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Leadership Development Model: A Case of International College of Thai Private-Higher Education Institutions

Sirichai PREUDHIKULPRADAB¹, Naranan SURIYAMANEE²,
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Abstract

This research is a research and development study, aiming at examining the gaps between current & expected situations, exploring common insights on Leadership development, and proposing a Leadership development model. The research site is in Thailand, involving six private-higher education institutions/universities. The participants in this study consisted of full-time faculty members and staff, totaling 101 people, and full-time Deans, totaling 25 people. Research instruments included a needs assessment questionnaire and an appreciative inquiry interview. Data treatments and validity included descriptive statistics; priority needs index, contents analysis, and field experts' reviews. The quantitative findings in term of the ranking indicated that human resource management was ranked the first-order need, followed by risk management which was ranked the second-order need, then brand management which was ranked the third-order need, then change management which was ranked the fourth-order need, and lastly, strategic management which was ranked the fifth-order need. The quantitative results implied that there was the gap in the experience of the fellows of the Deans who are faculty members and staff. The largest gap between the current and expected situation was in the area of human resource management and risk management. The overall quantitative results are congruent with the qualitative findings of the appreciative inquiry interviews with 25 Deans, revealing that three attributes that commonly contributed to the Leadership Development Model are: people development, organization culture management, and whole-systems management and development. These attributes are highly valued and commonly patterned as an integrative model of the practicing and enabling systems of the Leadership where each attribute interdependently bolsters one another.

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Keywords: leadership model, strategic management, human resource management, risk management, appreciative inquiry.

Introduction

Education is an essential driver for long-term development and competitiveness for individual, group, organization, and national levels. Critical success factors for private-higher education institutions are not only competitive strategy but also the accountability that requires the leader to exercise his/her Leadership throughout the life cycle of the organization to ensure its liability and trustworthy by the needs of key stakeholders (Hallinger, Lee & Szeto, 2013). Leadership invariably plays a vital role in setting the direction and challenging the status quo for long-term sustainability (Phusavat *et al.*, 2012).

At Global and regional scales, leadership development for employees, the organizations hugely invested in light of upgrading the Leadership competencies and an approximate US\$60.7 billions per annum allocated for leadership development (Tichy & Bennis, 2007). It became clear that human resource development, particularly in Leadership, is essential to maintain the organization's competitiveness (Littlefield, 2004). Furthermore, Wooldridge (2011) examined Leadership in higher Education, mainly focused on lessons learned from other sectors, and the paradox between the concept and process of Leadership, discovered that higher Education must embrace three leadership characteristics - agility, distinctiveness, and alignment.

Leadership in higher Education is different from other sectors; the expected competencies rested on academic credibility, research, and teaching experience (Spendlove, 2007). Boatman, J., Willins, S., and Chuensuksawadi, S. (2011) surveyed with 40 organizations, comprising of 317 leaders on the topic of Leadership, findings showed that first, the organization evolved and so are leadership competencies and skills. Second, the most effective method for Leadership development was by project-based assignment. Lastly, the organization should communicate the expectation on Leadership development clearly to the employees before actual deployment.

In Thailand, there are seventy-nine public-higher education universities, 71 private-higher education institutions, and 20 community colleges operating in Thailand that gear their strategies toward seven scenarios of the country's development for competitive advantage - demography, energy and the environment, future employment and labor market, violence and conflict management, decentralization of authorities and future youth, students and graduates and sufficiency economy (Piangsupap, 2012). In 2014, the report of Office of Higher Education Commission (OHEC) of Thailand revealed that that 64 out of 104 represented public institutions, and 43 out of 104 represented private institutions. The top five most popular majors for study are Business administration, Thai

language, International business, Thai language for communication purposes, and Marketing. These trends implied that the competition is growing among private-higher Education and public higher education institutions. All of these higher-education institutions offered international programs as one of its core strategies.

Considering the current situations and challenges of private-higher-education institutions in Thailand today, it is noted that private-higher education institutions inevitably compete with one another as well as public universities. To succeed in those aforementioned developmental areas, Firstly, private-higher-education institutions must embody their organizational attributes, consisting of good governance and management, financing, self-development, networking, higher Education for southern Thailand, and learning infrastructure for university education. Secondly, the private higher education institutions must mediate the clash of different priorities between the regulator, emphasizing the collaboration through quality assurance to satisfy the Quality framework, and alternate their approaches to attracting more prospective students for revenue generation. Third, private-higher education institutions must re-focus their professional development programs throughout the institutions. Furthermore, the council of the graduate studies administrators of Thailand (CGAT) had 46 members from various educational institutions. The main goals are to establish the networks among the Deans of public and private universities to discuss current issues (e.g., quality of research, plagiarisms, and learning outcomes) and shared some best academic practices. In contrast, long-term leadership succession development for the Dean is not strongly evidenced (Retrieved from <http://www.councilcgat.org> dated December 22nd, 2015).

The need to conduct the study on a Leadership development model for private-higher education institutions derived from growing implications and challenges confronting the Deans and his team members who are faculty members and coordinators. First, many higher education institutions are under pressure from domestic and international competitions. Secondly, the private-higher-education institution is vulnerable to public confidence if it failed to maintain its visibility and credibility as it continued imparting knowledge and developing skills needed for the future workforce. Third, despite engagement and collaboration programs between OHEC, CGAT, and higher-education institutions, the presence of leadership development for the Deans of private-higher education institutions is not strongly evidenced and prioritized.

Literature Review

Scholarly research on the topic of Leadership and leader had been publicized, together with the presentations of theoretical approaches and frameworks, to describe, classify and characterize Leadership (Gill, 2002; Gardner, 2006; & Bryman, 2012). Some researchers described Leadership as behaviors, traits, and

processes, while each characteristic of Leadership was equally important and aimed at enabling the achievement of certain outcomes. Either the qualitative or quantitative analysis method of Leadership, the results invariably concluded that Leadership played a crucial role in enabling the individual and team members to succeed in the organization's goals (Bryman, Collinson, Grint, Jackson & Uhl-Bien, 2012; and Yukl, 2002). Successful Leadership required good governance and management; some studies on Leadership theorized that Leadership is the process of visioning, strategizing, budgeting, organizing, staffing, controlling, problem-solving, and communicating with key stakeholders. Henry Mintzberg (1998), cited in Schemerhorn, 2008:19, described that leaders generally played three roles, which included decisional, interpersonal, and informational roles. Roles of Leadership, as articulated by some organization experts, stated that leadership roles were about the on-going promulgating of the organization's purpose, and the management of across culture and practice to fuel productivity and positive engagement towards common goals (Spendlove, 2007).

From the lens of administrative or management functions, the leaders invariably acted as the managers who plan, organize, control, and lead to ensure complete implementation of organizational development activities (Gibson, Ivancevich, Donnelly & Konopaske, 2009). As Drucker & Maciariollo (2008) stated from the view of management that regardless of the industry and organization, each one served the society and did not only exist to benefit self but also benefit other stakeholders, e.g., communities, customers, students, parents, state, government, employers, and teachers. Dalakoura (2010) elaborated that Leadership development could be thought of as an integrated strategy to help the persons learn how to realize themselves from within as they operationalize the strategy to effectively cope with the changing organization, society, environment, and marketplace. Stevens, Bird, Mendenhall & Oddou (2014) and Marques (2010) further added that holistic development was an essential part of Leadership Development, it should be on-going and embedded in the organizational culture, daily leadership practice, senior executive's involvement, and human resource system.

From the views of the higher-education institution, accountability is termed as one of the leadership traits. Such a leadership trait began to emerge in the early 1960s, most of which originated in the West and European countries and continued evolving until the present. The values, pre-assumptions, frameworks, and approaches of Education accountability aimed at improving and strengthening the socio-economic condition and minimizing disparities (Gonzalez & Firestone, 2013). The Roles of the educational institution were both providers of knowledge and change catalysts, contributing to building the capacity and unleashing the potentials of the individual, group, organization, and community. The expected contributions of the Educational institution legitimately required the institutional leaders to exercise their accountability to assure quality education, transparency,

ethical practices, and human resources development. Leadership was one of the most important pillars of the educational institution (Beck-Frazier, 2005). Educational institutions inevitably interacted with external factors (e.g., social, political, cultural, technological, environmental, and marketplace imperatives), these imperatives became the sources of pressure, forcing the leaders to adapt and upgrade their strategic choices and interventions to remain the contemporary and relevance (Anderson & Anderson, 2010).

Leadership influenced actions and outcomes (Gill, 2002). The Educational institution can operationalize its Leadership when viewing the Leadership as the managerial process (Berg, 2003). The managerial processes of Leadership consisted of strategic management, human resources management, risk management, and brand management, and change management. Strategic management helped the organization to define its vision, goals, and objectives and how these were implemented (John, Scholes & Whittington 2008). Human resource management helped the organization to manage and develop its employees with relevant competencies and skills to bolster the organization's goals (Montoro-Sánchez, & Soriano, 2011; & Dessler, 2016). Risk management helped the organization to assure the desired quality where results satisfy the stakeholders (Sharma, Kong & Kingshott, 2016). Brand management helped the organization to enrich the positive image and identity of the institution (Mourad, Ennew & Kortam, 2011), and Change management helped the organization to initiate, implement, evaluate, and institutionalize new practices that lead to the better outcomes (Hellriegel & Slocum, 2009).

Methodology

Objectives

This paper aimed (1) to examine the gap between current and expected situations on Leadership of the Deans of the international college of private-higher education institutions, (2) to explore common insights based on the appreciative inquiry interviews for future Leadership development, and (3) to propose a Leadership development model for the Deans of the international college of private-higher education institutions.

The procedural diagram below outlined phases, types of data, procedures, and outputs as per the objectives.

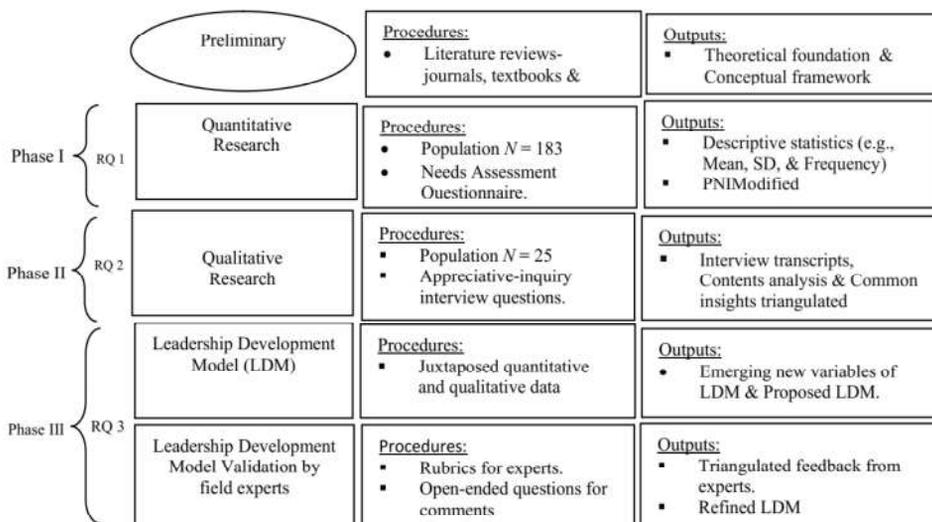


Figure 1. Procedural diagram

Phase I: Quantitative Research

This phase employed a needs assessment method to identify the priority needs index (PNIModified).

Population

The total population is 183 people, whereas the actual sample is 101. The respondents hold different positions - see *Table 1*.

Table 1. List of population

Institution	Total available population	Actual Sample
Assumption University	101	101
Bangkok University	15	
Dhurakij Pundit University	20	
Siam University	15	
Payap University	12	
Hatyai University	10	
Vongchavalitkul University	10	
Total	183	101

Note: 183 respondents who are administrative officer, lecturer/instructor, program coordinator, and program director.

The nature of the population is homogeneity; all 183 respondents worked for private-higher education institutions and are reporting to the Deans. As per de Vaus's Table, the sample size (n) needed is 123-124 respondents, which are within 9-10% of the standard error of estimate for the total population of 183. The participated respondents (n =101). In terms of the percentage of the standard error of estimate as per de Vaus's Table (1990), cited in Wongwanich (2014), suggesting that the acceptable range for sample size error should range from 1% to 10 for homogeneity type of sample group. The nature of the sample is homogeneity type, the percentage of the standard error of estimate thus is within 6-7%.

Instrument

The structured questionnaires consisted of two main parts: (1) demographic profiles, and (2) the statements of the five variables of the current and expected situation, with the 4-Likert scales included - see *Table 2*.

Table 2. Structure of questions, content validity and reliability results

Variables	No of questions	Weight	Question	IOC	Cronbach's alpha
Strategic planning	4	25%	1-4	1.00; 1.00; 1.00; 1.00	.957; .956; .954; .954
Human Resource Management	4	25%	5-8	1.00; 1.00; 1.00; 1.00	.955; .955; .955; .954
Risk Management	4	25%	9-12	1.00; 1.00; 1.00; 1.00	.956; .955; .953; .955
Brand Management	4	25%	13-16	1.00; 1.00; 1.00; 0.66	.955; .958; .956; .955
Change Management	4	25%	17-20	1.00; 1.00; 1.00; 1.00	.955; .956; .957; .957
Total	20				

Data Collection

Data collection is distributed via online survey to the fellows of the Deans.

Data Analysis

Data analysis included descriptive statistics (e.g., cumulative frequency, average mean (M), standard deviation (SD), and PNI_{Modified})

Phase II: Qualitative Research

This phase employed the appreciative inquiry interview technique and contents analysis done by three coders for qualitative data triangulation and thematic development purposes, utilizing the passages of 25 key informants.

Population

Key informants comprised 25 full-time employed Deans of the international college of private-higher Education in Thailand. According to Saunders (2012) and Creswell (2013), the acceptable range for participants-for phenomenology qualitative data collection is 5 to 30 people.

Instrument

Four sets of open-ended questions are used. The interview questions aligned with the framework of the 4'D Appreciative inquiry (Cooperrider, Whitney & Stavros (2008) —Define (D1), Discovery (D2), Dream (D3), and Design (D4) as follows. The 5'D (Destiny) did not include because of no implementation of the Leadership Development Model.

Table 3. Appreciative Inquiry Questions

4D AI	Interview questions
Define	What do you most value when it comes to Leadership? What does Leadership mean to you for private-higher education institutions? Based on experience, what do strategic management, human resource management, risk management, brand management, and change management mean to you?
Discovery	What are your best experiences or proud of the most about five management functions (strategic planning, human resource management, risk management, brand management, and change management) of Leadership? Why? Who is a part of these best experiences?
Dream	What are your top five most important characteristics of future leaders in the next five years, in the context of the international education program at a higher education level? What could strategic management, human resource management, risk management, brand management, and change management look different from today?

Design	How might Leadership development look like to you? What would your prioritized elements of leadership development be for the future Deans of private-higher education institutions? How could Leadership development be carried out? How do you see this enhanced Leadership development program be implemented to make it a reality?
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Data Collection

The appreciative inquiry interviews are carried out on a face-to-face basis, with Assumption University, Bangkok University, Siam University, Christian University, and Vongchavalitkul University, and phone interview for Hatyai University.

Data Analysis

Contents analysis is triangulated by three coders to identify the commonalities of the interviewee’s insights on leadership development, and suggestions on the designs of the leadership development.

Phase III: Field’s Expert

Three experts from the sector of higher Education who had more than 20 years’ experience in higher Education in Dean or administrative role.

Sampling procedure

Sampling procedure for external expert, the researcher referred to the sample Table of Macmillan 1971 as cited in Boonon and Wongwanich 2019, suggesting that the proper sample size for panel size should have a range of 1-29 persons. In this study, the panel size for the expert review process composed of three persons. This number of panels is within a 1-5 range, with an error reduction of 1.20-0.70 and a net change of 0.50.

Instruments for Field Experts

First, the 15-page report containing the introduction of the study, research objectives, findings, and a proposed model is provided for the experts to review before providing comprehensive feedback. Second, the 3-page rubric is provided to fill out the score and qualitative feedback. Evaluation criteria consisted of A = 9-12 points, B = 5-8 points and C = 1-4 points for congruence, wholeness, applicability and neutrality. Three open-ended questions also included: (1) Considering your current or former position as the Deans/or field expert in Organization Leadership, how do you find this proposed Leadership Development Model relevant, practical,

and useful, (2). In your opinion, what are the strengths of this Leadership Development Model, and (3) what are additional improvements for this proposed Leadership Development Model?

Data Collection

The data collected with the field experts is through face-to-face, phone call, and lastly, electronic mail (e-mail) for the expert to fill out his/her comments on the proposed Leadership development model. The 2nd round phone call is made with each one to acknowledge the receipt of feedback or comment and sought additional clarifications from each expert to ensure the researcher’s understanding.

Data Analysis

Data analysis on field expert’s feedback is contents analysis whereby each expert’s comments are reviewed and compared for identifying the commonalities and differences. Furthermore, the researcher compared the scores from each field expert to summarize the total point obtained. All scores are combined and divided by the number of experts to determine the predetermined evaluation criteria.

Conceptual Framework

The Conceptual framework is drawn from the concept of educational accountability and management, and organization management (Behh, 2004; Hallak & Poisson, 2006; Malandra, 2008; Gonzalez & Firestone, 2013). These five variables represented managerial processes of Leadership that invariably sustained long-term success and creditability, and they guided the organization members to act towards the common goals.

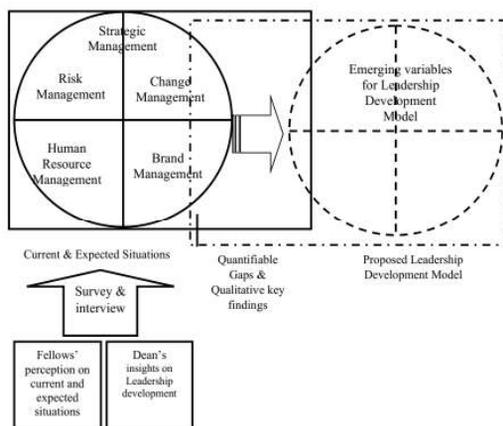


Figure 2. Conceptual Framework

Results

Quantitatively, the findings indicated that the overall current situation of the Leadership of the Deans obtained the average weighted means and standard deviation of $M=2.53$, $S.D = 0.79$, and the overall expected situation of the Leadership of the Deans obtained the average weight means and standard deviation of $M= 3.28$, $S.D = 0.63$. The Mean difference was 0.75 for the current and expected situations.

Table 4. Descriptive Statistics and $PNI_{Modified}$ (n = 101)

Variable	Current (D)		Expected (I)		Mean Diff.	PNI Modified	Overall Rank
	M	SD	M	SD			
Human resource Management	2.41	0.86	3.29	0.09	0.88	0.37	1
Risk Management	2.44	0.79	3.24	0.81	0.80	0.33	2
Brand Management	2.62	0.76	3.37	0.70	0.75	0.29	3
Change Management	2.56	0.75	3.27	0.75	0.71	0.28	4
Strategic Planning	2.63	0.79	3.24	0.78	0.61	0.23	5
Overall Mean & $PNI_{Modified}$	2.53	0.79	3.28	0.63	0.75	0.30	

Note: $PNI_{Modified} = (I-D)/D$.

From the priority needs index perspective, the results indicated that the modified priority needs index ($PNI_{Modified}$) ranged from 0.23 0.28, 0.29, and 0.33 to 0.37. The overall rank of the order of needs is as follows: (1) human resource management, (2) risk management, (3) brand management, (4) change management, and (5) strategic management. Both human resource management and risk management ranked the first and second order of needs of higher than $PNI_{Modified}$ 0.30.

Qualitatively, based on the the appreciative inquiry interviews, common themes of insights or idea emerged as follows: (1) Human resource management had six themes the Define-Discovery questions and four themes for D1-D2 questions, (2) Risk management had two themes for D1-D2 questions and three themes for D3-D4 questions, (3) Brand management had three themes for D1-2 questions, and three themes for D3-D4 questions, (4) Change management had two themes for D1-D2 questions and two themes of D3-D4 questions, and (5) two themes for D1-D2 questions, and two themes for D3-D4 respectively - see Table 5 below.

Table 5. Common Themes: Define (D1), Discovery (D2), Dream (D3), and Design (D4)

Variable	Define (D1) & Discovery (D2)	Dream (D3) & Design (D4)
Human Resource Management (PNIModified = 0.37)	<p><i>Theme 1:</i> Multi-level HRM and HRD</p> <p><i>Theme 2:</i> Searching and selecting process the right person for the job.</p> <p><i>Theme 3:</i> Roadmap for talent & succession development</p> <p><i>Theme 4:</i> Employee development with multi-disciplinary knowledge & skills.</p> <p><i>Theme 5:</i> Performance & retention management.</p> <p><i>Theme 6:</i> Team harmony</p>	<p><i>Theme 1:</i> Employee engagement & participation</p> <p><i>Theme 2:</i> Belief and association with a core value.</p> <p><i>Theme 3:</i> Professional skills-based training and career development.</p> <p><i>Theme 4:</i> Online HR systems employment.</p>
Risk Management (PNIModified = 0.33)	<p><i>Theme 1:</i> Whole-Systems approach</p> <p><i>Theme 2:</i> Quality Management.</p> <p><i>Theme 3:</i> Faculty's motivation, collaboration, diversity & team-player orientation.</p>	<p><i>Theme 1:</i> Creative problem-solving.</p> <p><i>Theme 2:</i> Financial management.</p> <p><i>Theme 3:</i> Employee happiness.</p>
Brand Management (PNIModified = 0.29)	<p><i>Theme 1:</i> Uniqueness & differentiation</p> <p><i>Theme 2:</i> Well-equipped graduates</p> <p><i>Theme 3:</i> Faculty's qualification & experience</p>	<p><i>Theme 1:</i> Alumni network</p> <p><i>Theme 2:</i> Internationalization and Global partnership.</p> <p><i>Theme 3:</i> Employable graduates</p>
Change Management (PNIModified = 0.28)	<p><i>Theme 1:</i> Continuous Improvement--teaching & learning activities, research skills, academic program</p> <p><i>Theme 2:</i> Participative Leadership</p>	<p><i>Theme 1:</i> Organization communication</p> <p><i>Theme 2:</i> Human Resource Development.</p>
Strategic Planning (PNIModified = 0.26)	<p><i>Theme 1:</i> Clear, actionable, achievable, and long-term roadmaps.</p> <p><i>Theme 2:</i> Internal & external stakeholder need's alignment.</p>	<p><i>Theme 1:</i> Faculty development & engagement.</p> <p><i>Theme 2:</i> Alliances and partnerships.</p>

The findings of HRM revealed that HRM is the 1st order of need. The appreciative inquiry (D1, D2, D3, and D4) resonated that HRM is valued as the socio-cultural-technological intervention of creating team harmony, engagement, and communication. These are the most effective conditions when managing and developing faculty members and staff (Robbins & Judge (2017). Human resource management (HRM) is not only about the complete infrastructure of HRM programs. Still, it is the practice of building a collaborative team and creating an

ad-hoc working condition or culture that allowed team members to go through the learn-as-they-do experience as they diversify the experiences, develop and sharpen the professional skills. Human resource management (HRM) is viewed as a strategic approach that aimed at developing, attracting, and managing talent and retention. This finding is congruent with the management approach of the educational accountability concept by Green (2011), stating that the state-of-the-art educational institution should embrace the human resource management and development as a key strategic priority in strategic planning.

The findings of risk management revealed that risk management is the 2nd order of need. The appreciative inquiry (D1, D2, D3, and D4) resonated that the sustainability of the educational institutions is by strengthening the institution's credibility and establishing professional alliances and networks; these are as equally important as managing internal stakeholder's expectations (Eick, 2003). The risk is not only about the academic compliance issue academic, but it is also about the risks of financial issues, strategic issues, and any internal operation issue (Centko, 2017). The intuitional leader is to be aware of the organization's situations and equip the faculty members with risk assessment skills (Kenwood, 2016).

The findings of brand management revealed that brand management is the 3rd order of need. The appreciative inquiry (D1, D2, D3, and D4) resonated that the sustainable institutional image began with creating a culture of collaboration, information-knowledge sharing, and guiding current faculty and staff to internalize the organizational core values (Kaewsurin, 2012). Furthermore, a sense of pride among the students and the positive influence of the faculty member, embracing the institutional core values and mission, could enrich the institutional image and perception of internal and external stakeholders (Balasubramanian, 2016; Stephenson, 2017).

The findings of change management revealed that change management is the 4th order of need. The appreciative inquiry (D1, D2, D3, and D4) resonated that a sense of commitment to becoming a high-performing institution is nurtured in their everyday operation. Effective change management initiatives for the higher education institutions focused on the students as their ultimate stakeholder. Good planning, flexibility, internal-external stakeholder's involvement, a sense of belonging, and a culture of execution determined the success of change management initiatives among the private-higher institutions (Harvey & Brown, 2013).

The findings on strategic management revealed that strategic management is the 5th order of need. The appreciative inquiry resonated that strategic management is an essential process that allowed the private-higher education institutions to examine and analyze what went well and what did not before determining necessary action steps to achieve the institutional goals (Starsi, 2010). The employments of the right tools, approaches, and involvement with the right people in the process of strategic management promoted greater participation and strengthened the alliances or partnerships (Saenghiran, 1995; Fathi & Liz, 2009). The future practice

of strategic planning should first and foremost establish a long-term partnership with the industries and equip the faculty with the right attitudes and competencies to respond to the needs of customers-students.

The Juxtapose of Priority Needs Index and Qualitative findings

This part presents the juxtaposed quantitative data, utilizing the priority needs index (PNIModified) and qualitative data of the appreciative inquiry interviews. Theme groupings of the define (D1)-discovery (D2) questions of all variables are done first and then continued to the dream (D3)-design (D4) questions. The thematic grouping of similar ideas/suggestions from the earlier triangulated contents analysis is further triangulated by the coders to derive the final theme (Table 6).

Table 6. Priority Needs Index (PNIModified) and emerging themes

People Development	Organization culture Management	Whole-Systems Management and Development
Multi-level HRM and HRD (D1-D2, HRM, PNIModified = 0.37)	Faculty's motivation, collaboration, diversity, and team-player orientation. Team harmony (D1-D2, Risk Management PNIModified = 0.33)	Whole-Systems approach. (D1-D2, Risk Management , PNIModified = 0.33)
Searching & selecting process (D1-D2, HRM, PNIModified = 0.37)		Quality Management. (D1-D2, Risk Management , PNIModified = 0.33)
Talent and succession development roadmap (D1-D2, HRM, PNIModified = 0.37)		Uniqueness and differentiation (D1-D2, Brand Management , PNIModified = 0.29)
Employee development with multi-disciplinary knowledge and skills. (D3-D4, HRM, PNIModified = 0.37)		Well-equipped graduates (D1-D2, Brand Management , PNIModified = 0.29)
		Continuous Improvement - teaching & learning activities, research skills, academic program (D1-D2, Change Management , PNIModified = 0.28)
Performance & retention management (D3-D4, HRM PNIModified = 0.37)	Employee happiness. (D3-D4, Risk Management PNIModified = 0.33)	

<p>Professional skills-based training & career development. (D3, D4, HRM PNIModified = 0.37)</p> <p>Online HR systems deployment Creative problem-solving. (D3, D4, HRM PNIModified = 0.37)</p> <p>Financial management. (D3, D4, Risk Management PNIModified = 0.33)</p>	<p>Participative leadership (D1-D2, Change Management , PNIModified = 0.28)</p>	<p>Clear, actionable, achievable, and long-term roadmaps. (D1-D2, Strategic Management , PNIModified = 0.23)</p> <p>Internal and external stakeholder needs alignment (D1-D2, Strategic Management , PNIModified = 0.23)</p> <p>Alumni network (D3-D4, Brand Management , PNIModified = 0.29)</p> <p>Internationalization and Global partnership (D3-D4, Brand Management , PNIModified = 0.29)</p> <p>Employable graduates (D3-D4, Brand Management , PNIModified = 0.29)</p> <p>Organization communication (D3-D4, Change Management PNIModified = 0.28)</p> <p>Alliances and partnerships (D3-D4, Strategic Management , PNIModified = 0.23)</p>
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Figure 3 below is the final theme of the triangulation of 30 common themes: (1) People development, (2). Organization culture management, and (3). Whole-systems management and development.

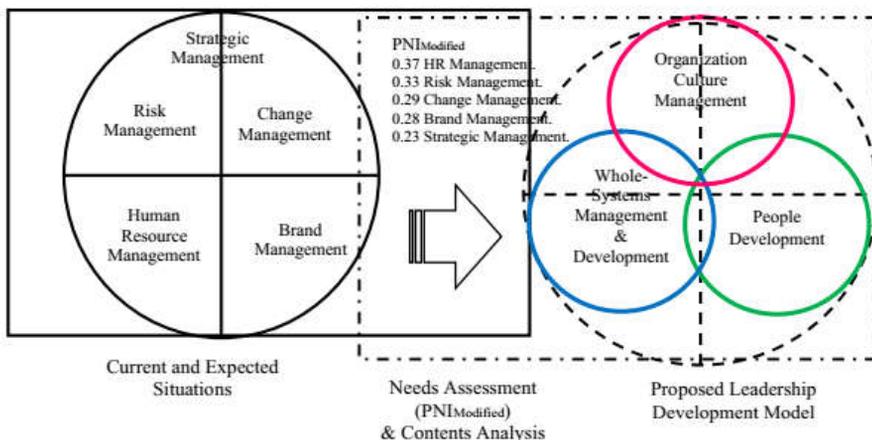


Figure 3. Proposed Leadership Development Model

Based on the priority needs index (PNI_{Modified}), the order of need mainly related to human resource management and development, and the abilities to maintain the organization systems which are considered as the high-risk situations as evidenced from the PNI_{Modified} results of the current and expected situations (PNI_{Modified} = 0.37). From the views of the Appreciative inquiry interviews, qualitative data revealed that three other interrelating attributes contributed to the Leadership of the Deans of the international college of private-higher education institutions today and for the future.

People Development

The first attribute of the practicing system, contributing to Leadership Development, is people's development. People development is not only a part of human resource management and development (HRM/HRD), but it is also representing the organization strategy, institutional image, and long-term risk mitigation intervention (Gibson, Ivancevich, Donnelly & Konopaske, 2009). People's development is a part of the managerial functions (e.g., planning, organizing, controlling, and motivation), and it is essential for employees' motivation and organizing strategy (Hallak & Poisson, 2006). The attribute of people development is highly valued by key informants and congruent with the Organization change theory by Anderson and Anderson (2010), stating that the organization should always consider people development as an on-going development change process such as knowledge and skills development. Lastly, people development is a cycle of learning and change stages that had its start and endpoint in itself, from the unfreezing and learning to the refreezing stage, the development of people is an endless process (French, Bell, and Zawacki, 2005). The sustainable development of human capital and talent associated with human resource development; it can ensure socio-economic, political, and cultural development of the institution, organization, and nation (Bordoloi, 2018).

Organization culture management

The second attribute of the practicing system, contributing to the Leadership development is organization culture management. The organization's culture management is highly valued, and it linked to a group's belief and core values whereby both of these got translated to the organization's competencies and Leadership (Hughes, Beatty, and Dinwoodie (2014). The Organization culture dimension is prominently emphasized among the Organization practitioners and educators while affirming and asserting that this dimension could effectively prepare the organization with the right kinds of mindsets, attitudes, and competences (Brow & Trevino, 2006; Cumming & Worley, 2009). As evidenced through the process of the appreciative-inquiry interviews and the contents analysis also revealed that organization culture management helped foster the participation and involvement

among the employees to produce the desired outcomes Certo (2008). From the lens of leadership theories, the findings of organization culture management reflected the characteristics of transformational Leadership whereby such characteristics tended to emphasize shared meanings, values, and norms, leading to the desired outcomes (Northouse, 2007). Furthermore, the finding revealed that the presence of characteristic of Ethical Leadership, which emphasized creating the awareness of balancing priorities, conflicting goals, and resource scarcity (Yukl, 2002; Ehrich, HARRISA, Klenowski, et al., 2015). Lastly, the finding of organization culture management is highly valued as an enabling system to mediate and influence the styles, actions, and decision making while centralizing the leadership energy and effort around the learners to ensure quality education and institutional accountability.

Whole-Systems Management and Development

The third attribute of the practicing system, contributing to Leadership Development, is whole-systems management and development. This finding revealed that the whole-systems management and development is highly valued as a means to leverage and strengthen the interconnecting parts (e.g., organization mechanisms, people and processes) to provide team members with supporting mechanism and processes that are necessary to bolster individual and team's goals and performances. The connectivity with current students and alumni, and the industry and institutional partnerships are also emphasized among the private-higher education institutions to maintain its market recognition. The Leadership of the Dean encompassed four dimensions--participating, mediating, collaborating, and co-creating with the faculty, staff, and industry professionals to develop joint research projects, useful knowledge, and practical solutions for the relevant industries (Salem, 2013).

The whole-system management attribute as contextually patterned across all key informants also revealed that such attributes required the Dean to demonstrate the ability to read and analyze both internal and external environments as he/she continued building on strengths, and leading through collaborative efforts to meet the social need. Regardless of changing socio-economic conditions, the educational institutions should continue minimizing disparities of and creating educational opportunities, and choices (Gonzalez & Firestone, 2013). The finding of the whole-systems management and development within private-higher education systems also revealed that the institutions invariably attempted to go beyond the provision of knowledge, and degree by forming and reframing the learners with the right kind of mindset, and skillsets to be more ready for the marketplace. Such attempts are to gain and grow public confidence and trust by inspiring and influencing the internal and external stakeholders while ensuring the accomplishment of both educational and organizational goals. The finding is closely linked with the authentic leadership theory, stating that the application of authentic Leadership is aimed at igniting and

unleashing the person's vision, mission, passion, commitment, and motivation for long-term success (Brown & Trevino, 2006; Ehrich *et al.*, 2015).

Discussion

The findings of the triangulated qualitative data revealed some real-life cases and perspectives that are shared by the key informants at which various real-life cases, insights, and feedback from field experts, are found to have closely interwoven with one another as follows:

First, the international college of private-higher education institutions in Thailand as an established system of the provision of knowledge and degree for the graduates like those of public higher-education institutions encountered various challenges, such as the decline of enrollments, skills prepared for the graduates' misalignment with the needs of the marketplace (Hallinger, Lee & Szeto, 2015; Phusawat, Ketsarapong, Ooi, and Shyu, 2012). As the leadership development of the University president or administrative level is primarily focused, the changing expectations of the external stakeholders and policymakers continued demanding higher quality, accountability and diversification are also exponentially growing at the faculty and program levels, demanding accountability and transitional change to mediate the conflicting expectation, belief, values, and assumption of socio-cultural and economic ideology between the higher-education and external stakeholders (Leimer, 2011).

Second, the Leadership development of private higher education institutions is on an experiential learning basis through a variety of methods and processes that practically characterized leadership development (Berg, 2003; Gill 2003). The leadership development is not innate, but rather it is something that is more learned through a series of life events and experiences (Cook, 2002), demonstrated an integrative which is multi-dimensional (e.g., cognitive, spiritual, emotional and behavioral, core values, vision, strategy, and motivation and inspiration dimensions).

Third, the Leadership development model based on the appreciative inquiry interviews revealed that the experiential-based learning is highly valued as a means of understanding the situation, knowledge, and experience of one another, which is congruent with Kolb's experiential learning model (1984), articulating that the experiential learning model is a cyclic process, consisting of abstract conceptualization, reflective observation, active implementation, and concrete experimentation. In this creative economy and society as the goals of Thailand 4.0, the educational institutions are to promote creativity, innovation, inclusivity, and sustainability through the development of learning networks and the implementation of new technology while engaging public-private sectors to foster new mindset and skillset of the faculty members and staff for long-term success (Buasuwan, 2018). From the Leadership theory perspective, skills approach theory highly

demonstrated as per the finding of Megheirkouni (2018), stating that the skills approach related to specific levels of management. From the view of the learning theory of Bloom's taxonomy stated that higher-order learning taken place is when the person demonstrated sound judgment. Such characteristic theoretically corresponded to the evaluating and creating domains for learning. The finding can also be supported by the meta-analysis research of Sarfraz (2017), stating that the required abilities for strategic Leadership are associated with the six levels of thinking in Bloom's taxonomy, and it can be employed in the strategic leadership development process.

Conclusion

The results of a needs assessment indicated that human resource management ($PNI_{Modified} = 0.37$) came in the 1st rank of priority need, risk management ($PNI_{Modified} = 0.33$) came in the 2nd rank, brand management ($PNI_{Modified} = 0.29$) came the 3rd rank, change management ($PNI_{Modified} = 0.28$) came in the 4th rank, and strategic management ($PNI_{Modified} = 0.23$) came in the 5th rank. From the qualitative data of the appreciative inquiry interview perspective, the achieved outcomes of Leadership of the Deans merely rested on team collaboration and personal-team level's commitment and participation of faculty members and staff. The Dean's Leadership for the self, team, and the institution tended to focus on medium-term goals, acknowledging the fact that changes are all around them. Being a privately-owned higher education required different game plans whereby enrollment, quality of the program, employable graduates, and uniqueness remained as their key priorities.

The Leadership of the Dean of Thai private-higher education setting where educated employees are the majority appeared to align with transformational leadership, ethical leadership, skills approach leadership, and behavioral leadership theories, which emphasized democratic, individualized consideration, intellectual stimulation, and a sense of purpose.

Lastly, the leadership development program of the Deans nurtures three essential attributes which are: people development, organization culture management, and whole-systems management and development. These three attributes are highly valued and envisioned for preferred developmental opportunities for Leadership. The emerging attributes in the Leadership development model are aligned with the priority needs index ($PNI_{Modified}$), where the fellows of the Deans ranked human resource management, and deployments of organization mechanisms, tools, and processes as key priorities for further development.

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