

CHAPTER 2

REVIEW OF LITERATURE

There are many factors that impact upon change in higher education and there are many ways to cope with it. However, it is not clear how changes occur when they are introduced in a particular way. For example, how do changes occur when they relate to meeting new legislative requirements? Further, how do organisations plan to survive after the environment has been changed? This literature review provides a framework for understanding the research that forms the focus of the thesis, which investigates how six Rajabhat Universities, located in Bangkok, have coped with and managed change to meet the challenges of the present and the future.

The first section of this review of literature will discuss systems theory, chaos theory and change theory and the relationships between them. There are two questions which need to be considered. Firstly, what is systems thinking and how can it contribute to an understanding of change and change management? Secondly, what is chaos theory and how does it help in understanding the processes of change and the results of changes? Where appropriate, reference is made to the relevance of these theories to the changes in Thai higher education resulting in the creation of Rajabhat Universities.

In the second half of this literature review is a discussion of the importance of leadership in meeting the challenges that have been forced upon Thai higher educational institutions in the new environment of the 21st century. Educational institutions have been recognised as fundamental to the development of every country and this is certainly the case in Thailand. The people who are directly involved in the processes of implementing educational change are most important in this investigation. A case study which had been conducted by Hallinger and Kantamara (2000) confirm that “implementation of these modern educational reforms will fail unless Thai leaders demonstrate a deep understanding of how traditional cultural norms influence the implementation of change in Thailand’s social systems” (p. 196).

It can be assumed that understanding change and Thai cultural values are necessary for the leaders to manage change, because their success in addressing the need for educational change not only impacts upon their institutions but also the future of the nation. Higher education institutions in Thailand changed rapidly after the financial crisis in 1997. Figure 2.1 illustrates major elements in society that have impacted upon each individual Rajabhat Institute. These environmental elements have forced the former Rajabhat Institutes to adapt their systems and structures to correspond to the new situations. While the elements affecting them are similar for each Rajabhat Institute; each institute moved to become a new university in a different way.

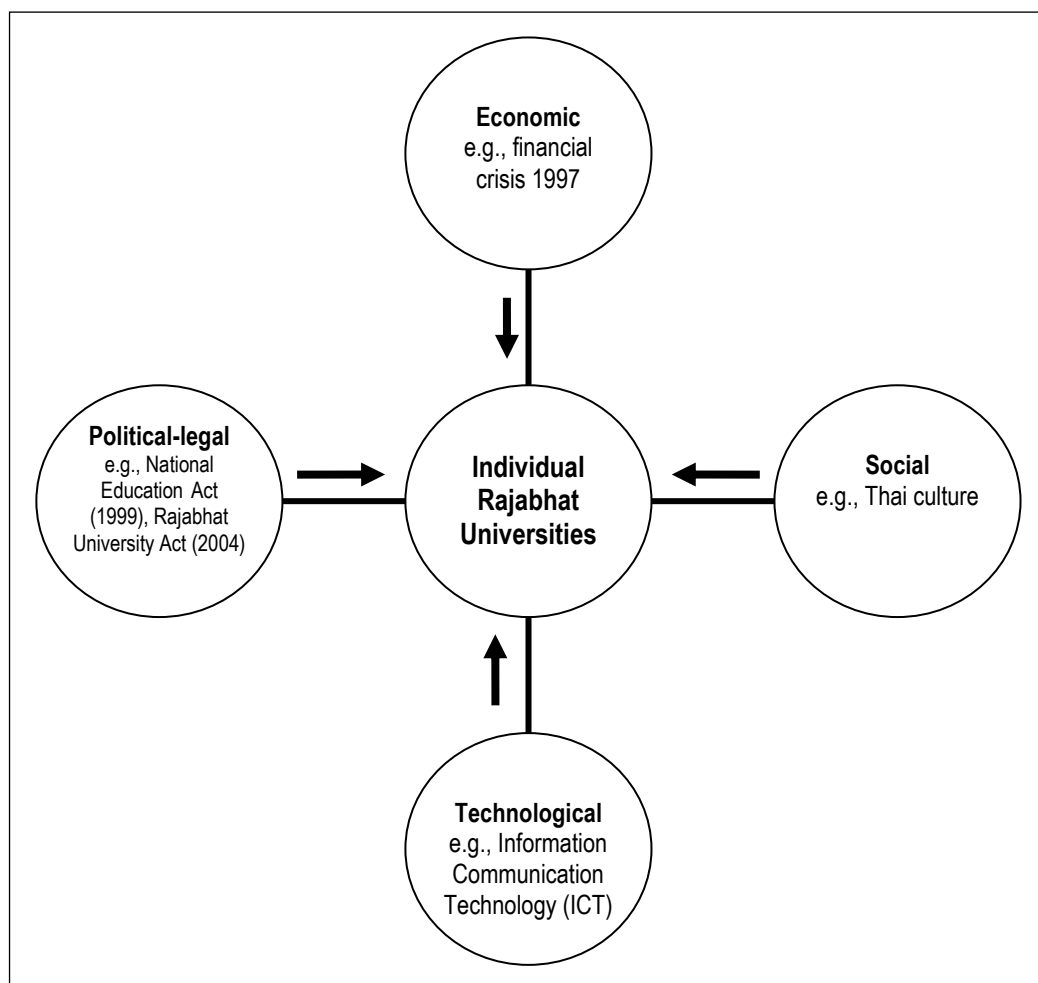


Figure 2.1 New environment that impacts to the new Rajabhat Universities.

The economic, political, social and technological factors illustrated in Figure 2.1 have impacted on all educational institutions in Thailand through the transformational national education plan. After 1997, the impacts of the economic crisis affected entry into specific labour markets and thus affected the popularity of programmes of study that new students selected. There is an urgent need to reform

higher education in response to the new environment and the crisis of the country (Thailand. Office of the National Education Commission, 2001b). Potential students are more likely to select established universities rather than newly established universities, such as the Rajabhat Universities, and private universities. The levels of education, particularly the reputation of the universities from which students have graduated, affect the perception of employers when new graduates apply for a position (Thailand. Office of the National Education Commission, 2001a).

It is necessary for Rajabhat Universities to improve and change their policies in order to compete with other higher educational institutions. In Bangkok, there are more than 60 universities and they are located close to each other. This places a great deal of pressure on the six Rajabhat Universities in Bangkok to change and enhance their reputations in the eyes of Thai society. Moreover, there are reports from the Office of the National Education Commission (2001b) that have shown that many higher educational institutions are of a lower quality than the standards set by the Ministry of University Affairs.

The Presidents of the Rajabhat Universities have to protect their reputation and ‘save face’ by increasing the quality of teaching and learning and changing their images so that they will be accepted by Thai people. Komin (1990) explains that it is necessary to understand the concept of Thai value systems before interpreting the behaviour of Thai people and Thai society. From Komin’s study, it is clear that the most important Thai value is face-saving, as follows:

The ‘Face’ is identical with the sensitive ‘ego.’ Face-saving is the first criterion to consider in any kind of evaluative or judgmental action. To make a person ‘lose face,’ regardless of rank, is to be avoided at all cost, except in extreme necessity. (Komin, 1990, p. 691)

The Thai Government believed that in order to recover from the economic crisis in 1997, they needed to provide educational opportunities for all people and to raise the standard of education at all levels. The National Education Act (1999) and the Rajabhat University Act (2004) contain aspects of government policies and implementation strategies aimed at improving educational services and the quality and efficiency of education (Thailand. Office of the National Education Commission, 2002; Thailand. Office of the Prime Minister, 2004).

The National Education Act (1999) impacted on the policies of all educational institutions in Thailand. This Act responded to a major change in Thai society where most of the new generation changed their attitudes to employment by preferring to work with private or international companies rather than to work for the Thai Government. In the past, most well-educated middle class Thais wanted to work as government employees because this provided secure jobs, greater benefits and social welfare. However, after the economic crisis the government could not maintain these benefits and many former government organisations were privatised (Phongpaichit & Baker, 2000). The preference to work for private companies which currently offer higher salaries is favoured by the new generation. Moreover, the younger generation has a tendency to change their jobs if they will receive a greater income than the current one.

The social factor that has had a strong impact on Thai society is materialism. The concept of being a wealthy person is more highly desired than anything else. Komin (1990) explains that “it is not what one has done that is wrong; it is who he is, whom he knows, and/or the amount of money he has to buy himself out, that determines whether he is wrong” (p. 692). This value is reflected in the selection of a particular degree programme to study based on which careers will provide opportunities to earn a high salary in the future. Many careers became very popular such as information systems management, telecommunications technology, and computer programming. It is hard to attract students to some careers such as teaching, working in agricultural industries or working as government officers.

English proficiency, computer literacy and software technologies became compulsory knowledge for working and living in modern Thai society (Hallinger & Kantamara, 2000). Every higher educational institution needs to provide and apply these kinds of knowledge and technology to staff and students. Currently the processes of teaching and learning in many universities have been based on computer programmes and a good Internet network (Thailand. Office of the Education Council, 2006). The Presidents and administrators in the Rajabhat Universities felt obliged to introduce Western knowledge, especially English, Internet networks and computer software into their universities’ teaching and learning processes. It is impossible to become a high quality university without using English for teaching and learning, and using new technologies to manage and provide service to staff and students.

Systems Theory and Systems Thinking

It is appropriate to consider each Rajabhat University as a complex adaptive system. Therefore it is necessary to understand what is involved in systems theory and systems thinking.

What is systems theory?

The concepts from systems theory and systems thinking have been advocated as a means of understanding change within organisations (Dooley, 1997). Instead of using the concept of individualism or holism, systems theory has been accepted as an appropriate means to understand organisational change since the 1980s (Bunge, 2000). Everything in this world can be considered as a system. “A system subsumes its parts and can itself be part of a larger system” (Maani & Cavana, 2007, p. 7). To study an institution as a system means that it is necessary to consider the institution as a whole, rather than dividing the institution into component parts and studying each one separately. However, it must be remembered that the institution is also part of society or part of the system. Bunge (2000) comments that “everything is a system or an actual or potential of a system....all problems should be approached in a systemic rather than in a sectoral fashion” (p. 149).

There are two major kinds of system, open systems and closed systems. Most organisations have to be open systems. It is unlikely that anyone can manage staff without contact with the external environment. Rajabhat Universities cannot be understood as closed systems. Figure 2.1 shows the major external impacts on Rajabhat Universities.

Systems can be open or closed. An open system continually interacts with its environment. Through such interaction the system gains new inputs and learns how its outputs are viewed by outside elements. In contrast, a closed system does not interact with its environment, receiving little feedback. (Bartol, Martin, Tein, & Matthews, 2001, p. 51)

It is more productive to understand the way institutions change by considering them as open systems. In a rapidly changing social, political, technological and economic environment, each Rajabhat University has implemented its own structures,

procedures and policies in order to cope with the new environment and to be part of the larger system of Thai higher education institutions.

What is systems thinking?

In order to understand change in educational institutions in Thailand, it is useful to understand their whole systems and how each of them relates to the others. Maani and Cavana (2007) explain that “a system is a collection of parts that interact with one another to function as a whole” (p. 7). However, Ackoff (1999) argues that even though a system refers to the whole, a system is more than the sum of its parts. It is a product of the interactions among all elements in the system.

It can be explained that systems thinking is a way that requires people to consider the relationship of every phenomenon and to look at every issue as a whole picture rather than analyse their separate parts (Richmond, 1997 as cited in Maani & Cavana, 2007). Systems thinking is an appropriate way to analyse and understand what has happened to all the higher education institutions in Thailand. As Senge (2006) states:

Business and other human endeavours are also systems. They, too, are bound by invisible fabrics of interrelated actions, which often take years to fully play out their effects on each other. Since we are part of that lacework ourselves, it's doubly hard to see the whole pattern of change. Instead, we tend to focus on snapshots of isolated parts of the system, and wonder why our deepest problems never seem to get solved. Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us see how to change them effectively. (pp. 6-7)

The concepts of systems thinking as outlined above can be applied to understand the processes of change management. It is known that change is unpredictable and higher education institutions cannot avoid change. Systems thinking provides the knowledge for change agents to cope with and respond to change in a better way. It is possible that leaders can avoid the instability of the cycle of change if they recognise that they must consider the whole, rather than simply concentrating on their own part of it (Senge, 2006).

The Presidents and the Vice-Presidents of the six Rajabhat Universities, which are studied in this thesis are dealing with change and manage change in different ways. It is assumed that there is more than one right answer and that people who are involved in the processes of change need to find solutions that are suitable for them and their educational institutions.

It is accepted that systems thinking is “based on the primacy of the ‘whole’ and of relationships. It deals with hidden complexity, ambiguity and mental models. It provides tools and techniques to unravel complexity and to create lasting interventions for chronic problems” (Maani & Cavana, 2007, p. 2). It is on the basis of this that the researcher has investigated the changes in policies, procedures and practices in the six Rajabhat Universities in Bangkok, Thailand. The interviews with the Presidents and the Vice-Presidents help explain the different ways their mental models have influenced their decisions and how they have responded to legislative changes.

Senge (2006) includes mental models as one of the five disciplines. He defines mental models as follows:

Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action. Very often, we are not consciously aware of our mental models or the effects they have on our behaviour. (p. 8)

The mental models held by the President and the Vice-Presidents of each university were very important in determining the changes that were introduced in response to the impact of the four environmental elements. Maani and Cavana (2007) suggest that because of increasing complexity and growing interdependence of the world and personal lives, modern organisations need to adopt systems thinking to understand their problems and manage changes. It can be seen from data collected in the six Rajabhat Universities that mental models show the beliefs and values of people in the educational institutions and give explanations as to why they do things the way that they do.

Each new Rajabhat University has been affected by the same four major elements. However, they respond in many different ways because they have different mental

models and background knowledge. That is why the same or similar environments have been interpreted and perceived in different ways and those environments have been affected them at different levels. The connection of systems theory and chaos theory can be seen as the way higher education institutions change, especially six Rajabhat Universities in this study. Figure 2.2 shows the relationship between the three theories (systems theory, change theory and chaos theory) that have been used to explain and understand the change and the processes of change of the new Rajabhat Universities and the data from interviews conducted with six Presidents and their Vice-Presidents.

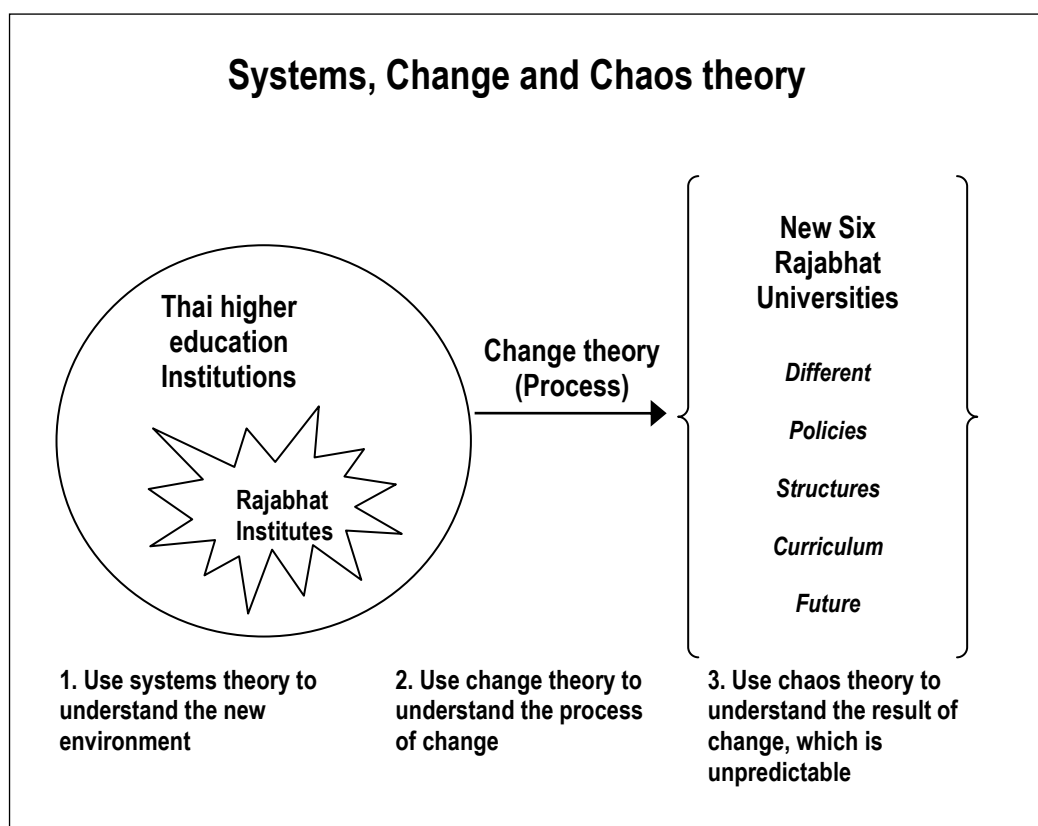


Figure 2.2 Three different theories on changing the Rajabhat Universities in Thailand.

Systems theory can be used as the beginning point to understand the process of change. Responding to change is nonlinear and unpredictable. Chaos theory can be used to explain why change is unpredictable and why the results of change are uncertain. The history and original policies of all Rajabhat Institutes were the same, however, after the processes of change they are all different and nobody can forecast what will happen to them in the future. Many leaders of the Rajabhat Universities are confident about their interpretations of change and believe that they understand how to respond to change and the entirely new environments better than the others.

In the process of change that has been happening to six Rajabhat Universities in the case studies, the researcher uses Lewin's change theory model as a main concept to understand why people and institutions change. This is explained later in this Chapter.

Chaos Theory

What is chaos theory?

This thesis focuses on how six Rajabhat Universities respond to change, manage changes and understand the future outcomes of their changing policies. Linear models of the change process can no longer provide adequate explanations and understandings of very complex and wide-reaching changes. For this reason, it is necessary to consider other approaches to understanding change. Chaos theory is a theory that attempts to deal with unpredictability in environments and the indeterminism of human behaviour in organisations (Cziko, 1989). Chaos theory has been used to explain many disorderly phenomena such as economics (Ormerod, 1999), anthropology (Agar, 2000), organisational development (Eoyang, 1997), and leadership (Wheatley, 2006).

Chaos theory has been used to explain the patterns that emerge from random events within institutions (Griffiths, Hart, & Blair, 1991). Chaos theory has been used to study dynamic systems which are in a process of change. A basic principle of chaos theory is that a small factor can have a large impact, and relatively minor variations may have great consequences when they interrelate with other factors over a period of time (Scheerens, 2005). Chaos theory has been used to explain the functioning of systems in different structural institutions, especially in higher educational institutions which are difficult to manage and most of the problems that they encounter are unpredictable or outside of the managers' control (Hargreaves, 2005a).

Chaos theory appears to have important lessons to support the understanding of many higher education institutions about how large groups interact in patterns, create new forms or develop in many different patterns. It attempts to capture the phenomenon of transformation in motion. In curious ways, chaos theory has much in common with the arts and the creative process (Spillane, Halverson, & Diamond, 2001). Most of Rajabhat Universities have encountered a new environment and try to

understand and develop new patterns that will support them through changing processes. Chaos theory can help them to understand what is going on with their new environment better than by using their previous knowledge and interpreting new situations in linear ways.

Nonlinear dynamics have been used to explain unpredictable change in institutions (Gleick, 1987; Patton, 2002). Gleick (1987) has suggested some implications for using chaos theory in qualitative research, which has been undertaken to understand human behaviour in changing institutions. For example, chaos theory can show that small events or even seemingly insignificant factors that happen in the new environment of higher educational institutions in Thailand, can affect national education policies or make a critical difference in the future of education for the Thai people.

Higher education institutions in the 21st century are markedly different from those of previous times. Human behaviour and technology are more complicated and the natural environment, and social and economic environment are changing rapidly. Higher education institutions are facing inconsistencies, contradictory information, and dilemmas in leadership styles (Eijnatten, 2004). Chaos theory has been identified as the new science that has been adopted to better understand complex social systems and the nonlinear dynamic environments of human relationships (Eijnatten & Putnik, 2004). This has been used as the background theory in this thesis to explain the results of change management as a systemic way of looking at actual environments, and as a metaphor for change in higher educational institutions in Thailand. This recognises that new Rajabhat University systems are complex, dynamic, and chaotic.

Hargreaves (2005a) explains that most research and articles in educational and organisational change theory accept the existence of chaos, complexity and paradox in their organisational worlds and attempt to use these theories to explain what is going on in their organisations. Dynamic complexity becomes the normal situation in contemporary higher education institutions and it is important that higher education institutions develop and learn from every problem that they have to encounter in order to be successful (Fullan, 1993; Senge, 2006; Stacey, 1996). It has been known that change in higher educational institutions is unpredictable and that the decisions of leaders who have to take responsibility to implement successful change might not

be understandable by other people as to why they do things or why they use those techniques.

Change

What is change?

The Macquarie Dictionary (Yallop et al., 2005) suggests that change as a verb means to make different, alter in condition, appearance, etc., and as a noun means variation, alteration, modification, deviation, transformation, etc. The word change can be assumed to mean - to transform someone or something to be different, or to substitute one thing for another. It can have a positive meaning or a negative meaning in this sense and when someone or something has changed it can be implied that they are not the same as before.

Most scholars agree that change management is about making things better and different. This is important for the new environment and survival (Robbins & Judge, 2007). Higher education institutions that need to survive must respond to change and adapt themselves to the new environment. However, it is generally agreed that change is difficult and unpredictable. Hargreaves (2005a) explains that there are many reasons why institutions might not change. There is no guarantee that change will be successful nor who will benefit and how. Moreover, in many higher education institutions, situations change too fast for people to cope, and they suffer from anxiety, frustration and despair. However, it is accepted that no matter how difficult it may be for higher education institutions, they cannot avoid change if they wish to survive and develop to become successful.

Why does change occur?

Sometimes change is related to external factors such as competitors introducing new products or services, or government agencies enacting new laws that will require many changes. Sarason (1982) suggests that political processes are the major factors producing educational change. Hargreaves (2005a) agrees but suggests that societal forces also push educational change. However, many higher education institutions have to change because of internal factors such as changing organisational structures, or new Presidents or executive administrators.

Change requires leadership and has to be supported by members in the organisations (Bass, 1960; Hatch & Cunliffe, 2006). In higher education institutions in Thailand, the Presidents and the Vice-Presidents are the group of people who manage change. Change management is not a process that happens accidentally. The key factor to effect change is the people who must implement it, and change always brings resistance, loss, challenge to competence and conflict (Evans, 1996; Fullan, 2005). Thus to make change happen in ways that benefit higher education institutions is a serious challenge for all leaders in every institution. Fullan (2003) stated that the meaning of change for individuals in an organisation is dependent on how the change affects the individual's understanding and work. The meaning of change may be understood by each person in a different manner and throughout the same organisation the meaning of change can be constructed differently. Change can create both positive and negative sentiments in people in the same organisation. Thus it is important that leaders plan how to implement change successfully and develop the methodologies that will support the processes of change management.

How does change occur?

In 1947, Kurt Lewin introduced the 'three steps model' to describe organisational change. The three steps model involves unfreezing, moving, and refreezing (Lewin, 1952). Although Lewin's model makes it appear that change occurs in linear fashion. At each of the three steps there are unquantifiable numbers of combinations of decisions to be made which produce the chaotic nature of change. Lewin believed that change is difficult and the same approach could not be applied in every organisation (Lewin, 1947b). Human behaviour is complicated and in order to change behaviour, the organisation needs to be destabilised, or unfrozen, before the old behaviour can be discarded or unlearned and new behaviours adopted (Burnes, 2004).

The 'unfreezing' of the present level may involve quite different problems in different cases....To break open the shell of complacency and self-righteousness it is sometimes necessary to bring about an emotional stir up. (Lewin, 1952, p. 229)

The key to unfreezing "was to see that human change, whether at the individual or group level, was a profound psychological dynamic process" (Schein, 1996, p. 28).

There are three processes that Schein (1996) comments will support organisations to make successful changes: the disconfirmation of the validity of the status quo, the induction of guilt or survival anxiety, and the creation of psychological safety. People will not change if they think that change is not necessary or will not have an impact upon them. They are likely to accept a change if they are convinced that they have no option but to accept it (Burnes, 2004).

Lewin's Field Theory proposes that change occurs when supporting forces outweigh restraining forces (Lewin, 1952). It is the responsibility of the change agents, in this study the President and the Vice-Presidents, to generate supporting forces and eliminate restraining forces (Ivancevich, Konopaske, & Matteson, 2008) by using processes to make staff feel safe from loss of face and humiliation (Burnes, 2004). People can accept the change after they believe that they will survive in the new environment. Lewin (1947a) suggested that "the greater the social value of a group standard the greater is the resistance of the individual group member to move away from this level" (p.33). Especially, in Thai culture to maintain a good relationship between members is the most important concern for society. The norm of a group plays a significant role in changing behaviour of staff in Thai organisations.

Unfreezing can be divided into two distinct components. After analysing the current organisational structure there needs to be an attempt to remove resistance to fears of change, and there needs to be an attempt to create a situation whereby people are motivated to change their behaviour and assist in the process of institutional reform (Lewin, 1952). In other words, unfreezing can be generated by increasing driving forces, decreasing restraining forces and a combination of the two (Robbins, Waters-Marsh, & Millett, 2004). Generally, when an individual or a group is forced to change their behaviour, they generate a resistance to change. Change agents have to unfreeze those behaviours or the attitudes of people who object or resist change.

Driving forces are the processes used by change agents to change peoples' behaviour. It is argued that these forces are likely to encourage people to try new things and to change their habits. When the change agents increase the driving forces, individuals or groups use forces that hinder the change process. To overcome this pressure the change agents have to decrease restraining forces. Some change

agents choose to only increase driving forces or only to decrease restraining forces, but other change agents combine the two forces to make change successful.

The second step of Lewin's model is called moving. Unfreezing only creates a feeling for the need to learn about the new situation, but unfreezing does not control or predict what might happen next (Schein, 1996). It is important to unfreeze human behaviour by making people feel dissatisfaction or frustration with their current state. After unfreezing it is necessary for people to move to the new state. As Burke (1987) states:

bringing about lasting change means initially unlocking or unfreezing the present social system. This might require some kind of confrontation....Next, behavioral movement must occur in the direction of desired change. Finally, deliberate steps must be taken to ensure that the new state of behavior remains relatively permanent. (p. 56)

Once people accept that they are not able to prevent a change from occurring, they will attempt to move to a new situation in which they feel comfortable. In this study the change agents (i.e., the Presidents and the Vice-Presidents) are trying to transform staff behaviour by introducing Lewin's model, however each Rajabhat University has been interpreting the process of unfreezing, moving and refreezing in a number of different ways. They do this by managing control and managing transition (Ivancevich et al., 2008). This involves learning new skills, new information and creating a new environment for employees, and the transition of employees' attitudes about their roles in implementing the new organisational goals. In reality, management control relates to a retraining stage, in which productivity may be reduced temporarily, due to the time required for training, and it will take time for this transition to start showing benefits to the organisation (Lewin, 1947a).

In the six case studies, the second step of Lewin's model, 'moving,' has been done through every faculty and most of their staff. After Rajabhat Institutes became Rajabhat Universities, the Presidents and the Vice-Presidents introduced many training programmes, renovated infrastructures and provided a lot of financial support for their new policies. All these activities try to move staff behaviour to the new level that will achieve the university's goals. Lewin (1947a) explained that:

Motivation alone, however, does not suffice to lead to change. That presupposes a link between motivation and action....The decision links motivations to action and, at the same time, seems to have a 'freezing' effect which is partly due to the individual's tendency to 'stick to his decision' and partly to the 'commitment to a group.' (pp. 37-38)

Lewin (1947b) concluded that a successful change involves unfreezing the current situation, moving to the new situation, and finally refreezing group behaviour to the new situation. The refreezing level Lewin explained "is determined by a force field, permanency implies that the new force field is made relatively secure against change" (Lewin, 1947a, p. 35). If the change agents would not refreeze the new behaviour, there is a tendency that their behaviour will change again. "Refreezing seeks to stabilize the group at a new quasi-stationary equilibrium in order to ensure that the new behaviours are relatively safe from regression" (Burnes, 2004, p. 986).

The refreezing step reminds the change agents to follow and encourage people in the organisations to install, test, debug, use, measure, and enhance the new system. The successful refreezing requires a commitment to remain actively involved until required new behaviours have replaced those that existed prior to the change (Levasseur, 2001). From Lewin's point of view, change is a continuous process and the successful change has to be accomplished as a group activity. Institutional change needs to refreeze the norms and their culture in order to transform the desired routines to individual behaviour (Cummings & Huse, 1989).

Planned change is often thought to be linear, moving through a number of different stages (Bartol et al., 2001). However, the assumption that planned change occurs in a linear manner can be questioned. Planned change in many higher education institutions in Thailand illustrates nonlinear processes. The six Rajabhat Universities in this study have applied the principles about how to master the forces of change to cope with the new environment in order to achieve their objectives. However, change does not happen overnight or without ongoing support from the leaders, and a continuing need to develop a sense of teamwork and active communication.

This question of planned change or of any 'social engineering' is identical with the question: what 'conditions' have to be changed to bring about a

given result and how can one change these conditions with the means at hand? (Lewin, 1952, p. 172)

It is assumed that planned change which has been used in many higher educational institutions requires leaders to motivate and encourage staff in their institutions to adapt their behaviour in order to survive in the new environment. However, even planned change can be chaotic. Whether leaders can manage the processes of change, or have necessary data and information in order to choose more desirable outcomes is debatable (Fisher, 1993). In reality, the outcomes of change can be most unpredictable.

The Meaning of Leadership

Appropriate leadership is essential to any change efforts. Bush and Glover (2003, p. 10 as cited in Davies & Davies, 2005, p.11) describe leadership as “a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values.” Every leader in higher education institutions has to take into account that there are many styles of leadership that affect the development of staff. The way that each leader responds to the process of change depends on their experience and skills.

Whether the success of change could be related to the scale of the change and the type of leadership was the subject of studies conducted in the corporate world by Dunphy and Stace (1992). They summarised their findings in Table 2.1 as follows:

Table 2.1 Four types of change strategies - from (Dunphy & Stace, 1992, p.82).

Scale of change				
Style of change management	Fine tuning	Incremental adjustment	Modular transformation	Corporate transformation
Collaborative	Type 1		Type 2	
Consultative	Participative evolution		Charismatic transformation	
Directive	Type 3		Type 4	
Coercive	Forced evolution		Dictatorial transformation	

They identified four quadrants where change strategies are classified on two axes. The horizontal axis is composed of four scales of change: fine tuning, incremental adjustment, modular transformation and corporate transformation. The vertical axis identified four change management styles: collaborative, consultative, directive and coercive. Each quadrant corresponds to specific circumstances and the interpretation by leaders. In a situation of incremental change it is possible for leaders to use a democratic ‘participative evolution’ approach because the nature of the change is slow and undertaken in small steps producing low stress transformation for staff and, therefore, minimal resistance change (Dunphy & Stace, 1992). When resistance from a number of parties occurs it may be necessary to use a ‘forced evolution’ through the use of directive or coercive tactics (Dunphy & Stace, 1992).

Dunphy and Stace (1993) explain that ‘charismatic transformation’ is appropriate where major change is required relatively quickly. While this may generate some resistance, it also involves extensive participation and consultation. This is probably likely to occur when the organisation is under threat and employees realise that if change is not made, their organisation might close and they may lose their jobs (Dunphy, Benveniste, Griffiths, & Sutton, 2000). ‘Dictatorial transformation’ would not be the most desirable method to adopt but under certain conditions may be inevitable.

Dunphy and Stace (1993) suggest that the leader needs a clear vision of what they are doing, and also relies on expertise and guidance from senior executives and other experienced parties, but ultimately the leader will make any decisions. The management style may be directive or coercive. As with charismatic transformation,

dictatorial transformation may receive reduced resistance if organisational closure and job losses are perceived as a real threat. The type of change confronting the Presidents and the senior executive of the six Rajabhat Universities in this study was transformational in nature and needed to occur quickly in response to a major change in the purposes, structures and policies of the newly created universities.

However, because of the cultural differences of people from Western countries and Thailand, the Presidents who were the major change agents in the six Rajabhat Universities involved in this study, implemented the two types of change strategies identified by Dunphy and Stace (1992) (in Table 2.1) in the Thai way. It is noticeable that “Thai people learn to use their social groups as the primary sources of reference for understanding their place in society” (Hallinger & Kantamara, 2000, p. 200). Thus, the Presidents needed to use the social networks around the universities to foster change as much as they used charismatic transformation or dictatorial transformation strategies.

Most of the Presidents have to manage change from the perspective of the Thai value system. There are several implications of this for the leaders:

As a culture of relatively tight hierarchical social systems, accepted existential inequality, and a strong value of ‘relationships,’ Thai employees can be motivated to work devotedly for a leader they like and respect. Reasonable authority and special privileges are accepted. An impersonal, cut-and-dry type of system oriented managerial style is not as effective as the benevolent paternalistic leadership style. Straightforward, ambitious and aggressive personalities similar to the West, although highly capable, are not tolerated and are hardly ever successful. But personalism with a ‘soft’ and polite approach often guarantees cooperation, because, although democracy is attractive and legitimate, the substance of democracy is still lacking in the basic value systems of the Thai. (Komin, 1990, p. 701)

Another useful way of conceptualising leadership has been presented by Davies (2005) who identified leadership dimensions. Seven of the leadership dimensions identified by Davies have been chosen as a tool to analyse the leadership styles of the Presidents and the Vice-Presidents who took part in this study. First, transformational leadership is crucial if leadership needs to move a university from its current

situation to a future state, given that the future state should be an improved one that will provide enhanced educational opportunities, respond to the policy of the government, and follow the Rajabhat University Act (2004). Second, strategic leadership provides a critical challenge for universities to move from short-term planning to strategic longer term educational plans and to build the capacity of the university to compete with other universities in the future. Third, distributed leadership is an important model in university effectiveness and improvement. This model affords an opportunity for leaders to share leadership with others, thereby improving the quality of teaching, as well as relationships with other stakeholders. In many Rajabhat Universities, distributed leadership is the key to working as a team that includes administrators and staff. Fourth, sustainable leadership is the concept that has been used to develop new skills and knowledge to carry the university's goals and aim to achieve continuous improvement. Plans for the succession of leadership need to be made. The current leaders need to prepare a new team of leaders who can manage and follow the plans that have been started in order to complete them and achieve good outcomes. Fifth, political leadership plays an important role for many leaders in Rajabhat Universities. It is necessary for Presidents to avoid conflict between staff and administrators and to maintain a supportive voice from staff in order to remain as President. Sixth, ethical leadership involves negotiation to control and monitor staff. Aggression is no longer used to force anyone to move in desired directions, but there are many persuasive ways to change behaviour. Finally, entrepreneurial leadership emphasises business concepts. One leader in this study has introduced this type of leadership. The organisational structures and staff that have been adopted are business models and these effect changes faster than in other universities. Entrepreneurial leadership is not popular in other Rajabhat Universities because it is in contrast to Thai culture, however this university has changed successfully and the leaders who have introduced the change have been accepted by staff and students.

These seven aspects of leadership behaviour have been selected because they are most relevant to understanding the challenges facing the Presidents and the Vice-Presidents in the six case study Rajabhat Universities as they managed and implemented transformational change which was the result of major social, economic, political-legal, and technological factors.

However, in selecting these seven leadership dimensions it is important to acknowledge the significant differences that exist between Western and Thai culture and to acknowledge that the Thai concept of the seven leadership dimensions is not identical to the way in which Davies initially described them. Hallinger and Kantamara (2000) refer to Hofstede's culture map to order understand the process of change and the importance of leadership in Thai culture.

The high level of uncertainty avoidance means that Thai's are strongly socialised to conform to group norms, traditions, rules, and regulations. They evince a stronger tendency to seek stability and to find change disruptive and disturbing than in 'lower uncertainty avoidance' cultures. (Hallinger & Kantamara, 2000, p. 192)

7 Dimensions of Leadership: Western & Thai Perspectives

Transformational leadership

Transformational leadership refers to the types of leaders who change the performance of an organisation to become a new organisation. Bass (1997) explains that transformational leadership can be divided into four categories and practices. Firstly, transformational leadership involves the charisma of the leader(s). The leader needs to generate confidence of others in their abilities, beliefs and goals for the organisation. Secondly, the leader needs to instil a feeling of mutual benefit to all people in the organisation to make it appear a consensual transformation. Thirdly, transformational leadership also involves inspirational leadership which comprises an appealing vision with a sound plan to achieve this vision, encouraging support from all stakeholders in the transformation. Finally, individualised consideration involves the leader(s) focusing on supporting individual roles in the transformation, mentoring and creating opportunities for their personal development. Transformational leadership also involves the intellectual stimulation of followers, to encourage them to become active in thinking about the organisation, how it can be improved and to increase their awareness of the overall organisation and future projects.

Applying transformational leadership to higher educational institutions, the Presidents have to provide strong support and encouragement to all staff, and

administrators by becoming a good example for other people in the organisation. Above all, the leaders should have a character that convinces other people to believe in them and want to follow the path that they advocate. This is the major key to inspiring other people to change.

Leithwood and Jantzi (2005) argue that educational institutions are different from other organisations such as government bureaucracies, because they have “unique goals, unusually committed employees and highly porous boundaries” (p. 38). They believe that Bass’s model has not provided the most fully developed model of transformational leadership specifically for educational organisations (Leithwood & Jantzi, 1999).

For educational institutions Leithwood and Jantzi (2005) suggest that using transformational leadership not only depends on charismatic leaders but it also assumes collaboration with other stakeholders within and outside organisations. They argue that transformational leadership emphasises the relationship between leaders and members. From their point of view, Leithwood and Jantzi (2005) suggest that the transformational leadership model consists of three broad categories of leadership practices: setting directions, developing people and redesigning the organisation.

The President and other senior administrators have to foster culture-building and create collaborative processes to ensure broad participation in decision-making. For many universities, transformational leadership has offered executive administrators the techniques to implement changes that are important for the future of their institutions. Many leaders of higher educational institutions have integrated the three transformational leadership categories of Leithwood and Jantzi (2005) into their strategic plans and develop policies that they have tried to implement in their universities.

Strategic leadership

Strategic leadership is concerned with the idea of direction setting. It can be assumed that every organisation has been established to do something. They have their own purposes and objectives. In recent years, one prevalent objective is that higher educational institutions, especially Rajabhat Universities, have been established to provide opportunities for greater numbers of people to obtain a degree. The era of

mass higher education has arrived in Thailand and most Thai people realise that they want to participate in higher education in order to get a high-paying job. Each university is different from others in terms of its policies and strategic plan. In order to achieve their objectives, leaders should clearly understand the direction of the higher educational institutions and make sure that other members in the institutions understand these directions also, because it is more efficient to transform higher educational institutions if everyone agrees and supports the same plans.

It can be assumed that the leaders of the universities have to understand the internal and external environment of their institutions, which includes organisational culture, norms and values. It is important that before the leaders set up any policy, they identify strengths, weaknesses, opportunities and threats to their universities. Hallinger and Kantamara (2000) write:

The *high power distance* characterising Thai culture shapes the behaviour of administrators, teachers, students and parents to show unusually high deference (*greng jai*) towards those of senior status in all social relationships. This results in a pervasive, socially legitimated expectation that decisions should be made by those in positions of authority (i.e. Ministry administrators for principals, principals for teachers and parents, teachers for students). High power distance also creates a tendency for administrators to lead by *fiat*. There is a cultural assumption that leading change entails establishing orders - which will be followed - and applying pressure in special cases where it is needed. (p. 192)

It can be seen that when using strategic leadership with Thai staff, leaders have to make decisions and start writing strategic plans as examples before ordering other staff to get involved. The more information and people involved in developing the strategic plan, the better for the future of the university. However, typically staff will not start writing any strategic plans if the Presidents have not written one first. This is a major part of Thai culture that respects people who are in higher positions, which means that other people will follow their orders rather than be creative by themselves.

Davies and Davies (2005) suggest that strategic leadership focuses on the people in institutions and the ways that these people interact with each other in an environment

of change. The strategic leader must be able to understand and interpret their behaviours through the shared values and beliefs in the context of the higher educational institutions. This will best be achieved by using procedures that will change the higher educational institutions' strategic plans to meet their preset objectives. In the ideal situation, staff and students have been motivated to build their own strategic plan and share it with others. When the universities have written the strategic plan, the leaders and staff are committed to it. The new environment of higher education has affected the universities and this is the main factor that encourages everyone in the universities to participate in the self-evaluation of the effectiveness of the whole process of strategic planning.

Distributed leadership

Harris (2005) explains that “distributed leadership in theoretical terms means multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture” (p.163). Staff have to understand what they have to do in order to cooperate with each other, and at the same time, distributed leaders have to work at guiding and mobilising staff in the instructional change process (Harris, 2005). Distributed leadership is a network of relationships between staff and administrators who are work together and share their roles and their responsibilities. Distributed leadership is something done by a team not by an individual. It is a group or network of staff that work in partnership “which at the same time entail power disparities between the partners” (Woods, Bennett, Harvey, & Wise, 2004, p. 445).

The key concept of distributed leadership is that it extends employees' involvement and utilises their expertise. If leaders can motivate all the stakeholders to participate in management and take responsibility for the ongoing management of their universities, it will be create a situation in which a larger number of members of universities can take an active and proactive role in the successful management of their university (Harris, 2005).

Thai higher educational institutions have adopted the idea of a distributed leadership dimension as the guideline for change staff behaviour. The collectivist nature of Thai culture has been explained as follows:

The collectivist facet of Thai culture shapes the context for change by locating it in the group more than in individuals. While it is still individuals who must change their attitudes and behaviours, Thai's exhibit a stronger 'We' than 'I' mentality. They look primarily to their referent social groups in order to 'make sense' of their role in change (Holmes & Tangtongtavy, 1995). Moreover, staff are more likely to 'move in the direction of change' as a group than as individuals. (Hallinger & Kantamara, 2000, p. 192)

There is the evidence from the Western literature which suggests that distributing leadership to staff has positive effects of transforming organisations and diminishing alienation (Hargreaves, 1991; Little, 1990; Rosenholtz, 1991). Distributed leaders provide opportunities for all the stakeholders to participate in decision making and to develop new ideas for the benefit of their universities. The advantages that the leaders can derive from this leadership style are creating opportunities for staff to develop new ideas and to improve their universities continuously (Harris, 2005). In Thai society the concept of distributed leadership is gaining popularity. However, the distribution of leadership roles is shared mainly among those higher up in the management hierarchy (e.g., Vice-Presidents and Dean of Faculties) rather than involved people at all level of the organisation as is suggested by some Western authors.

In applying this model to the universities, leaders should give some of their authority to the deans or the administrators to become involved in sharing decision making with their staff and to ensure that staff are actively participating in making decisions regarding change and new opportunities. Distributed leaders assist this by providing autonomy for members of the higher educational institutions, arranging their working conditions to allow a greater emphasis on planning and creating opportunities for staff development. These leaders listen to and value their members' opinions and effective group problem solving at staff meetings. Distributed leaders can be seen as leaders who heavily rely on their most important asset, their staff and students.

Sustainable leadership

Sustainable leadership is a model of leadership that tries to find methods to create benefits and advantages for the whole institution in a lasting way (Hargreaves & Fink, 2003; Hargreaves & Fink, 2004). The idea of sustainable leadership is focused

on how to motivate and assist staff to work through the conflict of change by creating the environment of working as teams in order to achieve their educational institutions' objectives (Hargreaves, 2005b).

After the 1980s, the world has been characterised by chaos (Gleick, 1987), complexity (Wheatley, 2006), paradox (Handy, 1994) and post-modern uncertainty (Harvey, 1989). In this world in which everything is moving faster (Giddens, 2002), where insecurity is everywhere (Vail, 1999), and where trusted community relationships are in rapid decline (O'Neill, 2002), there is an environment where improvement through culture, community and relationships is being replaced by impersonal contacts of market choice, litigation and standardised performance (Hargreaves, 2003). It is important for people who work in educational institutions to be helped or guided by the right leaders, who understand the new environments and are able to build sustainable leadership systems in their institutions.

Sustainable leadership motivates and supports development (Hargreaves & Fink, 2004). It is important because it focuses on the nature and processes of student learning that engages directly and regularly with learning and teaching in classrooms, and that promotes learning among other adults in order to find continuing ways to improve the learning of students. Sustainable leadership connects the actions of leaders to their predecessors and successors (Hargreaves, Fink, Moore, Brayman, & White, 2003).

Sustainable leadership makes leadership succession central to continuing higher educational institutions improvement. The promise of sustainable success in higher educational institution lies in creating cultures of distributed leadership throughout the university community, not in training and developing tiny leadership elites (Hargreaves, 2005b). Sustainable leadership attracts and retains the best and brightest of the leadership pool and it provides time and opportunity for leaders to work as a team by sharing their experiences and supporting each other (Loader, 1997).

When change is occurring, sustainable leadership should look at the past and learn from those experiences. If the leaders understand what has happened in the past and what had been done, it will be more advantageous when they create their plans for the future. Past knowledge and experience of staff is valuable and becomes a most

important resource for responding to change and the new environment (Hargreaves, 2005b).

Sustainable leadership involves leaders who keep improving the performance of their universities and sharing their experiences with their staff. It involves leaders who accept that the world has been changed and that environments are flexible. When the leaders consider the future, they do not forget to use the lessons from the past, both successes and failures, in order to build up their sustainable way of improvement.

Political leadership

Working with many people with different backgrounds and experience requires the use of political techniques. Deal (2005) explains that political leadership focuses on the results or the final outcomes of the plans more than the processes or the steps to achieve the goals. Presidents who can successfully apply political leadership styles have to understand some key principles such as knowing who are enemies or allies, and how to use informal power (Bolman & Deal, 1998; Pfeffer, 1992).

At the beginning of the process, many Presidents found it difficult to approach change without using diplomatic skills. As Thai culture focuses on “the individualistic behaviour of the people” (Embree, 1950, p. 182), it is necessary for the leaders to understand staff as much as they can. Thai culture is different from the Western culture. “The longer one resides in Thailand the more one is struck by the almost determined lack of regularity, discipline, and regimentation in Thai life” (Embree, 1950, p. 182). When comparing Thai culture with other cultures, Embree (1950) explains that “In contrast to Japan, Thailand lacks neatness and discipline; in contrast to Americans, the Thai lack respect for administrative regularity and have no industrial time sense” (p.182). It can be assumed that adopting only Western techniques to change staff behaviour might not achieve their objectives. It is more advantageous for leaders to implement a Thai style of change management to understand and control staff.

Every President in the six Rajabhat Universities used political dimensions of leadership. It is notable that Thai people like to work in a friendly environment more than in formal more disciplined organisations. Embree (1950) confirms that “individualistic behaviour is found in other aspects of Thai life. In the family, the

father is putative head, and children are supposed to obey their parents (p.183).” It is obvious that many Presidents in this study have adopted the father’s role to manage change and that staff are obliged to play the children’s role to show how much they support and cooperate with the Presidents.

The study of these characteristics of Thai culture by Hallinger and Kantamara (2000) has confirmed the crucial importance of social relationships in the workplace for staff:

In one school, staff identified how peer coaching, in formal and informal ways, provided support in the midst of change. Teamwork had both technical and emotional dimensions. Given the feeling of living as brothers and sisters, senior teachers (or *pii*) helped their junior teachers (or *nong*) in learning to use curricular and instructional innovations. The family atmosphere promoted trust among colleagues and somewhat reduced the sense of uncertainty that comes naturally with change. (p. 196)

Both administrators and staff in many Rajabhat Universities are comfortable to implement those roles. In Thailand, the father is the head and the most powerful person in the family. Children are expected to respect his word and obey their parents (Embree, 1950). The Presidents understand and see the advantages to implement the father’s roles. It is assumed that the Presidents and staff use personal relationships and authority from their positions to achieve the universities’ goals.

Ethical leadership

The relationship between staff and administrators has been taken into account by every President in this study. The major focuses of ethical leadership have been explained by Starratt (2005) as being composed of the consideration by leaders to staff in five different ways: as a human being, as a citizen-public servant, as an educator, as an administrator and as an educational leader.

Unlike other cultures, Thai culture is situation-oriented. Most of the Presidents demonstrated that they pay attention to specific situations in order to implement change, more than relying on regulations or rules. It is common in most Rajabhat Universities that the Presidents have smooth interpersonal relationships, and are

kind, and relaxed with their staff. However, the way in which they present their characters depends on the situation. As Komin (1990) explains:

This flexibility value in response to situations and opportunities manifests itself as a core value orientation, regulating a number of behavioral patterns. This consistently high value is supported by the attitudinal and behavioral data where the Thai in general preferred to describe themselves as being 'flexible' rather than 'truly honest'....Examples of such behavioral patterns are also found in the highly educated academics who are themselves teaching democracy, ideology, and system orientation. Still, cases show that principles, rules, policies, and even agreements might not be upheld when weighted against personal relations. This highly valued 'person' over the 'system' is one of the root causes of widespread corruption. (p. 692)

The Presidents understand how to present new ideas to staff and act toward staff in an ethical way when implementing change. Many Rajabhat Universities that want to make change happen quickly might not highlight ethical leadership, but most leaders prefer to use an ethical leadership dimension as a fundamental style. As an ethical leader, the President considers Thai culture, and respects staff as human beings more than as employees. Starratt (2005) suggests the role of ethical leadership as follows:

The leader has to be humane, caring and compassionate, even while appealing to the more altruistic motives of the teachers and students. The leader has to affirm their dignity and rights as autonomous citizens, even while appealing to their higher civic and democratic ideals. The leader has to acknowledge the demanding nature of teaching and learning, the steady imposition of deadlines and assignments, the routinization of learning and teaching even while appealing to the transformational possibilities of authentic learning the individual and communal creation of their own humanity in the learning process. (pp. 66-67)

The ethical leadership dimension provides an understanding of the ways in which leaders and staff participate in ethical management.

Entrepreneurial leadership

Many leaders in Rajabhat Universities disagree with the entrepreneurial leadership dimension. They believe that educational institutions are different from business organisations and consider it inappropriate to adopt an entrepreneurial concept to manage their universities. Staff and students are not the customers of the universities and higher profits are not the objective of a university's management. However, one Rajabhat University thinks differently from the others. The President confirms that money and quality of teaching are combined together. Without money, the university cannot provide a good quality of teaching or improved infrastructure and staff.

There are several reasons that explain why Thai culture has a tendency to reject the concept of entrepreneurial leadership. First of all, it is not relaxed to focus on quality and profit all the time. Hallinger and Kantamara (2000) comment that "to be productive Thai people must find some degree of fun in their work" (p. 198). This culture has been accepted by Embree (1950) who compares Thai culture with Vietnamese culture as follows:

The Vietnamese are a hard-working people and put a considerable premium on this trait. For the poor, physical labor is a necessity, but with the wealthy, white-collar tasks in government or as scholars are prestige-giving and a Vietnamese is willing to work long and hard and deny himself many pleasures in order to achieve a name in the administrative or scholarly world. This is not the point of view of the Thai. Work is not regarded as good in itself. There is, on the contrary, a good deal of attention paid to things which give enjoyment. Pleasure is often considered a good thing per se. (p. 190)

Thai people do not place high value on achievement or task orientation. They want to work and enjoy their work at the same time. Komin (1990) wrote:

The research data showed that the achievement value of being 'ambitious' and 'hard-working' to attain one's goals, was consistently ranked as the least important value (the 23rd) in relation to the rest, with little variation across groups....A closer look revealed that 64.9% of the Bangkok Thai and 55.2% of the rural Thai perceived maintenance of good relationships as more important than work. It was interesting to find that government employees valued 'work' the least (8.7%) while valuing 'maintenance of good

relationship' the most high....This confirms the accepted reality of the low performance of government employees who are more keen on paying lip-services, taking bribes, seeking good relations with powerful others, etc. Good relations win all, not task. (pp. 694-695)

The entrepreneurial leadership dimension has been accepted in many educational institutions organisations all over the world (Hentschke & Caldwell, 2005). It is correct that leaders who are concerned about the entrepreneurial leadership concept focus on profit and economic outcomes, but at the same time, they also focus on higher productivity and quality to customers (Moon, 1999). After the economic crisis in 1997, the Thai Government privatised many public institutions, including public universities.

Sooner or later every public university will have to manage their own finances and be independent of most, if not all, government funding. Rajabhat Universities will encounter this situation some time in the future. Most of the leaders are worried about financial management more than other problems. The entrepreneurial leadership dimension has been discussed by many leaders but they feel uncomfortable about adopting this concept at the current time.

Hentschke and Caldwell (2005) identify three major characteristics of entrepreneurial leadership in educational institutions as leaders who can change in response to a variety of social forces, new forms of educational institutions, and new concepts of entrepreneurial leadership. In Thailand sufficient funds have been seen as a key factor to achieve a higher quality of teaching. It is likely that entrepreneurial leadership will be more acceptable in many Rajabhat Universities in the future, particularly after one university successfully applied this idea. The leadership perspective was working well until the international financial crisis of 2008. It is now more problematic.

Complexity Leadership Theory

Higher educational institutions in the 21st century need to have different strategies to those in the past. Most “organizations are facing a complex competitive landscape driven largely by globalization and the technological revolution” (Uhl-Bien, Marion, & McKelvey, 2007, p. 299). Rajabhat Universities face new challenges to respond to

the demands of a knowledge society. The Seven Dimensions of Leadership: Western and Thai Perspectives that have been mentioned previously might not be sufficient to explain the essential roles of leadership. The concept of complex adaptive systems can clarify a new model of leadership that is called complexity leadership theory. This model attempts to explain how leaders respond to the challenges of the 21st century more effectively than previous leadership models do.

Leadership in the complex adaptive systems framework has emphasised the need for leaders to use interactive behaviour, which includes an ability to solve problems innovatively, learn and adapt quickly (Uhl-Bien et al., 2007). Complexity leadership theory is composed of three leadership functions and roles: administrative leadership, adaptive leadership, and enabling leadership which have been described by Uhl-Bien et al. (2007) as follows:

Complexity Leadership Theory is a framework for leadership that enables the learning, creative, and adaptive capacity of complex adaptive systems (CAS) in knowledge - producing organizations or organizational units. This framework seeks to foster CAS dynamics while at the same time enabling control structures appropriate for coordinating formal organizations and producing outcomes appropriate to the vision and mission of the system. It seeks to integrate complexity dynamics and bureaucracy, enabling and coordinating, exploration and exploitation, CAS and hierarchy, and informal emergence and top-down control. (p.304)

The idea of complexity leadership theory is suitable within the complex environments that have impacted upon the six Rajabhat Universities since 1997 and all the Presidents need a new way of thinking that can help them to organise and change staff behaviour. Every President mentioned that it is difficult to change and they need to understand the complex system of Rajabhat Universities' organisations and the new environments of higher education in Thailand before they make any decisions about their future.

Thai culture and Thai value of work are the other factors that make change more complicated. Thai people do not show what they are thinking or what they are feeling to their employers. The highly respected Presidents are encouraging staff to share their opinions, arguments or participate with the university's plans. Complexity

leadership theory can explain this issue in dynamic organisations as in Rajabhat Universities and is also appropriated by the formal hierarchy in government organisations. This is because complexity leadership theory focuses on working as a team and every staff member in the team is working together as part of a network. Leaders are part of the whole system. The success of the organisation does not belong to the leaders alone; it belongs to everyone in the organisation.

The first concept of complexity leadership theory is ‘administrative leadership’ which is focused on a top-down function and how leaders make decisions and manage their organisations (Uhl-Bien et al., 2007). The administrative leadership style can be found everywhere in government organisations, however complexity leadership theory emphasises that leaders have to use creativity and learn to use their power and authority in different ways. The benefits for the organisations are the major consideration of the leaders. It is noted that the influence of ideas and power of leaders can create a strong impact on the whole organisation. It is important that every leader pays attention to the advantages for staff and the society as a priority.

The second concept is ‘adaptive leadership’ which has been developed to change the behaviour of staff in the complex environment system (Uhl-Bien et al., 2007). The main idea of adaptive leadership is focused on the interactions between change agents and the importance of working as a team. Adaptive leadership is working well under the complex network relationships between staff and the Presidents. Leaders or change agents can adapt staff behaviour by taking action by adopting ideas from dynamic systems theory taking account of changes across the organisation.

The final concept is ‘enabling leadership’ which has been introduced after the leaders introduced changes into their organisations. It is important that all changes that have been introduced in organisations have been working continuously and effectively. In the long term of the change process, enabling leadership will provide a suitable condition for administrative leadership and developing adaptive leadership in the learning organisations and will create a continuous improvement process throughout the organisational culture (Uhl-Bien et al., 2007).

The three functions of the complexity leadership theory have been used in this thesis to help explain changes introduced in the six Rajabhat Universities. As a result of the dynamic system of Thai higher educations, the seven leadership dimensions

described by Davies (2005) are not sufficient to explain the concept of leadership in a complex interactive environment. “The new perspective, which we label Complexity Leadership Theory, recognizes that leadership is too complex to be described as only the act of an individual or individuals; rather, it is a complex interplay of many interacting forces” (Uhl-Bien et al., 2007, p. 314). The seven leadership dimensions that have been implemented in the Six Rajabhat Universities can be seen as the part of the complexity leadership theory. Figure 2.3 shows the relationship between seven leadership dimensions and the complexity leadership theory.

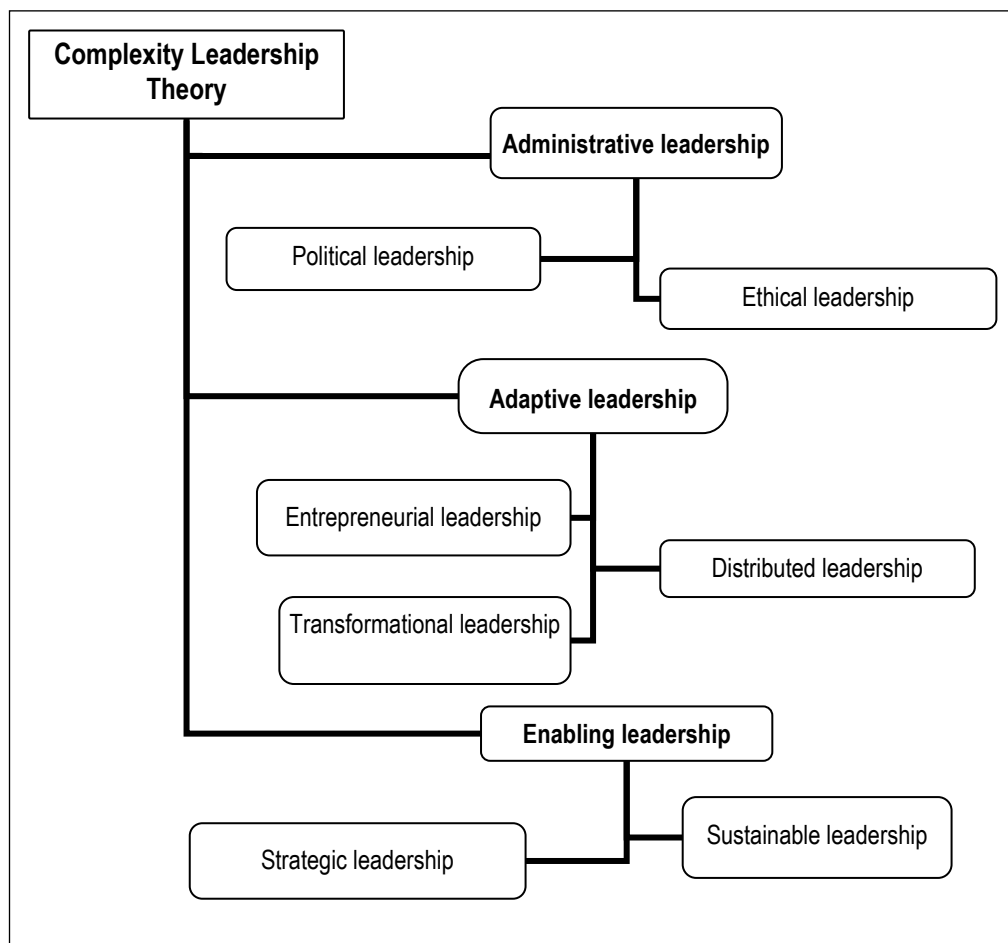


Figure 2.3 Relationship between seven leadership dimensions and Complexity Leadership Theory. (Uhl-Bien et al., 2007, pp. 298-318) and (Davies, 2005, pp. 1-9).

Figure 2.3 shows three types of leadership in complexity leadership theory. Administrative leadership includes the formal managerial responsibilities in every organisation. Leaders in six Rajabhat Universities have to implement the roles of political and ethical leadership through their positions. Most of them selected the character of political leadership to manage their staff and avoid any conflict, but

some of them prefer to use ethical leadership to encourage staff to achieve the universities' goals.

Entrepreneurial, distributed and transformational leadership need the expertise and creativity of change agents. It is important that leaders who are implementing these concepts have developed an understanding of adaptive leadership - the second type of leadership in complexity leadership theory. This requires a variety of skills, knowledge and experience of leaders and the collaboration of staff. The Presidents and the Vice-Presidents are able to exercise their authority related to preferences of learning environment through adaptive leadership.

The final type of leadership within complexity leadership theory is enabling leadership, which combines the characteristics of administrative and adaptive leadership. The six Rajabhat Universities have created a hierarchy of leaders who act to support and promote learning environments in their organisational structure. Strategic and sustainable leadership help enabling leadership to function effectively. The complex system in the new environment of higher education in Thailand has been enhanced by the creative dynamic capacities of leaders to perform in an innovative way and to share different perspectives with the others.

Charismatic transformation and dictatorial transformation have been introduced and adapted with strategies that appear to follow complexity leadership theory in six Rajabhat Universities. Most of the Presidents prefer to develop their own styles by focusing on charismatic transformation, because it is likely to be accepted by the organisations and suits Thai staff behaviour. However, two Presidents have introduced dictatorial transformation as expressed in complexity leadership theory and adjusted with the seven leadership dimensions to change their organisation successfully. It should be noted that the Presidents themselves are not aware of the theories involved.

Each Rajabhat University needs to adapt competently to the environmental changes. A single type of leadership is insufficient for complex functioning. Complexity leadership theory provides a useful tool for understanding the network of authority, expertise and creativity of leaders. It can be seen that everything in the complex system is related, and change agents have to work through those constraints.

Conclusion

It should be noted that in any higher educational institution all these different leadership dimensions and the processes involved in complexity leadership theory occur simultaneously. The relative importance of each type of leadership will change as the institution goes through different phases over a given period of time. The seven leadership dimensions are all important and useful; however, they have to be considered in the light of Thai cultural values and complex interactive dynamic systems. It depends to a large degree on the environment of each higher educational institution, the transformation being undertaken, and the experience of staff. The seven leadership dimensions of complexity leadership theory can be applied as a practical template for leaders to incorporate into their change management systems.