faculty role and serve as a strong recruitment and retention strategy. Faculty development is important because of continual changes in expectation of the quality of pharmacists, social needs and the new information technique in education. Faculty development programs have been defined as a tool for improving the educational vitality of institutions through attention to competencies needed and to the institutional policies required to promote academic excellence and enable faculty and staffs to meet their goals. The faculty also noted that a strong faculty development program could assist in finding and retaining the best faculty in a competitive market (Foley 2003).

Faculty development programs are limited by the institution's scope and mission, the environment in which the faculty live and work, expectations for faculty performance, and the existence of other programs that address faculty development concerns. Faculty development programs are more important today than in previous decades for many reasons. The reasons for faculty development programs are (1) changes in expectations about the quality of undergraduate education (2) changing student populations (3) societal needs (4) decreasing resources and (5) the widespread use of technology in education, business, and industry (Babar 2005). The purpose of a

faculty development program is to enable faculty and staff to meet their goals, and through their accomplishments to achieve the missions of their department, faculties, and universities. Hence, faculty development programs should be designed to foster the growth of faculty to their maximum potential while achieving the mission and goals of their respective educational institution.

2. Why set target to High performance organization?

High performance organization should also include identity, continuity, outstanding, sustainability and superiority. The definition of high performance organization is the organization that produce quality outcomes from continuous developed system and modify to produce the outstanding outcomes. The important properties are own identity, continued success and sustainability, standardization, outstanding outcome and networking (Miller 2005). The details of High performance organization are shown in table 2, can support the change in the social, continuous change of evolution of the world and the social expectation and faculty of pharmacy had potential to be high performance organization.

Table 2 Concept and performance to be high performance organization

Item	Classic organization	High performance organization
Management	High Control	High Trust
Target	Produce Things	Produce Knowledge
Making a decision	Individual Decisions	Team Decisions
Reward	Individual Reward	Team-based Reward

Table 2(continue)

Item	Classic organization	High performance organization
Enforcement	Vertical-functional	Horizontal-Flow-based
Structure	Organization Fixed	Organization
Correlation with	Structure	Dynamic Structure
other organization	Companies with Walls	Companies without Walls
Financial		
Solve error	Financial Secrecy	Open-book Management
	Blame-Fix the Person	Blame-Fix the Process

Source: Miller M. Lawrence, “The high-performance organization an assessment of virtues and values prepared for the European BAHA’I business forum,”, 2005. (Mimeographed)

3. Identity of high performance organization

Identity is the outstanding property of each organization that sometime can be the target for best practice of organization. Identity is the important point to develop organization to high performance organization because if the organization has clear identity they will also have clear target and aim. Organizational identity describe as the object of commitment and a sense of belonging, providing a cognitive and emotion at foundation on which organizational members build meaningful relationships with the organization concerns. The creation of strong organizational identity has significant influence on identification and therefore, the creation of trust (Oliver 2009; Flores 2007; Berzonsky 2005). Organizational identities may be

conceptualized as insiders' relatively enduring perceptions of their organization's fit with distinctiveness categorizations and status categorizations along both general and specific dimensions. As a result, organizational identity management may be motivated as much by members' desires to maintain positive perceptions of their own individual identities, as by desires to maintain positive perceptions of their organization's identity. Further complicating the management of organizational identities is the fact that organizations may be defined by more than one identity (e.g. a business school may have a teaching identity and a research identity). In some cases, these multiple identities may appear to be in conflict with one another. That is organizations may have hybrid identities that are "composed of two or more (identities) that would not normally be expected to go together" (Elsbach 2003). Identity means the property that shows oneself that is the definite property of the organization to recognize outstanding property that differs from other organization and correlate with concept, policy, determination and vision. In Thailand, the office of the commission on higher education suggests trend to develop university by giving support to each university to create their own identity that assign many things such as philosophy, vision, direction and mission, including the system of teaching, supporting system and staff development of university and cooperation for strength and emphasize university to follow their own identity (The Regional workshop 2003). The identities of higher education retain tension between universalism and particularism, between a language for equivalence and a language for difference (Anthony 2007).

4. The guideline and step of faculty development to high performance organization

There have standard quality criteria for evaluate high performance organization in many countries such as Malcolm Baldrige National Quality Award(MBNQA), Deming prize or Japan quality award in Japan, European Foundation Quality Management(EFOM) Award, Singapore Quality Award. In Thailand office of the public sector development commission and Thailand productivity institute suggest public sector management quality award (PMQA) to be guideline for the public sector to evaluate themselves and develop the organization to be the quality organization , the concept of the PMQA are shown in figure 3. The researcher uses the concept of PMQA as the guideline to develop faculty of pharmacy to high performance organization.

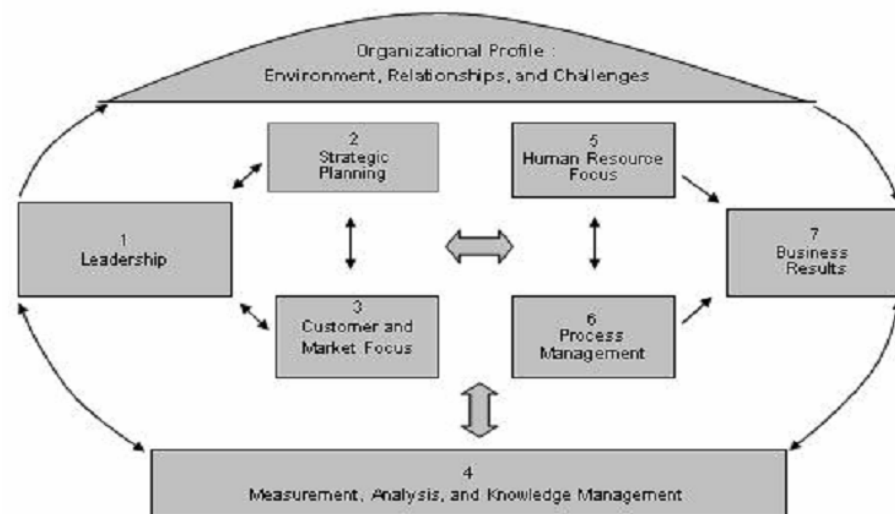


Figure 3 The concept of the MBNQA

Source:The Baldrige National Quality Program, Baldrige Education Criteria for Performance Excellence Framework 2008 [Online],accessed 22 May 2009.Available from [http//www. Baldrige.nist.gov](http://www.Baldrige.nist.gov)

There are many tools for faculty development such as knowledge management, change management that use blueprint for changes and redesign process. The important role is to link the relation between tools of administration and characteristic of high performance organization, how to use tools of administration to meet the plan or objective plan that serve with vision, mission, strategy, project and budget.

The main principles to develop organization to high performance organization are good governance, learning organization and the public sector management quality award. The good governance emphasizes on participation, honesty & transparency, responsiveness, consensus oriented, accountability, equity and fairness, efficiency and effectiveness. Another concept is learning organization that emphasize on shared values, personnel mastery, mental models system thinking and team learning that is the most difficult.

In Thailand public sector management quality award is the guideline use to develop public sector organization to high performance organization feature of leadership, strategic management, stakeholder, measure analyze knowledge management, human resource development, system management and result (figure 3). Another of concept management is the strategic management that feature of strategic formulation, strategic implementation and strategic control (Baldrige national quality program 2008; Miller 2005). To reform the governance service system, the objective of the processes are efficiency organization, performance to perform duties by emphasize people, the processes to adjust thinking that follows the concept of good governance and the working system are consisted of integrated, active, quick, perform, highly output, transparent, checked, learned, adjustable under good

governance and used strategic management. The key points to high performance organization are 1) designed organization, system of working 2) the flexible and adjustable structure 3) less procedure and decentralization 4) system connection in organization 5) staff with knowledge management. The concept of strategic management suggests on leadership, convert strategic to concrete object, harmoniously and affect, persuade staffs and strategic management (Willcoxson 2006; Miller 2005).

Steps in faculty development that the researcher suggested are to 1)adjust foundation and readiness that is started by setting identity, reconsider vision and mission 2) announce how faculty manage and benchmark with other faculties and work with network and competition 3)expand to sustainability and 4)maintain the sustainability of organization; every stages use the same tools that include blueprint for change, redesign process, capacity building and human resource development by the concept of strategic management and monitor by PMQA (that adjust from MBNQA /Thailand quality award(TQA)/Performance Assessment Rating Tool(PART)). The human resource development emphasize on skill, knowledge, worth and performance, besides the information and knowledge. Knowledge management is one of the tools in management to develop the faculty such as leadership, culture, vision, mission, strategic, structure, system of management, skills of staff, information technology, database and network. Redesign process is one of the processes that is used in faculty development by giving precedence to stakeholder and system management and using capacity building, human resource development and strategic management. Professionals suggested that to start faculty development , staffs may have shared vision, objective, mission, popularity and support faculty

development by technology and facility in the faculty that can adjust by situation. To create performance for competition, the faculty develops prominent point. Staff share targets to develop, adjust system and coordinate with stakeholder (inside and outside faculty). The faculty supports social, focus performance and motivate human resource include measure analyze, set key performance indicators for individual and systems.

Structure modification is another point in faculty development by using integration model of Aypay and Kalayci that composed of structural, human resources, political, symbolic and cybernetic models, and concept of Mintzberg that composed of 5 paths strategic apex, middle line, operating core, techno structure and support staff (Aypay and Kalayci2008; Mintzberg1981). We synthesize the most appropriate trend to adopt faculty development to high performance organization, the faculty of pharmacy development model starting from the own identity, excel standard , network , performance to create quality and outstanding outcome that are accepted in pharmacy professional in Thailand. After derived objective of faculty, shared vision under objective of faculty cover research, produce graduate students, academic service and maintain culture under principle of good governance and knowledge management. The strategy involves in performance of faculty and staffs, good management, coordination with people, develop network. The principle of administration and management are public sector management quality award (PMQA) and good governance.

5. Method to build model of faculty development

Model of faculty development feature with administrative, shared of determined, set objectives and relate with social. Figure 4 describe the principle to

develop faculty of pharmacy to high performance organization. Integration all of trends and classify development to 4 components: organization, system, people and administration.

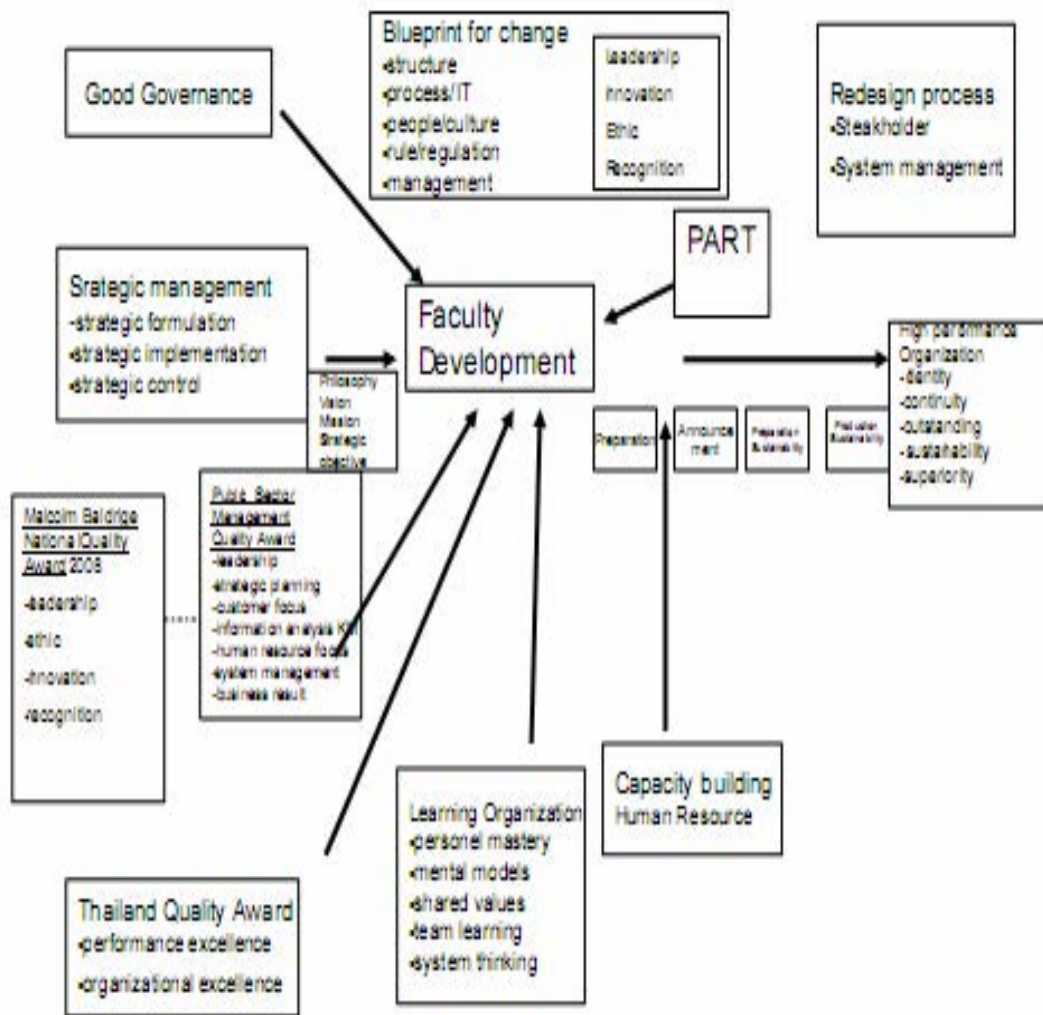


Figure 4 The model to develop faculty of pharmacy to high performance organization

CHAPTER 4

ORGANIZATION DEVELOPMENT

The term organization has been defined in several ways. Leavitt (1962) defines it as a specific configuration of structure, people, task and techniques. Structure describes the form of departments, hierarchy and committees. It influences the organization's efficiency and effectiveness. People refer to the skills, attitudes and social interaction of the members of the organization. Task refers to the goals of the individual and the organization. Techniques refers to the methodical approach used to perform tasks. Organizational structure thus refers to the institutional arrangements and mechanisms for mobilizing human, physical, financial and information resources at all levels of the system. Organization is also defined as a system incorporating a set of sub-systems (Katz and Kahn 1978). These sub-systems are related group of activities which are performed to meet the objectives of the organization. Fundamentally, Organization development is the implementation of a process of planned change for the purpose of organizational improvement. Many definitions of Organization development are shown in table 3 .

Table 3 Definitions of Organization Development

Source	Definition
Burke(1982)	Planned process of change in an organization's culture through the utilization of behavioral science technologies, research, and theory.

Table 3 (continue)

Source	Definition
French& Bell(1978)	A long-range effort to improve an organization's problem solving and renewal processes, particularly through a more effective and collaborative management of an organization culture with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research
Margulies& Rala(1972)	A value-based process of self-assessment and planned change, involving specific strategies and technology, aimed at improving the overall effectiveness of an organizational system
Porras& Robertson(1992)	Planned, behavioral science-based interventions in work settings for the purpose of improving organizational functioning and individual development
Jamieson, Bach Kallick & Kur(1984)	Long-term, planned changes in the culture, technology, and management of a total organization or at least a significant part of the total organization
Warrick (1984)	Planned, long-range systems and primarily behavioral science strategy for understanding, developing, and changing organizations to improve their present and future effectiveness and health

In conclusion, Organizational development is the process through which an organization develops the internal capacity to most efficiently and effectively provide

its mission work and to sustain itself over the long term. This definition highlights the explicit connection between organizational development work and the achievement of organizational mission. This connection is the rationale for doing OD work.

Organization Structure

Mullin (1993) and Mabey (2001) describe the structure of an organization as the pattern of relationships between roles in an organization and its different parts. They see the purpose of this structure as serving to allocate work and responsibilities in order to direct activities and achieve the organisation's goals. Structure enables managers to plan, direct, organizes and control the activities of the organisation design that uses principles derived from classical and scientific management.

It is also logical to talk about the structure of processes, or the dynamic structure of an organization. In contrast to the static structure that usually defines formal subordination in work relations, the dynamic structure defines how elements interact in a common process and generate a certain common result. An important issue in organizational structuring is whether the structure of an organization should be dynamic and change according to changes in the environment or remain stable in the face of such changes. Since an organization exists in an external environment, it cannot remain indifferent to changes in its external milieu. However, the extent of changes would depend upon the degree of influence the changing environment exerts on the efficient functioning of the organization and sub-units.

Organizations can have simple to complex structures, depending upon organizational strategies, strategic decisions within the organization and environmental complexities. The structure of the organization can be traditional

(bureaucratic) or modern (organic), according to needs. The traditional organizational structure is mechanistic and characterized by high complexity, high formalization and centralization. The classical organization structure designs are simple, centralized, bureaucratic and divisionalized. Modern organizational designs include project organization, matrix design and adhocracy design.

Component of organization: Mintzberg

Figure 5 has almost become the trademark of Mintzbergs work. This structure embodies Mintzbergs definition of every organizations basic parts.

1. Strategic apex is the organization head with the top managers and directors. They act as the head, or brain, of the organization, conceiving visions and strategic goals. Their primary job is to maximize the organizations return on investment.

2. The Middle line comprises all the employees who delegate the work to the operating core in concordance with the lines drawn by the strategic apex. The height of the middle line typically depends on the size of the organization. The purpose of the middle line manager's work, is to manage the unit for which he has been given responsibility. Periodically he delivers performance feedback to his own managers.

3. The Operating Core includes all employees who directly work with producing the organizations products. This part of the organization is where the organization usually produces its business value.

4. The Technostructure represents the organizations analysts and specialists

who define which techniques and tools should be used by the operating core, this is known as standardization. Because of this, they are not considered a part of the operating core. The technostructure can operate on all levels of an organization, depending on its type.

5. The Support Staff can include several groups of people in the organization, their primary purpose is to support the rest of the organization by ensuring them the optimal settings for doing their work. This description matches as varied groups as the employees who empty paper baskets to those who performs the organizations accounting

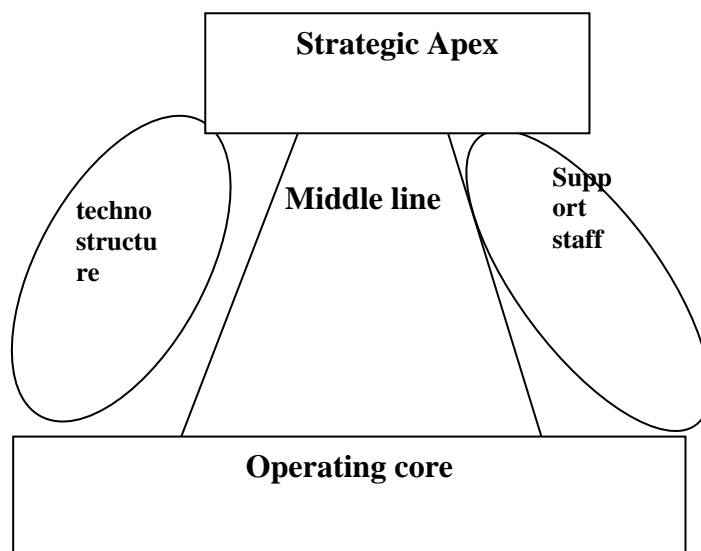


Figure 5 Structure in Five Designing Effective Organization

Source: Mintzberg Herry, "Organization: Fashion or fit?" Harvard Business Review (1983): 103.

Model of organization

Organizations can have simple to complex structures, depending upon organizational strategies, strategic decisions within the organization and environmental complexities. The structure of the organization can be traditional (bureaucratic) or modern (organic), according to needs. The traditional organizational structure is mechanistic and characterized by high complexity, high formalization and centralization. The classical organization structure designs are simple, centralized, bureaucratic and divisionalized. Modern organizational designs include project organization, matrix design and adhocracy design.

The Simple structure

This is the most basic structure, and is characterized by its lack of being elaborate, both in structure as it has no tech-or support parts but it usually also has very little formalization and standardization. The main coordinating mechanism is direct supervision by the strategic apex, which usually also has very little formalization and standardization. The main coordinating mechanism is direct supervision by the strategic apex, which normally is very small often consisting of just a single person, thus making it the most important organizational part in this structure. Overall the organization is usually also very small, and often quite young.

The Machine Bureaucracy

Its work processes are highly defined, and each part has an explicit function which is a part of a greater whole. This structure is primarily recognized by the foundation of routine it imposes on its work processes. Tasks are highly specialized, and it has a sharp distinction between line and staff workers, all guided by strict rules.

Coordination is achieved by standardization, and no middle line in any other configuration is as developed as in this structure. Every middle line manager has three distinct tasks; to handle the disturbances that arise in the operating core, to act as a liaison with the technostructure analysts and propagate their standards to the operating core, and finally to support the vertical information flow in the organization. The machine bureaucracy is typically found in large mass production firms, especially when they grow old.

The Professional Bureaucracy

This configuration uses coordination by standardization of skills, and is in effect the only organizational structure that allows standardization and decentralization to coexist. The standardization is closely, and therefore largely lies outside the control of the organization itself. Because of its professional workers, the operating core becomes the key organizational part, but it is usually supported by a very elaborate support staff. The middle line is very short, and is often populated by professionals whom also participate in the operating core. The technostructure is very small and without importance. The Professional Bureaucracy is highly decentralized in both dimensions, but because the support structure is so large, a parallel machine like configuration sometimes emerges in this part. As a consequence of the decentralization, the strategic apex is not that powerful, instead it is mainly concerned with handling disturbances in the structure, and ensuring the right resources for the professionals. Because the work requires difficult, but well defined, skills. Mintzberg states that it's a fact that complex work cannot be effectively performed unless it comes under the control of the operator who does it.

The Divisionalized form

The divisionalized form can be viewed as a set of near autonomous units contained within a larger superstructure. These units are controlled by a central management structure, often referred to as the headquarters. Each division within the organization can theoretically have different substructures, but in reality the divisions has a tendency to approach the Machine Bureaucracy as time goes by. The managers of each division is given a certain amount of power, but he reports back to the headquarters, and in order to ensure an organizational valid measurement system, the coordinating mechanism has to be standardization of outputs. This is ensured by a performance control system. Divisionalized Forms says it makes the organization more strategically responsive. Furthermore the performance control system which is the backbone of the Divisionalized Form, can also be one of its biggest liabilities. Maximizing performance and evaluating results from a strict often economical related , set of variables , can cause the organization to disregard softer social issues which in the long run may harm the organization it left un recognized.

The Adhocracy

When the environment is dynamic and the problems that the organization profits from solving are complex, the organizational structure has to be both very flexible and adaptive, knowledge and skills are required to solve tasks, which because of their complexity often spans several problem domains. Therefore information is very valuable, and an uninterrupted flow of it, is crucial in ensuring the optimal solution. Jobs are highly specialized horizontally, and the employees are professionals. The strategic apex, although small compared to other configurations,

plays an important role in running the organization. Furthermore the strategic apex often acts as salesperson's and liaisons to the external environment, due to its high reliance of project based work, the future is not predictable and a steady flow of client projects is needed to ensure the survival of the organization. Overtime, many Adhocracies tend to restructure themselves as professional or even Machine Bureaucracies, typically because it starts focusing on a fixed product range instead of a dynamic one.

Choosing the organizational structure: organization design is a continuous process. While a simple design is needed for simple strategies, complex designs are necessary when organizational strategies involve complex interactions. The choice of any type of organizational design should be in consonance with the organizational requirements, strategy and environment. The simple centralized and bureaucratic organizational design based on functional departmentation focuses on work and is thus better suited for getting work done efficiently. The team or project type of organizational design is appropriate where inputs from several functional areas are required. The divisional structure is appropriate if performance and results are to be assessed. Matrix and adhocratic designs focus on coordination and relationship.

The organizational structure of colleges and universities is an important guide to institutional activity, but not the only one. Scholars of higher education have developed a variety of multi-dimensional models of organizational behavior that also shed considerable light on college and university structure and process. Multi-dimensional models seek to explain organizational behavior across institutional types, and in various institutional activities. The models vary somewhat in the number of dimensions incorporated, from Baldrige's three dimensions (bureaucratic, collegial,

and political) and four-cornered frame (structural, human resource, political, and symbolic) to five dimensions (bureaucratic, collegial, political, anarchical, and cybernetic). These models are quite helpful in thinking about organizational structure and process within colleges and universities. The same institution may evidence a bureaucratic, hierarchical decision-making process in its central administration, and a collegial process in its academic senate. It is a combination of organizational structure and process that shapes college and university behavior. Public and private colleges and universities of all types incorporate key authority structures, including a governing board, a president or chancellor, a cohort of administrative leaders, and an academic senate. In public institutions these core organizational entities collaborate with such external authorities as state and federal political leaders, community organizations, and members of the public, as well as business interests and philanthropic foundations. These external organizations routinely interact with and shape the policies and procedures of the university's internal organizational structures.

The change of environment of administrative and concept of high performance organization

Over the course of the past twenty years the assumptions about management practice, organization design, and the role of managers and employees has shifted dramatically. The motives for this shift are many and include global competition, transition to an information economy, and the increased emphasis on quality and productivity. All shifts in management and organization practice are not necessarily good. Improvements in productivity and quality of products and services are

unquestionably good. The decrease in loyalty to corporations, a growing self-centered focus, and a growing gap in incomes are undoubtedly negative trends.

Eight quality management principles have been identified that can be used by top management in order to lead the organization towards improved performance

1. Customer focus. Organizations depend on their customers and therefore should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectations.

2. Leadership. Leaders establish the unity of purpose and direction of the organization. They should create and maintain an internal environment in which people can become fully involved in achieving the organization's objectives.

3. Involvement of people, People at all levels are the essence of an organization and their full involvement enables their abilities to be used for the organization's benefit.

4. Process approach. A desired result is achieved more efficiently when activities and related resources are managed as a process.

5. System approach to management, Identifying, understanding and maintaining interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its objectives.

6. Continual improvement, Continual improvement of the organization's performance should be a permanent objective of the organization

7. Factual approach to decision making. Effective decisions are based on the analysis of data and information

8. Mutually beneficial supplier relationships. An organization and its

suppliers are interdependent and mutually beneficial relationships enhance the ability of both to create value.

The concept of a high-performance organization, high performance work system refers to the design of jobs, how work is organized and assigned to individuals or teams. The high performance team is generally considered to be the fundamental work unit, the building block, of the high-performance organization. High performance teams know their customers, have defined processes that they continuously improve, measure their performance and are skilled in techniques of problem solving.

The Principles of High-performance organizations

The Gartner Group, Information Technology Advisor Company identify characteristic of high performance organization are as follow:

1. Setting ambitious targets and achieving them
2. Shared values
3. Strategic focus and alignment
4. Translating strategy into operational teams
5. Business Agility

Jane C.Linder and Jeffrey D. Brooks from the management advisor company show the properties or direction to high performance organization of government office as follow:

1. Clients Centered
2. Outcomes Oriented
3. Accountability
4. Innovative and Flexible

5. Open and Collaborative

6. Passionate

Linder and Brooks give the details of capabilities of government office are

1. Strategy and Policy management

2. Organization and Process Design

3. Performance Management

4. Partnering

5. Operations

6. Marketing and CRM

7. Procurement and Logistics

8. Human Capital Management

9. Information Management

And Vivienne Jupp and Mark P. Younger suggest the properties of high performance organization as follow:

1. Relentlessly outcomes and value focused

2. Highly Efficient

3. Aware of change in their environments, and able to translate insight into action

4. Highly focused on their core capabilities, and adopt outsourcing strategies to improve efficiencies in noncore activities

5. Highly Agile

6. Committed to the growth and development of their employees

7. Headed by courageous leaders

Strategic Management

From above concepts, ideas or principles to be excellence or high performance organization is the same as the strategic management. The concept of administrative compose of set the clear targets, practice direction to demand direction and clear evaluation so the strategic management compose of :

1. Strategic Formulation
2. Strategic Implementation or Execution
3. Strategic Measurement and Evaluation

1. Strategic Formulation

1.1 Strategic Analysis: SWOT Analysis, Value Chain Analysis, Stakeholder Analysis, Driving Forces Analysis

1.2 Strategic Direction Setting

1.3 Strategy Development

1.4 Strategy Communication and Translation

2. Strategic Implementation or Execution: Strategic Alignment and Strategic Capability

2.1 Strategic Alignment)

1. Project and Budgets
2. Structure and Process
3. Personnel's Competencies
4. Organization Culture and Share Values
5. Knowledge and Information System
6. Performance Measurement Systems
7. Incentives and Motivation Systems

2.2 Strategic capability

1. Leadership Skills and Styles
2. Passion and Commitment of Top Management in
Implementing Strategy
3. Set the responsible man to control the strategic capability
4. Organization Agility and Innovation
5. Open and Collaborative
6. Best Practices and Knowledge Sharing
3. Strategic Measurement and Evaluation

The administration and management in Thailand

Good Governance

Principle of good governance compose with participation, rule of law, transparency, responsiveness, consensus oriented, equity, efficiency effectiveness, accountability and strategic vision.

Targets and objectives

1. Responsiveness
2. Result-based Management and Performance Agreement
3. Cost/benefit Analysis ,Individual Scorecards, Organization Scorecards
4. Process Simplification, Empowerment and One-Stop Service
5. Process Redesign, Program Evaluation
6. Citizen Survey, Customer Survey
7. Internal Control

Public Sector Management Quality Award

The concept of Total Quality Management (TQM) was developed by many authors, actually since the 1960s. By Oakland's definition, "TQM is as an approach to improving the competitiveness, effectiveness and flexibility of a whole organization. It is essentially a way of planning, organizing and understanding each activity, and depends on each individual at each level. For an organization to be truly effective, each part of it must work properly together towards the same goals, recognizing that each person and each activity affects and in turn is affected by others."

One such TQM management and planning tool that has gained widespread recognition in the business world is the Malcolm Baldrige National Quality Award (MBNQA). The MBNQA was developed by the U. S. Department of Commerce in 1988 to honor Malcolm Baldrige, who was Secretary of Commerce from 1981-87. Three yearly awards in three possible categories are given to U.S. companies for accomplishments related to quality and business performance. The award is intended to raise awareness about the importance of quality and performance excellence as a competitive edge, The Baldrige Award has given thousands of U.S. organizations a significant tool that can be used to assess and improve their performance on those critical factors that drive success. In 1999, non-profit and for-profit educational or private organizations that provide educational services in the United States or its territories were considered eligible to apply for an award in the education category. The nineteen criteria used by the National Institute of Standard and Technology(NIST), which were selected by Congress to design and manage the award programs comprised the framework of TQM. These criteria, which have become national standards by which primary, secondary and higher educational institutions

can evaluate themselves, are organized into categories representing seven dimensions of quality management. These categories are (1) Leadership, (2) Strategic Planning,(3) Student and Stakeholder Focus, (4) Information analysis, (5) Faculty and Staff Focus, (6) Educational and Support Process Management, and (7) Organizational Performance Results. Correlated with the core value are (1) Visionary Leadership, (2) Learning-centered education,(3) Organizational and Personal Learning, (4) Valuing faculty, staff, and partners, (5) Agility, (6) Focus on the Future, (7) Managing for Innovation, (8) Management by Fact, (9) Social Responsibility, (10) Focus on Results and Creating Value, and (11) System Perspective

In effective organizations, the vision, values and mission derive from the convictions of people in the organization and inform all other components of the organization. When the core components listed below are in alignment with the vision, values and mission, they are more likely to be in alignment with one another and lead to effective work and a sustainable organization.

The implementation and evaluation of a High Performance Organization can be done by different directions. One direction is to select a world's leading organization as a benchmark, which is to follow the frameworks of The Malcolm Baldrige National Quality Award (MBNQA) and to apply for this award. As being MBNQA, the world's standard reward that is applied to more than 70 countries worldwide including Thailand, the award winner of each country can be described as a High Performance Organization. In Thailand, Thailand Productivity Institute by Ministry of Industrial Thailand is responsible for Thailand Quality Award (TQA) aiming to improve the quality of production and service of Thai organizations.

CHAPTER 5

RESEARCH METHODOLOGY

Research design

The study design comprised of various methods for data collection. In order to achieve research objectives, combinations of methods were conducted. This chapter presents research design, research procedures, research population and sample group, research instruments, data gathering and data analysis respectively.

Research Procedures

Based on the research objectives of this study, the development model of faculty of pharmacy to high performance organization is the core topic of this study. To achieve the goal, the research procedures are divided into three phases- Phase 1: literature survey and in-depth interviews, Phase 2: Development the model of faculty development, Phase 3: the brainstorming method by focus group technique and in-depth interview. Subjects selected on the basis of expertise in the subject investigated.

Phase 1: Literature survey and in-depth interviews

Study design

Literature reviews of high performance organization, faculty development and strategic management are studied and content analysis. Analyzed conceptual framework, issue of the model, and qualitative methods included semi-structured in-depth interviews are used in planning and extension programs to evaluate and propose

Study population

The researcher used purposive sampling. It became necessary to obtain information from specific persons. The sampling was confined to specific groups of people who could provide the desired information. Purposive sampling involved the choice of subjects who were in the best positions to provide the information required. This sampling design was the only useful one for answering certain types of research questions. Six experts had been in-depth interviewed, the properties of experts are

1. Doctoral degree graduated or academic position is associated professor
2. At least 10 years of teaching experience in university or
3. At least 10 years education administrative experience or
4. Academician in pharmacy education.

Each of experts may have just one property but all of them have altogether properties. The experts of in-depth interview are as follows:

1. Assoc. Prof. Dr. Sindhchai Keokitichai,
2. Asst. Prof. Dr. Wanchai Sutanana
3. Assoc. Prof. Dr. Jurairat Nanthanit
4. Dr. Jarunsang Laksanabunsong
5. Asst. Prof. Dr. Maneepin Promsuthirak
6. Prof. Dr. Chomchin Chantaraskul

Research instruments

Research instrument comprising guiding questions for in-depth interviews were constructed by the researcher in order to guide the participants during interview

session. Semi-structured in-depth interviews were conducted to obtain opinions of experts to create preliminary model.

Data collection

Conceptual framework, related theories, models of faculty development, and background information about the model of high performance organization and the strategic plan was sent with the guiding question to all experts one week prior to the day of the interview. Day and time of the interviews were determined by the participants. Interviewees were allowed to skip, partially answer, or provide full response to the questions. Additional comments not directly related to the interview were also collected when provided.

Data analysis

The primary data was gathered from literature survey and in-depth interview, content analysis was used to evaluate the responses from the in-depth interviews, congruent analysis and consequence analysis were conducted to determine the opinion to design the preliminary model.

Phase 2: Development of the model of faculty development

Study design

Members of faculty of Pharmacy, Silpakorn university were the population that we send the questionnaire to evaluate and propose the directive development of faculty of pharmacy to high performance organization.

Study population

Study populations are the person who worked in faculty of pharmacy, Silpakorn University in May 2009. Quantitative method assessed the opinions of 150 members of faculty of Pharmacy, Silpakorn university by questionnaire.

Research instruments

Based on the literature survey and the opinions of experts in in-depth interviews, a questionnaire was then developed.

The next step involved testing the questionnaire for content validity by experts. Subsequently, a pilot test of the questionnaire was completed by current and former administrators of Faculty of Pharmacy, Silpakorn University. This pilot test assessed the clarity of wording and content of the cover letters, instructions, and questions. The questionnaire was then modified based on the feedback from the pilot testing. The final questionnaire was 16 pages in length, containing two pages of cover letter and instructions, and 14 pages of faculty development statements. The questionnaire is shown in Appendix B. Within the 14 pages faculty development statements, there were 4 sections, section 1 is conceptual framework of faculty development, section 2 is concept of faculty development, section 3 is faculty development to high performance organization, and section 4 is administrative faculty.

Data collection

The cover letter and questionnaire were sent to all members of the faculty of pharmacy, Silpakorn University. The researcher collected the questionnaire four weeks after the questionnaires were distributed.

Data analysis

A reliability test was performed on the responses. The collected questionnaire data and the basic statistical parameters were analyzed, the data were stratified to officers and executives or lecturers and officers. See Appendix C for details of the concept, guideline and phase of faculty development. The data were analyzed by SPSS-X (Statistic Package for Social Science Version X). A p-value <0.05 was used for all analysis to determine statistical significance. Descriptive statistics such as mean, standard deviation, standard error of mean and coefficient of variance were calculated for demographic variables and attitudinal data. A one-way Analysis of Variance (ANOVA) was used to analyze the difference of the mean attitudinal scores across gender, educational background, work position.

Phase 3: Brainstorming method and in-depth interview

3.1 Brainstorming method by focus group technique

Study design

The research used brainstorming method to provide suitable model of faculty of pharmacy development and confirm model by in-depth interview.

Before conducting the brainstorming, the researcher had to be well-planned. First sending the letters, proposed model, and brainstorming guides from Silpakorn University to the experts to invite them to participate in the

brainstorming. Before the brainstorming session, the researcher confirmed the experts on the telephone for the brainstorming date and time.

The model was subsequently improved based on the recommendations of the experts. All experts were well-known and were the right person with whom to conduct brainstorming based on their expertise on the subject investigated and their responsibilities within the organization.

Study population

Brainstorming session consists of at least 15 persons, the researcher used brainstorming as a tool for testing the developmental model of faculty development to make sure that the model is correct and it can ensure the implementation. The research population consisted of High-level Education Administrators, Community Pharmacy Association representative, Pharmacy Council representative, Hospital pharmacist representative and representative from Manufacturers Association. The researcher used purposive sampling and used brainstorming method for interviewing the experts in faculty development. Subjects selected on the basis of expertise in the subject investigated. The experts of brainstorming are as follows;

- | | |
|------------------------------|----------------|
| 1. Asst. Prof Dr. Wanchai | Sutanan |
| 2. Prof. Dr. Chomchin | Chantaraskul |
| 3. Assoc. Prof Dr. Sindhchai | Keokitichai, |
| 4. Asst. Prof Dr. Somjade | Waiyakan |
| 5. Assoc. Prof Dr. Jurairat | Nanthanit |
| 6. Assist. Prof.Dr: Maneepin | Promsuthirak |
| 7. Dr. Jarunsang | Laksanabunsong |

8. Assoc. Prof Dr.Tanasait	Huowhiranpapat
9. Mrs.Nipaporn	busararakpong
10. Mr. Kittti	Pitaknitinan
11. Mr.Teera	Chakannarodom
12. Mr. Teerawut	Pongsetpaisan
13. Dr. Chernporn	Thakamnuaui
14. Mr. Amnuai	Prugpakpumg
15. Mr.Kamonsak	Ruangcharoenruk
16. Mr.Chusak	Maitreemit
17. Mr.Prapon	Pertnoi

To start, the chairman of the meeting gave a welcome speech to all participants and introduced each expert to get to know each other. Next, the researcher presented her study with its objectives, research procedures and the proposed model by using power point. Then the chairman invited the participants to make comments on the model and all of the participants were actively involved.

Research instruments

Research instrument comprising guiding questions for brainstorming were constructed by the researcher in order to guide the participants during brainstorming session.

Data analysis

The data was illustrated in the form of tables and model. Both primary and secondary data were explained by description. The researcher analyzed the data. The

goal was to identify the model of faculty development. Data analysis consisted of the following:

1. Evaluation of qualitative brainstorming data.
2. Analysis the data collection by congruent and consequence analysis.

In-depth interview

Five experts had been in-depth interviewed, to test feasibility, evaluate and comment the final draft of model. The properties of experts are

1. At least 10 years of administration experience or
2. Academician in pharmacy education.

Each of expert may has one property but all of them have altogether properties. The experts of in-depth interview are as follows:

1. Assoc. Prof. Dr. Sindhchai Keokitichai,
2. Asst. Prof. Dr. Wanchai Sutanana
3. Prof. Dr. Chomchin Chantaraskul
4. Mr. Teera Chakannarodom
5. Assoc. Prof Dr. Bangon Sripanikulchai

Research instruments

Research instrument comprising guiding questions for in-depth interviews were constructed by the researcher in order to guide the participants during interview session. Semi-structured in-depth interviews were conducted to obtain opinions of experts to create appropriate model. The semi-structure in-depth interviews contain 3 questions.

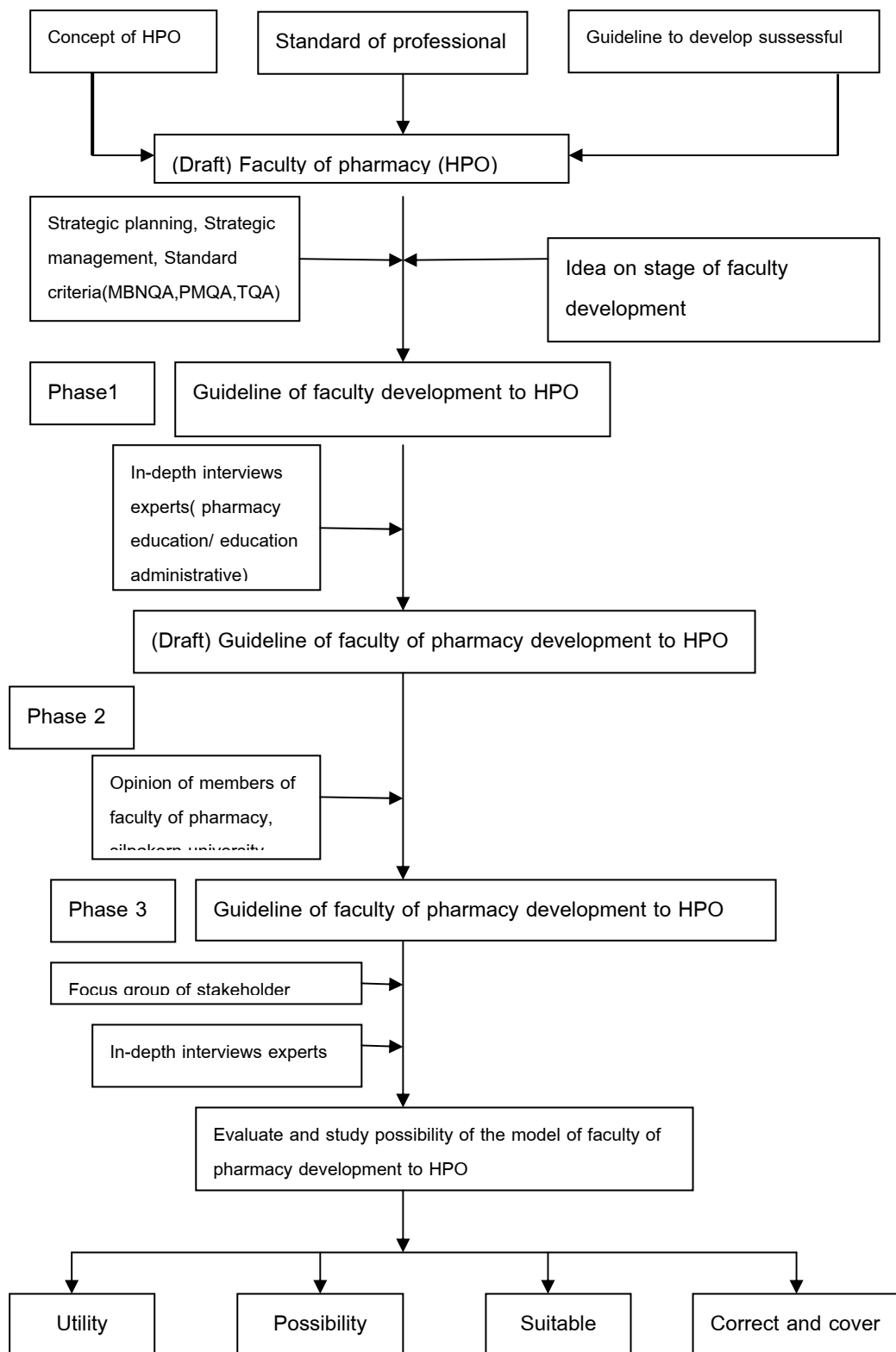


Figure 6 Phase of study faculty of pharmacy development to HPO

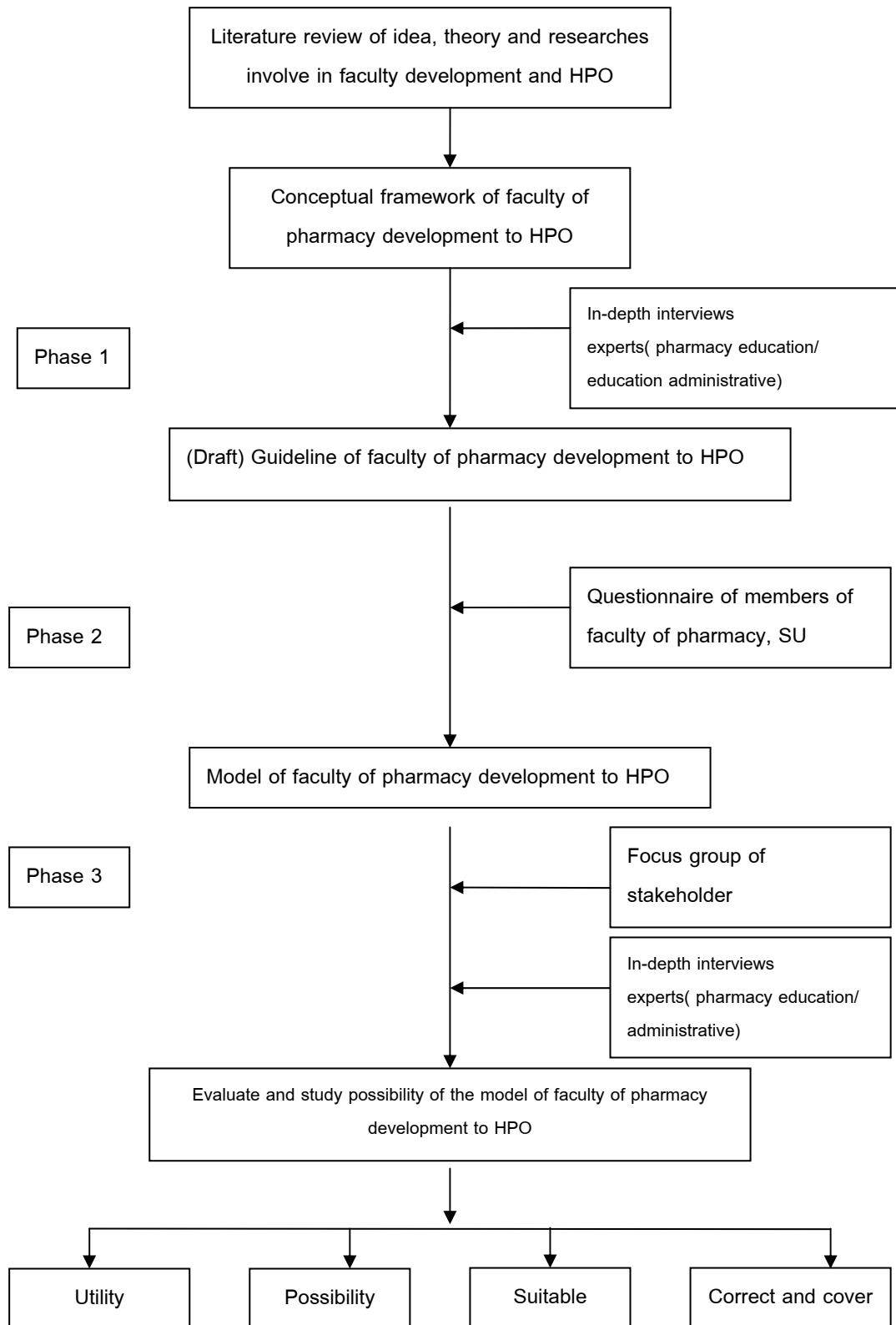


Figure 7 Phases and instruments of study faculty of pharmacy development to HPO

CHAPTER 6

INSTRUMENT DEVELOPMENT FOR DATA COLLECTION

Instrument used in this research

In the process to develop a model for faculty development to high performance organization, the researcher created 4 instruments and examined the instrument by the following procedure.

1. Study the theory and literature review about the analyze factors involved in model development.

2. Create instrument used for data collection.

- 2.1 First interview instrument is the semi-structured interviews which contained 4 open questions including frame reference and model, used the interaction interview to obtain opinions of experts about identity and how to develop the faculty of pharmacy.

- 2.2 Second instrument is the questionnaire for members in faculty of pharmacy, Silpakorn University to consider development, identity and stage of development of the faculty of pharmacy.

- 2.3 Third instrument is the guiding questions for brainstorming in order to guide the participants during brainstorming session.

- 2.4 Forth interview instrument is the semi-structured interviews contained 3 open questions including frame reference and model, used the interaction interview to obtain opinions of experts about conceptual framework of faculty development.

Instrument development for data collection

1. Set definition of variable parameters under research conceptual framework

Variable parameters under research conceptual framework were latent variables or latent constructs. The researcher set definition of variable parameters from literature review in chapter 1.

2. Frame of instrument development

Develop instrument for collect data were proceeded following the academic concept and content frame are as followed Organization development , Learning organization, Good governance, Blueprint for change, Knowledge management and Structure adapting.

Table 4 Variable and Concept

Variable	Concept
Identity	Images, Reputations, identities Image, Stakeholder Expectations, Perceive Quality, Perceive Value
High performance organization	-Identity -Continuity -Outstanding -Sustainability -Superiority
The way to develop faculty	-Organization development -Instructional development -Professional development -Leadership development
The administrative and management by the public sector management quality award	(1)Leadership (2)Strategic Planning (3)Customer and market focus (4)Information, Analysis, and Knowledge management (5)Human Resource Focus (6)Process management (7)Business results

Table 4 (continue)

Variable	Concept
Good Governance	<ul style="list-style-type: none"> -Participation -Rule of law -Transparency -Responsiveness -Consensus oriented -Accountability -Equity and inclusiveness -Efficiency and Effectiveness
Concept of development	<ul style="list-style-type: none"> (1) Organization (2) System (3) People (4)Administration <p>Under the concept of Public Sector Management Quality Award And Learning organization</p>
Model of faculty development	<ul style="list-style-type: none"> -Structural model -Human resource model -Political model -Symbolic model -Cybernetic model
Phase of faculty development	<ul style="list-style-type: none"> 1.Preparing for change 2.Announcement

Table 4 (continue)

Variable	Concept
	3.Expand to continuity 4.Maintain the continuity -Engage key stakeholders
Phase of faculty development	Adapt from the concept of Office of the public sector development commission (-Raise awareness,Conduct assessment, Plan course of action, Check alignment, Build internal capacity, Implement plan, Measure results and Continuous improvement
Concept of administrative management	-Good Governance -Public Sector Management Quality Award
Learning organization	-Shared values -Personel mastery -Mental models -System thinking -Team learning
Faculty of pharmacy development to high performance organization and	(1) Make sense of members in faculty to realize the important of faculty development to high performance organization (2)Role of leaders harmoniously with learning of members in faculty
Strategic plan	(3)Human resource administration harmoniously with

Table 4 (continue) Variable and Concept

Variable	Concept
	learning of members in faculty (4) Efficiency and effectiveness of knowledge management (5) Shared vision Adapted from 7s of Mckinsey (Strategy, Structure, System, Staff, Skill, Shared value and Style)

The good collective data instrument has 3 basic quality properties: content validity, reliability and objectivity.

Conceptual framework of developed instruments

The researcher set conceptual framework to create and develop instrument as follow

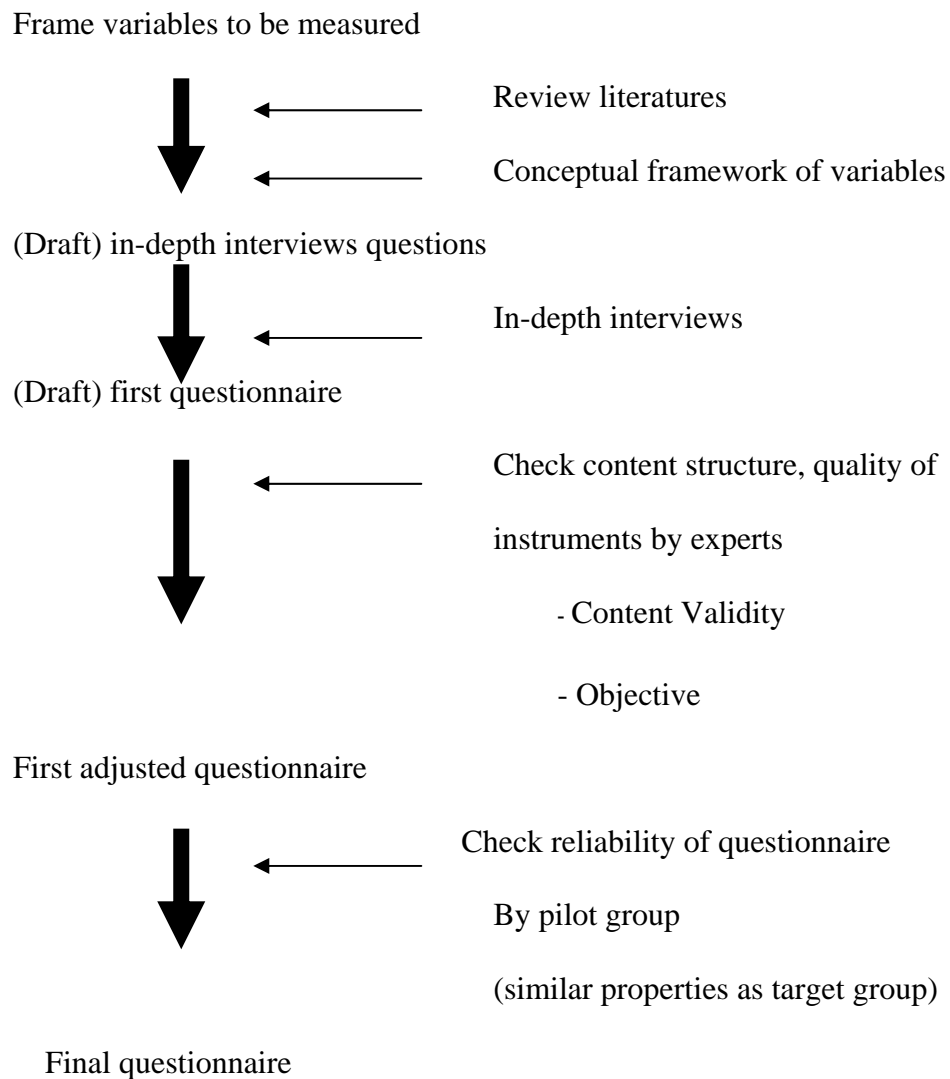


Figure 8 Stage of instrument development

Stage of instrument development

The researcher set stage of instrument development related to conceptual framework (figure 6) and classified into 3 stages

- (1) Study the properties of measurable variables
- (2) Develop instruments
- (3) Check quality of instrument

Stage 1: Study the properties of measurable variables

The objectives of the study of properties of measured variables were to set the content frame of measured variable or research variable under the research conceptual framework. The study of the properties of variable are as follows

(1) Set definition of variables under conceptual framework.

Variables under conceptual framework are latent variables, the analyze variables from literature review and set the definition of variables were shown in chapter 1.

(2) Frame of develop instruments

Under the structure of properties of variables under conceptual framework as definitions in chapter 1, the researcher set frame to create instrument in table 5 as follow.

Table 5 Instrumental Framework

Variables	Properties to measurable variables	Measurable Point
Faculty development to high performance organization	-Target	(1)Identity (2)Standard and networks (3)Quality and outstanding products (4)Continuous sucess
	-Visions (1) literature review	(1)Research (2) Produce graduate students

Table 5 (continue)

Variables	Properties to measurable variables	Measurable Point
	(2) faculty of pharmacy, Silpakorn university	(3) Academic services (4) Maintain art and cultures (5) Good governance (6) Learning organization
	-Mission	(1) Research (2) Develop system of teaching (3) Center of pharmacy education (4) Center of health science
	-Strategic setting	(1) Performance of organization (2) Performance and potential of staff (3) Good of administration (4) Shared with people (5) Development networks
Identity	- Necessity -Point to set identity	(1) Pharmaceutical technology emphasize on herb (2) Health consumer protection (3) Health informatic
Concept of development of		(1) Create high innovation (2) Create culture and identity

Table 5 (continue)

Variables	Properties to measurable variables	Measurable Point
potential of organization		(3) Opinion of stakeholders (4) Knowledge management (5) Resource usage
Concept of development of potential of system		(1) create network, alliance (2) system security. (3) corporate of working (4) good governance (5) The public sector management
Concept of development of potential of people		(1) High skill of thinking (2) Leadership and team working (3) Set concept of working
Faculty development to high performance organization	Model of faculty development	(1) Administrative (2) Shared decision (3) Target of staffs (4) Relation to social
Way and stage of develop faculty 1. Way to development	create high innovation	(1) Structure adjustable (2) Race performance

Table 5 (continue)

Variables	Properties to measurable variables	Measurable Point
potential of organization		(3) Monitor and evaluation system (4) Quality of leadership (5) Transparency
2. Way to	Create culture and identity Opinion of	(1) Create understanding and coordination (2) Set identities, shared popularity, culture of faculty (3) Standard, quality of education management (1) Opinion of stakeholders (2) Create please (3) Public hearing (4) Resolution of staffs (1) Mechanism to create and affect network, mission and partners (2) Create standard and quality continuously (3) Management follow objective

Table 5 (continue)

Variables	Properties to measurable variables	Measurable Point
development potential of system	stakeholders Create network, mission and partners System security. Team working	plan (4) Increase efficacy of administration (1) Standard system of working (2) Develop system of working (1) Integration curriculum (2) Coordination network (3) Coordination in faculty (4) Integration of system and human
3. Way to development potential of human	Give precedence to develop skill of thinking and performance Create leadership and team working Shared popularity , be proud of working , owner of faculty	(1) Skill of thinking (2) Knowledge (3) Instrument and other technique (1) leadership, team working (2) Knowledge and communication (3) Coordination in working (1) Conscious (2) Join in thinking and working (3) Team working

Table 5 (continue)

Variables	Properties to measurable variables	Measurable Point
Administrative	-Good governance - Public Sector Management Quality Award	(1) Leadership (2) Strategic Planning (3) Customer and market focus (4) Information, Analysis, and Knowledge management (5) Human Resource Focus (6) Process management (7) Business results
Faculty development to high performance organization	1. Organization 2. System 3. People	(1) Structure (2) Culture (1) System of working (2) Administrative and management (1) Potential of working of staff (2) Leadership (3) Team working

Stage 2: Instrument development

Instrument development (questionnaire) under properties of measurable variables, details were shown in stage 1. The design of instrument and type of instrument were shown in table 6.

Table 6 properties/main points measurable

Measurable Properties	Measurable main points
Section 1 Faculty development to high performance organization	<p>Aim at measure knowledge and understanding of the person who answer questionnaire on faculty development to high performance organization in 4 main points</p> <ul style="list-style-type: none"> -Target -Vision -Mission -Strategic -Identity
-Concept of faculty development	<p>Aim at 4 main points in faculty development</p> <ul style="list-style-type: none"> -Organization development -System development -People development -Administration development
-Process of faculty development	<p>Aim at 2 main points in faculty development</p> <ul style="list-style-type: none"> -Model -Way and stage
-Administrative and management of faculty	<p>Aim at 2 main points in administrative of faculty</p> <ul style="list-style-type: none"> -Good governance -Public Sector Management Quality Award

Table 6(continue)

Measurable Properties	Measurable main points
Section 2 Status of the person who answer the questionnaire	Aim at measure characteristics of the person who answer the questionnaire feature of 1. Gender 2. Age 3. Educational background 4. Work position 5. Experience in working 6. Experience in administration

Stage 3: Evaluation of quality of instrument

3.1 Type of quality of instrument

To evaluate instrument (questionnaire), use 3 techniques to evaluate the properties of instrument as follow

- (1) Content Validity
- (2) Reliability
- (3) Objectivity

The details were shown in table 7

Table 7 Details of quality of evaluate instrument

Items	Quality		
	Content Validity	Reliability	Objectivity
Concept of faculty development	√	√	√
1. Concept of faculty development	√	√	√
- Potential of organization			
- Potential of system	√	√	√
- Potential of people	√	√	√
Faculty development to HPO	√	√	√
2. Way to develop potential of system	√	√	√
3. Way to develop potential of people	√	√	√
-Administrative of faculty	√	√	√

√ : evaluate item

3.2 Data to evaluate instrument

Data to evaluate instrument as follow:

3.2.1 Data from experts

To evaluate quality of instrument in content validity, objectivity by

- (1) Assoc. Prof. Dr. Sindhchai Keokitichai,
- (2) Asst. Prof .Dr. Wanchai Sutanant
- (3) Dr. Jarunsang Laksanabunsong
- (4) Asst. Prof Dr. Maneepin Promsuthirak

(5) Prof. Dr. Chomchin

Chantaraskul

3.2.2 Data from pilot study 23 questionnaire that got back (27 questionnaire was send)

Table 8 Percent of questionnaires classified by job position in pilot study to validate instrument

Job position	Send questionnaire		Responded questionnaire		
	N	%	N	%	% compared with send ques.
Lecturers	19	70.37	17	73.91	89.47
Officers	8	29.63	6	26.09	75.00
Total	27	100.00	23	100.00	85.19

4. Results of evaluate quality of instruments

Results of evaluate quality of instruments were content validity, reliability and objectivity that was shown in table 9.

4.1) Content Validity

All of items were evaluate

1. Concept framework of faculty development

2. Concept of faculty development

2.1 Concept of development of potential of organization

2.2 Concept of development of potential of system

2.3 Concept of development of potential of people

3. Faculty development to high performance organization

3.1 Model of faculty development

3.2 Way and stage of develop faculty

3.2.1. Way to development potential of organization

3.2.2. Way to development potential of system

3.2.3. Way to development potential of people

4. Administrative and management of faculty

All data were accurate to content or measure properties related to set objective that can describe by index of ICC between 0-100.

4.2 Reliability

The measurable instrument had reliability or consistency, internal consistency of every items were in the high level explained by confidence coefficient of Cronbachs or α -coefficient, every items were similar parameter and more than 0.

4.3 Objectivity

Objectivity mean that every question were the same understanding when reading, most of them depend on wording or language. From the comment of experts, the researcher modified the word that made the questionnaire more objectivity. In conclusion, the instrument had the good quality and in accept criteria.

Table 9 Quality of questionnaire

Evaluate items	Quality			Number of questions
	Content Validity	Reliability	Objectivity	
Concept framework of faculty development	1.00	0.981	remained	29
Concept of faculty development -potential of organization	1.00		remained	6

Table 9 (continue)

Evaluate items	Quality			Number of questions
	Content Validity	Reliability	Objectivity	
-potential of system	1.00		remained	7
-potential of people	1.00		remained	6
Faculty development to HPO				
- Model of faculty development	1.00		remained	5
Way and stage of develop faculty	1.00		remained	23
-Way to development potential of organization				
-Way to development potential of system	1.00		remained	27
-Way to development potential of people	1.00		remained	16
Administrative of faculty	1.00		remained	16

CHAPTER 7

RESULTS

This chapter summarizes the results and the data analysis of the studies and research findings which were aimed to investigate, the results of study are divided into two parts base on the research objective. First part is results of the study of the faculty of pharmacy development model to high performance organization. The second part is results of the guideline and steps of faculty of pharmacy development to high performance organization. Details of the findings are listed as follow:

1. Faculty of pharmacy development model to high performance organization

The study begins by a comprehensive literature review on the topic of high performance organization and a faculty development. Before the researcher search an answer of how the directive development of faculty of pharmacy to high performance organization. The criteria for conducting a literature review are to see how the term “high performance organization” has been described and how the high performance organization has been characterized. This is in order for us to determine how the high performance organization should be defined and characterized, while reviewing the literature we have been exposed to numerous suggestions concerning the definitions and characteristics of the high performance organization, and tried to scope them down to a few key ideas. It was found that the definition of high performance organization is shown in chapter 1. After the researchers synthesis and analyze the

target of high performance organization form documentation analysis and in-depth interviews, the conclusion of the components of high performance organization are identity, continuity, outstanding, sustainability and superiority. In phase 1 experts were asked to express their understanding of the term high performance organization. This was done by asking them to define and characterized the term high performance organization. It was found that there were no major conflicts between the expert definitions and that of the author's understanding as described earlier. Therefore, it concluded that the experts and the researcher have similar understanding of the term high performance organization. All of the experts accepted that high performance organization can support the change in the social, continuous change of evolution of the world and expect of the social. Faculty of pharmacy had potential to be high performance organization. Afterthat the concept and potential of HPO was asked in the questionnaire and brainstorming by focus group technique, they accept the concept and approved the necessary to develop faculty of pharmacy to HPO.

Table 10 Data analysis of phase I “Preliminary model”

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
Phase I Set Preliminary model (1) Set format of faculty of pharmacy development model to HPO (1.1) General concepts	(1.1) Components of HPO -Clear targets -Emphasize on outcomes and outputs - Emphasize on strategy -Leader to change organization	(1.1) Components of HPO (1) Go along with concepts of faculty of pharmacy development model to HPO (2) Develop faculty of pharmacy in overall image of pharmacy in	(1.1) Components of HPO (1) Set clear components of HPO (2) Overall image of Thailand

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
	<ul style="list-style-type: none"> -Flexible organization -Work with Network and alliance -Realize on changing of environment 	<p>Thailand</p> <p>(3) Each faculty of pharmacy emphasize on the readiness of own faculty.</p>	<p>(3) Each faculty of pharmacy start from the readiness of own faculty.</p>
<p>Format of faculty of pharmacy development model to HPO</p> <p>(1.2.1) Targets of faculty of</p> <p>faculty of</p>	<p>(1.2.1) Targets of faculty of pharmacy development model to HPO</p> <p>Set targets of development</p>	<p>(1.2.1) Targets of faculty of pharmacy development model to HPO</p> <p>Experts go along with 4 targets</p>	<p>(1.2.1) Targets of faculty of pharmacy development model to HPO</p> <p>: set 4 targets</p>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
pharmacy development	under component of HPO by 4 targets Superiority, Continuity, Outstanding, Sustainability	under the component of HPO and added opinions as follow 1) Under 4 targets , emphasize to produce outputs and has clear targets 2) Use Strategymanagement 3) Adjust and set rule/regulation to support working under strategic plan 4) Follow under different identity of each faculty	<i>(1) Superiority (2)Continuity (3)Outstanding (4)Sustainability Under 3 conditions (1) give precedence to outputs (2) Administrative and quality management under proper strategy plan (3) Administrative under faculty 's identity *</i>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
<p>(1.2.1.1) Identity of faculty (overall image of faculty of pharmacy in Thailand and case study of faculty of pharmacy, Silpakorn university)</p>	<p>(1.2.1.1) Identity of faculty of pharmacy* (1) Identity of faculty of pharmacy in Thailand “emphasize to produce pharmacists that excellent in academic , professional and support society” (2) Case study: Identities of faculty of pharmacy, Silpakorn university.</p>	<p>(1.2.1.1) Identity of faculty of pharmacy* (1)Experts go along with the suggested identity of overall image faculty of pharmacy in Thailand. (2) Case study: Identities of faculty of pharmacy, Silpakorn university.</p>	<p>(1.2.1.1) Identity of faculty of pharmacy* (1) Identity of faculty of pharmacy in Thailand , the overall image “emphasize to produce pharmacists that excellent in academic , professional and support society” (2) Case study: Identities of faculty of pharmacy, Silpakorn university.</p>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
	(2.1) Outstanding in pharmaceutical technology emphasize on herb	(2.1) Capability to has outstanding in pharmaceutical technology emphasize on herb (the most possibility)	<i>(2.1) Outstanding in pharmaceutical technology emphasize on herb</i>
	(2.2) Outstanding in health consumer protection	(2.2) Outstanding in health consumer protection	<i>(2.2) Outstanding in health. consumer protection</i>
	(2.3) Outstanding in health informatics	(2.3) Outstanding in health informatics	<i>(2.3) Outstanding in health informatics</i>
		Conclusion: potential and capacity to develop in every fields and use same method to	<i>Identity is set by commitment of faculty members and correspond</i>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
1.2.2) Model	<p>1.2.2) Model: the component as follow</p> <p>(1) Organization</p> <p style="padding-left: 40px;">(1.1) Restructure</p> <p style="padding-left: 40px;">(1.2) Reparadigm</p> <p>(2) System</p>	<p>develop</p> <p>Identity correlate with potential, capacity and the intention of setting faculty.</p> <p>1.2.2) entity is set from commitment of faculty members and correspond with visions and policy of faculty,</p>	<p><i>with visions and policy of faculty , correlate with potential, capacity and the intention of setting faculty 1.2.2) Model</i></p> <p><i>In figure</i></p> <p>-concept of strategic management, work by harmonize and good</p>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	Indepth interview	
1.2.3) Guideline	<p>(2.1) Work simplification</p> <p>(2.2) Deregulation</p> <p>(2.3) Quality management</p> <p>(3) People</p> <p>(3.1) Capacity building</p> <p>(3.2) Teamwork</p> <p>(3.3) Leadership</p> <p>(4) Administration</p> <p>(PMQA) Under the concept</p>	<p>1.2.2) Model</p> <p>(1) Experts go along with model that the researcher presented and</p> <p>(2) Added opinions</p> <p>(2.1) Set structure and mechanism to propel strategic plan</p> <p>(2.2) Set proper and clear strategic plan to develop faculty</p> <p>(2.3) Give precedence to every groups of members especially</p>	<p>communication.</p> <p>-Development concepts are organization, system, people and administration under concepts of Knowledge Management and Information technology.</p>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
<p>and steps</p> <p>of Knowledge Management and Information technology</p> <p>1.2.3) Guideline and steps</p> <p>(1)Frame to set development guideline 1.1) Specification targets, identities, visions, mission and strategies</p> <p>1.2) Especially administration follow strategic plan under</p> <p>(2)Steps in faculty development</p> <p>development concepts of organization, system, people and administration.</p>	<p>(2.3.1) paradigm</p> <p>(2.3.2) leadership</p> <p>(2.3.3) shared of members</p> <p>(2.3.4) communication</p> <p>1.2.3) Guideline and steps</p> <p>(1) Guideline of development</p> <p>1.1) Start at shared vision</p> <p>1.2) Create, shared understanding and communication</p> <p>1.3) Emphasize on leadership</p> <p>1.4) Teamwork Develop every levels by adjust structure and</p>	<p>1.2.3) Guideline and steps</p> <p>(1) Guideline of development 1.1) Set targets of faculty pharmacy development to HPO: continuity, outstanding, sustainability and superiority under identity of each faculty.</p> <p>1.2) Shared vision 1.3) Specification targets, identities, visions, mission and strategies. Create understanding, shared communication and develop every fields and every levels.</p>	

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
	<p>(2)Steps in faculty development</p> <p>Classify to 4 steps</p> <p>2.1) Adjust foundation and readiness in the first 5 years by adjust foundation, potential and endogenous capacity and has potential to competition at international or world levels.</p> <p>2.1.1 Re-Structure</p> <p>2.1.2 Re-Paradigm</p>	<p>system of working</p> <p>(2)Steps in faculty development</p> <p>Experts go along with documentation research model that the researcher presented and</p> <p>(2) Added opinions</p> <p>2.1) Specification targets in stage 1 and 2: produce excellent outputs, research work, academic services and good administrations.</p>	<p>(2)Steps in faculty development</p> <p>Classify to 4 steps and manage as follow</p> <p>2.1) Manage step 1 and 2 at the same time: adjust foundation, readiness and announcement.</p>

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
<p>2.2) announcement Step of faculty of pharmacy development in middle stage by start to produce systemic outputs under mission frame.</p> <p>2.2.1 Process Reengineering</p> <p>2.2.2 Performance Agreement</p> <p>2.2.3 Capability building</p> <p>2.3) Expand to sustainability</p> <p>In last 5 years stage emphasize on</p>	<p>2.2) Specification targets in stage 3 and 4: manage faculty to quality faculty, research faculty, learning faculty and social faculty</p>	<p>2.2) Manage step 3 and 4 at the same time: expand to sustainability and maintain the sustainability</p>	

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
	<p>create successful excellent outputs and accept in health science in country , international and world level.</p> <p>2.3.1 Strategic funding</p> <p>2.3.2 Empowerment</p> <p>2.3.3 Pay by performance</p> <p>2.3.4 Management cockpit/War room</p> <p>2.4) Maintain the sustainability of</p>		

Table 10 (continue)

Statements	Result of data analysis		Conclusions
	Documentary analysis	In-depth interview	
	organization:Step of faculty of pharmacy development in next 15-35 years, faculty of pharmacy reinforce the substitute resource especially human resources.		

*Literature review such as developing plan, annual report and self assessment report

“Preliminary Model”

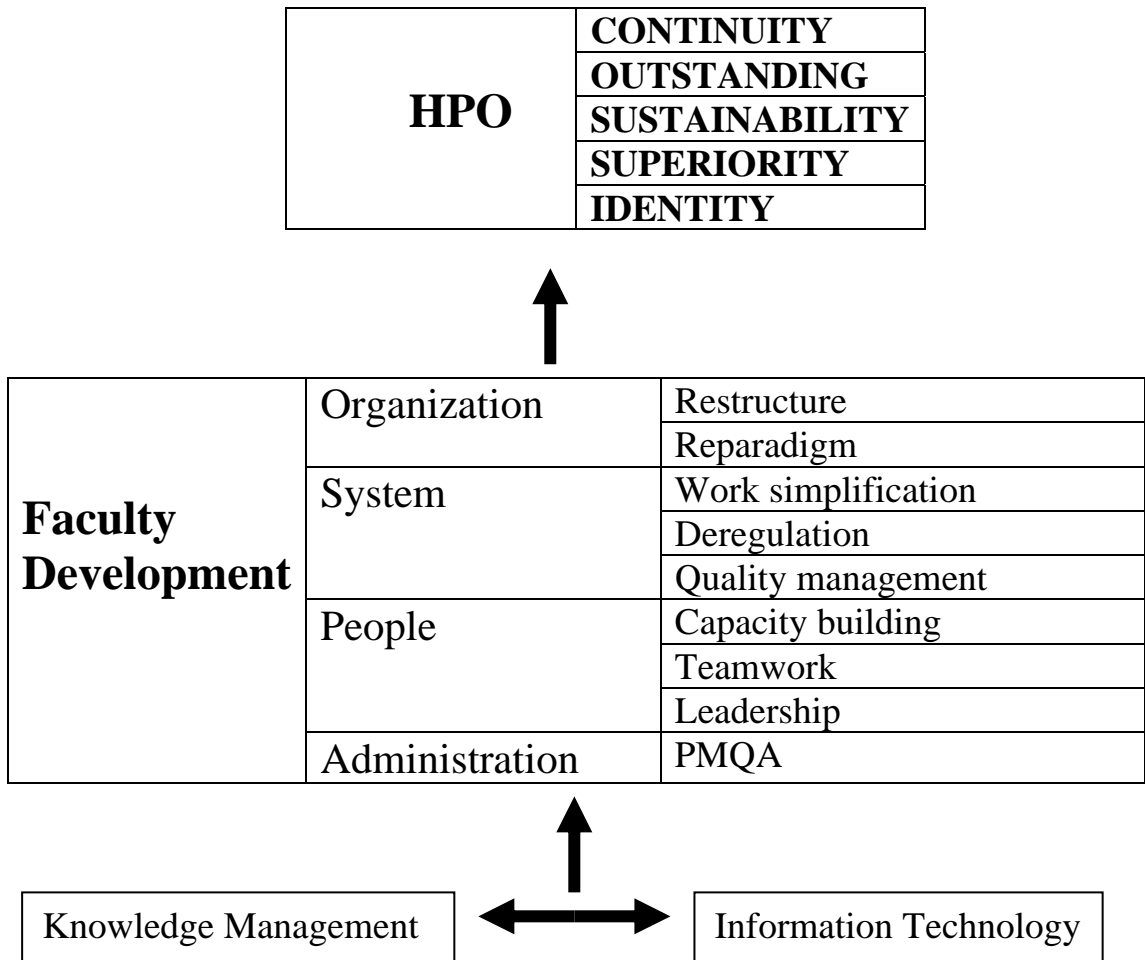


Figure 9 Conceptual preliminary model of faculty of pharmacy development

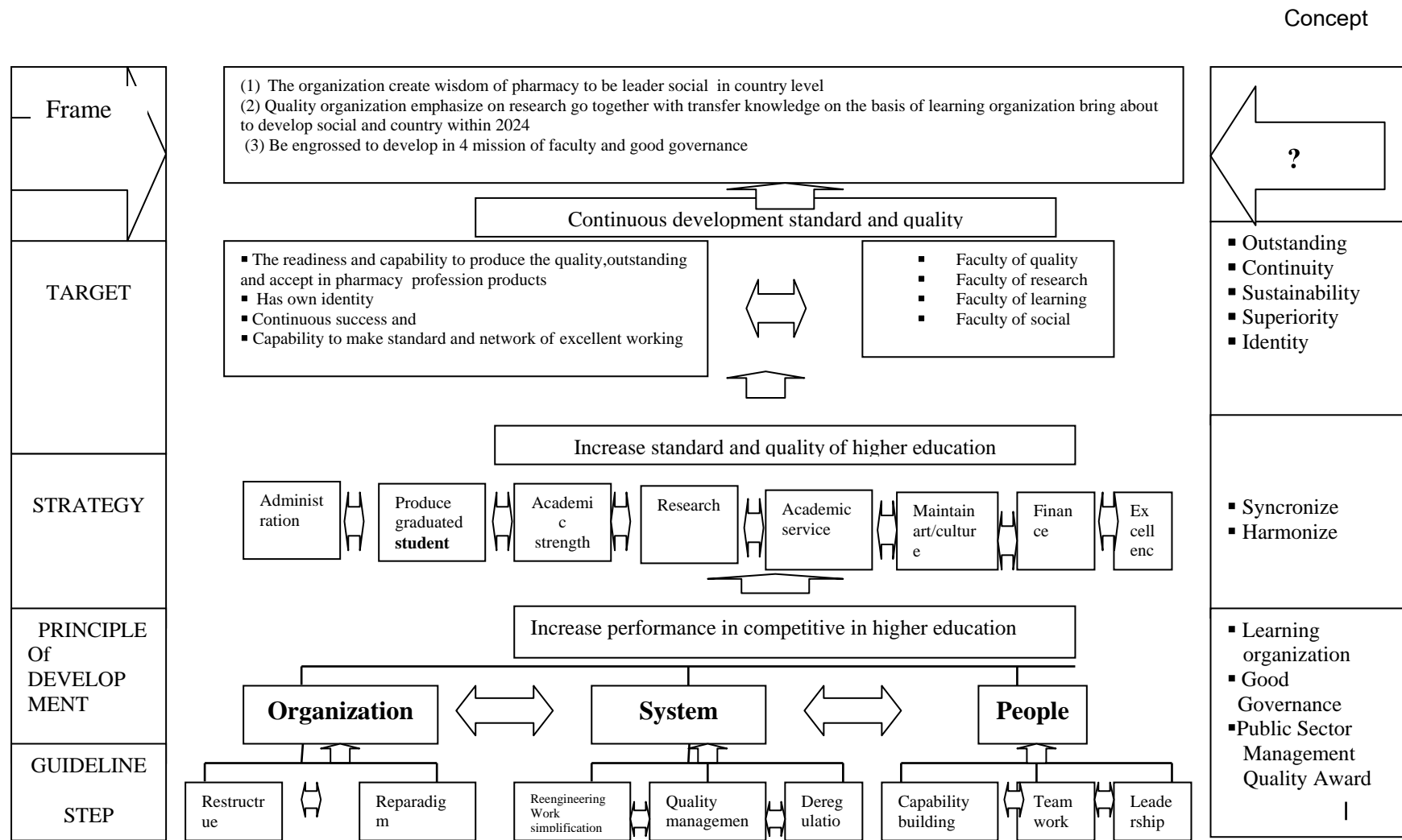


Figure 10 Scope and guideline of Preliminary Model of Faculty of pharmacy development

To address the study's objectives and research questions, a survey methodology was used in phase 2. The population for this study included 150 faculty member of faculty of pharmacy Silpakorn University, a total of 96 surveys were returned, resulting in a response rate of 62%. Respondent demographic data are provide in table 11 and the conclusion of the opinion of total members and concept of faculty of pharmacy development to HPO of faculty members are shown in table 11-15 and appendix 2. The opinion of the total members of faculty of pharmacy Silpakorn University about faculty of pharmacy development to HPO are shown in table 15- . All of members of faculty of pharmacy Silpakorn University accept the necessary to develop faculty of pharmacy to HPO at high level in every groups of members. There are statistical significant at $P < 0.05$ when compared group of lecturers and staff in the opinion of the level of necessary to develop faculty (mean of lecturers are 8.67 from 10 and mean of staff are 7.97).

Table 11 Demographic Characteristics of respondents of faculty member of faculty of pharmacy, silpakorn university

Characteristics	Structure
Gender	The overall proportion are male: female = 1:2
Highest education	Lecturers bachelor: Master: PhD degree = 1:4:15 Staff Bachelor: Master: PhD degree = 1:0.5:0
Position	Lecturers: Staff = 1.6:1.0 Executives: Officers= 1.0:1.4
Age of staff	Lecturers had mean age 41 years older than staff that have mean age 37 years
Age of working	Lecturers had mean age of working 14 years higher than staff that have mean age of working 9 years
Age of executives	Lecturers had mean age of executives 4 years higher than staff that have mean age of executives 2 years

Research findings in Phase 2 (Case study: faculty of pharmacy, Silpakorn University [Quantitative analysis])

Table 12 Overall image of faculty of pharmacy develop to high performance organization: classified by groups of faculty members

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
1. Level of necessary in develop faculty of pharmacy to HPO	8.42 (1.37)	8.67 (1.23)	7.97 [@] (1.49)	1) Total members agreed with the necessary to develop faculty of pharmacy to HPO. 2) But the group of staff agreed less than group of lecturers statistical significant difference at $\alpha = 0.05$.
2. Possibility to develop faculty of pharmacy to HPO	6.89 (1.23)	6.95 (1.10)	6.79 (1.45)	1) Total members agreed with the possibility to develop faculty of pharmacy to HPO in moderate level 2) The opinions of possibility to develop faculty of pharmacy to HPO no significant difference between groups.
Components of HPO 3 3.1 The readiness and capability to produce the quality, outstanding and accept in pharmacy profession products	1 [*]	1 [*]	1 [*]	Total members agrees with the target of faculty development <i>1) Quality outputs of faculty of pharmacy</i> <i>2) Outputs have own identities.</i>

Table 12 (continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
3.2 Has own identity	2*	2*	4*	
3.3 Continuous success	3*	3*	2*	
3.4 Make standard and network of excellent working.	4*	4*	3*	Specify clear targets are important especially faculty of pharmacy start with shared target to produce clear outputs under shared identities.
4. Identity of faculty of pharmacy 4.1 Level of necessary to set identity of faculty of pharmacy	8.17 (1.09)	8.40 (0.89)	7.80 (1.58)	Total members agree with the necessary to set identity of faculty of pharmacy in high level and not statistical difference
4.2 Identity of faculty of pharmacy, Silpakorn university 4.2.1 Outstanding in pharmaceutical technology emphasize on herb	1*	2*	1*	1) Total members and group of staff agree with the identity: outstanding in pharmaceutical technology emphasize on herb. 2) Group of lecturers agree with : outstanding in health consumer protection

Table 12 (continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
4.2.2 Outstanding in health consumer protection	2*	1*	3*	
4.2.3 Outstanding in health information	3*	3*	2*	
5 Specification of vision of faculty of pharmacy to be HPO - the organization create wisdom of pharmacy to be leader social in country level	1*	1*	1*	Total members agree with the vision “the organization create wisdom of pharmacy to leader social level of country”
- Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	2*	3*	2*	
- Faculty be engrossed in develop:	3*	2*	3*	
- the quality of graduate that can competition	[1]*	[1]*	[1]*	

Table 12 (continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
- the research leader to find new educational knowledge	[2] [*]	[3] [*]	[3] [*]	
-Reinforce performance of research to be the center of pharmacy research	[3] [*]	[5] [*]	[3] [*]	
-Develop pharmacy information technology system to be the center of pharmacy information technology	[4] [*]	[3] [*]	[5] [*]	
-Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	[5] [*]	[4] [*]	[4] [*]	
6 Specification of mission of faculty of pharmacy to be HPO -Develop administration of government by good governance	1 [*]	4 [*]	1 [*]	1) Total members give precedence to mission is develop administration of government by good governance 2)Group of lecturer give precedence to develop system of education and teaching and pass on knowledge

Table 12 (continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
-Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	2 *	1 *	2 * [@]	of pharmacy education
- Promote potential of research to be the center of research in pharmacy	3 *	2 *	3 * [@]	
- Develop system of information technology to be the center of information technology in pharmacy	4 *	3 *	5 *	
-Development folk wisdom in health science to be the center of folk wisdom in health science	5 *	5 *	4 *	
7 Specification of strategy of faculty of pharmacy to HPO -Increase capability and potential of faculty members to learning organization	1 *	1 *	4 *	1) Total members and group of lectures give precedence to increase capability and potential of faculty member to learning organization.

Table 12 (continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
-Develop potential and capability of working unit	2 [*]	2 [*]	2 [*]	2) Group of staff give precedence to develop system of working with good management.
- Develop system with good management	3 [*]	4 [*]	1 [*]	
- Promote potential of research	4 [*]	3 [*]	3 [*]	
- Develop networks and alliances	5 [*]	5 [*]	5 [*]	
-Create mechanism to share working with people	6 [*]	6 [*]	6 [*]	
Strategy administration by PMQA	7.83 (1.15)	8.24 (0.84)	7.20 (1.49)	Total members give precedence to strategy administration by PM QA and not statistical significant between groups.

Mean(SD), [@] statistical significant difference at $\alpha = 0.05$

,* = CV < 0.20 the opinion of faculty member have stability opinion

Table 13 Model of faculty of pharmacy development to high performance organization

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
Model of faculty development				Total members agree with model of faculty development start with flexible structure, clear targets and adjustable.
-Flexibility structure, clear targets and adjustable	1*	1*	1* [@]	
- Shared decision ,administration and policy	2*	3*	3*	
- Establish target of staff correlate with target of faculty	3*	2*	5*	
- Emphasize on create correlation with community	4*	4*	4*	
- Central admin system coordinate with internal unit	5*	5*	2*	
Principle of potential organization development				1) Total members and group of staff give precedence to capacity to create high level of innovation 2) But group of lecturers give precedence to external personnel
- Give precedence to create high level of innovation	1*	4*	1* [@]	
- Give precedence to internal personnel opinions	2*	2*	2* [@]	
- Emphasize on create culture and organization identity	3*	5*	3*	
- Give precedence to share central resource	4*	3*	4	

Table 13(continue)

Statement *	Type of members	Conclusions
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	All members	lecturers	staff	
- Give precedence to external personnel opinions	5*	1*	6	opinions.
-Give precedence to knowledge management	6*	6*	5	
Principle of potential system development				1) Total members and group of staff give precedence to develop system by empowerment in working 2) But group of lectures give precedence to Have environment in shared working and team working.
- Develop system by empowerment in working	1*	3*	1*	
- Develop system by PMQA 's principles	2*	2*	6	
- Have shared working and team working	3*	1*	7 [@]	
-Give precedence to finance stable systems	4*	6*	2* [@]	
- Strategic plan under networks, alliances and partnerships	5*	4*	3 [@]	
- Develop key performance index in working	6*	5*	5	
- Develop process hold to regulation and good governance	7*	7*	4	

Table 13(continue)

Statement *	Type of members	Conclusions
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	All members	lecturers	staff	
Principle of potential people development				
- Create principal of working in every level to proud of working	1*	3*	5@	1) Total members and group of staff give precedence to create principal of working in every level to proud of Working. 2) But group of lectures give precedence to emphasize on create leadership and team working 3) Group of staff give difference opinion: give precedence to develop skill of thinking and capacity of working
- Emphasize on create leadership and team working	2*	1*	4@	
- Give precedence to skill of thinking and capacity of working	3*	2*	1*@	
- Create system of develop outcomes	4*	4*	3	
- Create accepted system of evaluation capacity of staff	5*	5*	6@	
-Create system of evaluation by key performance index	6*	6*	2	

Table 14 Guideline and step of faculty of pharmacy development to high performance organization

Statement *	Type of members	Conclusions
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	All members	lecturers	staff	
Guideline and step of faculty development				Potential organization development
I Potential organization development				Development capacity of create high level of innovation
1.1 Development capacity of high level of innovation				1) Total members give precedence to increase effectiveness of working
-Increase effectiveness of working	1*	2*	3* [@]	2) But group of lectures give precedence to set effective system to monitor and evaluate working.
-Create transparent of working	2*	6*	4* [@]	3) Group of staff give difference opinion: give precedence to create learning organization
-Develop quality/ leadership of academic/ professional	3*	3*	8* [@]	
-Create learning organization	4*	5*	1* [@]	
-Set effective system to monitor and evaluate working	5*	1*	7* [@]	
-Adjust organization structure to support the working	6*	7*	2* [@]	
-Increase capacity to compete in higher education	7*	4*	8*	
- Appoint committee responsible in faculty development.	8*	9*	5*	
- Create research organization	9*	8*	6* [@]	

Table 14(continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
1.2 Emphasize on create culture and identity of faculty				1) Total members and group of lectures give precedence to create shared vision mission and strategy. 2) Group of staff give precedence to promote development of performance to invade compete
-Create shared vision, mission and strategy	1*	1*	5*	
- Create the cooperation trough communication	2*	2*	6* [@]	
- Produce specific identity products of faculty	3*	3*	7*	
-Shared to set identity, share-popularity and culture	4*	4*	4*	
- Create Thai knowledge	4*	4*	6*	
- Promote development of performance to compete	6*	6*	1*	
- Adjust paradigm to understand targets of faculty	7*	7*	3* [@]	
- Standard and quality of education	8*	8*	2*	
1.3 Give precedence to opinion of internal and external stakeholders				1) Total members and group of lecturers give precedence to create services satisfaction of stakeholders
-Create services satisfaction of stakeholders	1*	1*	5* [@]	

Table 14(continue)

Statement *	Type of members			Conclusions
	All members	lecturers	staff	
-Create system to listen to the opinions of stakeholders	2*	2*	4* [@]	2) Group of staff give precedence to emphasize on learner centers
- Target of working emphasize on the opinions of stakeholders	3	3*	3* [@]	
- Emphasize on learner centers	4*	4*	1*	
- Public hearing on faculty development	5*	5*	5*	
-Use consensus in faculty development	6*	6*	2*	
2 Potential system development 2.1 Strategic planning under network, alliance and partnership				1) Total members and group of lecturers give precedence to allocate budget follow strategic plan. 2) Group of staff give precedence to increase efficacy of administration
- Allocate budget follow strategic plan	1*	1*	5*	
- Give precedence to communication in faculty	2*	2*	7*	
- Create standard of working and quality products	3*	3*	4*	

Table 14(continue)

Statement	Type of members			Conclusions
	All members	lecturers	staff	
- Manage follow strategic plan , guarantee outcome	4*	4*	8*	
- Increase efficacy of administration	4*	12*	1*	
- Create to benchmark with other faculty of pharmacy	6*	5*	9*	
- Continuous development alumni / network, alliance	6*	7*	10* [@]	
- Create system of monitoring and evaluation	6*	7*	2*	
- Create cooperation of network/alliance	9*	6*	12* [@]	
- Increase efficacy of administration :good governance	10*	10*	6*	
- Increase efficacy of administration :sufficient economy	11*	11*	3*	
-Create system of report and evaluate outcome	12*	9*	11*	
2.2 Give precedence to stability of system of finance and other systems				
-Create system of information	1*	2*	4* [@]	

Table 14(continue)

Statement	Type of members			Conclusions
	All members	lecturers	staff	
- Create system of finance accountancy and budget	2*	1*	6*	2) Group of lecturers give precedence to create system of finance accountancy and budget 3) Group of staff give precedence to create system of quality education guarantee
- Specify concrete standard of working	3*	3*	2* [@]	
- Create system of quality education guarantee	4*	6*	1* [@]	
- Specify plan to increase efficacy of working	5*	4*	7* [@]	
- Appoint development committee hold to PMQA	6*	8*	5*	
-Develop working hold to change management	7*	7*	3* [@]	
2.3 Shared working and charitable to team working				1)Total members and group of lecturers give precedence to create coordinate between working units in faculty 2) Group of staff give precedence to management by coordinate network
-Create coordinate between working units in faculty	1*	1*	4* [@]	
- Adjust/ decrease process of working	2*	3*	3* [@]	
- Specify role duty responsibility related staff	3*	5*	5* [@]	
- Management by integrate curriculum andnetwork	4*	5*	1* [@]	
- Create system to compete with other faculty	6*	7*	2*	

Table 14(continue)

Statement	Type of members			Conclusions
	All members	lecturers	staff	
- Manage place and environment charitable to working	7*	6*	7* [@]	
-Specify mentor system in working	8*	2*	8*	
3.1 Potential people development				1)Total members give precedence to continuous develop learning of staff 2) Group of lecturers give precedence to develop skill of thinking 3) Group of staff give precedence to promote usage of tools and techniques in administration
A. Develop skill of thinking and capacity of working				
-Continuous develop learning of staff	1*	3*	2* [@]	
-Develop skill of thinking and capacity of working	2*	1*	3* [@]	
-Create attitude of staff in good working	3*	5*	4* [@]	
- Usage tools and techniques in administration	4*	2*	1* [@]	
-Establish center to evaluate results of administration	5*	4*	5*	
3.2 Emphasize on create leadership and teamwork				1) Total members give precedence to develop create effective leaders. 2) Group of staff and group of lecturers give precedence to reinforce skill of
-Develop leadership and effective leaders	1*	5*	5* [@]	
-Reinforce skill of administration	2*	1*	1* [@]	
-Develop skill/public relations/ team working	3*	3*	4* [@]	

Table 14(continue)

Statement	Type of members			Conclusions
	All members	lecturers	staff	
-Cooperate working under change management	4*	2*	2* [@]	administration and other skill to administrators
-Small group activities of quality works	5*	4*	3*	
3.3 Proud of working and sense of owner				1)Total members give precedence to Create conscious, shared thinking , working and responsibility 2) Group of lecturers give precedence to create environment in shared working to be effective teamwork 3) Group of staff give precedence to create staff to vision, mission and targets of faculty
-Create conscious, shared thinking and responsibility	1*	4*	2* [@]	
- Shared working to be effective teamwork	2*	1*	5* [@]	
-Understand vision, mission and targets of faculty	3*	6*	1* [@]	
-Create knowledge, love and harmony in working	4*	2*	4* [@]	
-Specify standard and culture of working	5*	3*	3*	
-Arrange system of pay/special reward by outcome	6*	5*	6*	

Table 15 Administrative of faculty of pharmacy

Statement	Type of members			Conclusions
	All members	lecturers	staff	
In administrative of faculty hold on regulation of good governance	8.68 (1.22)	8.96 (0.90)	8.17 [@] (1.63)	1) Total members agree with regulation of good governance in high level. 2)But group of staff agrees with regulation of good governance less than group of lecturers statistical significant difference at $\alpha =0.05$
Concept of PMQA				1) Total members and group of staff agree with start with leadership. 2) Group of lecturers agree with start with human resource.
Leadership	1	2	1 [@]	
Stakeholder	2	5	3 [@]	
Strategic planning	3	3	5 [@]	
Process management	4	4	4 [@]	
Human resource	5	1	7 [@]	
Result	6	6	6 [@]	
Faculty development to HPO Organization: culture	1	1	2 [@]	1) Total members and group of lecturers agree with develop culture of organization.

Table 15(continue)

Statement	Type of members			Conclusions
	All members	lecturers	staff	
Organization :structure	2	2	1 [®]	2) Group of staff agree with develop structure of organization
System: administrative	1	2	1 [®]	1) Total members and group of staff agree with develop administrative
System: system of working	2	1	2 [®]	2) Group of lecturers agree with develop system of working.
Human: performance	1	2	1 [®]	1) Total members and group of staff agree with develop performance
Human : team working	2	1	4 [®]	2) Group of lecturers agree with develop team working.
Human : leadership	3	4	2 [®]	
Human : knowledge / capability of staff	4	3	3 [®]	

Table 16 Summary of concept of faculty of pharmacy development to high performance organization

Measured unit: rank

Statement *	Total	Lecturer			Staff		
		Total	Admin	Officer	Total	Admin	Officer
Level of necessary in develop faculty of pharmacy to HPO *	-	-	-	-	-	-	-
Target of faculty of pharmacy							
-the readiness and capability to produce the quality, outstanding and accept in pharmacy profession products	1	1	1	1	1	1	2
- has own identity	2	2	2	3	4	4	1
- continuous success	3	3	3	4	2	1	3
- Make standard and network of excellent working.	4	4	4	2	3	3	4
Possibility to develop faculty of pharmacy to HPO*	-	-	-	-	-	-	-
Vision of faculty of pharmacy							
-the organization create wisdom of pharmacy to be leader social in country level	1	1	2	1	1	1	2
- Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	2	3	3	2	2	1	1
- faculty be engrossed in develop:	3	2	1	3	3	3	3

* table of analyze data 1.1-1.5 in appendix B

Table 16 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
- the quality of graduate that can compete in international	[1]	[3]	[1]	[1]	[1]	[3]	[1]
- the research leader to find new education al knowledge	[2]	[2]	[3]	[3]	[3]	[1]	[3]
- academic-service by join knowledge from research and information technology	[4]	[4]	[4]	[4]	[4]	[2]	[5]
- maintain art and culture support development of Thai folk	[5]	[2]	[5]	[5]	[2]	[3]	[2]
- develop Thai folk wisdom to be the center of Thai folk wisdom in health science	[3]	[5]	[2]	[2]	[5]	[5]	[4]
Mission of faculty of pharmacy							
-Develop administration of goverment by good governance	1	4	4	2	1	1	1
-Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	2	1	2	1	2	2	2
-Promote potential of research to be the center of research in pharmacy	3	2	1	5	3	2	3
-Develop system of information technology to be the center of IT in pharmacy	4	3	3	3	5	4	5
-Development folk wisdom in health science to be the center of folk wisdom	5	5	5	4	4	5	4
Strategy of faculty of pharmacy							
-Increase capability and potential of faculty member to learning organization	1	2	2	1	4	5	4

Table 16 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
-Develop potential and capability of working unit	2	1	1	2	2	3	1
-Develop system with good management	3	4	4	4	1	2	1
- Promote potential of research	4	3	3	3	6	1	5
- Develop networks and alliances	5	5	5	5	5	4	6
- Create mechanism to share working with people	6	6	6	6	3	6	3
Strategy administration by Public Sector Management Quality Award	-	-	-	-	-	-	-
Level of necessary to set identity or set brand name of faculty of pharmacy *	-	-	-	-	-	-	-
Identity of faculty of pharmacy							
- Outstanding in pharmaceutical technology emphasize on herb	1	1	1	2	1	3	1
- Outstanding in health consumer protection	2	2	2	1	3	2	3
- Outstanding in health information	3	3	2	3	2	1	2

Table 17 Total principle development of faculty of pharmacy to high performance organization

Measured unit: rank

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
Principle of potential organization development							
-Give precedence to capacity to create high level of innovation	1	4	3	4	1	6	1
-Give precedence to internal personnel opinions	2	2	2	5	2	5	2
-Emphasize on create culture and identity of organization	3	5	4	2	3	1	3
-Give precedence to share central resource	4	3	5	1	4	3	4
-Give precedence to external personnel opinion	5	1	1	3	6	4	6
-Give precedence to knowledge management	6	6	6	6	5	1	5
Principle of potential system development							
-Develop system by empowerment in working	1	3	2	4	1	4	3
-Develop system by management follow PMQA's principles	2	2	3	1	6	7	5
-Have environment in shared working and team working	3	1	1	2	7	2	7
-Give precedence to finance stable systems	4	6	4	5	2	6	1
- Strategic plan under networks, alliances and partnerships	5	4	5	3	3	1	4

Table 17 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
-Develop key performance index in working and persons	6	5	5	6	5	5	6
-Develop process hold to regulation and good governance	7	7	7	7	4	2	2
Principle of potential people development							
-Create principal of working in every level to proud of working	1	3	4	3	5	3	4
-Emphasize on create leadership and team working	2	1	3	2	4	2	5
-Give precedence to skill of thinking and capacity of working	3	2	1	1	1	1	2
-Create system of develop outcomes	4	4	1	4	3	4	3
-Create accepted system of evaluation capacity of staff	5	5	5	6	6	4	6
-Create system of evaluation by key performance index	6	6	6	5	2	6	1

* table of analyze data 2.1-2.5 in appendix B

Table 18 Conclusion of development of faculty of pharmacy to high performance organization

Measured unit: rank

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
Model of faculty development							
-Flexibility structure, clear targets and adjustable	1	1	1	2	1	2	1
-Shared decision, administration and policy	2	3	3	1	3	1	2
-Establish target of staffs correlate with target of faculty	3	2	2	3	5	3	4
-Emphasize on create correlation with community	4	4	4	4	4	5	5
Guideline and step of faculty development							
Potential organization development							
A. Development capacity of create high level of innovation							
-Increase effectiveness of working	1	2	1	2	3	4	4
-Create transparent of working	2	6	5	6	4	2	5
-Develop quality and leadership of academic and professional	3	3	3	4	8	7	7
-Create learning organization	4	5	7	5	1	1	1
-Set effective system to monitor and evaluate working	5	1	2	1	7	9	9

Table 18 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
-Adjust organization structure to support the working follow mission	6	7	9	7	2	3	3
-Increase capacity to compete in higher education	7	4	4	3	8	5	8
- Appoint committee be responsible in faculty development	8	9	8	8	5	8	2
-Create research organization	9	8	6	9	6	5	6
B. Emphasize on create culture and identity of faculty							
-Create shared vision, mission and strategy	1	1	8	5	5	8	3
-Create the understand and cooperation trough communication	2	2	1	3	6	3	4
-Produce specific identity products of faculty	3	3	6	2	7	4	8
-Shared to set identity, share-popularity and culture	4	4	5	6	4	1	7
-Create Thai knowledge	4	4	3	4	6	7	6
-Promote development of performance to compete	6	6	4	7	1	6	2
-Adjust paradigm of staff to understand the targets of faculty	7	7	2	8	3	2	4
-Standard and quality of education	8	8	7	1	2	5	1

Table 18 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
C. Give precedence to opinion of internal and external stakeholders	1	1	2	1	5	4	5
-Create services satisfaction of stakeholders							
-Create system to listen to the opinions of stakeholders	2	2	6	2	4	5	2
-Target of working emphasize on the opinions of stakeholders	3	3	5	5	3	2	3
- Emphasize on learner centers	4	4	4	4	1	2	4
-Public hearing on faculty development	5	5	1	6	5	6	6
-Use consensus in faculty development	6	6	7	3	2	1	1
Potential system development							
A. Strategic planning under network, alliance and partnership							
-Allocate budget follow strategic plan	1	1	5	2	5	4	7
-Give precedence to communication in faculty	2	2	7	1	7	6	6
-Create standard of working and quality products	3	3	8	5	4	2	6
- Manage follow strategic plan , guarantee outcome of objective plan	4	4	1	6	8	8	9
-Increase efficacy of administration by public government	4	12	11	12	1	9	1

Table 18 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
-Continuous development potential alumni / network, alliance	6	8	10	3	10	5	10
-Create system of monitoring and evaluation follow strategic plan	8	6	6	11	2	7	2
-Create cooperation of network/alliance government and private sector	8	6	7	9	12	9	1
-Increase efficacy of administration hold to good governance	10	10	9	7	6	2	4
-Increase efficacy of administration hold to sufficient economy	11	11	12	4	3	1	3
-Create system of report and evaluate outcome	12	9	5	8	11	11	11
B. Give precedence to stability of system of finance and other systems							
-Create system of information	1	2	4	1	4	3	6
-Create system of finance accountancy and budget	2	1	3	4	6	2	4
-Specify concrete standard of working	3	3	2	2	2	6	2
-Create system of quality education guarantee	4	6	5	3	1	1	3
-Specify plan to continuous increase efficacy of working	5	4	1	5	7	4	7
-Appoint faculty development committee hold to principle of PMQA	6	8	7	7	5	7	1

Table 18 (continue)

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
C. Have environment in shared working and charitable to team working							
-Create coordinate between working units in faculty	1	1	1	1	4	8	2
-Adjust/ decrease process of working	2	3	3	2	3	5	4
-Specify role duty responsibility related to position of staff	3	5	4	5	5	3	5
- Management by integration curriculum, coordinate network	4	5	8	3	1	1	3
-Create system of working that can compete with other faculty	6	7	5	6	2	6	1
-Manage place and environment charitable to working	7	6	7	4	7	3	8
-Specify mentor system in working	8	2	6	9	8	6	7
Potential people development							
A. Give precedence to develop skill of thinking and capacity of working							
-Continuous develop of learning of staff	1	3	3	1	2	1	2
-Develop skill of thinking and capacity of working	2	1	2	4	3	2	3
-Create attitude of staff in good working	3	5	1	2	4	4	4

Table 18 (continue)

Statement *	Total	Lecturer		Staff			
		Total	Admi	officer	Total	Admin	officer
-Establish center to evaluate results of administration	5	4	5	5	5	5	5
B. Emphasize on create leadership and concept of teamwork							
-Develop leadership and effective leaders	1	5	2	1	5	1	5
-Reinforce skill of administration and other skill to administrators	2	1	3	5	1	3	1
-Develop communication skill, public relations and team working	3	3	1	2	4	5	3
-Cooperate working under principle of change management	4	2	4	3	2	4	2
-Small group activities of quality work	5	4	5	4	3	2	4
C. Principal of working to be proud of working and sense of owner							
-Create conscious, shared thinking , working and responsibility	1	4	1	3	2	1	2
-Create environment in shared working to be effective teamwork	2	1	2	1	5	5	5
-Create staff to understand vision, mission and targets of faculty	3	6	3	3	1	3	1
-Create knowledge, love and harmony in working	4	2	4	2	4	2	4
-Specify standard of working related to culture of faculty	5	3	5	5	3	3	3

* table of analyze data 3.1-3.5 in appendix *

Table 19 Conclusion of administrative of faculty

Measured unit: rank

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
In administrative of faculty hold on regulation of good governance	-	-	-	-	-	-	-
Concept of PMQA							
Leadership	1	2	1	5	1	5	1
Stakeholder	2	5	6	7	3	7	2
Strategic planning	3	3	2	1	5	3	4
Process management	4	4	4	4	4	2	6
Human resource	5	1	3	6	7	4	7
Result	6	6	5	2	6	6	5
Measurement, Analysis and Knowledge Management	7	7	7	3	2	1	3
Faculty development to high performance organization							
Organization: culture	1	1	1	1	2	2	2
Organization :structure	2	2	2	2	1	1	1
System: administrative and management	1	2	1	2	1	1	1
System: system of working	2	1	2	1	2	2	2

Table 19(continue)

Measured unit: rank

Statement *	Total	Lecturer			Staff		
		Total	Admin	officer	Total	Admin	officer
Human: performance of working of individual staff	1	2	2	3	1	2	1
Human : team working	2	1	1	2	4	3	4
Human : leadership	3	4	3	1	2	1	2
Human : knowledge / capability of staff	4	3	4	4	3	4	3

* table of analyze data 4.1-4.5 in appendix

Table 20 Data compared gender, level of study and position of working in each of statement of faculty development

statement	gender	level of study	position of working
Level of necessary in develop faculty of pharmacy to HPO			*
Target of faculty of pharmacy			
-Has own identity			
- Make standard and network of excellent working.			
-The readiness and capability to produce the quality, outstanding and accept in pharmacy profession products			*
-Continuous success			
Possibility to develop faculty of pharmacy to HPO			
Vision of faculty of pharmacy			
- Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024			
-the organization create wisdom of pharmacy to leader social at country level			
- faculty be engrossed in develop			
- the quality of graduate that can compete in international			
- the research leader to seek for new knowledge that useful for education			
- academic-service by join knowledge from research and information technology			

Table 20(continue)

statement	gender	level of study	position of working
- maintain art and culture support development of Thai folk			
- develop of Thai folk wisdom and good governance in administration			
Mission of faculty of pharmacy			
Promote potential of research to be the center of research in pharmacy		*	*
-Develop system of education and teaching and pass on knowledge to be the center of pharmacy education			*
-Develop system of information technology to be the center of information technology in pharmacy			
-Development folk wisdom in health science to be the center of folk wisdom in health science			
-Develop the govern and administer by good governance			
Strategy of faculty of pharmacy			*
--Develop potential and capability of working unit			
- Increase capability and potential of faculty member to learning organization			
- Develop system with good management			
- Create mechanism to share working with people			
- Develop networks and alliances			

Table 20(continue)

statement	gender	level of study	position of working
- Promote potential of research		*	*
Strategy administration by Public Sector Management Quality Award			*
Level of necessary to set identity or set brand name of faculty of pharmacy *			
Identity of faculty of pharmacy			
- Outstanding in pharmaceutical technology emphasize on herb			
- Outstanding in health consumer protection			
- Outstanding in health informatic			
Principle of potential organization development			*
-Give precedence to capacity to create high level of innovation			
-Emphasize on create culture and identity of organization			
-Give precedence to internal personnel opinion			*
-Give precedence to external personnel opinion			
Give precedence to knowledge management			
-Give precedence to share central resource			

Table 20(continue)

statement	gender	level of study	position of working
Principle of potential system development		*	*
-Strategic plan under network, alliance and partnership			*
-Give precedence to finance stable systems			*
-Have environment in shared working and team working			*
- Develop key performance index in working and persons			
-Develop process hold to regulation and good governance			
-Develop system by management follow public sector management quality award 's principles			
-Develop system by empowerment in working	*		
Principle of potential people development			
-Give precedence to skill of thinking and capacity of working			*
-Emphasize on create leadership and team working			*
-Create principal of working in every level to be proud of working			*
-Create accepted system of evaluation capacity of staffs			*

Table 20(continue)

statement	gender	level of study	position of working
-Create system of develop outcomes		*	
-Create system of evaluation by key performance index	*		
Model of faculty development			
-Central admin system coordinate with internal working unit			
-Shared decision, administration and policy			
-Establish target of staff correlate with target of faculty			
-Flexibility structure , clear target and adjustable	*	*	*
-Emphasize on create correlation with community	*	*	
Guideline and step of faculty development			
Potential organization development			
A. Development capacity of create high level of innovation			
-Adjust organization structure to support the working follow mission			
-Increase capacity to compete in higher education		*	*

Table 20(continue)

statement	gender	level of study	position of working
-Set effective system of monitor and evaluate working			*
-Develop quality and leadership of academic and professional	*	*	*
-Create transparent of working			*
-Increase effectiveness of working	*	*	*
-Create learning organization	*	*	*
-Create research organization	*		*
-Appoint committee be responsible in faculty development	*		
B. Emphasize on create culture and identity of faculty			*
-Create the understand and cooperation trough communication			
-Adjust paradigm of staff to understand the targets of faculty		*	*
-Shared to set identity, share-popularity and culture			
-produce specific identity products of faculty			
-Create Thai knowledge			
-Promote development of performance to compete			

Table 20(continue)

statement	gender	level of study	position of working
-Standard and quality of education			
-Create shared vision, mission and strategy			
C. Give precedence to opinion of internal and external stakeholders			
-Target of working emphasize on the opinions of stakeholders	*	*	*
-Create services satisfaction of stakeholders -	*		*
-Create system to listen to the opinions of stakeholders	*		*
-Public hearing on faculty development -	*		
-Use consensus in faculty development -			
- Emphasize on learner centers			
Potential system development			*
A. Strategic planning under network, alliance and partnership			
-Create cooperation of network/alliance government and private sector			
-Create standard of working and quality products			
-Create system to benchmark with other faculty of pharmacy			

Table 20(continue)

statement	gender	level of study	position of working
-Manage follow strategic plan , guarantee outcome of objective plan		*	
-Allocate budget follow strategic plan -	*	*	
-Create system of monitoring and evaluation follow strategic plan	*	*	
-Continuous development potential alumni / network, alliance			*
-Increase efficacy of administration hold to good governance			
-Increase efficacy of administration hold to sufficient economy			
-Increase efficacy of administration by public government			
-Give precedence to communication in faculty	*		
-Create system of report and evaluate outcome			
B. Give precedence to stability of system of finance	*	*	
-Create system of finance accountancy and budget			
-Create system of information			*
-Create system of quality education guarantee		*	*

Table 20(continue)

statement	gender	level of study	position of working
-Specify concrete standard of working			*
- Develop working hold to principle of change management	*	*	*
-Specify plan to continuous increase efficacy of working -	*	*	*
-Appoint faculty development committee hold to principle of public sector management			
C. Have environment in shared working and system is charitable to team working -Specify role duty responsibility related to position of staff	*		*
-Manage place and environment charitable to working			*
- management by integration curriculum, coordinate network			*
-Adjust/ decrease process of working -	*		*
-Create coordinate between working units in faculty	*		*
-Create system of working that can compete with other faculty			
-Specify mentor system in working –			

Table 20(continue)

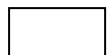
statement	gender	level of study	position of working
-Integrate system of working and human to team-working			*
Potential people development Potential people development A. Give precedence to development of higher skill of thinking and capacity of working -Develop skill of thinking and capacity of working			*
-Create attitude of staff in good working	*	*	*
-Continuous develop learning of staff	*	*	*
-Promote usage of tools and techniques in administration	*	*	*
-Establish center to evaluate results of administration			
B. Emphasize on create leadership and concept of teamwork -Develop leadership and e effective leaders	*		*
-Small group activities of quality work			
-Reinforce skill of administration and other skill to administrators			*
-Develop communication skill, public relations and team working			*

Table 20(continue)

statement	gender	level of study	position of working
-Cooperate working under principle of change management			*
C. principal of working to be proud of working and sense of owner	*	*	*
-Create conscious, shared thinking , working and responsibility			
-Create staffs to understand vision, mission and targets of faculty	*		*
-Specify standard of working related to culture of faculty	*		*
-Create environment in shared working to be effective teamwork	*	*	*
-Create knowledge, love and harmony in working	*	*	*
-Arrange system of pay/special reward by outcome	*		
In administrative of faculty hold on regulation of good governance			*
concept of public sector management	*		*
Leadership			
Strategic planning		*	*
Stakeholder		*	*

Table 20(continue)

statement	gender	level of study	position of working
Human resource	*	*	*
Process management			*
Result		*	*
faculty development to high performance organization		*	*
Organization :structure		*	*
Organization: culture		*	*
System: system of working		*	*
System: administrative and management	*	*	*
Human: performance of working of individual staff	*	*	*
Human : leadership	*	*	*
Human : team working	*	*	*
Human : knowledge / capability of staff	*	*	*



= Non significant



significant different

=P<0.05

“Proposed Model”

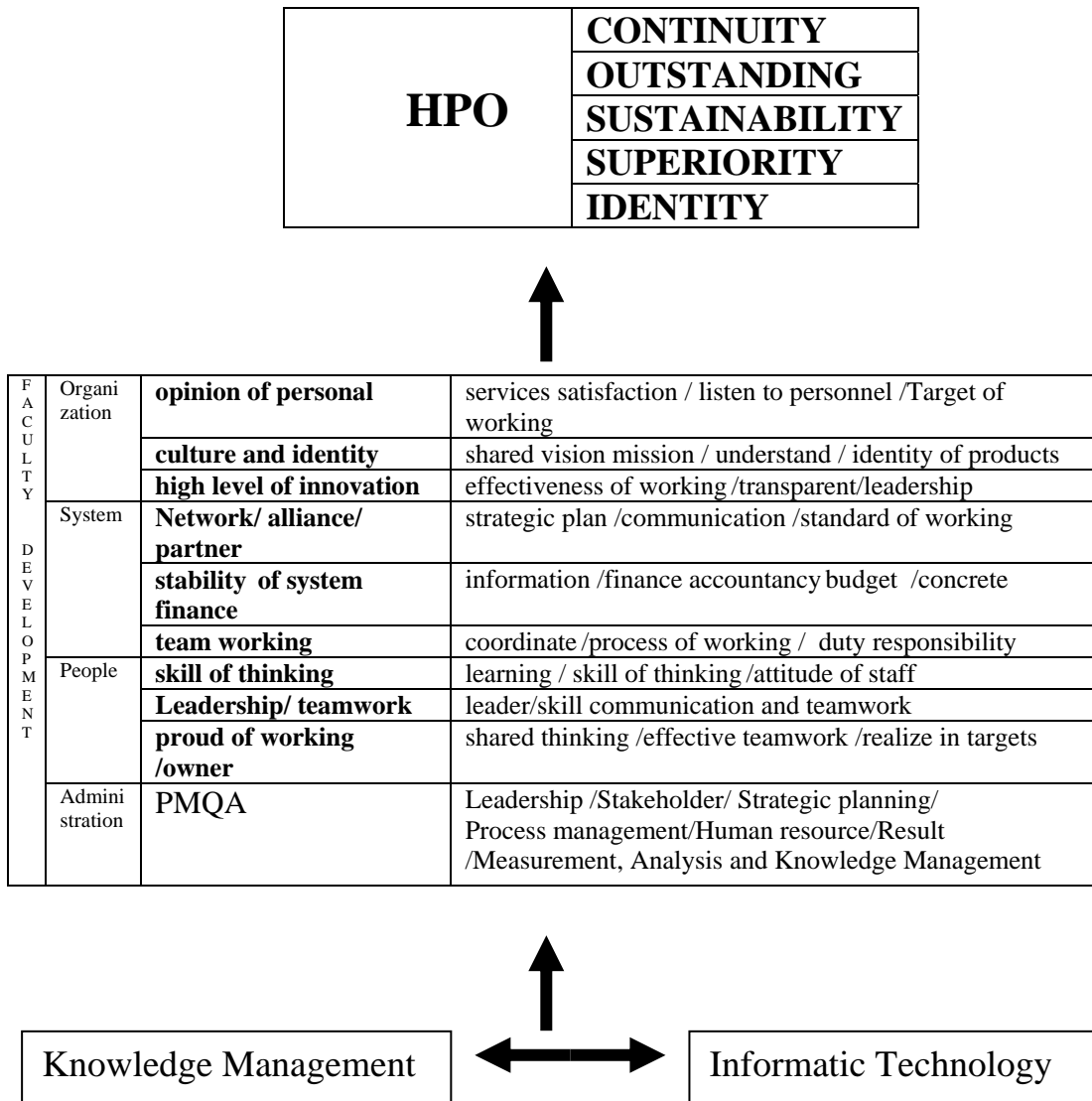
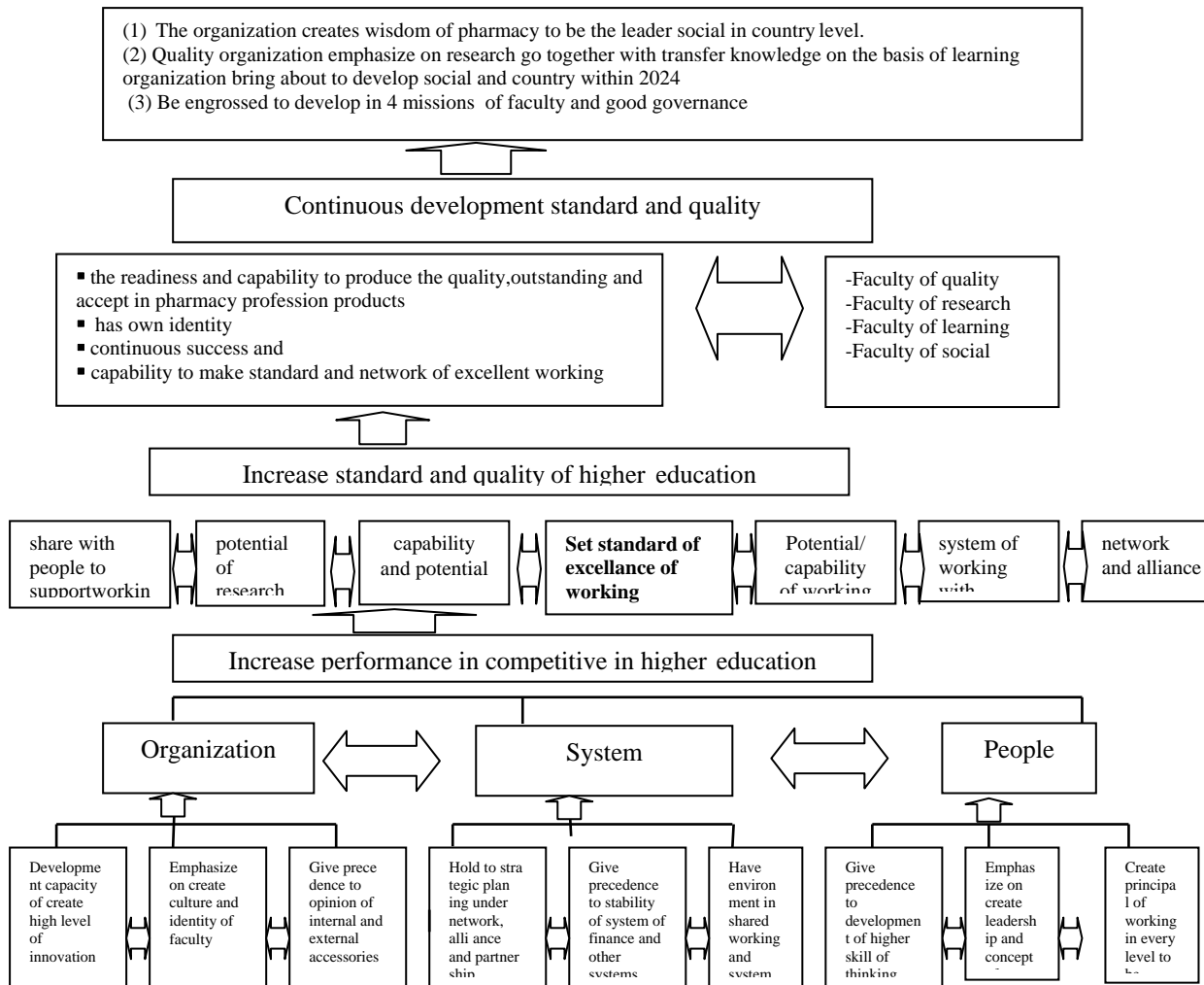


Figure 11 Conceptual proposed model of faculty of pharmacy development

FRAME

VISION
TARGET
STRATEGY
PRINCIPLE
GUIDELINE
STEP



CONCEPT

?
<ul style="list-style-type: none"> outstanding continuity sustainability superiority identity
<ul style="list-style-type: none"> Synchronize Harmonize
<ul style="list-style-type: none"> Total Quality Management Good Governance Public Sector Management Quality Award

Figure 12: Proposed Model of Faculty of pharmacy development

Research Findings phase 3: stage of specification of model/guideline and step of faculty of pharmacy development to HPO

Table 21 Model and concept of faculty of pharmacy development to HPO from brainstorming by focus group technique

Statement	Data analysis by focus group	Conclusion by focus group technique
3.1 Frame , guideline and stage of faculty development		
vision	1) faculty members' opinions not stakeholder' s opinions 2) abstract vision 3) not relate with brand name of faculty 4) broad meaning 5) not specify period of time	1) Vision may derive from public hearing in faculty, start by make understanding with faculty members to understand and clear about policy and targets of faculty basis on situation analysis by SWOT analysis and PEST technique. 2) Faculty try to set own identity/ brand of faculty before set vision to correlate with identity. 2)Take the external opinion from stakeholders to adjust vision

Table 21 (continue)

Statement	Data analysis by focus group	Conclusion by focus group technique
	<p>Recommendation</p> <p>1) Give the knowledge to faculty members to understand visions, policy, and targets of faculty.</p> <p>2) Listen to the opinion of stakeholders</p> <p>3) Situation analysis by SWOT analysis</p> <p>4) Specify brand/identity of faculty</p> <p>5) Limit timeframe of vision</p>	<p>3) Set timeframe of vision</p>
<p>Target of faculty of pharmacy</p>	<p>Faculty of pharmacy has various kinds of products.</p> <p>Recommendation</p>	<p>-First target may start at quality products that cover graduated student, research and faculty members.</p>

Table 21 (continue)

Statement	Data analysis by focus group	Conclusion by focus group technique
<p>-quality and accept in pharmacy profession products</p> <p>Own identity</p> <p>Identity of faculty of pharmacy ,</p>	<p>1) The properties of graduated students are cover both academic and professional.2)</p> <p>The researches are support social.</p> <p>3) Faculty members have the capability both of academic and professional.</p> <p>1) Cover drug, health and social.</p> <p>2) Graduated students may have different identity from other faculty of pharmacy and social accept.</p> <p>The focus groups do not oppose if faculty of pharmacy, Silpakorn university has identity “outstanding in pharmaceutical technology</p>	<p>May have identity of faculty or graduated student that different from other faculty of pharmacy and social accept.</p> <p>The focus groups do not oppose if faculty of pharmacy, Silpakorn university has identity “outstanding in pharmaceutical technology emphasize on herb”.</p> <p>Clear concrete object to continuous successfully are</p> <p>1) Faculty of pharmacy accept by social</p> <p>2)Stay at primary level of rearrange university</p>

Table 21 (continue)

Statement	Data analysis by focus group	Conclusion by focus group technique
<p>Silpakorn University - Continuous success</p>	<p>emphasize on herb”.</p> <p>1) Accept outputs by social 2)Stay at primary level of rearrange university</p>	
<p>-Strategy</p>	<p>1) Set strategy correlate with targets and vision.</p> <p>2) Set sequence of manage, process (by measure, concept, evaluate), responders, what to do.</p>	<p>1) Set strategy correlate with targets and vision.</p> <p>2) Set sequence of manage, process (by measure, concept, process), responders, what to do.</p>
<p>3.2 Step of synthesis mo-del of faculty development</p>		

<p>- Overall image</p>	<p>1) Image of faculty of pharmacy is HPO that support academic matter, not only education</p>	<p>1) Image of faculty of pharmacy is HPO that support academic matter, not only education or instruction</p>
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Table 21 (continue)

Statement	Data analysis by focus group	Conclusion by focus group technique
	<p>or instruction but cover on drug, health and transfer knowledge to be the learning center in drug and health for people in the country.</p> <p>2) Adjust vision correlate with brand of faculty and opinion of external stakeholder meanwhile give knowledge to faculty members in every fields and set timeframe.</p> <p>3) Give knowledge to faculty members in every group and create timeframe of vision.</p>	<p>but cover on drug, health and transfer knowledge to be the learning center in drug and health for people in the country.</p> <p>2) Adjust vision correlate with brand of faculty and opinion of external stakeholder meanwhile give knowledge to faculty members in every fields and set timeframe.</p> <p>3) Give knowledge to faculty members in every group and create timeframe of vision.</p>

Table 21 (continue)

Statement	Data analysis of brainstorming by focus group	Conclusion from brainstorming by focus group technique
-Guideline of development	1) Network of faculty of pharmacy and organization involve in pharmacy.	1) Network of faculty of pharmacy and organization involve in pharmacy.
Other recommence	<p>2) In part of faculty of pharmacy, create the outstanding of each faculty and shared resource, exchange lecturers and staff.</p> <p>1) Exchange students in learning and other professional</p>	<p>2) In part of faculty of pharmacy, create the outstanding of each faculty and shared resource to cover drug, health and transfer knowledge to be the center of learning of drug and health of the people in country.</p> <p>3) Shared resource exchange such as lecturers and staff.</p> <p>1) Exchange students in learning and other</p>

Table 21 (continue)

Statement	Data analysis by focus group	Conclusion by focus group technique
	<p>activities.</p> <p>2) Pharmacists work with other such as co-research and lecturers from faculty of pharmacy work at practice site to get experience and exchange knowledge.</p> <p>3) Specify Critical Success Factor(CSF)</p> <p>4)Specify Corporate Social Responsibility (CSR)</p> <p>5) Specify role of pharmacist in pharmaceutical care.</p> <p>6)Specify outstanding characteristic of desired graduate</p> <p>7) Specify Brand of each faculty.</p> <p>8) Specification of distinction of desire graduated students</p>	<p>professional activities.</p> <p>2) Pharmacists work with other such as co-research and lecturers from faculty of pharmacy work at practice site to get experience and exchange knowledge.</p> <p>3) Specify Critical Success Factor(CSF)</p> <p>4)Specify Corporate Social Responsibility (CSR)</p> <p>5) Specify role of pharmacist in pharmaceutical care.</p> <p>6)Specify outstanding characteristic of</p>

Table 21 (continue)

Statement	Data analysis by focus group	Conclusion by focus group technique
		desired graduate 7) Specify Brand of each faculty. 8) Specification of distinction of desire graduated students

“Adjusted Model”

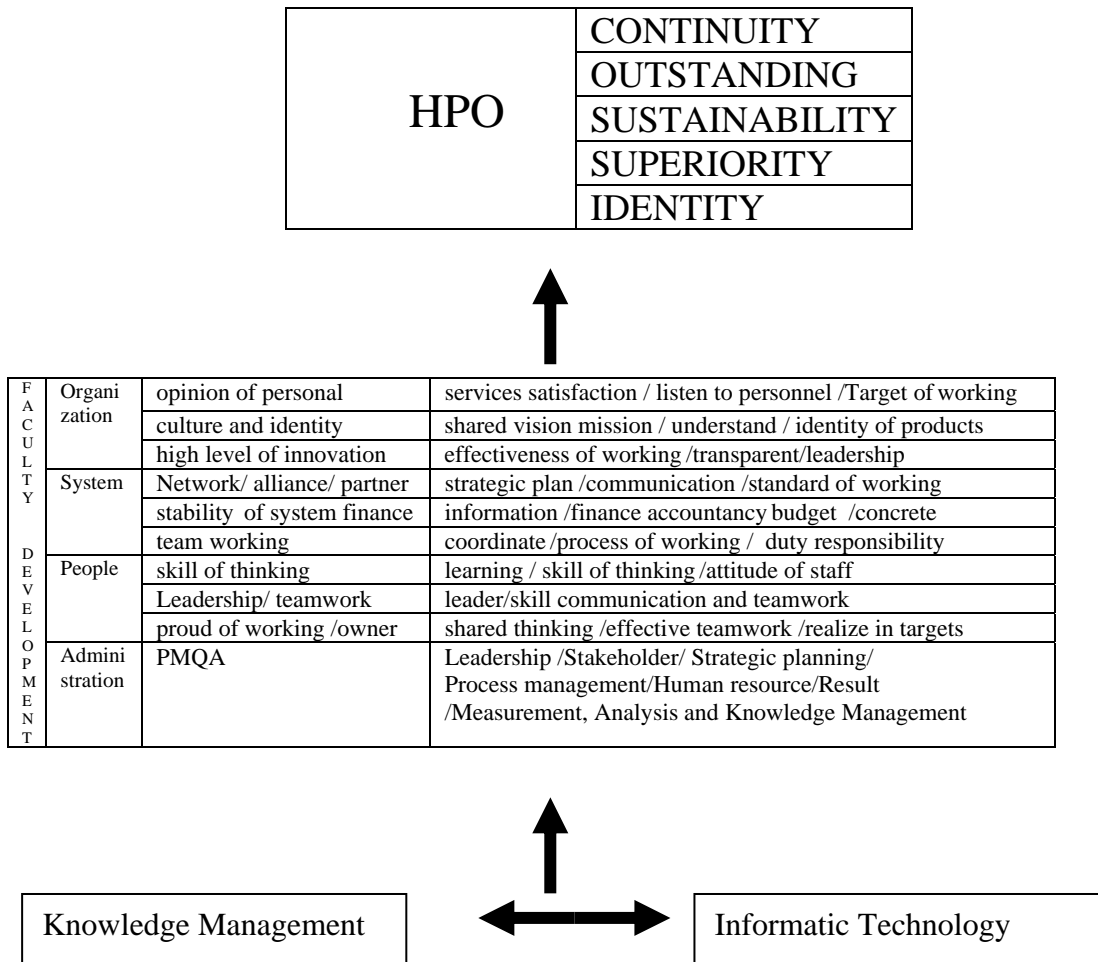


Figure 13 Conceptual adjusted model of faculty of pharmacy development

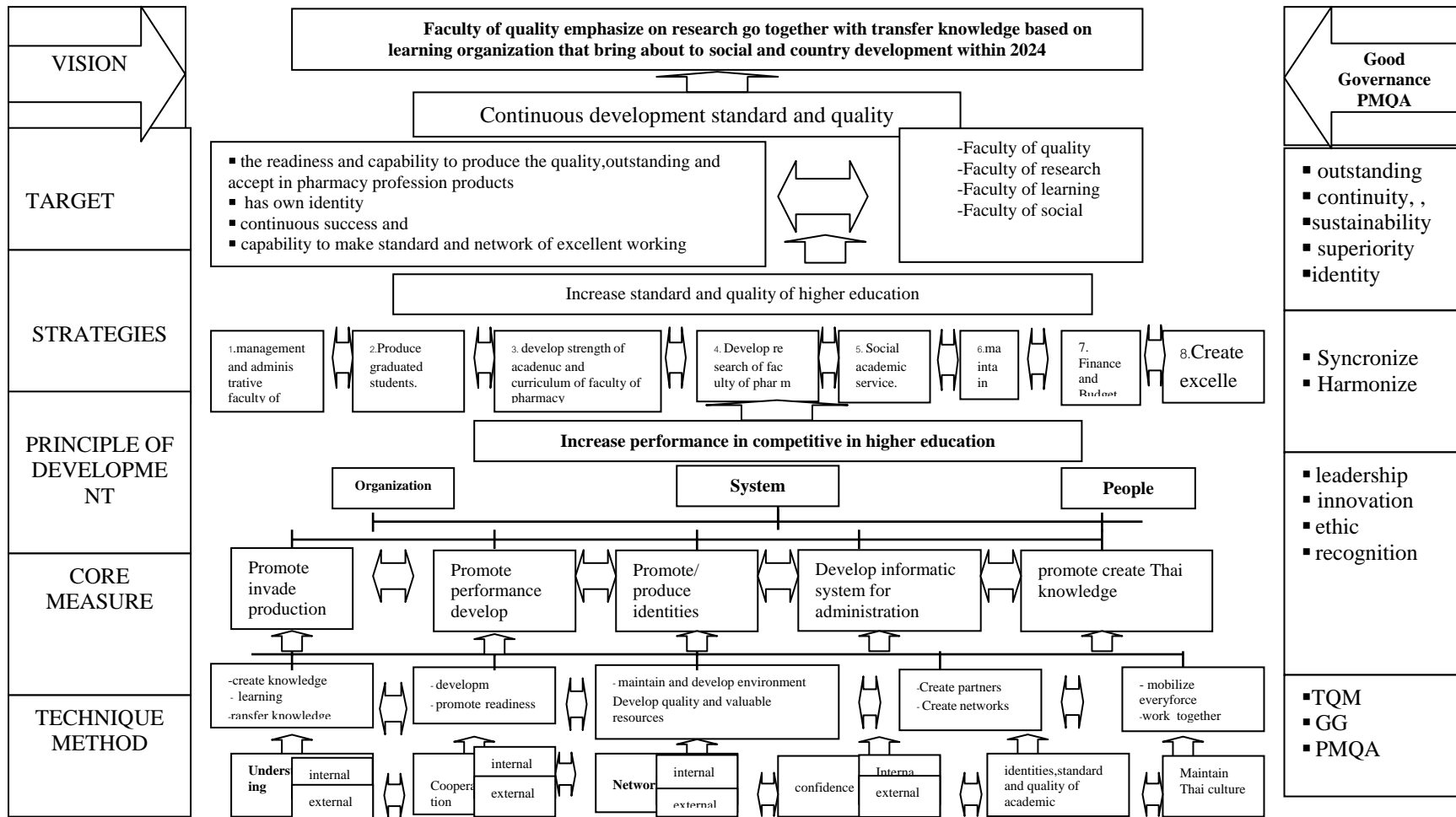


Figure 14 Modified Model of Faculty of pharmacy development

Table 22 Model and concept of faculty of pharmacy development to HPO from In-depth interview (Implementation test)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
<p>3.1 Step of set guideline and steps of development -vision</p> <p>Target of faculty of pharmacy</p>	<p>1) Broad meaning emphasize on working in field of drug, health and support social.</p> <p>2) Added recommend for faculty of pharmacy: set real vision from readiness and own identity of each faculty of pharmacy.</p> <p>1) Target and products of each faculty set from readiness and identity of each faculty .</p>	<p>1) Vision in each faculty may set from opinion of faculty members start by give knowledge and make understanding.</p> <p>2) Set from readiness and identity of organization.</p> <p>3) Concrete object and has timeframe</p> <p>4) Vision covers area of drug, health and support social.</p> <p>5) Each faculty of pharmacy adjusts vision for themselves by set from readiness and identity of each faculty.</p> <p>1) Specification target of each faculty from readiness and identity of each faculty.</p>

Table 22 (continue)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
<p>-Quality, outstanding and accept in pharmacy profession products</p> <p>-Own identity</p> <p>-Continuous success</p>	<p>2) Develop faculty to stay at primary level of rearrange university</p>	<p>2) Faculty has many products depend on readiness of each faculty.</p> <p>3) Targets of faculty of pharmacy are accepted by social</p> <p>4) Faculty stay at primary level of rearrange university</p>
<p>- Strategy</p>	<p>Do not have more strategies, set strategy along with identity and has plan what and how to do.</p>	<p>1) Set up the structure of strategy correlate with target and vision.</p> <p>2) Set sequence to manage, process powered (by measure, concept, process).</p>

Table 22 (continue)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
		3) Set priority ,whom, what to do priority is to adjust structure correlate with set of regulations and do not have more strategies
3.2 Step of synthesis of development model. -Overall image of Develop model.	-	1) Overall image of faculty of pharmacy to HPO is the organization supports academic matter, not only education or instruction but focus on drug, health and transfer knowledge to be the learning Centre of drug and health for people in the country. 2) Adjust vision correlate with brand of faculty and opinion of external stakeholder meanwhile give knowledge to faculty members and set timeframe.

Table 22 (continue)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
		3) Give knowledge to faculty members and create vision with timeframe.
-Guideline of development	1)organization: adjust structure 2)adjust rule/regulation 3)adjust culture of organization under good governance 4) People increase stability, progress, reward and welfare.	1) Faculty of pharmacy that has properties of HPO is the organization support academic matter, not only education. 2) System development emphasizes on drug, health and transfer knowledge to social. 3) Learning center in drug and health for people in the country. 4)Adjust structure, rule, regulation and culture of organization under good governance 5) In people increase stability, progress, reward and welfare.

Table 22 (continue)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
Recommendation	<p>1) Create networks in group of faculties of pharmacy and professional organizations include private organization.</p> <p>2) Working with alliances.</p> <p>3) Working in readiness field of faculty and work with alliance.</p>	<p>1) Create networks in group of faculties of pharmacy and professional organizations include private organization.</p> <p>2) In each of faculty of pharmacy create own outstanding and shared resource.</p>
Organization structure System structure Management and administrative	<p>1) Organization structure is the super organization or ideal institute of pharmacy, none of faculty of pharmacy can use the shown organization structure.</p> <p>2) If faculty adjusts, start along readiness of</p>	<p>1) Organization structure is the super organization or ideal institute of pharmacy, none of faculty of pharmacy can use the shown organization structure.</p> <p>2) If faculty adjusts, start along readiness of each faculty. 3) Least step of structure.</p>

Table 22 (continue)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
structure	<p>each faculty.</p> <p>3) Least step of structure.</p> <p>4) The present structure, starts with main structure cover missions and make complete faculty.</p> <p>5) Integrate working of each center.</p> <p>6) Integration working of departments, follow pharmacy council.</p> <p>7) Center development, depend of readiness of each faculty, role of center and the responsibility.</p> <p>8) Work 4 mission but different weight depend on</p>	<p>4) The present structure, starts with main structure cover missions and make complete faculty.</p> <p>5) Integrate working of each center.</p> <p>6) Integration of departments, follow pharmacy</p> <p>7) Center development, depend of readiness of each faculty, role of center and the responsibility.</p> <p>8) Work 4 mission but different weight depend on potential and readiness of each faculty, produce graduated student and research is the prominent role. But which role that the faculty raise to be prominent depend on readiness, social need and regulation by pharmacy council.</p>

Table 22 (continue)

Statement	Data analysis of in-depth interview	Conclusion from in-depth interview
	<p>potential and readiness of each faculty, produce graduated student and research is the prominent role. But which role that the faculty raise to be prominent depend on readiness, social need and regulation by pharmacy council.</p>	

“Appropriate Model”

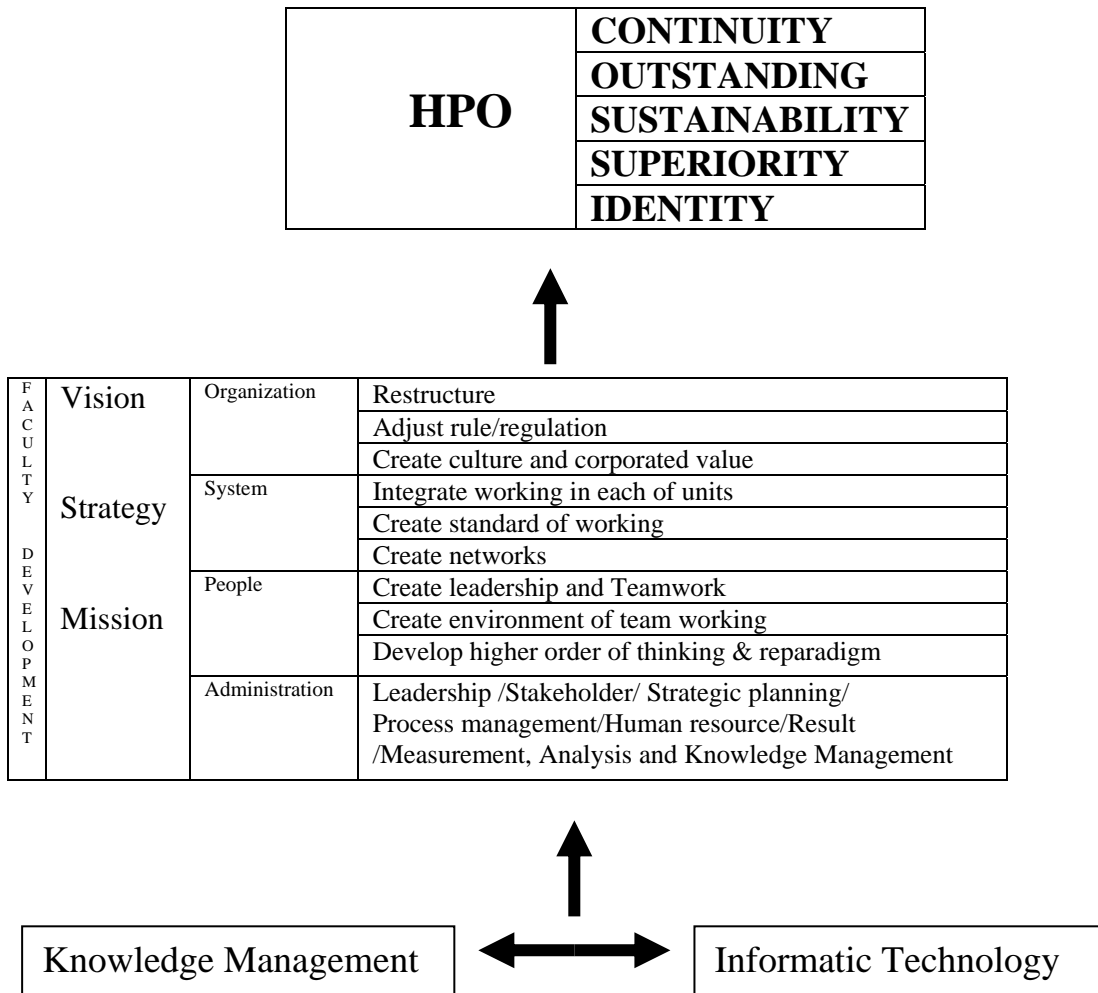


Figure 15 Conceptual appropriate model of faculty of pharmacy development

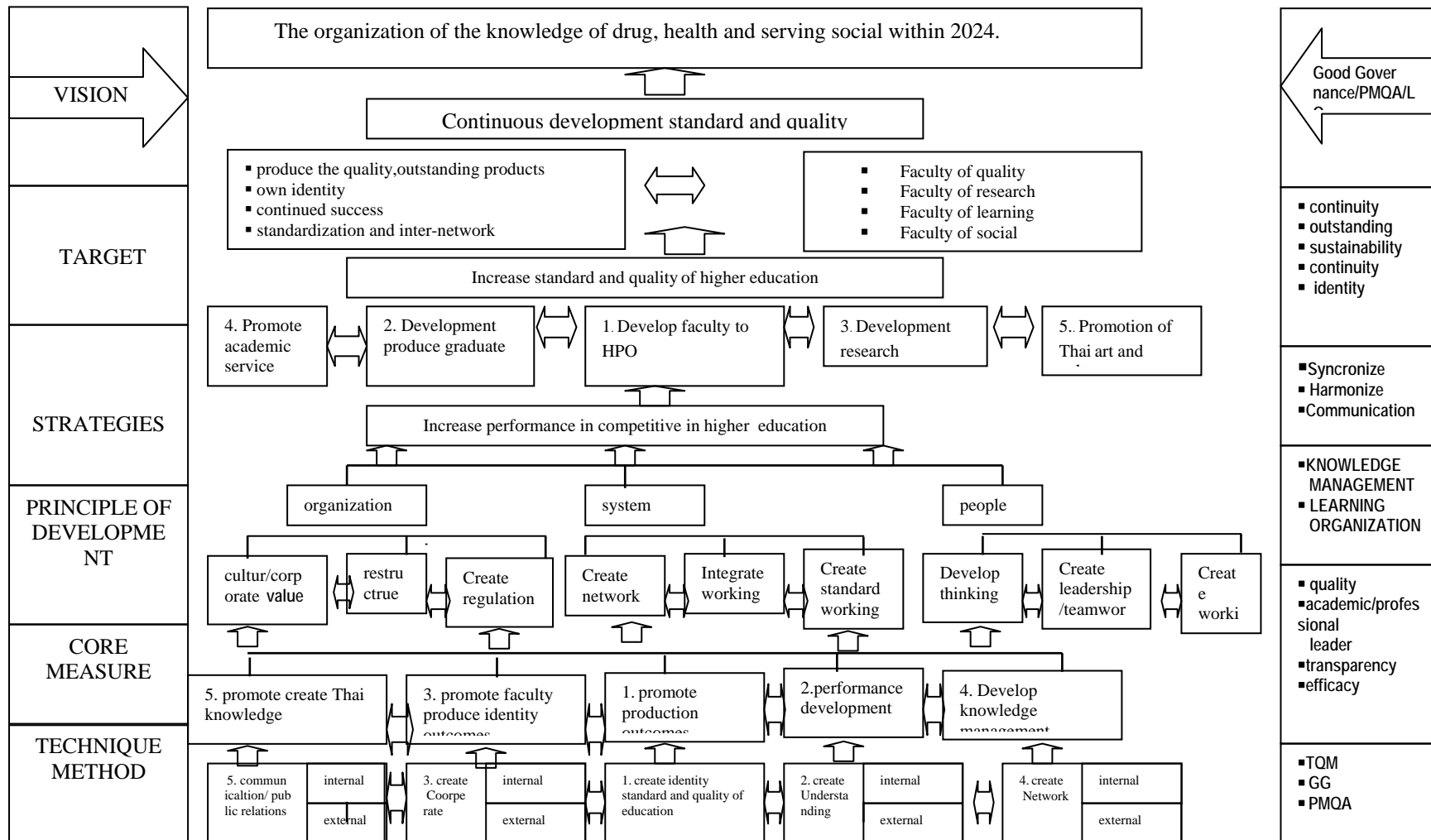


Figure 16 Appropriated model of faculty of pharmacy development to HPO

CHAPTER 8

DISCUSSIONS

1. Aim of faculty of pharmacy development to high performance organization

Health Professions Education: A Bridge to Quality, The Academy of Pharmacy has heightened its awareness on issues such as inter-professional education, evidence-based practice, quality improvement processes, and utilizing informatics. The Standards for Pharmacy Education, which take effect in 2007, have also heightened awareness of other "new"(and not so new) curricular issues such as professionalism, critical thinking, problem-solving, health and wellness, patient safety, teamwork, and information management (Poirier 2007). The profession of pharmacy has evolved in an ever-changing environment. Changes in the profession occurred in the US, in Thailand, and in other countries with the schools of pharmacy as a leading force. School of pharmacy play a critical role in determining the quality and quantity of the members of the profession, and thus, the capacity of the profession of pharmacy to meet societal needs depends on the capacity that the schools have to prepare the workforce that can meet these needs. Key ingredients of the HPO, first the process comes first. The organization of people, particularly at the first level, is designed around the work into small work groups, teams, with a high degree of self management. The structure is highly flexible, with frequent changes in structure to respond to changes in customer requirements, technology or work flow. Perhaps most important, the employees have a high knowledge of all important measurements of

A HPO is a learning organization. We learned to place the emphasis on performance to customer requirements, to define performance in terms of customer satisfaction, and to provide feedback to suppliers.

From literature review and in-depth interview in phase 1, the definition of HPO is the organization that produce quality outcomes from continuous developed system and modify to produce the outstanding outcome, the important property are own identity, continuity successful and sustainability, standardization, outstanding outcome and have networks(Miller 2005).The main principles to develop organization to HPO are good governance, learning organization and the public sector management quality award. To reform the governance service system, the objective of the processes are create efficiency organization, performance to perform duties by emphasize people, the processes is adjust thinking follow the concept of good governance and the working system to be the invade integration, active, quickly, performance, high output, transparent, check, learning, adjustable under good governance and used strategic management. The key points to go to HPO are 1) design organization, system of working 2) flexible and adjustable structure 3) less procedure and decentralize 4) system connection in organization 5) knowledge management. The concept of strategic management suggests on leadership, convert strategic to concrete object, harmoniously and affect, persuade staff and strategic management (Miller 2005). Key identified societal and health care trends or changes include the aging of society, greater emphasis on public health, scientific and technological advances, globalization, market forces in health care, increasing accountability, shortages of faculty and academic leaders, and a changing teaching model. Quality in education becomes therefore an essential concern, not only to those

directly involved in the formal educational processes (such as students and educators), but also to society as a whole, policy-maker, professional bodies, parents and other stakeholders. In the 20th century, in all parts of the world, priorities and challenges facing pharmacy and healthcare in general have changed considerably. The World Health Organization estimates that by 2020, leading causes of the burden of diseases are likely to be ischemic heart disease, depression and road traffic accidents, while health trends are likely to be dominated by four factors; the ageing of the world's population, the unfolding of the HIV epidemic, the epidemic of tobacco-related mortality and disability and the expected decline in childhood mortality from infectious diseases. Quality of undergraduate education depends on student population, decreasing resources, and widespread use of technology in education.

We synthesis the most appropriate trend to adapt faculty development to HPO, the faculty of pharmacy development model start from the appropriate model to develop faculty of pharmacy to HPO that have main target are own identity, create excellent standard, excellent network, performance to create quality and outstanding outcome that accept in circle of pharmacy in Thailand, national and continuous successfully. After derive the objective of faculty, vision under objective of faculty development cover research, produce graduate students, academic service and culture hold to one's principle good governance, knowledge management. Mission derived from research, education and instruction, center of pharmacy and center of health science. The strategic involve in performance of faculty and staffs, good management, coordination with people, develop network. The principle of administrative and management is public sector management quality award (PMQA) and good governance.

In Thailand, public sector management quality award suggest the guideline to develop public sector organization to HPO feature leadership, strategic management, stakeholder, measure analyze knowledge management, human resource development, system management and result that correspond to strategy focused organization that feature of strategic formulation strategic implementation and strategic control (figure). The professionals have the opinions in the same direction and accepted the concepts to develop faculty of pharmacy to HPO, new concept of education institute to HPO are flexible, adjustable, ready to study, creation, small scale, less manpower, skillfully ,professional, teamwork based, achievement ,decentralize, exchange data, knowledge based and promote life long learning.

To set clear, ambitious, measurable and achievable goals which raise levels of aspiration and thereby create a sense of stretch. Create clarity and a common understanding of the organization's direction and strategy which results in a commonly held strategic mine-set among organizational members. Make sure everybody understands the strategy and knows what matters. Create company-wide understanding of individual, group, department and divisional contributions, and clarity of purpose and action.

Table 23 Concept and perform to be High Performance Organization

Item	Classic organization	High Performance Organization
Management	High Control	High Trust
Target	Produce Things	Produce Knowledge
Making a decision	Individual Decisions	Team Decisions
Reward	Individual Reward	Team-based Reward
Enforcement	Vertical-functional Organization	Horizontal-Flow-based Organization
Structure	Fixed Structure	Dynamic Structure
Correlation with other organization	Companies with Walls	Companies without Walls
Financial	Financial Secrecy	Open-book Management
Solve error	Blame-Fix the Person	Blame-Fix the Process

Identity is one property of HPO and the outstanding property of each organization that sometime can be the target for best practice of organization. From self assessment report of faculty of pharmacy, Khon Kaen university academic year 2006 suggested the outstanding property that can be best practice of each faculty of pharmacy in table 24. So each faculty of pharmacy must produce own outstanding or create identity to be best practice.

Table 24 Example of best practice of Faculty of pharmacy in Thailand

Faculty of pharmacy,	Best practice
Chulalongkorn university	Undergraduate students
Mahidol university	Research and culture
Naresuan university	Acedemic service
Chiang mai university	Administrative and management

Identity is the important point to develop organization to HPO because if the organization has clear identity they have clear target and aim of organization. Organizational identity describe as the object of commitment and a sense of belonging, providing a cognitive and emotion at foundation on which organizational members build meaningful relationships with the organization concerned. The creation of strong organizational identity has significant influence on identification and therefore the creation of trust(Oliver 2003; Puusa and Tolvanen 2006; Flores 2007; Berzonsky and Kuk 2005). Organizational identities may be conceptualized as insiders' relatively enduring perceptions of their organization's fit with distinctiveness categorizations and status categorizations along both general and specific dimensions. As a result, organizational identity management may be motivated as much by members' desires to maintain positive perceptions of their own individual identities, as by desires to maintain positive perceptions of their organization's identity. Further complicating the management of organizational identities is the fact that organizations may be defined by more than one identity (e.g. a business school may have a teaching identity and a research identity). In some cases, these multiple identities may appear to be in conflict with one another. That is organizations may have hybrid identities

that are “composed of two or more (identities) that would not normally be expected to go together (Elsbach 2003). In conclusion, identity mean the property that shown yourself that is the definite property of the organization to recognize and outstanding property that difference from other organization and correlate with concept, policy, determination and vision. In Thailand, office of the higher education commission suggest trend to develop university by support each university to create their own identity that assign many thing such as philosophy, vision, direction and mission include the system of teaching, support system and staff development of university and create cooperation for strength and emphasize university to follow their own identity(Report of the workshop Penang 2003).

When we specify identity of each organization, we consider potential, strength, performance, intention to set up faculty and correlate to philosophy, vision of faculty and start by situation analysis. The guideline to create identity of university is integrated teaching, academic service and maintain art and culture in local context by research is based. The identities of higher education retain tension between universalism and particular, between a language for equivalence and a language for difference. In conclusion, the identity of faculty of pharmacy in Thailand is depend on the readiness of staff, facility and place of each faculty. For example, identity of faculty of pharmacy, Silpakorn university is outstanding in pharmaceutical technology emphasize on herb.

Define a strong vision that excites and challenges by developing an envisioned, meaningful, compelling and persuasive vision. Continuously sell the vision so organizational units become united by common goals, a shared ambition and an all-encompassing purpose. Vision of faculty of pharmacy may cover the drug,

health system and support people. We propose the general vision that every faculty can adapt or adjust suitability for that faculty, after situation analysis the faculty of pharmacy, Silpakorn university we knew identity and the readiness so the vision of faculty of pharmacy, Silpakorn university are “the organization of the knowledge of drug, health and supporter people within 2024”. The good vision are derived the opinion from internal and external stakeholders, vision may start from educate, inform faculty members and get the opinion from stakeholders outside the faculty to broader vision and is accepted from social.

In many countries they have standard quality criteria for HPO such as Malcolm Baldrige National Quality Award (MBNQA) in united states, Deming prize or Japan quality award in Japan, European Foundation Quality Management (EFQM) Award, Singapore Quality Award. MBNQA is an initiative by the US Government to promote the concept of quality and quality management to the enterprises in order to maintain their national competitiveness. Traditionally, only the manufacturing and commercial organizations would apply for MBNQA. However, starting from 1999, education institutions are eligible to apply for the MBNQA with the newly introduced Education Criteria 1999 for performance excellence (MBNQA-EC) and the major criteria is leadership, Strategic planning, Student and stakeholder focus, Information and analysis, Staff focus, Educational and support process management and course performance results (Lee 2003). In Thailand office of the public sector development commission and Thailand productivity institute suggest public sector management quality award (PMQA) to be guideline for the public sector to evaluate themselves and develop the organization to be the quality organization, the concept of the PMQA

are shown in figure 2. we use the concept of PMQA as the guideline to develop faculty to HPO.

The guideline and steps of faculty of pharmacy development to high performance organization

Faculty development programs are more important today than in previous decades for many reasons. Five reasons for this (1) change in expectations about the quality of undergraduate education (2) change student populations (3) societal needs (4)decreasing resources and (5)the widespread use of technology in education, business, and industry ([Poirier 2007](#)).The Wilkerson and Irby model presents a comprehensive faculty development program that addresses professional development—an orientation to the academy that include faculty roles, responsibilities and the values, norms and expectations of the university; ongoing mentoring and development in clinical and research domains; Instructional development—basic and advanced teacher development through mentoring, peer coaching, teaching improvement workshops and consultations; Leadership development—orientation to leadership roles; the preparation of effective leaders who understand formal and informal leadership styles; the ability to use various tools and technique such as continuous quality improvement, change management, and consensus –building; Organizational development—creating an effective organizational climate that values and rewards education and research, fosters continual learning, commits resources to faculty development programs, and formulates policies and procedures that shape educational excellence and guide faculty behaviors; Professional development programs should include strategies to

help balance academic and scholarly development needs with the need to maintain updated clinical skills(Foley et al 2003). Faculty and the dean collaborated to identify faculty needs, develop a realistic plan of action addressing varying levels of faculty and mobilize appropriate resources. Successful transition to the faculty role depends on several factors, including the reason for the professional change(whether from pharmacy practice or from another faculty position); previous clinical, research, and professional accomplishments; whether one continues to practice while assuming or continuing the faculty role; and such personal attributes as temperament and perceived support in the new role(Poirier 2007).

There are many tools for faculty development such as knowledge management, change management that use blueprint for changes and redesign process. The important role is to link the relation between tools of administration and characteristic of HPO, how to use tools of administration to meet the plan or objective plan that serve with vision mission, strategic, project and budget, every stages used the same tools that include blueprint for change, redesign process, capacity building and human resource development by the concept of strategic management and monitor by PMQA (that adjust from MBNQA /Thailand quality award(TQA) /Performance Assessment Rating Tool(PART)). Knowledge management is one of tool in management to develop the faculty such as leadership, culture, vision, mission, strategic, structure, system of management, skills of staff, information technology, database and network. Redesign process is one of the processes that used in faculty development by give precedence to stakeholder and system management and used capacity building, human resource development and strategic management. The important concept in faculty development is good governance emphasize on

participation, honesty & transparency, responsiveness, consensus oriented, accountability, equity and fairness, efficiency and effectiveness. Another concept is learning organization that emphasize on shared values, personnel mastery, mental models system thinking and team learning that is the most difficult.

The guideline of faculty development, we suggest that initial at situation analysis that show the trend or idea of faculty development. The result of SWOT analysis of faculty of pharmacy Silpakorn university, the strength are staffs that young ,new generation, active , high qualification, high academic office, suitable places and durable articles, enough budget, network, professional, centralize administration, the weak points are staffs have that low experiences, do not show opinions, no shared objectives, no leadership, narrow-minded, no suitable structure, no system management, no co-ordination, no planning , no trust, no teamwork , no motivation, no effective communication, no cooperate, no continue in working, no mind in working, unsuitable location and no objective in research. After we studied strength and weakness, set vision and mission from philosophy or intention of faculty then make staff to understand policy and vision of faculty. The important point of development are staff, leadership, team working with base concept are good governance, learning organization and knowledge management, tools that use to drive faculty development are leadership, innovation, ethic and recognition, manage work by strategic management, blueprint for change, capacity building create business result that recognition. The objective of development are outcome that depend on shared vision, key point is the please of staff.

Modify structure is the another important point in faculty development by use integration model of Aypay and Kalayci that composed of structural, human

resources, political, symbolic and cybernetic models and concept of Mintzberg that composed of 5 paths strategic apex, middle line, operating core, techno structure and support staff. (Mintzberg 1983). Aypay created structures are the structural, human resources, political, symbolic and cybernetic model. The structural model reflects organizational structures at universities, emphasis on structural goals such as a whole tries to achieve the same goals by centralized control, coordination among units and through intra-organizations try to realize values, formed by university's upper management via organizational operation. The human resources model emphasizes contribution to decisions, a collaborative approach to administration, organizational politics and shared responsibility on decisions. This model assumes that members are strongly connected to the organization through strong normative bonds and that participation in organizational activities is necessary, the expectation is that this model would be more common in the faculties of education since there is a high relationship between normative pressures and the human resources model. The political model focuses on individual units' goals rather than on organizational goals. Organizational decision processes are rather negotiations and agreements, control of scarce resources, and struggle for power. This model may be observed frequently in the faculties of education with a large number of departments. The symbolic model provide quality education with graduate programs, a complex but flexible organizational structure, clear goals and adaptation to fast technological advances. The cybernetic model is dominant, staff perceives organization and its relationship to the environment as dominant. The model assumes that organizations are healthier and more productive if the transformation processes in the organizational structure and technology work well. (Aypay and Sezer 2008) Moreover, all of experts also existed

agreement among the concept and the steps of faculty development to HPO, conceptual strategy of faculty of pharmacy development. Also, as stated in the aim of this research, the research gives more detailed explanation on how to develop organizations to HPO.

The models of faculty development are proposed from the documentation analysis, opinion from faculty members, brainstorming by focus group technique and in-depth interview. Model of faculty development feature with administrative, shared determine, set objectives , the relation with social under the principle of development organization, instructional, professional and leadership by integration all of trends and classify to organization, system and human (table 3). From figure 2 describe the model to develop faculty of pharmacy to HPO then phase 2 of our study showed the opinion of faculty member of faculty of pharmacy Silpakorn university, afterthat we adjust the model and feasibility test by focus group of experts and stakeholders to set suitable model of faculty of pharmacy and suggest trend of Thai pharmacy education and determined how the faculty prepared themselves to the new target follow the change of social and the world.

Focus groups are a powerful research tool for collective qualitative information across many contexts. The results they generate provide insight into past, present, or future actions; the why of those actions; and the meaning individuals assign to them. Information from focus groups also complements quantitative research by illuminating existing data or by generating ideas for new inquiry. Focus groups are structured or semistructured meetings with a small group of individuals that allow for the exchange of information, opinions, and feedback related to a single topic. The recommend from focus group are to shared executive and senior

management leadership processes to articulate and derive organizational direction, direction and sense of purpose are more clearly understood, integrated and linked planning processes with increased involvement and ownership, quality framework driving review and improvement processes, KPI development and a reporting framework increasing accountabilities and increased focus and measurement of customer feedback. Design a good and fair reward and incentive structure which reinforces the design, core values and strategy of the organization and supports a performance culture. Treat organizational members justly in relation to basic conditions of employment by compensating them fairly. Base the compensation structure on respect and trust, not on money. Be creative and flexible with rewards by explicitly using intrinsic rewards which are meaningful (fun, growth, teamwork, challenge, accomplishment). Reward people's achievements with praise and pay-for-performance, but also address poor results. Create compensation practices and programs which accurately reflect organizational performance by tying them to measures. Make sure the relation between reward and performance is transparent. Rewards are based on relative, long-term performance and on results, not efforts. Employ rewards that emphasize the group over the individual. Reward appropriate risk-taking and failure, and honesty. Have a minimum threshold below which no incentive is paid but also do not have a cap on payouts. Strategy as the direction and scope of an organization over the long term, achieves advantage for the organization through its configuration of resources within a changing environment to meet the needs of markets and to fulfill stakeholder expectations.

Continuously simplify and improve all the organization's processes to improve its ability to respond to events efficiently and effectively. Look for ways to

be more efficient by eliminating unnecessary procedures, work, and all forms of excess and waste, and standardizing and simplifying remaining work. Keep the processes relevant and simple, and fight information overload. Use just-in-time processes, right-size processes and re-engineer processes to improve speed. It helps to apply a strong systems perspective, to think lean about every aspect of work, and not focus on the plan, but on process. Become adept at rapidly designing and installing new ways of working.

Strive to be a best practice organization by being world-class in everything the company does. Constantly strive to improve productivity and quality by continuously identifying opportunities for improvement, searching for best practices, and by executing flawless operations. Do everything that is necessary to be competent and fight complacency. Appoint senior process owners to measure, manage and improve processes, and emphasize quality in everything that is done. Frequently assess the overall health of the company, to discover 'loopholes' in operations. Develop an effective benchmarking system, and implement the best ideas regardless of their origin. Create highly interactive internal communication through which a continuous and open information exchanges take place. Clearly communicate strategy and results achieved to spread conviction. Create new channels of communication and use these as to create commitment. See communication as an ongoing senior management responsibility. Drive clarity deep into the organization. Resource-based planning and competency-based planning, the resource based view focuses on the internal resources, capabilities and core competencies of the organization and the attractiveness of the industrial sector([Poirier 2007](#)).

The objective of development aims at targets more than process. The empowerment is based on problem and fact of each society, decrease steps of working and high efficacy and effectiveness. The process of faculty development classify into 3 categories 1)organization re-structuring is to design flat or horizontal organization to decrease step of administration and command ,grouping and working by teamwork enhance with management information system to connect, coordination ,command, assign responsibility, monitor working include the communication to create the understand and the learning 2) process re-engineering has been to study the flow of the work process and seek to redesign that work process to eliminate cycle time, unnecessary steps and, particularly, apply the capabilities of information technology to that process, to adjust system of production and service quickly and effectiveness, giving knowledge emphasize on KUSA (Knowledge, Understand, Skill and Attitude) the objective of learning to adjust behavior or pattern of working by adjust attitude to be the reasonable person, understand the sense and thinking of other people and open mind to listen other opinion and 3) re-engineering human resource,the important is to adjust the leadership behavior, adjust himself to have vision and can anticipate the future. Key areas regarding the recruitment and retention of faculty members across all disciplines. The urgency of the situation has been articulated in a series of articles that discussed key factors such as increased faculty retirements, increased non-academic salaries that steer potential faculty members into non-academic careers, decreased numbers of professional students entering graduate education, and increased opportunities for faculty members outside the academy. The task force focused on 4 key areas(1) the current status of the workforce, (2) anticipated demand

for faculty,(3)supply dynamics, and (4)internal and external factors that influence both the supply of and demand for pharmacy faculty (Beardsley et al 2008).

Table 25 Final Model of Faculty of pharmacy development

Principle	Important point	Strategic
Organization	Develop structure	Adjust structure of organization
		Increase performance of race
		Set system of monitor and evaluation
	create culture and corporate value	Create understanding and coordination
		Set identities, shared popularity, culture of faculty
		Standard, quality of education management
	Develop rule	Create please
		Develop quality
		Transparency
System	create network, alliance and partners	Mechanism to create and affect network, alliance and partners
		Create standard and quality continuously
		Management follow objective plan
		Increase efficacy of administration
	system security	Standard system of working
		Develop system of working

Table 25(continue)

Principle	Important point	Strategic
	Team working	Integration curriculum
		Coordination network
		Coordination in faculty
		Integration of system and human
People	Give precedence to develop skill of thinking and performance	skill of thinking
		Knowledge
		Instrument and other technique
	Create leadership and team working	leadership, team working
		Knowledge and communication
		Coordination in working
	Shared popularity, be proud of working, owner of faculty	Conscious
		Join in thinking and working
		Team working

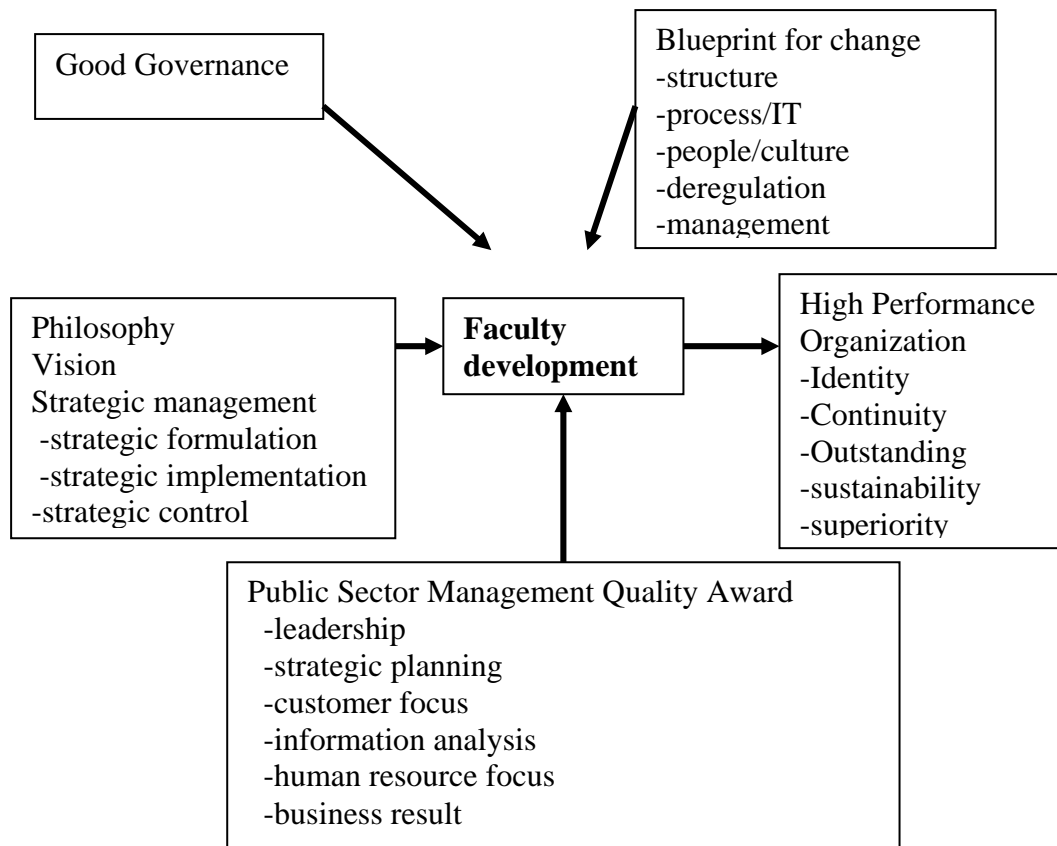


Figure 17 The model to develop faculty of pharmacy to HPO

Limitation of faculty development

Faculty development programs are limited by the institution's scope and mission, the environment in which the faculty live and work, expectations for faculty performance, and the existence of other programs that address faculty development concerns. Deans and administrators are challenged to be creative in their approach to faculty development programs in the face of shrinking resources. Opportunities to share costs with other departments and collaborative approaches to development should be pursued.

CHAPTER 9

CONCLUSION AND RECOMMENDATION

Faculty of pharmacy develop to High Performance Organization

Definition and indicator of high performance organization was shown in table 2. The components of high performance organization are continuous (a HPO focuses on continuous improving and reinventing its core capabilities, develop process for continuous improvement and enhance efficiency, effectiveness and sustainable growth of the faculty), Outstanding(a HPO spends much effort on improving the working conditions and development opportunities of its workforce, Strong performance on various productivity measures), Sustainability(a HPO achieves sustained growth, great ability to adapt to changes) Superiority(Better than performance of its peer groups over a long period of time, Balancing global standards and local needs and Identity(a HPO create greater identity within the immediate work team and among teams). The objectives of high performance organization consists of clear targets, focus on customers, quality outcomes, flexible structure, process management, teamwork and learning organization (figure 16). The outcomes are maturity, integration, coordination of internal organizational systems, revenue growth, academic and managerial freedom to strength an atmosphere of intellectual excitement, first rank university, adequate first rate facilities and financial resource for academic work. Quality of governor role and continuous support to drive the organization to the excellence depend on management. The vision of faculty in teams of values, sincerity and attempt, total return to shareholder, to be best practice, widely

recognized as a famous and admired institution, sustained connections outside the institution and national and international.

Recommendations to the faculty of pharmacy

-Establish a formal faculty development program. The program should be comprehensive with faculty development conceptualized.

-Establish a Mentoring Program as a component of the faculty development plan.

-Establish a faculty steering committee. Faculty development belongs to the faculty and needs to be faculty driven. Faculty oversight would best be accomplished through a faculty steering committee that would be charged with meeting the faculty's developmental needs.

-Designate Administrative responsibility for faculty development .The Task Force believed that in order for faculty development to be effective, administrative responsibility within the faculty must be clearly assigned.

-Establish an Evaluation Component. As the faculty development program is implemented, an evaluation system should be developed in order to assess how well the program achieves its goals and to promote continuous quality improvement.

-Explore Funding Possibilities .The Task Force recommended exploring funding sources to support faculty development activities, especially given the resources constrained environment

Recommendations to Pharmacy Education Consortium of Thailand (PECT)

-Establish overall image guideline to faculty of pharmacy development .

- Stimulate faculty of pharmacy has their own identity
- Establish network of faculties of pharmacy and other pharmacy organizations.

Recommendations for Thai Pharmacy Council

The Thai Pharmacy Council is a major organization involved in the determination of role of pharmacy in Thailand.

- Establish plan for pharmacy development is classified under four broad headings: better access to services; helping patients get the best from their medicines; re-designing services around patients; staff development and clinical governance.
- Establish network of faculties of pharmacy and organization involve in pharmacy
- Establish strategic planning for pharmacy professional.

Recommendations to Government

- Establish policy of pharmacy professional.

Recommendations for further study

This study provided an assessment of the current situation within Thai faculty of pharmacy and proposed new model of faculty of pharmacy development As follow up to the present study, the author suggests a number of areas for further studies:

1. The study of adopting and implement of this model of faculty development to HPO.

2. The comparison study on faculty development model in Thailand and those of other countries should be conducted in order to compare the findings.
3. The study that conducted to formulate indicators to measure the level of faculty development.
4. The study of an impact of this model of faculty development on health policy system and planning to encourage responsible of role of pharmacists in Thailand.
5. The comparison study of faculty of pharmacy related to benchmark or best practice in Thailand and other countries.

Table 26 Definition and indicators of high performance organization

Component	Definition	Meaning	Outcomes	KPI
Continuous	-Continuous development system	-a HPO focuses on continuous improving and reinventing its core capabilities -develop process for continuous improvement and enhance efficiency, effectiveness and sustainable growth of the faculty.	-Maturity -Integration -Coordination of internal organizational systems -Revenue growth	-All levels of the organization understand the long term strategy and that both departmental and individual objectives are aligned with it. -Career development
Outstanding	-Quality outcomes -Modify to	-a HPO spends much effort on improving the working conditions and development opportunities of its	-Academic and managerial freedom to strengthen an atmosphere of intellectual	-Productivity -Quality -Workforce Performance

Table 26(continue)

Component	Definition	Meaning	Outcomes	KPI
	produce the outstanding products	workforce - Strong performance on various productivity measures	excitement -First rank university -Adequate first rate facilities and financial resource for academic work.	-Performance Appraisal -Effectiveness in academic administration - Produce graduate students :social need
Sustainability	-Continuous successful	-a HPO achieves sustained growth. -great ability to adapt to changes -a HPO has a long term orientation -Future value	-Quality of governor role and continuous support to drive the organization to the excellence depend on management. -vision in teams of values, sincerity and attempt	-Ability to change -Talent management -Competency management -Succession planing

Table26 (continue)

Component of HPO	Definition	Meaning	Outcomes	KPI
			-Total return to shareholder.	
Superiority	-Sustained standardization - networks	-Better than performance of its peer groups over a long period of time -Balancing global standards and local needs.	-Best practice -Widely recognized as a famous and admired institution -Sustained connections outside the institution, national and international	-Innovation -Benchmark -Best practices -Human capital efficiency - International standard quality -management with private organization and local organization

Table 26 (continue)

Component of HPO	Definition	Meaning	Outcomes	KPI
				-Excellences in research and quality of faculty members
Identity	-own identity	-a HPO create greater identity within the immediate work team and among teams.	-own identity	-Identities of quality outcomes

Model of Faculty of pharmacy develop to High Performance Organization

Model of faculty of pharmacy development to high performance organization is classified to 4 steps of development: 1.Adjust, 2.Announce, 3.Expand and 4.Maintain the continuity by 4 components (Organization, System, People and Administration) as shown in table 27. In the development of organization, the organization starts by restructure, shared target/ vision. In stage of announcement, the organization set up center of research and development of drug. In announcement, the organization set up center of pass on knowledge to social by network with public health and in long time, maintain continuity by emphasize on outstanding products and results, quality outcomes and social benefit and client-orient centered and stakeholders. In the same time, the development of system starts by development network /alliance and partners. Adjust role/rule/regulation to be charitable and support powered by strategic. Afterthat use process reengineerting, develop performance of competition, development components of people and administration. The details are shown in table 27.

Table 27 Model of faculty development

Step	Organization	System	People	Administration
1.Adjust	-Restructure -Shared target, vision	-Network: pharmacy, other organization(academic/professional) -work with network/alliance/ partners -Database -Develop performance of students -Adjust model of produce graduate student to support policy of decrease proportion graduate student -Adjust role/rule/regulation to be charitable and support powered by strategic	- Repairadigm : I AM READY -create identity -Leadership -Teamwork -Understand mission, vision ,targets and objective	-Adjust administration system to strategic management -PMQA -Good Governance -TQM
2.Announce	-Set up center of	-Process reengineering	-Performance	Management

Table27 (continue)

Step	Organization	System	People	Administration
	research and development of drug	-develop performance of competition -strategic funding -empowerment -adjust communication system -adjust information technology -increase ratio of produce master and PhD. students -create outcome of student to be business commerce. -develop curriculum support changing of health of country	agreement -Capability building -Pay by performance -Frame guideline to evaluate results of working	cockpit/war room

Table27 (continue)

Step	Organization	System	People	Administration
		<p>-develop suitable model correlate with health system of country to be the prototype of the development of health science</p> <p>-create knowledge to produce drug instead of import drug</p> <p>-create the transnational manufacturing</p> <p>-create module/part-time education system</p> <p>-pass on knowledge to social by TV, cable TV, internet, newspaper and academic journal.</p>		
3.Expand	-Set up center of	-change teaching faculty to research	-transfer and	-create standard

Table 27 (continue)

Step	Organization	System	People	Administration
	pass on knowledge to social by network with public health	faculty -expand the cooperation with alliance and partner	training knowledge regarding folk medicine -create and develop knowledge and process to support the strategy	and quality performance indicator of faculty development , develop system of monitoring and evaluate plan
4.Maintain	-emphasize on outstanding	-Maintain the cooperation with alliance and partner	-Quality of personnel in	

Table 27 (continue)

Step	Organization	System	People	Administration
	products and results ,quality outcomes and social benefit -Client-orient centered and stakeholders		every levels . -Quality of leadership -Quality of teamwork.	-develop database of faculty development by join network with database in every levels of organization

Step and Directive of Faculty of pharmacy develop to High Performance

Organization

The targets of high performance organization are the organization manage by bottom up, fluid structure adaptive& flexible, responsive to changing customers &environment and innovative. The system manage by high knowledge of performance and targets financial, quality around defined process, customer satisfaction, highly autonomous units networked, design organization, process, less level of process and empowerment. The people have knowledge about the process/target /quality and satisfaction of customer, develop the knowledge and skill, create up-to-date system of working and use total quality management. The administration uses the concept of – Public Sector Management Quality Award, strategic management and good governance

The steps and directive of development

We exemplify the faculty of pharmacy, Silpakorn University development to high performance organization.

A. Set shared targets and shared vision (By education and communication)

The targets and vision of organization get from the members of organization by education and communication to the members in the organization. In phase 2 of this study: the research finding of vision of faculty of pharmacy, Silpakorn University is the organization creates wisdom of pharmacy to be the social leader in country level. The research findings of targets are capability to produce the quality,

outstanding and accept in pharmacy profession products, have own identity, continuous success and capability to make standard and network of excellent working.

B. Set mission and strategy

1) Stage of adjust organization and prepare the readiness of organization (2009- 2014)

Stage of first five years emphasize on adjust the readiness and internal capability to competitive in world class. Develop system of working and administration, integration of internal working, set standard of working, coordination of networks/partners and alliances. Structure development adjust to flat organization, adjust rule relate to change structure, simplify the steps of working, create shared value and culture. People development: leadership, team working, skill of thinking and paradigm (I AM READY)

2) Stage of announce is the middle stage of development (2011-2016)

Start at the mid-phase of stage 1, produce quality products continuously under frame of 4 mission

3) Stage of expand to sustainability (2015-2020)

Step of development in next 5 years, emphasize on create of excellent products and accepted by health science in Thailand, international and world class.

4) Stage of maintain the sustainability (2019-2024)

Final five years of development, the faculty creates substitute resource emphasize on people.

Table 28 Guideline/Step of faculty development

Step	Organization	System	People	Administration
Target	<ul style="list-style-type: none"> -Bottom up -Fluid structure adaptive& flexible -responsive to changing customers &environment -Innovative & flexible 	<ul style="list-style-type: none"> -High knowledge of performance and targets financial, quality around definded process, customer satisfaction -highly autonomous units networked -design organization, process -less level of process -empowerment 	<ul style="list-style-type: none"> -have knowledge about the process/target /quality and satisfaction of customer -develop the knowledge and skill -create up-to-date system of working -TQM 	<ul style="list-style-type: none"> -Up to date system -TQM/PMQA -Strategic management -Good governance
1.Adjust	<ul style="list-style-type: none"> -Management follow 	<ul style="list-style-type: none"> -Adjust process of working 	<ul style="list-style-type: none"> -create administrative system 	<ul style="list-style-type: none"> -Up to date system

Table 28 (continue)

Step	Organization	System	People	Administration
	<p>organization concept and policy</p> <p>-Arrange practical workshops for people involved in order to create knowledge and understanding about HPO and the organization development direction</p> <p>-restructure</p>	<p>-Adjust finance system and budget</p> <p>-develop flexible process by information technology</p> <p>-learning organization</p> <p>-adjust rule/regulation to serve working</p>	<p>and payment</p> <p>-adjust paradigm, culture and values.</p> <p>-partners of staff in every level</p> <p>-Set teamwork to plan and self evaluation</p> <p>-create and develop the knowledge</p>	<p>-TQM/PMQA - Strategic management</p> <p>-Good governance</p>

Table 28 (continue)

Step	Organization	System	People	Administration
2. Announce	<ul style="list-style-type: none"> -set organization profile -set the important plan integrated to strategic plan -defined principle 	<ul style="list-style-type: none"> -clarify roles/ responsibilities -Define customers & requirement 	<ul style="list-style-type: none"> -recognize contribution -passionate -human capital management 	<ul style="list-style-type: none"> -Up to date system -TQM/PMQA - Strategic management -Good governance
3. Expand	<ul style="list-style-type: none"> -Setting ambitious targets and achieving team 	<ul style="list-style-type: none"> -analyse work process -Prioritize problem & Opportunities -Make continuous improvement -evaluate results & process 	<ul style="list-style-type: none"> Highly efficient -highly focus on their core capabilities and adopt outsourcing strategies to improve efficiencies in noncore activities 	

Table 28 (continue)

Step	Organization	System	People	Administration
3.Expand	<ul style="list-style-type: none"> -shares value -strategic focus and alignment (Strategy and policy management) -outcomes oriented/ outcome and value focused -active in contributing to the communities in which it operates 	<ul style="list-style-type: none"> -Translating strategy into operational terms/aware of change in their environments and able to translate insight into action -Business agility -Clients centered/ marketing and CRM -Accountability 	<ul style="list-style-type: none"> -committed to the growth and development of their employee -headed by courageous leaders -Highly satisfied employees -low turnover 	<ul style="list-style-type: none"> -Up to date system -TQM/PMQA -Strategic management -Good governance

Table 28 (continue)

Step	Organization	System	People	Administration
		<ul style="list-style-type: none"> -Open and collaborative/Partnering -Organization and process design -performance management -procurement and logistics -information management -work simplification -business process reengineering -continuous improvement 		

Table 28 (continue)

Step	Organization	System	People	Administration
4.Maintain	Same as above	Same as above	Same as above	Same as above

Table 29 Phase of study and the component of HPO

Step of study	Organization	System	People	Administration
1 (document research)	Blueprint For change : structure	Blueprint For change : process/IT, rule/regulation, management.	Blueprint For change : culture	Strategic management GG PMQA
1 (in-depth interview)	Restructure Reparadigm	Work simplification Deregulation Quality management	Capacity building Teamwork Leadership	Strategic management GG PMQA
2 (questionnaire)	opinion of personnel culture and identity high level of innovation	network, alliance and partnership stability of system of finance	skill of thinking leadership and teamwork proud of working and owner	Strategic management GG PMQA

Table 29 (continue)

Step of study	Organization	System	People	Administration
3 (brainstorming & in-depth)	Restructure Adjust rule/regulation Create culture and corporate value	shared working and team working Integrate working in each of units Create standard of working Create networks	Create leadership and Teamwork Create environment of team working Develop thinking	Strategic management GG PMQA

Organization Structure

The faculty of pharmacy that has property of high performance organization has structure in figure. This structure embodies Mintzbergs' structure and consists of

- 1) strategic apex ,is the organization head with the top managers and directors ,in faculty of pharmacy is dean.
- 2) The Middle line, comprises all the employees who delegate the work to the operating core in concordance with the lines drawn by the strategic apex, in faculty of pharmacy is associate deans or administrative team.
- 3) The Operating Core, includes all employees who directly works with producing the organizations products, in faculty of pharmacy is department and other units that produce products.
- 4) The Technostructure, represents the organizations analysts and specialists who define which techniques and tools should be used by the operating core or standardization, in faculty of pharmacy is Consultant/Advisor committee and information technology unit.
- 5)The Support Staff, include several groups of people in the organization, their primary purpose is to support the rest of the organization by ensuring them the optimal settings for doing their work, in faculty of pharmacy is supporting staff who help the operation core. Some work or some task we are outsourcing corporation to reduce workload of our staff.

Detail of structures shown in table. The final model of faculty of pharmacy development to high performance organization is shown in figure .

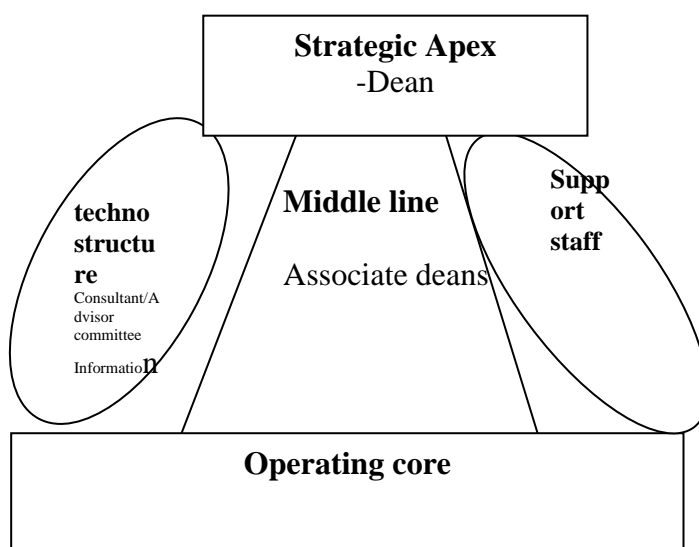


Figure 18 The structure of faculty of pharmacy that has property of high performance organization.

Table 30 Detail of component, position, person and duty of structure of faculty of pharmacy.

Component	Position	Person	Duty
Strategic Apex	top managers and directors	-Dean and/or faculty committee	conceive visions, policy and strategic goals. maximize the organizations benefit
Middle line	employees who delegate the work to the operating core in concordance with the lines drawn by the	-Associate deans or administrative team	manage the unit for which he has been given responsibility

Table 30 (continue)

Component	Position	Person	Duty
	strategic apex		
Techno structure	organizations analysts and specialists who define which techniques and tools should be used by the operating core or standardization	Consultant/Advisor committee -Information technology	Operating core analysts and specialists who define which techniques and tools should be used by the operating core or standardization
Support staff	several groups of people in the organization, their primary purpose is to support the rest of the organization by ensuring them the optimal settings for doing their work	supporting staff who help the operation core.	-Support working of operating core to go to target follow the strategy plan
Operating core	Employees who directly works with producing the organizations products,	department and other units that produce products.	directly works with main mission producing the organizations products

Table 30 (continue)

Component	Position	Person	Duty
	in faculty of pharmacy is		to respond the vision and mission of faculty.

Figure19 Overall image of administration of Faculty of pharmacy, Silpakorn University: mission of teaching

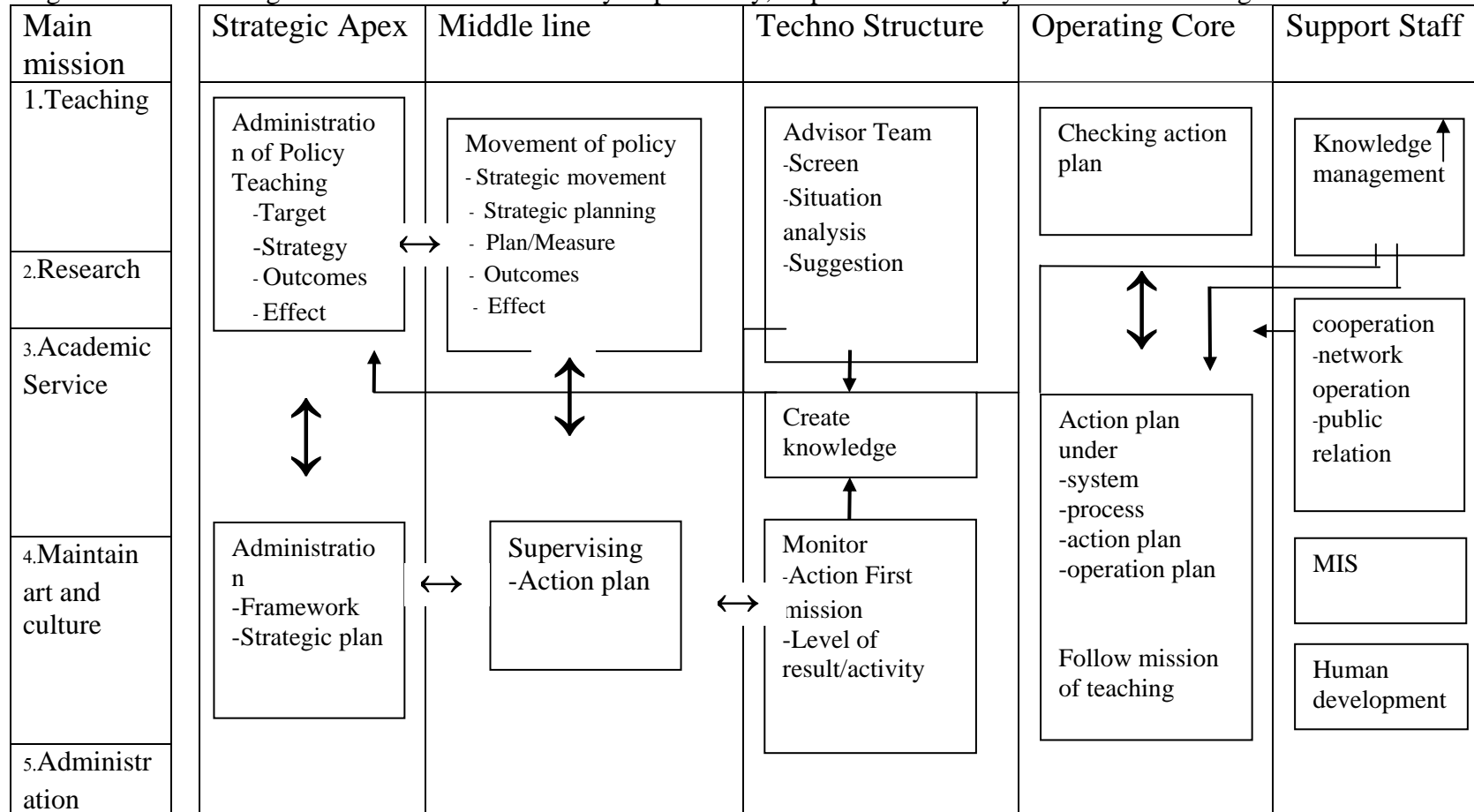


Figure 20 Overall image of administration of Faculty of pharmacy, Silpakorn University: mission of research

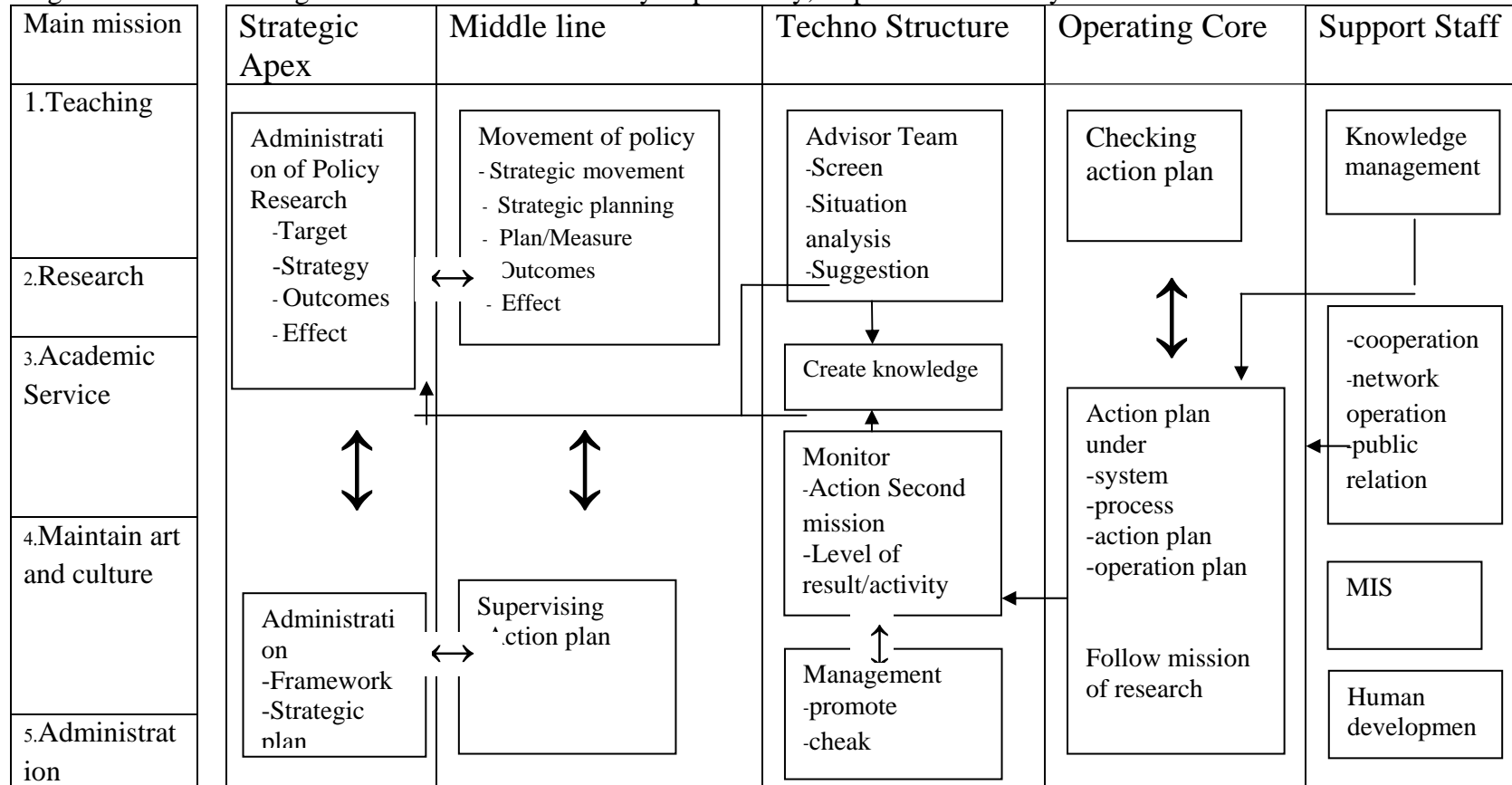


Figure 21 Overall image of administration of Faculty of pharmacy, Silpakorn University: mission of Academic Service

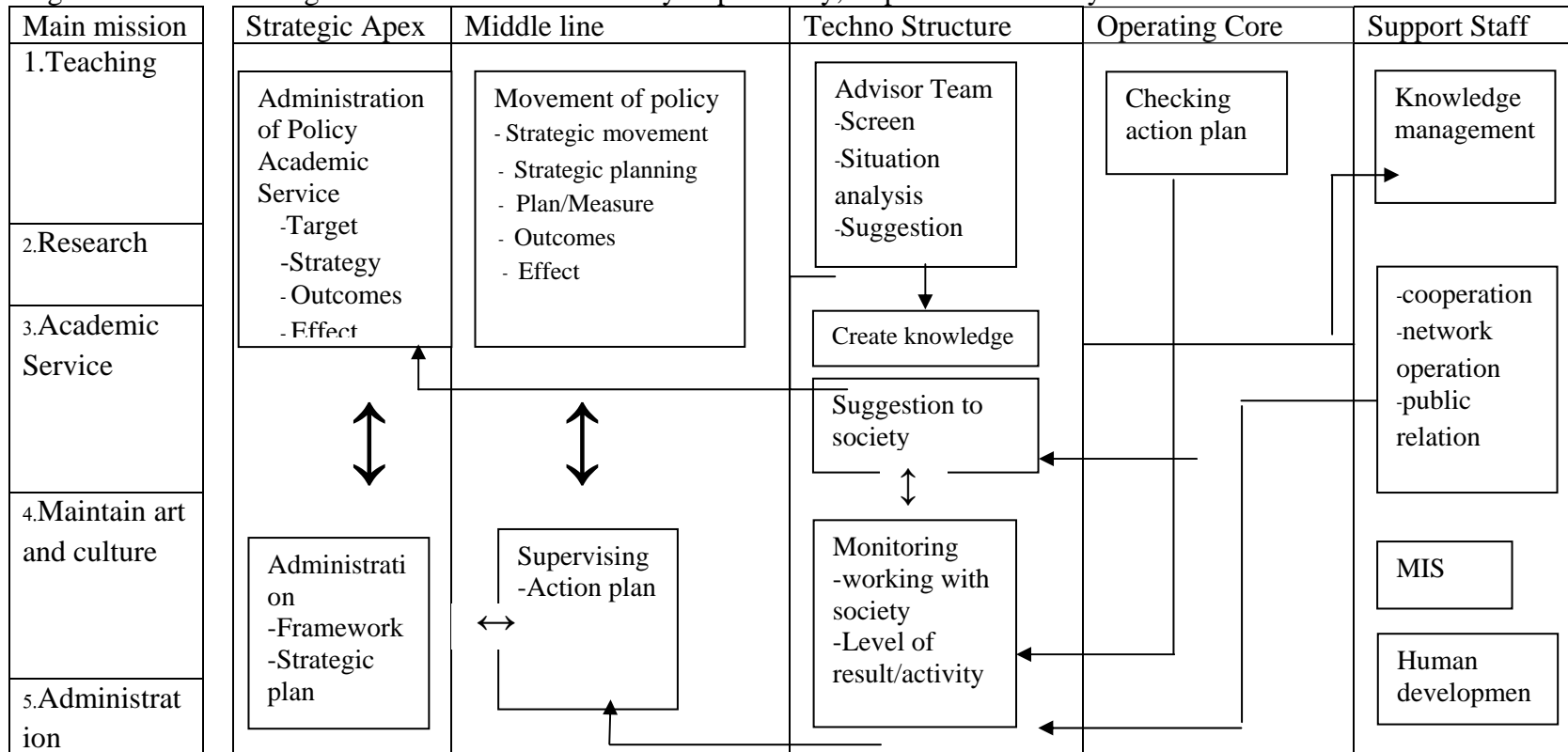


Figure 22 Overall image of administration of Faculty of pharmacy, Silpakorn University: mission of maintain art and culture

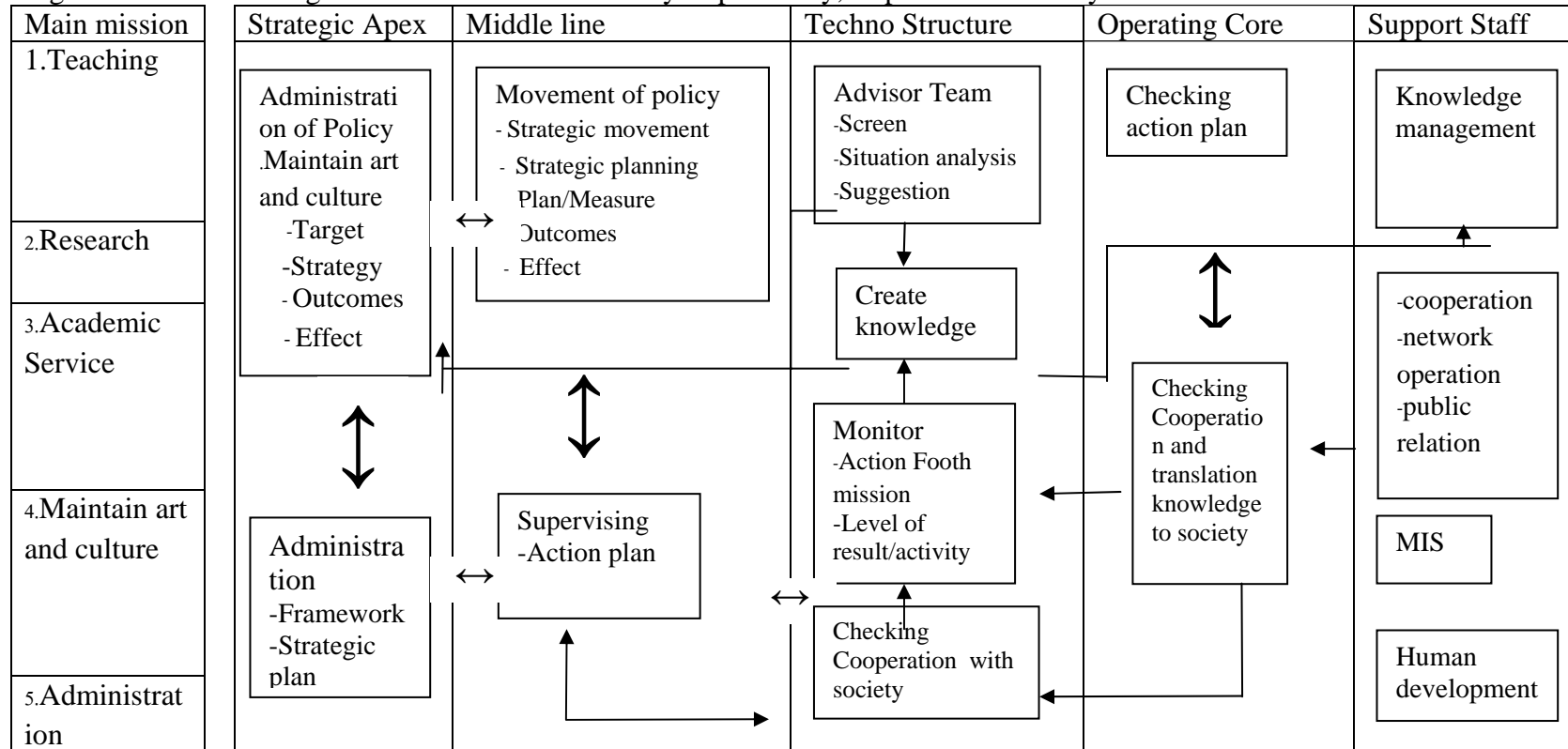
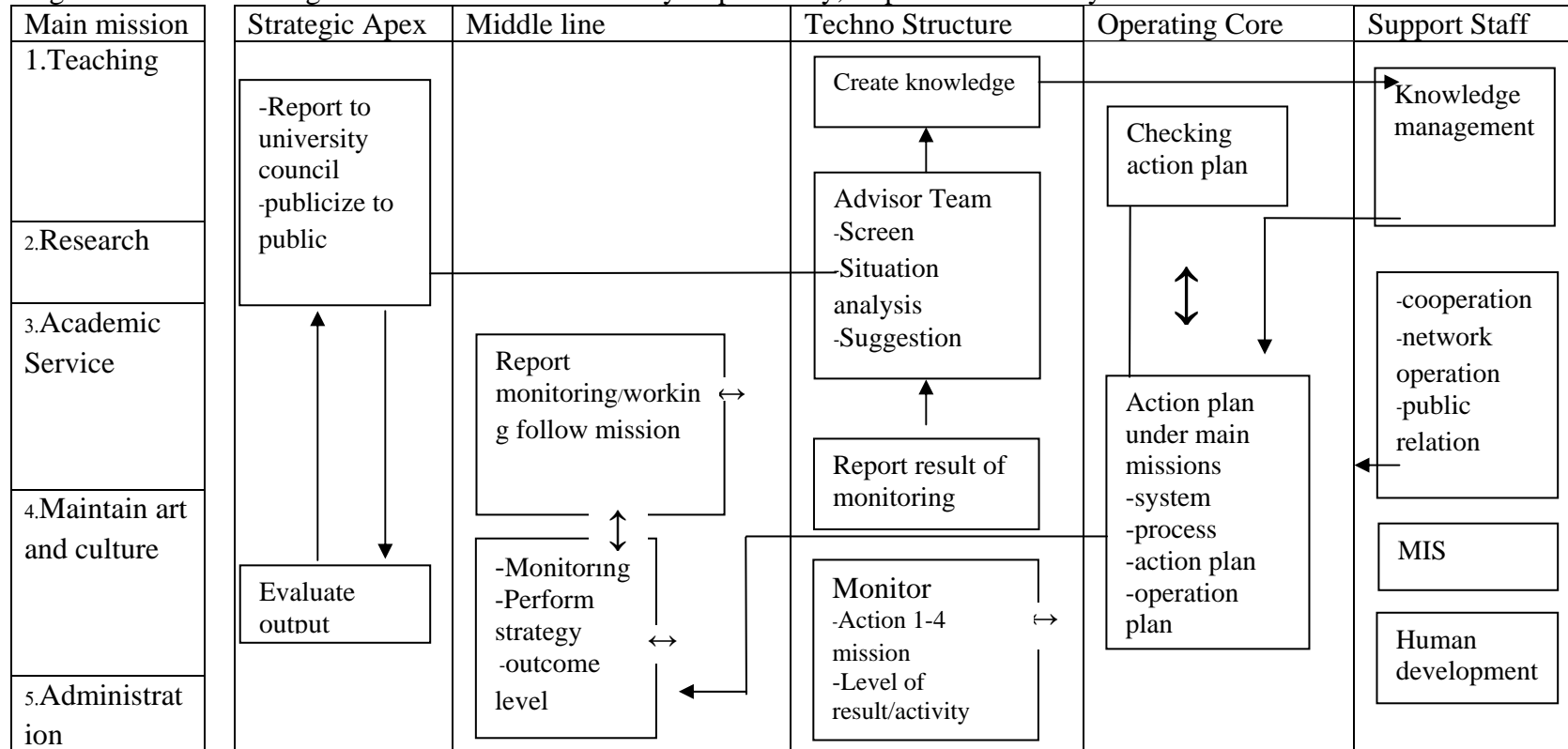
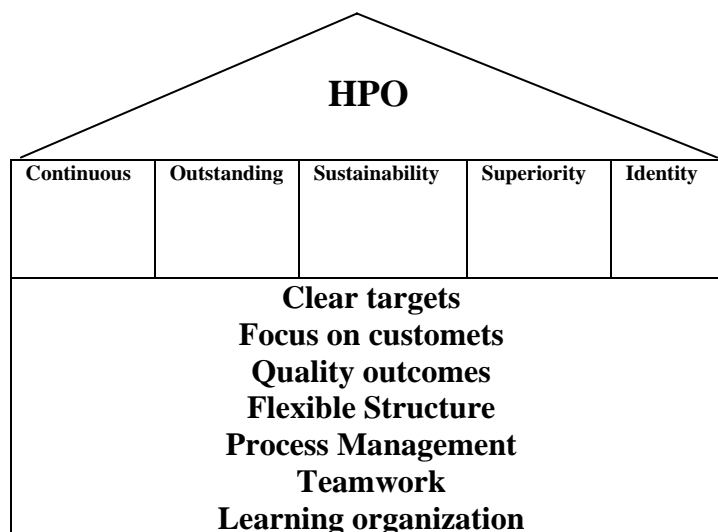


Figure 23 Overall image of administration of Faculty of pharmacy, Silpakorn University





Maintain	Outstanding products, quality outcomes/ social Client-orient centered/ stakeholders	Organization
	Maintain the cooperation with alliance and partner	System
	Quality of personnel /leadership and teamwork.	People
	Database of faculty development by join network	Administration
Expand	Center of pass on knowledge to social	Organization
	Change teaching faculty to research faculty Expand the cooperation with alliance and partner	System
	Transfer medicine knowledge ,support the strategy	People
	Standard and quality performance indicator System of monitoring and evaluate plan	Administration
Announce	Center of research and development of drug	Organization
	Process reengineering Performance of competition/ empowerment	System
	Performance agreement/Capability building Frame guideline to evaluate results of working	People
	Management cockpit/war room	Administration
Adjust	Restructure, Shared target/ vision	Organization
	Network, /alliance/ partners Role/rule/regulation	System
	Reparadigm/create identity, Leadership ,Teamwork , mission, vision ,targets	People
	Adjust administration system to strategic Management TQM /PMQA, Good Governance	Administration

Figure 24 Conclusion Model of Faculty Development to High Performance Organization

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APPENDIX

APPENDIX A

Questionnaire for survey of faculty of pharmacy

Silpakorn University members

-English

-Thai

Questionnaire for the research

The model development of faculty of pharmacy to High Performance Organization

This questionnaire is used to collect the data that is a part of the dissertation of Srisombat Nawanopparatsakul, a Ph.D. candidate in social and administrative pharmacy program, Faculty of Pharmacy, Silpakorn University. The purpose of this questionnaire is to determine the attitudes of faculty members toward the directive and the model development of faculty of pharmacy to High Performance Organization .

Instruction: To assess faculty of pharmacy development model,

1. The questionnaire is divided into 2 parts

Part 1: the model of faculty of pharmacy development to High Performance organization

Part 2: general information

2. Please answer the questionnaire relate to your opinions. Data from this questionnaires will be used only in determining the directive of faculty of pharmacy development. Please provide information from your opinions. Your data will be kept anonymous and confidential. Your answers is useful in this research because to set the directive of faculty of pharmacy development. The directive of faculty of pharmacy development is used to adjust and develop the faculty of pharmacy to High Performance Organization.
3. After completion, please return the questionnaire to the researcher by 26th June 2009 . the data will be further analyzed to complete the study. I greatly your participation in this study.
4. Please mark \surd or fill in the blank that most accurately applies to your ,the scale of the answer is 10 to 0 (10 mean the highest or 100% and 0 mean the lowest or 0%) or give your opinions in the blank

Thank you very much n advance for your kind response.

Srisombat Nawanopparatsakul

A doctoral student in the social and administrative pharmacy program, Faculty of pharmacy, Silpakorn University.

Set the definition of variables under the framework of this research

1. Identity means the property that shows itself that is the definite property of the organization to recognize and outstanding property that differs from other organizations and correlates with concept, policy, determination and vision.
2. HPO is the organization that produces quality outcomes from a continuously developed system and modifies to produce the outstanding outcome, the important properties are own identity, continuity, successful and sustainability, standardization, outstanding outcome and have networks
3. Faculty of pharmacy development to HPO is to develop and have the target areas:
 - 1) own identity,
 - 2) create excellent standard, excellent network
 - 3) performance to create quality and outstanding outcome that is accepted in the circle of pharmacy in Thailand, national and continuous success
4. Steps in faculty development
 - Step 1: adjust foundation and readiness that is started by setting identity, reconsider vision and mission
 - Step 2: announce how faculty manages and benchmarks with other faculties and works with network and competition
 - Step 3: expand to sustainability and
 - Step 4) maintain the sustainability of organization
5. Public Sector Management Quality Award (PMQA) are (1) Leadership, (2) Strategic Planning, (3) Student and Stakeholder Focus, (4) Information analysis, (5) Faculty and Staff Focus, (6) Educational and Support Process Management, and (7) Organizational Performance Results.
6. Good Governance : Principle of good governance consists with participation, rule of law, transparency, responsiveness, consensus oriented, equity, efficiency effectiveness, accountability and strategic vision
7. Faculty means faculty of pharmacy, Silpakorn University

Part 1: the model of faculty of pharmacy development to High Performance organization

Please mark ✓ or fill in the blank that most accurately applies to your

Statement	Level of opinion										
	100%			50%					0%		
	10	9	8	7	6	5	4	3	2	1	0
Section 1 Conceptual framework of organization development											
In your opinions, which level of conceptual of organization development in each statement?											
1. Level of necessary in develop faculty of pharmacy to HPO											
2. The faculty set the targets of the principle of HPO in what level											
(1) Has own identity											
(2) Make standard and network of excellent working.											
(3) The readiness and capability to produce the quality, outstanding and accept in pharmacy profession products											
(4) Continuous success											
3. Possibility to develop faculty of pharmacy to HPO in 2											
4. Specification of vision of faculty of pharmacy to be HPO											
(1)Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024											
or (2) the organization create wisdom of pharmacy to be leader social in country level											
Or (3) Faculty be engrossed in develop: the quality of graduate that can competition											
(3.2) the research leader to find new educational knowledge											

Statement	Level of opinion										
	100%			50%					0%		
	10	9	8	7	6	5	4	3	2	1	0
(3.3) Reinforce performance of research to be the center of pharmacy research											
(3.4) Develop Thai folk wisdom to be the center of Thai folk wisdom in health science											
(3.5) Develop pharmacy information technology system to be the center of pharmacy information technology											
Or (4) Others											
5. Specification of vision of faculty of pharmacy to be HPO											
(1) Promote potential of research to be the center of research in pharmacy											
(2) Develop system of education and teaching/pass on knowledge to be the center of pharmacy education											
(3) Develop system of information technology to be the center of information technology in pharmacy											
(4) Development folk wisdom in health science to be the center of folk wisdom in health science											
(5) Develop administration of government by good governance											
6. Specification of strategy of faculty of pharmacy to HPO											
(1) Develop potential and capability of working unit											
(2) Increase capability and potential of faculty members to learning organization											
(3) Develop system with good management											
(4) Create mechanism to share working with people											
(5) Develop networks and alliances											
(6) Promote potential of research											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
7. Level of necessary to use strategy administration by PMQA											
8. Level of necessary to set identity of faculty of pharmacy											
9. If set the identity of faculty of pharmacy, Silpakorn university: the level of possibility to set identity as follow											
(1) Outstanding in pharmaceutical technology emphasize on herb											
(2) Outstanding in health consumer protection											
(3) Outstanding in health information											
(4)Other											
Section 2 Concept of organization development											
1. Which level of principle of potential organization development?											
(1) Give precedence to create high level of innovation											
(2) Emphasize on create culture and organization identity											
(3) Give precedence to internal personnel opinions											
(4) Give precedence to external personnel opinions											
(5) Give precedence to knowledge management											
(6) Give precedence to share central resource											
(7) Other											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
2. Principle of potential system development											
(1) Strategic plan under networks, alliances and partnerships											
(2) Give precedence to finance stable systems											
(3) Have shared working and team working											
(4) Develop key performance index in working											
(5) Develop process hold to regulation and good governance											
(6) Develop system by PMQA 's principles											
(7) Develop system by empowerment in working											
(8) Other											
3. Principle of potential people development											
(1) Give precedence to skill of thinking and capacity of working											
(2) Emphasize on create leadership and team working											
(3) Create principal of working in every level to proud of working											
(4) Create accepted system of evaluation capacity of staff											
(5) Create system of develop outcomes											
(6) Create system of evaluation by key performance index											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
Section 3 Organization development to HPO											
Which level of organization development to HPO in each statement as follow?											
3.1 Model of faculty development											
(1) Central admin system coordinate with internal unit											
(2) Shared decision ,administration and policy											
(3) Establish target of staff correlate with target of faculty											
(4) Flexibility structure, clear targets and adjustable											
(5) Emphasize on create correlation with community											
Other											
3.2 Guideline and step of faculty development											
3.2.1 Potential organization development											
A. Development capacity of high level of innovation											
(1) Adjust organization structure to support the working											
(2) Increase capacity to compete in higher education											
(3) Set effective system to monitor and evaluate working											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
(4) Develop quality/ leadership of academic/ professional											
(5) Create transparent of working											
(6) Increase effectiveness of working											
(7) Create learning organization											
(8) Create research organization											
(9) Appoint committee responsible in faculty development											
(10) Other											
B. Emphasize on create culture and identity of faculty											
(1) create the cooperation trough communication											
(2) Adjust paradigm to understand targets of faculty											
(3) Shared to set identity, share-popularity and culture											
(4) Produce specific identity products of faculty											
(5) Create Thai knowledge											
(6) Promote development of performance to compete											
(7) Standard and quality of education											
(8) Create shared vision, mission and strategy											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
C. Give precedence to opinion of internal and external stakeholders											
(1) Create services satisfaction of stakeholders											
(2) Target of working emphasize on the opinions of stakeholders											
(3) Create system to listen to the opinions of stakeholders											
(4) Public hearing on faculty development											
(5) Use consensus in faculty development											
(6) Emphasize on learner centers											
Other											
2 Potential system development											
A. Strategic planning under network, alliance and partnership											
(1) Create cooperation of network/alliance											
(2) Create standard of working and quality products											
(3) Create to benchmark with other faculty of pharmacy											
(4) Manage follow strategic plan , guarantee outcome											
(5) Allocate budget follow strategic plan											
(6) Create system of monitoring and evaluation											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
(7) Continuous development alumni / network, alliance											
(8) Increase efficacy of administration :good governance											
(9) Increase efficacy of administration :sufficient economy											
(10) Increase efficacy of administration											
(11) Give precedence to communication in faculty											
(12) Create system of report and evaluate outcome											
(13) Other											
B. Give precedence to stability of system of finance and other systems											
(1) Create system of finance accountancy and budget											
(2) Create system of information											
(3) Create system of quality education guarantee											
(4) Specify concrete standard of working											
(5) Develop working hold to change management											
(6) Specify plan to increase efficacy of working											
(7) Appoint development committee hold to PMQA											
(8) Other											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
C. Shared working and charitable to team working											
(1) Specify role duty responsibility related staff											
(2) Manage place and environment charitable to working											
(3) Management by integrate curriculum and network											
(4) Adjust/ decrease process of working											
(5) Create coordinate between working units in faculty											
(6) Create system to compete with other faculty											
(7) Specify mentor system in working											
(8) Integrate system of working and people to teamwork											
Other											
3. Potential people development											
A. Develop skill of thinking and capacity of working											
(1) Develop skill of thinking and capacity of working											
(2) Create attitude of staff in good working											
(3) Continuous develop learning of staff											
(4) Usage tools and techniques in administration											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
(5) Establish center to evaluate results of administration											
(6)Other											
B. Emphasize on create leadership and teamwork											
(1) Develop leadership and effective leaders											
(2) Small group activities of quality works											
(3) Reinforce skill of administration											
(4) Develop skill/public relations/ team working -											
(5) Cooperate working under change management											
(6) Other											
C. Proud of working and sense of owner											
(1) Create conscious, shared thinking and responsibility											
(2) Understand vision, mission and targets of faculty											
(3) Specify standard and culture of working											
(4) Shared working to be effective teamwork											
(5) Create knowledge, love and harmony in working											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
(6) Arrange system of pay/special reward by outcome											
(7) Other											
Section 4 Administrative of faculty to HPO											
1 Which level of administrative of faculty organization development to HPO in each statement as follow?											
2. Which level of administrative faculty hold on regulation of good governance?											
(1) Leadership											
(2) Strategic planning											
(3) Stakeholder											
(4) Measure, Analyze and Knowledge management											
(5) Human resource											
(6) Process management											
(7) Result											
3. In organization development to HPO, which level of the statement ?											
3.1 Organization											
(1) Organization structure											
(2) Organization: culture											

Statement	Level of opinion										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
3.2 System											
(1) administrative											
(2) system of working											
3.3 Human											
(1) performance											
(2) leadership											
(3) team working											
(4) knowledge / capability of staff											

Section 2 Characteristics of the responder

1. Gender

- 1. male
- 2. female

2. Age Yearmonth

3. The highest degree of education

- 1. bachelor's degree
- 2. Master 's degree
- 3. Doctoral degree

4. Position of working

- 1. Lecturer
- 2.Supporting staff

5. Age of workingYearmonth

6. Age of executives..... Yearmonth

- Dean, Associate president
- Associate Dean, Head of department , assistant dean
- Faculty secretary
- Head of job

แบบสอบถามเพื่อการวิจัย

เรื่องการพัฒนา รูปแบบของคณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง

แบบสอบถามนี้ใช้เพื่อเก็บข้อมูล ซึ่งเป็นส่วนหนึ่งของวิทยานิพนธ์ปริญญาเอก หลักสูตรเภสัชศาสตร์สังคมและการบริหาร คณะเภสัชศาสตร์ มหาวิทยาลัยศิลปากร การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาแนวทางการพัฒนา รูปแบบของคณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง และนำเสนอการพัฒนา รูปแบบของคณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง คำตอบของท่านผู้วิจัยจะนำไปวิเคราะห์และนำเสนอในภาพรวม เพื่อประโยชน์ในเชิงวิชาการเท่านั้น

คำชี้แจงในการตอบแบบสอบถาม

1. แบบสอบถามประกอบด้วย 2 ส่วนได้แก่

ส่วนที่ 1 การพัฒนา รูปแบบของคณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง

ส่วนที่ 2 สถานภาพผู้ตอบแบบสอบถาม

2. โปรดตอบแบบสอบถามให้ตรงกับความคิดเห็นของท่านมากที่สุด คำตอบของท่านทุกข้อมีค่ายังสำหรับการวิจัย เพราะจะทำให้ทราบแนวทางในการพัฒนา คณะเภสัชศาสตร์ อันจะนำไปสู่การปรับปรุงและพัฒนา คณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง ข้อมูลที่ท่านตอบจะไม่มีผลกระทบต่อ การปฏิบัติงานของท่านแต่อย่างใด ผู้วิจัยขอรับรองว่าจะเก็บคำตอบทั้งหมดเป็นความลับ ไม่มีการเปิดเผยให้ผู้อื่นทราบ การนำเสนอข้อมูลจะเป็นข้อมูลในภาพรวมเท่านั้น
3. เมื่อท่านตอบแบบสอบถามแล้วกรุณานำแบบสอบถามใส่ซองที่แนบมาพร้อมกับแบบสอบถาม ส่งคืนยังผู้วิจัยภายในวันที่ **26 มิถุนายน 2552** โดยมีกล่องรับแบบสอบถาม 3 แห่งได้แก่สำนักงานคณะเภสัชศาสตร์ โถงบริเวณอาคารภาควิชา และโถงวางเอกสารบริเวณห้องพักอาจารย์ชั้น 3 หรือส่งที่ห้องรับเอกสารของอาจารย์ศรีสมบัติ นวนพรัตน์สกุล
4. วิธีการตอบแบบสอบถาม กรุณาทำเครื่องหมาย \checkmark ลงในช่องตัวเลขในแต่ละข้อ โดยมาตรการประมาณค่าจาก 10 จนถึง 0 ที่ตรงตามความเห็นของท่าน (10 หมายถึงระดับสูงสุด หรือคิดเป็น 100% และ 0 หมายถึง ระดับต่ำสุด หรือคิดเป็น 0%) หรือเติมข้อความในช่องว่างที่ระบุไว้ให้ผู้วิจัยขอขอบพระคุณท่านไว้ ณ โอกาสนี้ สำหรับความร่วมมือในการตอบแบบสอบถามในครั้งนี้

นางศรีสมบัติ นวนพรัตน์สกุล

นักศึกษาปริญญาเอก หลักสูตรเภสัชศาสตร์สังคมและการบริหาร คณะเภสัชศาสตร์ มหาวิทยาลัยศิลปากร

กำหนดนิยามตัวแปรภายใต้กรอบแนวคิดรวบยอดของการทำวิจัย

1. **อัตลักษณ์** หมายถึง ลักษณะที่แสดงถึงความเป็นตัวเอง เป็นลักษณะเฉพาะขององค์กรซึ่งทำให้เป็นที่รู้จักหรือจำได้ มีลักษณะที่โดดเด่นแตกต่างจากองค์กรอื่นที่อยู่ในแวดวงเดียวกัน มีความสอดคล้องกับแนวคิด นโยบาย ปณิธาน วิสัยทัศน์ ลักษณะการดำเนินการที่ต่อเนื่องเป็นระยะเวลานาน โดยไม่ขาดตอนขององค์กรนั้น
2. **องค์กรที่มีขีดสมรรถนะสูง** หมายถึง องค์กรที่สามารถสร้างผลผลิตที่มีคุณภาพจากกระบวนการการพัฒนา/ปรับปรุงงานอย่างต่อเนื่อง และนำบทเรียนจากการปรับปรุงงาน มาพัฒนา เพื่อให้ ผลผลิต ขององค์กร โดดเด่น เมื่อเปรียบเทียบกับหน่วยงานในแวดวงเดียวกัน
3. **การพัฒนาคณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง** คือการพัฒนาและมุ่งผลักดันให้คณะเภสัชศาสตร์ มีลักษณะเด่น ดังต่อไปนี้
 - 1) มีอัตลักษณ์เป็นของตนเอง
 - 2) มีความสามารถเด่นชัด ในการสร้างมาตรฐานและเครือข่ายการทำงานที่เป็นเลิศ เป็นองค์กรที่ประสบความสำเร็จอย่างต่อเนื่อง มีความพร้อมและขีดความสามารถที่จะสร้างผลผลิตที่มีคุณภาพ และเป็นผลงานที่โดดเด่นเป็นที่ยอมรับในแวดวงเภสัชศาสตร์
4. **แนวทางการพัฒนาคณะเภสัชศาสตร์** จำแนกขั้นตอนการพัฒนาออกเป็น 4 ขั้นตอน คือ
 - ขั้นตอนที่ 1: ขั้นปรับรากฐานและความพร้อม โดยมุ่งปรับรากฐานความพร้อม ศักยภาพ และขีดความสามารถภายในคณะเภสัชศาสตร์ เพื่อ ก้าวไป สู่การแข่งขัน
 - ขั้นตอนที่ 2: ขั้นประกาศตัว เป็นขั้นตอนการพัฒนาคณะเภสัชศาสตร์ในช่วงกลาง ที่ต่อเนื่องจากขั้นตอนที่ 1 โดยเริ่มต้นผลิตผลงานอย่างเป็นระบบต่อเนื่องภายใต้กรอบ
 - ขั้นตอนที่ 3: ขั้นการรุกขยายสู่ความยั่งยืน โดยมุ่งสร้างผลงานที่มีความสำเร็จเป็นเลิศ และเป็นที่ยอมรับในแวดวงวิทยาศาสตร์สุขภาพทั้งในระดับประเทศ และระดับสากล
 - ขั้นตอนที่ 4: ขั้นการสร้างความยั่งยืนแก่องค์กร โดยมุ่งสร้างเสริมฐานทรัพยากรทดแทน โดยเฉพาะอย่างยิ่ง ทรัพยากรบุคคล สำหรับทดแทนส่วนที่มีอยู่ในปัจจุบัน
5. **การบริหารจัดการโดยใช้หลักของรางวัลคุณภาพการบริหารจัดการภาครัฐ** *Public Sector Management Quality Award (PMQA)* ประกอบด้วย (1) การนำองค์กร (2) การวางแผนกลยุทธ์ (3) การให้ความสำคัญกับผู้มีส่วนได้ส่วนเสีย (4) การวัด การวิเคราะห์ และการจัดการความรู้ (5) การมุ่งเน้นทรัพยากรบุคคล (6) การจัดการกระบวนการ (7) ผลลัพธ์ขององค์กร
6. **พระราชกฤษฎีกาว่าด้วยหลักเกณฑ์และวิธีการบริหารบ้านเมืองที่ดี พ.ศ.2546** หมายถึงการกำหนดแนวทางการปฏิบัติราชการ โดยมีเจตนารมณ์ที่จะให้การบริหารราชการแผ่นดินเป็นการบริหารงานที่มุ่งให้เกิดประโยชน์สุขแก่ประชาชน โดยยึดประชาชนเป็นศูนย์กลาง เพื่อตอบสนองความต้องการของประชาชนและก่อให้เกิดผลกระทบในทางที่ดีต่อการพัฒนาชีวิตของประชาชน
7. **คณะ** หมายถึงคณะเภสัชศาสตร์ มหาวิทยาลัยศิลปากรส่วนที่ 1 แนวทางการพัฒนารูปแบบของคณะเภสัชศาสตร์ให้เป็นองค์กรที่มีขีดสมรรถนะสูง

คำชี้แจง : โปรดทำเครื่องหมาย ✓ ลงในช่องที่ท่านเห็นว่าถูกต้องมากที่สุดเพียงคำตอบเดียว

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
ตอนที่ 1 แนวคิดรวบยอดในการพัฒนาคณะ											
ท่านมีความเห็นเกี่ยวกับแนวคิดรวบยอดในการพัฒนาคณะในประเด็นต่างๆต่อไปนี้ในระดับใด?											
1. ระดับความจำเป็นในการพัฒนาคณะให้เป็นองค์กรที่มีขีดสมรรถนะสูง											
2. คณะควรกำหนดเป้าหมายที่เป็นลักษณะองค์กรที่มีขีดสมรรถนะสูงในประเด็นต่างๆต่อไปนี้ในระดับใด?											
(1) มีอัตลักษณ์เป็นของตนเอง											
(2) มีความสามารถเด่นชัดในการสร้างมาตรฐานและเครือข่ายการทำงานที่เป็นเลิศ											
(3) มีความพร้อมและขีดความสามารถที่จะสร้างผลผลิตที่มีคุณภาพและเป็นผลงานที่โดดเด่นเป็นที่ยอมรับในแวดวงเกษตรศาสตร์ ทั้งในระดับประเทศและระดับสากล											
(4) เป็นองค์กรที่ประสบความสำเร็จอย่างต่อเนื่อง											
(5) อื่นๆ โปรดระบุ											
3. ความเป็นไปได้ในการพัฒนาคณะให้เป็นองค์กรที่มีขีดสมรรถนะสูงตามข้อ 2											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
4. วิสัยทัศน์ที่ควรจะเป็นภายใต้เป้าหมายการพัฒนาคณะให้เป็นองค์กรที่มีขีดสมรรถนะสูง เลือกตอบข้อใดข้อหนึ่งระหว่างข้อ (1) ข้อ (2) และข้อ (3)											
(1) เป็นคณะแห่งคุณภาพที่เน้นการวิจัยควบคู่กับการถ่ายทอดความรู้บนพื้นฐานของการเป็นองค์กรแห่งการเรียนรู้ที่นำไปสู่การพัฒนาชุมชนและประเทศภายในปี พ.ศ. 2567											
หรือ (2) เป็นองค์กรสร้างปัญญาทางเกษตรศาสตร์สู่สังคม ระดับนำของประเทศ											
หรือ (3) เป็นคณะที่มีความมุ่งมั่นในการพัฒนาในประเด็นต่อไปนี้ (กรุณาตอบในแต่ละหัวข้อย่อยด้วย)											
(3.1) การผลิตบัณฑิตทางเกษตรศาสตร์ที่มีคุณภาพ มีความรู้ คุณธรรมและจริยธรรม มีจิตสำนึกเพื่อส่วนรวม เพื่อตอบสนองความต้องการของสังคมและมวลมนุษยชาติ แข่งขันได้ระดับสากล											
(3.2) การเป็นผู้นำในด้านการวิจัยเพื่อแสวงหาคำตอบความรู้ใหม่ที่เป็นประโยชน์ต่อการเรียนการสอนตอบสนองต่อความต้องการ ของชุมชนในภูมิภาค ประเทศ และสากล											
(3.3) การให้บริการวิชาการแก่หน่วยงานและบุคลากรองค์กรภาครัฐและเอกชนระดับชุมชนคนถึงระดับอุตสาหกรรม และ บุคลากรร่วมวิชาชีพ โดยประสานองค์ความรู้จากงานวิจัย ละ เทคโนโลยี											
(3.4) การทำนุบำรุงศิลปวัฒนธรรม สนับสนุนการพัฒนาภูมิปัญญาไทย สุขภาพวิถีไทย											
(3.5) การบริหารโดยใช้หลักธรรมาภิบาล เน้นความซื่อสัตย์ ยุติธรรม โปร่งใสตรวจสอบได้ บริหารทรัพยากรให้เกิดประโยชน์สูง ประหยัดสุด											
หรือ (4) อื่นๆ โปรดระบุ											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
5.ภายใต้วิสัยทัศน์ที่กำหนด คณะควรมีกำหนดพันธกิจต่อไปนี้ ในระดับใด?											
(1) การเสริมสร้างศักยภาพด้านงานวิจัยเพื่อเป็นศูนย์กลางการวิจัยทางเภสัชศาสตร์											
(2) การพัฒนาระบบการเรียนการสอนและการถ่ายทอดความรู้เพื่อเป็นศูนย์กลางการศึกษาทางเภสัชศาสตร์											
(3) การพัฒนาระบบเทคโนโลยีสารสนเทศทางเภสัชกรรมเพื่อเป็นศูนย์กลางเทคโนโลยีสารสนเทศ											
(4) การพัฒนาภูมิปัญญาชาวบ้านทางวิทยาศาสตร์สุขภาพเพื่อเป็นศูนย์กลางภูมิปัญญาท้องถิ่น											
(5) การพัฒนาการบริหารคณะ โดยใช้หลักธรรมาภิบาล											
6. ภายใต้พันธกิจที่กำหนด คณะควรถูกกำหนดยุทธศาสตร์เพื่อรองรับพันธกิจดังกล่าว อยู่ในระดับใด?											
(1) ยุทธศาสตร์การพัฒนาศักยภาพและเพิ่มขีดความสามารถของหน่วยงานเพื่อการสนับสนุนการทำงาน คณะ											
(2) ยุทธศาสตร์การเพิ่มขีดความสามารถและศักยภาพของบุคลากรให้เป็น องค์กรแห่งการเรียนรู้											
(3) ยุทธศาสตร์การพัฒนาระบบงานของหน่วยงานตามหลักการบริหารจัดการที่ดี											
(4) ยุทธศาสตร์การสร้างกลไกการมีส่วนร่วมจากภาคประชาชนเพื่อสนับสนุนการทำงานของคณะ											
(5) ยุทธศาสตร์การพัฒนาเครือข่ายและหุ้นส่วนการทำงานของคณะ											
(6) ยุทธศาสตร์การเสริมสร้างศักยภาพด้านการวิจัย											
7.ในการบริหารยุทธศาสตร์ ท่านคิดว่าควรใช้แนวทางการบริหารจัดการ โดยใช้หลักของรางวัลคุณภาพการบริหารจัดการภาครัฐ (Public Sector Management Quality Award PMQA) ในระดับใด?											
การพัฒนาคณะมีความจำเป็นต้องกำหนดอัตลักษณ์(Identity) หรือการกำหนด Brand name ของคณะ ในระดับใด?											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
9.ถ้ามีการกำหนดอัตลักษณ์ของคณะ ระดับความเป็นไปได้ของการกำหนดอัตลักษณ์ของคณะในประเด็นต่างๆต่อไปนี้ น่าอยู่ในระดับใด?											
(1) โดดเด่นทางด้านเทคโนโลยีเกษตรกรรมที่เน้น ไปทางด้านสมุนไพร											
(2) โดดเด่นทางด้านคุ้มครองผู้บริโภคด้านสุขภาพ											
(3) โดดเด่นทางด้านสารสนเทศศาสตร์ทางสุขภาพ											
(4) อื่นๆ โปรดระบุ											
ตอนที่ 2 หลักการพัฒนาคณะ											
ท่านมีความเห็นเกี่ยวกับหลักการพัฒนาในประเด็นต่างๆต่อไปนี้ในระดับใด?											
1. หลักการพัฒนาศักยภาพองค์กร											
(1) ให้ความสำคัญต่อสมรรถนะในการสร้างนวัตกรรมในระดับสูง											
(2) เน้นการสร้างวัฒนธรรมและอัตลักษณ์ขององค์กร											
(3) ให้ความสำคัญต่อความคิดเห็นของผู้เกี่ยวข้องภายในองค์กรทุกระดับ											
(4) ให้ความสำคัญต่อความคิดเห็นของผู้เกี่ยวข้องภายนอกองค์กรทุกระดับ											
(5) ให้ความสำคัญต่อการจัดการความรู้ภายในองค์กร											
(6) ให้ความสำคัญต่อการใช้ทรัพยากรแบบรวมศูนย์ให้ได้ประโยชน์สูงสุด											
(7) อื่นๆ โปรดระบุ											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
2. หลักการพัฒนาศักยภาพของระบบงาน											
(1) ชี้คแผนงานเชิงกลยุทธ์ภายใต้การสร้างเครือข่าย พันธมิตรและหุ้นส่วน											
(2) ให้ความสำคัญต่อความมั่นคงด้านการคลังและระบบงานต่างๆ											
(3) มีบรรยากาศการทำงานร่วม มีระบบเอื้อต่อการทำงานเป็นทีม											
(4) ให้ความสำคัญและพัฒนาศักยภาพในทุกระดับงาน ระดับบุคคล											
(5) การพัฒนางานโดยยึดหลักเกณฑ์และวิธีการบริหารจัดการบ้านเมืองที่ดี											
(6) การพัฒนางานโดยยึดหลักเกณฑ์การบริหารจัดการโดยใช้หลักของรางวัลคุณภาพ											
(7) การพัฒนางานโดยการกระจายอำนาจในการทำงาน											
3. หลักการพัฒนาศักยภาพของคน											
(1) ให้ความสำคัญต่อการพัฒนาทักษะการคิดระดับสูงและขีดสมรรถนะการทำงาน											
(2) มุ่งเน้นการสร้างภาวะผู้นำและใช้หลักการทำงานเป็นทีม											
(3) สร้างหลักนิยมการทำงานให้บุคลากรทุกระดับ มีความภาคภูมิใจในการทำงาน											
(4) สร้างระบบการประเมินสมรรถนะของบุคลากรอันเป็นที่ยอมรับ											
(5) สร้างระบบการพัฒนาผลงานของบุคลากร											
(6) สร้างระบบการประเมินโดยใช้ดัชนีบ่งชี้ของบุคลากร											
(7) อื่นๆ โปรดระบุ											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
ตอนที่ 3 การพัฒนาคณะ ไปเป็นองค์กรที่มีขีดสมรรถนะสูง ท่านมีความเห็นเกี่ยวกับการพัฒนาคณะไปเป็นองค์กรที่มีขีดสมรรถนะสูงในประเด็นต่างๆต่อไปนี้ในระดับใด?											
3.1 รูปแบบการพัฒนาคณะ											
(1) ให้ความสำคัญต่อการบริหารงานแบบรวมศูนย์ และประสานงานกับหน่วยงานภายในอย่างมีระบบ											
(2) ให้ความสำคัญต่อการมีส่วนร่วมในการตัดสินใจ รวมถึงการบริหารและการกำหนดนโยบาย											
(3) ให้ความสำคัญต่อการตั้งเป้าหมายของบุคลากรให้มีความสอดคล้องกับเป้าหมายของคณะ											
(4) ให้ความสำคัญต่อการทำระบบการศึกษาที่มีคุณภาพ โครงสร้างของคณะมีความยืดหยุ่น เป้าหมายชัดเจน สามารถปรับตัวกับการเปลี่ยนแปลงต่างๆ											
(5) ให้ความสำคัญต่อการเน้นการสร้างความสัมพันธ์กับชุมชน											
(6) อื่นๆ โปรดระบุ											
3.2 แนวทางและขั้นตอนการพัฒนาคณะ											
3.2.1 การพัฒนาศักยภาพองค์กร											
ก.การพัฒนาขีดสมรรถนะในการสร้างนวัตกรรมในระดับสูง											
(1) ปรับโครงสร้างองค์กรเพื่อรองรับการปฏิบัติตามพันธกิจ											
(2) เพิ่มขีดความสามารถในการแข่งขันด้านการอุดมศึกษา ส่งเสริมการผลิตเชิงรุกในทุกด้าน											
จัดระบบติดตามและประเมินผลที่สามารถวัดและเทียบเคียงกับคณะเภสัชศาสตร์อื่น											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
(4)พัฒนาคุณภาพ ความเป็นผู้นำทางวิชาการ/วิชาชีพ											
(5) สร้างความโปร่งใสในการทำงาน											
(6) เพิ่มความมีประสิทธิภาพในการทำงาน											
(7) สร้างองค์กรแห่งการเรียนรู้											
(8) สร้างองค์กรแห่งการวิจัย											
(9) แต่งตั้งคณะกรรมการที่รับผิดชอบเกี่ยวกับการพัฒนาองค์กร											
ข.การเน้นการสร้างวัฒนธรรมและอัตลักษณ์ขององค์กร											
(1) สร้างความเข้าใจและความร่วมมือผ่านการสื่อสารถึงเป้าหมายของการพัฒนาคณะ											
(2) คณะปรับกระบวนการทัศน์ วิธีการคิดของบุคลากรให้มีความเข้าใจเป้าหมายของคณะ											
(3) ร่วมกันกำหนดอัตลักษณ์ ค่านิยมร่วม วัฒนธรรมองค์กร											
(4) ผลิตผลงานที่เป็นอัตลักษณ์เฉพาะขององค์กร											
(5) สร้างองค์ความรู้ที่เป็นองค์ความรู้ของไทย											
(6) ส่งเสริมการพัฒนาศักยภาพในการแข่งขันเชิงรุกในทุกด้าน											
(7) มาตรฐาน และคุณภาพการจัดการศึกษา											
(8) สร้างการมีส่วนร่วมในการกำหนดวิสัยทัศน์ พันธกิจ และยุทธศาสตร์											
(9) อื่นๆ โปรดระบุ											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
ค. ให้ความสำคัญต่อความคิดเห็นของผู้เกี่ยวข้องทั้งภายในและภายนอกองค์กรทุกระดับ											
(1) เป้าหมายการทำงานเน้นความคิดเห็นของผู้เกี่ยวข้องเป็นสำคัญ											
(2) สร้างความพึงพอใจของผู้มีส่วนได้ส่วนเสียจากบริการที่ได้รับ											
(3) สร้างระบบกลไกในการรับฟังความคิดเห็นของผู้เกี่ยวข้อง											
(4) ทำประชาพิจารณ์เกี่ยวกับการพัฒนาองค์กร											
(5) ใช้ฉันทามติในการลำดับความสำคัญของการพัฒนาองค์กร											
(6) ให้ความสำคัญกับผู้เรียน โดยเน้นผู้เรียนเป็นศูนย์กลาง											
3.2.2 การพัฒนาศักยภาพงาน											
ก. ยึดแผนงานเชิงกลยุทธ์ภายใต้การสร้างเครือข่าย พันธมิตรและหุ้นส่วน											
(1) สร้างกลไกเชื่อมโยงความสัมพันธ์และความร่วมมือขององค์กรเครือข่าย/พันธมิตรรวมถึงการร่วมทุนและร่วมจัดการทั้งทางภาครัฐ/เอกชน											
(2) สร้างมาตรฐานการทำงาน/มาตรฐานคุณภาพผลงาน											
(3) สร้างระบบการเทียบเคียงผลการดำเนินงานกับคณะเภสัชศาสตร์อื่น											
(4) ดำเนินการตามแผนงานเชิงกลยุทธ์ มีแผนปฏิบัติการที่มีการประกันผลลัพธ์											
(5) จัดสรรงบประมาณตามแผนยุทธศาสตร์											
(6) สร้างตัวชี้วัดผลการดำเนินงาน ระบบการติดตามการทำงาน ระบบการกำกับตรวจสอบประเมินผล											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
(7) พัฒนาศิษย์เก่า/เครือข่าย/พันธมิตร ให้มีศักยภาพเพิ่มขึ้นตลอดเวลา											
(8) เพิ่มประสิทธิภาพการบริหาร โดยยึดหลักธรรมาภิบาล											
(9) เพิ่มประสิทธิภาพการบริหารด้วยยึดหลักเศรษฐกิจพอเพียง											
(10) เพิ่มประสิทธิภาพการบริหาร โดยยึดหลักการจัดการบริหารจัดการภาครัฐ											
(11) การให้ความสำคัญกับการสื่อสารภายในคณะ											
(12) สร้างระบบการรายงานผลงานและการประเมินผลงาน											
(13) อื่นๆ โปรดระบุ											
ข. ให้ความสำคัญต่อความมั่นคงด้านการคลังและระบบงานต่างๆ											
(1) สร้างระบบการเงิน การบัญชี การงบประมาณ ที่น่าเชื่อถือ											
(2) สร้างระบบสารสนเทศที่น่าเชื่อถือ											
(3) สร้างระบบการประกันคุณภาพการศึกษาในเชิงรุก											
(4) กำหนดมาตรฐานงานอย่างเป็นรูปธรรม											
(5) พัฒนางานโดยยึดหลักของการบริหารการเปลี่ยนแปลง											
(6) กำหนดแผนในการเพิ่มและปรับปรุงประสิทธิภาพงานอย่างต่อเนื่อง											
(7) แต่งตั้งคณะทำงานในการพัฒนาคณะ โดยยึดหลักการบริหารจัดการภาครัฐ											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
ค. มีบรรยากาศการทำงานร่วม มีระบบเอื้อต่อการทำงานเป็นทีม											
(1) กำหนดบทบาท หน้าที่ ความรับผิดชอบ ตามตำแหน่งของผู้ปฏิบัติงานทุกระดับ ทุกสายงาน											
(2) จัดการสถานที่และสิ่งแวดล้อมให้เอื้อต่อการทำงาน											
(3) จัดการการศึกษาที่เน้นหลักสูตรเชิงบูรณาการ ลักษณะเครือข่ายความร่วมมือ											
(4) ปรับปรุงกระบวนการทำงาน ปรับลดขั้นตอนการปฏิบัติงาน											
(5) สร้างการประสานงานระหว่างหน่วยงานภายในองค์กร											
(6) สร้างระบบการทำงานให้สามารถแข่งขันกับคณะเภสัชศาสตร์อื่นได้											
(7) สร้างระบบที่เอื้อในการทำงานทุกระดับ											
(8) ผสมผสานระบบงานและระบบคนเพื่อการทำงานเป็นทีม											
3.2.3 การพัฒนาศักยภาพคน											
ก. ให้ความสำคัญต่อการพัฒนาทักษะการคิดระดับสูงและขีดสมรรถนะการทำงาน											
(1) พัฒนาทักษะการคิดระดับสูงและขีดสมรรถนะการทำงานของบุคลากร โดยการพัฒนาไปพร้อมกับการทำงาน/การรณรงค์สร้างจิตสำนึก											
(2) สร้างทัศนคติในการทำงานที่ดีของบุคลากร											
(3) พัฒนาการสร้างการเรียนรู้ของบุคลากรอย่างต่อเนื่อง											
(4) ส่งเสริมการใช้เครื่องมือและเทคนิคต่างๆในการบริหาร											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
(5) ดำเนินการตั้งศูนย์กำกับ ตรวจสอบและประเมินผลการบริหารจัดการองค์กร											
(6) อื่นๆ โปรดระบุ											
ข. มุ่งเน้นการสร้างภาวะผู้นำและใช้หลักการทำงานเป็นทีม											
(1) พัฒนาการสร้างผู้นำ และเตรียมผู้นำที่มีประสิทธิภาพ											
(2) มีกิจกรรมกลุ่มย่อยด้านคุณภาพงาน (small group activities)											
(3) เสริมสร้างทักษะด้านบริหารจัดการให้กับผู้บริหารรวมถึงทักษะด้านอื่นๆ											
(4) พัฒนาคความรู้ และทักษะเกี่ยวกับการสื่อสาร การประชาสัมพันธ์ และการทำงานเป็นทีม											
(5) ร่วมมือในการทำงานภายใต้หลักการการบริหารการเปลี่ยนแปลง											
(6) อื่นๆ โปรดระบุ											
ค. สร้างหลักนิยการทำงานให้บุคลากรทุกระดับ มีความภาคภูมิใจในการทำงานและมีความรู้สึกรักเป็นเจ้าของคณะ											
(1) สร้างจิตสำนึก การร่วมคิด ร่วมทำ มีความรับผิดชอบต่อกัน											
(2) สร้างบุคลากรให้มีความเข้าใจ รู้ ตระหนักในวิสัยทัศน์ พันธกิจ รวมถึงเป้าหมายของคณะ											
(3) กำหนดมาตรฐานสูงใจที่เชื่อมโยงกับพฤติกรรมการทำงานที่สอดคล้องกับวัฒนธรรมองค์กร											
(4) สร้างบรรยากาศการทำงานร่วมกันเป็นทีมงานที่มีประสิทธิภาพ											
(5) สร้างความรู้ รัก สามัคคีในการทำงาน											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%				0%			
	10			5				0			
	10	9	8	7	6	5	4	3	2	1	0
(6) จัดระบบค่าตอบแทน/รางวัลพิเศษโดยผลงาน											
ตอนที่ 4 การบริหารจัดการคณะ ท่านมีความเห็นเกี่ยวกับการบริหารจัดการคณะในประเด็นต่างๆต่อไปนี้ในระดับใด?											
1.ในการบริหารจัดการคณะควรยึดหลักเกณฑ์และวิธีการบริหารจัดการบ้านเมืองที่ดี											
2.ในการบริหารจัดการคณะหากใช้หลักการของการบริหารจัดการภาครัฐ ท่านให้ความสำคัญอยู่ในระดับใด?											
(1)การนำองค์กร											
(2) การวางแผนกลยุทธ์											
(3) การให้ความสำคัญกับผู้มีส่วนได้ส่วนเสีย											
(4) การวัด การวิเคราะห์ และการจัดการความรู้											
(5) การมุ่งเน้นทรัพยากรบุคคล											
(6) การจัดการกระบวนการ											
(7) ผลลัพธ์ขององค์กร											
3.ในการพัฒนาคณะให้เป็นองค์กรที่มีขีดสมรรถนะสูง ควรให้ความสำคัญประเด็นต่อไปนี้ในระดับใด?											
3.1 องค์กร											
(1) โครงสร้างองค์กร											
(2) วัฒนธรรมองค์กร											

ประเด็นการพัฒนาคณะ	ระดับความคิดเห็น										
	100%			50%					0%		
	10			5					0		
	10	9	8	7	6	5	4	3	2	1	0
3.2 งาน											
(1)ระบบงาน											
(2) การบริหารจัดการ											
3.3 คน											
(1) สมรรถนะการทำงานของแต่ละบุคคล											
(2) ภาวะผู้นำ											
(3) การทำงานเป็นทีม											
(4) ความรู้ความสามารถของคน											

ส่วนที่ 2 สถานภาพผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่อง

1. เพศ

1.ชาย

2.หญิง

2. อายุ ปี.....เดือน

3. วุฒิการศึกษาสูงสุด

1.ปริญญาตรี

2. ปริญญาโท

3. ปริญญาเอกหรือสูงกว่า

4. ตำแหน่งในปัจจุบัน

1. อาจารย์ (สาย ก,สายวิชาการ)

2.เจ้าหน้าที่ (สาย ข –ค,สายบริหารและปฏิบัติงานทั่วไป)

5. ประสบการณ์ในการทำงาน..... ปี.....เดือน

6. ประสบการณ์ในด้านการบริหาร.....ปี.....เดือน

คณบดี,รองอธิการบดี

รองคณบดี, หัวหน้าภาค,ผู้ช่วยคณบดี

เลขานุการคณะ

หัวหน้างาน

APPENDIX B

RESULT AND STATISTIC PARAMETER FROM QUESIONAIRE OF

FACUTLY OF PHARMACY SILPAKORN MEMBERS

Section 1 Conceptual of organization development

Table 31 Comparative data of all of members, lecturers and staff in conceptual of organization development

All of members					Statement	lecturers					staff				
CV	semea	sd	mean	r		CV	semea	sd	mean	r	CV	semea	sd	mea	r
0.1629	0.17	1.37	8.42	-	Level of necessary in develop faculty of pharmacy to HPO	0.1424	0.19	1.23	8.67	-	0.1869	0.32	1.49	7.97	-
0.1346	0.15	1.17	8.69	1	Target of faculty - The readiness and capability to produce the quality, outstanding and accept in pharmacy profession products	0.1036	0.17	0.93	8.93	1	0.1714	0.29	1.42	8.29	1
0.1427	0.15	1.20	8.43	2	-Has own identity	0.1170	0.15	1.01	8.62	2	0.1851	0.31	1.50	8.11	4
0.1488	0.17	1.26	8.49	3	- Continuous success	0.1294	0.19	1.13	8.71	3	0.1734	0.30	1.41	8.14	2
0.1565	0.18	1.32	8.42	4	- Make standard and network of excellent working.	0.1383	0.21	1.19	8.61	4	0.1835	0.32	1.49	8.11	3
0.1779	0.17	1.23	6.89	-	Possibility to develop faculty of pharmacy to HPO	0.1587	0.19	1.10	6.95	-	0.2132	0.34	1.45	6.79	-
0.1154	0.28	0.92	7.97	1	Specification of vision of faculty of pharmacy the organization create wisdom of pharmacy to be leader social in country level	0.1228	0.45	0.97	7.92	1	0.1176	0.35	0.94	8.00	1
0.1429	0.26	1.14	8.00	2	- Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	0.1517	0.45	1.22	8.07	3	0.1397	0.31	1.11	7.95	2
0.1474 0.1224	0.18	1.10	9.00	3	-Faculty be engrossed in develop: - the quality of graduate that can competition	0.1269 0.0963				2	0.1820 0.1648				3
0.1374	0.19	1.14	8.27	3	-Reinforce performance of research to be the center of pharmacy research	0.1129	0.21	0.94	8.33		0.1831	0.37	1.50	8.19	3
0.1567	0.21	1.26	8.03	3	Develop pharmacy information technology system to be the center of pharmacy IT	0.1412	0.26	1.03	7.95	2.	0.1901	0.36	1.55	8.15	4

Table 31 (continue)

All of members					Statement	lecturers					staff				
CV	semea	sd	mean	r		CV	semea	sd	mea	r	CV	semea	sd	mea	r
0.1719	0.21	1.36	7.91	3	Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	0.1733	0.26	1.04	7.78	2	0.1764	0.35	1.43	8.12	
0.1486	0.20	1.28	8.61	3	administration of government by good governance	0.1107	0.21	1.06	8.90		0.1954	0.39	1.60	8.19	
0.1420	0.17	1.23	8.68	1	Mission of faculty of pharmacy -Develop administration of government by good governance	0.1348	0.20	1.24	8.74	4	0.1563	0.29	1.34	8.59	
0.1486	0.18	1.26	8.46	2	- Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	0.1077	0.17	1.11	8.95	1	0.1806	0.33	1.39	7.69	
0.1513	0.19	1.22	8.08	3	- Promote potential of research to be the center of research in pharmacy	0.1287	0.19	1.00	8.58	2	0.1920	0.33	1.39	7.26	
0.1555	0.19	1.22	7.84	4	- Develop system of information technology to be the center of IT in pharmacy	0.1292	0.19	1.09	8.15	3	0.2157	0.36	1.59	7.37	
0.1618	0.19	1.27	7.83	5	- Development folk wisdom in health science to be the center of folk wisdom in health science	0.1369	0.20	1.17	7.95	5	0.2081	0.37	1.59	7.66	
0.1197	0.14	1.06	8.88	1	Strategy of faculty of pharmacy - Increase capability and potential of faculty member to learning organization	0.0909	0.14	0.83	9.09	2	0.1712	0.29	1.49	8.54	
0.1219	0.14	1.06	8.66	2	- Develop potential and capability of working unit	0.0907	0.14	0.81	8.96	1	0.1536	0.25	1.26	8.18	
0.1267	0.14	1.11	8.72	3	- Develop system with good management	0.1147	0.16	1.02	8.88	4	0.1462	0.26	1.46	8.47	
0.1439	0.16	1.22	8.44	4	- Promote potential of research	0.1002	0.16	0.89	8.83	3	0.1901	0.30	1.46	7.86	
0.1509	0.17	1.21	8.01	5	- Develop networks and alliances	0.1382	0.20	1.13	8.17	5	0.1882	0.30	1.35	7.76	
0.1552	0.18	1.24	7.97	6	- Create mechanism to share working with people	0.1489	0.24	1.19	7.98	6	0.1700	0.28	1.24	7.94	

Table 31 (continue)

All of members					Statement	lecturers					staff				
CV	semea	sd	mean	r		CV	semea	sd	mean	r	CV	semea	sd	mean	r
0.1464	0.17	1.15	7.83	-	Strategy administration by Public Sector Management Quality Award	0.1017	0.15	0.84	8.24	-	0.2190	0.34	1.49	7.20	-
0.1330	0.16	1.09	8.17	-	Level of necessary to set identity or set brand name of faculty of pharmacy	0.1057	0.14	0.89	8.40	-	0.1949	0.35	1.58	7.80	-
0.1426	0.17	1.14	8.02	1	Identity of faculty of pharmacy - Outstanding in pharmaceutical technology emphasize on herb	0.1333	0.18	1.10	8.28	1	0.1756	0.33	1.52	7.59	1
0.1619	0.18	1.24	7.63	2	- Outstanding in health consumer protection	0.1353	0.17	1.03	7.62	2	0.2104	0.37	1.33	7.66	3
0.1685	0.18	1.29	7.63	3	- Outstanding in health information	0.1531	0.20	1.19	7.76	3	0.2000	0.35	1.61	7.43	2

Table 32 Comparative data of all of lecturers, administrator lecturers and lecturers in conceptual of organization development

all of lecturers					Statement	administrator lecturers					lecturers				
CV	semea	sd	mean	r		CV	semea	sd	mea	r	CV	semea	sd	mea	r
0.1424	0.19	1.23	8.67	-	Level of necessary in develop faculty of pharmacy to HPO	0.1464	0.28	1.24	8.48	-	0.1324	0.26	1.18	8.89	-
0.1036	0.17	0.93	8.93	1	Target of faculty - The readiness and capability to produce the quality, outstanding and accept in pharmacy profession products	0.1067	0.23	0.94	8.48	1	0.1012	0.24	0.92	9.11	1
0.1170	0.15	1.01	8.62	2	-Has own identity	0.1143	0.22	0.99	8.65	2	0.1197	0.22	1.03	8.59	3
0.1294	0.19	1.13	8.71	3	- Continuous success	0.1312	0.29	1.11	6.69	3	0.1209	0.25	1.08	8.96	4
0.1383	0.21	1.19	8.61	4	- Make standard and network of excellent working.	0.1467	0.33	1.22	8.33	4	0.1183	0.25	1.06	8.93	2
0.1587	0.19	1.10	6.95	-	Level of necessary in develop faculty of pharmacy to HPO	0.1749	0.26	1.17	8.10	-	0.1470	0.27	1.06	7.22	-
0.1228	0.45	0.97	7.92	1	Specification of vision of faculty of pharmacy the organization create wisdom of pharmacy to be leader social in country level	0.1385	0.64	1.13	9.05	2	0.1000	0.50	0.75	7.50	1
<u>0.1269</u>				2	-Faculty be engrossed in develop: - the quality of graduate that can competition	<u>0.1224</u>					<u>0.1299</u>				1
0.0963	0.20	0.89	9.27			0.1102	0.38	1.00	8.21	.1	0.0787	0.19	0.74	9.45	
0.1129	0.21	0.94	8.33	.3	-Reinforce performance of research to be the center of pharmacy research	0.1194	0.36	0.98	8.77	.3	0.1082	0.24	0.91	8.43	3
0.1412	0.26	1.1	7.95	.4	Develop pharmacy information technology system to be the center of pharmacy information technology	0.1297	0.39	1.03	7.95	.4	0.1517	0.34	1.21	7.95	4
0.1733	0.26	1.35	7.78	.5	Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	0.1328	0.30	1.04	7.84	.5	0.2081	0.43	1.61	7.71	5
0.1107	0.21	0.99	8.90	-	administration of government by good governance	0.1197	0.34	1.06	8.84	.2	0.1028	0.25	0.92	8.95	2

Table 32 (continued)

all of lecturers					Statement	administrator lecturers					lecturers				
CV	seme	sd	mean	r		CV	semea	sd	mean	r	CV	semea	sd	mean	r
0.1517	0.45	1.22	8.07	3	- Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	0.1630	0.58	1.32	8.13	3	0.1250	0.71	1.00	8.00	2
0.1077	0.17	0.96	8.95	1	Mission of faculty of pharmacy -Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	0.1282	0.27	1.11	8.67	2	0.0849	0.18	0.79	9.27	1
0.1287	0.19	1.10	8.58	2	-Promote potential of research to be the center of research in pharmacy	0.1159	0.27	1.00	8.66	1	0.1403	0.28	1.19	8.50	5
0.1292	0.19	1.05	8.15	3	-Develop system of information technology to be the center of IT in pharmacy	0.1385	0.28	1.09	7.90	3	0.1180	0.24	0.99	8.42	3
0.1348	0.20	1.18	8.74	4	-Develop administration of government by good governance	0.1458	0.31	1.24	8.54	4	0.1175	0.26	1.05	8.96	2
0.1369	0.20	1.09	7.95	5	-Development folk wisdom in health science to be the center of folk wisdom in health science	0.1515	0.31	1.17	7.72	5	0.1322	0.25	1.08	8.19	4
0.0907	0.14	0.81	8.96	1	Strategy of faculty of pharmacy - Increase capability and potential of faculty member to learning organization	0.0690	0.16	0.62	9.00	1	0.1141	0.23	1.02	8.92	2
0.0909	0.14	0.83	9.09	2	- Develop potential and capability of unit	0.0755	0.16	0.68	9.07	2	0.1081	0.23	0.99	9.12	1
0.1002	0.16	0.89	8.83	3	- Develop system with good management	0.0864	0.20	0.76	8.80	3	0.1185	0.27	1.05	8.87	3
0.1147	0.16	1.02	8.88	4	- Promote potential of research	0.0984	0.20	0.88	8.97	4	0.1333	0.27	1.17	8.76	4
0.1382	0.20	1.13	8.17	5	- Develop networks and alliances	0.1239	0.26	1.02	8.28	5	0.1516	0.32	1.22	8.04	5
0.1489	0.24	1.19	7.98	6	- Create to share working with people	0.1378	0.34	1.11	8.03	6	0.1636	0.32	1.30	7.92	6

Table 32 (continued)

all of lecturers					Statement	administrator lecturers					lecturers				
CV	semea	sd	mean	r		CV	semea	sd	mean	r	CV	semea	sd	mean	r
0.1017	0.15	0.84	8.24	-	Strategy administration by Public Sector Management Quality Award	0.0886	0.19	0.73	8.24	-	0.1165	0.23	0.96	8.23	-
0.1057	0.14	0.89	8.40	-	Level of necessary to set identity or set brand name of faculty of pharmacy	0.1117	0.21	0.95	8.52	-	0.0916	0.20	0.76	8.27	-
0.1333	0.18	1.10	8.28	<i>1</i>	Identity of faculty of pharmacy - Outstanding in pharmaceutical technology emphasize on herb	0.1139	0.23	0.96	8.39	<i>1</i>	0.1552	0.29	1.26	8.15	<i>2</i>
0.1353	0.17	1.03	7.62	<i>2</i>	- Outstanding in health consumer protection	0.1293	0.22	0.98	7.55	<i>2</i>	0.1417	0.27	1.09	7.70	<i>1</i>
0.1531	0.20	1.19	7.76	<i>3</i>	- Outstanding in health information	0.1293	0.24	0.98	7.55	<i>3</i>	0.1759	0.33	1.41	8.00	<i>3</i>

Table 33 Comparative data of all of staff, staff administrator and supporting staff in conceptual of organization development

All of staff					Statement	staff administrator					supporting staff				
CV	se	sd	mean	r		CV	se	sd	mean	r	CV	semea	sd	mea	r
0.1869	0.32	1.49	7.97	-	Level of necessary to develop faculty of pharmacy to HPO	0.2319	0.87	1.78	7.67	-	0.1824		1.47	8.08	-
0.1714	0.29	1.42	8.29	1	Target of faculty - The readiness and capability to produce the quality, outstanding products	0.1270	0.52	1.14	9.00	1	0.1786	0.37	1.45	8.11	2
0.1734	0.30	1.41	8.14	2	- Continuous success	0.1270	0.52	1.14	9.00	2	0.1814	0.35	1.44	7.93	3
0.1835	0.32	1.49	8.11	3	- Make standard and network of working	0.1905	0.63	1.63	8.57	3	0.1852	0.34	1.48	8.00	4
0.1851	0.31	1.50	8.11	4	-Has own identity	0.2048	0.72	1.76	8.57	4	0.1706	0.34	1.35	7.93	1
0.2132	0.34	1.45	6.79	-	Possibility to develop faculty to HPO	0.3889	0.99	2.33	6.00	-	0.1821	0.34	1.26	6.92	-
0.1176	0.35	0.94	8.00	1	Specification of vision of faculty of pharmacy the organization create wisdom of pharmacy to be leader social in country level	0.0588	0.33	0.50	8.50	1	0.1390	0.42	1.10	7.93	2
0.1397	0.31	1.11	7.95	2	- Quality organization emphasize on research with transfer knowledge on learning organization todevelop social and country within 2024	0.0588	0.88	0.50	8.50	1	0.1389	0.34	1.11	8.00	1
<u>0.1820</u>				1	-Faculty be engrossed in develop: - the quality of graduate that can competition	<u>0.1224</u>				3	<u>0.1812</u>				1
0.1648	0.32	1.42	8.59			0.1636	0.68	1.44	8.80	.3	0.1659	0.36	1.41	8.48	
0.1831	0.37	1.50	8.19	.2	-Reinforce performance of research to be the center of pharmacy research	0.1333	0.65	1.20	9.00	.1	0.1823	0.42	1.44	7.90	3
0.1901	0.36	1.55	8.15	.4	Develop pharmacy information technology system to be the center of pharmacy IT	0.1391	0.68	1.28	9.20	.2	0.1924	0.42	1.52	7.90	5
0.1764	0.35	1.43	8.12	2	Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	0.1636	0.72	1.44	8.80	.3	0.1750	0.41	1.40	8.00	2
0.1954	0.39	1.60	8.19	5	Administration by good governance	0.1953	0.75	1.68	8.60	.5	0.1905	0.45	1.52	8.00	4

Table 33 (continues)

All of staff					Statement	staff administrator					supporting staff				
CV	sem ean	sd	me an	r		CV	sem ean	sd	me an	r	CV	sem ean	sd	me a	r
0.1563	0.29	1.34	8.59	1	Mission of faculty of pharmacy -Develop administration of government by good governance	0.0879	0.46	0.82	9.29	1	0.1636	0.35	1.38	8.46	1
0.1806	0.33	1.39	7.69	2	-Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	0.0952	0.45	0.86	9.00	3	0.1891	0.39	1.39	7.37	2
0.2157	0.36	1.59	7.37	5	-Develop system of information technology to be the center of IT in pharmacy	0.1071	0.51	0.86	8.00	4	0.2405	0.44	1.74	7.22	5
0.1920	0.33	1.39	7.26	3	-Promote potential of research to be the center of research in pharmacy	0.0952	0.48	0.78	8.14	2	0.2057	0.40	1.46	7.08	3
0.2081	0.37	1.59	7.66	4	Development folk wisdom in health science to be the center of folk wisdom in health science	0.1259	0.49	1.06	8.43	5	0.2358	0.45	1.76	7.48	4
0.1462	0.26	1.46	8.47	1	Strategy of faculty of pharmacy Develop system with good management	0.0952	0.53	0.86	9.00	2	0.1481	0.29	1.23	8.33	2
0.136	0.25	1.26	8.18	2	- Develop potential and capability of unit	0.1198	0.55	1.06	8.86	3	0.1481	0.28	1.19	8.00	1
0.1700	0.28	1.24	7.94	3	- Create to share working with people	0.1786	0.46	1.43	8.00	6	0.1673	0.31	1.33	7.92	3
0.1712	0.29	1.49	8.54	4	- Increase capability and potential of faculty member to learning organization	0.1339	0.53	1.22	9.14	5	0.1778	0.33	1.48	8.33	4
0.1882	0.30	1.35	7.76	5	Develop networks and alliances	0.1238	0.53	1.06	8.57	4	0.2033	0.35	1.53	7.54	6
0.1901	0.30	1.46	7.86	6	Promote potential of research	0.0922	0.46	0.82	8.86	1	0.1992	0.34	1.50	7.52	5
0.2190	0.34	1.49	7.20	-	Strategy administration by Public Sector Management Quality Award	0.2297	0.76	1.67	7.29	-	0.2105	0.39	1.53	7.26	-

Table 33 (continues)

All of staff					Statement	staff administrator					supporting staff				
CV	sem ean	sd	me an	r		CV	sem ean	sd	me an	r	CV	sem ean	sd	me an	r
0.1949	0.35	1.58	7.80	-	Level of necessary to set identity or set brand name of faculty	0.0952	0.40	0.86	9.00	-	0.2148	0.41	1.59	7.41	-
					Identity of faculty of pharmacy										
0.1756	0.33	1.52	7.59	1	- Outstanding in pharmaceutical technology emphasize on herb	0.1351	0.58	1.06	7.86	3	0.1829	0.40	1.36	7.42	1
0.2000	0.35	1.61	7.43	2	- Outstanding in health information	0.0602	0.32	0.49	8.14	1	7.15	0.43	1.62	0.22 72	2
0.2104	0.37	1.33	7.66	3	Outstanding in health consumer protection	0.1259	0.46	1.06	8.43	2	0.2356	0.45	1.74	7.37	3

Table 34 Comparative data of all of non-administrator, non-administrator lecturers, and supporting staff in organization development

all of non-administrator					Statement	non-administrator lecturers					supporting staff				
CV	semea	sd	mean	r		CV	sd	semea	mea	r	CV	sd	semea	mea	r
0.1656	0.22	1.41	8.49	-	Level of necessary in develop faculty of pharmacy to HPO	0.1324	1.18	0.26	8.89	-	0.1824	1.47	0.34	8.08	-
0.1460	0.21	1.21	8.26	1	Target of faculty2 -Has own identity	0.1197	1.03	0.22	8.59	3	0.1706	1.35	0.34	7.93	1
0.1515	0.22	1.30	8.61	2	- The readiness and capability to produce the quality, outstanding products	0.1012	0.92	0.24	9.11	1	0.1786	1.45	0.34	8.11	2
0.1580	0.23	1.34	8.46	3	- Make standard and network of working	0.1183	1.06	0.25	8.93	2	0.1852	1.48	0.37	8.00	4
0.1603	0.23	1.35	8.44	4	- Continuous success	0.1209	1.08	0.25	8.96	4	0.1814	1.44	0.35	7.93	3
0.1622	0.22	1.15	7.08	-	Possibility to develop faculty of pharmacy to HPO	0.1470	1.06	0.27	7.22	-	0.1821	1.26	0.34	6.92	-
0.1300	0.37	1.02	7.83	1	Specification of vision of faculty of pharmacy the organization create wisdom of pharmacy to be leader social in country level	0.1000	0.75	0.50	7.50	1	0.1390	1.10	0.42	7.93	2
0.1364	0.32	1.09	8.00	2	- Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	0.1250	1.00	0.71	8.00	2	0.1389	1.11	0.34	8.00	1
<u>0.1582</u> 0.1278	0.22	1.15	8.98	. 1	--Faculty be engrossed in develop: - the quality of graduate that can competition	<u>0.1299</u> 0.0787				3 .1	<u>0.1812</u> 0.1659				. 2
0.1389	0.25	1.14	8.17	2	Reinforce performance of research to be the center of pharmacy research	0.1082	0.91	0.24	8.43	.3	0.1823	1.44	0.42	7.90	3
0.1717	0.27	1.36	7.93	4	Develop pharmacy information technology system to be the center of pharmacy IT	0.1517	1.21	0.34	7.95	.4	0.1924	1.52	0.42	7.90	5
0.1948	0.30	1.53	7.85	5	Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	0.2081	1.61	0.43	7.71	.5	0.1750	1.40	0.41	8.00	3

Table 34 (continues)

all of non-administrator					Statement	non-administrator lecturers					supporting staff				
CV	sem ean	sd	me an	r		CV	sem ean	sd	me an	r	CV	sem ean	sd	mean	r
0.1576	0.27	1.34	8.48	.3	administration of goverment by good governance	0.1028	0.92	0.25	8.95	.2	0.1905	1.52	0.45	8.00	4
0.1454	0.22	1.27	8.71	1	Mission of faculty of pharmacy -Develop administration of goverment by good governance	0.1175	1.05	0.26	8.96	2	0.1636	1.38	0.35	8.46	1
0.1643	0.26	1.36	8.30	2	--Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	0.0849	0.79	0.18	9.27	1	0.1891	1.39	0.39	7.37	2
0.1738	0.27	1.36	7.81	3	--Develop system of information technology to be the center of IT in pharmacy	0.1180	0.99	0.24	8.42	3	0.2405	1.74	0.44	7.22	5
0.1738	0.27	1.35	7.79	3	- Promote potential of research to be the center of research in pharmacy	0.1403	1.19	0.28	8.50	5	0.2057	1.46	0.40	7.08	3
0.1772	0.27	1.39	7.83	5	- Development folk wisdom in health science to be the center of folk wisdom in health science	0.1322	1.08	0.25	8.19	4	0.2358	1.76	0.45	7.48	4
0.1438	0.20	1.23	8.54	1	Strategy of faculty of pharmacy Develop system with good management	0.1333	1.17	0.27	8.76	4	0.1481	1.23	0.29	8.33	1
0.1439	0.26	1.22	8.45	2	-- Develop potential and capability of unit	0.1141	1.02	0.23	8.92	2	0.1481	1.19	0.28	8.00	1
0.1467	0.22	1.28	8.71	3	- Increase capability and potential of faculty member to learning organization	0.1081	0.99	0.23	9.12	1	0.1778	1.48	0.33	8.33	4
0.1655	0.23	1.31	7.92	4	- Create to share working with people	0.1636	0.32	1.30	7.92	6	0.1673	1.33	0.31	7.92	3
0.1744	0.24	1.42	8.14	5	- Promote potential of research	0.1185	0.27	1.05	8.87	3	0.1992	1.50	0.34	7.52	5

Table 34 (continues)

all of non-administrator					Statement	non-administrator lecturers					supporting staff				
CV	sem ean	sd	me an	r		CV	sem ean	sd	me an	r	CV	sem ean	sd	mean	r
0.1779	0.24	1.38	7.78	6	- Develop networks and alliances	0.1516	0.32	1.22	8.04	5	0.2033	1.53	0.35	7.54	6
0.1681	0.24	1.30	7.74	-	Strategy administration by Public Sector Management Quality Award	0.1165	0.23	0.96	8.23	-	0.2105	1.53	0.39	7.26	-
0.1468	0.24	1.15	7.83	-	Level of necessary to set identity or set brand name of faculty	0.0916	0.20	0.76	8.27	-	0.2148	1.59	0.41	7.41	-
0.1678	0.25	1.31	7.79	1	Identity of faculty of pharmacy - Outstanding in pharmaceutical technology emphasize on herb	0.1552	0.29	1.26	8.15	2	0.1829	1.36	0.40	7.42	1
0.1885	0.27	1.42	7.54	2	- Outstanding in health consumer protection	0.1417	0.27	1.09	7.70	1	0.2356	1.74	0.45	7.37	3
0.2064	0.28	1.56	7.57	3	Outstanding in health information	0.1759	0.33	1.41	8.00	3	0.2272	1.62	0.43	7.15	2

Table 35 Comparative data of all of administrator, administrator lecturers, and administrator staff in organization development

all of administrator					Statement	administrator lecturers					administrator staff				
CV	se	sd	mean	r		CV	semea	sd	mea	r	CV	semea	sd	mea	r
0.1574	0.28	1.31	8.35	-	Level of necessary in develop faculty of pharmacy to HPO	0.1464	0.28	1.24	8.48	-	0.2319	0.87	1.78	7.67	-
0.1111	0.21	0.98	8.82	1	Target of faculty - The readiness and capability to produce the quality, outstanding products	0.1067	0.23	0.94	8.48	1	0.1270	0.52	1.14	9.00	1
0.1303	0.24	1.12	8.63	2	- Has own identity	0.1143	0.22	0.99	8.65	2	0.2048	0.72	1.76	8.57	4
0.1340	0.26	1.15	8.58	3	- Continuous success	0.1312	0.29	1.11	6.69	3	0.1270	0.52	1.14	9.00	2
0.1561	0.29	1.31	8.38	4	- Make standard and network of working	0.1467	0.33	1.22	8.33	4	0.1905	0.63	1.63	8.57	3
0.2050	0.28	1.35	6.57	-	Possibility to develop faculty of pharmacy to HPO	0.1749	0.26	1.17	8.10	-	0.3889	0.99	2.33	6.00	-
0.1220	0.51	1.00	8.20	1	Specification of vision of faculty of pharmacy the organization create wisdom of pharmacy to be leader social in country level	0.1385	0.64	1.13	9.05	2	0.0588	0.33	0.50	8.50	1
0.1358	0.33	1.08	9.00	2	Faculty be engrossed in develop: - the quality of graduate that can competition	0.1244	0.38	1.00	8.21	1	0.1224	0.68	1.44	8.80	3
0.1204				1		0.1102				1	0.1636				
0.1343	0.32	1.13	8.38	3	Reinforce performance of research to be the center of pharmacy research	0.1194	0.36	0.98	8.77	.3	0.1333	0.65	1.20	9.00	2
0.1472	0.36	1.21	8.21	5	Develop pharmacy information technology system to be the center of pharmacy IT	0.1297	0.39	1.03	7.95	.4	0.1391	0.68	1.28	9.20	3
0.1412	0.29	1.14	8.04	4	Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	0.1328	0.30	1.04	7.84	.5	0.1636	0.72	1.44	8.80	3
0.1359	0.32	1.19	8.79	3	administration of government by good governance	0.1197	0.34	1.06	8.84	.3	0.1953	0.75	1.68	8.60	5
0.1463	0.49	1.19	8.17	3	Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	0.1630	0.58	1.32	8.13	3	0.0588	0.88	0.50	8.50	1

Table 35 (continues)

all of administrator					Statement	administrator lecturers					administrator staff				
CV	se	sd	mean	r		CV	semea	sd	mean	r	CV	semea	sd	mean	r
0.1190	0.23	1.02	8.56	1	Mission of faculty of pharmacy - Promote potential of research to be the center of research in pharmacy	0.1159	0.27	1.00	8.66	1	0.0952	0.48	0.78	8.14	2
0.1235	0.23	1.08	8.73	2	- Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	0.1282	0.27	1.11	8.67	2	0.0952	0.45	0.86	9.00	3
0.1333	0.25	1.06	7.92	3	- Develop system of information technology to be the center of IT in pharmacy	0.1385	0.28	1.09	7.90	3	0.1071	0.51	0.86	8.00	4
0.1376	0.26	1.20	8.69	4	-Develop administration of government by good governance	0.1458	0.31	1.24	8.54	4	0.0879	0.46	0.82	9.29	1
0.1437	0.27	1.13	7.86	5	- Development folk wisdom in health science to be the center of folk wisdom in health science	0.1515	0.31	1.17	7.72	5	0.1259	0.49	1.06	8.43	5
0.0788	0.16	0.71	8.97	1	Strategy of faculty of pharmacy - Develop potential and capability of unit	0.0690	0.16	0.62	9.00	1	0.1198	0.55	1.06	8.86	3
0.0875	0.17	0.79	9.08	2	- Increase capability and potential of faculty member to learning organization	0.0755	0.16	0.68	9.07	2	0.1339	0.53	1.22	9.14	5
0.0877	0.18	0.77	8.81	3	- Promote potential of research	0.0864	0.20	0.76	8.80	3	0.0922	0.46	0.82	8.86	1
0.0980	0.19	0.88	8.97	4	Develop system with good management	0.0984	0.20	0.88	8.97	4	0.0952	0.53	0.86	9.00	2
0.1244	0.23	1.04	8.33	5	Develop networks and alliances	0.1239	0.26	1.02	8.28	5	0.1238	0.53	1.06	8.57	4
0.1454	0.31	1.17	8.03	6	Create to share working with people	0.1378	0.34	1.11	8.03	6	0.1786	0.72	1.43	8.00	6
0.1057	0.22	0.85	8.06	-	Strategy administration by PMQA	0.0886	0.19	0.73	8.24	-	0.2297	0.76	1.67	7.29	-

Table 35 (continues)

all of administrator					Statement	administrator lecturers					administrator staff				
CV	se me an	sd	me an	r		CV	sem ean	sd	me an	r	CV	sem ean	sd	mean	r
0.1119	0.19	0.96	8.61	-	Level of necessary to set identity or set brand name of faculty	0.1117	0.21	0.95	8.52	-	0.0952	0.40	0.86	9.00	-
0.1183	0.21	0.91	7.66	<i>1</i>	Identity of faculty of pharmacy - Outstanding in health information	0.1293	0.24	0.98	7.55	<i>3</i>	0.0602	0.32	0.49	8.14	<i>1</i>
0.1193	0.22	0.99	8.29	<i>2</i>	- Outstanding in pharmaceutical technology emphasize on herb	0.1139	0.23	0.96	8.39	<i>1</i>	0.1351	0.58	1.06	7.86	<i>3</i>
0.1274	0.21	0.98	7.71	<i>3</i>	-Outstanding in health consumer protection	0.1293	0.22	0.98	7.55	<i>2</i>	0.1259	0.46	1.06	8.43	<i>2</i>

Table 36 Conclusion of conceptual in faculty of pharmacy development to HPO

Measure parameter: rank

Statement	All of members	lecturers			staff		
		All	admin	nonadmi n	All	admin	Suppo rting
Level of necessary in develop faculty of pharmacy to HPO *	-	-	-	-	-	-	-
Target of faculty							
- The readiness and capability to produce the quality, outstanding products	1	1	1	1	1	1	2
- Has own identity	2	2	2	3	4	4	1
- Continuous success	3	3	3	4	2	1	3
- Make standard and network of working	4	4	4	2	3	3	4
Possibility to develop faculty of pharmacy to HPO *		-	-	-	-	-	-
Specification of vision of faculty of pharmacy the organization create wisdom of pharmacy to be leader social in country level	1	1	2	1	1	1	2
Quality organization emphasize on research go together with transfer knowledge on the basis of learning organization bring about to develop social and country within 2024	2	3	3	2	2	1	1
Faculty be engrossed in develop:	3	2	1	3	3	3	3
- the quality of graduate that can competition	[1]	[3]	[1]	[1]	[1]	[3]	[1]
Reinforce performance of research to be the center of pharmacy research	[2]	[2]	[3]	[3]	[3]	[1]	[3]
Develop pharmacy information technology system to be the center of pharmacy IT	[4]	[4]	[4]	[4]	[4]	[2]	[5]
Develop Thai folk wisdom to be the center of Thai folk wisdom in health science	[5]	[2]	[5]	[5]	[2]	[3]	[2]
administration of government by good governance	[3]	[5]	[2]	[2]	[5]	[5]	[4]

Table 36 (continues)

Statement	All of members	Measure parameter: rank					
		lecturers			staff		
		All	admin	nonadmi n	All	admin	Suppo rting
Mission of faculty of pharmacy	1	4	4	2	1	1	1
-Develop administration of government by good governance	2	1	2	1	2	2	2
- Develop system of education and teaching and pass on knowledge to be the center of pharmacy education	3	2	1	5	3	2	3
- Promote potential of research to be the center of research in pharmacy	4	3	3	3	5	4	5
- Develop system of information technology to be the center of IT in pharmacy	5	5	5	4	4	5	4
- Development folk wisdom in health science to be the center of folk wisdom in health science							
Strategy of faculty of pharmacy	1	2	2	1	4	5	4
- Increase capability and potential of faculty member to learning organization	2	1	1	2	2	3	1
- Develop potential and capability of unit	3	4	4	4	1	2	1
-Develop system with good management	4	3	3	3	6	1	5
-- Promote potential of research	5	5	5	5	5	4	6
- Develop networks and alliances	6	6	6	6	3	6	3
Create to share working with people							
Strategy administration by Public Sector Management Quality Award	-	-	-	-	-	-	-
Level of necessary to set identity or set brand name of faculty *	-	-	-	-	-	-	-
Identity of faculty of pharmacy	1	1	1	2	1	3	1
- Outstanding in pharmaceutical technology emphasize on herb	2	2	2	1	3	2	3
- Outstanding in health consumer protection	3	3	2	3	2	1	2
- Outstanding in health information							

Table 37 Comparative data all of lectures and all of staff in concept of organization development

All of members					Statements	All of lecturers					All of staff				
CV	Se	sd	m	r		CV	Se	sd	m	r	CV	Se	sd	me	r
0.1363	0.17	1.10	8.03	1	Principle of potential organization development - create high level of innovation	0.1258	0.17	1.05	8.35	4	0.1877	0.33	1.41	7.51	1
0.1412	0.18	1.21	8.56	2	- Give precedence to internal personnel opinions	0.1165	0.15	1.02	8.74	2	0.1910	0.37	1.58	8.26	2
0.1497	0.18	1.22	8.15	3	- create culture and organization identity	0.1282	0.17	1.07	8.34	5	0.2034	0.37	1.59	7.82	3
0.1563	0.19	1.31	8.41	4	- Give precedence to share central resource	0.1246	0.17	1.07	8.60	3	0.2146	0.40	1.74	8.09	4
0.1612	0.19	1.23	7.61	5	- Give precedence to external personnel opinions	0.1094	0.15	0.87	7.91	1	0.2547	0.42	1.81	7.11	6
0.1684	0.19	1.39	8.26	6	- Give precedence to knowledge management	0.1403	0.19	1.20	8.55	6	0.2242	0.40	1.74	7.77	5
0.1354	0.17	1.14	8.40	1	Principle of potential system development - Develop system by empowerment in working	0.1061	0.91	0.14	8.57	3	0.1939	0.37	1.57	8.12	1
0.1455	0.17	1.16	7.98	2	- Develop system by PMQA 's principles	0.1044	0.85	0.15	8.13	2	0.2336	0.38	1.81	7.74	6
0.1499	0.20	1.32	8.83	3	- Have shared working and team working	0.0928	0.14	0.86	9.22	1	0.2488	0.44	2.03	8.17	7
0.1525	0.17	1.25	8.20	4	- Give precedence to finance stable systems	0.1302	0.18	1.10	8.48	6	0.1973	0.33	1.52	7.70	2
0.1534	0.19	1.20	7.81	5	- Networks/alliances/partnerships	0.1223	0.18	1.01	8.25	4	0.2033	0.35	1.44	7.09	3
0.1603	0.19	1.32	8.25	6	- Develop key performance index in working	0.1277	0.17	1.07	8.40	5	0.2279	0.40	1.82	8.00	5
0.1689	0.20	1.42	8.41	7	- Process with regulation and good governance	0.1511	0.23	1.28	8.47	7	0.2042	0.35	1.70	8.31	4
0.1311	0.19	1.16	8.88	1	Principle of potential people development - Create principal of working and prouing	0.0837	0.78	0.13	9.26	3	0.2238	0.41	1.85	8.26	5
0.1334	0.19	1.16	8.72	2	- Create leadership and team working	0.0774	0.71	0.13	9.16	1	0.2143	0.41	1.71	8.00	4
0.1349	0.17	1.16	8.60	3	- Skill of thinking and capacity of working	0.0819	0.74	0.13	9.00	2	0.1969	0.35	1.56	7.94	1
0.1364	0.18	1.20	8.76	4	- Create system of develop outcomes	0.0883	0.81	0.14	9.18	4	0.2082	0.39	1.68	8.09	3
0.1543	0.19	1.31	8.50	5	- Evaluation capacity of staff	0.1133	0.99	0.16	8.74	5	0.2241	0.40	1.82	8.11	6
0.1576	0.19	1.28	8.16	6	- Evaluation by key performance index	0.1365	1.14	0.19	8.35	6	0.2016	1.58	0.38	7.86	2

Table 38 Comparative data all of lectures, administrative lecturers and nonadministrative lectures in concept of organization development

all of lectures					Statements	administrative lecturers					nonadmin lectures				
CV	Se _{mean}	sd	mea	r		CV	Seme	sd	mean	R	CV	Seme	sd	mean	r
0.1094	0.15	0.87	7.91	1	Principle of potential organization development - Give precedence to external personnel opinions	0.1048	0.20	0.83	7.90	1	0.1146	0.23	0.91	7.93	3
0.1165	0.15	1.02	8.74	2	- Give precedence to internal personnel opinions	0.1051	0.20	0.93	8.87	2	0.1268	0.24	1.09	8.59	5
0.1246	0.17	1.07	8.60	3	- Give precedence to share central resource	0.1414	0.26	1.19	8.42	5	0.1074	0.21	0.95	8.81	1
0.1258	0.17	1.05	8.35	4	- create high level of innovation	0.1307	0.26	1.09	8.33	3	0.1209	0.23	1.01	8.37	4
0.1282	0.17	1.07	8.34	5	-create culture and organization identity	0.1244	0.25	1.07	8.58	4	0.1138	0.22	0.92	8.07	2
0.1403	0.19	1.20	8.55	6	- Give precedence to knowledge management	0.1478	0.28	1.26	8.55	6	0.1318	0.26	1.13	8.56	6
0.0928	0.14	0.86	9.22	1	Principle of potential system development - Have shared working and team working	0.0838	0.17	0.78	9.29	1	0.1035	0.23	0.95	9.15	2
0.1044	0.15	0.85	8.13	2	- Develop system by PMQA 's principles	0.1107	0.93	0.20	8.38	3	0.1020	0.21	0.80	7.85	1
0.1061	0.14	0.91	8.57	3	- Develop system by empowerment in working	0.0980	0.85	0.18	8.71	2	0.1119	0.22	0.94	8.41	4
0.1223	0.18	1.01	8.25	4	-Networks/alliances/partnerships	0.1268	0.24	1.08	8.52	5	0.1063	0.25	0.84	7.92	3
0.1277	0.17	1.07	8.40	5	- Develop key performance index in working	0.1268	0.23	1.07	8.42	5	0.1288	0.26	1.08	8.37	6
0.1302	0.18	1.10	8.48	6	Give precedence to finance stable systems	0.1117	0.25	0.98	8.77	4	0.1165	0.25	0.95	8.15	5
0.1511	0.23	1.28	8.47	7	- Process with regulation and good governance	0.1130	0.23	1.01	8.97	7	0.1628	0.40	1.28	7.89	7
0.0774	0.13	0.71	9.16	1	Principle of potential people development - Create leadership and team working	0.0703	0.65	0.14	9.30	3	0.0854	0.22	0.74	9.00	2
0.0819	0.13	0.74	9.00	2	- Skill of thinking and capacity of working	0.0676	0.63	0.13	9.37	1	0.0823	0.22	0.90	8.59	1
0.0837	0.13	0.78	9.26	3	- Create principal of working and prouiding	0.0810	0.76	0.16	9.33	4	0.1044	0.21	0.78	9.19	3
0.0883	0.14	0.81	9.18	4	- Create system of develop outcomes	0.0676	0.64	0.13	9.47	1	0.1048	0.23	0.93	8.85	4
0.1133	0.16	0.99	8.74	5	- Evaluation capacity of staff	0.0856	0.77	0.18	9.03	5	0.1295	0.25	1.09	8.41	6
0.1365	0.19	1.14	8.35	6	- Evaluation by key performance index	0.1321	1.13	0.26	8.59	6	0.1260	0.26	1.02	8.08	5

Table 39 Comparative data all of staff, administrative staff and nonadministrative staff in concept of development

all of lectures					Statements	administrative lecturers					nonadmin lectures				
CV	Seme	sd	mea	r		CV	Seme	sd	mean	r	CV	Seme	sd	mean	r
0.1877	0.33	1.41	7.51	1	Principle of potential organization development - create high level of innovation	0.1303	0.57	1.06	8.14	6	0.2017	0.39	1.49	7.37	1
0.1910	0.37	1.58	8.26	2	- Give precedence to internal personnel opinions	0.0879	0.32	0.82	9.29	5	0.2195	0.46	1.74	7.93	2
0.2034	0.37	1.59	7.82	3	- create culture and organization identity	0.0804	0.34	0.73	9.14	1	0.2307	0.44	1.73	7.48	3
0.2146	0.40	1.74	8.09	4	- Give precedence to share central resource	0.0829	0.33	0.73	8.86	3	0.2591	0.50	2.02	7.81	4
0.2242	0.40	1.74	7.77	5	- Give precedence to knowledge management	0.0804	0.31	0.73	9.14	1	0.2593	0.48	1.90	7.33	5
0.2547	0.42	1.81	7.11	6	- Give precedence to external personnel opinions	0.0837	0.32	0.69	8.29	4	0.3012	0.52	2.03	6.74	6
0.1939	0.37	1.57	8.12	1	Principle of potential system development Develop system by empowerment in working	0.1381	0.59	1.18	8.57	4	0.2076	0.45	1.64	7.92	3
0.1973	0.33	1.52	7.70	2	- Give precedence to finance stable systems	0.1452	0.68	1.27	8.71	6	0.1977	0.36	1.47	7.42	1
0.2033	0.35	1.44	7.09	3	- Networks/alliances/partnerships	0.1071	0.58	0.86	8.00	1	0.2142	0.41	1.47	6.85	4
0.2042	0.35	1.70	8.31	4	- Process with regulation and good governance	0.1339	0.62	1.22	9.14	2	0.2075	0.41	1.67	8.04	2
0.2279	0.40	1.82	8.00	5	- Develop key performance index in working	0.1384	0.58	1.22	8.83	5	0.2527	0.47	1.96	7.74	6
0.2336	0.38	1.81	7.74	6	- Develop system by PMQA 's principles	0.2256	0.78	1.84	8.14	7	0.2364	0.43	1.79	7.56	5
0.2488	0.44	2.03	8.17	7	- Have shared working and team working	0.1339	0.62	1.22	9.14	2	0.2690	0.53	2.11	7.85	7
0.1969	0.35	1.56	7.94	1	Principle of potential people development - Skill of thinking and capacity of working	0.0952	0.40	0.86	9.00	1	0.2287	0.43	1.75	7.67	2
0.2016	0.38	1.58	7.86	2	- Evaluation by key performance index	0.1598	0.60	1.35	8.43	6	0.2254	0.45	1.73	7.67	1
0.2082	0.39	1.68	8.09	3	- Create system of develop outcomes	0.1358	0.49	1.18	8.71	4	0.2358	0.48	1.86	7.89	3
0.2143	0.41	1.71	8.00	4	Create leadership and team working	0.1071	0.41	0.98	9.14	2	0.2528	0.49	1.93	7.63	5
0.2238	0.41	1.85	8.26	5	- Create principal of working and prouding	0.1270	0.52	1.14	9.00	3	0.2500	0.51	2.00	8.00	4
0.2241	0.40	1.82	8.11	6	-Evaluation capacity of staff	0.1358	0.49	1.18	8.71	4	0.2561	0.50	2.03	7.93	6

Table 40 Comparative data all of nonadministrative, nonadministrative lecturers and nonadministrative staff in concept of Organization development

all of nonadministrative					Statements	nonadministrative lecturers					nonadministrative staff				
CV	Se _{mean}	sd	mea	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1490	0.24	1.17	7.87	1	Principle of potential organization development - create high level of innovation	0.1209	0.23	1.01	8.37	4	0.2017	0.39	1.49	7.37	1
0.1672	0.25	1.30	7.78	2	- create culture and organization identity	0.1138	0.22	0.92	8.07	2	0.2307	0.44	1.73	7.48	3
0.1681	0.26	1.39	8.26	3	- Give precedence to internal personnel opinions	0.1268	0.24	1.09	8.59	5	0.2195	0.46	1.74	7.93	2
0.1776	0.28	1.48	8.31	4	- Give precedence to share central resource	0.1074	0.21	0.95	8.81	1	0.2591	0.50	2.02	7.81	4
0.1867	0.29	1.48	7.94	5	- Give precedence to knowledge management	0.1318	0.26	1.13	8.56	6	0.2593	0.48	1.90	7.33	5
0.2071	0.30	1.52	7.33	6	- Give precedence to external personnel opinions	0.1146	0.23	0.91	7.93	3	0.3012	0.52	2.03	6.74	6
0.1551	0.25	1.27	8.17	1	Principle of potential system development Develop system by empowerment in working	0.1119	0.22	0.94	8.41	4	0.2076	0.45	1.64	7.92	3
0.1562	0.23	1.22	7.79	2	- Give precedence to finance stable systems	0.1165	0.25	0.95	8.15	5	0.1977	0.36	1.47	7.42	1
0.1700	0.24	1.31	7.70	3	- Develop system by PMQA 's principles	0.1020	0.21	0.80	7.85	1	0.2364	0.43	1.79	7.56	5
0.1777	0.26	1.31	7.37	4	- Networks/alliances/partnerships	0.1063	0.25	0.84	7.92	3	0.2142	0.41	1.47	6.85	4
0.1824	0.28	1.47	8.06	5	- Develop key performance index in working	0.1288	0.26	1.08	8.37	6	0.2527	0.47	1.96	7.74	6
0.1836	0.29	1.46	7.96	6	- Process with regulation and good governance	0.1628	0.40	1.28	7.89	7	0.2075	0.41	1.67	8.04	2
0.1939	0.31	1.65	8.50	7	- Have shared working and team working	0.1035	0.23	0.95	9.15	2	0.2690	0.53	2.11	7.85	7
0.1623	0.25	1.32	8.13	1	Principle of potential people development - Skill of thinking and capacity of working	0.0823	0.22	0.90	8.59	1	0.2287	0.43	1.75	7.67	2
0.1702	0.29	1.46	8.59	2	- Create principal of working and prouiding	0.1044	0.21	0.78	9.19	3	0.2500	0.51	2.00	8.00	4
0.1721	0.28	1.44	8.37	3	- Create system of develop outcomes	0.1048	0.23	0.93	8.85	4	0.2358	0.48	1.86	7.89	3
0.1728	0.27	1.36	7.67	4	- Evaluation by key performance index	0.1260	0.26	1.02	8.08	5	0.2254	0.41	.735		1
0.1764	0.29	1.47	8.31	5	- Create leadership and team working	0.0854	0.22	0.74	9.00	2	0.2528	0.49	1.93	7.63	5
0.1882	0.28	1.54	8.17	6	- Evaluation capacity of staff	0.1295	0.25	1.09	8.41	6	0.2561	0.50	2.03	7.93	6

Table 41 Comparative data all of administrative, administrative lecturers and administrative staff in concept of development

all of administrative					Statements	administrative lecturers					administrative staff				
CV	Se _{mean}	sd	mea	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1319	0.24	1.09	8.30	5	Principle of potential organization development - create high level of innovation	0.1307	0.26	1.09	8.33	3	0.1303	0.57	1.06	8.14	6
0.1167	0.22	1.01	8.68	3	- create culture and organization identity	0.1244	0.25	1.07	8.58	4	0.0804	0.34	0.73	9.14	1
0.1015	0.18	0.91	8.95	2	- Give precedence to internal personnel opinions	0.1051	0.20	0.93	8.87	2	0.0879	0.32	0.82	9.29	5
0.0968	0.17	0.77	7.97	1	- Give precedence to external personnel opinions	0.1048	0.20	0.83	7.90	1	0.0837	0.32	0.69	8.29	4
0.1350	0.24	1.17	8.66	6	- Give precedence to knowledge management	0.1478	0.28	1.26	8.55	6	0.0804	0.31	0.73	9.14	1
0.1300	0.22	1.11	8.50	4	- Give precedence to share central resource	0.1414	0.26	1.19	8.42	5	0.0829	0.33	0.73	8.86	3
0.1276	0.22	1.07	8.42	5	Principle of potential system development - Networks/alliances/partnerships	0.1268	0.24	1.08	8.52	5	0.1071	0.58	0.86	8.00	1
0.1179	0.22	1.03	8.76	4	- Give precedence to finance stable systems	0.1117	0.25	0.98	8.77	4	0.1452	0.68	1.27	8.71	6
0.0921	0.23	0.85	9.26	1	- Have shared working and team working	0.0838	0.17	0.78	9.29	1	0.1339	0.62	1.22	9.14	2
0.1320	0.18	1.12	8.49	7	- Develop key performance index in working	0.1268	0.23	1.07	8.42	5	0.1384	0.58	1.22	8.83	5
0.1170	0.23	1.05	9.00	3	- Process with regulation and good governance	0.1130	0.23	1.01	8.97	7	0.1339	0.62	1.22	9.14	2
0.1311	0.22	1.09	8.33	6	- Develop system by PMQA 's principles	0.1107	0.20	0.93	8.38	3	0.2256	0.78	1.84	8.14	7
0.1046	0.18	0.91	8.68	2	- Develop system by empowerment in working	0.0980	0.18	0.85	8.71	2	0.1381	0.59	1.18	8.57	4
0.0735	0.13	0.68	9.30	1	Principle of potential people development - Skill of thinking and capacity of working ฝึก	0.0676	0.13	0.63	9.37	1	0.0952	0.40	0.86	9.00	1
0.0766	0.14	0.71	9.27	2	ิ Create leadership and team working	0.0703	0.14	0.65	9.30	3	0.1071	0.41	0.98	9.14	2
0.0894	0.17	0.83	9.27	4	- Create principal of working and prouding	0.0810	0.16	0.76	9.33	4	0.1270	0.52	1.14	9.00	3
0.0946	0.18	0.85	8.97	5	- Evaluation capacity of staff	0.0856	0.18	0.77	9.03	5	0.1358	0.49	1.18	8.71	4
0.0823	0.16	0.77	9.32	3	- Create system of develop outcomes	0.0676	0.13	0.64	9.47	1	0.1358	0.49	1.18	8.71	4
0.1385	0.24	1.19	8.56	6	- Evaluation by key performance index	0.1321	0.26	1.13	8.59	6	0.1598	0.60	1.35	8.43	6

Table 42 Conclusion of concept of organization development to HPO

measure parameter: rank

Statements	All of members	lecturers			Supportive staff		
		All	admi n	nona dmin	All	admi n	nonad min
Principle of potential organization development - create high level of innovation - Give precedence to internal personnel opinions - create culture and organization identity - Give precedence to share central resource - Give precedence to external personnel opinions - Give precedence to knowledge management	1	4	3	4	1	6	1
	2	2	2	5	2	5	2
	3	5	4	2	3	1	3
	4	3	5	1	4	3	4
	5	1	1	3	6	4	6
	6	6	6	6	5	1	5
Principle of potential system development - Develop system by empowerment in working - Develop system by PMQA 's principles - Have shared working and team working - Give precedence to finance stable systems - Networks/alliances/partnerships - Develop key performance index in working - Process with regulation and good governance	1	3	2	4	1	4	3
	2	2	3	1	6	7	5
	3	1	1	2	7	2	7
	4	6	4	5	2	6	1
	5	4	5	3	3	1	4
	6	5	5	6	5	5	6
	7	7	7	7	4	2	2
Principle of potential people development - Create principal of working and prouiding - Create leadership and team working - Skill of thinking and capacity of working - Create system of develop outcomes - Evaluation capacity of staff - Evaluation by key performance index	1	3	4	3	5	3	4
	2	1	3	2	4	2	5
	3	2	1	1	1	1	2
	4	4	1	4	3	4	3
	5	5	5	6	6	4	6
	6	6	6	5	2	6	1

Table 43 Comparative data of all of lecturers and all of staff in organization development to HPO

CV	all of lecturers				Statements	all of lecturers					all of staff				
	Se	sd	me	r		CV	Se	sd	me	r	CV	Se	sd	me	r
0.1186	0.17	1.04	8.80	1	Model of faculty development - Flexibility structure, clear targets	0.0936	0.13	0.85	9.09	1	0.1615	0.29	1.34	8.32	1
0.1272	0.15	1.08	8.47	2	- Shared decision ,administration and policy	0.0990	0.13	0.85	8.62	3	0.1813	0.34	1.49	8.21	3
0.1366	0.16	1.16	8.47	3	- Establish target correlate with faculty	0.0953	0.13	0.83	8.76	2	0.2071	0.37	1.66	8.00	5
0.1408	0.17	1.13	8.05	4	- Create correlation with community	0.1162	0.15	0.95	8.19	4	0.2027	0.36	1.59	7.83	4
0.1628	0.18	1.30	7.97	5	- Central admin system with internal unit	0.1570	0.22	1.25	7.97	5	0.1770	0.32	1.41	7.97	2
0.1121	0.15	1.00	8.91	1	Guideline and step of faculty development Potential organization development A. Development high level of innovation -Increase effectiveness of working	0.0842	0.12	0.78	9.21	2	0.1617	0.31	1.36	8.43	3
0.1278	0.15	1.12	8.75	2	- Create transparent of working	0.1061	0.15	0.94	8.89	6	0.1626	0.30	1.38	8.51	4
0.1293	0.16	1.11	8.57	3	- Develop quality/ leadership of academic	0.0851	0.13	0.76	8.93	3	0.2066	0.32	1.47	7.97	8
0.1304	0.17	1.13	8.66	4	Create learning organization	0.1059	0.16	0.95	8.95	5	0.1575	0.31	1.29	8.20	1
0.1341	0.16	1.15	8.54	5	Set system to monitor and evaluate working	0.0795	0.12	0.71	8.98	1	0.1841	0.33	1.61	7.80	7
0.1366	0.15	1.12	8.22	6	- Adjust organization structure	0.1233	0.17	1.04	8.41	7	0.1609	0.27	1.28	7.94	2
0.1378	0.17	1.18	8.56	7	- Increase capacity to compete	0.0938	0.14	0.84	8.97	4	0.2066	0.33	1.63	7.89	8
0.1422	0.17	1.17	8.21	8	- Set development committee	0.1271	0.19	1.05	8.27	9	0.1702	0.32	1.38	8.11	5
0.1457	0.17	1.23	8.43	9	- Create research organization	0.1253	0.17	1.08	8.65	8	0.1805	0.34	1.46	8.09	6
0.1244	0.15	1.03	8.29	1	Create culture and identity of faculty - Development of performance to compete	0.1119	0.14	0.93	8.44	6	0.1499	0.31	1.21	8.06	1
0.1250	0.17	1.07	8.56	2	- create the cooperation passcommunication	0.1014	0.14	0.83	8.84	2	0.1689	0.35	1.37	8.09	6
0.1259	0.15	1.01	8.04	3	- Create Thai knowledge	0.1106	0.15	0.89	8.14	4	0.1703	0.33	1.34	7.88	6
0.1301	0.17	1.12	8.58	4	- Adjust paradigm to understand targets	0.1126	0.15	0.90	8.88	7	0.1599	0.33	1.29	8.09	3
0.1319	0.18	1.15	8.70	5	- Standard and quality of education	0.1243	0.21	1.00	8.91	8	0.1564	0.31	1.30	8.34	2

Table 43 (continue)

all of lectures					Statements	all of lecturers					all of staff				
CV	Semea	sd	mean	r		CV	Semea	sd	mean	r	CV	Semea	sd	mean	r
0.1346	0.16	1.12	8.28	6	- Produce specific identity products	0.1092	0.15	0.94	8.49	3	0.1762	0.35	1.40	7.94	7
0.1374	0.17	1.17	8.48	7	- Shared to set identity/ popularity /culture	0.1106	0.17	0.99	8.75	4	0.1674	0.34	1.34	8.03	4
0.1404	0.17	1.19	8.48	8	- Create shared vision, mission and strategy	0.0935	0.18	1.07	8.64	1	0.1675	0.31	1.38	8.23	5
.1338	0.17	1.11	8.29	1	C. Give precedence to stakeholders opinion - Target on the opinions of stakeholders	0.1085	0.15	0.92	8.47	3	0.1823	0.35	1.45	7.97	3
0.1340	0.16	1.13	8.43	2	- Emphasize on learner centers	0.1190	0.16	1.02	8.60	4	0.1574	0.32	1.28	8.15	1
0.1364	0.17	1.14	8.39	3	- Services satisfaction of stakeholders	0.1022	0.14	0.87	8.55	1	0.1965	0.37	1.60	8.12	5
0.1364	0.17	1.16	8.53	3	- Listen to the opinions of stakeholders	0.1033	0.14	0.91	8.78	2	0.1907	0.37	1.54	8.09	4
0.1509	0.18	1.24	8.20	5	- Use consensus in faculty development	0.1385	0.20	1.15	8.31	6	0.1742	0.36	1.39	8.00	2
0.1557	0.18	1.25	8.04	6	Public hearing on faculty development -	0.1345	0.18	1.11	8.28	5	0.2109	0.36	1.61	7.65	5
0.1189	0.15	1.02	8.60	1	Potential system development A. Strategic planning :network/alliance Allocate budget follow strategic plan	0.0815	0.12	0.96	8.90	1	0.1709	3.33	1.38	8.09	5
0.1233	0.16	1.09	8.82	2	Give precedence to communication	0.0930	0.13	0.85	9.09	2	0.1779	0.35	1.49	8.38	7
0.1255	0.16	1.08	8.62	3	Create standard of working and products -	0.0951	0.14	0.85	8.93	3	0.1703	0.33	1.38	8.09	4
0.1283	0.18	1.03	8.02	4	Increase efficacy of administration	0.1242	0.22	0.99	7.98	12	0.1410	0.29	1.14	8.09	1
0.1298	0.16	1.04	8.04	5	Continuous development alumni / alliance	0.1107	0.14	1.01	8.38	8	0.1936	0.33	1.45	7.47	10
0.1323	0.16	1.11	8.41	6	Manage follow strategic plan	0.1003	0.14	0.73	8.72	4	0.1844	0.35	1.45	7.88	8
0.1338	0.16	1.13	8.47	7	System of report and evaluate outcome	0.1104	0.15	0.93	8.72	6	0.1651	0.32	1.33	8.03	2
0.1354	0.16	1.14	8.39	8	Benchmark with other faculty of pharmacy	0.1028	0.14	0.88	8.71	5	0.1901	0.34	1.49	7.85	9
0.1369	0.17	1.19	8.71	9	Efficacy of administration:good governance	0.1133	0.16	1.05	8.91	10	0.1736	0.35	1.45	8.35	6
0.1377	0.16	1.16	8.42	10	Efficacy of administration: economy	0.1236	0.16	0.90	8.52	11	0.1673	0.33	1.38	8.26	3
0.1399	0.18	1.15	8.22	11	Cooperation of network/alliance	0.1104	0.15	0.94	8.51	6	0.2201	0.40	1.70	7.72	12
0.1407	0.17	1.17	8.31	12	System of monitoring and evaluation	0.1114	0.15	0.95	8.57	9	0.1964	0.38	1.55	7.88	11

Table 43 (continue)

all of lectures					Statements	all of lecturers					all of staff				
CV	Semea	sd	mean	r		CV	Semea	sd	mean	r	CV	Semea	sd	mean	r
0.1240	0.16	1.07	8.65	1	B. Give precedence to stability of system Create system of information	0.0948	0.13	0.84	8.91	2	0.1784	0.35	1.46	8.21	4
0.1263	0.16	1.12	8.87	2	Create system of finance accountancy	0.0943	0.13	0.87	9.19	1	0.1827	0.34	1.52	8.32	6
0.1328	0.16	1.13	8.48	3	Specify concrete standard of working	0.0966	0.14	0.85	8.83	3	0.1676	0.33	1.32	7.88	2
0.1341	0.16	1.13	8.40	4	Create system of quality education	0.1148	0.16	1.00	8.68	6	0.1570	0.30	1.24	7.91	1
0.1399	0.17	1.18	8.42	5	Increase efficacy of working	0.0998	0.14	0.88	8.83	4	0.1888	0.34	1.46	7.74	7
0.1474	0.18	1.18	7.98	6	Development committee hold to PMQA	0.1326	0.20	1.07	8.09	8	0.1820	0.32	1.42	7.79	5
0.1477	0.17	1.23	8.30	7	Develop working :change management	0.1228	0.17	1.06	8.65	7	0.1769	0.30	1.36	7.71	3
0.1169	0.15	1.03	8.85	1	C. Shared working and team working - Create coordinate between working units	0.0781	0.33	0.71	9.14	1	0.1839	0.33	1.54	8.37	4
0.1252	0.17	1.10	8.78	2	- Adjust/ decrease process of working	0.0883	0.33	0.80	9.10	3	0.1825	0.33	1.51	8.26	3
0.1325	0.16	1.16	8.73	3	- Specify role/duty responsibility	0.1016	0.15	0.91	8.91	5	0.1872	0.34	1.57	8.41	5
0.1353	0.16	1.14	8.46	4	- Management by integrate curriculum	0.1093	0.31	0.95	8.67	5	0.1773	0.31	1.44	8.11	1
0.1393	0.16	1.20	8.60	5	- Integrate system of teamwork	0.1004	0.15	0.92	8.88	4	0.1882	0.32	1.54	8.17	6
0.1396	0.16	1.18	8.48	6	- Create system to compete	0.1112	0.15	0.97	8.74	7	0.1783	0.34	1.44	8.06	2
0.1464	0.18	1.27	8.70	7	- Manage place and environment charitable	0.1101	0.35	0.99	8.98	6	0.1952	0.35	1.61	8.23	7
0.1501	0.16	1.25	8.31	8	- Specify mentor system in working	0.0821	0.16	1.03	8.48	2	0.2029	0.34	1.63	8.03	8
0.1128	0.14	1.00	8.90	1	3. Potential people development A. Develop skill of thinking and capacity - Continuous develop learning of staff	0.0991	0.12	0.75	9.19	3	0.1646	0.38	1.39	8.43	2
0.1141	0.15	1.02	8.97	2	- Develop skill of thinking and capacity	0.0822	0.13	0.80	9.21	1	0.1706	0.31	1.46	8.56	3
0.1216	0.16	1.10	9.04	3	- Create attitude of staff in good working	0.1326	0.12	0.77	9.38	5	0.1939	0.34	1.65	8.49	4
0.1278	0.15	1.09	8.55	4	- Usage tools/techniques in administration	0.0872	0.14	0.88	8.79	2	0.1638	0.30	1.34	8.17	1
0.1565	0.17	1.23	7.88	5	- Establish center to evaluate administration	0.1036	0.19	1.08	8.12	4	0.2083	0.33	1.56	7.49	5

Table 43 (continue)

all of lectures					Statements	all of lecturers					all of staff				
CV	Semea	sd	mean	r		CV	Semea	sd	mean	r	CV	Semea	sd	mean	r
0.1313	0.16	1.13	8.60	1	B. Emphasize on create leadership and teamwork Develop leadership and effective leaders	0.1220	0.14	0.88	8.84	5	0.1840	0.32	1.51	8.20	5
0.1325	0.15	1.12	8.47	2	Reinforce skill of administration	0.0939	0.18	1.02	8.69	1	0.1445	0.26	1.17	8.11	1
0.1343	0.15	1.16	8.60	3	Develop skill/public relations/ team working	0.0989	0.14	0.88	8.88	3	0.1754	0.30	1.43	8.14	4
0.1406	0.16	1.19	8.43	4	Cooperate working under change management	0.0958	0.16	1.01	8.71	2	0.1674	0.31	1.33	7.97	2
0.1457	0.17	1.19	8.16	5	Small group activities of quality works	0.1159	0.20	1.10	8.30	4	0.1741	0.29	1.38	7.94	3
0.1241	0.16	1.11	8.92	1	C. Proud of working and sense of owner Create conscious, shared thinking/responsibility	0.1173	0.14	0.87	9.26	4	0.1788	0.30	1.50	8.37	2
0.1326	0.17	1.18	8.86	2	Shared working to be effective teamwork	0.0849	0.13	0.78	9.24	1	0.2075	0.36	1.71	8.23	5
0.1336	0.16	1.17	8.72	3	Understand vision, mission and targets	0.1321	0.15	0.87	9.03	6	0.1784	0.30	1.46	8.20	1
0.1337	0.17	1.19	8.88	4	Create knowledge, love and harmony	0.0928	0.14	0.86	9.22	2	0.1995	0.34	1.66	8.31	4
0.1425	0.17	1.22	8.59	5	Specify standard and culture of working	0.1077	0.16	0.95	8.86	3	0.1875	0.33	1.53	8.14	3
0.1614	0.17	1.33	8.23	6	Arrange system of special reward by outcome	0.1312	0.17	1.09	8.31	5	0.2211	0.35	1.79	8.09	6

Table 44 Comparative data of all of lecturers, administrative and nonadministrative lecturers in organization development

all of lecturers					Statements	administrative lecturers					nonadministrative lecturers				
CV	Seme	sd	mean	r		CV	Semea	sd	mean	r	CV	sd	Semea	mean	r
0.0936	0.13	0.85	9.09	1	Model of faculty development - Flexibility structure, clear targets	0.0897	0.17	0.82	9.10	1	0.0983	0.89	0.20	9.07	2
0.0953	0.13	0.83	8.76	2	- Establish target correlate with faculty	0.0904	0.18	0.79	8.77	2	0.1008	0.88	0.20	8.74	3
0.0990	0.13	0.85	8.62	3	- Shared decision ,administration and policy	0.1150	0.20	0.99	8.58	3	0.0798	0.69	0.16	8.67	1
0.1162	0.15	0.95	8.19	4	- Create correlation with community	0.1265	0.23	1.04	8.19	4	0.1042	0.85	0.21	8.19	4
0.1570	0.22	1.25	7.97	5	- Central admin system with internal unit	0.1760	0.30	1.37	7.81	5	0.1397	1.14	0.30	8.15	5
0.0795	0.12	0.71	8.98	1	Guideline and step of faculty development Potential organization development A. Development high level of innovation - Set system to monitor and evaluate working	0.0705	0.16	0.64	9.10	2	0.0951	0.84	0.19	8.85	1
0.0842	0.12	0.78	9.21	2	-Increase effectiveness of working -	0.0674	0.13	0.64	9.45	1	0.0975	0.87	0.21	8.92	2
0.0851	0.13	0.76	8.93	3	- Develop quality/ leadership of academic -	0.0717	0.15	0.65	9.00	3	0.0997	0.88	0.21	8.85	4
0.0938	0.14	0.84	8.97	4	- Increase capacity to compete	0.0915	0.18	0.81	8.87	4	0.0983	0.89	0.22	9.07	3
0.1059	0.16	0.95	8.95	5	Create learning organization	0.1109	0.23	0.99	8.94	7	0.1000	0.90	0.22	8.96	5
0.1061	0.15	0.94	8.89	6	- Create transparent of working	0.0964	0.19	0.86	8.94	5	0.1171	1.04	0.25	8.85	6
0.1233	0.17	1.04	8.41	7	-Adjust organization structure	0.1200	0.22	1.00	8.34	9	0.1253	1.06	0.25	8.48	7
0.1253	0.17	1.08	8.65	8	- Create research organization	0.1100	0.22	0.96	8.74	6	0.1400	1.20	0.28	8.54	9
0.1271	0.19	1.05	8.27	9	- Set development committee	0.1178	0.25	0.98	8.28	8	0.1374	1.14	0.28	8.27	8
0.0935	0.18	1.07	8.64	1	B Create culture and identity of faculty - Shared to set identity/ popularity /culture	0.1396	0.29	1.20	8.57	8	0.1061	0.93	0.22	8.73	5
0.1014	0.14	0.83	8.84	2	- create the cooperation passcommunication	0.0868	0.17	0.78	8.93	1	0.1020	0.89	0.24	8.73	3

Table 44 (continue)

all of lecturers					Statements	administrative lecturers					nonadministrative lecturers				
CV	Semea	sd	mean	R		CV	Semea	sd	mean	r	CV	Semea	sd	mean	r
0.1092	0.15	0.94	8.49	3	- Produce specific identity products -	0.1193	0.21	1.02	8.52	6	0.1000	0.85	0.20	8.46	2
0.1106	0.15	0.89	8.14	4	Create Thai knowledge	0.1118	0.20	0.91	8.10	3	0.1058	0.87	0.22	8.19	4
0.1106	0.17	0.99	8.75	4	- Create shared vision, mission and strategy	0.1171	0.25	1.02	8.71	5	0.1072	0.94	0.24	8.81	6
0.1119	0.14	0.93	8.44	6	Development of performance to compete	0.1121	0.20	0.95	8.48	4	0.1080	0.91	0.22	8.38	7
0.1126	0.15	0.90	8.88	7	- Adjust paradigm to understand targets	0.0886	0.18	0.81	9.16	2	0.1123	0.96	0.24	8.54	8
0.1243	0.21	1.00	8.91	8	-- Standard and quality of education	0.1219	0.34	1.10	9.00	7	0.0984	0.87	0.21	8.81	1
0.1022	0.14	0.87	8.55	1	- Services satisfaction of stakeholders	0.1004	0.18	0.86	8.52	3	0.1028	0.88	0.21	8.59	1
0.1033	0.14	0.91	8.78	2	- Listen to the opinions of stakeholders	0.0977	0.18	0.86	8.77	2	0.1097	0.96	0.23	8.78	2
0.1085	0.15	0.92	8.47	3	C. Give precedence to stakeholders opinion - Target on the opinions of stakeholders	0.0930	0.17	0.80	8.55	1	0.1284	1.08	0.27	8.38	5
0.1190	0.16	1.02	8.60	4	- Emphasize on learner centers	0.1108	0.21	0.97	8.77	4	0.1260	1.06	0.25	8.41	4
0.1345	0.18	1.11	8.28	5	- Public hearing on faculty development	0.1298	0.26	1.06	8.19	5	0.1367	1.14	0.27	8.37	6
0.1385	0.20	1.15	8.31	6	- Use consensus in faculty development	0.1567	0.30	1.28	8.19	6	0.1170	0.99	0.23	8.44	3
0.0815	0.12	0.96	8.90	1	Potential system development A. Strategic planning :network/alliance Allocate budget follow strategic plan	0.0768	0.16	0.69	8.97	1	0.0868	0.77	0.19	8.81	2
0.0930	0.13	0.85	9.09	2	- Give precedence to communication	0.0996	0.19	0.91	9.17	7	0.0823	0.74	0.18	9.00	1
0.0951	0.14	0.85	8.93	3	- Create standard of working and products	0.0827	0.16	0.77	9.26	2	0.1058	0.91	0.23	8.56	5
0.1003	0.14	0.73	8.72	4	- Manage follow strategic plan	0.0840	0.17	0.75	8.97	3	0.1072	0.91	0.23	8.44	6
0.1028	0.14	0.88	8.71	5	- Benchmark with other faculty of pharmacy	0.0865	0.17	0.77	8.90	4	0.1158	0.98	0.23	8.48	10
0.1104	0.15	0.94	8.51	6	- Cooperation of network/alliance	0.1051	0.19	0.90	8.57	8	0.1150	0.97	0.23	8.44	9
0.1104	0.15	0.93	8.72	6	- System of monitoring and evaluation	0.0977	0.20	0.86	8.84	6	0.1216	1.05	0.24	8.59	11
0.1107	0.14	1.01	8.38	8	- Continuous development alumni / alliance	0.1162	0.21	0.98	8.45	10	0.1012	0.84	0.20	8.30	3

Table 44 (continue)

all of lecturers					Statements	administrative lecturers					nonadministrative lecturers				
CV	Semea	sd	mean	r		CV	Semea	sd	mean	r	CV	Semea	sd	mean	r
0.1114	0.15	0.95	8.57	9	- System of report and evaluate outcome	0.0945	0.20	0.84	8.86	5	0.1120	0.93	0.23	8.27	8
0.1133	0.16	1.05	8.91	10	Efficacy of administration:good governance	0.1147	0.24	1.03	9.00	9	0.1105	0.97	0.23	8.81	7
0.1236	0.16	0.90	8.52	11	Efficacy of administration : economy	0.1389	0.25	1.17	8.42	12	0.1046	0.90	0.21	8.63	4
0.1242	0.22	0.99	7.98	12	Increase efficacy of administration	0.1371	0.28	1.12	8.21	11	0.1262	0.98	0.35	7.74	1
0.0943	0.13	0.87	9.19	1	B. Give precedence to stability of system - Create system of finance accountancy	0.0827	0.16	0.77	9.26	3	0.1084	0.99	0.23	9.11	4
0.0948	0.13	0.84	8.91	2	- Create system of information	0.0883	0.17	0.79	8.94	4	0.1026	0.91	0.21	8.88	1
0.0966	0.14	0.85	8.83	3	- Specify concrete standard of working	0.0800	0.17	0.73	9.13	2	0.1071	0.91	0.21	8.48	2
0.0998	0.14	0.88	8.83	4	- Increase efficacy of working	0.0799	0.17	0.72	9.06	1	0.1183	1.01	0.24	8.56	5
0.1148	0.16	1.00	8.68	5	- Create system of quality education	0.1124	0.22	1.00	8.90	5	0.1072	0.91	0.21	8.44	3
0.1228	0.17	1.06	8.65	6	- Develop working :change management	0.1031	0.24	0.92	8.90	6	0.1276	1.07	0.25	8.35	6
0.1326	0.20	1.07	8.09	7	- Development committee hold to PMQA	0.1364	0.31	1.13	8.25	7	0.1292	1.02	0.26	7.92	7
0.0781	0.33	0.71	9.14	1	C. Shared working and team working - Create coordinate between working units	0.0736	0.15	0.68	9.19	1	0.0831	0.75	0.18	9.07	1
0.0821	0.16	1.03	8.48	2	- Specify mentor system in working	0.1138	0.20	0.98	8.61	6	0.1304	1.09	0.25	8.33	9
0.0883	0.33	0.80	9.10	3	Adjust/ decrease process of working	0.0886	0.17	0.81	9.16	3	0.0868	0.78	0.19	9.04	2
0.1004	0.15	0.92	8.88	4	- Integrate system of teamwork	0.0815	0.18	0.73	9.00	2	0.1261	1.10	0.26	8.73	7
0.1016	0.15	0.91	8.91	5	- Specify role/duty responsibility	0.0945	0.19	0.87	9.16	4	0.1078	0.93	0.21	8.63	5
0.1093	0.31	0.95	8.67	5	- Management by integrate network	0.1151	0.21	1.00	8.68	8	0.1026	0.89	0.21	8.67	3
0.1101	0.35	0.99	8.98	7	- Manage place and environment charitable	0.1147	0.26	1.03	9.00	7	0.1047	0.94	0.22	8.96	4
0.1112	0.15	0.97	8.74	8	- Create system to compete	0.1038	0.20	0.92	8.84	5	0.1161	1.00	0.23	8.62	6
0.0822	0.13	0.80	9.21	1	3. Potential people development A. Develop skill of thinking and capacity - Continuous develop learning of staff	0.0681	0.13	0.64	9.43	2	0.1044	0.94	0.22	8.96	4

Table 44 (continue)

all of lecturers					Statements	administrative lecturers					nonadministrative lecturers				
CV	Se _{mea}	sd	mean	r		CV	Se _{mea}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.0872	0.14	0.88	8.79	2	- Usage tools/techniques in administration	0.0974	0.21	0.87	8.90	3	0.0997	0.86	0.19	8.67	3
0.1036	0.19	1.08	8.12	3	- Establish center to evaluate results of administration	0.1452	0.30	1.16	8.00	4	0.1179	0.97	0.22	8.26	5
0.1326	0.12	0.77	9.38	4	- Develop skill of thinking and capacity	0.0621	0.13	0.60	9.58	1	0.0966	0.88	0.20	9.15	2
0.0939	0.18	1.02	8.69	1	B. Emphasize on create leadership and teamwork Reinforce skill of administration	0.0930	0.17	0.83	8.90	3	0.1433	1.21	0.32	8.44	5
0.0958	0.16	1.01	8.71	2	Cooperate working under change management	0.1036	0.22	0.93	8.94	4	0.1209	1.02	0.25	8.44	3
0.0989	0.14	0.88	8.88	3	Develop skill/public relations/ team working	0.0833	0.16	0.76	9.10	1	0.1164	1.00	0.24	8.63	2
0.1159	0.20	1.10	8.30	4	Small group activities of quality works	0.1254	0.29	1.05	8.40	5	0.1411	1.16	0.28	8.19	4
0.1220	0.14	0.88	8.84	5	Develop leadership and effective leaders	0.0883	0.17	0.79	8.94	2	0.1114	0.97	0.24	8.74	1
0.0849	0.13	0.78	9.24	1	C. Proud of working and sense of owner Shared working to be effective teamwork	0.0827	0.18	0.77	9.26	2	0.0875	0.81	0.20	9.22	1
0.0928	0.14	0.86	9.22	2	Create knowledge, love and harmony in working	0.0936	0.20	0.87	9.29	4	0.0897	0.82	0.21	9.15	2
0.1077	0.16	0.95	8.86	3	Specify standard and culture of working	0.1036	0.22	0.93	8.94	5	0.1113	0.98	0.25	8.77	5
0.1173	0.14	0.87	9.26	4	Create conscious, shared thinking and responsibility	0.0737	0.17	0.70	9.48	1	0.1070	0.96	0.24	9.00	3
0.1312	0.17	1.09	8.31	5	Arrange system of pay/special reward by outcome	0.1278	0.23	1.05	8.23	6	0.1312	1.10	0.26	8.41	6
0.1321	0.15	0.87	9.03	6	Understand vision, mission and targets of faculty	0.0866	0.21	0.78	9.06	3	0.1070	0.96	0.23	9.00	3

Table 45 Comparative data of all of staff, administrative and supporting staff in organization development

all of staff					Statements	administrative staff					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1615	0.29	1.34	8.32	1	Model of faculty development - Flexibility structure, clear targets	0.1198	0.55	1.06	8.86	2	0.1666	0.33	1.36	8.19	1
0.1770	0.32	1.41	7.97	2	- Central admin system with internal unit	0.1238	0.50	1.06	8.57	4	0.1950	0.38	1.53	7.85	3
0.1813	0.34	1.49	8.21	3	- Shared decision ,administration and policy	0.1124	0.52	0.98	8.71	1	0.1930	0.40	1.56	8.07	2
0.2027	0.36	1.59	7.83	4	-Create correlation with community	0.1259	0.46	1.06	8.43	5	0.2319	0.45	1.78	7.67	5
0.2071	0.37	1.66	8.00	5	-Establish target correlate with faculty	0.2020	0.71	1.67	8.29	3	0.2124	0.43	1.67	7.85	4
0.1575	0.31	1.29	8.20	1	Guideline and step of faculty development Potential organization development A. Development high level of innovation Create learning organization	0.0876	0.38	0.78	8.86	1	0.1650	0.38	1.31	7.96	1
0.1609	0.27	1.28	7.94	2	Adjust organization structure	0.1114	0.52	0.94	8.43	3	0.1690	0.33	1.33	7.89	3
0.1617	0.31	1.36	8.43	3	Increase effectiveness of working	0.1152	0.42	1.02	8.86	4	0.1737	0.37	1.43	8.26	4
0.1626	0.30	1.38	8.51	4	Create transparent of working	0.0952	0.40	0.86	9.00	2	0.1748	0.36	1.46	8.33	5
0.1702	0.32	1.38	8.11	5	Set development committee	0.1675	0.63	1.39	8.29	8	0.1667	0.37	1.33	8.00	2
0.1805	0.34	1.46	8.09	6	Create research organization	0.1244	0.60	1.10	8.86	5	0.1850	0.39	1.45	7.81	6
0.1841	0.33	1.61	7.80	7	Set system to monitor and evaluate working	0.1786	0.61	1.43	8.00	9	0.2126	0.38	1.63	7.67	9
0.2066	0.32	1.47	7.97	8	Develop quality/ leadership of academic -	0.1270	0.25	1.14	9.00	7	0.1873	0.35	1.43	7.63	7
0.2066	0.33	1.63	7.89	8	Increase capacity to compete -	0.1244	0.60	1.10	8.86	5	0.2124	0.37	1.60	7.56	8
0.1499	0.31	1.21	8.06	1	B Create culture and identity of faculty Development of performance to compete	0.1238	0.46	1.06	8.57	6	0.1634	0.38	1.29	7.93	2
0.1564	0.31	1.30	8.34	2	- Standard and quality of education	0.1198	0.50	1.06	8.86	5	0.1566	0.37	1.28	8.15	1
0.1599	0.33	1.29	8.09	3	- Adjust paradigm to understand targets	0.0829	0.30	0.73	8.86	2	0.1869	0.41	1.47	7.85	4

Table 45 (continue)

all of staff					Statements	administrative staff					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1674	0.34	1.34	8.03	4	-Shared to set identity/ popularity /culture	0.0804	0.30	0.73	9.14	1	0.1955	0.41	1.51	7.70	7
0.1675	0.31	1.38	8.23	5	- Create shared vision, mission and strategy	0.1571	0.56	1.35	8.57	8	0.1662	0.37	1.34	8.07	3
0.1689	0.35	1.37	8.09	6	- create the cooperation passcommunication	0.0909	0.40	0.83	9.17	3	0.1869	0.41	1.47	7.85	4
0.1703	0.33	1.34	7.88	6	- Create Thai knowledge	0.1259	0.46	1.06	8.43	7	0.1948	0.40	1.51	7.73	6
0.1762	0.35	1.40	7.94	7	- Produce specific identity products	0.1065	0.38	0.90	8.43	4	0.2116	0.44	1.65	7.78	8
					C. Give precedence to stakeholders opinion										
0.1574	0.32	1.28	8.15	1	- Emphasize on learner centers	0.1203	0.53	0.98	8.14	2	0.1641	0.39	1.33	8.08	1
0.1742	0.36	1.39	8.00	2	- Use consensus in faculty development	0.0905	0.36	0.78	8.57	1	0.2045	0.45	1.59	7.76	6
0.1823	0.35	1.45	7.97	3	- Target on the opinions of stakeholders	0.1203	0.53	0.98	8.14	2	0.2021	0.42	1.59	7.85	3
0.1907	0.37	1.54	8.09	4	- Listen to the opinions of stakeholders	0.1554	0.59	1.27	8.14	5	0.2000	0.45	1.60	8.00	2
0.1965	0.37	1.60	8.12	5	- Services satisfaction of stakeholders	0.1429	0.60	1.18	8.29	4	0.2115	0.45	1.69	8.00	5
0.2109	0.36	1.61	7.65	5	- Public hearing on faculty development	0.1868	0.65	1.39	7.43	6	0.2199	0.44	1.67	7.62	5
					Potential system development										
					A. Strategic planning :network/alliance										
0.1410	0.29	1.14	8.09	1	Allocate budget follow strategic plan	0.1429	0.64	1.18	8.29	9	0.1399	0.34	1.12	8.04	1
0.1651	0.32	1.33	8.03	2	- System of monitoring and evaluation	0.1330	0.57	1.10	8.29	7	0.1764	0.39	1.39	7.88	2
0.1673	0.33	1.38	8.26	3	Efficacy of administration :sufficient economy	0.1084	0.46	0.90	8.29	1	0.1831	0.41	1.50	8.19	3
0.1703	0.33	1.38	8.09	4	- Create standard of working and products	0.1124	0.45	0.98	8.71	2	0.1861	0.41	1.47	7.88	5
0.1709	3.33	1.38	8.09	5	- Increase efficacy of administration	0.1152	0.40	1.0	8.86	4	0.1938	0.41	1.52	7.85	7
0.1736	0.35	1.45	8.35	6	- Efficacy of administration	0.1124	0.48	0.98	8.71	2	0.1849	0.43	1.51	8.19	4
0.1779	0.35	1.49	8.38	7	- Give precedence to communication	0.1270	0.52	1.14	9.00	6	0.1872	0.43	1.53	8.15	6
0.1844	0.35	1.45	7.88	8	- Manage follow strategic plan	0.1358	0.49	1.18	8.71	8	0.2036	0.42	1.55	7.62	9

Table 45 (continue)

all of staff					Statements	administrative staff					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1901	0.34	1.49	7.85	9	- Benchmark with other faculty of pharmacy	0.1955	0.67	1.59	8.14	1 ₂	0.1948	0.40	1.51	7.73	8
0.1936	0.33	1.45	7.47	10	- Continuous development alumni / alliance	0.1259	0.46	1.06	8.43	5	0.2086	0.40	1.50	7.19	1 ₀
0.1964	0.38	1.55	7.88	11	- System of report and evaluate outcome	0.1453	0.59	1.22	8.43	1 ₁	0.2145	0.46	1.64	7.63	1 ₁
0.2201	0.40	1.70	7.72	12	- Cooperation of network/alliance	0.1429	0.56	1.18	8.29	9	0.2500	0.50	1.88	7.50	1 ₂
0.1570	0.30	1.24	7.91	1	B. Give precedence to stability of system Create system of quality education	0.1084	0.42	0.90	8.29	1	0.1775	0.37	1.38	7.77	3
0.1676	0.33	1.32	7.88	2	- Specify concrete standard of working	0.1598	0.68	1.35	8.43	6	0.1749	0.38	1.35	7.73	2
0.1769	0.30	1.36	7.71	3	- Develop working :change management	0.1358	0.50	1.18	8.71	5	0.1873	0.36	1.39	7.42	5
0.1784	0.35	1.46	8.21	4	- Create system of information	0.1198	0.48	1.06	8.86	3	0.1923	0.43	1.54	8.00	6
0.1820	0.32	1.42	7.79	5	- Development committee hold to PMQA	0.1905	0.65	1.63	8.57	7	0.1744	0.35	1.31	7.50	1
0.1827	0.34	1.52	8.32	6	- Create system of finance accountancy	0.1099	0.50	1.02	9.29	2	0.1827	0.41	1.46	8.00	4
0.1888	0.34	1.46	7.74	7	- Increase efficacy of working	0.1259	0.50	1.06	8.43	4	0.2070	0.40	1.54	7.46	7
0.1773	0.31	1.44	8.11	1	C. Shared working and team working - Management by integrate curriculum	0.1429	0.56	1.18	8.29	1	0.1930	0.38	1.56	8.07	3
0.1783	0.34	1.44	8.06	2	- Create system to compete	0.1773	0.65	1.47	8.29	6	0.1814	0.39	1.44	7.93	1
0.1825	0.33	1.51	8.26	3	- Adjust/ decrease process of working	0.1571	0.60	1.35	8.57	5	0.1937	0.40	1.59	8.19	4
0.1839	0.33	1.54	8.37	4	-Create coordinate between working units	0.1792	0.65	1.51	8.43	8	0.1862	0.38	1.54	8.30	2
0.1872	0.34	1.57	8.41	5	- Specify role/duty responsibility	0.1598	0.62	1.35	8.43	3	0.1978	0.41	1.65	8.35	5
0.1882	0.32	1.54	8.17	6	- Integrate system of teamwork	0.1429	0.56	1.18	8.29	1	0.2050	0.39	1.66	8.11	6
0.1952	0.35	1.61	8.23	7	- Manage place and environment charitable	0.1598	0.62	1.35	8.43	3	0.2062	0.42	1.70	8.22	8
0.2029	0.34	1.63	8.03	8	- Specify mentor system in working	0.1773	0.65	1.47	8.29	6	0.2139	0.40	1.69	7.89	7

Table 45 (continue)

all of staff					Statements	administrative staff					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1638	0.30	1.34	8.17	1	3. Potential people development A. Develop skill of thinking and capacity Usage tools/techniques in administration	0.1259	0.46	1.06	8.43	3	0.1714	0.36	1.38	8.04	1
0.1646	0.38	1.39	8.43	2	- Continuous develop learning of staff	0.1152	0.42	1.02	8.86	1	0.1761	0.34	1.45	8.26	2
0.1706	0.31	1.46	8.56	3	- Develop skill of thinking and capacity	0.1212	0.47	1.11	9.17	2	0.1809	0.37	1.51	8.37	3
0.1939	0.34	1.65	8.49	4	-Create attitude of staff in good working	0.1358	0.48	1.18	8.71	4	0.2130	0.42	1.78	8.37	4
0.2083	0.33	1.56	7.49	5	- Establish center to evaluate administration	0.1604	0.59	1.31	8.14	5	0.2181	0.39	1.58	7.26	5
0.1445	0.26	1.17	8.11	1	B. Emphasize on create leadership and teamwork	0.1259	0.50	1.06	8.43	3	0.1454	0.30	1.16	7.96	1
0.1674	0.31	1.33	7.97	2	- Cooperate change management	0.1571	0.56	1.35	8.57	4	0.1749	0.36	1.35	7.73	2
0.1741	0.29	1.38	7.94	3	Small group activities of quality works	0.1253	0.50	1.02	8.14	2	0.1875	0.35	1.47	7.81	4
0.1754	0.30	1.43	8.14	4	- Reinforce skill of administration	0.1598	0.56	1.35	8.43	5	0.1759	0.36	1.41	8.00	3
0.1840	0.32	1.51	8.20	5	- Develop leadership and effective leaders	0.1198	0.50	1.06	8.86	1	0.1922	0.39	1.53	7.96	5
0.1784	0.30	1.46	8.20	1	C. Proud of working and sense of owner Shared working to be effective teamwork Understand vision, mission and targets of faculty	0.1429	0.53	1.22	8.57	3	0.1891	0.35	1.52	8.04	1
0.1788	0.30	1.50	8.37	2	Create conscious, shared thinking and responsibility	0.0804	0.36	0.73	9.14	1	0.1958	0.37	1.59	8.11	2
0.1875	0.33	1.53	8.14	3	Specify standard and culture of working	0.1429	0.53	1.22	8.57	3	0.2012	0.39	1.60	7.96	3
0.1995	0.34	1.66	8.31	4	Create knowledge, love and harmony in working	0.1358	0.52	1.18	8.71	2	0.2175	0.42	1.77	8.15	4
0.2075	0.36	1.71	8.23	5	Develop skill/public relations/ team working	0.1475	0.53	1.31	8.86	5	0.2222	0.43	1.78	8.00	5
0.2211	0.35	1.79	8.09	6	Arrange system of pay/special reward by outcome	0.1855	0.65	1.51	8.14	6	0.2315	0.42	1.85	8.00	6

Table 46 Comparative data of all of nonadministrative members, lecturers and supporting staff in organization development

all of nonadministrative members					Statements	nonadministrative lecturers					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1367	0.20	1.18	8.63	1	Model of faculty development - Flexibility structure, clear targets	0.0983	9.07	0.89	0.20	2	0.1666	0.33	1.36	8.19	1
0.1383	0.22	1.16	8.37	2	- Shared decision ,administration and policy	0.0798	8.67	0.69	0.16	1	0.1930	0.40	1.56	8.07	2
0.1549	0.24	1.29	8.30	3	- Establish target correlate with faculty	0.1008	8.74	0.88	0.20	3	0.2124	0.43	1.67	7.85	4
0.1613	0.25	1.28	7.93	4	- Create correlation with community	0.1042	8.19	0.85	0.21	4	0.2319	0.45	1.78	7.67	5
0.1620	0.24	1.30	8.00	5	- Central admin system with internal unit	0.1397	8.15	1.14	0.30	5	0.1950	0.38	1.53	7.85	3
					Guideline and step of faculty development Potential organization development A. Development high level of innovation -Increase effectiveness of working										
0.1401	0.22	1.20	8.58	1		0.0975	8.92	0.87	0.21	2	0.1737	0.37	1.43	8.26	4
0.1443	0.23	1.22	8.45	2	- Create learning organization	0.1000	8.96	0.90	0.22	5	0.1650	0.38	1.31	7.96	1
0.1483	0.22	1.22	8.23	3	- Develop quality/ leadership of academic	0.0997	8.85	0.88	0.21	4	0.1873	0.35	1.43	7.63	7
0.1490	0.21	1.22	8.17	4	- Adjust organization structure	0.1253	8.48	1.06	0.25	7	0.1690	0.33	1.33	7.89	3
0.1496	0.22	1.28	8.58	5	- Create transparent of working	0.1171	8.85	1.04	0.25	6	0.1748	0.36	1.46	8.33	5
0.1530	0.24	1.24	8.13	6	- Set development committee	0.1374	8.27	1.14	0.28	8	0.1667	0.37	1.33	8.00	2
0.1558	0.23	1.29	8.26	7	- Set monitor and evaluate working	0.0951	8.85	0.84	0.19	1	0.2126	0.38	1.63	7.67	9
0.1583	0.25	1.29	8.17	8	- Create research organization	0.1400	8.54	1.20	0.28	9	0.1850	0.39	1.45	7.81	6
0.1675	0.24	1.39	8.31	9	- Increase capacity to compete	0.0983	9.07	0.89	0.22	3	0.2124	0.37	1.60	7.56	8
0.1328	0.22	1.08	8.15	1	B Create culture and identity of faculty Development of performance to compete	0.1080	8.38	0.91	0.22	7	0.1634	0.38	1.29	7.93	2
0.1351	0.22	1.14	8.47	2	- Standard and quality of education	0.0984	8.81	0.87	0.21	1	0.1566	0.37	1.28	8.15	1
0.1407	0.23	1.18	8.40	3	- Create shared vision, mission and strategy	0.1061	8.73	0.93	0.22	5	0.1662	0.37	1.34	8.07	3

Table 46 (continue)

all of nonadministrative members					Statements	nonadministrative lecturers					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1421	0.23	1.13	7.96	4	- Create Thai knowledge	0.1058	8.19	0.87	0.22	4	0.1948	0.40	1.51	7.73	6
0.1488	0.25	1.22	8.19	5	- Adjust paradigm to understand targets	0.1123	8.54	0.96	0.24	8	0.1869	0.41	1.47	7.85	4
0.1494	0.25	1.24	8.28	6	- create the cooperation passcommunication	0.1020	8.73	0.89	0.24	3	0.1869	0.41	1.47	7.85	4
0.1502	0.25	1.22	8.11	7	Produce specific identity products	0.1000	8.46	0.85	0.20	2	0.2116	0.44	1.65	7.78	8
0.1562	0.26	1.29	8.25	8	Shared to set identity/ popularity /culture	0.1072	8.81	0.94	0.24	6	0.1955	0.41	1.51	7.70	7
0.1470	0.23	1.21	8.25	1	. C. Give precedence to stakeholders opinion - Emphasize on learner centers	0.1260	8.41	1.06	0.25	4	0.1641	0.39	1.33	8.08	1
0.1569	0.25	1.27	8.12	2	- Use consensus in faculty development	0.1170	8.44	0.99	0.23	3	0.2045	0.45	1.59	7.76	6
0.1597	0.25	1.34	8.40	3	- Listen to the opinions of stakeholders	0.1097	8.78	0.96	0.23	2	0.2000	0.45	1.60	8.00	2
0.1602	0.25	1.33	8.30	4	- Services satisfaction of stakeholders	0.1028	8.59	0.88	0.21	1	0.2115	0.45	1.69	8.00	5
0.1628	0.25	1.32	8.12	5	- Target on the opinions of stakeholders	0.1284	8.38	1.08	0.27	5	0.2021	0.42	1.59	7.85	3
0.1745	0.26	1.40	8.00	6	- Public hearing on faculty development	0.1367	8.37	1.14	0.27	6	0.2199	0.44	1.67	7.62	5
0.1312	0.24	1.03	7.89	1	Potential system development A. Strategic planning :network/alliance Increase efficacy of administration	0.1262	7.74	0.98	0.35	1	0.1399	0.34	1.12	8.04	1
0.1393	0.24	1.20	8.58	2	- Give precedence to communication	0.0823	9.00	0.74	0.18	1	0.1872	0.43	1.53	8.15	6
0.1426	0.23	1.20	8.42	3	Efficacy of administration : economy	0.1046	8.63	0.90	0.21	4	0.1831	0.41	1.50	8.19	3
0.1427	0.24	1.17	8.23	4	Create standard of working and products	0.1058	8.56	0.91	0.23	5	0.1861	0.41	1.47	7.88	5
0.1439	0.24	1.20	8.34	5	Manage follow strategic plan	0.0868	8.81	0.77	0.19	2	0.1938	0.41	1.52	7.85	7
0.1462	0.25	1.17	8.04	6	Allocate budget follow strategic plan	0.1072	8.44	0.91	0.23	6	0.2036	0.42	1.55	7.62	9
0.1496	0.24	1.21	8.11	7	- Benchmark with other faculty of pharmacy	0.1158	8.48	0.98	0.23	1	0.1948	0.40	1.51	7.73	8
0.1493	0.23	1.23	8.25	8	- System of monitoring and evaluation	0.1216	8.59	1.05	0.24	1	0.1764	0.39	1.39	7.88	2
0.1518	0.25	1.29	8.51	9	- Efficacy of administration	0.1105	8.81	0.97	0.23	7	0.1849	0.43	1.51	8.19	4

Table 46 (continue)

all of nonadministrative members					Statements	nonadministrative lecturers					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1525	0.24	1.18	7.75	10	- Continuous development alumni / alliance	0.1012	8.30	0.84	0.20	3	0.2086	0.40	1.50	7.19	10
0.1528	0.26	1.22	7.96	11	-Create system of report and evaluation	0.1120	8.27	0.93	0.23	8	0.2145	0.46	1.64	7.63	11
0.1618	0.27	1.29	8.00	12	Cooperation of network/alliance	0.1150	8.44	0.97	0.23	9	0.2500	0.50	1.88	7.50	12
0.1373	0.22	1.11	8.11	1	B. Give precedence to stability of system Create system of quality education	0.1072	8.44	0.91	0.21	3	0.1775	0.37	1.38	7.77	3
0.1373	0.22	1.11	8.11	1	- Specify concrete standard of working	0.1071	8.48	0.91	0.21	2	0.1749	0.38	1.35	7.73	2
0.1491	0.25	1.26	8.44	3	Create system of information	0.1026	8.88	0.91	0.21	1	0.1923	0.43	1.54	8.00	6
0.1543	0.22	1.19	7.71	4	- Development committee hold to PMQA	0.1292	7.92	1.02	0.26	7	0.1744	0.35	1.31	7.50	1
0.1552	0.23	1.22	7.88	5	-Develop working :change management	0.1276	8.35	1.07	0.25	6	0.1873	0.36	1.39	7.42	5
0.1562	0.25	1.34	8.57	6	- Create system of finance accountancy	0.1084	9.11	0.99	0.23	4	0.1827	0.41	1.46	8.00	4
0.1580	0.25	1.27	8.02	7	- Increase efficacy of working	0.1183	8.56	1.01	0.24	5	0.2070	0.40	1.54	7.46	7
0.1395	0.22	1.21	8.69	1	C. Shared working and team working Create coordinate between working units	0.0831	9.07	0.75	0.18	1	0.1862	0.38	1.54	8.30	2
0.1455	0.23	1.25	8.61	2	- Adjust/ decrease process of working	0.0868	9.04	0.78	0.19	2	0.1937	0.40	1.59	8.19	4
0.1488	0.22	1.25	8.37	3	- Management by integrate curriculum	0.1026	8.67	0.89	0.21	3	0.1930	0.38	1.56	8.07	3
0.1491	0.24	1.23	8.26	4	- Create system to compete	0.1161	8.62	1.00	0.23	6	0.1814	0.39	1.44	7.93	1
0.1502	0.23	1.28	8.49	5	- Specify role/duty responsibility	0.1078	8.63	0.93	0.21	5	0.1978	0.41	1.65	8.35	5
0.1596	0.24	1.37	8.59	6	- Manage place and environment charitable	0.1047	8.96	0.94	0.22	4	0.2062	0.42	1.70	8.22	8
0.1684	0.24	1.42	8.42	7	- Integrate system of teamwork	0.1261	8.73	1.10	0.26	7	0.2050	0.39	1.66	8.11	6
0.1695	0.24	1.37	8.11	8	- Specify mentor system in working	0.1304	8.33	1.09	0.25	9	0.2139	0.40	1.69	7.89	7
0.1384	0.21	1.16	8.35	1	Potential people development Develop skill of thinking and capacity - Usage tools/techniques in administration	0.0997	8.67	0.86	0.19	3	0.1714	0.36	1.38	8.04	1

Table 46 (continue)

all of nonadministrative members					Statements	nonadministrative lecturers					supporting staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1426	0.21	1.23	8.63	2	- Continuous develop learning of staff	0.0905	9.00	0.81	0.21	1	0.1761	0.34	1.45	8.26	2
0.1439	0.22	1.25	8.67	3	Develop skill of thinking and capacity	0.1044	8.96	0.94	0.22	4	0.1809	0.37	1.51	8.37	3
0.1550	0.24	1.36	8.76	4	- Create attitude of staff in good working	0.0966	9.15	0.88	0.20	2	0.2130	0.42	1.78	8.37	4
0.1668	0.24	1.29	7.76	5	- Establish center to evaluate administration	0.1179	8.26	0.97	0.22	5	0.2181	0.39	1.58	7.26	5
0.1442	0.22	1.17	8.09	1	B. Emphasize on create leadership and teamwork Cooperate working under change management	0.1209	8.44	1.02	0.25	3	0.1749	0.36	1.35	7.73	2
0.1495	0.22	1.23	8.20	2	Reinforce skill of administration	0.1433	8.44	1.21	0.32	5	0.1454	0.30	1.16	7.96	1
0.1520	0.22	1.26	8.31	3	Develop skill/public relations/ team working	0.1164	8.63	1.00	0.24	2	0.1759	0.36	1.41	8.00	3
0.1559	0.23	1.30	8.35	4	Develop leadership and effective leaders	0.1114	8.74	0.97	0.24	1	0.1922	0.39	1.53	7.96	5
0.1620	0.23	1.30	8.00	5	Small group activities of quality works	0.1411	8.19	1.16	0.28	4	0.1875	0.35	1.47	7.81	4
0.1562	0.22	1.33	8.52	1	C. Proud of working and sense of owner Understand vision, mission and targets of faculty	0.1070	9.00	0.96	0.23	3	0.1891	0.35	1.52	8.04	1
0.1587	0.23	1.36	8.56	2	Create conscious, shared thinking and responsibility	0.1070	9.00	0.96	0.24	3	0.1958	0.37	1.59	8.11	2
0.1613	0.24	1.40	8.65	3	- Create knowledge, love and harmony in working	0.0897	9.15	0.82	0.21	2	0.2175	0.42	1.77	8.15	4
0.1624	0.24	1.36	8.36	4	- Specify standard and culture of working	0.1113	8.77	0.98	0.25	5	0.2012	0.39	1.60	7.96	3
0.1661	0.25	1.43	8.61	5	- Shared working to be effective teamwork	0.0875	9.22	0.81	0.20	1	0.2222	0.43	1.78	8.00	5
0.1810	0.25	1.48	8.20	6	- Arrange system of pay/special reward by outcome	0.1312	8.41	1.10	0.26	6	0.2315	0.42	1.85	8.00	6

Table 47 Comparative data of all of administrative members, lecturers and supporting staff in organization development

all of administrative members					Statements	administrative lecturers					administrative staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.0936	0.17	0.85	9.05	1	Model of faculty development - Flexibility structure, clear targets	0.0897	0.17	0.82	9.10	1	0.1198	1.06	0.55	8.86	2
0.1107	0.20	0.96	8.68	2	- Establish target correlate with faculty	0.0904	0.18	0.79	8.77	2	0.2020	1.67	0.71	8.29	3
0.1156	0.19	0.99	8.61	3	- Shared decision ,administration and policy	0.1150	0.20	0.99	8.58	3	0.1124	0.98	0.52	8.71	1
0.1273	0.21	1.05	8.24	4	- Create correlation with community	0.1265	0.23	1.04	8.19	4	0.1259	1.06	0.46	8.43	5
0.1670	0.27	1.33	7.95	5	- Central admin system with internal unit	0.1760	0.30	1.37	7.81	5	0.1238	1.06	0.50	8.57	4
0.0778	0.14	0.73	9.34	1	Guideline and step of faculty development Potential organization development A. Development high level of innovation -Increase effectiveness of working	0.0674	0.13	0.64	9.45	1	0.1152	1.02	0.42	8.86	4
0.0819	0.17	0.74	9.00	2	- Develop quality/ leadership of academic	0.0717	0.15	0.65	9.00	3	0.1270	1.14	0.25	9.00	7
0.0891	0.19	0.79	8.89	3	- Set system to evaluate working	0.0705	0.16	0.64	9.10	2	0.1786	1.43	0.61	8.00	9
0.0963	0.17	0.86	8.95	4	Create transparent of working	0.0964	0.19	0.86	8.94	5	0.0952	0.86	0.40	9.00	2
0.0975	0.19	0.86	8.87	5	- Increase capacity to compete	0.0915	0.18	0.81	8.87	4	0.1244	1.10	0.60	8.86	5
0.1065	0.20	0.95	8.92	6	Create learning organization	0.1109	0.23	0.99	8.94	7	0.0876	0.78	0.38	8.86	1
0.1136	0.21	1.00	8.76	7	- Create research organization	0.1100	0.22	0.96	8.74	6	0.1244	1.10	0.60	8.86	5
0.1187	0.20	0.99	8.36	8	- Adjust organization structure	0.1200	0.22	1.00	8.34	9	0.1114	0.94	0.52	8.43	3
0.1275	0.23	1.06	8.28	9	- Set development committee	0.1178	0.25	0.98	8.28	8	0.1675	1.39	0.63	8.29	8
0.0868	0.16	0.78	8.97	1	B Create culture and identity of faculty - create the cooperation passcommunication	0.0868	0.17	0.78	8.93	1	0.0909	0.83	0.40	9.17	3
0.0879	0.16	0.80	9.11	2	- Adjust paradigm to understand targets	0.0886	0.18	0.81	9.16	2	0.0829	0.73	0.30	8.86	2
0.1094	0.21	0.96	8.79	3	- Create shared vision, mission and strategy	0.1171	0.25	1.02	8.71	5	0.0804	0.73	0.30	9.14	1
0.1146	0.18	0.97	8.50	4	- Development of performance to compete	0.1121	0.20	0.95	8.48	4	0.1238	1.06	0.46	8.57	6
0.1158	0.19	0.94	8.16	5	- Create Thai knowledge	0.1118	0.20	0.91	8.10	3	0.1259	1.06	0.46	8.43	7

Table 47 (continue)

all of administrative members					Statements	administrative lecturers					administrative staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1176	0.19	1.00	8.50	6	- Produce specific identity products	0.1193	0.21	1.02	8.52	6	0.1065	0.90	0.38	8.43	4
0.1215	0.29	1.09	8.97	7	Standard and quality of education -	0.1219	0.34	1.10	9.00	7	0.1198	1.06	0.50	8.86	5
0.1429	0.26	1.22	8.57	8	- Shared to set identity/ popularity /culture	0.1396	0.29	1.20	8.57	8	0.1571	1.35	0.56	8.57	8
0.0961	0.17	0.81	8.47	1	C. Give precedence to stakeholders opinion - Target on the opinions of stakeholders	0.0930	0.17	0.80	8.55	1	0.1203	0.98	0.53	8.14	2
0.1085	0.18	0.92	8.47	2	- Services satisfaction of stakeholders	0.1004	0.18	0.86	8.52	3	0.1429	1.18	0.60	8.29	4
0.1086	0.19	0.94	8.66	3	- Listen to the opinions of stakeholders	0.0977	0.18	0.86	8.77	2	0.1554	1.27	0.59	8.14	5
0.1126	0.20	0.98	8.66	4	- Emphasize on learner centers	0.1108	0.21	0.97	8.77	4	0.1203	0.98	0.53	8.14	2
0.1321	0.24	1.06	8.05	5	- Public hearing on faculty development	0.1298	0.26	1.06	8.19	5	0.1868	1.39	0.65	7.43	6
0.1448	0.26	1.20	8.26	6	- Use consensus in faculty development	0.1567	0.30	1.28	8.19	6	0.0905	0.78	0.36	8.57	1
0.0842	0.15	0.75	8.95	1	Potential system development A. Strategic planning :network/alliance - Allocate budget follow strategic plan	0.0768	0.16	0.69	8.97	1	0.1152	1.0	0.40	8.86	4
0.0871	0.16	0.80	9.16	2	- Create standard of working and products	0.0827	0.16	0.77	9.26	2	0.1124	0.98	0.45	8.71	2
0.0942	0.17	0.84	8.92	3	- Manage follow strategic plan	0.0840	0.17	0.75	8.97	3	0.1358	1.18	0.49	8.71	8
0.1047	0.19	0.96	9.14	4	- Give precedence to communication	0.0996	0.19	0.91	9.17	7	0.1270	1.14	0.52	9.00	6
0.1059	0.20	0.93	8.77	5	- System of monitoring and evaluation	0.0945	0.20	0.84	8.86	5	0.1453	1.22	0.59	8.43	1
0.1059	0.19	0.93	8.74	5	- Create system of report and evaluation	0.0977	0.20	0.86	8.84	6	0.1330	1.10	0.57	8.29	7
0.1108	0.20	0.97	8.76	7	Benchmark with other faculty of pharmacy	0.0865	0.17	0.77	8.90	4	0.1955	1.59	0.67	8.14	2
0.1127	0.19	0.96	8.51	8	Cooperation of network/alliance	0.1051	0.19	0.90	8.57	8	0.1429	1.18	0.56	8.29	9
0.1139	0.21	1.02	8.95	9	Efficacy of administration:good governance	0.1147	0.24	1.03	9.00	9	0.1124	0.98	0.48	8.71	2
0.1181	0.19	1.00	8.45	10	Continuous development alumni / alliance	0.1162	0.21	0.98	8.45	10	0.1259	1.06	0.46	8.43	5

Table 47 (continue)

all of administrative members					Statements	administrative lecturers					administrative staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.1335	0.22	1.12	8.39	11	Efficacy of administration :economy	0.1389	0.25	1.17	8.42	1	0.1084	0.90	0.46	8.29	1
0.1381	0.25	1.14	8.22	12	. Increase efficacy of administration	0.1371	0.28	1.12	8.21	1	0.1429	1.18	0.64	8.29	9
0.0879	0.16	0.81	9.26	1	B. Give precedence to stability of system - Create system of finance accountancy	0.0827	0.16	0.77	9.26	3	0.1099	1.02	0.50	9.29	2
0.0904	0.17	0.81	8.95	2	- Increase efficacy of working	0.0799	0.17	0.72	9.06	1	0.1259	1.06	0.50	8.43	4
0.0936	0.19	0.84	9.00	3	- Specify concrete standard of working	0.0800	0.17	0.73	9.13	2	0.1598	1.35	0.68	8.43	6
0.0938	0.17	0.84	8.92	4	- Create system of information	0.0883	0.17	0.79	8.94	4	0.1198	1.06	0.48	8.86	3
0.1101	0.22	0.98	8.87	5	- Develop working :change management	0.1031	0.24	0.92	8.90	6	0.1358	1.18	0.50	8.71	5
0.1168	0.20	1.03	8.78	6	- Create system of quality education	0.1124	0.22	1.00	8.90	5	0.1084	0.90	0.42	8.29	1
0.1488	0.28	1.24	8.31	7	Development committee hold to PMQA -	0.1364	0.31	1.13	8.25	7	0.1905	1.63	0.65	8.57	7
0.0881	0.18	0.80	9.05	1	C. Shared working and team working Create coordinate between working units	0.0736	0.15	0.68	9.19	1	0.1792	1.51	0.65	8.43	8
0.0991	0.18	0.90	9.05	2	Adjust/ decrease process of working	0.0886	0.17	0.81	9.16	3	0.1571	1.35	0.60	8.57	5
0.0999	0.19	0.89	8.86	3	Integrate system of teamwork	0.0815	0.18	0.73	9.00	2	0.1429	1.18	0.56	8.29	1
0.1079	0.20	0.97	9.03	4	Specify role/duty responsibility	0.0945	0.19	0.87	9.16	4	0.1598	1.35	0.62	8.43	3
0.1208	0.21	1.06	8.74	5	Create system to compete	0.1038	0.20	0.92	8.84	5	0.1773	1.47	0.65	8.29	6
0.1217	0.20	1.05	8.61	6	Management by integrate curriculum	0.1151	0.21	1.00	8.68	8	0.1429	1.18	0.56	8.29	1
0.1262	0.21	1.08	8.55	7	Specify mentor system in working	0.1138	0.20	0.98	8.61	6	0.1773	1.47	0.65	8.29	6
0.1274	0.25	1.13	8.89	8	Manage place and environment charitable	0.1147	0.26	1.03	9.00	7	0.1598	1.35	0.62	8.43	3
0.0759	0.14	0.71	9.39	1	Potential people development Develop skill of thinking and capacity	0.0681	0.13	0.64	9.43	2	0.1212	1.11	0.47	9.17	2
0.0795	0.14	0.74	9.26	2	Continuous develop learning of staff	0.0712	0.14	0.67	9.35	3	0.1152	1.02	0.42	8.86	1

Table 47 (continue)

all of administrative members					Statements	administrative lecturers					administrative staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.0809	0.15	0.76	9.42	3	Create attitude of staff in good working	0.0621	0.13	0.60	9.58	1	0.1358	1.18	0.48	8.71	4
0.1065	0.19	0.94	8.81	4	Usage tools/techniques in administration	0.0974	0.21	0.87	8.90	4	0.1259	1.06	0.46	8.43	3
0.1482	0.27	1.19	8.03	5	Establish center to evaluate results of administration	0.1452	0.30	1.16	8.00	5	0.1604	1.31	0.59	8.14	5
0.0938	0.17	0.84	8.92	1	B. Emphasize on create leadership and teamwork Develop leadership and effective leaders	0.0883	0.17	0.79	8.94	2	0.1198	1.06	0.50	8.86	1
0.0977	0.17	0.88	8.97	2	Develop skill/public relations/ team working	0.0833	0.16	0.76	9.10	1	0.1598	1.35	0.56	8.43	5
0.1018	0.17	0.90	8.82	3	Reinforce skill of administration	0.0930	0.17	0.83	8.90	3	0.1259	1.06	0.50	8.43	3
0.1145	0.21	1.02	8.87	4	Cooperate working under change management	0.1036	0.22	0.93	8.94	4	0.1571	1.35	0.56	8.57	4
0.1254	0.25	1.05	8.35	5	Small group activities of quality works	0.1254	0.29	1.05	8.40	5	0.1253	1.02	0.50	8.14	2
0.0776	0.15	0.73	9.42	1	C. Proud of working and sense of owner Create conscious, shared thinking and responsibility	0.0737	0.17	0.70	9.48	1	0.0804	0.73	0.36	9.14	1
0.0935	0.18	0.86	9.18	2	Shared working to be effective teamwork	0.0827	0.18	0.77	9.26	2	0.1475	1.31	0.53	8.86	5
0.0982	0.20	0.88	8.97	3	Understand vision, mission and targets of faculty	0.0866	0.21	0.78	9.06	3	0.1429	1.22	0.53	8.57	3
0.1029	0.19	0.94	9.18	4	Create knowledge, love and harmony in working	0.0936	0.20	0.87	9.29	4	0.1358	1.18	0.52	8.71	2
0.1137	0.21	1.01	8.87	5	Specify standard and culture of working	0.1036	0.22	0.93	8.94	5	0.1429	1.22	0.53	8.57	3
0.1373	0.22	1.13	8.21	6	Arrange system of pay/special reward by outcome	0.1278	0.23	1.05	8.23	6	0.1855	1.51	0.65	8.14	6

Table 48 Conclusion of faculty of pharmacy development to HPO

Measurable parameter= rank

Statements	all of members	lecturers			staff		
		all	admin	nonadmin	all	admin	nonadmi
Model of faculty development	1	1	1	2	1	2	1
- Flexibility structure, clear targets							
- Shared decision ,administration and policy	2	3	3	1	3	1	2
- Establish target correlate with faculty	3	2	2	3	5	3	4
- Create correlation with community	4	4	4	4	4	5	5
- Central admin system with internal unit	5	5	5	5	2	4	3
Guideline and step of faculty development	1	2	1	2	3	4	4
Potential organization development							
A. Development high level of innovation							
-Increase effectiveness of working							
- Create transparent of working	2	6	5	6	4	2	5
- Develop quality/ leadership of academic	3	3	3	4	8	7	7
Create learning organization	4	5	7	5	1	1	1
Set system to monitor and evaluate working	5	1	2	1	7	9	9
- Adjust organization structure	6	7	9	7	2	3	3
- Increase capacity to compete	7	4	4	3	8	5	8
- Set development committee	8	9	8	8	5	8	2
- Create research organization	9	8	6	9	6	5	6
Create culture and identity of faculty	1	1	4	5	5	8	3
- Development of performance to compete							
- create the cooperation passcommunication	2	2	10	3	6	3	4
- Create Thai knowledge	3	3	11	2	7	4	8
- Adjust paradigm to understand targets	4	4	12	6	4	1	7

Table 48 (continue)

Statements	all of members	lecturers			staff		
		all	admin	nonadmin	all	admin	nonadmi
- Produce specific identity products	4	4	7	4	6	7	6
- Shared to set identity/ popularity /culture	6	6	5	7	1	6	2
- Create shared vision, mission and strategy	7	7	9	8	3	2	4
- Standard and quality of education	8	8	3	1	2	5	1
C. Give precedence to stakeholders opinion	1	1	2	1	5	4	5
- Target on the opinions of stakeholders							
- Emphasize on learner centers	2	2	6	2	4	5	2
- Services satisfaction of stakeholders	3	3	5	5	3	2	3
- Listen to the opinions of stakeholders	4	4	4	4	1	2	4
- Use consensus in faculty development	5	5	1	6	5	6	6
Public hearing on faculty development -	6	6	7	3	2	1	1
Potential system development	1	1	5	2	5	4	7
A. Strategic planning :network/alliance							
Allocate budget follow strategic plan							
Give precedence to communication	2	2	7	1	7	6	6
Create standard of working and products -	3	3	8	5	4	2	6
Increase efficacy of administration	4	4	1	6	8	8	9
Continuous development alumni / alliance	4	12	11	12	1	9	1
Manage follow strategic plan	6	5	3	10	9	12	2
System of report and evaluate outcome	6	8	10	3	10	5	10
Benchmark with other faculty of pharmacy	8	6	6	11	2	7	2
Efficacy of administration:good governance	8	6	7	9	12	9	1
Efficacy of administration :sufficient economy	10	10	9	7	6	2	4
Cooperation of network/alliance	11	11	12	4	3	1	3

Table 48 (continue)

Statements	all of members	lecturers			staff		nonad
		all	admin	nonadmin	all	admin	
System of monitoring and evaluation	12	9	5	8	11	11	11
B. Give precedence to stability of system	1	2	4	1	4	3	6
Create system of information							
Create system of finance accountancy	2	1	3	4	6	2	4
Specify concrete standard of working	3	3	2	2	2	6	2
Create system of quality education	4	6	5	3	1	1	3
Increase efficacy of working	5	4	1	5	7	4	7
Development committee hold to PMQA	6	8	7	7	5	7	1
Develop working :change management	7	7	6	6	3	5	5
C. Shared working and team working	1	1	1	1	4	8	2
- Create coordinate between working units							
- Adjust/ decrease process of working	2	3	3	2	3	5	4
- Specify role/duty responsibility	3	5	4	5	5	3	5
- Management by integrate curriculum/ network	4	5	8	3	1	1	3
- Integrate system of teamwork	6	7	5	6	2	6	1
- Create system to compete	7	6	7	4	7	3	8
- Manage place and environment charitable	8	2	6	9	8	6	7
- Specify mentor system in working	1	3	3	1	2	1	2
3. Potential people development	2	1	2	4	3	2	3
A. Develop skill of thinking and capacity							
- Continuous develop learning of staff							
- Develop skill of thinking and capacity	3	5	1	2	4	4	4
- Create attitude of staff in good working	4	2	4	3	1	3	1
- Usage tools/techniques in administration	5	4	5	5	5	5	5

Table 48 (continue)

Statements	all of members	lecturers			staff		
		all	admin	nonadmin	all	admin	nonad
B. Emphasize on create leadership and teamwork	1	5	2	1	5	1	5
Develop leadership and effective leaders							
Reinforce skill of administration	2	1	3	5	1	3	1
Develop skill/public relations/ team working	3	3	1	2	4	5	3
Cooperate working under change management	4	2	4	3	2	4	2
Small group activities of quality works	5	4	5	4	3	2	4
C. Proud of working and sense of owner	1	4	1	3	2	1	2
Create conscious, shared thinking/responsibility							
Shared working to be effective teamwork	2	1	2	1	5	5	5
Understand vision, mission and targets	3	6	3	3	1	3	1
Create knowledge, love and harmony	4	2	4	2	4	2	4
Specify standard and culture of working	5	3	5	5	3	3	3
Arrange system of special reward by outcome	6	5	6	6	6	6	6

Section 4 Administrative of faculty to HPO

Table 49 Comparative data all of lecturers and all of staff

all of members					Statement	all of lecturer					all of staff				
CV	Se	sd	m	r		CV	m	sd	Se	r	CV	m	sd	Se	r
0.1402	0.18	1.22	8.68	-	administrative by good governance	0.1007	8.96	0.90	0.16	-	0.2000	8.17	1.63	0.39	-
0.1237	0.15	1.07	8.68	1	Principle of public management Leadership	0.0980	8.84	0.87	0.14	2	0.1695	8.43	1.43	0.30	1
0.1305	0.16	1.07	8.17	2	Stakeholder	0.1084	8.43	0.91	0.14	5	0.1746	7.74	1.35	0.32	3
0.1367	0.16	1.18	8.67	3	Strategic planning	0.0991	9.07	0.90	0.14	3	0.1786	8.00	1.43	0.32	5
0.1385	0.18	1.19	8.59	4	Process management	0.1066	8.93	0.95	0.16	4	0.1765	8.00	1.41	0.35	4
0.1413	0.17	1.23	8.69	5	Human resource	0.0977	9.02	0.88	0.15	1	0.2055	8.14	1.67	0.36	7
0.1427	0.18	1.22	8.58	6	Result	0.1116	8.95	1.00	0.16	6	0.1813	7.94	1.44	0.34	6
0.1554	0.18	1.29	8.30	7	Measure, Analyze and KM	0.1427	8.48	1.21	0.20	7	0.1714	8.00	1.37	0.32	2
0.1442	0.18	1.25	8.66	1	The important of organization development to HPO Organization: culture	0.1033	8.93	0.92	0.15	1	0.2091	8.20	1.71	0.37	2
0.1371	0.16	1.14	8.34	2	Organization: structure	0.1039	8.67	0.90	0.14	2	0.1934	7.80	1.51	0.32	1
0.1196	0.15	1.07	8.92	1	System : administrative	0.0850	9.32	0.79	0.13	2	0.1770	8.22	1.46	0.30	1
0.1326	0.16	1.16	8.72	2	System : system of working	0.0841	9.22	0.78	0.13	1	0.1857	7.89	1.46	0.32	2
0.1206	0.16	1.07	8.86	1	Human : performance	0.0861	9.28	0.80	0.13	2	0.1730	8.17	1.41	0.32	1
0.1252	0.17	1.12	8.95	2	Human : team working	0.0776	9.38	0.73	0.11	1	0.2113	8.23	1.74	0.38	4
0.1324	0.17	1.13	8.56	3	Human : leadership	0.0943	8.86	0.84	0.14	4	0.1846	8.06	1.49	0.35	2
0.1356	0.17	1.18	8.69	4	Human : knowledge/capability	0.0934	9.02	0.84	0.14	3	0.1952	8.17	1.60	0.35	3

Table 50 Comparative data all of lecturers, administrative lectures and nonadministrative lectures

all of lecturers					Statement	administrative lectures					nonadministrative lectures				
CV	Sc _{mean}	sd	mean	r		CV	Se	sd	mean	r	CV	Sc _{mean}	sd	mean	r
0.1007	0.16	0.90	8.96	-	administrative by good governance	0.1019	0.23	0.93	9.10	-	0.1055	0.22	0.88	8.37	-
0.0977	0.15	0.88	9.02	1	Principle of public management Human resource	0.0849	0.18	0.78	9.19	3	0.1231	0.24	1.05	8.56	6
0.0980	0.14	0.87	8.84	2	Leadership	0.0739	0.15	0.68	9.27	1	0.1229	0.21	1.07	8.70	5
0.0991	0.14	0.90	9.07	3	Strategic planning	0.0758	0.16	0.71	9.39	2	0.1066	0.14	0.87	8.19	1
0.1066	0.16	0.95	8.93	4	Process management	0.0879	0.17	0.81	9.26	4	0.1210	0.26	1.06	8.78	4
0.1084	0.14	0.91	8.43	5	Stakeholder	0.1047	0.19	0.91	8.65	6	0.1400	0.21	1.18	8.41	7
0.1116	0.16	1.00	8.95	6	Result	0.1025	0.22	0.93	9.10	5	0.1164	0.25	1.00	8.63	2
0.1427	0.20	1.21	8.48	7	Measure, Analyze and KM	0.1436	0.28	1.23	8.55	7	0.1173	0.29	1.03	8.81	3
0.1033	0.15	0.92	8.93	1	The important of organization development to HPO Organization: culture	0.0866	0.17	0.80	9.23	1	0.0907	0.26	0.82	9.07	1
0.1039	0.14	0.90	8.67	2	Organization: structure	0.0927	0.17	0.81	8.70	2	0.1252	0.22	1.08	8.59	2
0.0841	0.13	0.78	9.22	1	System : system of working	0.0756	0.15	0.71	9.35	2	0.0970	0.88	0.21	9.12	1
0.0850	0.13	0.79	9.32	2	System : administrative	0.0702	0.14	0.67	9.48	1	0.1026	0.93	0.22	9.04	2
0.0776	0.11	0.73	9.38	1	Human : team working	0.0623	0.12	0.59	9.52	1	0.0991	0.88	0.19	8.89	2
0.0861	0.13	0.80	9.28	2	Human : performance	0.0667	0.15	0.63	9.48	2	0.1054	0.91	0.22	8.67	3
0.0934	0.14	0.84	9.02	3	Human : knowledge/capability	0.0911	0.19	0.83	9.14	4	0.1944	0.35	0.21	1.78	4
0.0943	0.14	0.84	8.86	4	Human : leadership	0.0829	0.18	0.75	9.03	3	0.0937	0.86	0.22	9.22	1

Table 51 Comparative data all of staff, administrative staff and nonadministrative staff

all of staff					Statement	administrative staff					nonadministrative staff				
CV	Se _{mean}	sd	mean	r		CV	Se _{mean}	sd	mean	r	CV	Se _{mean}	sd	mean	r
0.2000	0.39	1.63	8.17	-	administrative by good governance	0.1488	0.65	1.28	8.60	-	0.2083	0.47	1.67	8	-
0.1695	0.30	1.43	8.43	1	Principle of public management Leadership	0.1571	0.62	1.35	8.57	5	0.1748	0.45	1.46	8.33	1
0.1714	0.32	1.37	8.00	2	Measure, Analyze and KM	0.1071	0.52	0.86	8.00	1	0.1922	0.40	1.53	7.96	3
0.1746	0.32	1.35	7.74	3	Stakeholder	0.1598	0.60	1.35	8.43	7	0.1795	0.37	1.35	7.52	2
0.1765	0.35	1.41	8.00	4	Process management	0.1303	0.56	1.06	8.14	2	0.1979	0.43	1.57	7.92	6
0.1786	0.32	1.43	8.00	5	Strategic planning	0.1429	0.60	1.18	8.29	3	0.1936	0.38	1.52	7.85	4
0.1813	0.34	1.44	7.94	6	Result	0.1571	0.60	1.35	8.57	6	0.1975	0.43	1.53	7.73	5
0.2055	0.36	1.67	8.14	7	Human resource	0.1521	0.63	1.35	8.86	4	0.2160	0.41	1.70	7.89	7
0.1934	0.32	1.51	7.80	1	The important of organization development to HPO Organization: structure	0.1114	0.46	0.94	8.43	1	0.2124	0.39	1.60	7.56	1
0.2091	0.37	1.71	8.20	2	Organization: culture	0.1358	0.52	1.18	8.71	2	0.2315	0.45	1.85	8.00	2
0.1770	0.30	1.46	8.22	1	System : administrative	0.1453	0.60	1.22	8.43	1	0.1856	0.35	1.50	8.08	1
0.1857	0.32	1.46	7.89	2	System : system of working	0.1941	0.65	1.47	7.57	2	0.1893	0.37	1.50	7.93	2
0.1730	0.32	1.41	8.17	1	Human : performance	0.1253	0.56	1.02	8.14	2	0.1857	0.39	1.51	8.11	1
0.1846	0.35	1.49	8.06	2	Human : leadership	0.1071	0.56	0.86	8.00	1	0.2037	0.43	1.63	8.00	2
0.1952	0.35	1.60	8.17	3	Human : knowledge/capability	0.1453	0.59	1.22	8.43	4	0.2075	0.42	1.67	8.04	3
0.2113	0.38	1.74	8.23	4	Human : team working	0.1452	0.61	1.27	8.71	3	0.2256	0.46	1.81	8.04	4

Table 52 Comparative data all of nonadministrative member , nonadministrative lecturers and nonadministrative staff

nonadministrative member					Statement	nonadministrative lecturers					nonadministrative staff				
CV	Se _{maan}	sd	mean	r		CV	Se _{maan}	sd	mean	r	mean	sd	Se _{maan}	CV	r
0.1572	0.22	1.32	8.41	-	administrative by good governance	0.1055	0.22	0.88	8.37	-	8	1.67	0.47	0.2083	-
0.1397	0.18	1.17	8.35	1	Principle of public management Leadership	0.1229	0.21	1.07	8.70	5	8.33	1.46	0.45	0.1748	1
0.1559	0.22	1.29	8.26	2	Result	0.1164	0.25	1.00	8.63	2	7.73	1.53	0.43	0.1975	5
0.1573	0.19	1.30	8.25	3	Process management	0.1210	0.26	1.06	8.78	4	7.92	1.57	0.43	0.1979	6
0.1576	0.18	1.30	8.28	4	Strategic planning	0.1066	0.14	0.87	8.19	1	7.85	1.52	0.38	0.1936	4
0.1424	0.20	1.12	7.85	5	Stakeholder	0.1400	0.21	1.18	8.41	7	7.52	1.35	0.37	0.1795	2
0.1666	0.25	1.36	8.19	6	Measure, Analyze and KM	0.1173	0.29	1.03	8.81	3	7.96	1.53	0.40	0.1922	3
0.1676	0.19	1.40	8.35	7	Human resource	0.1231	0.24	1.05	8.56	6	7.89	1.70	0.41	0.2160	7
0.1633	0.16	1.32	8.09	1	Organization development Organization: structure	0.1252	0.22	1.08	8.59	2	7.56	1.60	0.39	0.2124	1
0.1777	0.17	1.47	8.30	2	Organization: culture	0.0907	0.26	0.82	9.07	1	8.00	1.85	0.45	0.2315	2
0.1492	0.18	1.29	8.62	1	System : administrative	0.1026	0.22	0.93	9.04	2	8.08	1.50	0.35	0.1856	1
0.1547	0.21	1.31	8.50	2	System : system of working	0.0970	0.21	0.88	9.12	1	7.93	1.50	0.37	0.1893	2
0.1471	0.18	1.26	8.57	1	Human : performance	0.1054	0.22	0.91	8.67	3	8.11	1.51	0.39	0.1857	1
0.1556	0.19	1.30	8.33	2	Human : leadership	0.0937	0.22	0.86	9.22	1	8.00	1.63	0.43	0.2037	2
0.1580	0.20	1.34	8.46	3	Human : knowledge/capability	0.1944	0.21	0.35	1.78	4	8.04	1.67	0.42	0.2075	3
0.1656	0.16	1.43	8.63	4	Human : team working	0.0991	0.19	0.88	8.89	2	8.04	1.81	0.46	0.2256	4

Table 53 Comparative data all of administrative member , administrative lecturers and administrative staff

administrative member					Statement	administrative lecturers					administrative staff				
CV	Se _{maan}	sd	mean	r		CV	Se _{maan}	sd	mean	r	CV	Se _{maan}	sd	mean	rank
0.1075	0.22	0.97	9.03	-	administrative by good governance	0.1019	0.23	0.93	9.10	-	0.1488	0.65	1.28	8.60	-
0.0870	0.18	0.79	9.14	1	Principle of public management Leadership	0.0739	0.15	0.68	9.27	1	0.1571	0.62	1.35	8.57	5
0.0935	0.18	0.86	9.18	2	Strategic planning	0.0758	0.16	0.71	9.39	2	0.1429	0.60	1.18	8.29	3
0.0951	0.19	0.87	9.13	3	Human resource	0.0849	0.18	0.78	9.19	3	0.1521	0.63	1.35	8.86	4
0.1047	0.19	0.95	9.05	4	Process management	0.0879	0.17	0.81	9.26	4	0.1303	0.56	1.06	8.14	2
0.1111	0.22	1.00	9.00	5	Result	0.1025	0.22	0.93	9.10	5	0.1571	0.60	1.35	8.57	6
0.1156	0.20	0.99	8.61	6	Stakeholder	0.1047	0.19	0.91	8.65	6	0.1598	0.60	1.35	8.43	7
0.1443	0.25	1.22	8.45	7	- Measure, Analyze and KM	0.1436	0.28	1.23	8.55	7	0.1071	0.52	0.86	8.00	1
0.0951	0.17	0.87	9.13	1	The important of organization development to HPO Organization: culture	0.0866	0.17	0.80	9.23	1	0.1358	0.52	1.18	8.71	2
0.0961	0.16	0.83	8.65	2	Organization: structure	0.0927	0.17	0.81	8.70	2	0.1114	0.46	0.94	8.43	1
0.0886	0.18	0.82	9.29	1	System : administrative	0.0702	0.14	0.67	9.48	1	0.1453	0.60	1.22	8.43	1
0.1022	0.21	0.92	9.03	2	System : system of working	0.0756	0.15	0.71	9.35	2	0.1941	0.65	1.47	7.57	2
0.0781	0.16	0.73	9.37	1	Human : team working	0.0623	0.12	0.59	9.52	1	0.1452	0.61	1.27	8.71	3
0.0870	0.18	0.80	9.24	2	Human : performance	0.0667	0.15	0.63	9.48	2	0.1253	0.56	1.02	8.14	2
0.0988	0.20	0.89	9.00	3	Human : knowledge/capability	0.0911	0.19	0.83	9.14	4	0.1453	0.59	1.22	8.43	4
0.0999	0.19	0.88	8.84	4	Human : leadership	0.0829	0.18	0.75	9.03	3	0.1071	0.56	0.86	8.00	1

Table 54 Comparative data all of member, all of lecturers and all of staff

Measure parameter: rank

Statement	all of member	all of lecturers			all of staff		
		all	admin	nonadmin	all	admi	nonadmin
administrative by good governance	-	-	-	-	-	-	-
Principle of public management Leadership	1	2	1	5	1	5	1
Stakeholder	2	5	6	7	3	7	2
Strategic planning	3	3	2	1	5	3	4
Process management	4	4	4	4	4	2	6
Human resource	5	1	3	6	7	4	7
Result	6	6	5	2	6	6	5
Measure, Analyze and KM	7	7	7	3	2	1	3
The important of organization development to HPO	1	1	1	1	2	2	2
Organization: culture							
Organization: structure	2	2	2	2	1	1	1
System : administrative	1	2	1	2	1	1	1
System : system of working	2	1	2	1	2	2	2
Human : performance	1	2	2	3	1	2	1
Human : team working	2	1	1	2	4	3	4
Human : leadership	3	4	3	1	2	1	2
Human : knowledge/capability	4	3	4	4	3	4	3

APPENDIX C

Photograph of the experts in brainstorming session



Figure 25 Brainstroming by focus group technique : Monday 24 August 2009, 01.00-03.30 at Narissaranuwattiwong room, Silpakorn university , Bangkok

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