THE DEVELOPMENT OF THAI TOURIST POLICE
OCCUPATIONAL STANDARD

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A Dissertation Submitted in Partial
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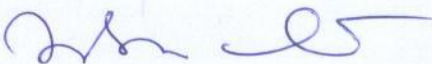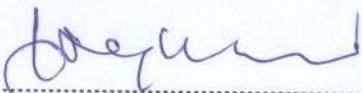## Naruedolrapassorn Jaksudechovanith
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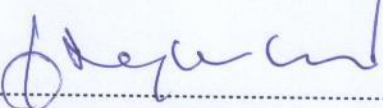
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ABSTRACT

Title of Dissertation	The Development of Thai Tourist Police Occupational Standard
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The study of development in Thai tourist police professional standards aims to develop performance indicator that important to improve Thai tourist police professional standards and professional standard handbook. This study is done by using Mixed Method Research (Qualitative Research and Quantitative Research) which is divided into 5 steps as given below: 1) Literature review by qualitative research 2) Examine questionnaires for group discussion (Focus Group) by expert using qualitative research 3) Survey based on questionnaires for both commissioned and non – commissioned Thai tourist polices by qualitative research 4) Find out needs to develop Thai tourist police professional standards by quantitative and qualitative researches and 5) Create professional standards and group discussion (Focus group) handbooks by qualitative research

Objective 1: To develop performance indicator that important to improve Thai tourist police professional standards

1) Thai tourist police professional standards are divided into 2 types which are professional standards for commissioned Thai tourist polices (Police Sub – Lieutenant) and for non - commissioned Thai tourist polices (Police Lance Corporal).

2) Expert mentioned that performance indicators have to divide into 3 groups which are knowledge, skill and attitude. Based on 3 divisions

3) In this study, performance indicators are divided into 2 types which are Core competencies and Functional competencies.

Objective 2: To evaluate needs for human resource development based on Thai tourist polices professional standards

The study found that Commissioned Thai tourist polices (Police Sub-Lieutenant) need to develop their core competency in planning-PLAN, expertise-EXP and consultation-CONSULT, English literacy-ENG, information seeking-INF, negotiation-NE and aesthetic quality-AQ, respectively. (Core Competency) whereas Non-commissioned Thai tourist polices (Police Lance Corporal) need to develop their core competency in planning-PLAN, achievement Motivation-ACH and expertise-EXP and information seeking-INF, respectively.

Objective 3: To develop Thai tourist police professional standards handbook

Thai tourist police professional standards handbooks are created which are divided into 2 types; Thai tourist police professional standards handbook for Commissioned Thai tourist polices (Police Sub-Lieutenant) and Non-commissioned Thai tourist polices (Police Lance Corporal).

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CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Problem

Tourism in Thailand is currently experiencing an expansion, and it has played a significant role in the Thai economy and society. Serving as a major source of Thailand's revenue, it has brought about foreign currencies and job creation, and it has distributed prosperity to different regions across the country. Equipped with its tourism advantage, Thailand has a diversity of basic tourism resources scattered across all provinces and is prepared to cater for tourists. Various tourist attractions in Thailand are characterized by world-class beauty and uniqueness from other regions. However, Thailand has weaknesses in terms of security, environmental and health regulations, and government policies (Tourism Situations and Trends, National Tourism Development Plan, B. E. 2555-2559 (2013-2016). The latest statistics have identified a large number of tourist arrivals to Thailand, as shown in Table 1.1.

Table 1.1 International Tourist Arrivals to Thailand by Nationality at the Suvarnabhumi International Airport and the Don Muang International Airport, 2010-2014, the Ministry of Tourism and Sports, Thailand

| Year | International Tourist Arrivals to Thailand | | | | | | | Number |
	East Asia	Europe	The Americas	South Asia	Oceania	Middle East	Africa	
2014	14,561,527	6,156,132	1,104,714	1,251,558	947,242	593,000	165,595	24,779,768
2013	15,911,375	6,305,945	1,166,633	1,347,585	1,021,936	630,243	163,008	26546,768
2012	12,525,214	5,650,619	1,083,433	1,286,861	1,046,755	605,477	155,544	22,353,903
2011	10,345,866	5,101,406	952,519	1,158,092	933,534	601,146	137,907	19,230,470
2010	8,167,164	4,442,375	844,644	995,321	789,632	569,334	127,930	15,936,400
Grand total								**108,847,309**

In the last three decades, Thailand's tourism industry has grown rapidly, with an increase in the number of foreign tourists every year. This has generated huge revenue for the country in conjunction with an increase in crimes and exploitation of tourists. Thus, the Thai government designated a specific agency to take charge of the facilitation and safety for tourists, in addition to local police.

In 1976, private businesses and the Tourism Authority of Thailand requested the Royal Thai Police (RPT) to consider a special provision for protection and safety for tourists. The RTP established the Center for the Facilitation and Safety of Tourists and affiliated it to the Crime Suppression Division. At first, it was equipped with approximately 60 police officers. Its responsibilities were receiving complaints, doing inspections, and providing protection and safety in community areas and tourist attractions in Bangkok. Vehicles and communication devices were donated by private businesses for the sake of its operations. In the meantime, the RTP was in process of requesting that the Tourist Police Division be established as a permanent agency, taking charge of the facilitation and safety to tourists. This was approved by the Cabinet in principle on November 24th, 1976, but there was a budgetary issue.

Declaring the year 1990 as the year of tourism, the Thai government assigned the Police Department, under the Ministry of Interior, to be responsible for serious, continuous actions relating to the facilitation and security for tourists. The Police Department and the Tourism Authority of Thailand jointly promoted the Center for the Facilitation and Safety of Tourists the Center for the Facilitation and Safety of Tourists to be the "Tourist Center" to service tourists regarding crime or exploitation-related complaints. The responsibility of the Tourist Center was expanded to some of the most popular tourist areas, consisting of Chiang Mai, Pattaya, Phuket and Hat Yai.

Realizing the importance of this ad-hoc agency, in 1982 the Thai government set up a permanent tourist police unit, which was the 8th Sub-division, affiliated to the Crime Suppression Division in compliance with the Royal Decree on Government Organizations of the Police Department, the Ministry of Interior (No. 10), B. E. 2525 (1982).

Due to the rapid growth in the tourism industry in terms of the number of tourists and tourist attractions scattered across the country, the structure of the Tourist Police Sub-Division was inadequate for the facilitation of its duties and security missions for tourists. Thus, the Thai government upgraded it to become the Tourist

Police Division, affiliated to the Central Investigation Bureau, in compliance with the Royal Decree on Government Organizations of the Police Department, the Ministry of Interior (No. 17), dated November 26th, 1991.

After being promoted to the Tourist Police Division, it encountered a shortage of manpower to service tourists thoroughly. Pursuant to the Royal Decree, B.E 2541 (1998), the   Police Department was changed to the RTP on October 17, 1998.

Later, there was the Royal Decree on Government Organizations of the RTP, B.E. 2552 (1998) and the Ministerial Regulations on Government Organizations that appointed divisions or other government organizations under the RTP, B.E. 2552 (1999). This resulted in the Tourist Police Division being divided into one General Staff Sub-division and six sub-divisions, in compliance with the Royal Thai Police Regulations on the Authority of Government Organizations of the Royal Thai Police, B.E. 2552 (2009), which was effective on September 7th, 2009.

Planning human development is comparable to creating added value for an organization. Based on human nature, humans and development must come together. In other words, humans need development because development will provide them with enhanced potential. To add value to an organization, it is necessary to do planning for human development. The value to be added to humans at the present time must have relations and consistency with the added value that an organization has set for the future. Normally, an organization usually employs personnel for a short, moderately-long and very long employment period, as well as old and new personnel. An organization needs to do concrete planning and that leads to implementation. It needs to identify how to develop human resources for a different employment period in order to achieve a balance in terms of knowledge and abilities, and to contribute to efficient teamwork (Kitti Bunnak, 2006, pp. 21-22). Currently, international organizations apply the competency concept to their managerial work, especially for human resource management, e.g. recruitment, development, assessment, and retention of personnel in the organization. Competency results in personnel work meeting the organization's needs. It is crucial to the organization's success and ensures its enhanced competitive advantage. In addition, the concept of competency is linked to the creation of a learning organization, which the management wants to establish. This is why this concept has gained increased attention. In Thailand, this

concept started to gain interest and be seriously discussed only in recent years (Sukanya Rassametummachot, 2006, p. 11).

The RTP, which takes charge of policing affairs in Thailand, designated the Tourist Police Division to be responsible for tourism, to serve as a technical agency concerning tourism, and to act as a central agency for the coordination and implementation of security and services for tourists. The RTP formulated the "Action Plan: Security and Services for Tourists." Under the plan, the Metropolitan Police Bureau, Provincial Police Regions 1-9, and the Central Investigation Bureau (Marine Police Division, the Railway Police Division, the Natural Resources and Environmental Crime Division) shall conduct activities to optimize security for tourists and to train and develop tourism personnel, e.g. foreign languages. This aims to integrate and promote the participation of various agencies affiliated with the RTP in terms of tourist's life and property security. In 2014, commissioned and non-commissioned tourist police officers, under the Tourist Police Division, consisted of 226 commissioned police positions and 1,760 non-commissioned police positions. The 226 commissioned police positions consisted of 175 occupancies (77.43 percent) and 51 vacancies (22.57%), and the 1,760 non-commissioned police positions consisted of 771 occupancies (50.25 percent) and 763 vacancies (49.74 percent). Thus, the total number of tourist police positions was 1,760, which comprised 946 occupancies (53.75 percent) and 814 vacancies (46.25 percent), as presented in the following table:

Table 1.2 Status of Commissioned and Non-commissioned Police Officers of the Tourist Police Division, 2014

Tourist Police Division	Position	Occupancies	Vacancies	Occupancies %	Vacancies %
Commissioned police	226	175	51	77.43	22.57
Noncommissioned police	1,534	771	763	50.26	49.74
Total	1,760	946	814	53.75	46.25

As stated, the police officers are divided into commissioned and non-commissioned police officers. The main responsibilities of both groups are unequal, and they are different in terms of knowledge, abilities, and job characteristics. The primary responsibilities of commissioned tourist police vary according to rank, which range from Police General, Police Lieutenant Colonel, Police Major General, Police Colonel, Police Lieutenant Colonel, Police Major, Police Captain, Police Lieutenant, and Police Sub-Lieutenant. As for non-commissioned ranks, they range from Police Lance Corporal to Police Senior Sergeant Major. They are recruited by examination from across the country to study in the Non-commissioned Police School (it was formerly the Police Training School). As mentioned, the knowledge, abilities and responsibilities of non-commissioned police are much less than their commissioned counterparts. However, there are some non-commissioned police officers who have more work experience than commissioned ones.

Competency refers to an individual's distinctive characteristics that consist of knowledge, skills, abilities, and other qualifications, which include values, ethics, personalities, and other physical characteristics that can be applied consistently and suitably for organizational development (Anon Sakworawit, 2004). Competency is a cluster of knowledge, skills, and attributes (also known as KSAs), which are reflected via an individual's measurable and observable working behavior (Narongwit Seangtong, 2004).

The development of the Thai tourist police occupational standards is important for the development of their knowledge, skills and abilities needed for their career. This involves the development of the Thai tourist commissioned police occupational standard (Police Sub-Lieutenant) and the development of Thai tourist non-commissioned police occupational standard (Police Lance Corporal). The mission and vision of the Tourism Division aims to extend the knowledge and skills of the police, which will contribute to their career advancement and human resource development that meets the agencies' needs. They also aim to study data and the feasibility for the formulation of the guidelines for occupational standards development.

The development of new leaders in the Thai bureaucracy is an effort to create an alliance between government officials who are bureaucracy development leaders. The target group is government officials with high capacity and appropriate

qualifications. This aims to reinforce the bureaucracy in order to ensure its efficiency and success. The formulation of the guidelines of the Thai police occupational standards development is an important factor. As previously mentioned, tourist police have a relationship with tourists, and they take charge of security. If no life and property security is provided, there will be no tourist arrivals in Thailand. The majority of the country's revenue is derived from tourism, so a lack of security will definitely have an adverse impact on the Thai economy. The guidelines for the development of the Thai police occupational standards are therefore important for ensuring the safety of tourists. Restructuring the RTP affects government officials working for the Tourism Division because some officials have no expertise in this area, which results in accumulated problems. Thus, the guidelines for the development of the Thai police occupational standards are necessary, and this should involve different competencies.

Thus, competency is critical to the administration of police officers in the present time, which experiences socio-economic changes and tourism growth. The absence of competency development in the police occupation will lead to inefficiency in caring and providing services for tourists, and this will result in various problems, e.g. tourism-related crimes.

As tourist police have close contact with tourists, their image as tourist police is important. Police officers who are not tourist police officers do not have this image. Many tourists pay more attention to tourist police than local police. One factor that creates the feeling amongst tourists that tourist police are their friends is their good friendship and services that they render to tourists, which is the primary function of the tourist police. The development of human resources for the RTP, especially the Thai tourist police, will certainly contribute to an opportunity to build a positive image for the RTP in the eyes of increased numbers of tourists into the country. This will generate revenue for the country before the competency is extended to other government agencies.

The author's literature review identified no documents related to this research. Thus, this research project has great academic value.

Based on the necessity mentioned above, this research project developed police personnel based on the competency for the development of the Thai tourist

police occupational standards. Its primary purpose was to strengthen knowledge and optimize operational standards. Research on Thai tourist police occupational standards had never been conducted, so its development is very important to result in the efficiency of the Tourism Division so the practitioners will become true "professionals."

1.2 Research Questions

1) What are competencies required for the development of Thai tourist police occupational standards?

2) What are the needs for personnel development based on the Thai tourist police occupational standards development?

3) What should the manual for personnel development based on the Thai tourist police occupational standards development look like?

1.3 Objectives of the Research

1) To develop indicators of competencies required for the Thai tourist police occupational standards development.

2) To assess the needs for personnel development based on the Thai tourist police occupational standards development.

3) To develop the manual for personnel development based on the Thai tourist police occupational standards development.

1.4 Expected Benefits

1) The Tourist Police Division, the Central Investigation Bureau, under the Royal Thai Police, acquire the development of occupational standards for both commissioned tourist police (Police Sub-Lieutenant) and non-commissioned tourist police (Police Lance Corporal).

2) Commissioned and non-commissioned tourist police develop themselves based on the Thai tourist police occupational standards development as assigned by the agency they are affiliated with.

3) Obtain the manual on correct practices and the development of occupational standards for commissioned and non-commissioned Thai tourist police.

4) The Royal Thai Police is able to apply the guidelines for occupational standard-based personnel development to other areas, e.g. the formulation of the guidelines for competency-based tourist police development, manuals, as well as the module package or the training package.

5) The researcher or interested people learn about the preparation of the tools and manual for the development of tourism police occupational standards and then apply this to other branches of the police.

1.5 Scope of the Study

The scope of this research is as follows:

1.5.1 Scope of the Content

1) The development of the Thai tourist police occupational standards involves three activities, as follows:

(1) Identifying indicators

(2) Assessing needs

(3) Preparing a manual

2) The scope of the guidelines for the development of Thai tourist police occupational standards – The guidelines for the development of Thai tourist police occupational standards with the top three demands of each level of police officers.

1.5.2 Scope of Time

12 months, from November 2014 to October 2015.

1.6 Limitation of the Research

This research was conducted during a time when police were not available for providing in-depth data due to the burden resulting from crimes in Bangkok.

CHAPTER 2

LITERATURE REVIEW

This chapter involves the following topics:

2.1 Concepts of the development of occupational standards

2.2 Preparation of occupational standards

2.3 Need for development based on the occupational standards

2.4 Data about the Thai Tourist Police Division

2.5 Roles and responsibilities of Tourist Police

2.6 Related research

2.1 Concepts of the Development of Occupational Standards

The professional standards development of this research project relied on the concept of 'competency.' This concept was first developed by Dr. David McCleland in 1970, a psychologist from Harvard University and a consultant for various business organizations. He conducted a study on why personnel in the same position were different in terms of competency. His study concluded that personnel with a high competency were equipped with competency (Chiraprapha Akaraborworn, 2006). McCleland (1973) wrote an article entitled "Testing for Competence rather than Intelligence." This article marked the starting point of the competency-related concept that describes an individual's characteristics as an iceberg.
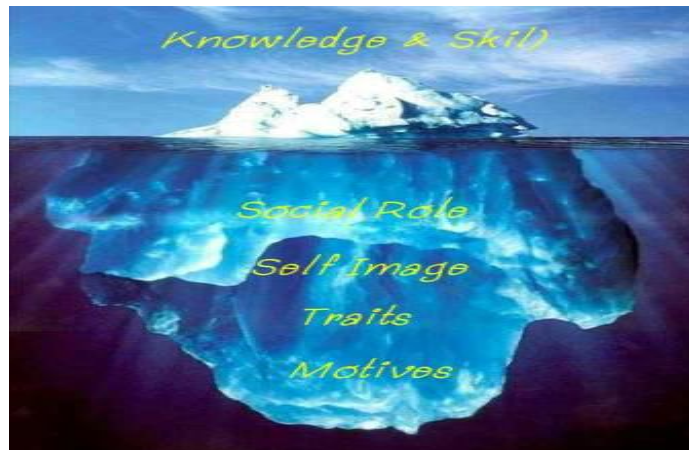
Figure 2.1 The Iceberg Model
Source: Chuchai Smithikrai, 2007.

Based on Figure 2.1, an individual's characteristics are compared to an iceberg. The smaller part, which is above the surface of the water, can be easily observed and measured; it consists of knowledge and skills. The bigger part, which is under the surface of the water, is unnoticeable and more difficult to measure, and it has a greater influence on an individual's behavior. It is comprised of social roles, self-image, traits, and motives. The part above the water surface has a relationship with intelligence. An individual's intelligence, ability to learn, as well as knowledge and skills, are inadequate for achieving an outstanding performance. To achieve an outstanding performance, there needs to be a proper drive for traits, self-image, and social roles.

2.1.1 Background of Competency

As stated, the concept of competency was derived from the research by David C. McClelland, from Harvard University. His study questioned what qualifications and characteristics   were possessed by successful business people and top executives in leading organizations. The research found that their outstanding profile and educational achievement were not always indicators of their success.

The origin of competency occurred in 1970, when McBer was contacted by the US State Department to assist with the recruitment of the Foreign Service

Information Officers (FSIOs). These staff members, who were mostly white, served as the U.S.A.'s representatives to disseminate American culture and stories to people in foreign countries around the world.

Before that time, the US State Department recruited its FSIOs using a test called the Foreign Service Officer Exam, which aimed to test senior officers' skills, which were believed to be necessary for working as FSIOs. However, this test contained several weaknesses, including:

1) It measured the culture of middle- and high-class people, and it relied on a criterion that was of a very high standard. Thus, African-Americans, the country's minorities, had no chance of passing the test. This reflected the "discriminatory" nature of the agency's recruitment process.

2) It was later discovered that test scores had no relationship with performance. That is, those with high test scores did not always have high performance as the organization had expected. The US State Department hired McBer, led by David C. McClelland, to help resolve this issue. David C. McClelland was assigned to identify a more effective tool that could provide an accurate prediction of the FSIOs' performance, in replacement of the old one. David C. McClelland used the following steps:

(1) Comparing FSIOs who were superior performers with those who were average performers.

(2) Developing a new assessment technique called the Behavioral Event Interview (BEI), which asked the respondents to answer questions about their top-three successes and top-three failures. This was done in order to lead him to what he was looking for – superior performers' behavior.

(3) Analyzing the BEI test scores between superior performers and average performers to identify the differences between the two groups' behavior. David C. McClelland called the behavior that resulted in superior performance 'competency.'

In his article entitled "Testing for Competence rather Than Intelligence," David C. McClelland suggested that IQ (which consists of academic aptitude or expertise, knowledge, and commitment to success) is not a good indicator of overall performance and achievement, while "competency" acts better in terms of predicting

achievement. This clearly demonstrates that "good performers" does not mean "those who are good at school," but instead those with achievement at work are those who are able to apply their intrinsic knowledge to benefit the job they are doing. Thus, these people are labeled people who possess "competency" that is appropriate for their work.

Various educators and academics have applied McClelland's approach to serve as the guideline for studying competency (Sukanya Rassametummachot, 2006) Competency, Non-rejectable Management Tools.

2.1.2 Definition of Competency

Thai and foreign academics have provided different definitions for the term "competency," based on their own understandings and beliefs (Ratchaneewan Wanichtanom, 2006). The various definitions are as follows:

Anon Sakworawit (2004) and Narongwit Saentong (2004) provided a similar definition for the term "competency" – an individual's attitudes, traits, skills, and behavior which are their true habit.

1) According to the Office of the Civil Service Commission (2005), competency means behavioral characteristics that result from knowledge, skills/abilities, and other characteristics that allow individuals to create a job that is more outstanding than other colleagues'.

2) McCleland (1973) defined the term as an individual's underlying characteristics that push them to achieve a competency that is superior to a criterion or target. Boyatzis (1982) studied McCleland's concept (1973). He stated: "competency is an underlying characteristic of an individual, which is causally related to effective or superior performance in a job." The underlying characteristics are comprised of motives, traits, skills, self-image, social roles, and the body of knowledge that are required for achieving a performance that is above the criterion or target.

3) Spencer and Spencer (1993) said, "competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation." The underlying characteristics consist of motives, traits, self-concepts, knowledge, and skills. These characteristics are drivers or have a causal relationship, which allow individuals to have criterion-referenced effective and/or superior performance, based on their or situations.

4) Parry (1998) defined the term "competency" as "a cluster of related knowledge, skills, and attitudes (K, S, A) that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well accepted standards, and that can be improved via training and development."

Dubois and Rothwell (2000) defined competency as "characteristics that individuals have and use in appropriate, consistent ways in order to achieve a desired performance." These characteristics consist of knowledge, skills, personality, social motivation, habits, thinking, thoughts, feelings, as well as actions. The term "competency" is defined slightly differently across academics; a common feature in their definitions is that behavior is targeted on achievements and related to knowledge, skills, abilities, and other characteristics. Focus should be placed on the fact that competency is the behavior showed in doing a job, and it is derived from knowledge, skills, abilities, and the other characteristics required for success in a job or superior performance. Based on the aforementioned meanings, it can be concluded that competency refers to an individuals' behavior that is associated with knowledge, skills and other characteristics that are required for ensuring the success of a job, the achievement of organizational objectives, and having criterion-referenced effective and/or superior performance.

Chuchai Samitkrai (2007, p. 26) suggested that the idea of competency was started in early 1970 by David C. McClelland, a psychologist from Harvard University. He developed a personality test to serve as a tool for predicting an individual's performance and recruiting efficient personnel for US government agencies. In 1973, he published an article entitled "Testing for Competency Rather than for Intelligence," which discusses the relationship between excellent performers and different levels of skills, knowledge, and abilities. It identified that IQ measurement and personality tests are not suitable for predicting performance, and that organizations should instead hire individuals based on their competency rather than test scores. This article has been widely mentioned by people who agreed or disagreed with his idea. It triggered people's interest in studying competency-related concepts up until now Boyatzis, (1982). wrote a book entitled "The Competent Manager: A Model of Effective Performance." As the first person who used the term

"competencies," he emphasized that competency is an individual's characteristics that lead to efficient performance (Danai Thianput, 2003). In 1994, Gary Hamel and C.K. Prahalad introduced the term "competencies" into the business industry. In the book "Competing for the Future," he said core competencies are the only factors that ensure a business will win a competition and prevent its rivals from imitating it.

McClelland (1973) competency refers to an individual's underlying characteristic that can push them to create criteria-referenced effective performance in a job.

According Parry (1998) competency is a cluster of knowledge, skills, and attitudes that strongly influence the achievement of one's job (a role or responsibility) that correlates with performance on the job, can be measured against well accepted standards, and can be improved via training and development.

Boyatzis (1982), competency is a fundamental characteristic that affects the effectiveness and/or superior performance of a job. It determines an individual's behavior towards achieving the job's requirements under the organization's environmental factors, and it makes individuals more determined to achieve desired results.

McShane and Glinow (as cited in Chuchai Smithikrai, 2007, p. 27) defined "competency" as an individual's ability, knowledge and skills that are derived from learning, values, personality, and other characteristics that equip individuals with superior performance, which is perceived through their behavior.

According to Narongwit Saentong (2004, p. 27), "competency" refers to the abilities required for a particular position. It means not only behavior but also beliefs, attitudes, and traits.

According to Anon Sakworawit (2004, p. 61), competency refers to an individual's characteristics − knowledge, skills, abilities, and qualifications, which consists of values, ethics, personalities, physical characteristics, and others that are necessary and consistent with the organization.

The definition assigned by Sane Juito (2005, p. 11) is similar to the concept of KSAOs, which stands for an individual's characteristics that are related to performance. K stands for knowledge, S, skills, A, ability, and O other characteristics (other characteristics that are related to a job). The difference is that competency

focuses more on the analysis of individuals than on the jobs themselves.

According to Sima Simanan (2005, pp. 1-4), common features of competency consist of:

1) Knowledge, skills, abilities, and other characteristics that ensure individuals' efficient work.

2) Observable and measurable covert characteristics.

3) Covert characteristics that can identify distinguished performance and lead to efficient performance.

According to the Office of the Civil Service Commission (2005), competency refers to a cluster of knowledge, abilities, skills and attitudes necessary for effective and efficient work, as well as characteristics that influence behavior and performance. These characteristics are formed based on skills, knowledge, abilities, attitudes, personalities, and values of individuals, or they are behavior of superior performers. It can be concluded that the study of competency deals with the comparison between superior performers and average performers, which identifies the areas where they differ. In general, personnel recruitment allows people in the position to have knowledge, skills, abilities and other characteristics which are defined for similar positions. This is not differentiating competency, but instead threshold competency. The study of the working behavior of superior performers allows an organization to apply behavioral knowledge to help it achieve its goals. In the case when achievement-motivated work is the difference between superior performers and average performers, an organization will make all employees aware that it expects achievement-motivated work. To evaluate performance, an organization should make it obvious that those who do achievement-motivated work will receive more compensation or rewards than those who do not (based on a learning theory, living beings learn to behave in a particular way in order to get rewards and avoid punishment).

In this research, the term "competency" is defined as follows:

Competency refers to an individual's distinctive characteristics that consist of knowledge, skills, abilities, and other qualifications, which include values, ethics, personalities, and other physical characteristics that can be applied consistently and suitably for organizational development (Anon Anon Sakworawit, 2004: 61). Competency

is a cluster of knowledge, skills, and attributes (also known as KSAs), which are reflected via an individual's measurable and observable working behavior (Narongwit Saentong, 2004).

2.1.3 Importance of Competency

According to Chuchai Samitkrai (2007, p. 28), competency is important for the performance of employees and organizations.

1) It allows an organization to recruit individuals equipped with positive characteristics, including knowledge, skills, abilities, and behavior that are suitable for a job, which help to achieve organizations' needs.

2) It allows employees to know their knowledge, skill and ability levels, and realize by themselves which areas need to be developed, which will provide a greater extent of self-directed learning.

3) It can be utilized for staff development and training.

4) This helps to encourage key performance indicators (KPIs) to be achieved because it indicates which competencies are required for achieving the goals of KPIs.

5) It prevents performance from being determined by fate only. For example, a salesperson's total sales were higher than the target despite paying low attention to his job. It was high market demand that determined the increase in the total sales volume, even without great effort. Competency measurement would make it possible to determine if his success is derived from luck or his talent.

6) It will accelerate the achievement for molding of an organization's competency. If all employees always adjust their own competency to the standard defined by their organization, in the long run this can result in specific competency of the organization. For example, an organization can become an organization of creativity because all individuals in the organization have creative-thinking capacity.

2.1.4 Elements of Competency

Review of textbooks, documents and research identified that the composition of the competency based on individual academics is as follows:

1) David McClelland found that elements of competency consist: 1) Knowledge, 2) Skills 3) Social role, 4) Self-image, 5) Traits, and 6) Motives. In addition, it involves imagination, trends, thinking, and practices that are individuals' nature.

2) According to Spencer and Spencer (1993), the composition of competency consists of: knowledge, skills, social role, self-image, traits, and motives.

3) According to Prahalod and Hamel (1990), the composition of competency consists of: knowledge, skills, social role, self-image, traits, and motives.

4) The Excise Department, Office of Human Resources Management, 2009, identified that the composition of the competency consists of knowledge and skills.

5) Prachak Sapudom (2007, p. 3) stated that competency is comprised of knowledge, skills, and personal characteristic of attributes.

6) According to Chatri Phothikun (2009, p. 17), the composition of competency consists of knowledge, skills, and personal characteristic of attributes.

7) According to Yingyong Phalalert (2007, p. 13), the composition of competency consists of knowledge, skills, and personal characteristic of attributes.

8) According to Fey and Miltner (2000), the composition of competency comprises knowledge, skills, and personal characteristic of attributes.

9) For Anon Sakworawit (2004: 61), the composition of competency consists of knowledge, skills, and personal characteristic of attributes.

10) Ratchaneewan Wanitthanom (2004) stated that competency consists of knowledge, skills, social role, self-image, traits, motives, and personal characteristic of attributes.

11) Penchan Saenprasan et al. (2004) identified that competency is comprised of knowledge, skills, social role, self-image, traits, motives, and personal characteristic of attributes.

Based on the synthesis of the elements of competency presented by different academics, the table can be developed:

Table 2.1 Synthesis of the Components of Competency

Competency / Composition	(2) David C. McClelland 1973	(3) Spencer and Spencer 1993	(8) Gary Hamel and C.K.Prahalad (2004)	(14) Excise Department, Office of Human Resources Management, 2009: 2-5	(15) Prachak Sapudom (2007, p. 3)	(16) Chatri Phothikun (2009, p. 17)	(17) Yingyong Phalalert (2007, p. 13)	(18) Fey &Miltner, 2000	(19) Anon Sakworawit (2004: 61)	(20) Ratchaneewan Wanitthanom (2005: 13-14)	(9) Penchan Saenprasan et al. (2004)	(20) Ratchaneewan Wanitthanom (2005: 13-14)
1. Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
2. Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
3. Social role	✓	✓	✓							✓		✓
4. Self-image	✓	✓	✓							✓		✓
5. Traits	✓	✓	✓							✓		✓
6. Motives	✓	✓	✓							✓	✓	✓
7. Personal characteristic of attributes					✓	✓	✓	✓	✓	✓	✓	✓

Table 2.1 shows the synthesis of the components of competency, as outlined below:

These are the components of competency:

    1) Knowledge

    2) Skills

    3) Social role

    4) Self-image

    5) Traits

    6) Motives

    7) Personal characteristic of attributes

2.1.5 Application of the Competency Principle

Competency can be applied for human resource management in several ways, such as the following:

1) Human resource planning – This deals with planning human resources for different jobs, each of which involves defining required competencies in line with organizational strategies.

2) Job evaluation of wages and salary administration – Competency can be applied to determine compensable factors. For example, via the point method, after the factors are set, each of the factors will be assigned a point in order to identify how important the respective factors are for a particular job.

3) Recruitment and selection – When competencies are prepared for a particular job, recruitment has to be consistent with these competencies.

4) Placement – Placement must take into account the competencies of individuals equipped with suitable qualifications or abilities for a desired job.

5) Training and development – Training and development has to be carried out in line with personnel's competency and their full capacity.

6) Career planning and succession planning – An organization must plan individual career paths to identify what competencies personnel need in each step, what assistance the organization can provide to ensure their advancement, how personnel can develop themselves, how the organization can enhance the competency of successors in management positions, and how competencies are measured to lead to the training process.

7) Rotation, termination, and promotion – Knowing the competency of individuals can result in easy and appropriate human resource management in terms of rotation, termination and promotion.

8) Performance management – This involves the qualitative management principle called PDCA in human resource planning. The planning takes into account each individual's competency and puts the right man into the right job. Monitoring and evaluation are based mainly on competency, and the results are used for improvement.

In addition, competency is applied for course development as follows:

1) Appoint or assign a person responsible for course development to supervise the development, 2) Select experts, entrepreneurs, and academics to define the abilities related to jobs; 3) Use the critical incident technique, which assigns individuals to identify actual work problems and answer respective questions in order to set main responsibilities; 4) Define core competencies, which consist of knowledge, skills, characteristics, as well as innovations, which create the organization's uniqueness. To define core competencies, the top management will formulate strategies and define the main qualifications, skills and knowledge for a job in order to design a curriculum that responds to the competencies, 5) Design the curriculum and submit to experts for criticism, 6) Define instructional approaches based on the competencies, and 7) Apply the curriculum and conduct evaluations (Tuan Tongkaew, 2009).

Today, there are many public and private organizations that have applied the concept of competency to their administration and compensation. Similarly, the results of the survey "Performance Management of Organizations in Thailand," conducted by the Personal Management Association of Thailand (PMAT) identified that the design and planning of performance management for 54.6 percent of these organizations introduced the concept of competency. Among this 54.6 percent, 83.9 percent utilized key performance indicators (KPI) to link to employee capacity (Thanomrat Fonglao, 2005).

The results of this research project were beneficial – The Tourist Police Division, the Central Investigation Bureau, under the RTP, will acquire the development of occupational standards for both commissioned tourist police (Police Sub-Lieutenant) and non-commissioned tourist police (Police Lance Corporal). Commissioned and non-commissioned tourist police will be able to develop themselves based on the occupational standard as assigned by the agency they are affiliated with. In addition, this will yield the manual on practices and training courses based on the occupational standards for commissioned and non-commissioned Thai tourist police. The RTP will be able to apply the guidelines for occupational standard-based personnel development to other areas, e.g. competency-based courses and the module package or the training package. Furthermore, researchers or interested people

can learn about the preparation of the tools and manuals for the development of occupational standards for other fields.

2.1.6 Competency Evaluation

According to the Department of Provincial Administration (2006, pp. 7-12), competency evaluation involves comparing behavior and how the work of government officials in different situations will reflect each competency. Behavior and how to work are considered to be evidence in the evaluation.

1) It deals with assessing the abilities of government officials in different lines of activities based on defined competencies. This will reveal the level of their abilities compared with the organization's expectations.

2) To apply the assessment results to develop government officials in line with the individual development plan (IDP).

3) To enhance a two-way communication system for government officials via the assessment system and joint formulation of development plans.

Competency assessment can be applied in human resource management, as for the following:

1) Recruitment and selection – The recruitment and selection process starts with information and responsibilities about a job. This helps identify the knowledge and abilities of candidates who should be selected. Apart from the required knowledge and skills, focus should be placed on desired behavior.

2) Human resource development – Human resource development consists of training, succession planning, competency standard-based training, as well as on-the-job training. Critical skills, knowledge and attitudes become the basis of personnel development programs. Content and learning methods must be defined, and assessment participants must be done.

3) Performance or compensation management – The principle of performance management is giving rewards for good performance as an incentive. In general, performance or compensation management often involves performance assessment. It is divided into two parts: assigned work and behavioral characteristics, which are underwater and are ready to be expressed in the form of working behavior. Thus, efficient performance assessment should involve both parts.

Competency Assessment Methods

There are various methods or tools that can be used for competency assessment (Chuchai Smithikrai, 2007, pp. 39-41).

1) Biographical data − This helps with assessing an individual's knowledge, skills and abilities, and helps with identifying what jobs they have done.

2) Employee record – It is a collection of employees' history and some characteristics, which reveal certain working habits. In some organizations, the record may include competency.

3) Performance appraisal − Performance is divided into two major groups: 1. Task performance, which involves skills, knowledge and abilities; and 2. Contextual performance, which is related to the behavior of a model member of an organization, such as being helpful. The appraisal is more likely to be related to personalities. Performance-based competency should be done carefully, as there are other factors that determine performance, such as motivation. Despite having knowledge, skills, and abilities, if individuals lack motivation this can cause them to have poor performance.

4) Interview − It provides a significant amount of data, but factors that influence the validity of interview must be taken into account, for example, the types of interviews and interviewers.

5) Assessment center − Including several psychological techniques, this method is usually used for the competency assessment of management.

6) In-basket simulation − This is the simulation of the responsibilities of managers, in which there are virtual tasks, and the mangers have to give orders based on their opinions. This method is used for the assessment of the management's competency.

7) Personality inventory – It is used for measuring personalities to get the right person for a job and organization. However, the personality inventory usually has high cultural limitations, so it must be used cautiously.

8) The intelligence test and aptitude test − Individuals are different in terms of intelligence and aptitude, so individuals should be used based on their competency.

9) Knowledge test − It tests the knowledge required for a job, with a focus on measuring knowledge. An organization can develop the test if it has a

specialist in a particular subject, but the standard of the test must be taken into consideration.

10) Work sample – This deals with sampling the tasks of a job for individuals to perform. Its advantage is its predictive validity, which is quite high. However, it cannot identify their covert potential because it measures only what they are able to do in the job. If there is change in the job, they may be adjustable to it.

11) 360 degree feedback – This is an assessment from all sides by those who witness an individual's competency in a target position, for example, by supervisors, subordinates, customers, and themselves. This provides comprehensive and different perspectives. In addition, 360-degree assessment aims to measure an assessor's perceptions of an individual's characteristics, processes, or working behavior. It is better than output assessment and fairer than assessment from a single source.

12) Behavior observations – They are observations of an individual's behavior in certain situations to evaluate their behavior. Observers or assessors have to conduct observations honestly, and they must be close enough to assessees to observe their behavior.

It is impossible to identify which the best or the most appropriate method is. This depends on the objectives of the use of competency assessment results. Each assessment can involve various methods in order to gain complete and desired competencies.

The most consistent method is behavior observation. To validate behavior observation, there are two assumptions:

1) The observer and assessor perform their duties in an honest manner.

2) The observer and assessor are close enough to the assessed to observe their behavior, based on the defined pattern. If superiors assess subordinates' competency, they have to understand the meanings and levels of competency that they will assess, and they have to assess the level of their subordinates' overall working behavior. They have to make observations and record the working behavior of the assessed on a periodical basis, which serves as evidence for confirmation in the case when the assessees do not agree with the assessment results.

2.1.7 Type of Competency

The study of textbooks, documents and research, competency is divided into two major types:

1) Core competency – It is a characteristic that reflects the knowledge, skills, attitudes, beliefs and traits of people in an organization, which helps the organization to achieve its vision.

2) Functional competency – It represents the knowledge, skills and personalities that individuals should have in order to perform towards achieving their goals, as well as personalities that will encourage superior performance that exceeds the standard.

Based on textbooks, documents and research, these are the ideas of academics about competency:

1) According to the Office of the Civil Service Commission (2005), core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

2) The Department of Medical Services (2006) suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

3) Narongwit Saentong (2004) suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

4) For Chiraprapha Akaraborworn (2006), core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

5) Penchan Saenprasan et al. (2004) suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW). suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

6) According to the Patholgy Department, the Faculty of Medicine, Prince of Songkla University. (2011), core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

7) According to Rajamangala University of Technology Phra Nakhon (2010), core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

8) According to the Nursing Department, (2009) Maharaj Nakorn Chiang Mai Hospital (2009), core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

9) Piyachai Chantawongpaisan (2006) suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

10) According to the Excise Department, Office of Human Resources Management, (2009, p. 2-5), core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

11) Fey and Miltner (2000) suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

12) Penchan Saenprasan et al. (2004) suggested that core competencies comprise: 1) Achievement motivation (ACH); 2) Service mind (SERV); 3) Expertise (EXP); 4) Integrity (ING); and 5) Teamwork (TW).

13) According to the Office of the Civil Service Commission (2005), functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource

development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

14) Barrett and Depinet (1991) indicated that functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

15) According to the Department of Medical Services (2006) functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

16) According to the Patholgy Department, the Faculty of Medicine, Prince of Songkla University (2011), functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

17) According to Rajamangala University of Technology Phra Nakhon (2010), functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

18) According to the Nursing Department, Maharaj Nakorn Chiang Mai Hospital (2009), functional competencies consist of: 1) Leadership, 2) Visioning,

3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

19) Piyachai Chantawongpaisan (2006) suggested that functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

20) According to the Excise Department, Office of Human Resources Management (2009: 2-5) functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9)

Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

21) For Fey and Miltner (2000), functional competencies consist of: 1) Leadership, 2) Visioning, 3) Strategic orientation, 4) Change leadership, 5) Self-control, 6) Coaching and empowering others, 7) Analytical thinking, 8) Conceptual thinking, 9) Caring & developing others, 10) Holding people accountable, 11) Information seeking, 12) Cultural sensitivity, 13) Interpersonal understanding, 14) Organizational awareness, 15) Proactiveness, 16) Concern for order, 17) Self-confidence, 18) Flexibility, 19) Communication & influencing, 20) Leadership, 21) Aesthetic quality, 22) Visioning, 23) Strategic orientation, 24) Change leadership, 25) Self-control, 26) Empowering others, 27) Recruitment and selection, 28) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner), 29) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization), 30) Performance evaluation, and 31) Succession planning.

Table 2.2 Summary of Competency Synthesis

Competency	(1) The Office of the Civil Service Commission (1999)	(5) The Department of Medical Services (2006)	(6) Narongwit Saentong (2004)	(7) Chiraprapha Akaraborworn (2006)	(9)Penchan Saenprasan et al. (2004)	(10) The Pathology Department, the Faculty of Medicine, Prince of Songkla University (2011)	(11) Rajamangala University of Technology Phra Nakhon (2010)	(12) The Nursing Department, Maharaj Nakorn Chiang Mai Hospital (2009)	(13) Piyachai Chantawongpaisan (2006)	(14) The Excise Department, Office of Human Resources Management, (2009, p. 2-5)	(18) Fey &Miltner (2000)	(9)Penchan Saenprasan et al. (2004)	(1) The Office of the Civil Service Commission (11 May 1999)	(4) Barrett & Depinet (1991)
Core competency														
1. Achievement motivation (ACH)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
2. Service mind (SERV)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
3. Expertise (EXP)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4. Integrity (ING)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
5. Teamwork (TW)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
6. Leadership		✓				✓	✓	✓	✓	✓	✓		✓	✓
7. Visioning		✓				✓	✓	✓	✓	✓	✓		✓	✓
8. Strategic orientation		✓				✓	✓	✓	✓	✓	✓		✓	✓
9. Change leadership		✓				✓	✓	✓	✓	✓	✓		✓	✓
10.Self-control		✓				✓	✓	✓	✓	✓	✓		✓	✓
11. Coaching and empowering others		✓				✓	✓	✓	✓	✓	✓		✓	✓
12. Analytical thinking		✓				✓	✓	✓	✓	✓	✓		✓	✓
13. Conceptual thinking		✓				✓	✓	✓	✓	✓	✓		✓	✓
14. Caring & developing others		✓				✓	✓	✓	✓	✓	✓		✓	✓
15. Holding people accountable		✓				✓	✓	✓	✓	✓	✓		✓	✓
16. Information seeking		✓				✓	✓	✓	✓	✓	✓		✓	✓
17. Cultural sensitivity		✓				✓	✓	✓	✓	✓	✓		✓	✓
18. Interpersonal understanding		✓				✓	✓	✓	✓	✓	✓		✓	✓
19. Organizational awareness		✓				✓	✓	✓	✓	✓	✓		✓	✓

Table 2.**2** (Continued)

Competency	(1) The Office of the Civil Service Commission (1999)	(5) The Department of Medical Services (2006)	(6) Narongwit Saentong (2004)	(7) Chiraprapha Akaraborworn (2006)	(9)Penchan Saenprasan et al. (2004)	(10) The Pathology Department, the Faculty of Medicine, Prince of Songkla University (2011)	(11) Rajamangala University of Technology Phra Nakhon (2010)	(12) The Nursing Department, Maharaj Nakorn Chiang Mai Hospital (2009)	(13) Piyachai Chantawongpaisan (2006)	(14) The Excise Department, Office of Human Resources Management, (2009, p. 2-5)	(18) Fey &Miltner (2000)	(9)Penchan Saenprasan et al. (2004)	(1) The Office of the Civil Service Commission (11 May 1999)	(4) Barrett & Depinet (1991)
20. Proactiveness	✓					✓	✓	✓	✓	✓	✓		✓	✓
21. Concern for order	✓					✓	✓	✓	✓	✓	✓		✓	✓
22. Self-confidence	✓					✓	✓	✓	✓	✓	✓		✓	✓
23. Flexibility	✓					✓	✓	✓	✓	✓	✓		✓	✓
24. Communication & influencing	✓					✓	✓	✓	✓	✓	✓		✓	✓
25. Leadership	✓					✓	✓	✓	✓	✓	✓		✓	✓
26. Aesthetic quality	✓					✓	✓	✓	✓	✓	✓		✓	✓
27. Visioning	✓					✓	✓	✓	✓	✓	✓		✓	✓
28. Strategic orientation	✓					✓	✓	✓	✓	✓	✓		✓	✓
29. Change leadership	✓					✓	✓	✓	✓	✓	✓		✓	✓
30. Self-control	✓					✓	✓	✓	✓	✓	✓		✓	✓
31. Empowering others	✓					✓	✓	✓	✓	✓	✓		✓	✓
32. Recruitment and selection	✓					✓	✓	✓	✓	✓	✓		✓	✓
33. Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner)	✓					✓	✓	✓	✓	✓	✓		✓	✓
34. Competency-based learning (Long-term human resource development aims to equip personnel with	✓					✓	✓	✓	✓	✓	✓		✓	✓

Table 2.2 (Continued)

Competency	(1) The Office of the Civil Service Commission (1999)	(5) The Department of Medical Services (2006)	(6) Narongwit Saentong (2004)	(7) Chiraprapha Akaraborworn (2006)	(9) Penchan Saenprasan et al. (2004)	(10) The Pathology Department, the Faculty of Medicine, Prince of Songkla University (2011)	(11) Rajamangala University of Technology Phra Nakhon (2010)	(12) The Nursing Department, Maharaj Nakorn Chiang Mai Hospital (2009)	(13) Piyachai Chantawongpaisan (2006)	(14) The Excise Department, Office of Human Resources Management, (2009, p. 2-5)	(18) Fey &Miltner (2000)	(9)Penchan Saenprasan et al. (2004)	(1) The Office of the Civil Service Commission (11 May 1999)	(4) Barrett & Depinet (1991)
learning and improvement all the time. This results in work as required by organization)														
35. Performance evaluation	✓				✓	✓	✓	✓	✓	✓			✓	✓
36. Succession planning	✓				✓	✓	✓	✓	✓	✓			✓	✓

Table 2.2 shows the synthesis of competencies, which consist of:

1) Achievement motivation (ACH)
2) Service mind (SERV)
3) Expertise (EXP)
4) Integrity (ING)
5) Teamwork (TW)
6) Leadership
7) Visioning
8) Strategic Orientation
9) Change leadership
10) Self-control
11) Coaching and empowering others
12) Analytical thinking
13) Conceptual thinking
14) Caring & developing others
15) Holding people accountable

16) Information seeking

17) Cultural sensitivity

18) Interpersonal understanding

19) Organizational awareness

20) Proactiveness

21) Concern for order

22) Self-confidence

23) Flexibility

24) Communication & influencing

25) Leadership

26) Aesthetic quality

27) Visioning

28) Strategic orientation

29) Change leadership

30) Self-control

31) Empowering others

32) Recruitment and selection

33) Competency based training (Short-term human resource development aims to enable personnel to perform responsibilities in an efficient manner)

34) Competency-based learning (Long-term human resource development aims to equip personnel with learning and improvement all the time. This results in work as required by organization)

35) Performance evaluation

36) Succession planning

2.2 Preparation of Occupational Standards

Based on textbooks, documents and research identified, the guidelines for development of occupational standards are as follows:

1) Monchai Khuaniyom (2008): "The Development of the Occupational Standard for the Garment Industry to Define Professional Qualifications."

2) Monchai Manutharam (2007), "The Processes of Developing Thai Vocational Qualification for Textile Industry."

3) Prawat Lertchantarangkun (2010), "The Development of the Occupational Standard and the Professional Qualification for Photography Industry."

4) Permsook Nitising (2006): "The Development of Occupational Standard and Classification of Thai Vocational Qualification Levels for Jewelry Craftsmen."

5) Theerapong Wiriyanon (2007): "The Development of Assessors' Occupational Standards relating to Thai Vocational Qualifications.

6) Bancha Witchayanuwat (2007) "The Development of Professional Standards for Application in Thailand."

7) Sunthon Naknonhan (2005) "The Development of Professional Qualifications in Thailand: Case Study of the Production Profession."

Table 2.3 Steps of Occupational Standard Development

Guidelines for occupational development	Monchai Khuaniyom (2008): "The Development of the Occupational Standard for the Garment Industry to Define Professional Qualifications"	Monchai Manutharam (2007): "The Processes of Developing Thai Vocational Qualification for Textile Industry"	Prawat Lertchantarangkun (2010), "The Development of the Occupational Standard and the Professional Qualification for Photography Industry."	Permsook Nitising (2006): "The Development of Occupational Standard and Classification of Thai Vocational Qualification Levels for Jewelry Craftsmen."	Theerapong Wiriyanon (2007): "The Development of Assessors' Occupational Standards relating to Thai Vocational Qualifications.	Bancha Witchayanuwat (2007) "The Development of Professional Standards for Application in Thailand."	- Sunthon Naknonhan (2005) "The Development of Professional Qualifications in Thailand: Case Study of the Production Profession."
Step 1: Literature review	**Step 1:** Analyzing data to design the research concept and method and setting the objectives.	**Step 1:** Studying data from research papers from inside and outside the country to obtain a conceptual framework for the development of the occupational standard for the textile industry as comprehensive mapping; and implementing the mapping.	**Step 1:** Analyzing data to design the research concept and method and setting the objectives.	**Step 1:** Selecting experts and studying goldware based upon Thai wisdom.	**Step 1:** Designing the research concept and process.	**Step 1:** Preparing functional mapping.	**Step 1:** Determining the occupation.

Table 2.3 (Continued)

Step 2: Asking experts to draft the competencies	Step 2: Preparing the drafted occupational standard and the professional qualifications for the garment industry using the techniques of functional analysis and functional maps for the garment industry, as well as formulating the drafted professional qualifications for garment manufacturing at the operational level.	Step 2: Preparing the occupational standard for the textile industry using the functional analysis technique; organizing a workshop, in which 50 experts from 22 companies were invited to conduct an analysis and define the competency (In Part 1, the results consisted of the key purposes, 4 key roles, and 16 key functions, and in Part 2, the results consisted of 16 main functions, 64 competency units, and 154 elements of competency); and defining the competency of Levels 1 and 2 of the professional qualifications for textile manufacturing.	Step 2: Preparing the drafted occupational standard and the professional qualifications for the photography industry using the techniques of functional analysis and functional maps.	Step 2: Organizing a workshop to draft the framework for the structure of the occupational standard for jewelry craftsmen.	Step 2: Preparing assessors' occupational standards relating to Thai vocational qualifications and the manual.	Step 2: Checking the functional mapping from Step 1, then ask experts and concerned people to double-check if it is correct, if there are any pages missing, and if the language use is comprehensive enough; and asking for concerned people's opinions.	Step 2: Determining the key purpose.

Table 2.3 (Continued)

Step 3: Surveying concerned people's opinions	Step 3: Preparing a focus group for the occupational standard for the garment industry and the professional qualifications for garment manufacturing, which were joined by experts from the garment industry, consisting of 30 managers, business owners, and academics. They assessed the consistency, checked and certified the occupational standard for the garment industry in Part 1 and Part 2 of the functional map, and checked and certified the professional qualifications for 20 assessees.	Step 3: Organizing a seminar on the occupational standard and defining the competency for different levels of the professional qualifications; inviting 23 experts from 17 companies; and using the index of congruence – the results showed that Levels 1-2 of the occupational standard and the professional qualifications were consistent with manufacturing in the textile industry	Step 3: Organizing a focus group for the professional qualifications for photography industry, in which experts from the photography industry evaluated the consistency, as well as checked and approved the professional qualifications for the photography industry.	Step 3: Consultation and examination by the Consultant.	Step 3: Preparing a focus group.	Step 3: Preparing units and elements competency.	Step 3: Building up the series of roles to be fulfilled.

2.2.1 Step 1 Literature Review

1) Monchai Khuaniyom (2008): "The Development of the Occupational Standard for the Garment Industry to Define Professional Qualifications" – Step 1: Analyzing data to design the research concept and method and setting the objectives.

2) Monchai Manutharam (2007), "The Processes of Developing Thai Vocational Qualification for Textile Industry" – Step 1: Studying data from research papers from inside and outside the country to obtain a conceptual framework for the development of the occupational standard for the textile industry as comprehensive mapping; and implementing the mapping.

3) Prawat Lertchantarangkun (2010), "The Development of the Occupational Standard and the Professional Qualification for Photography Industry" – Step 1: Analyzing data to design the research concept and method and setting the objectives.

4) Permsook Nitising (2006): "The Development of Occupational Standard and Classification of Thai Vocational Qualification Levels for Jewelry Craftsmen" – Step 1: Selecting experts and studying goldware based upon Thai wisdom.

5) Theerapong Wiriyanon (2007): "The Development of Assessors' Occupational Standards relating to Thai Vocational Qualifications" – Step 1: Designing the research concept and process.

6) Bancha Witchayanuwat (2007) "The Development of Professional Standards for Application in Thailand" – Step 1: Preparing functional mapping.

7) Sunthon Naknonhan (2005) "The Development of Professional Qualifications in Thailand: Case Study of the Production Profession" – Step 1: Determining the occupation.

2.2.2 Step 2: Asking Experts to Draft the Competencies

1) Monchai Khuaniyom (2008): "The Development of the Occupational Standard for the Garment Industry to Define Professional Qualifications" – Step 2: Preparing the drafted occupational standard and the professional qualifications for the garment industry using the techniques of functional analysis and functional maps for the garment industry, as well as formulating the drafted professional qualifications for garment manufacturing at the operational level.

2) Monchai Manutharam (2007), "The Processes of Developing Thai Vocational Qualification for Textile Industry" – Step 2: Preparing the occupational standard for the textile industry using the functional analysis technique; organizing a workshop, in which 50 experts from 22 companies were invited to conduct an analysis and define the competency (In Part 1, the results consisted of the key purposes, 4 key roles, and 16 key functions, and in Part 2, the results consisted of 16 main functions, 64 competency units, and 154 elements of competency); and defining the competency of Levels 1 and 2 of the professional qualifications for textile manufacturing.

3) Prawat Lertchantarangkun (2010), "The Development of the Occupational Standard and the Professional Qualification for Photography Industry" – Step 2: Preparing the drafted occupational standard and the professional qualifications for the photography industry using the techniques of functional analysis and functional maps.

4) Permsook Nitising (2006): "The Development of Occupational Standard and Classification of Thai Vocational Qualification Levels for Jewelry Craftsmen" – Step 2: Organizing a workshop to draft the framework for the structure of the occupational standard for jewelry craftsmen.

5) Theerapong Wiriyanon (2007): "The Development of Assessors' Occupational Standards relating to Thai Vocational Qualifications" – Step 2: Preparing assessors' occupational standards relating to Thai vocational qualifications and the manual.

6) Bancha Witchayanuwat (2007) "The Development of Professional Standards for Application in Thailand" – Step 2: Checking the functional mapping from Step 1, then ask experts and concerned people to double-check if it is correct, if there are any pages missing, and if the language use is comprehensive enough; and asking for concerned people's opinions.

7) Sunthon Naknonhan (2005) "The Development of Professional Qualifications in Thailand: Case Study of the Production Profession" – Step 2: Determining the key purpose.

2.2.3 Step 3: Surveying Concerned People's Opinions

1) Monchai Khuaniyom (2008): "The Development of the Occupational Standard for the Garment Industry to Define Professional Qualifications" – Step 3: Preparing a focus group for the occupational standard for the garment industry and the professional qualifications for garment manufacturing, which were joined by experts from the garment industry, consisting of 30 managers, business owners, and academics. They assessed the consistency, checked and certified the occupational standard for the garment industry in Part 1 and Part 2 of the functional map, and checked and certified the professional qualifications for 20 assessees.

2) Monchai Manutharam (2007), "The Processes of Developing Thai Vocational Qualification for Textile Industry" – Step 3: Organizing a seminar on the occupational standard and defining the competency for different levels of the professional qualifications; inviting 23 experts from 17 companies; and using the index of congruence – the results showed that Levels 1-2 of the occupational standard and the professional qualifications were consistent with manufacturing in the textile industry

3) Prawat Lertchantarangkun (2010), "The Development of the Occupational Standard and the Professional Qualification for Photography Industry" – **Step 3:** Organizing a focus group for the professional qualifications for photography industry, in which experts from the photography industry evaluated the consistency, as well as checked and approved the professional qualifications for the photography industry.

4) Permsook Nitising (2006): "The Development of Occupational Standard and Classification of Thai Vocational Qualification Levels for Jewelry Craftsmen" –Step 3: Consultation and examination by the Consultant.

5) Theerapong Wiriyanon (2007): "The Development of Assessors' Occupational Standards relating to Thai Vocational Qualifications" – Step 3: Preparing a focus group.

6) Bancha Witchayanuwat (2007) "The Development of Professional Standards for Application in Thailand" – Step 3: Preparing units and elements competency.

7) Sunthon Naknonhan (2005) "The Development of Professional Qualifications in Thailand: Case Study of the Production Profession" – Step 3: Building up the series of roles to be fulfilled.

2.3 Need for Development based on the Occupational Standards

2.3.1 Definitions of Needs

Needs assessment is defined by different academics, as follows:

Rouda and Kusy (1995) stated that needs assessment involves surveying the differences between what should be, and what is, in a systematic fashion to improve the performance of individuals or organizations.

Beadle de Palomo and Luna (1999) identified that needs assessment is a data analysis process that aims to determine the current status in order to identify individual or area needs.

According to McCaslin and Tibezinda (2006), "needs assessment" is a systematic process of prioritizing and decision-making in relation to planning, development, and operations in a project. Assessment of needs involves determining the gap between what is and what should be the project's outcome and prioritizes the needs. It focuses on decision-making about prioritization on the basis of information received from individuals who may be affected by the project.

Boonshoft School of Medicine (2006) defined needs assessment as a systematic process of collecting data and using that data to define solutions to close the gap between what is and what should be.

Suwimon Wongwanich (2005) concluded that needs assessment is an evaluation process to determine the difference between the actual condition and desirable condition, and this is done by identifying what should be and what is. The results are analyzed and used for assessing what changes should be made. Needs assessment allows for data that leads to changes in the educational management process or changes in the end results. Changes due to needs assessment are creative and positive changes.

In this research project, needs are gaps or differences between the current outcomes and preferable outcomes. The differences identify current issues. The

amount of the difference will be prioritized to select the most important needs for the analysis of the cause of the needs, and then identify solutions to eliminate the needs.

Needs assessment is the process of analyzing the difference between what is and what should be, which has a prioritization system. It involves identifying needs and the causes of the needs, and involves prioritization to serve as information for decision-making about improvement of an organization's operations. Therefore, needs assessment will identify the difference between what is and what should be, which is manifested by undesirable things − the starting point of identifying solutions. The needs assessment technique does not specify solutions, but instead suggests alternatives for decision-making or finding solutions.

2.3.2 Assessment of Needs for the Development based on Occupational Standards

Based on textbooks, documents, and research, needs assessment from different academics is as follows:

1) Rouda and Kusy (1995) identified that assessment of the needs for development based on occupational standards consists of: 1) Determining what should be, 2) Measuring what is, 3) Identifying the difference between data obtained from (1) and (2).

2) Beadle de Palomo and Luna (1999) identified that the needs assessment consists of: 1) Define 'what should be' and 2) Measure 'what is.'

3) According to McCaslin and Tibezinda (2006), the needs assessment consists of: 1) Define 'what should be,' 2) Measure 'what is,' 3) Identify the difference between the results of (1) and (2), and 4) Prioritize problems.

4) Boonshoft School of Medicine (2006) suggested that the needs assessment consists of 5) collecting data and 6) Use information of item (5) to establish solutions.

5) For Suwimon Wongwanich (2005), the needs assessment consists of 1) Define 'what should be,' 2) Measure 'what is,' and 3) Identify the difference between the results of (1) and (2), and 4) Prioritize problems.

In this research, needs assessment can be presented as follows:

Table 2.4 Steps of the Assessment of Needs for Development based on Occupational Standards

Needs assessment	(1) Rouda and Kusy (1995)	(2) Beadle de Palomo and Luma (1999)	(3) McCaslin and Tiber (2006)	(4) Boonshoft School of Medicine (2006)	(5) Suwimon Wongwanich (2005)
1. Define 'what should be.'	✓	✓	✓		✓
2. Measure 'what is.'	✓	✓	✓		✓
3. Identify the difference between the results of (1) and (2)	✓		✓		✓
4. Prioritize problems.				✓	✓
5. Collect data.				✓	
6. Use information of item (5) to establish solutions.				✓	

Table 2.5 shows the steps of the assessment of needs for development based on occupational standards, which are as follows:

1) Define 'what should be.'
2) Measure 'what is.'
3) Identify the difference between the results of (1) and (2)
4) Prioritize problems
5) Collect data
6) Use information of item (5) to establish solutions.

2.4 Information of the Tourist Police Division

2.4.1 Background

In the last three decades, Thailand's tourism industry has grown rapidly, with an increase in the number of foreign tourists every year. This has generated huge revenue for the country in conjunction with an increase in crimes and exploitation of tourists. Thus, the Thai government designated a specific agency to take charge of the facilitation and safety for tourists, in addition to local police.

In 1976, private businesses and the Tourism Authority of Thailand requested the Royal Thai Police (RPT) to consider a special provision for protection and safety for tourists. The RTP established the Center for the Facilitation and Safety of Tourists and affiliated it to the Crime Suppression Division. At first, it was equipped with approximately 60 police officers. Its responsibilities were receiving complaints, doing inspections, and providing protection and safety in community areas and tourist attractions in Bangkok. Vehicles and communication devices were donated by private businesses for the sake of its operations. In the meantime, the RTP was in process of requesting that the Tourist Police Division be established as a permanent agency, taking charge of the facilitation and safety to tourists. This was approved by the Cabinet in principle on November 24th, 1976, but there was a budgetary issue.

Declaring the year 1990 as the year of tourism, the Thai government assigned the Police Department, under the Ministry of Interior, to be responsible for serious, continuous actions relating to the facilitation and security for tourists. The Police Department and the Tourism Authority of Thailand jointly promoted the Center for the Facilitation and Safety of Tourists the Center for the Facilitation and Safety of Tourists to be the "Tourist Center" to service tourists regarding crime or exploitation-related complaints. The responsibility of the Tourist Center was expanded to some of the most popular tourist areas, consisting of Chiang Mai, Pattaya, Phuket and Hat Yai.

Realizing the importance of this ad-hoc agency, in 1982 the Thai government set up a permanent tourist police unit, which was the 8th Sub-division, affiliated to the Crime Suppression Division in compliance with the Royal Decree on Government Organizations of the Police Department, the Ministry of Interior (No. 10), B. E. 2525 (1982).

Due to the rapid growth in the tourism industry in terms of the number of tourists and tourist attractions scattered across the country, the structure of the Tourist Police Sub-Division was inadequate for the facilitation of its duties and security missions for tourists. Thus, the Thai government upgraded it to become the Tourist Police Division, affiliated to the Central Investigation Bureau, in compliance with the Royal Decree on Government Organizations of the Police Department, the Ministry of Interior (No. 17), dated November 26th, 1991.

After being promoted to the Tourist Police Division, it encountered a shortage of manpower to service tourists thoroughly. Pursuant to the Royal Decree, B.E 2541 (1998), the   Police Department was changed to the RTP on October 17, 1998

Later, there was the Royal Decree on Government Organizations of the RTP, B.E. 2552 (1998) and the Ministerial Regulations on Government Organizations that appointed divisions or other government organizations under the RTP, B.E. 2552 (1999). This resulted in the Tourist Police Division being divided into one General Staff Sub-division and six sub-divisions, in compliance with the Royal Thai Police Regulations on the Authority of Government Organizations of the Royal Thai Police, B.E. 2552 (2009), which was effective on September 7th, 2009.

2.4.2 Structure of the Tourist Police Division

| Structure of the Tourist Police Division |

Police Division

General Staff Sub-division
- Administration and manpower
- Planning and budgeting
- Finance
- Quartermaster corps
- Public relations

Sub-division 1
(Metropolitan Police Bureau)

Sub-division 2
(Provincial Police Region 1, 2, and 7)

Sub-division 3
(Provincial Police Region 3 and 4)

Sub-division 4
(Provincial Police Region 5 and 6)

Sub-division 5
(Provincial Police Region 8 and 9, and the Southern Border Provinces Police Operation Center)

Sub-division 6
(Suvarnabhumi)

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2.4.3 Authority

The Tourist Police Division has the following authority:

1) Providing safety for the King, the Queen, the Heirs, regents, royal families, royal representatives, royal guests, as well as other VIPs.

2) Peacekeeping, as well as protecting against and preventing crimes across the Kingdom.

3) Performing duties in compliance with the Criminal Procedure and other laws relating to crimes across the Kingdom in the case where victims or the accused are aliens who have entered the Kingdom on a temporary basis for tourism or other purposes based on immigration laws. Their duties also apply to cases when there are impacts on the tourism industry, as well as other related offenses.

4) Providing the facilitation of security for tourists.

5) Taking joint action with, or supporting the operations of, other concerned or assigned agencies.

2.4.4 Vision

Vision: Head for ASEAN, safeguard, services, and community coordination.

Head for ASEAN-Making the organization prepared in all aspects for entering the ASEAN Community based on the government policy.

Safeguard-Performing missions concerning security, as well as the prevention and suppression of crimes that affect tourists and the tourism industry.

Service-Providing services for tourists.

Community coordination-Collaborating with people to achieve peace in communities.

2.4.4 Tourist Police Missions

1) Providing safety for the King, the Queen, the Heirs, regents, royal families, royal representatives, royal guests, as well as other VIPs.

2) Building confidence in the safety of life and property for tourists.

3) Creating satisfaction for services and facilitating tourists.

4) Eliminating fraud and exploitation and protecting the fair interests of visitors.

5) Creating cooperation between organizations from all sectors to provide the most efficient protection for the interests of tourists.

6) Eliminating the problems of deterioration, damage, and disorder in tourist attractions.

Table 2.5 Lines of Activities and Main Functions of the Tourist Police Division

Lines of activities		Main function
General Staff Sub-division	1	Responsible for administration and manpower
	2	Responsible for planning and budgeting
	3	Responsible for finance
	4	Responsible for quartermaster corps
	5	Responsible for public relations
Sub-division 1	6	Responsible for areas under the Metropolitan Police Bureau

Table 2.5 (Continued)

Lines of activities		Main function
	7	Responsible for areas under Provincial Police Region 1
Sub-division 2	8	Responsible for areas under Provincial Police Region 2
	9	Responsible for areas under Provincial Police Region 7
Sub-division 3	10	Responsible for areas under Provincial Police Region 3
	11	Responsible for areas under Provincial Police Region 4
Sub-division 4	12	Responsible for areas under Provincial Police Region 5
	13	Responsible for areas under Provincial Police Region 6
	14	Responsible for areas under Provincial Police Region 8
Sub-division 5	15	Responsible for areas under Provincial Police Region 9
	16	Responsible for areas under the Southern Border Provinces Police Operation Center.
Sub-division 6	17	Responsible for areas under Suvarnabhumi

2.4.5 Type of Personnel in the Tourist Police Division

1) Commissioned Officers – They are tenured and appointed under the National Police Act, B.E. 2547 (2004). They receive a salary derived from a budget under the salary category in the RTP. This shall include government officers of the RTP who have been appointed or assigned by the RTP to perform police duties, with their salary being derived from a government organization, state enterprise, or other government agencies. They shall have one of these ranks or designated ranks:

Police General

Police Lieutenant General

Police Major General

Police Colonel

Police Lieutenant Colonel

Police Major

Police Captain

Police Lieutenant

Police Sub-Lieutenant

The appointment of commissioned police officers shall comply with the criteria and procedures prescribed in the Police Commissions' Rules. It shall be announced in the Royal Command. The appointment of commissioned police officers in special cases may be done through the promulgation in the Royal Command. While the appointment of commissioned police officers has not been announced yet in the Royal Command, a Commissioned Police Designate may be appointed for a temporary basis. The appointment order shall be issued by the authorized persons:

(1) For the rank 'Police Major General' or above, it is appointed by the Prime Minister.

(2) For the rank 'Police Sub-Lieutenant' or above but not higher than 'Police Colonel,' it is appointed by the Commissioner-General of the RTP.

(3) For female police officers, the word "ying" is added to their rank.

Removing, or resigning from, a rank shall comply with the RTP's regulations, under the Royal Command. Dismissal of any commissioned ranks 'designate' shall be done by an authorized person under the RTP's regulations.

2) Noncommissioned police officers are police officers assigned the initial rank after graduating from the Non-commissioned Police School, which was formerly the Police Training School. The ranks range from 'Police Lance Corporal' to 'Police Senior Sergeant Major.' (They are recruited by examination to study in the Non-commissioned Police School.)

2.5 Conditions of Operations of Tourism Police

For the past three decades, the country's tourism industry has enjoyed rapid growth, with an increased number of foreign tourists each year, which has generated a great deal of revenue for the country. Particularly over the past decade, the annual growth rate of foreign tourists arriving in Thailand has equaled 10 percent, and the revenue from tourist spending has increased by over 20 percent per year on average, mainly resulting from global economic expansion. However, the tourism industry can be highly sensitive to various factors, consisting of economic factors, political factors, security crisis factors, demographic structure factors, technological and communication factors, as well as globalization of tourism.

Life and property security and protection of tourists' interests are significant factors that influence the number of tourist arrivals in Thailand. Recognizing the importance of this matter, the Thai government has assigned the Tourist Police Division, under the Central Investigation Bureau, to be responsible for providing security for tourists and coordinating work with other related agencies in an integrated manner. The Ministry of Tourism and Sports and the RTP are regulatory agencies, assigned to ensure that the Tourist Police Division's operations comply with government policies. Tourist-related cases investigated by the police are concerned with threats to or loss of life, physical harm, property, accidents, and death by unknown causes. The causes of these cases are summarized below:

2.5.1 Lack of Life Safety

1) Accidents are the major cause of harms to health or loss of life.

(1) Land: Car driving, motorcycle driving, bicycle riding, etc.

(2) Water: Ferries and rafts, etc.

(3) Tourist attractions: Falling from mountains, careless driving, being hit by boats, drowning, sinking of scooter boats, rug boats or banana boats, etc.

2) Assaults resulting in the loss of life or bodily harm, e.g. killing or physical attacks.

2.5.2 Lack of Safety to Property

1) Property stolen during travel, such as travel by non-fixed route buses (registration number 30) along different routes, for example, from Khao San Road in Bangkok to Chiang Mai province, from Khao San Road to Surat Thani province, or from a hotel to the airport.

2) Property stolen at tourist attractions

Loss of property from purse snatching or pickpocketing, property loss at tourist attractions, such as while shopping at a mall on Tha Phae Road, pickpocket during a historical site visit, or property loss while swimming at the beach.

3) Female and transvestite gangs loitering around tourist attractions to find victims. The gangs approach victims, try to get on familiar terms with the victims to gain their trust, and then steal their property after sleeping with them or giving them sleeping pills.

4) Filipino criminals who lure tourists into gambling and then cheat them.

5) Jungle tours – Tourists may experience robbery by minorities at border areas or when getting lost in the forest. It also includes illegal services, e.g. child prostitutes at hilltribe villages, and drug use, into which tourists are often lured by local people or guides.

6) Property loss at accommodations.

(1) Foreign criminals steal articles of tourists in their room, lobby and dining room, or they identify themselves as the room owner to steal articles.

(2) Tourists deposit their articles with the guesthouse and go out for a jungle tour. When they come back, they find that they have lost their traveler's checks or credit card or that their credit card has been used by others.

(3) Hotel staff steal tourists' articles.

(4) Criminal gangs claim they are room owners and then they steal tourists' articles.

2.5.3 Exploitation in the Purchase of Goods or Services

Price cutting-business in the form of "Zero-baht Tour" is mainly a problem for Chinese and Taiwanese tourists. Thailand is a popular destination for people from these two countries, so there is fierce competition among Thai travel agents. Travel agents in Thailand buy tourists from other local travel agents. The travel agents then take the foreign tourists to eat expensive food, travel in places that are not in the tour program, and buy excessively expensive goods. The travel agents will receive a share from these establishments, based on conditions they have agreed to, as compensation for what they have paid for. This movement requires the cooperation of many different groups, including travel agents, guides, tourist attraction owners, and souvenir shops. In addition, there is an issue of selling and buying gems. They scam tourists to buy accessories with poor standards or are substandard that are more expensive than they really are. They use tricks and advertisements to convince the tourists. This is done as a movement. Gem shops in cooperation with illegal guides, travel agents, and public trishaws (tuk tuk) use tricks to take tourists to gem shops. Shop assistants will persuade the tourists to buy the gems, which is in the form of scams.

Another issue, which annoys and disturbs tourists, is pestering tourists to buy goods or give money. Beggars ask for money from tourists, or vendors on the beach bother tourists while they are sunbathing. This destroys the tourism atmosphere.

2.5.4 Drug Dealing and Drug Use at Tourist Attractions

Thailand has been accused of being a major place for the dealing of drugs and a route for drug smuggling. Drugs are easily available in Thailand. Tourists come to Thailand for drug use; for example, during a jungle tour, at the Full Moon Party on Pha-ngan Island (Surat Thani province), on Samui Island, as well as in entertainment establishments in big cities.

2.5.5 Destruction in Natural Tourist Attractions or the Environment

1) Litter and wastewater at tourist attractions.

2) Destruction of marine tourism resources, such as coral and ornamental fish.

3) Destruction of forest resources.

2.6 Roles and Responsibilities of Tourist Police

According to Office of the Royal Society (1982), 'police' means government officials who are responsible for monitoring and maintaining peace, arresting, and suppressing criminals. In other words, police are responsible for keeping peace for citizens in the country. As for the tourist police, apart from what is stated in the dictionary, their roles and responsibilities are as follows:

1) Providing safety for the King, the Queen, the Heirs, regents, royal families, royal representatives, royal guests, as well as other VIPs.

2) Peacekeeping, as well as protecting against and preventing crimes across the Kingdom.

3) Performing duties in compliance with the Criminal Procedure and other laws relating to crimes across the Kingdom in the case where victims or the accused are aliens who have entered the Kingdom on a temporary basis for tourism or

other purposes based on immigration laws. Their duties also apply to cases when there are impacts on the tourism industry, as well as other related offenses.

4) Providing the facilitation of security for tourists.

5) Taking joint action with, or supporting the operations of, other concerned or assigned agencies.

2.6.1 Preventive Measures

1) Provide security, especially via the patrol system at major tourist attractions (car patrol, motorcycle patrol, bicycle patrol, motorboat patrol, and foot patrol), which focuses on the presence of police officers.

2) Reinforce tourists' confidence in security using various media to ensure their confidence in visiting Thailand, beginning with the time when they first arrive at the immigration checkpoint. The media sources can include brochures, posters, advertisement spots, printed media, radio, and television. Such media sources can provide useful information for tourists and provide precautions about potential dangers so that they protect themselves.

3) Improve the Call Center (1155) to allow it to provide tourists with quick, up-to-date, full-detailed services, in major languages.

4) Campaign and encourage travel agents to arrange both physical and property insurance and to provide an adequate amount of protective equipment for tourists.

2.6.2 Suppressive Measures

1) Provide investigation teams at both the Division and the tourist police station levels to conduct investigations and gather local information and data about criminals who offend tourists. This aims to prepare criminal records at the individual, group, gang, or transnational levels, for both Thai and foreign criminals, as well as for drug cases.

2) Provide an integration of practices between the investigation and suppression teams for the investigation and arrest of criminals against tourists under their authority framework. The cases include offences under of the Tourism Business and Guide Act and offences that cause trouble and nuisance to tourists. They also include offences based on policies of the government, the RTP, the Central

Investigation Bureau, and the Ministry of Tourism and Sports, such as those related to drugs, tours with extraordinarily low prices (low-quality tour), and scams to lure tourists to buy gems at prices higher than the actual prices.

3) Expand cooperation with other law enforcement agencies to arrest offenders for punishment.

4) Improve the investigative system to enable it to apply information technology to conduct investigations and arrest offenders, as well as enhance investigative personnel's knowledge about new investigative techniques.

5) Develop a crime database system and relevant local data and integrate the database with that of other agencies inside and outside the RTP.

2.6.3 Service Measures

1) Provide police officers or patrol teams to provide services for tourists at major attractions.

2) Provide interpreters, volunteers to help tourists, as well as volunteers for foreign friends (especially in languages in need) to serve tourists.

3) Improve the procession car system for the procession provided for royal guests, country leaders, VIPs, government guests, government agencies, institutions, as well as tourists traveling to different areas across the country under their authority.

4) Improve police personnel's expertise, abilities, and attitudes with respect to their operations to ensure their high-quality, standard services.

5) Improve an information technology system to ensure good-quality services rendered to tourists.

2.6.4 Criteria for Tourist Police Recruitment and Examination

1) Criteria for the recruitment of tourist police under the Tourist Police Division:

(1) Insiders – The applicants must be police officers affiliated with other units, e.g. Provincial Police/Highway Police/Railway Police. They can apply for the position of tourist police officers under the Tourist Police Division when the

Tourist Police Division announces the recruitment. This recruitment involves both written and oral exams.

(2) Outsiders – Applicants from the general public with required educational qualifications may apply for positions. This type of recruitment involves both written and oral exams.

The opening of the recruitment period depends on the policy and budget of the Tourist Police Division and the RTP. In most cases, the application launched by the RTP requires that individuals hold a bachelor's degree and is open for two tracks, suppression officers and general staff.

(2.1) Suppression officers – This requires a bachelor's degree in law.

(2.2) General staff – This requires a bachelor's degree in other fields.

2) Application:

(1) Bachelor's degree for the position of non-commissioned police officers.

(2) Bachelor's degree for commissioned police officers.

The agencies responsible for directing the examination are the Recruitment Division, under the Police Education Bureau. The application details are on the website: http://www.edupol.org/, which contains information about each examination. Currently, there is no direct admission examination for tourist police, but the application is available for police officers from other units.

2.6.5 Primary Missions of the Tourist Police

Police Major General Roy Ingpairoj, Tourist Police Commander, described the missions of tourist police in a summary of which is provided below.

Tourist police have two main missions, which consist of ensuring good services and ensuring security for tourists so that they are happy while traveling in Thailand. This increases tourism income for Thailand. However, there are two top-priority tasks, which consist of solving the issue involving scams of tourists and encouraging, and instilling the idea into, all those responsible for tourism to assist each other.

In narrower terms, the work of tourist police is providing services in their main function. Tourist police must have service mind. When they see Thai and foreign tourists, they have to take care of them well. They must take the approach that these tourists are their friends and they need to provide them with special care. Ensuring tourists' safety during their stay in Thailand involves two approaches. The first deals with preventing potential crimes, focusing on the monitoring of tourist attractions and coordinating with groups that work in the tourism industry. There needs to be a public network to report news about the impacts or potential problems related to tourists, in order to stop or reduce the cycle of offending tourists. This is a preventive approach."

The tourist police's preparedness for the opening of ASEAN has been surveyed. One important thing to prepare is the personnel development so that they can speak English. ASEAN culture needs to be introduced to them, and they have to learn more about laws. Otherwise, when free movement within ASEAN is available, problems may occur. Fortunately, ASEAN tourist police often have meetings and consultations with each other, including Interpol and immigration police. However, the number of tourist police in some ASEAN member countries isn't adequate. Therefore, Thai tourist police use other channels, for example, attending meetings with immigration police and Interpol.

As for the tourist police and tourism operators, it can be concluded that when the tourists have an issue, they'll talk with the tourist police. They hardly talk with other sections of the police because the tourist police focus on providing services and assistance. I've set a goal that the tourist police must be equipped with "5s." They consist of 'Smart' (well-dressed), 'Smile" (always smiling), 'Service' (providing good services), 'Safe' (ensuring safety), and 'Secure' (making tourists feel comfortable and feel confident about security). We are trying to achieve all of these and instill them into tourist police at all times. We also focus on Human Relations, Service Mind, and Take Action, which are specific tasks for tourist care. Tourist police must have a special character, which is friendly, without the picture of suppression in the eyes of tourists.

Now, we're preparing the launch of an application for tourists, through which everyone is encouraged to provide information. The app will provide a link to the tourist police's car radio. We're developing a tracking system which is on the car, which tells where the police are, as well as their status. It is another channel. As for the Police Division's website and Facebook, they are online media that are also helpful. There are many ministries and departments involved in tourism. This can become an issue. When a problem occurs, it becomes the matter of police officers. People ask why police don't fix the problem. If the problem was fixed at the beginning, it wouldn't occur. However, tourist police have always received good care from the Ministry of Tourism and Sports.

Problems associated with the recruitment of individuals to serve as tourist police officers are as follows:

Problem: Lack of knowledge, skills, and understanding about the work of tourist police.

Recruitment: Recruitment via the examination process and the requirement for a Bachelor's degree in political science.

There is a lack of clarity in the examination. The educational qualification requirement specified does not meet the requirements of the Tourist Police Division. If the educational qualification requirement has direct relations with tourist police, the Division can recruit people equipped with an understanding of various aspects of people involved in their work, such as tourists and those related to tourism. An English test should be provided because English is critical to the tourist police's operations. The political science degree alone is not indicative of competency. Defining qualifications is very important for the tourist police's operations.

Data from an interview with Police Lieutenant General Usa Suwanakhet, Superintendent, Administration and Manpower, the Tourist Police Division.

Today, recruitment of tourist police via an examination isn't available for non-police candidates. There's only an examination available for police, who are from other units and want to become tourist police. To be eligible to take the exam, they must be police first. This requirement is fraught with a lot of problems, such as getting people who lack appropriate expertise and abilities.

The interview revealed certain issues concerning the recruitment.

Recruitment based on educational qualifications – Agencies need someone with the expertise, abilities, potential, and suitability for the organization. However, qualifications defined in the recruitment process are not adequate, and the recruitment has no standard. Sometimes, one's works and behavior that are in accordance with the culture the tourist police organization have to be taken into account. Employment history is an important thing. Normally, applicants write an attractive resume to build their credibility in the eyes of the organization so that they are selected.

This study found the following problems with the admission examination for tourist police:

1) Tourist Police have no competency system, such as individuals' required knowledge, skills, and personal attributes for performing duties with success.

2) There is a need to develop new options for upgrading the quality of work which will foster an innovative process/procedure style. The advancement of the organization partly depends on research and development capabilities.

3) Needs – The recruitment process is not adequate, and human resource development does not achieve the organization's goals and is not adequately efficient. Their improvement must start with the development of human resource personnel within the organization to equip them with competency, a shared common concept, and a good sense of responsibility for the organization. To achieve this, the principle that should be applied is shaping proper attitudes to strengthen the Tourist Police Division at the present and in the future.

2.7 Related Research

The literature review revealed a limited number of studies on the application of the principle of competency and the guidelines for development of occupational standards to human resource development. Studies with similar content addressed the acceptance, opinions, and perception of the application of development of occupational standards to the organization, as summarized below.

Chirawan Charoenyot (2005) conducted a study on the acceptance of the application of the competency principle to the development of human resources of the Office of the Judiciary. It found that most of the samples, who were mostly female

and had never been trained in the competency principle, accepted that the use of the competency principle for human resources development is necessary and useful for the organization. As for training, personal factors associated with positions at the group level had no relationship with the acceptance of the application of the competency principle to human resource development. Instead, their roles and responsibilities had a relationship with the acceptance of the competency principle.

Ploenjai Charoenwat (2006) studied the opinions of civil servants at the Office of the Administrative Courts about the use of the competency system in their organization. Most of the samples possessed moderate-level opinions. The difference in their opinions was influenced by the difference in their ages and affiliation; however, the genders, educational levels, fields of study, positions, and ranks in the organization among the samples did not influence the difference in their opinions.

Panida Mahayotsanan (2006) studied the analysis of the core competency among civil servants from the Office of the Administrative Courts in different regions. Her research manifested that, overall, the core competency in the seven regions was at a high level. In addition, the difference in their age, educational level, and training experience did not account for the difference in their capacity. The factor that determined the difference was work experience. The Office of the Civil Service Commission (2005), in collaboration with the Hay Group, developed the competency model for Thai bureaucracy based on different sources of data. They prepared 16 competency workshops with expert panels, which were joined by different experts from each group. These experts expressed opinions about competency requirements for the competency of each group. The data was collected from the actual work experience of respective civil servants participating in the workshops. They did this by using the work analysis technique called 'Critical Incident.' In addition, the data was derived from over 60,000 survey forms about job descriptions that had been sent to civil servants across the country. The data was also from the Hay's Worldwide Competency Database, which served as the data on Competency Best Practices of government agencies in foreign countries. The three sources of data were the origin of the competency model for Thai bureaucracy for administration, competency evaluation, and capacity development in the long-term, which consisted of two

competencies. The competencies consisted of competency for civil servants in all groups and competency for each group.

Lertchai Sakonsaowaphak (2007) studied Land Development Department officials' perception of, and involvement in, the competency-related system. It manifested that their perception and understanding of this matter were at a moderate level; however, their involvement in this matter was low.

Siriporn Ngamrungrueangkit (2008) carried out a study to identify the need and procedure for the preparation of competencies for human resource development of the Excise Department. It found that most of the samples had the opinion that the competency system should be utilized in the organization because the Civil Service Act, B.E. 2551 (2008) stipulates that there shall be regular performance evaluations. Furthermore, the study showed that the issue with their operations was personnel's bias in their self-evaluation, which made it fail to apply the evaluation results for personnel development.

Boselie and Paauwe (2005, p. 550) conducted research on human resources management in companies in Europe. This research aimed to provide opinions about the experiences learned in the study of management of human resources' abilities in Europe. The data from the survey in 2002 by the University of Michigan's HRCS Research Institute was processed and disseminated on webboards. The study by the HRCS Research Institute manifested that individuals' abilities and mistrust had a positive impact on positions and responsibilities. It also revealed that expertise and strategies related to abilities can lead to efficient management and success of the organization. According to the study by Kennedy and Dresser (2005, p. 20) on creating a competency-based workplace, employees' intelligence and abilities can result in an organization achieving its goals. The abilities that employees applied for management lead to speed and efficiency of work. Driving the organization's work must rely on working groups' abilities, management by means of business capabilities and strategies, elimination of weaknesses, and elimination of competitors. Getting desired results requires processes and abilities. The key for organizational success is planning and putting the right man in the right job. This needs to take into account how to manage abilities, how to allocate particular abilities to jobs, and through which programs the impacts on abilities should be coped with.

Castillo (2005, p. 48) investigated the definitions of the term 'competency' in the globalization. He suggested that companies are always involved in daily competition, whether they are local or international organizations. Competency requires attention, and it provides explanations about competitiveness, production, profits, roles, or the working processes of the organization. Competency can be extended significantly, and it should be linked to the organizational structure. In addition, staff have to be aware of their roles and responsibilities. Most importantly, organizations must be able to clearly define the standpoints and compensation for respective positions. The above-mentioned overseas research stressed the need to put the right man in the right job and development of personnel in line with their jobs. Similarly, Ozcelik and Ferman (2006, p. 72) studied competency, as part of human resource management, in terms of results and importance of work in Turkey. This article examined the goals of competency that takes part in human resource management (HRM) in the organization, as well as reviewed literature on concepts and theories related to competency. Based on earlier theories and some noticeable evidence, a competency framework was developed. The main objectives of the research focused on confirming the use of competency systems for the development of human resources, skills and characters in different organizations. The findings in the study revealed challenges to individuals' different goals of competency development and differences in work cultures among localities and countries. However, with appropriate management, competency can reinforce work performed and can be developed so that organizational and individual needs are achieved.

The research by Jitra Pratniwat (2006) on the competency of district public health offices in the northeastern region revealed 11 groups of competencies required for implementing roles and responsibilities of these public health offices. They consisted of: 1) Achievement motivation, 2) Integrity, 3) Teamwork, 4) Cognition, 5) Leadership, 6) Academics, 7) Management, 8) Communication, 9) Information technology, 10) Problem-solving, and 11) Personalities. They were composed of a total of 103 competencies, 27 of which being required at the highest level and 76 at a high level. The guidelines for developing their competencies in terms of knowledge and ability enhancement comprise training, networking for sharing, practices, management, and problem-solving using skills and experience simulations,

educational trips, presentations on management and skill development, as well as the use of technology for information searches. The supporting factors that would contribute to their competency development consisted of attaching great importance to the management's performance, taking competencies into consideration when assessing merit pay, as well as government policies.

Somnuek Limari (2009) studied the core competencies of educational personnel in the Khon Kaen Educational Service Area 3. The study revealed that, overall, the opinions of educational personnel working in the Educational Service Area and educational institutions about the core competencies of educational personnel in the Educational Service Area were at a moderate level. The opinions about their integrity were at the highest level, while the opinions about their achievement motivation were at the highest level. It also found that, overall, the difference in their workplaces determined the difference in their opinions about the core competencies of educational personnel working in the Educational Service Area, at a statistically significant level of .05. The opinions about their service mind, integrity, and achievement motivation were not different, at a statistically significant level of .05. The opinions about their teamwork and expertise were different, at a statistically significant level of .05.

The research on the development of the professional competency assessment system based on the Thai professional qualifications system for tablet computers by Sawanan Daengprasert (2012) aimed to enhance and identify efficiency of, and satisfaction with, this assessment system. The samples in this research consisted of 30 assessors based on the occupational standard, who were selected using the purposive sampling technique. The statistics used in the analysis were comprised of means, standard deviations, and One-Sample Kolmogorov-Smirnov Test. The researcher developed this system using the system development life cycle. The system consisted of five components – registration and modification of user data, data about the assessees and professional competency, data synchronization, professional competency assessment, and assessment reports. This system was designed to be user-friendly for tablet computers, to support photo-taking and video recording, and to be convenient for conducting assessments at different places. This showed the trend of the development of small and portable technologies. The results of the samples'

evaluation of the system efficiency were at the highest levels in all aspects, with a mean value of 4.53. The samples' opinions went to the same direction, at a statistically significant level of .05. Their satisfaction with the system was at the highest level in all aspects, with a mean value of 4.66, and their opinions were in agreement, at a statistically significant level of .05.

The objectives of the study by Monchai Khuanniyom (2008) were to develop the occupational standard for the garment industry, to establish the professional qualifications for the garment industry, and to develop a competency-based course based on the occupational standard. Operators, occupational owners, academics, and experts were invited to have meetings and to organize a focus group. This aimed to provide a platform for considering and approving the occupational standard for the garment industry, defining the professional qualifications and patterns of assessing the professional qualification levels, as well as developing the competency-based course based on the occupational standard. The England experience framework of (NVQs/SVQs) served as the main framework. Steps taken in the research consisted of: Step 1: Analyzing data to design the research concept and method and setting the objectives; Step 2: Preparing the drafted occupational standard and the professional qualifications for the garment industry using the techniques of functional analysis and functional maps for the garment industry, as well as formulating the drafted professional qualifications for garment manufacturing at the operational level; Step 3: Preparing a focus group for the occupational standard for the garment industry and the professional qualifications for garment manufacturing, which were joined by experts from the garment industry, consisting of 30 managers, business owners, and academics. They assessed the consistency, checked and certified the occupational standard for the garment industry in Part 1 and Part 2 of the functional map, and checked and certified the professional qualifications for 20 assessees; Step 4: Developing the tools and method of assessing the levels of the professional qualifications for garment manufacturing, by developing assessment forms and a manual for assessing professional competency for garment manufacturing, Level 2, as well as the method of professional competency assessment; Step 5: Assessing the levels of the professional qualifications for garment manufacturing in establishments by evaluating operational-level sewing staff, Level 2; Step 6: Developing the

competency-based course based on the occupational standard by designing the competency-based course based on competency units and elements of competency for the professional qualifications for garment manufacturing, Level 1; Step 7: Preparing a focus group for competency-based course development, in which experts and academics evaluated the consistency of the course structure, course questions, knowledge sections, scoring criteria, and skill tests; and Step 8: Training in the competency-based course based on the occupational standard for new staff in the sewing department of Oriental Garment Co., Ltd. The results of this research consisted of 61 competency units and 151 elements of competency, and Levels 1-3 for the professional qualifications for garment manufacturing were set. These levels were consistent with the garment manufacturing occupation. The assessment of the professional qualification levels for garment manufacturing in different establishments, by assessing Level 2 of the professional competency for garment manufacturing, was conducted at five companies. It involved 14 assessors and 28 assessees, and 100 percent of the assesses passed the assessment. As for the professional qualification assessment process, the assessors and assesses had the opinions that competency units and element of competency were suitable at a high level. With regard to the structure of the competency-based course for garment manufacturing, Level 1 Certificate, the experts agreed with the course framework. In terms of the training assessment tools, the experts agreed that there was consistency between the questions and knowledge provided. Each of the 100 questions in Modules 1-5 passed the criteria. As for the training for 13 staff, their post-test scores were higher than their pre-test scores in Modules 1-5, at a statistically significant level of 0.05.

Monchai Manuthram (2007) studied the development of the process of defining the professional qualifications for the textile industry. His research aimed to develop the process of defining the professional qualifications for the textile industry. The national qualifications of England and Scotland (Manufacturing Textiles NVQs / SVQs) were applied to the context of the Thai textile industry. The steps taken in the research consisted of: Step 1: Studying data from research papers from inside and outside the country to obtain a conceptual framework for the development of the occupational standard for the textile industry as comprehensive mapping; and

implementing the mapping; Step 2: Preparing the occupational standard for the textile industry using the functional analysis technique; organizing a workshop, in which 50 experts from 22 companies were invited to conduct an analysis and define the competency (In Part 1, the results consisted of the key purposes, 4 key roles, and 16 key functions, and in Part 2, the results consisted of 16 main functions, 64 competency units, and 154 elements of competency); and defining the competency of Levels 1 and 2 of the professional qualifications for textile manufacturing; Step 3: Organizing a seminar on the occupational standard and defining the competency for different levels of the professional qualifications; inviting 23 experts from 17 companies; and using the index of congruence – the results showed that Levels 1-2 of the occupational standard and the professional qualifications were consistent with manufacturing in the textile industry; Step 4: Evaluating the competency based on the professional qualification system in establishments. Level 1 of the professional qualifications for textile dying served as the model, and the competency assessment form based on the professional qualification system was utilized for competency assessment. This was conducted in four companies and involved 11 assessors and 27 assesses. The competency assessment results showed that 100 percent of the 27 assesses for the Level 1 competency under the professional qualifications passed the assessment. In terms of the quality of the evaluation process, the assessors and assesses had the opinions that the competency units and elements of competency were suitable at a high level for being used for evaluating staff competency; and Step 5: Developing modules/training packages – Developing competency-based modules based on the competency units and elements of competency, in which the Level 1 qualifications for textile dying served as the model; and providing training at Infinite Progress Textile Co., Ltd. in Ratchaburi province. As for the results of the training, the post-training achievement was higher than pre-training achievement, at a statistically significant level of .01.

Prawat Lertchantarangkun (2010) studied the development of the occupational standard and prepared the professional qualifications for the photography industry. The objectives of his research were to develop the occupational standard and the professional qualifications for the photography industry and to prepare the professional qualifications based on the occupational standard for the photography

industry. Operators, occupational owners, the management, experts, and academics were invited to attend focus groups to consider and approve the occupational standard for the photography industry and prepare the professional qualifications for the photography industry. The UK model served as the main framework. The steps taken in this research consisted of Step 1: Analyzing data to design the research concept and method and setting the objectives; Step 2: Preparing the drafted occupational standard and the professional qualifications for the photography industry using the techniques of functional analysis and functional maps; Step 3: Organizing a focus group for the professional qualifications for photography industry, in which experts from the photography industry evaluated the consistency, as well as checked and approved the professional qualifications for the photography industry; Step 4: Preparing the drafted professional qualifications for photography industry, for which levels of the occupational standard for the photography industry were ranked according to roles and functions, from basic to higher competency; Step 5: Organizing a focus group for the professional qualifications for photography industry, in which experts from the photography industry evaluated the consistency, as well as checked and approved the professional qualifications for the photography industry; and Step 6: Assessing the professional qualifications for photography industry, in which three competency units were selected based on the roles and functions of photography of Level 4. There were five assessees for Level 5 and two competencies. There were five assessees who served as the model for testing and assessment. The research results consisted of five key purposes and roles: photography, photo production, sale of equipment, management, and innovation development. There were 17 functions and 71 standard units. The levels of the professional qualifications for the photography industry were set according to the roles and functions of the business – photography: 6 levels, photo production: 6 levels, sale of equipment: 4 levels, business management: 7 levels, and innovation development: 7 levels. The results of the assessment based on interviews, practices, and works manifested that 100 percent of ten assessees for Levels 4 and 5 qualifications passed the assessment. As for the Levels 4 and 5 assessors' and assesssees' opinions about the suitability of the occupational standard, based on a 5-rating scale questionnaire, it was shown that their opinions were mostly at a high level and the highest level.

The research on the development of the occupational standard and the professional qualifications levels for jewelry craftsmen, by Phermsuk Nitising (2006), had two objectives. This first was to develop the occupational standard for jewelry craftsmen and the second was to set the levels of the professional qualifications based on the occupational standard for jewelry craftsmen. This research involved the study of relevant knowledge and using the results of the study to develop a model for preparing the occupational standard and setting levels of the professional qualifications for jewelry craftsmen. The functional analysis technique was utilized, which comprised five key purposes and key roles and 28 key functions for creating molds and metal ornaments. The units of competency and elements of competency were prepared. The elements of competency consisted of competency criteria, range statement, evidence requirements, knowledge evidence required, underpinning knowledge, and performance evidence required. After that, an assessment was conducted through aninvestigation by experts and approval of the occupational standard. This was conducted by analyzing the index of congruence in 121 items. The experts agreed with and approved 100 percent of the list of assessments. The steps taken for preparing the occupational standard for jewelry craftsmen consisted of: Step 1: Selecting experts and studying goldware based upon Thai wisdom; Step 2: Organizing a workshop to draft the framework for the structure of the occupational standard for jewelry craftsmen; Step 3: Consultation and examination by the Consultant; Step 4: Organizing a workshop for experts to establish the levels of the professional qualifications for jewelry craftsmen (Evidence trace and assessment approach); Step 5: Preparing a drafted document, which was checked by the Consultant; Step 6: Consultation and examination by the Consultant; and Step 7: Publishing the occupational standard for gems and jewelry (Draft).

The above-mentioned data reveal that "competency" and "development of the professional qualification standards" are essential for an organization to use for human resources management in different areas. Leading business organizations actively utilize the competency principle in the process of human resources management, from recruitment, employee development, competency evaluations, career path preparation, succession, and compensation. This will allow people in the

organization to know what the organization expects from them and how they should prepare or develop themselves based on the professional qualification standard so that they can reach their goal in an efficient way.

CHAPTER 3

RESEARCH FRAMEWORK AND METHODOLOGY

This research involved studying relevant concepts, theories, and research, which served as the guidelines for establishing the research conceptual framework and implementing the research methodology, which are described as follows:

      3.1 Research framework

      3.2 Operational definitions

      3.3 Research methodology

3.1 Research Framework

Based on a review of the literature regarding the conceptual framework for the development of the Thai tourist police occupational standards, the primary conceptual framework of this research is illustrated in Figure 3.1.

| 1. Study relevant literature | | 2. Ask experts to check the draft questions and issues for discussion in the focus groups |

1.1 Obtain the research framework.
1.2 Obtain a plan, the draft questions, and issues for discussion in the focus groups.

Obtain the draft questions and issues for discussion in the focus groups.

| 3. Survey opinions of commissioned tourist police and non-commissioned police 4th focus group | 3rd focus group, with service users | 3rd focus group, with tourist police | 1st focus group, with academics, an expert, and the Commander or the representative of the Tourist Police Division |

Reach the conclusion about the Thai tourist police occupational standards, consisting of:
1) The occupational standard for commissioned tourist police (Police Sub-Lieutenant) and 2) The occupational standard for non-commissioned tourist police (Police Lance Corporal)

| 4. Identify the need for development of tourist police occupational standards | 5. Develop a manual on practice and training courses and organize the 5th focus group |

Learn about the need for personnel development based on the competency of the Thai tourist police occupational standards

Develop the manual on practices and training courses based on occupational standards for Thai commissioned tourist police (Police Sub-Lieutenant) and non-commissioned police (Police Lance Corporal).

INDEPT INTERVEIW: Superior officers of the Tourist Police Division

Figure 3.1 Research Framework

3.2 Operational Definitions

Commissioned tourist police (Police Sub-Lieutenant)-Individuals who have the required qualifications, which include: 1) Individuals from the inside and 2) Individuals from the outside, e.g. those holding a bachelor's degree in the required field, having a good command of English, and those who have passed writing and oral tests are appointed to be commissioned tourist police officers.

Non-commissioned tourist police (Police Lance Corporal)-Individuals from the outside holding a junior high school degree (Matthayom 6) or equivalent, and who possess a good command of English, are appointed to be non-commissioned tourist police officers.

Competency-Individuals' qualifications in terms of skills, knowledge, and behavior that are revealed through their performance and that result in the successful performance of commissioned tourist police (Police Sub-Lieutenant) and non-commissioned tourist police (Police Lance Corporal). It consists of core competency and functional competency

Core competency-Qualifications that all individuals in the organization should have by means of an analysis of organizational values, culture, vision, and mission, and which respond to organizational strategies. It aims to serve as the guideline for the development of human resources in the organization towards a direction that will make the organization achieve operational goals.

Functional competency-Qualifications that individuals should have when they are in a particular position in order to ensure their achievement, which is divided into common functional competency and specific functional competency.

Occupational standard for commissioned tourist police (Police Sub-Lieutenant)-The competency standard of tourist police based on which police officers at the Tourist Police Division are expected to achieve their roles and responsibilities and have the knowledge and understanding about the tourist police occupational standard. This standard must be used as requirements and used for assessment purposes in order to obtain a professional qualification in the position of a commissioned police officer or Police Sub-Lieutenant.

Occupational standard for non-commissioned tourist police (Police Lance Corporal)-The competency standard of tourist police based on which police officers at the Tourist Police Division are expected to achieve their roles and responsibilities and have the knowledge and understanding about the tourist police occupational standard. This standard must be used as requirements and used for assessment purposes in order to obtain a professional qualification in the position of a non-commissioned police officer or Police Lance Corporal.

The development of Thai tourist police occupational standards consists of:

1) Identifying indicators

2) A needs assessment

3) Manual preparation

3.3 Research Methodology

This research project used mixed methods of research, which involved both qualitative and quantitative research methods.

3.3.1 Qualitative Research

To obtain basic data based on the first research objective: To develop indicators of competencies required for the Thai tourist police occupational standards development, the qualitative method involved the following steps:

Step 1: Study relevant literature using the qualitative research method

Review literature, which consisted of journals, thesis papers, research studies, and other documents.

Conclusion: Obtain the research framework as illustrated in Figure 3.1.

To comprehensively summarize data and concepts gathered from the literature review and define the scope of content for the draft questions and issues in the focus groups.

Conclusion: Obtain the draft questions and issues for discussion in the focus groups.

Step 2: Ask experts to check the draft questions and issues for discussion in the focus groups and conduct the drafting using the qualitative research method

1) Ask experts to check the draft questions and issues for discussion in the focus groups-Submit the draft questions and issues for discussion in the focus groups developed by the author to the thesis advisor and experts for their examination and improvement, which will ensure they are in accordance with the research objective.

Conclusion: Obtain a plan, the draft questions, and issues for discussion in the focus groups.

2) Conduct three focus groups, with the following details in each focus group:

(1) 1st focus Group

This was conducted with the first group of informants consisting of five people: two academics or university lecturers, an occupational standards expert representing the Thailand Professional Qualification Institute, and the Commander or the representative of the Tourist Police Division. The main informants were selected using the purposive sampling technique, using the following order of priority: 1) Two academics or university lecturers. 2) One occupational standards expert representing the Thailand Professional Qualification Institute with experience in preparing occupational standards for at least 1 profession. 3) Two people who were either the Commander or the representative of the Tourist Police Division and who would lead the development of competency based on the professional qualification standard for tourist police.

(2) 2nd focus Groups

This was conducted with the second group of informants, who consisted of five police officers under the Tourist Police Division, each with experience being a speaker for training purposes, two commissioned police officers (Police Sub-Lieutenant), and three non-commissioned police officers (Police Lance Corporal).

The main informants were selected using the purposive sampling technique, using the following order of priority: 1) Tourist police officers affiliated with the Tourist Police Division with experience being speakers for training at least

five batches of commissioned police officers (Police Sub-Lieutenant) and non-commissioned police officers (Police Lance Corporal).

(3) 3rd focus Group

This was conducted with the third group of informants, comprising users of tourist police services, those involved in tourism of tourists or tourist police service stakeholders. This aimed to develop Thai tourist police occupational standards in the view of service users. The informants consisted of: 1) Two tourists 2) One guide (a representative of the board of the Professional Tourist Guide Association of Thailand). 3) Two travel agents (representatives of the Thai Tourism Promotion Association and the Tourism Council of Thailand).

The main informants were selected using the purposive sampling technique, using the following order of priority. 1) Tourists who received assistance from tourist police. 2) A guide (a representative of the board of the Professional Tourist Guide Association of Thailand) working as a guide for at least five years. 3) Representatives of travel agents or the Thai Tourism Promotion Association and Tourism Council of Thailand, each with at least five years of experience.

3) Research Tool

The tool used was the focus group question guideline, which involved basic data from the research objective concerning the guideline for the development of Thai tourist police occupational standards. The focus groups involved gathering data via discussions with the informants on specific issues. The focus group moderator recorded issues in the discussions in order to encourage the groups' concepts and encourage them to express their opinions about issues in a comprehensive, detailed, and profound fashion. There were 6-10 participants in each group, who were all selected from the target population. The focus group method was selected because it provided detailed data that can be applied to develop Thai tourist police occupational standards, and it helped with studying the guideline for personnel development based on the competency of Thai tourist police occupational standards.

4) Data Collection

Data collection was conducted on three groups of informants, with the aim of developing Thai tourist police occupational standards for commissioned police (Police Sub-Lieutenant) and non-commissioned police (Police Lance Corporal) of the Tourist Police Division.

5) Data Analysis

The data analysis method was adapted from the analysis of the qualitative data of Colaizzi (1978), which has been widely recognized in phenomenological research, as described below: 1) Immediately after each focus group, review the transcription of data from the recorder several times to create an understanding about the overall data obtained and consider the major issues. 2) Review the data again in detail; interpret it; put important statements or sentences with similar or same meanings in the same group; create topics that summarize concepts in the data; encode all statements or sentences; and assign names for key words, which are classified into themes and sub-themes. 3) Take care of the discussion of phenomena in detail; write statements or sentences, meanings, and topics with coherence and harmony; and remove unnecessary data. 4) Describe findings in detail and clearly without using theories to control the phenomena. 5) Check data validity by asking the informants to check if the issues summarized from the discussion are correct which was done in order to gain a final conclusion and to allow the findings to be based on data provided by informants; and crosscheck with the thesis advisor/team/experts again.

Conclusion: Reach the conclusion about the Thai tourist police occupational standards, consisting of: 1) The occupational standard for commissioned tourist police (Police Sub-Lieutenant) 2) The occupational standard for non-commissioned tourist police (Police Lance Corporal)

Step 3: Survey opinions of commissioned tourist police and non-commissioned police by means of the qualitative research method

The 4th focus group was conducted on the fourth group of informants, which comprised five people: commissioned tourist police (Police Sub-Lieutenant or higher) and non-commissioned police (Police Lance Corporal or higher) of the Tourist Police Division.

The main informants were selected using the purposive sampling technique, using the following order of priority. 1) Commissioned tourist police (Police Sub-Lieutenant or higher) with at least four years of work experience. 2) Non-commissioned tourist police (Police Lance Corporal or higher) with at least four years of work experience.

Conclusion: Reach the conclusion about the Thai tourist police occupational standards, consisting of: 1) The occupational standard for commissioned tourist police (Police Sub-Lieutenant) 2) The occupational standard for non-commissioned tourist police (Police Lance Corporal)

Due to ethical considerations about the quantitative research, the author told the informants that their names would be publicized, and after being informed of this they were still willing to participate in this research project.

3.3.2 Quantitative Research

Data from quantitative research was studied. The 2nd objective of this research project was to assess the needs for personnel development based on the Thai tourist police occupational standards development. Its details are as follows:

Step 4: Identify the need for development of tourist police occupational standards using the quantitative research method

3.3.3 Population and Samples

Population and Samples

The population in this research project was comprised of 964 commissioned tourist police (Police Sub-Lieutenant or higher) and non-commissioned police (Police Lance Corporal or higher) affiliated to the Tourist Police Division.

The samples consisted of 380 commissioned tourist police (Police Sub-Lieutenant or higher) and non-commissioned police (Police Lance Corporal or higher) under the Tourist Police Division.

The size of the samples was determined using the formula of Taro Yamane. The reliability was defined at 95% and the margin error was 5%, which was determined using the following formula:

$$n = \frac{N}{1 + Ne^2}$$

When n = The number of samples or the size of samples.

N   = The number of all units or the size of the total population, which
equaled 867.

e   = Sampling error.

The formula was as follows:

$$n \;=\; \frac{964}{1+964(0.05)^2}$$

$$=\; \frac{964}{1+1.55}$$

$$=\; \frac{964}{2.55}$$

$$=\; 378$$

The size of the samples was 380.

Table 3.1 Population and Samples of Tourist Police by Positions

Position	Population	Number of samples
Commissioned police officers	175	70
Non-commissioned police officers	771	310
Total	**946**	**380**

Source: The Manpower Control Sub-division, The Royal Thai Police, 2014.

3.3.4 Research Tools

In the quantitative research, the tool utilized for collecting data about opinions and general recommendations was a developed questionnaire concerning the need for personnel development, which was based on the competency of Thai tourist police

occupational standards. It was composed of three parts. The first two parts consisted of closed-ended questions.

Part 1: Questions about the personal data of the respondents.

Part 2: Questions about opinions regarding the need for the development of personnel based on the competency of Thai tourist police occupational standards. This questionnaire had five Likert scale choices. It consisted of two topics:

1) Core competency

2) Functional competency

Part 3: Other recommendations (open-end questions)

As stated, the data collection tool used in the quantitative research was a questionnaire, which the author developed. Steps involved in the questionnaire development are as follows:

1) Review of literature, comprising journals, theses, research, and other documents.

2) Summarize data and concepts gathered based on the first research objective and define the scope of content to develop a comprehensive questionnaire.

3) Ask experts to check and improve the developed questionnaire accordingly before a try-out.

4) Try out the improved questionnaire with a similar group.

5) Improve the tried-out questionnaire before using it for collecting field data.

6) Measure the reliability of the questionnaire

3.3.5 Data Collection Methods

To collect data for the quantitative research, the questionnaire was sent to the Tourist Police Division. The author requested the cooperation of the tourist police officers in responding to the questionnaire, then encoded and analyzed the data. The questionnaire structure consisted of clear questions in line with the research objectives and scope of the study. After that, the author called the Tourist Police Division to make an appointment to get the questionnaires back.

3.3.6 Tool Reliability Test

The questionnaire was sent to three experts to check for content validity and suitable language, and the experts were asked to provide their advice for improvements before the actual data collection.

The reliability test was conducted as follows:

Test the reliability of the improved questionnaire with people who were not samples, which consisted of 30 tourist police officers. This aimed to test if respective questions in the questionnaire conveyed meanings as they were intended, as well as whether or not the question patterns were appropriate and easy or difficult to understand. This test was conducted by means of Cronbach's Alpha Coefficient.

Data collection

After the questionnaires were collected, the following steps were taken:

1) Check the completeness of the questionnaire-Completed questionnaires were selected for analysis and scored based of the defined criteria.

2) Conduct data collection using a statistical package program.

3) Validate the data before encoding it.

4) Record the encoded data on a data sheet and computer.

5) Validate the data using a program computer.

6) Process the data based on the research objectives.

Statistics used in the data collection

The data collection was carried out using the statistics.

Basic statistics

1) Percentage, which was used for analyzing the general data of the questionnaire respondents.

2) Mean value, which was used for interpreting the meanings of data.

3) Standard deviations, which was used in conjunction with the mean value to show data distribution.

Interpretation of meanings

Interpretation of the meanings about opinions about the need for personnel development based on the competency of Thai tourist police occupational standards took into account the mean value of opinions based on Best's criteria (Siriwan Serirat et al., 2008, p. 67).

$$\text{Measurement range} = \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of classes}}$$

$$= \frac{5 - 1}{5} = 0.8$$

After data collection and frequency distribution were completed, the means and standard deviations (SD) of the levels of opinions about the need for the personnel development based on competency of Thai tourist police occupational standard were identified, which was based on a meaning interpretation criterion (Wirot Sawangthuean, 2004, p. 35)

Range of the scores

4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

Statistics

This research involved the comparison of x, which was the need. The statistics used were statistics in the research by Suwimon Wongwanich (2005). The Synthesis of Needs Assessment Techniques Used in Student Thesis Papers of Faculty of Education, Chulaongkorn University: Faculty of Education, Chulaongkorn University.

Conclusion: Learn about the need for personnel development based on the competency of the Thai tourist police occupational standards.

3.3.7 Qualitative Research

To gain data based on the third research objective: To develop the manual for personnel development based on the Thai tourist police occupational standards development, the qualitative research methodology was implemented, as detailed below:

Step 5: Develop a manual on practice and training courses and organize the 5th focus group using the qualitative research method

The fifth focus group, which was conducted on the fifth group of informants, consisted of five people. They were comprised of the Commander of the General Staff Sub-division of the Tourist Police Division or representatives and tourist police officers. The main informants were selected using the purposive sampling technique, using the following order of priority: 1) Academics or university lecturers with experience in preparing manuals and training courses. 2) The Commander of the General Staff Sub-division of the Tourist Police Division or representatives who are responsible for manpower recruitment. 3) Tourist police officers with experience being speakers for training with at least five batches of commissioned police officers (Police Sub-Lieutenant) and non-commissioned police (Police Lance Corporal), who will transfer the content in the manual and training course to the recruits.

Conclusion: Develop the manual on practices and training courses based on occupational standards for Thai commissioned tourist police (Police Sub-Lieutenant) and non-commissioned police (Police Lance Corporal).

CHAPTER 4

RESULT

The study of development in Thai tourist police professional standards is done by the application of mixed methods research (qualitative research and quantitative research. This study firstly aims to develop performance indicator that important to improve Thai tourist police professional standards by the following:

1) Literature review by qualitative research

2) Examine questionnaires for group discussion (Focus Group) by expert using qualitative research

3) Survey based on questionnaires for both commissioned and non-commissioned Thai tourist polices by qualitative research

4) Find out needs to develop Thai tourist police professional standards by quantitative and qualitative researches

5) Create professional standards and group discussion (Focus group) handbooks by qualitative research

4.1 Result of the Research

Objective 1: To develop performance indicator that important to improve Thai tourist police professional standards

Step 1: Literature review by qualitative research

Group discussion (Focus Group 1) was done with scholars, professional experts, and Tourist Police Commander. There was 5 menbers in this group (Group 1) as listed below:

1) Scholars (3 persons)

    (1) Asst. Prof. Dr. Kanokkarn Keawnuch

    Position: Assistant to the President for International Affairs,

             National Institute of Development Administration

             (NIDA)

    (2) Dr. Suphaporn Prasongtun

    Position: Lecturer at Department of Career Sciences

             Faculty of Humanities, Kasetsart University

    (3) Mr. Boonthum Khakhanmanee

    Position: Lecturer at Department of Tourism

             Nakorn Panom University

2) Professional Expert (1 person)

    (1) Mr. Nithiwat Siripariyapong

    Position: Senior Project Manager

             Thailand Professional Qualification Institute (Public Organization)

3) Representatives who working in management position at Tourist Police Division (1 person)

    (1) Pol.Capt. Autthapon Siriwatthayakorn

    Position: Tourist Police Deputy Inspector

The experts has given their personal opinion as follow:

Table 4.1 Summary of Core competency of Commissioned Thai Tourist Polices (Police Sub-Lieutenant) and Non-commissioned Thai Tourist Police (Police Lance Corporal) in Person

(Core competency)	Specialist Number 1		Specialist Number 2		Specialist Number 3		Specialist Number 4		Specialist Number 5	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Achievement Motivation-ACH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Service Mind SERV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expertise-EXP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integrity–ING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teamwork – TW	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cultural Sensitivity-CS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpersonal Understanding-IU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Concern for Order-CO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Coordination-COOR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem Solving-PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English Literacy-ENG	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Analytical Thinking-AT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conceptual Thinking-CT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information Seeking-INF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow up-FO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IT (IT Literacy-IT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Negotiation-NE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proactiveness-PROAC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self Confidence-SCF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Flexibility-FLX	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication & Influencing-CI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Aesthetic Quality-AQ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consultation-CONSULT	✓	✓	✓		✓	✓	✓		✓	✓
Writing Literacy-WRITE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Planning-PLAN	✓		✓		✓	✓	✓	✓	✓	✓

The personal opinion, shows that the experts have different opinion in ability of consulting and planning as explained:

1) Ability to Consult

The second expert says "Normally, consulting is the duty of commander that is commissioned Thai tourist polices by structure of Tourist Police Division."

The fourth expert says "It is difficult for non- commissioned Thai tourist polices to consult their commanders (commissioned Thai tourist polices)."

2) Ability to Plan

The first expert says "Planning should be duty of the manager, only commissioned Thai tourist polices are responsible for planning."

The second expert says "Planning should be duty of commissioned Thai tourist polices, not for non - commissioned Thai tourist polices."

Table 4.2 Summary of Functional Competency of Commissioned Thai Tourist Polices (Police Sub-Lieutenant) and Non-commissioned (Police Lance Corporal) in Person

(Functional competency)	Specialist Number 1		Specialist Number 2		Specialist Number 3		Specialist Number 4		Specialist Number 5	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Research Management-RM ,Project Management-PM	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Budget Management-BM	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗

From Table 4.1 and 4.2, the first group discussion (Focus Group 1) is concluded that

All experts from Focus Group 1 have the same opinion that commissioned Thai tourist polices (Police Sub-Lieutenant) and non – commissioned (Police Lance Corporal) must have 23 core competencies and 2 functional competencies. But they have different opinion in 2 main competencies.

After each experts have given their opinion, they have discussion to summarize related to competency, especially, the differences in 2 main competencies as followed:

Ability to Consult

The third expert says "Consulting should be from both commissioned Thai tourist polices and non - commissioned Thai tourist polices that is main competency as key duty of tourist police is to consult and suggest the tourists."

The fourth expert says "Normally, tourists also need suggestion about tourist information by asking from non - commissioned Thai tourist polices 4, thus, non - commissioned Thai tourist polices must have ability to consult and suggest."

From, the opinion of all experts, the discussion from Foucus Group can conclude that definition of consulting must extend in various situation and adjust it to be core competency.

Table 4.3 Summary of Competency of Commissioned Thai Tourist Polices (Police Sub-Lieutenant) and Non-commissioned (Police Lance Corporal) in General

(Competency)	(Core competency)		(Functional competency)	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Achievement Motivation-ACH	✓	✓		
Service Mind SERV	✓	✓		
Expertise-EXP	✓	✓		
Integrity–ING	✓	✓		
Teamwork – TW	✓	✓		
Cultural Sensitivity-CS	✓	✓		
Interpersonal Understanding-IU	✓	✓		
Concern for Order-CO	✓	✓		
Coordination-COOR	✓	✓		
Problem Solving-PS	✓	✓		
English Literacy-ENG	✓	✓		
Analytical Thinking-AT	✓	✓		
Conceptual Thinking-CT	✓	✓		

Table 4.3 (Continued)

(Competency)	(Core competency)		(Functional competency)	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Information Seeking-INF	✓	✓		
Follow up-FO	✓	✓		
IT (IT Literacy-IT)	✓	✓		
Negotiation-NE	✓	✓		
Proactiveness-PROAC	✓	✓		
Self Confidence-SCF	✓	✓		
Flexibility-FLX	✓	✓		
Communication & Influencing-CI	✓	✓		
Aesthetic Quality-AQ	✓	✓		
Consultation-CONSULT	✓	✓		
Writing Literacy-WRITE	✓	✓		
Planning-PLAN	✓	✓		
Research Management-RM,			✓	✗
Project Management-PM				
Budget Management-BM			✓	✗

From Table 4.3 all experts have the same opinion that commissioned Thai tourist polices (Police Sub-Lieutenant) and non − commissioned (Police Lance Corporal) must have 25 core competencies and 2 functional competencies.can summarize that the experts from the first group discussion agreed that

There are 25 core competencies as listed:

    1) Achievement Motivation-ACH,

    2) Service Mind -SERV

    3) Expertise-EXP

    4) Integrity–ING

    5) Teamwork – TW

    6) Cultural Sensitivity-CS

    7) Interpersonal Understanding-IU

    8) Concern for Order-CO

    9) Coordination-COOR

    10) Problem Solving-PS

11) English Literacy-ENG

12) Analytical Thinking-AT

13) Conceptual Thinking-CT

14) Information Seeking-INF

15) Follow up-FO

16) IT Literacy-IT

17) Negotiation-NE

18) Proactiveness -PROAC

19) Self Confidence-SCF

20) Flexibility-FLX

21) Communication & Influencing-CI

22) Aesthetic Quality-AQ

23) Consultation-CONSULT

24) Writing Literacy-WRITE

25) Planning-PLAN

There are 2 functional competencies as follow:

1) Research Management-RM

2) Budget Management-BM

Group discussion (Focus Group 2) was done with officers in Thai Tourist Division who experience in facilitating trainer. There was 5 menbers in this group (Focus Group 2) as listed below:

1) Commissioned Thai tourist polices (Police Sub-Lieutenant) (2 persons)

(1) Pol. Capt. Autthapon Siriwatthayakorn

Position: Tourist Police Deputy Inspector

(2) Pol. Lt. Supol Wilai

Position: Tourist Police Deputy Inspector

2) Non – commissioned Thai tourist polices (Police Lance Corporal) (3 persons)

(1) Pol. Snr. Sgt. Maj. Chumlong Bomkunthod

Position: Tourist Police Squad Leader

(2) Pol. Snr. Sgt. Maj. Phanupong Chumphupong

Position: Tourist Police Squad Leader

(3) Pol. Snr. Sgt. Maj. Apichart Kumkrong

Position: Tourist Police Squad Leader

Table 4.4 Summary of Core Competency of Commissioned Thai Tourist Polices
(Police Sub-Lieutenant) and Non-commissioned Thai Tourist Police
(Police Lance Corporal) in Person

(Core competency)	Tourist Police Number 1		Tourist Police Number 2		Tourist Police Number 3		Tourist Police Number 4		Tourist Police Number 5	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Achievement Motivation-ACH	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Service Mind SERV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expertise-EXP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integrity–ING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teamwork – TW	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cultural Sensitivity-CS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpersonal Understanding-IU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Concern for Order-CO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Coordination-COOR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem Solving-PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English Literacy-ENG	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Analytical Thinking-AT	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Conceptual Thinking-CT	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Information Seeking-INF	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
Follow up-FO	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
IT (IT Literacy-IT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Negotiation-NE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication & Influencing-CI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 4.4 (Continued)

(Core competency)	Tourist Police Number 1		Tourist Police Number 2		Tourist Police Number 3		Tourist Police Number 4		Tourist Police Number 5	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Aesthetic Quality-AQ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consultation-CONSULT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing Literacy-WRITE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

After each expert has given their opinion in person, they also discuss find out the concludsion about their same and different opinion in competency.

Analytical Thinking

The fourth expert says "Mostly, analytical thinking has to be duty of commissioned Thai tourist polices (Police Sub-Lieutenant). Duty of non-commissioned Thai tourist police (Police Lance Corporal) is emphasize on practical."

Conceptual Thinking

The fourth expert says "Conceptual thinking is duty of commissioned Thai tourist polices (Police Sub-Lieutenant).

Information Seeking

The first expert says "Information seeking has to be duty of commissioned Thai tourist polices (Police Sub-Lieutenant). Duty of non – commissioned Thai tourist police (Police Lance Corporal) is emphasize on immediate work.""

Follow up

The first expert says "Follow up has to be duty of commissioned Thai tourist polices (Police Sub-Lieutenant) according to the organization."

Table 4.5 Summary of Functional Competency of Commissioned Thai Tourist Polices (Police Sub-Lieutenant) and Non -commissioned Thai Tourist Police (Police Lance Corporal) in Person

(Functional competency)	Tourist Police Number 1		Tourist Police Number 2		Tourist Police Number 3		Tourist Police Number 4		Tourist Police Number 5
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer
Proactiveness-PROAC	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Self Confidence-SCF	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Flexibility-FLX	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Planning-PLAN	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Research Management-RM, Project Management-PM	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Budget Management-BM	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗

From Table 4.4 and 4.5, the group discussion (Focus Group 2) can be concluded as follow:

All experts from Focus Group 2 have the same opinion that commissioned Thai tourist polices (Police Sub-Lieutenant) and non-commissioned Thai tourist police (Police Lance Corporal) must have 17 core competencies and 6 functional competencies. But they have different opinion in 4 core competencies.

After each experts have given their opinion, they have discussion to summarize related to competency, especially, the differences in 4 core competencies as followed:

Information seeking competency

The second expert says "Information seeking is duty of both commissioned Thai tourist polices (Police Sub-Lieutenant) and non – commissioned Thai tourist police."

The fifth experts says "Successful investigation occur due to the cooperation from both commissioned Thai tourist polices (Police Sub-Lieutenant) and non – commissioned Thai tourist police (Police Lance Corporal)."

From, the opinion of all experts, the discussion from Foucus Group can conclude that definition of information seeking must extend in various situation and adjust it to be core competency.

The result of group discussion (Focus Group 2) and group of commissioned Thai tourist polices (Police Sub-Lieutenant) and non-commissioned Thai tourist police (Police Lance Corporal) is shown below:

Table 4.6 Summary of Core Competency of Commissioned Thai Tourist Polices (Police Sub-Lieutenant) and Non-commissioned Thai Tourist Police (Police Lance Corporal) in General

(Competency)	(Core competency)		(Functional competency)	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Achievement Motivation-ACH	✓	✓		
Service Mind SERV	✓	✓		
Expertise-EXP	✓	✓		
Integrity–ING	✓	✓		
Teamwork – TW	✓	✓		
Cultural Sensitivity-CS	✓	✓		
Interpersonal Understanding-IU	✓	✓		
Concern for Order-CO	✓	✓		
Coordination-COOR	✓	✓		
Problem Solving-PS	✓	✓		
English Literacy-ENG	✓	✓		
Analytical Thinking-AT	✓	✓		
Conceptual Thinking-CT	✓	✓		
Information Seeking-INF	✓	✓		
Follow up-FO	✓	✓		
IT (IT Literacy-IT)	✓	✓		
Negotiation-NE	✓	✓		
Proactiveness-PROAC			✓	
Self Confidence-SCF			✓	
Flexibility-FLX			✓	

Table 4.6 (Continued)

(Competency)	(Core competency)		(Functional competency)	
	Commiss ioned Officer	**Non-Commiss ioned Officer**	**Commis sioned Officer**	**Non-Commissi oned Officer**
Communication & Influencing-CI	✓	✓		
Aesthetic Quality-AQ	✓	✓		
Consultation-CONSULT	✓	✓		
Writing Literacy-WRITE	✓	✓		
Planning-PLAN			✓	
Research Management-RM), Project Management-PM			✓	
Budget Management-BM			✓	

From Table 4.6, the group discussion (Focus Group 2) reveals that commissioned Thai tourist polices (Police Sub-Lieutenant) and non – commissioned (Police Lance Corporal) must have 21 core competencies and 6 functional competencies.can summarize that the experts from the first group discussion agreed that

There are 21 core competencies as listed:

    1) Achievement Motivation-ACH

    2) Service Mind SERV

    3) Expertise-EXP

    4) Integrity–ING

    5) Teamwork – TW

    6) Cultural Sensitivity-CS

    7) Interpersonal Understanding-IU

    8) Concern for Order-CO

    9) Coordination-COOR

    10) Problem Solving-PS

    11) English Literacy-ENG

    12) Analytical Thinking-AT

    13) Conceptual Thinking-CT

    14) Information Seeking-INF

15) Follow up-FO

16) IT Literacy-IT

17) Negotiation-NE

18) Communication&Influencing-CI

19) Aesthetic Quality-AQ

20) Consultation-CONSULT

21) Writing Literacy-WRITE

There are 6 functional competencies as follow:

1) Proactiveness-PROAC

2) Self Confidence-SCF

3) Flexibility-FLX

4) Planning-PLAN

5) Research Management-RM

6) Project Management-PM

7) Budget Management-BM

Group discussion (Focus Group 3) was done with tourists or those who receive service from Thai tourist polices. The members of Focus Group 3 are listed:

1) Tourist (2 persons)

    (1) Mr.Cedric Nicotte French tourist Age 44 years old

    (2) Miss Nipaporn Chaisourwong Thai tourist   Age 46 years old

2) Guide

    (1) Mr. Nutthawut Kongsiri

3) Travel Agency (2 persons)

    (1) Mr. Nutthawut Kongsiri Easy Tour Aisa Co., Ltd.

    (2) Mrs. Pathum Wongsawat Manager of Do GO Co., Ltd.

Table 4.7 Summary of Core Competency of Commissioned Thai Tourist Polices
 (Police Sub-Lieutenant) and Non-commissioned Thai Tourist Police
 (Police Lance Corporal) in Person

(Core competency)	Client Number 1		Client Number 2		Client Number 3			Client Number 4		Client Number 5	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	
Achievement Motivation-ACH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Service Mind SERV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Expertise-EXP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Integrity–ING	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Teamwork – TW	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Cultural Sensitivity-CS	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	
Interpersonal Understanding-IU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Concern for Order-CO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Coordination-COOR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Problem Solving-PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
English Literacy-ENG	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Analytical Thinking-AT	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	
Conceptual Thinking-CT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Information Seeking-INF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow up-FO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
IT (IT Literacy-IT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Negotiation-NE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Proactiveness-PROAC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Self Confidence-SCF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Flexibility-FLX	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Communication & Influencing-CI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Table 4.7 (Continued)

(Core competency)	Client Number 1		Client Number 2		Client Number 3			Client Number 4		Client Number 5
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer
Aesthetic Quality-AQ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consultation-CONSULT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing Literacy-WRITE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

After each expert has proposed that an individual already. Consider sharing and brainstorming and discussions to a conclusion about it. Performance (Competency), especially on issues of performance, which has seen a different opinion after listening to the opinions of experts who are different.

Capacity-cultural differences.

The first expert says "Dealing with complex issues with different cultural issues is the duty of the police officers, because if there are any difficulties. The solution, it seems to be that this very thread."

Analytical Thinking

The first expert says "Critical thinking skills to be used in decisions made by the police officers over."

Table 4.8 Summary of Functional Competency of Commissioned Thai Tourist Polices (Police Sub-Lieutenant) and Non-commissioned Thai Tourist Police (Police Lance Corporal) in Person

(Functional competency)	Client Number 1		Client Number 2		Client Number 3		Client Number 4		Client Number 5	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Conceptual Thinking-CT	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Consultation-CONSULT	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Planning-PLAN	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Research Management-RM Project Management-PM	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗
Budget Management-BM	✓	✗	✓	✗	✓	✗	✓	✗	✓	✗

From Table 4.7 - 4.8 the group discussion (Focus Group 2)

Experts at 1-5 of the opinion that the performance of the Police Officers. (Police Force) opinion that the same core (Core competency) consists of 18 performance and performance-based functions (Functional competency) comprises five performance with a different opinion about the car's main two performances by eminent scholars. after listening to the opinions of experts who are different. Performance of critical thinking

Qualified second at "The thinking seems to be the duty of the police at all levels. Because the basic skills that will help them work effectively. "

Qualified persons at four, said: "Police have a small amount. The solution therefore everyone must solve immediate problems as well. Without asking bosses. So the thinking is very important. "

After the second person qualified to comment. No one commented further. The meeting concluded that the fine performance of critical thinking as core competencies.

After each expert has proposed that an individual already. Together, brainstorming and discussions to a conclusion about the performance (Competency) concluded as follows.

The results of the focus group discussions with three groups of patients. Jointly discussed below.

Table 4.9 Commenting on the Table The Data has Commented on the Performance. (Competency) Police Officers. (Police Force) and Non-commissioned Police Cruiser. (The police force) as a Whole

(Competency)	(Core competency)		(Functional competency)	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Achievement Motivation-ACH	✓	✓		
Service Mind ERV	✓	✓		
Expertise-EXP	✓	✓		
Integrity–ING	✓	✓		
Teamwork – TW	✓	✓		
Cultural Sensitivity-CS	✓	✓		
Interpersonal Understanding-IU	✓	✓		
Concern for Order-CO	✓	✓		
Coordination-COOR	✓	✓		
Problem Solving-PS	✓	✓		
English Literacy-ENG	✓	✓		
Analytical Thinking-AT	✓	✓		
Conceptual Thinking-CT			✓	
Information Seeking-INF	✓	✓		
Follow up-FO	✓	✓		
IT (IT Literacy-IT	✓	✓		
Negotiation-NE	✓	✓		
Proactiveness-PROAC	✓	✓		
Self Confidence-SCF	✓	✓		
Flexibility-FLX	✓	✓		
Communication & Influencing-CI	✓	✓		
Aesthetic Quality-AQ	✓	✓		
Consultation-CONSULT			✓	
Writing Literacy-WRITE	✓	✓		
Planning-PLAN			✓	
Research Management-RM, Project Management-PM			✓	
Budget Management-BM			✓	

From Table 4.9 In conclusion, the data (Clients) from the three groups. The second group is of the opinion that the Police Officers. (Police Force) and noncommissioned police cruiser. (The police force) Core (Core competency) with 21 performance and performance-based functions (Functional competency) with five performances below.

Core (Core competency) is comprised of 21 performances. 1) Achievement Motivation-ACH 2) Service Mind SERV 3) Expertise-EXP 4) Integrity–ING) 5) Teamwork – TW 6) Cultural Sensitivity-CS 7) (Interpersonal Understanding-IU 8) Concern for Order-CO) 9) Coordination-COOR 10) Problem Solving-PS 11) English Literacy-ENG 12) Analytical Thinking-AT13) Information Seeking-INF 14) Follow up-FO 15)   IT Literacy-IT)16)   Negotiation-NE 17)   Proactiveness-PROAC18) Self Confidence-SCF19) Flexibility-FLX)20) Communication &Influencing-CI 21) Aesthetic Quality-AQ 22) Writing Literacy-WRITE

Performance obligations (Functional competency) is composed of five performances. 13) Conceptual Thinking-CT 23) Consultation-CONSULT 25) Planning-PLAN 1) Research Management-RM) and Project Management-PM and 2) Budget Management-BM

Discussion groups (Focus Group), which has four times the opinion of the (Focus Group) No. 1/2/3, with the following information.

Table 4.10 Summary of Competency from group discussion (Focus Group 1 – 3)

(Competency)	Focus Group 1				Focus Group 2				Focus Group 3			
	(Core competency)		(Functional competency)		(Core competency)		(Functional competency)		(Core competency)		(Functional competency)	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Achievement Motivation-ACH	✓	✓			✓	✓			✓	✓		
Service Mind SERV	✓	✓			✓	✓			✓	✓		

Table 4.10 (Continued)

(Competency)	Focus Group 1				Focus Group 2				Focus Group 3			
	(Core competency)		(Functional competency)		(Core competency)		(Functional competency)		(Core competency)		(Functional competency)	
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Expertise-EXP	✓	✓			✓	✓			✓	✓		
Integrity–ING	✓	✓			✓	✓			✓	✓		
Teamwork – TW	✓	✓			✓	✓			✓	✓		
Cultural Sensitivity-CS	✓	✓			✓	✓			✓	✓		
Interpersonal Understanding-IU	✓	✓			✓	✓			✓	✓		
Concern for Order-CO	✓	✓			✓	✓			✓	✓		
Coordination-COOR	✓	✓			✓	✓			✓	✓		
Problem Solving-PS	✓	✓			✓	✓			✓	✓		
English Literacy-ENG	✓	✓			✓	✓			✓	✓		
Analytical Thinking-AT	✓	✓			✓	✓			✓	✓		
Conceptual Thinking-CT	✓	✓			✓	✓					✓	✓
Information Seeking-INF	✓	✓			✓	✓			✓	✓		
Follow up-FO	✓	✓			✓	✓			✓	✓		
IT (IT Literacy-IT	✓	✓			✓	✓			✓	✓		
Negotiation-NE	✓	✓			✓	✓			✓	✓		
Proactiveness-PROAC	✓	✓					✓	✓	✓	✓		
Self Confidence-SCF	✓	✓					✓	✓	✓	✓		
Flexibility-FLX	✓	✓					✓	✓	✓	✓		
Communication & Influencing-CI	✓	✓			✓	✓			✓	✓		

Table 4.10 (Continued)

| (Competency) | Focus Group 1 | | | | Focus Group 2 | | | | Focus Group 3 | | | |
| | (Core competency) | | (Functional competency) | | (Core competency) | | (Functional competency) | | (Core competency) | | (Functional competency) | |
	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer	Commissioned Officer	Non-Commissioned Officer
Aesthetic Quality-AQ	✓	✓			✓	✓			✓	✓		
Consultation-CONSULT	✓	✓			✓	✓					✓	✓
Writing Literacy-WRITE	✓	✓			✓	✓			✓	✓		
Planning-PLAN	✓	✓					✓	✓			✓	✓
Research Management-RM , Project Management-PM			✓	✓			✓	✓			✓	✓
Budget Management-BM			✓	✓			✓	✓			✓	✓

From Table 4.10 In conclusion, the data (A group of scholars Police and beneficiaries) of the group. 1-3 is of the opinion that the second group is that of the corresponding Police Officers. (Police Force) and noncommissioned police cruiser. (The police force) Core (Core competency) with 19 performance and performance-based functions (Functional competency) with two performances by performing a different opinion about the performance of the six core competencies

After considering the results of the expert group and the 1-3 opinion in view of the performance of six different performance and a further comment period.

Holistic view of performance.

A qualified person who first said, "I should be the overall performance of the tourist police at all levels because of various problems. The face is very different. Unlike regular police to find similar problems."

Qualified persons at four, said: "Police have a small amount. The overall look is a vital skill that will help to solve the problem immediately, without waiting to see."

After the second person qualified to comment. No one commented further. The meeting concluded that a fine performance as the core of a holistic picture.

Performance of proactive action.

5 experts who said "the ability of proactive action to work effectively. This is very important because tourists are no longer with us. The solution requires a delay, not because he had to travel to the country."

After experts commented. No one commented further. The meeting concluded that the offense is a fine performance core competencies.

Performance, self-confidence

Those two luminaries, "said Police did not act like a police general. The image is important Self-confidence must have anyone to create a good image to foreigners ".

After experts commented. No one commented further. The meeting concluded that a fine performance as a self-confident core competencies.

Performance, flexibility, ease

5 experts who said: "Police have a duty to work with foreigners. Who do not understand the culture and laws of Thailand, so everyone needs to be flexible as to the appropriate level until no more damage. "

After experts commented. No one commented further. The meeting concluded that the fine performance, flexibility, ease of core competencies.

Competency Consulting

He said that two experts "agree with the opinion of the meeting that one should be a core and then adjust the definition to cover".

He said that five experts should be defined. "The ability to adapt to the situation. And a diverse group of people While still operating efficiently. To accept the opinions of others. And modify the way When circumstances changed "

After experts commented. No one commented further. The meeting concluded that the fine performance consulting as core competencies and refine the definition.

Capacity Planning

He said that four qualified "opinion of the meeting is the one of interest. Should be adjusted according to the revised definition."

He said that five experts should be defined. "The ability to plan their daily schedule. Events after the order of importance of the work and the expected results of operations. The action plan and evaluation of what has been done. "

After experts commented. No one commented further. The meeting concluded that the revised plan is the core competencies and refine the definition.

Ore (Core competency) with 21 competencies: 1).Achievement Motivation-ACH 2) Service Mind SERV 3) Expertise-EXP 4) Integrity–ING 5) Teamwork – TW) 6) Cultural Sensitivity-CS 7) Interpersonal Understanding-IU 8) Concern for Order-CO 9) Coordination-COOR   10)   Problem Solving-PS   11)   English Literacy-ENG 12) Analytical Thinking-AT   13) Information Seeking-INF 14) Follow up-FO 15) IT Literacy-IT 16) Negotiation-NE 17) Proactiveness-PROAC 18) Self Confidence-SCF 19) Flexibility-FLX 20) Communication &Influencing-CI 21) Aesthetic Quality-AQ 22) Writing Literacy-WRITE

Performance obligations (Functional competency) is composed of 13 five performances).Conceptual Thinking-CT 23) Consultation-CONSULT 25) Planning-PLAN 1) Research Management-RM and Project Management-PM) and 2) Budget Management-BM)

Addition, experts also opine that. Performance should be grouped into three groups, along with a description of the performance of the three groups.

Group 1: K (Knowledge)

K1	Cultural Sensitivity-CS	Ability to realize cultural differences and adaptation to promote good relationship with foreign countries
K2	Interpersonal Understanding-IU	Ability to understand direct and indirect emotion of contact person
K3	Concern for Order-CO	Ability to carry out responsible tasks correctly based on rules and regulations
K4	English Literacy-ENG	Ability to communicate (speaking, reading, writing, listening) with foreigners

K5	Proactiveness-PROAC	Ability to carry out responsible tasks to achieve the goal, practically
K6	Consultation-CONSULT	Ability to analyze root cause of problem including solving problems
K7	Planning-PLAN	Ability to create self - daily schedule and priority management, following by self – evaluation of daily task
K8	Research Management-RM, Project Management-PM	Ability to understand the research and able to explain the objectives, procedures and sponsor of the research Understand method and procedure of handbook and carry out the tasks according to schedule to achieve target
K9	Budget Management-BM	Ability to define, control, monitor and analyze responsible budget appropriately

Group 2: S (Skill)

S1	Expertise-EXP	Ability to pursue knowledge of your capabilities in the given tasks during the project
S2	Teamwork – TW	Willingness to work with others as a member of team in the department or the university. By practitioners as a team member to create and maintain relationships with team members
S3	Coordination-COOR	Ability to coordinate with team to carry out the duty successfully without conflict

S4	Problem Solving-PS	Ability to research, analyze and customize the handbook to solve problems that occur during the work
S5	Analytical Thinking-AT	Ability to understand the situation including problems, concept and methods and analyze in step by step
S6	Conceptual Thinking-CT	Ability to synthesize thought into holistic concept from different situation and ideas
S7	Information Seeking-INF	Interest in current situation, background of problems and investigation to find the root causes that related to duty.
S8	Follow up-FO	Ability to set up procedure and frequency for working follow up efficiently
S9	IT (IT Literacy-IT)	Ability to adapt information technology to facilitate the execution of duties to achieve the goals
S10	Negotiation-NE	Ability to reveal strength and weakness of the partners and able to negotiate with the partners for both inside and outside the organization by taking the benefit of the organization at most
S11	Communication & Influencing-CI	Ability to communicate with writing and presentation, and also convince another to support your ideas
S12	Writing Literacy-WRITE	Ability to summarize minute of meeting, report, letter, important documents, and articles according to international standard with appropriate languages

Group 3: A (Attitudes)

A1	Achievement Motivation-ACH	Be motivated to carry out tasks up to or better than standard that resulting from performance in the past
A2	Service Mind SERV	A2 Ability to assist or take action for the benefit and impression of others
A3	Integrity–ING	Be able to behave in moral and ethical based on rules and regulations
A4	Self Confidence-SCF	Be confident for making decision and solving problems to achieve the goal
A5	Flexibility-FLX	Be adaptable and perform well in all situation
A6	Aesthetic Quality-AQ	Experience in art appreciation for national heritage

Comparision between K (Knowledge), S (Skill) and A (Attitudes)

K (Knowledge)	S (Skill)	A (Attitudes)
Cultural Sensitivity-CS	Expertise-EXP	Achievement Motivation-ACH
Interpersonal Understanding-IU	Teamwork – TW	Service Mind SERV
Concern for Order-CO	Coordination-COOR	Integrity–ING
English Literacy-ENG	Problem Solving-PS	Self Confidence-SCF
Proactiveness-PROAC	Analytical Thinking-AT	Flexibility-FLX
Consultation-CONSULT	Conceptual Thinking-CT	Aesthetic Quality-AQ
Planning-PLAN	Information Seeking-INF	
Research Management-RM,	Follow up-FO	
Project Management-PM		
Budget Management-BM	IT (IT Literacy-IT)	
	Negotiation-NE	
	Communication & Influencing-CI	
	Writing Literacy-WRITE	

The second objective of this study was to evaluate the need to develop professional standards developed by the tourist police Thailand.

Step 4 To determine the need for the development of professional standards. Police Job Using quantitative research (Quantitative Research) and qualitative research methods (Qualitative Research).

By exploring the need to develop professional standards. Police Job The performance standards that comply with the Agreement on mutual recognition of qualifications, professional development, standards, Thailand Tourist Police (The development of professional qualifications Branch Career Tourist Police) Police Commissioner sample of 380 positions by the Police Officers. (Police Force) were 70 and noncommissioned police cruiser. (The police force) 310 people.

Now that's one of the respondents.

Analysis of the statistics of the respondents were described by descriptive statistics to describe the percentage of the sample

Table 4.11 Number of Repondents and Percentage Due to Various Factors

Variable	commissioned (n=70)		noncommissioned (n=310)	
	amount	percent	amount	percent
1. **Gender**				
male	33	47.14	132	42.58
female	37	52.86	178	57.42
2. **Age**				
24-35 years	34	48.57	123	39.68
36-45 years	26	37.14	138	44.52
46-55 years	10	14.29	49	15.81
55 years+++	-	-	-	-
3. **Educational**				
High school class 6	-	-	-	-
Bachelor	62	88.57	271	87.42

Table 4.11 (Continued)

Variable	commissioned (n=70)		noncommissioned (n=310)	
	amount	percent	amount	percent
Master's degree	8	11.43	39	12.58
Ph.D	-	-	-	-
4. Experience				
1-7 years	35	50.00	132	42.58
8-14 years	25	35.71	83	26.77
15-21 years	9	12.86	38	12.26
22 years+++	1	1.43	57	18.39

Police Officers (Police Force) who were 70 respondents were female, 37 percent male and 52.86 33 47.14 percent.

Aged between 24-35 years, 34 per cent, followed by the age of 48.57.

36-45 years, 26 per cent were aged between 46-55 years were 10 and 37.14, representing a 14.29 per cent respectively.

Most undergraduate study of 62 people, representing 88.57 per cent and a Master of eight people, representing 11.43 per cent.

1-7 years work experience of 35 people, representing 50.00 per cent, followed by the number of 8-14 year 25 people, representing 35.71 per cent of experience 15-21 years of 9 percent and 22 years 12.86. up to number one, accounting for 1.43 per cent respectively.

The tourist police noncommissioned (The police force), the number of respondents, 310 were female, 178 were male and 57.42 percent of 132 people, representing 42.58 per cent.

138 people aged 36-45 years accounted for 44.52 percent, followed by 123 people aged 24-35 years accounted for 39.68 per cent and between the ages of 46-55 years, the number 49, representing a 15.81 per cent respectively.

Most of the study, 271 undergraduate and graduate accounting for 87.42 percent of the 39 people accounted for 12.58 percent.

1-7 years work experience of 132 people, representing 42.58 per cent, followed by the 8-14 years of 83 people, representing 26.77 per cent working 22 years were 57 percent and 15-18.39. 22 years, the number 38, representing a 12.26 per cent respectively.

Chapter 2 analyzes the relevant requirements of the performance standards developed by Thailand Police profession.

1) Core Competency
2) Functional Competency

In conclusion, the need to develop performance standards by Thailand Police profession.

Table 4.12 Expressed the Need to Develop Performance Standards, Thailand Police Profession Core (Core Competency).

(Core Competency)	commissioned (n=70)		
	The possibility that expected	The current capability	Needs improvement
GROUP 1 K (Knowledge) commissioned			
K7 Planning-PLAN	4.84	3.20	**1.64**
K6 Consultation-CONSULT	4.75	3.36	**1.39**
K4 English Literacy-ENG	4.88	3.50	**1.38**
K2 Interpersonal Understanding-IU	4.86	3.50	1.36
K5 Proactiveness-PROAC	4.73	3.41	1.32
K3 Concern for Order-CO	4.87	3.59	1.28
K1 Cultural Sensitivity-CS	4.74	3.49	1.25
GROUP 2 S (Skill) commissioned			
S7 Information Seeking-INF	4.82	3.44	**1.38**
S9 IT (IT Literacy-IT	4.89	3.51	**1.38**
S10 Negotiation-NE	4.78	3.40	**1.38**
S6 Conceptual Thinking-CT	4.70	3.35	1.35
S11 Communication & Influencing-CI	4.80	3.47	1.33
S3 Coordination-COOR	4.84	3.53	1.31
S5 Analytical Thinking-AT	4.80	3.49	1.31
S8 Follow up-FO	4.89	3.60	1.29
S12 Writing Literacy-WRITE	4.79	3.50	1.29
S4 Problem Solving-PS	4.84	3.59	1.25

Table 4.12 (Continued)

(Core Competency)		commissioned (n=70)		
		The possibility that expected	The current capability	Needs improvement
S1	Expertise-EXP	4.90	3.50	**1.40**
S2	Teamwork – TW	4.91	3.77	1.14
GROUP 3A (Attitudes) **commissioned**				
A6	Aesthetic Quality-AQ	4.72	3.34	**1.38**
A4	Self Confidence-SCF	4.90	3.66	**1.24**
A1	Achievement Motivation-ACH	4.87	3.64	**1.23**
A3	Integrity–ING	4.87	3.64	1.23
A5	Flexibility-FLX	4.79	3.57	1.22
A2	Service Mind SERV	4.89	3.71	1.18
Total average		**4.83**	**3.51**	**1.32**

(Core Competency)		Non-commissioned (n=310)		
		The possibility that expected	The current capability	Needs improvement
GROUP 1 K (Knowledge) **non-commissioned**				
K7	Planning-PLAN	4.83	3.22	**1.61**
K6	Consultation-CONSULT	4.88	3.51	**1.37**
K4	English Literacy-ENG	4.85	3.51	**1.34**
K2	Interpersonal Understanding-IU	4.81	3.49	1.32
K5	Proactiveness-PROAC	4.69	3.4	1.29
K3	Concern for Order-CO	4.86	3.57	1.29
K1	Cultural Sensitivity-CS	4.71	3.48	1.23
GROUP 2 S (Skill) **non-commissioned**				
S1	Expertise-EXP	4.74	3.35	**1.39**
S7	Information Seeking-INF	4.80	3.42	**1.38**
S9	IT (IT Literacy-IT)	4.85	3.47	**1.38**
S10	Negotiation-NE	4.75	3.39	1.36
S6	Conceptual Thinking-CT	4.68	3.34	1.34
S11	Communication & Influencing-CI	4.77	3.46	1.31
S3	Coordination-COOR	4.81	3.52	1.29
S5	Analytical Thinking-AT	4.76	3.47	1.29
S12	Writing Literacy-WRITE	4.76	3.48	1.28
S8	Follow up-FO	4.85	3.58	1.27
S4	Problem Solving-PS	4.84	3.57	1.27
S2	การทำงานเป็นทีม (Teamwork – TW)	4.9	3.74	1.16

Table 4.12 (Continued)

(Core Competency)	Non-commissioned (n=310)		
	The possibility that expected	The current capability	Needs improvement
GROUP 3A (Attitudes) **non-commissioned**			
A1 Achievement Motivation-ACH	4.55	3.15	**1.40**
A6 Aesthetic Quality-AQ	4.70	3.33	**1.37**
A4 Self Confidence-SCF	4.88	3.65	**1.23**
A3 Integrity–ING	4.87	3.65	1.22
A5 Flexibility-FLX	4.75	3.55	1.20
A2 Service Mind SERV	4.87	3.73	1.14
Total average	**4.79**	**3.48**	**1.31**

The needs of developing performance standards, Thailand Police profession core (Core Competency) found.

1) The Police Officers. (Police Force) an essential requirement for the development of performance standards, Thailand Police profession core (Core Competency) planning. (Planning-PLAN) is an average of 1.64 ranks second one is the gain expertise in various careers. (Expertise-EXP), with an average of 1.40 and is ranked third consultation. (Consultation-CONSULT) with an average of 1.39.

2) A group of noncommissioned police cruiser. (The police force) is an essential requirement for the development of performance standards, Thailand Police profession core (Core Competency) planning. (Planning-PLAN) is an average of 1.61 ranks second one is aimed at the achievement (Achievement Motivation-ACH) is the average of 1.40 ranks third gain expertise in various careers. (Expertise-EXP) is 1.39 times the average.

Table 4.13 The Requirements Necessary to Develop Professional Competency
Standards.Branch Police Performance Obligations (Functional
Competency).

(Functional Competency)	Commissioned (n=70)		
	The possibility that expected	The current capability	Needs improvement
K9 Budget Management-BM	4.80	3.03	**1.77**
K8 Research Management-RM), Project Management-PM	4.71	3.01	**1.70**
Total average	**4.76**	**3.02**	**1.74**

Note: 4:50 to 5:00, with the knowledge of the performance is at the highest level.

3:50 to 4:49, with the knowledge of the high level of performance.

2:50 to 3:49, with the knowledge of the performance is moderate.

1:50 to 2:49 is the level of knowledge in a performance at a low level.

1:00 to 1:49, with the knowledge of high-performance minimum.

The requirements necessary to develop professional competency standards, Thailand Tourist Police. Performance obligations (Functional Competency) found.

1) The Police Officers. (Police Force) have a need to develop a performance standard police cruiser Thailand. Performance obligations (Functional Competency) Budget Management-BM) is one of the two is the average 1.74 Research Management-RM) and Project Management-PM), the average is 1.70.

Discussion groups (Focus Group) four times with a group of four is the official tourist police officers. (Police Lieutenant and above) and noncommissioned. (Up to ten major police) of TOURIST POLICE DIVISION 5 persons.

Highlights from the discussion groups (Focus Group) 4 aims to assess the need to develop human resources by developing professional standards concluded that Thailand Tourist Police.

The Police Officers (Police Force) an essential requirement for the development of performance standards, Thailand Police profession core (Core Competency) 1) Planning-PLAN 2) Expertise-EXP) and 3) Consultation-CONSULT.

2) The tourist police noncommissioned (The police force) is an essential requirement for the development of performance standards, Thailand Police profession core (Core Competency) 1) Planning-PLAN) 2) Achievement Motivation-ACH) and 3) Expertise-EXP).

Police Professional Standards concluded consist Thailand.

1) Professional standards branch Ah Chee Police Officers. (Police Force)

2) Professional standards branch Sheen's tour noncommissioned officers. (The police force)

Objective 3: To develop the manual for personnel development based on the Thai tourist police occupational standards development.

Led the study and all comments. In a manual operation by a police cruiser 1) commissioned. (Police Force) and 2) Warrant (the police force), with the process of creating the guide.

1) Elements of the guides include the responsible agencies, the general purpose of development, behavioral objectives of the project. And the timing and content development. The development of a manual for the preparation of standard professional qualifications.

2) Determine the critical details of the preparation of guides developed by Thailand Police profession has brought its findings to prepare. Which can be summarized as follows:

Table 4.14 Outlining the Relationship of Performance and Guide the Development of
Research Results

Description	Sing data from the study.	The development guide
The general objectives of development in the career development guide	The finding needs to develop performance standards of the profession and noncommissioned officers.	Was developed for general purpose use in manual sorting content by the respective needs.

Table 4.14 (Continued)

Description	Sing data from the study.	The development guide
Determining Content Duration of training	The results of the focus group	Details assortment of performance as Core competency and functional competency.
	The finding needs to develop performance standards of the profession and noncommissioned officers	Content development is the sequence order needs.
	The results of the focus group	Details on the content used to develop each performance.
	The results of the focus group	Has prepared a detailed breakdown by asset performance. Excluding bulk of the comments from focus group discussed the time constraints of the development.

Table 4.14 Show summary of a detailed guide to developing competencies and research. Which can be summarized as follows:

1) The general objective of the development in the career development guide. To have the results of the study need to develop performance standards of the profession and noncommissioned officers to develop a general purpose developed for use in general-purpose guide the order of the respective development needs required. the development of the tourist police, both commissioned and noncommissioned level.

2) To define the content and duration of training. Have the results of the focus group, which has concluded in a focus group at the fourth set with an assortment of performance as Core competency and functional competency and to classify content in training a group performance. in addition, the results need to find a

need to develop performance standards of the career officers and noncommissioned used in order to develop content in order of descending needs. Including the results from the focus group concluded that four operators used in the preparation of detailed content used to develop each performance. And also to determine the details of its performance. Excluding bulk of the comments from focus group discussed the time constraints of the development.

The manaual of professional standards for commissioned Thai tourist polices (Police Sub - Lieutenant) in K (knowledge) is listed in order below:

K7	Planning-PLAN
K6	Consultation-CONSULT
K4	English Literacy-ENG
K2	Interpersonal Understanding-IU
K5	Proactiveness-PROAC
K3	Concern for Order-CO
K1	Cultural Sensitivity-CS
K9	Budget Management-BM
K8	Research Management-RM, Project Management-PM

1) Responsible Department

Thai Tourist Police Division

2) Objectives

To practically understand in the following: 1) Cultural Sensitivity-CS), 2) Interpersonal Understanding-IU), 3) Concern for Order-CO), 4) English Literacy-ENG), 5) Proactiveness-PROAC), 6) Consultation-CONSULT), 7) Planning-PLAN), 8) (Research Management-RM) (Project Management-PM), 9) (Budget Management-BM)

To develop the capability of the participants in the following context that listed below:

K7	Planning-PLAN
K6	Consultation-CONSULT
K4	English Literacy-ENG
K2	Interpersonal Understanding-IU

K5   Proactiveness-PROAC

K3   Concern for Order-CO

K1   Cultural Sensitivity-CS

K9   Budget Management-BM

K8   Research Management-RM, Project Management-PM

3) Behavioral Objectives of Project

(1) Able to explain and mention about career path of commissioned Thai tourist polices (Police Sub - Lieutenant)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or colleagues

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on KAS which related to commissioned Thai tourist polices (Police Sub - Lieutenant)

4) Contents and Duration 2 Days

Contents and Application for Core competencies (6 hrs.)

(1) K7 Ability to create self-daily schedule and priority management, following by self-evaluation of daily task

(2) K6 Ability to analyze root cause of problem including solving problems

(3) K4 Ability to communicate (speaking, reading, writing, listening) with foreigners

(4) K2 Ability to understand direct and indirect emotion of contact person

(5) K5 Ability to carry out responsible tasks to achieve the goal, practically

(6) K3 Ability to carry out responsible tasks correctly based on rules and regulations

(7) K1 Ability to realize cultural differences and adaptation to promote good relationship with foreign countries

(8) K9 Ability to define, control, monitor and analyze responsible budget appropriately

(9) K8 Ability to understand the research and able to explain the objectives, procedures and sponsor of the research

Understand method and procedure of handbook and carry out the tasks according to schedule to achieve target

The manaual of professional standards for commissioned Thai tourist polices (Police Sub - Lieutenant) in A (attitude) is listed in order below:

A6   Aesthetic Quality-AQ

A4   Self Confidence-SCF

A1   Achievement Motivation-ACH

A3   Integrity–ING

A5   Flexibility-FLX

A2   Service Mind SERV

1) Responsible Department

Thai Tourist Police Division

2) General Objectives

To practically understand in the following 1) (Achievement Motivation-ACH), 2) (Service Mind SERV), 3) (Integrity–ING), 4) (Self Confidence-SCF), 5) (Flexibility-FLX), 6) (Aesthetic Quality-AQ),

To develop the capability of the participants in the following context that listed below:

A6   Aesthetic Quality-AQ

A4   Self Confidence-SCF

A1   Achievement Motivation-ACH

A3   Integrity–ING

A5   Flexibility-FLX

A2   Service Mind SERV

3) Behavioral Objectives of Project

(1) Able to explain and mention about career path of commissioned Thai tourist polices (Police Sub - Lieutenant)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or colleagues

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on KAS which related to commissioned Thai tourist polices (Police Sub - Lieutenant)

4) Contents and duration 2 Days

Contents and Application for Core competencies (6 hrs.)

(1) A6 Experience in art appreciation for national heritage

(2) A4 Be confident for making decision and solving problems to achieve the goal

(3) A1 Be motivated to carry out tasks up to or better than standard that resulting from performance in the past

(4) A3 Be able to behave in moral and ethical based on rules and regulations

(5) A5 Be adaptable and perform well in all situation

(6) A2 Ability to assist or take action for the benefit and impression of others

The manaual of professional standards for commissioned Thai tourist polices (Police Sub - Lieutenant) in S (skill) is listed in order below:

S7   Information Seeking-INF

S9   IT (IT Literacy-IT)

S10   Negotiation-NE

S6   Conceptual Thinking-CT

S11   Communication & Influencing-CI

S3   Coordination-COOR

S5   Analytical Thinking-AT

S8   Follow up-FO

S12   Writing Literacy-WRITE

S4   Problem Solving-PS

S1   Expertise-EXP

S2   Teamwork – TW

1) Responsible Department

Thai Tourist Police Department

2) General Objectives

To practically understand in the following 1) Expertise-EXP, 2) Teamwork-TW, 3) Coordination-COOR, 4) Problem Solving-PS, 5) Analytical Thinking-AT, 6) Conceptual Thinking-CT, 7) Information Seeking-INF, 8) Follow up-FO, 9) IT Literacy-IT, 10) Negotiation-NE, 11.Communication & Influencing-CI, 12.Writing Literacy-WRITE

To develop the capability of the participants in the following context that listed below:

S7   Information Seeking-INF

S9   IT (IT Literacy-IT)

S10   Negotiation-NE

S6   Conceptual Thinking-CT

S11   Communication & Influencing-CI

S3   Coordination-COOR

S5   Analytical Thinking-AT

S8   Follow up-FO

S12   Writing Literacy-WRITE

S4   Problem Solving-PS

S1   Expertise-EXP

S2   Teamwork – TW

3) Behavioral Objectives of Project

(1) Able to explain and point out issue related to commissioned Thai tourist polices (Police Sub - Lieutenant)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on KAS which related to commissioned Thai tourist polices (Police Sub - Lieutenant)

4) Contents and Duration 2 Days

Contents and Application for Core competencies (6 hrs.)

(1) S7 Interest in current situation, background of problems and investigation to find the root causes that related to duty.

(2) S9 Ability to adapt information technology to facilitate the execution of duties to achieve the goals

(3) S10 Ability to reveal strength and weakness of the partners and able to negotiate with the partners for both inside and outside the organization by taking the benefit of the organization at most

(4) S6 Ability to synthesize thought into holistic concept from different situation and ideas

(5) S11 Ability to communicate with writing and presentation, and also convince another to support your ideas

(6) S3 Ability to coordinate with team to carry out the duty successfully without conflict

(7) S5 Ability to understand the situation including problems, concept and methods and analyze in step by step

(8) S8 Ability to set up procedure and frequency for working follow up efficiently

(9) S12 Ability to summarize minute of meeting, report, letter, important documents, and articles according to international standard with appropriate languages

(10) S4 Ability to research, analyze and customize the handbook to solve problems that occur during the work

(11) S1 Ability to pursue knowledge of your capabilities in the given tasks during the project

(12) S2 Willingness to work with others as a member of team in the department or the university. By practitioners as a team member to create and maintain relationships with team members

The manaual of professional standards for non-commissioned Thai tourist polices (Police Lance Corporal) in K (Knowledge) is listed in order below:

K7   Planning-PLAN

K6   Consultation-CONSULT

K4   English Literacy-ENG

K2   Interpersonal Understanding-IU

K5   Proactiveness-PROAC

K3   Concern for Order-CO

K1   Cultural Sensitivity-CS

1) Responsible Department

Thai Tourist Police Division

2) General Objectives

To practically understand in the following 1) Cultural Sensitivity-CS), 2) Interpersonal Understanding-IU, 3) Concern for Order-CO), 4) English Literacy-ENG, 5) Proactiveness-PROAC, 6) Consultation-CONSULT, 7) Planning-PLAN,

To develop the capability of the participants in the following context that listed below:

K7   Planning-PLAN

K6   Consultation-CONSULT

K4   English Literacy-ENG

K2   Interpersonal Understanding-IU

K5   Proactiveness-PROAC

K3   Concern for Order-CO

K1   Cultural Sensitivity-CS

3) Behavioral Objectives of Project

(1) Able to explain and mention about career path of non-commissioned Thai tourist polices (Police Lance Corporal)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or colleagues

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on KAS which related to non-commissioned Thai tourist polices (Police Lance Corporal)

4) Contents and Duration 2 Days

Contents and Application for Core competencies (6 hrs.)

(1) K7 Ability to create self - daily schedule and priority management, following by self – evaluation of daily task

(2) K6 Ability to analyze root cause of problem including solving problems

(3) K4 Ability to communicate (speaking, reading, writing, listening) with foreigners

(4) K2 Ability to understand direct and indirect emotion of contact person

(5) K5 Ability to carry out responsible tasks to achieve the goal, practically

(6) K3 Ability to carry out responsible tasks correctly based on rules and regulations

(7) K1 Ability to realize cultural differences and adaptation to promote good relationship with foreign countries

The manaual of professional standards for non-commissioned Thai tourist polices (Police Lance Corporal) in A (Attitude) is listed in order below:

A1   Achievement Motivation-ACH

A6   Aesthetic Quality-AQ

A4   Self Confidence-SCF

A3   Integrity–ING

A5   Flexibility-FLX

A2   Service Mind SERV

1) Responsible Department

Thai Tourist Police Division

2) General Objectives

To practically understand in the following 1) (Achievement Motivation-ACH), 2) (Service Mind SERV), 3) (Integrity–ING), 4) (Self Confidence-SCF), 5) (Flexibility-FLX), 6) (Aesthetic Quality-AQ),

To develop the capability of the participants in the following context that listed below:

A1   Achievement Motivation-ACH

A6   Aesthetic Quality-AQ

A4   Self Confidence-SCF

A3   Integrity–ING

A5   Flexibility-FLX

A2   Service Mind SERV

3) Behavioral Objectives of Project

(1) Able to explain and mention about career path of non-commissioned Thai tourist polices (Police Lance Corporal)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or colleagues

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on KAS which related to non-commissioned Thai tourist polices (Police Lance Corporal)

4) Contents and Duration   2 Days

Contents and Application for Core competencies (6 hrs.)

(1) A6 Experience in art appreciation for national heritage

(2) A4 Be confident for making decision and solving problems to achieve the goal

(3) A1 Be motivated to carry out tasks up to or   better than standard that resulting from performance in the past

(4) A3 Be able to behave in moral and ethical based on rules and regulations

(5) A5 Be adaptable and perform well in all situation

(6) A2 Ability to assist or take action for the benefit and impression of others

Development of professional standards for non-commissioned Thai tourist polices (Police Lance Corporal) in S (Skill) is listed in order below:

S1   Expertise-EXP

S7   Information Seeking-INF

S9   IT (IT Literacy-IT)

S10   Negotiation-NE

S6   Conceptual Thinking-CT

S11   Communication & Influencing-CI

S3   Coordination-COOR

S5   Analytical Thinking-AT

S12   Writing Literacy-WRITE

S4   Problem Solving-PS

S8   Follow up-FO

S2   Teamwork – TW

1) Responsible Department

Thai Tourist Police Division

2) General Objectives

To practically   understand in the following 1) Expertise-EXP, 2) Teamwork – TW, 3) Coordination-COOR, 4) Problem Solving-PS, 5) Analytical Thinking-AT, 6) (Conceptual Thinking-CT, 7) Information Seeking-INF, 8) Follow up-FO, 9) IT Literacy-IT, 10) Negotiation-NE, 11) Communication & Influencing-CI, 12. Writing Literacy-WRITE

To develop the capability of the participants in the following context that listed below:

S1   Expertise-EXP

S7   Information Seeking-INF

S9   IT (IT Literacy-IT)

S10   Negotiation-NE

S6   Conceptual Thinking-CT

S11   Communication & Influencing-CI

S3   Coordination-COOR

S5   Analytical Thinking-AT

S12   Writing Literacy-WRITE

S4   Problem Solving-PS

S8   Follow up-FO

S2   Teamwork – TW

3) Behavioral Objectives of Project

(1) Able to explain and point out issue related to non-commissioned Thai tourist polices (Police Lance Corporal)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on KAS which related to non-commissioned Thai tourist polices (Police Lance Corporal)

4) Contents and Duration   2 Days

Contents and Application for Core competencies (6 hrs.)

(1) S7 Interest in current situation, background of problems and investigation to find the root causes that related to duty

(2) S9 Ability to adapt information technology to facilitate the execution of duties to achieve the goals

(3) S10 Ability to reveal strength and weakness of the partners and able to negotiate with the partners for both inside and outside the organization by taking the benefit of the organization at most

(4) S6 Ability to synthesize thought into holistic concept from different situation and ideas

(5) S11 Ability to communicate with writing and presentation, and also convince another to support your ideas

(6) S3 Ability to coordinate with team to carry out the duty successfully without conflict

(7) S5 Ability to understand the situation including problems, concept and methods and analyze in step by step

(8) S8 Ability to set up procedure and frequency for working follow up efficiently

(9) S12 Ability to summarize minute of meeting, report, letter, important documents, and articles according to international standard with appropriate languages

(10) S4 Ability to research, analyze and customize the handbook to solve problems that occur during the work

(11) S1 Ability to pursue knowledge of your capabilities in the given tasks during the project

(12) S2 Willingness to work with others as a member of team in the department or the university. By practitioners as a team member to create and maintain relationships with team members

The manaual of professional standards (Functional competencies) for non-commissioned Thai tourist polices (Police Lance Corporal) in K (Knowledge) is listed in order below:

K9   Budget Management-BM

K8   Research Management-RM ,Project Management-PM

1) Responsible Department

Thai Tourist Police Department

2) General Objectives

To practically understand in the 1) (Research Management-RM) (Project Management-PM), 2) (Budget Management-BM)

To develop the capability of the participants in the following context that listed below:

K9   Budget Management-BM

K8   Research Management-RM ,Project Management-PM

3) Behavioral Objectives of Project

(1) Able to explain and point out issue related to non-commissioned Thai tourist polices (Police Lance Corporal)

(2) Able to explain and adapt core competencies practically and suitable for target group and situation

(3) Has appropriate opinion and good relationship with tourists or

(4) Be realized in morality and ethics of good service with understanding

(5) Able to follow the handbook based on K which related to non-commissioned Thai tourist polices (Police Lance Corporal)

4) Contents and Duration 1 Days

Contents and Application for Functional competencies (2 hrs.)

(1) K9 Ability to define, control, monitor and analyze responsible budget appropriately

(2) K8 Ability to understand the research and able to explain the objectives, procedures and sponsor of the research

(3) Understand method and procedure of handbook and carry out the tasks according to schedule to achieve target

Conclude The guide was developed by the Standard Performance Thailand Police profession. By recognizing a manual of operational guidelines and training standards, professional police cruiser. commissioned tourist police (Police Sub-Lieutenant) and non-commissioned tourist police (Police Lance Corporal).

CHAPTER 5

CONCLUSION AND SUGGESTION

The study of development in Thai tourist police professional standards aims to develop performance indicator that important to improve Thai tourist police professional standards and professional standard handbook. This study is done by using Mixed Method Research (Qualitative Research and Quantitative Research) which is divided into 5 steps as given below:

1) Literature review by qualitative research

2) Examine questionnaires for group discussion (Focus Group) by expert using qualitative research

3) Survey based on questionnaires for both commissioned and non – commissioned Thai tourist polices by qualitative research

4) Find out needs to develop Thai tourist police professional standards by quantitative and qualitative researches

5) Create professional standards and group discussion (Focus group) handbooks by qualitative research

5.1 Conclusion

Objective 1: To Develop performance indicator that important to improve Thai tourist police professional standards

Development of performance indicator to improve Thai tourist police professional standard plays the significant role in gaining more knowledge and improving practical skills of government officers in order to create Thai tourist police professional standards for both commissioned and non-commissioned Thai tourist polices. With Mission and vision of Tourism Division, development of performance indicators are able to contribute in career path improvement and human resource development. In conclusion, Thai tourist police professional qualifications are mentioned.

Thai tourist police professional standards are listed below:

1) Professional standards for commissioned Thai tourist polices consist of 27 core competencies

2) Professional standards for non-commissioned Thai tourist polices consist of 2 core competencies and 2 functional competencies

There are 3 groups of competencies as listed below:

GROUP 1 K (Knowledge)

K1　Cultural Sensitivity-CS

K2　Interpersonal Understanding-IU

K3　Concern for Order-CO

K4　English Literacy-ENG

K5　Proactiveness-PROAC

K6　Consultation-CONSULT

K7　Planning-PLAN

K8　Research Management-RM, Project Management-PM)

K9　Budget Management-BM

GROUP 2 S (Skill)

S1　Expertise-EXP

S2　Teamwork-TW

S3　Coordination-COOR

S4　Problem Solving-PS

S5　Analytical Thinking-AT

S6　Conceptual Thinking-CT

S7　Information Seeking-INF

S8　Follow up-FO

S9　IT (IT Literacy-IT)

S10　Negotiation-NE

S11　Communication & Influencing-CI

S12　Writing Literacy-WRITE

GROUP 3 A (Attitudes)

A1   Achievement Motivation-ACH

A2   Service Mind SERV

A3   Integrity–ING

A4   Self Confidence-SCF

A5   Flexibility-FLX

A6   Aesthetic Quality-AQ

Objective 2: To evaluate needs for human resource development based on Thai tourist polices professional standards

The evaluation is revealed below:

1) Statistic evaluation based on questionnaires: Firstly, there are 70 commissioned Thai tourist polices (Police Sub-Lieutenant) answered the questionnaires, most of them are female of age 27-35 years old with bachelor degree and 1-7 years of work experience. Secondly, 130 non-commissioned (Police Lance Corporal) answered the questionnaires, most of them are female of age 36-45 years old with bachelor degree and 1-7 years of work experience.

2) Evaluation based on needs for human resource development related to performance indicator of Thai tourist professional standards:

(1) Summary of needs for core competency development shows that 1) Commissioned Thai tourist polices (Police Sub-Lieutenant) need to develop core competency in planning-PLAN the most with average equals to 1.64. Secondly, they need to develop core competency in expertise-EXP and consultation -CONSULT with result of average 1.40, equally. Thirdly, they need to develop core competency in English literacy-ENG, information seeking-INF, negotiation-NE and aesthetic quality-AQ with the average result of 1.39. 2) Non-commissioned Thai tourist polices (Police Lance Corporal) need to develop core competency in planning-PLAN the most with average equals to 1.61. Secondly, they need to develop core competency in achievement Motivation-ACH with the average equals to 1.40. Thirdly, they need to develop core competency in expertise-EXP and information seeking-INF with result of average 1.39, equally.

(2) Summary of needs for functional competency development shows that 1) Non-commissioned Thai tourist polices (Police Lance Corporal) need to develop

functional competency in budget management-BM the first with the average of 1.74, followed by research management-RM, project management-PM with the average result of 1.70, equally.

Objective 3: To develop Thai tourist police professional standards handbook

The development of Thai tourist police professional standards handbooks for both Commissioned Thai tourist polices (Police Sub-Lieutenant) and Non-commissioned Thai tourist polices (Police Lance Corporal) is based on the evaluation from Section 1-2 as follow:

Thai tourist police professional standards handbook (core competency) for Commissioned Thai tourist polices (Police Sub - Lieutenant) in K (Knowledge) is listed in order below:

K7   Planning-PLAN

K6   Consultation-CONSULT

K4   English Literacy-ENG

K2   Interpersonal Understanding-IU

K5   Proactiveness-PROAC

K3   Concern for Order-CO

K1   Cultural Sensitivity-CS

K9   Budget Management-BM

K8   Research Management-RM, Project Management-PM 2)

Thai tourist police professional standards handbook (core competency) for Commissioned Thai tourist polices (Police Sub - Lieutenant) in A (Attitudes) is listed in order below:

A6   Aesthetic Quality-AQ

A4   Self Confidence-SCF

A1   Achievement Motivation-ACH

A3   Integrity–ING

A5   Flexibility-FLX

A2   Service Mind SERV

Thai tourist police professional standards handbook (core competency) for Commissioned Thai tourist polices (Police Sub - Lieutenant) in S (Skill) is listed in order below:

S7	Information Seeking-INF
S9	IT (IT Literacy-IT
S10	Negotiation-NE
S6	Conceptual Thinking-CT
S11	Communication & Influencing-CI
S3	Coordination-COOR
S5	Analytical Thinking-AT
S8	Follow up-FO
S12	Writing Literacy-WRITE
S4	Problem Solving-PS
S1	Expertise-EXP
S2	Teamwork-TW

Thai tourist police professional standards handbook (core competency) for non - commissioned Thai tourist polices (Police Sub - Lieutenant) in K (Knowledge) is listed in order below:

K7	Planning-PLAN
K6	Consultation-CONSULT
K4	English Literacy-ENG
K2	Interpersonal Understanding-IU
K5	Proactiveness-PROAC
K3	Concern for Order-CO
K1	Cultural Sensitivity-CS

Thai tourist police professional standards handbook (core competency) for Non - commissioned Thai tourist polices (Police Sub - Lieutenant) in A (Attitude) is listed in order below:

A1	Achievement Motivation-ACH
A6	Aesthetic Quality-AQ
A4	Self Confidence-SCF

A3   Integrity–ING

A5   Flexibility-FLX

A2   Service Mind SERV

Thai tourist police professional standards handbook (core competency) for non - commissioned Thai tourist polices (Police Sub - Lieutenant) in S (Skill) is listed in order below:

S1   Expertise-EXP

S7   Information Seeking-INF

S9   IT (IT Literacy-IT)

S10   Negotiation-NE

S6   Conceptual Thinking-CT

S11   Communication & Influencing-CI

S3   Coordination-COOR

S5   Analytical Thinking-AT

S12   Writing Literacy-WRITE

S4   Problem Solving-PS

S8   Follow up-FO

S2   Teamwork-TW

Thai tourist police professional standards handbook (functional competency) for non-commissioned Thai tourist polices (Police Sub-Lieutenant) in S (Skill) is listed in order below:

K9   Budget Management-BM

K8   Research Management-RM, Project Management-PM

Remark: Handbooks are created in topic-wise due to time limitation of learners.

5.2 Discussion

Discussion is based on needs of Thai tourist police professional standards for development of performance indicator.

Objective 1: To develop performance indicator that important to improve Thai tourist police professional standards

1) Thai tourist police professional standards are divided into 2 types which are professional standards for commissioned Thai tourist polices (Police Sub-Lieutenant) and for non-commissioned Thai tourist polices (Police Lance Corporal). These 2 division are related to duty of commissioned Thai tourist polices (Police Sub-Lieutenant) and for non-commissioned Thai tourist polices (Police Lance Corporal), referring to The National Police Act B. E. 2547 states the higher rank, the more responsibility. Commissioned Thai tourist polices (Police Sub-Lieutenant) have more responsibility than non-commissioned Thai tourist polices (Police Lance Corporal) (The National Police Act B. E. 2547)

2) Expert mentioned that performance indicators have to divide into 3 groups which are knowledge, skill and attitude. Based on 3 divisions, human resource development is successful and find out the easy methods for human resource development. (Altschuld & Kumar, 2010; Nelson, 2016; Rossett, 1987; Sleezer, Russ-Eft, & Gupta, 2014; Stanley, 1987; Ulschak, 1983)

3) In this study, performance indicators are divided into 2 types which are Core competencies and Functional competencies. Thai tourist police performance indicators mentioned that core competencies are the indicator related to development of all personnel based on goal of the organization. (Blank, 1982; Dubois & Rothwell, 2000) In addition, each rank of Thai tourist polices must have personal performance indicator due to difference in their roles and responsibilities. Similarly, functional competencies mean the performance indicators based on specific responsibilities in order to achieve the goal of organization. These functional competencies are different for various positions. (Blank, 1982; Crawford & Cox, 1990; Dubois & Rothwell, 2000)

Objective 2: To evaluate needs for human resource development based on Thai tourist polices professional standards

4) The study found that Commissioned Thai tourist polices (Police Sub-Lieutenant) need to develop their core competency in planning-PLAN, expertise-EXP and consultation-CONSULT, English literacy-ENG, information seeking-INF,

negotiation-NE and aesthetic quality-AQ, respectively. (Core Competency) whereas Non-commissioned Thai tourist polices (Police Lance Corporal) need to develop their core competency in planning-PLAN, achievement Motivation-ACH and expertise-EXP and information seeking-INF, respectively. This is related to the study of human resource development in various career, especially, in the service organization.

Objective 3: To develop Thai tourist police professional standards handbook

5) Thai tourist police professional standards handbooks are created which are divided into 2 types; Thai tourist police professional standards handbook for Commissioned Thai tourist polices (Police Sub-Lieutenant) and Non-commissioned Thai tourist polices (Police Lance Corporal). Roles and responsibilities for both ranks of Thai tourist polices are clearly stated in the handbooks. Commissioned Thai tourist polices (Police Sub-Lieutenant) have more responsibility than non-commissioned Thai tourist polices (Police Lance Corporal). (The National Police Act, 2004) Performance development of different ranks is different, therefore, the contents of handbook must related to various positions.

5.3 Suggestion

The study in the development of professional qualifications Branch Career Tourist Police shows that

Commissioned Thai tourist polices (Police Sub-Lieutenant) need to develop their core competencies in planning-PLAN, expertise-EXP and consultation-CONSULT, accordingly.

Non-commissioned Thai tourist polices (Police Lance Corporal) need to develop their core competencies in planning-PLAN, achievement motivation-ACH and expertise-EXP, accordingly.

This study is summarize the needs for development of Thai tourist police performance indicators due to questionnaires and group discussion. Suggestions for further study are mentioned below:

1) Development of Thai tourist police professional standards must be organized once a year continuously.

2) Professional standards should be qualified for all positions in Royal Thai Police Headquarters in order to develop potential of personnel and organization to the maximum efficiency. And also create good image of organization towards the client. nization towards the client.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Question

Current skills					Skills	Future skills				
disagree	Less agree	Moderately agree	See more	Most agree		Most agree	See more	Moderately agree	Less agree	disagree
1	2	3	4	5	1.Achievement Motivation-ACH	5	4	3	2	1
1	2	3	4	5	2. Service Mind SERV	5	4	3	2	1
1	2	3	4	5	3. Expertise-EXP	5	4	3	2	1
1	2	3	4	5	4. Integritying	5	4	3	2	1
1	2	3	4	5	5. Teamwork-TW	5	4	3	2	1
1	2	3	4	5	6. Cuitural Sensitivity-CS	5	4	3	2	1
1	2	3	4	5	7. Interpersonal Understanding-IU	5	4	3	2	1
1	2	3	4	5	8. Concern for Order-CO	5	4	3	2	1
1	2	3	4	5	9. Coordination-COOR	5	4	3	2	1
1	2	3	4	5	10. Problem Solving-PS	5	4	3	2	1
1	2	3	4	5	11. English Literacy-ENG	5	4	3	2	1
1	2	3	4	5	12. Analytical Thinking-AT	5	4	3	2	1
1	2	3	4	5	13.Conceptual Thinking-CT	5	4	3	2	1
1	2	3	4	5	14. Information Seeking-INF	5	4	3	2	1
1	2	3	4	5	15.Follow up-FO)	5	4	3	2	1
1	2	3	4	5	16. IT (IT Literacy-IT)	5	4	3	2	1
1	2	3	4	5	17. Negotiation-NE	5	4	3	2	1
1	2	3	4	5	18.proactiveness-PROAC	5	4	3	2	1
1	2	3	4	5	19. Self Confidence-SEF	5	4	3	2	1
1	2	3	4	5	20.Flexibility-FLX	5	4	3	2	1
1	2	3	4	5	21.Communication & Influencing-CL	5	4	3	2	1
1	2	3	4	5	22. Aesthetic Quality-AQ	5	4	3	2	1
1	2	3	4	5	23. Consultation-CONSULT	5	4	3	2	1
1	2	3	4	5	24. Writing Literacy-WRITE	5	4	3	2	1
1	2	3	4	5	25. Planning-PLAN	5	4	3	2	1
1	2	3	4	5	26. Research Management-RM , Project Management-PM	5	4	3	2	1
1	2	3	4	5	27. Budget Management-BM	5	4	3	2	1

APPENDIX B
PICTURE DISCUSSION GROUP

ACADEMICIAN GROUP

The first focus group one was with a group of academic experts in the profession. Representatives of professional qualifications Commissar or travel agent

ACADEMICIAN GROUP

The first focus group one was with a group of academic experts in the profession. Representatives of professional qualifications Commissar or travel agent

ACADEMICIAN GROUP

The first focus group one was with a group of academic experts in the profession. Representatives of professional qualifications Commissar or travel agent

ACADEMICIAN GROUP

The first focus group one was with a group of academic experts in the profession. Representatives of professional qualifications Commissar or travel agent

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

POLICE TOURIST GROUP

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

SERVICE PROVIDERS AND SERVICE RECIPIENTS GROUP

The third focus group with a group of three is the recipient of the tourist police service, or who are involved in tourism destinations. Or stakeholders in a police cruiser to a professional standard. Branch police in view of the seller.

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

The second focus group is to provide information that two officials of the Tourist Police Division has extensive experience in training as a lecturer.

APPENDIX C
THE MANAUAL OF THAI TOURIST POLICE
OCCUPATIONAL STANDARD

    1.   Development of Professional standards (Core Competency) for commissioned Thai tourist polices (Police Sub - Lieutenant)

        1.1 Development of professional standards for commissioned Thai tourist polices (Police Sub - Lieutenant) in K (knowledge)

        1.2 Development of professional standards for commissioned Thai tourist polices (Police Sub - Lieutenant) in A (attitudes)

        1.3 Development of professional standards for commissioned Thai tourist polices (Police Sub - Lieutenant) in S (skill)

    2.   Development of Professional standards (Core Competency) for non - commissioned Thai tourist polices (Police Lance Corporal)

        2.1 Development of professional standards for non - commissioned Thai tourist polices (Police Lance Corporal) in K (knowledge)

        2.2 Development of professional standards for non - commissioned Thai tourist polices (Police Lance Corporal) in A (attitudes)

        2.3 Development of professional standards for non - commissioned Thai tourist polices (Police Lance Corporal) in S (skill)

    3.   Development of Professional standards (Functional Competency) for non -commissioned Thai tourist polices (Police Lance Corporal)

        3.1 Development of professional standards for non - commissioned Thai tourist polices (Police Lance Corporal) in K (knowledge)

BIOGRAPHY

NAME   Police Lieutenant Colonel Naruedolrapassorn
                                  Jaksudechovanith

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                                  Chulalongkorn University, 1998
                                  Bachelor of Laws (LL.B)
                                  Chulalongkorn University, 2009
                                  Master of Business Administration
                                  Southeast Asia University, 2002
                                  Master of Public Administration
                                  Chulalongkorn University, 2010

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                                  Hospital wards Orthopaedic Ben
                                  General police Hospital
                                  Henri Dunant Road, Pathumwan
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                                  2001 – 2008
                                  Deputy Inspector recruitment
                                  Division Director
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                                  2008 – 2016
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                                  2016 –Present
                                  Professor of police science