

The political aspects of leadership behaviour of private university Administration in Thailand

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Abstract

This research was aim as to study (1) the purpose of distance learning of leadership (2) the administration of the private university in Thailand, the data analysis was by from book in the library Thailand and interview the Head of Department in the University, the university of study was set Sukhothai Thammathirat Open University (STOU), it found as :

(1) The distance learning and open learning system characteristics, media and instructional delivery modes, and academic and technological supports. Since there is no unique way of organizing and providing for distance education, we turn our attention to the concept of open learning systems and a provision of flexibility. The chapter also includes a history of knowledge, the various meanings of open learning and distance education systems and perspectives, and typology of institutions.

(2) The private university in Thailand Administration of Sukhothai Thammathirat Open University (STOU) is under the responsibility of the President, assisted by a number and seek the Sukhothai Thammathirat Open University (STOU) Council's approval for the implementations of any major policies. The administration of the state universities are operating individually, in which the institutions must be controlled by either the academic quality or curricula under the rules and regulations of Ministry of University Affairs.

Keyword : The political aspects, Leadership behaviour, Private university

Introduction

Edwin Ghiselli noted significant correlations between leadership effectiveness and traits of intelligence, supervisory ability, initiative, self-assurance, and individuality in ways of doing work. At the same time, extremely high or low intelligence reduces the leader's effectiveness. In other words, the intelligence level of the leader should not be too different from that of subordinates. In general, however, the study of leaders' traits has not been a very fruitful approach to explaining leadership. Not all leaders possess all the traits, and many non-leaders may possess most or all of them. Also, the trait approach gives the guidance as to how much of any trait a person should have. Furthermore, the dozens of studies that have been made do not agree as to what traits are leadership traits or what their relationships are to actual instances of leadership. Most of these so-called traits are really patterns of behavior.

Gerald Ferris, a management and psychology professor at Florida State University, says that are genuine, authentic straightforward and effective are associated with political savvy. Leaders who are not politically skilled come off as manipulative or self-serving, he explains Politically skilled managers are masters of four behaviors, says Ferris: social astuteness, interpersonal influence, networking ability and apparent sincerity. Research from the Center for Creative Leadership has identified two additional dimensions of political skill: thinking before speaking and "managing up." According to CCL's Jean Leslie, co-author of a research study on workplace politics and career derailment, here are six key skills to help develop your political savvy: Number 1: Think before you speak. Politically skilled managers have impulse control. They tend to choose their organizational battles wisely and size up situations before deciding how to present ideas to others. Managers who actually consider whether or not to voice a thought or a feeling, and who are thoughtful about the timing and presentation of what they have to say, are less likely to derail their careers, Leslie says, Number 2: Manage up-to a point. Leaders need to be able to skillfully communicate with their bosses, higher ups and so on. But political skill also involves maintaining good relationships with people at all levels in the organization.

CCL's research shows that people who are especially skilled at "managing up" tend to put so much energy into their bosses' needs that they neglect leading their own teams. Number 3: Practice influence. Effective influencers build stronger interpersonal relationship and good rapport with others. Manager comfortable with their interpersonal power tend to have good judgment about when to assert themselves, which in turn results in more cooperative relationships. Skilled influencers are not always overly political; they just play the political game fairly and effortlessly. Number 4: Hone your powers of perception. Socially astute managers tend to be perceptive observers of others and of social situations. They comprehend social interaction, and in social settings they accurately interpret their own behavior as well as that of others. They have strong powers of discernment and high self-awareness. Number-5: Learn to network. Effective networking goes well beyond passing out business cards or schmoozing. Leaders who possess a strong networking ability build friendships and beneficial relationships by garnering support, negotiating and managing conflict. Skilled networks know when to call on others and are seen as willing to reciprocate. Number 6: Be sincere.

Politically skilled individuals display high levels of integrity, authenticity, sincerity and genuineness. They are – or appear to be – honest, open and forthright, inspiring trust and confidence. So to sharpen your political skills, be genuine with everyone in your organization. If you try too hard, your co-workers will see right through systems represent the means of achieving a fully integrated form of 'living and learning'.

Objective

- (1) the purpose of distance learning of leadership
- (2) the administration of the private university in Thailand

Unit of analysis

The unit of analysis is Sukhothai Thammathirat Open University undergraduate and graduate students at the regional campuses in the distance learning system.

The population studied will be from four types of firms and 259 questionnaires 30 selected companies will be sent to private business organizations in Bangkok. The number two hundred and fifty nine was arbitrarily set up; primary concern the limitation of resources and time.

The stratification of the samples into four industry classifications was basically to take into consideration the structural differences, organizational structures or design configurations, namely machine bureaucracy, professional bureaucracy, the divisionalized forms and adhocracy proposed by Henri Mintzberg (1993: 163-282) were used as structural conceptual framework for classifying organizations in this research.

The following are some of the main differences among industry classifications:

1. Machine Bureaucracy-organizations in the retail and wholesale trade industry in Thailand can be best described as machine bureaucracy. This is the structure closest to the one Max Weber first described, with standardized responsibilities, qualifications, communication channels, and work rules, as well as a clearly defined hierarchy of authority.

2. Professional Bureaucracy – business consultants and recruitment agencies are assumed to possess key characteristics of professional bureaucracies, that are standardization and decentralization at the same time, namely the standardization of skills. This structural configuration relies on the skills and knowledge of their operating professionals to function to produce standard services.

3. The divisionalized Form-importers, distributors, joint ventures and/or manufacturers of various types of consumer product categories can be best conceptualized as the divisionalized form. The divisionalized form is a set of autonomous units, each typically a machine bureaucracy unto itself, coordinated by a central headquarters.

4. The adhocracy-the functions and structure of advertising agencies/firms in Thailand is best characterized as the adhocracy; a highly organic structure with little formalization of behavior. Key characteristics of this structural design are high horizontal

differentiation, low vertical differentiation, low formalization, decentralization, and great flexibility and responsiveness.

Assumption

The assumption here is that education represents a special kind of learning, focusing on knowledge, skills and understanding. Learning that occurs in the natural societal context is rather different from what occurs in a formal teaching situation. As mentioned, education is a process most simply characterized as an interaction between teacher and student for the purpose of identifying, understanding, and confirming worthwhile knowledge. The transaction between teacher and student represents a mutually respectful relationship in order to gain knowledge.

Conclusion

(1) The distance learning and open learning system characteristics, media and instructional delivery modes, and academic and technological supports. Since there is no unique way of organizing and providing for distance education, we turn our attention to the concept of open learning systems and a provision of flexibility. The chapter also includes a history of knowledge, the various meanings of open learning and distance education systems and perspectives, and typology of institutions.

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The traditional approach to education, stemming from the Greeks, has assumed that education is about the transmission of knowledge from one generation to its successors with growth in knowledge accompanying continuing education. Because education has been equated with knowledge, so has it almost been taken for granted

that curriculum content is synonymous with knowledge, and curriculum content is always wider than the cognitive dimension alone.

The concept of knowledge has occupied the minds of philosophers throughout the history of the discipline. The English philosopher Hirst (1974 : 33) suggested that knowledge is achieved when the mind attains own satisfaction or good by corresponding to objective reality" and he states, in the same paper (pp. 40-41), that man has objectified conceptual schema over millennia so that forms human knowledge have been achieved.

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