

CHAPTER 4

DATA INTERPRETATION & ANALYSIS FROM CASE STUDIES

In this chapter, data for each of the six case studies is discussed under two main headings and a number of subheadings. The two main headings are: Responding to the changed environment and Leaders' response to change. The name of the universities and the name of the participants have been protected. In Thailand, many of Rajabhat Universities have been named for the names of queens or princesses of the Royal families. In keeping with this tradition, in this thesis each case study has been called by the name of a princess as follows: Rajabhat Antoinette (RA), Rajabhat Beatrice (RB), Rajabhat Christabel (RC), Rajabhat Danielle (RD), Rajabhat Elizabeth (RE) and Rajabhat Fran (RF).



Figure 4.1 The major focus of six Rajabhat Universities after they responded to the challenges of the Rajabhat University Act (2004).

Facing and accepting the environmental changes were the most important processes for leaders in the six Rajabhat Universities. Different Rajabhat Universities interpreted and implemented change in different ways. Figure 4.1 shows each Rajabhat University and their major focus into the future. Detail of each Rajabhat University will be discussed after this section.

When six Rajabhat Institutes changed to become Rajabhat Universities, it was hard to forecast that the six of them would become the particular institutions they are today. Every Rajabhat University was a teachers college. They had the same organisational structure, social values and beliefs.

They had the same curricula, standard of teaching, equipment, styles of building and landscape. Staff and students experienced the same environment when they moved from one Rajabhat Institute to another. It is unpredictable that after they have an opportunity to create their own style of management and became autonomous from the Office of the Rajabhat Institute Council (ORIC), each Rajabhat University has found a unique way to respond to the new challenges.

It could be said that the six former Rajabhat Institutes were a uniform sextuplet prior to 2004. Now it seems they do not want this and are growing up to be individuals who look at the world from different perspectives. The six Rajabhat Universities have gradually developed different characters, which they believe are suitable for their survival. The background knowledge and attitudes of the six Presidents are other significant factors which have supported the transformation of the universities.

Rajabhat Antoinette (RA) has developed to become acknowledged as the best in hospitality teaching in Thailand. Every project has been concerned about cost and quality. RA wants to compete with other universities and wants to be independent from the government. Financial management is not a problem for RA. Business education is the main concept used to manage the university and staff. The President was born into a business family and graduated with a masters degree from business school. The objective of RA is to provide the best quality of teaching so that students can get reasonable jobs after they graduate.

Rajabhat Beatrice (RB) was the first teachers training college in Thailand. The reputation for high quality teacher education has been accepted by Thai educators.

RB had invested more than 100 million baht (~ 3.33 million AUD) to build a museum of teachers' training, which provides information and history about Thai education from 1892. The significance of teachers' training can be seen by the Faculty of Education which had been upgraded from the college of Teacher Education. It now has greater authority and a higher budget than other faculties. The college of Buddhism Studies and Philosophy has been founded to complete the objectives of the Rajabhat University Act (2004).

Rajabhat Christabel (RC) has aimed to support social research and Chinese studies. The President believes that local development and conservative Thai culture are important strategies to be a successful university. All the students who study postgraduate programmes have to conduct research, which is compulsory by the university's policies before graduation. Cooperation with Chinese universities has been developed for more than 10 years. Chinese traditional medicine became one of the most popular programmes and graduating students can work in both China and Thailand. The standard of teaching and the quality of Information and Communication Technology (ICT) are the same as for other public universities in Thailand.

Rajabhat Danielle (RD) aims to become the best university for international programmes. English language teaching and ICT systems have been improved to be the same standard as overseas universities. Thai traditional dancing, drama, fashion and film production are taught in cooperation with the best companies in Thailand. Students have more choices and opportunities to work and achieve a reasonable income after they graduate. Business education has been started as an alternative way to generate income for the future.

Rajabhat Elizabeth (RE) has the best reputation for overseas studies and exchange student programmes. The President has provided strong support for students to study abroad. Staff and students have to participate in an exchange experience at an overseas university. RE believes that tourism and hospitality programmes are the best way to increase the numbers of students and income. The teaching of local languages provides a supportive and friendly environment around the campus.

Rajabhat Fran (RF) has different policies from other Rajabhat Universities. The President controls and responds to every decision. Morality and ethics are the most

important disciplines for everyone. In every faculty, staff need to combine moral and ethical standards into their subjects. Students have to behave following Thai ethical ways and maintain the reputation of university after they graduate. Staff have to initiate Thai culture in their everyday lives and be good examples for students.

Six Rajabhat Universities have each found their own survival strategies. Since Western knowledge was established in Thailand in 1892, King Chulalongkorn confirmed that Thai people have to adopt some Western ideas and understanding of Western cultures in order to be independent. In South East Asia, Thailand was the only country not to be colonised by other countries. Thai education adopted and adapted part of Western education. English and other Western languages have been taught for more than 100 years. The foundation of higher education has duplicated that of Western countries, especially America and Europe. The future of the six Rajabhat Universities is following and adopting many concepts and experiences of Western style education. However, the universities have maintained Thai culture as the core value during the time of change.

Case study 1: Rajabhat Antoinette (RA)

Responding to the Changed Environment

The data will be discussed under the following subheadings: Human Resource Management and Development, Introducing New degree programmes, Developing International Relationships, and Financial Considerations.

Human Resource Management and Development

The most popular phrase in this university is ‘team work.’ The University Council and all administrators agree that they have to work as a team. They believe that the success of all projects depends on the performance of their teams. In every faculty, they set up teams to manage each department and programme. If they want to create a new project, they have to organise a new team and everyone who works in that team has to take full responsibility for the success of the project. The President confirms that team work is very important strategically for RA’s successful management.

The Vice-President (Academic) says:

We believe in team work and believe in the value of our human resources, so we think that if our staff are competent and more capable, our university will survive. It is not only our administrators that can help our university. Everyone has to work for the same team and toward the same goals.

Salaries and benefits paid to staff are different from other Rajabhat Universities because remuneration depends on performance and not academic qualifications and the length of time they have worked for the university. Other Rajabhat Universities pay their staff at standard rates set by the Thai Government.

The President says:

RA has a different human resources management policy from other universities. Staff who start working at the same time with the same degree and experiences they might receive different salary and benefits from each other. It is depended on their performance and their capability.

RA was prepared and keen to become an autonomous university before the other Rajabhat Universities. RA implemented a business structure to evaluate their staff performance. If staff perform well, such as designing successful programmes and generating income for RA; they get higher salaries than others. If they cannot achieve the objectives of their job descriptions, they will lose their jobs. This management style has not been applied in other Rajabhat Universities at this stage. Staff who work at RA have realised that they have to compete with each other and they have to show their capabilities to the administrators in order to maintain their positions. In Thai society, this management style is hard to adjust to and to accept. Staff who have not been able to accept this management style have transferred to work for other Rajabhat Universities or other organisations.

All who were interviewed (the President and the Vice-Presidents), emphasised human resources development as a major priority in the strategic plan of the university. Many projects focus on improving and developing staff. In comparison with other Rajabhat Universities, the President has introduced many programmes for human resources management and invested a substantial amount of money to enhance the capacities of staff. There are five major plans to increase the quality of

staff: by supporting them to write textbooks, by motivating them to conduct research, by assisting them to get higher academic positions, by providing material and equipment for their teaching processes, and finally, by encouraging them to get doctoral degrees. The five major plans had been implemented for more than 10 years before they became a university. Currently, RA has been successful in implementing every plan. However, the President has focused on continuous development of the qualifications of staff as a part of the strategic plan of the university. He explains that he has continued every project that has provided advantages to his staff and the most important plan is that scholarships for everyone will be increased every year.

The President has invested a large amount of money developing the higher levels of staff skills. The amount of funding for the scholarships, which are offered to all staff to study and train both in Thailand and abroad, is a policy that other Rajabhat Universities cannot offer to their staff. In 2006, all staff had at least a masters degree and most of them are continuing study toward their doctoral degrees. The university administrators have very flexible conditions associated with the award of the scholarships so that every staff member can have the opportunity to go and study in whatever countries suit them. If staff who want to study can explain what they want to do when they graduate, and show that they will generate benefits for the university, they will get a full scholarship.

The Vice-President (Academic) says:

Now a doctoral scholarship is offered for everyone who wants to study, they can select any field to study and make a decision to study in Thailand or go to other countries where we give them full scholarships. We are the first Rajabhat University that supports 100 percent scholarships for all of our staff.

Every organisation considers that human resources are important for their successful operation. However, the allocation of a large of budget for the development of staff is not a major concern in every organisation. Budgets are always limited and organisations have to set priorities for using their money. RA provides more than half of their budget for staff development. It was confirmed that RA focuses on developing human resources and supports every plan that will increase the quality of staff to compete with other universities.

The Vice-President (Planning and Budgeting) says:

The President suggested that if we depended on the Office of the Rajabhat Institute Council (ORIC) to share the budget to develop our staff, it would have been too late and our university would not survive in the future. Thus our administrators set up the extra scholarships which are not related to the ORIC and gave them to everyone who wanted to study and develop themselves.

The President suggests that in the near future, all the Rajabhat Universities will compete with each other and only the best quality universities will continue to exist. He wants the name of RA to be known by everyone in Thailand and he thinks that RA has the right strategies to gain a high reputation.

Introducing New Degree Programmes

The National Education Act (1999) legislated to provide life long education and the preservation and promotion of Thai wisdom for all Thais. The Rajabhat University Act (2004) is based on local development and local wisdom. The new degree programmes, which have been designed in each Rajabhat University will depend on the demand of the local market and focus on meeting the requirements of local communities. They offer only degree programmes which are a response to market demand. RA believes that every project or programme that is taught over the next four years (2007-2010) will have employment opportunities for all of their students after they graduate. Each faculty has to focus on local knowledge and integrate academic and professional curricula to meet this requirement. Students have to understand their local communities. Every subject has to be able to be applied in real workplace situations.

The President says:

RA cannot excel in academia like established universities, but we can supply thousands of students who work in the local community and help to develop our country in the same way as the established universities do.

RA has the best reputation in hotel management and hospitality fields. If any Rajabhat Universities want to compete with the established universities, they know that they do not have the same academic standards and reputation that the established

universities have. Therefore Rajabhat Universities have to establish their own fields of excellence in education and find niche markets in which they can excel.

The Vice-President (Academic) says:

We know that Thailand has a lack of doctors, and people who work in pure science, but our university does not have the resources to compete with the established universities to teach in these areas. Therefore we have made a decision to offer degree programmes that we have special knowledge in, such as vocational education, and we will make a reputation for our university in these areas of expertise. Our administrators agree that our university should not teach or copy everything that Chulalongkorn University does, but should be excellent in our own fields of expertise.

The administrators have closely evaluated their strengths and weaknesses, which is important to become a successful university. The President knows that RA has a good or better capability than other universities in vocational education and he suggests that all the new degree programmes will be successful if RA focuses on their strengths. In the future, RA will maintain its focus on hotel management, cooking, bakery products and many vocational education programmes that prepare graduates for careers that are in high demand in the labour market. Moreover, in 2006, RA wants to become a centre of teaching and producing Thai food, and has international programmes that encompass Thai food and hospitality. From their success over the past ten years, it is likely that RA will gain a sound reputation with their new degree programmes and their name will become more highly esteemed than in the past.

The curriculum of RA has an emphasis on vocational education rather than on professional education and is a trainer and partner of the tourism industry, which is a very important industry that has provided a large income to the country for many years. However, RA is not only based on vocational education, but also creates added value for their students. Since gaining university status, RA has reformed its curriculum. New degree programmes have been added, but only if these programmes were considered to be financially viable with graduates able to gain immediate employment. Some of the programmes developed were in computer technologies, foreign languages, personal skills, and fashion design. The ability to use the latest

computer technologies has become a requirement for all staff and students across all faculties.

The Vice-President (Management) says:

In 2006 every first year student who enrolls in this semester will get a complimentary notebook computer. The notebook computer belongs to the university but the students can carry it around and use it at home. It will become their computer when they graduate. If any students cannot graduate from the university, their notebooks will have been returned to their faculties. Moreover, all the students will receive free textbooks for every subject that is required for their studies. These textbooks have been written by our staff.

Computers have become an important technological tool for work and private life. Students have to know how to use computers during their study and will need to have well developed skills when they graduate. Most companies prefer employees who know how to use computers more than people who do not. The university administrators think that if they provide notebook computers for all of the new students, these students will have a greater likelihood of developing their skills than if they do not have their own computers. Students can use computers for their assignments and search for information on the Internet. It will increase the opportunities for students and staff to contact each other. They can discuss questions by electronic mail and there can be a two-way transference of individual and collective information. It is more efficient than using only discussion time in their classrooms.

RA offers notebook computers and free text books for the new students to use until they graduate. This project has never been undertaken by any other Rajabhat Universities. The President explains that he wants to admit only students with higher academic standards. Thus RA has to offer more attractive choices to prospective students than other universities. This year (2006) the President wants to accept a maximum of 5,500 new students, in the past all Rajabhat Universities were not allowed by legal requirements to reject any students who wanted to study. This is the first year (in 2006) that RA has limited the number of new students because of the availability of suitable classrooms and facilities. RA believes with the implementation of these changes, that the new students who will graduate in four

years time (in 2010) will generate a better reputation for RA as an educational provider and that the quality of graduates will gain acceptance from every organisation.

RA has invested a considerable sum of money to improve technology and classrooms. In 2007, every faculty used the new curricula and focused on skills that meet the demands of the Thai labour market. Information and communication technology (ICT) and modern computer software have been modified to enhance staff and student teaching and learning processes. Every faculty has been provided with electronic classrooms, which students can access from anywhere in Thailand. If students cannot come to the campus, they can study at home or at their work places. Moreover, many students prefer to review or listen to their lessons more than one time. It is more convenient for them and staff to manage all subjects online and to contact each other by electronic mail in case there are problems.

The skill base of every student is now broadened by the compulsory study of at least one foreign language, regardless of the faculty in which they are enrolled or the main focus of their degree programme. Most students study either English or Mandarin, although they may select other languages. It is thought that workers of the future need to possess intercultural communication skills.

Last is a compulsory personal development programme. The Vice-President (Management) says:

We have designed an additional programme that we have introduced to our students before they graduate. It is called personal development. This programme will help them to improve their personal skills before they go out to find a job, how to dress on certain occasions, such as going to work and interview, going to a party or giving a speech in front of people.

To find a good job today is very competitive in Thailand. There are many students who get jobs that are rated as being of a lower standard than their degrees. RA realised that students have found it difficult to get good jobs. They have addressed this by providing other knowledge that complements the knowledge in their academic areas.

The Vice-President (Management) says:

We envisage that in the next four years everyone who graduates from RA can use computers and a certain number of software (programmes) that are necessary for work, can speak and write a second language apart from Thai, and have good personal skills and professional etiquette.

Apart from new degree programmes in computer technologies, foreign languages and personal skills, the last new degree programme is fashion design, which is different from other universities.

The Vice-President (Academic) says:

All the new degree programmes will respond to the demands of our country. Fashion design in 2007 will have a different curriculum than that offered by other universities. Our fashion design programme will focus on both Thai fashion and Western fashion. This programme will use materials from our country and we will send our students to stay with people in rural areas to learn about local wisdom, develop local products to sell in other countries, and help them to promote local knowledge. Local wisdom is valuable, and Thai higher education has ignored it for a long time. This programme will maintain and develop our local wisdom to be accepted in the international markets. This will introduce Thai designers to be well known in other countries.

Fashion design will be taught in 2007 by many staff who are professionals in this field. The President confirms that this new programme is compatible with the strategic policies of the University and the government. The Thai Government wants to assist Bangkok to become a city with a new generation of designers and fashion, who are internationally highly regarded. The specialty of the fashion design programme is that it combines Thai and Western fashion ideas. While RA makes their decisions based on a business model, they also try to pay attention to Thai knowledge and Thai culture when they create new degree programmes.

The President has explained that RA understands that Thai culture and local knowledge are important for Thai people. All the Rajabhat Universities have to conserve and develop Thai knowledge in their curricula. It is not only revenue that

RA wants from the new curricula; they also want to create a reputation for the provision and conservation of Thai knowledge and Thai culture. The fashion design programme may also assist Thai exports of fashion garments so it may be a positive development for Thailand's economic future as well as being beneficial for RA.

Developing International Relationships

Since the economic crisis in 1997, the government learned that Thailand has to build a good relationship with developed countries. This concept has been transferred to higher educational institutions with many good relationships being developed with universities in developed and neighbouring countries. Australia and USA are the most popular countries for Rajabhat Universities to search for joint business ventures and combined degrees. Since 2004, all the Rajabhat Universities in Thailand have signed Memoranda of Understanding (MOUs) with many established universities in both countries. RA believes that to become a successful university, there is a need to provide a variety of degree programmes and joint venture with overseas universities. These kinds of degrees will create new opportunities for their students and new sources of income to RA.

RA established an international culinary school with support from the Thai Government and Thai companies in the hotel and tourism industries in 2003. The President and the Vice-President see the opportunity to develop their culinary school from bakery products to international food and to focus on foreign students.

The President says:

RA International Culinary School has an outstanding programme for food enthusiasts. With our Thai Cooking programme, you will learn both theoretical and practical Thai cuisine. Our master Chefs will expertly teach and demonstrate the practice of Thai cooking in international standard kitchens. We provide accommodation and pick up from the airport. The tuition fee has been set in US dollars and all the staff who teach in this programme have to speak English.

Before 2004, RA developed more than 20 degree programmes with universities in China to teach both Thai and Mandarin. Students and staff who enrol in these degree programmes have to spend at least one semester in Thailand and at least one

semester in China. RA also provides many levels of Thai language programmes by cooperating with Thai temples in many countries around the world, especially in America and Europe.

The Vice-President (Strategic plans and Research) says:

It is not easy to provide a variety of programmes in English, but we never give up and we agree that foreign students will become an important source of income for the future. The good thing is our President and our staff are ready to support every project that will be generating income to RA. We think fast and make it happen immediately. We created a learning culture in our organisation. Staff are likely to develop themselves and cooperate with the administrators to generate more income for to the university.

Many Rajabhat Universities want to offer their degree programmes in English, but most of them cannot find staff who can teach in English. Some Rajabhat Universities have solved this problem by inviting foreign staff to stay in Bangkok and work for them. However, it is difficult to find any foreign staff to accept the same salary as that for Thai staff. RA did not have this problem because they had invested and developed their human resources through the study of English in English speaking countries for a long time.

Financial Considerations

Most public universities in Thailand have a budget that is dependent on government funding. If the government reduces the funding, these universities have to wait until funding becomes available to finish their projects. Thai universities are not accustomed to the idea that universities are like businesses that can make money. Many academics still disagree that higher educational institutions and business management have to go together. It can be assumed that the key concepts of business education are based on sound financial management of the universities. RA's President agrees with the concept of business education and tries to put this theme of sound financial management into every project that is done in his university.

Each new project has to be financially viable. RA's management style is similar to a private company. All staff have to consider financial management outcomes as a major criteria of the university when they are working on any project. It is a new idea

in higher educational management, especially for a publicly funded university, but it has been done and succeeds at a level with which everyone in this university is satisfied.

The President says:

Money is not a problem. Our university can borrow money from any bank or finance company in Thailand or overseas financial institutions. We checked from the Acts and we can do it. It is a legal way, but other Rajabhat Universities do not want to do this.

When the President started to improve RA, he borrowed money from banks. The other Presidents thought that it was an illegal thing because it had never been done before. Other Presidents do not want to take any risk in financial management and they believe that the government should take responsibility for their financial need.

The President says:

We use the money to invest in any project that we are sure will pay back a good profit. A team of professional staff in finance and accounting in our university consider all the factors and probabilities that will happen, before we invest. I can say that every project that we do is successful.

RA has a considerable sum of money available to support staff to improve themselves and they invest in many projects that will generate significant income for the university. When the University Council and administrators have to make financial decisions, they base their decisions on the analysis of business criteria. They position themselves as a commercial enterprise and believe that financial success will support strong educational outcomes. In the future if the government reduces funding to the higher education sector, RA has enough money to manage and maintain their university and has adequate funds to invest in future opportunities as well.

Leaders' Response to Change

Under this heading two aspects will be considered: Leadership Dimensions and Underpinning Philosophy. The section on Leadership Dimensions uses the literature on complexity leadership theory (Uhl-Bien, Marion, & McKelvey, 2007) and

dimensions of leadership (Davies, 2005) to analyse the way in which the President of each university has led during a time of great change.

Leadership Dimensions

The most important factor in becoming a successful university for RA is leadership. The President and all the Vice-Presidents agree that they have to work as a team. The concept of complexity leadership theory (Uhl-Bien et al., 2007) and some of the seven leadership dimensions (Davies, 2005) have been strongly applied in RA. It can be observed from the interview with the President and the Vice-Presidents that there are two types of complexity leadership (Uhl-Bien et al., 2007) that have been introduced in RA. Firstly is adaptive leadership and secondly is enabling leadership (Uhl-Bien et al., 2007). Adaptive leadership has been implemented through entrepreneurial leadership (Hentschke & Caldwell, 2005), transformational leadership (Leithwood & Jantzi, 2005) and distributed leadership dimensions (Harris, 2005). Enabling leadership (Uhl-Bien et al., 2007) has been adopted by strategic leadership (Davies & Davies, 2005) and sustainable leadership dimensions (Hargreaves, 2005b).

At the beginning of change processes, the President focuses on the distributed leadership dimension (Harris, 2005) as a major technique to transform RA. Staff are encouraged to participate and everyone plays an important role in writing the strategic plans of the university. Staff are trained to work as a team and the President does not have to control or act as a leader in every project. It can be seen that the President trusts his staff and he respects human capabilities, especially the abilities of his team. Qualities associated with transformational leadership (Leithwood & Jantzi, 2005) have been used to train young executive managers to replace the higher administrative staff who will retire in a short period of time. (It should be noted that the President is unaware of the theory. This is an interpretation of the researcher.) Table 4.1 shows the two major ideas of complexity leadership theory (Uhl-Bien et al., 2007) that have been implemented with the five of seven leadership dimensions (Davies, 2005) to change the behaviour of staff in RA.

Table 4.1 Complexity leadership theory and seven leadership dimensions that have been introduced in RA.

Complexity leadership theory	Leadership dimensions
Adaptive leadership	Entrepreneurial leadership
	Transformational leadership
	Distributed leadership
Enabling leadership	Strategic leadership
	Sustainable leadership

Because the President believes in the abilities of everyone and supports competition among staff, RA has become the most popular Rajabhat University in Thailand and the number of students who want to study is increasing every year. It is surprising that the new culture that encourages staff to compete with each other and a focus on the university has been accepted, as this is not common in Thai culture. Especially in government organisations, staff are more concerned about maintaining good personal relationships and avoiding conflict or argument.

The President says:

If anyone wants to suggest any idea to improve and develop our university, they are all welcome to see me every time and I always support every project that will bring benefits to RA. We have a strong policy to encourage everyone to think and submit their plans that will create advantages for their work and for RA. No matter what level or position you are in, if you have a good idea, please come to see me. I will give you full authority to manage it and you will benefit from your ideas also.

This policy has encouraged staff to develop their own special projects. Although these projects must be approved by the President first, a person, group or team who proposed a project becomes responsible for its management and its success. This is a strong type of entrepreneurial leadership dimension (Hentschke & Caldwell, 2005), which only RA has adopted. The President believes in the idea of entrepreneurial management. He confirms that if staff take full responsibility for their work, the result is always better than if they follow the President's orders. Especially in RA, not only do staff have full power and authority to manage their projects, but the benefits that are generated from those projects belong to them also.

A strong culture of democratic decision making has been created in RA for more than 15 years. Staff have an equal right to be involved and participate in the processes of running RA. Everyone is equal rather than divided by the level of their positions or their degrees. A strategic leadership dimension (Davies & Davies, 2005) has been created since the President wanted to change the university to become a business oriented educational institution. The strategic plans have been written with the cooperation of staff and every one of them has been committed to their plans. Because staff have created their own plans, they are obliged to put more effort into their work and share their experiences with each other. The overall performance of RA is better than it was previously and staff are continually improving their knowledge and capabilities.

The strength of RA's leadership is that leaders create a good network, which supports the process of cooperation and all members in the organisation pool their expertise to establish a successful university. The President and the Vice-Presidents agree that change is important and all facets of higher educational management have to change in order to be compatible with the new educational environment. During the time of change, RA has been developing a sustainable leadership (Hargreaves, 2005b) for their future. The President wants to transfer his authority and power and his ideas to the new leaders who can bring RA to be the number one vocational university in Thailand.

The university not only has a major duty to provide knowledge for people but the knowledge that has been provided also has to be responsive to the demands of the country. RA started making changes before the Rajabhat University Act (2004) was enacted. By 2006, RA had its own income stream, which could be used to provide a modern technology for teaching and a commitment to develop projects for the future.

Underpinning Philosophy

The interviews with the President and the Vice-Presidents of RA show that this university has a business focus in providing education and the management of their university. Every strategic plan that has been made for the last decade was dependent on business principles. The most important factor used to make decisions is the demand of the labour market and the possibility of employment success for graduating students. RA attempts to make a profit or to break even from every

project they undertake. Profit gives them resources to enhance their reputation by providing quality.

This university has a different philosophy from other Rajabhat Universities in their provision of education. They perceive that a university is similar to a company and believe that using a business management style to manage a university is appropriate. Every plan has to be evaluated and the best way to evaluate strategic plans is by using cost and benefit analysis. RA's administration teams have been training in business education. They agree that investment in the university is similar to investment in a business. The President and the Vice-Presidents (Academic), (Management), and (Planning and Budgeting) give the same opinions confirming that RA is a university whose main purposes are business and education.

The President has a strong belief that business can help the university to survive. He suggests that RA should use a business oriented style to manage their curricula and academics, because it will become a profitable university and have enough money to invest in their staff. The performance and financial security over the past ten years has shown that the President and RA administrators have made sound financial decisions.

The Vice-President (Strategic plans and Research) says:

In reality when people think about RA, they think more about our business activities than our academic professionals. We have used the money that we get from our business to support our academic activities for a long time and this is the image of our university that the public sees.

Thai people remember the name of RA from its reputation in making and selling a variety of bakery products, and teaching and operating hospitality businesses such as hotel management, Thai restaurants and the most popular business is from conducting and publishing opinion polls. (The results of these opinion polls are highly influential in Thai society and bring in a generous income to the university.)

The Vice-President (Management) says:

Another example that we are proud of are our polls, everyone in this country knows our polls and accepts that our polls can predict many situations and can be trusted.

The Vice-President, who is the head of Polls Centre at RA, has a very strong background in research. He is a former President of RA and he predicted that it will become a famous university by conducting polls and research. He is a good business man and he uses data from research before he makes any decisions for RA.

The Vice-President (Management) says:

Our university is the first university who thinks that business and academia should come together and we believe that universities should transfer theoretical knowledge to the real world to enhance the communities and for RA to survive. Every project that we have designed and implemented we have had to prove that it was successful. Are they profitable? We have to evaluate our projects using business models, not only say that it is a good project or it is successful.

All the administrators agree and accept that they want to change their university to become a business which provides education and make profit from their activities to sustain ongoing operations and quality. All the Vice-Presidents confirm that the President is the most influential person who can persuade all staff to focus on making a profit for the university. The President offers higher salaries and incentives for every staff member who can generate extra income for the university. If anyone works harder and generates more income, the President will pay them more in higher salaries and benefits than their colleagues.

The Vice-President (Management) says:

For example, we teach how to cook; we have to show our students that it can be sold, it is delicious and it is well known, so we opened a restaurant on our campus and use our staff, who teach how to cook to make food for our restaurant. You can see we make a lot of profit from our restaurant and our

customers come from outside the campus and we cater for many external organisations.

Apart from bakery products, a Thai restaurant and opinion polls, RA has a very well known hotel in Bangkok. This hotel is independently rated as a four-star hotel and has a high occupancy rate all year. The major customers are members of the Thai Parliament and tourists from Western countries. The Vice-President explains that many of the students who apply to study in RA do not remember any other programmes that they teach, but most of them hear about their reputation for bakery products, Thai restaurant, polls and the four-star hotel.

Aiming to become a university that is based on business management principles is different to other Rajabhat Universities. All administrators at RA have similar opinions and agree to manage the university in this way. However, other Thai educators think the opposite. Most of them believe that the first objective that Thai people want from all higher educational institutions is not to make a lot of money and pay huge profits to the stakeholders, or pay a large amount of taxes to the government. Many Thai educators suggest that the main role of higher educational institutions is providing important knowledge and skills for students in order to develop the country. The concepts that the administrators use to manage RA is different from the original objectives of universities. However, the higher education environment in Thailand has changed and the new concept, which focuses on a business orientation may be more suitable for RA than the more traditional higher education institution.

Case study 2: Rajabhat Beatrice (RB)

Responding to the Changed Environment

Human Resource Management and Development

The human resource management techniques that have been used at RB focus on a friendly approach. There is no punishment or pressure placed on staff who cannot follow the university's policies. The President and the administrators never apply any techniques that will generate conflict or problems between staff and administrators. This is a common behaviour of Thai value and culture that everyone aims to avoid any argument or conflict as much as they can. Thai people prefer a friendly, fun and entertaining environment in their work places. They do not like to make direct comments in a face to face manner. They want to maintain good relationships and smile to each other all the time.

The President and the administrators want to achieve four main objectives in regards to human resources. Firstly, they want their staff to conduct research and increase the number of research projects. Secondly, they want their staff to achieve higher academic positions through conducting research or writing textbooks and thus gain promotions. Thirdly, they want their staff to get higher degrees, especially doctoral degrees. Finally, they want their staff to use computers and information technology in their teaching and administrative work.

The concept of changing the organisational system from a bureaucracy to a business has not progressed very much at RB, because the administrators of RB thought that it was not a good time and staff who work for RB would reject this idea. The President and the administrators believe that they can survive with the bureaucratic system that existed prior to the change to university status. Staff and administrators feel satisfied with the idea of a bureaucratic organisation. The President explains that managing the university is different from other organisations and most academic staff have different characters and attitudes from other people. If the new environments that have impacted upon RB and the only technique for survival is by changing the organisational structure, the President says that he will consider this topic again:

I think that to change the organisational culture of staff is the most difficult thing for us to do. I think nobody wants to change what they use to do. We

have chosen not to change quickly, we have to change carefully and minimise conflict between our employees and the University's administrators.

The administrators agree with the President that a low conflict and gradual approach to change is appropriate. Many administrators agree that change is important but the satisfaction and security of staff who work at RB is more important than other factors in the process of change.

The Vice-President (Planning and Budgeting) says:

If I was an employee who was used to working in this structure, I would be mistrusting of new ideas. I want a secure job and less pressure. I would not trust any evaluative system or any kinds of measurements. Many people have done a good job, but they did not get a good performance appraisal. It is hard to believe that every employer has integrity when they evaluate their employees.

Evaluating staff performance by using business standards is not accepted at RB. The administrators disagree with this idea. They believe that the traditional system is suitable for RB and in the future, they still want to use the old system. The President respects all staff feelings and listens to them. He realised that most staff do not want to change their status from government officers to employees of the university. The security of their jobs is more important than the salaries that will increase if they change to become employees of the university.

Staff enjoy a relaxed workplace. The President and the Vice-Presidents are their friends more than their bosses. All policies that have been announced by the President are negotiable. For example, after RB became a university, the President wanted to increase the number of research projects and promote the quality of teaching and learning so that these could be acknowledged as strengths of RB. Unfortunately after the President set up this plan, staff felt unhappy and worried that they could not achieve this. The President understood and tried to motivate them in other ways rather than force them or punish anyone who could not follow his policy.

The President says:

I cannot punish anyone who did not follow my policies. We are the same family and I know them for a long time, many of them were my teachers who supported me to become the President today. I can use only motivation techniques offering the best rewards to change their behaviour.

The first objective of human resource development is persuading staff to increase the number of research projects. The President explains that it is not easy to change the behaviour of staff who had never conducted research before. The President tries to motivate and allocate financial support for staff who want to conduct research. However, the quantity of research that has been conducted in 2006 was very small and RB needed a large numbers of research projects in order to meet the requirements of the Office of the Higher Education Commission.

Staff need money to pay for living expenses and the only way they can increase their income is by teaching as many hours as they can. Even then, the quality of teaching is a second priority for them. The President realised all these problems, but he does not want to create any anger with his staff. He motivates staff by giving them the same amount of money if they swap to conduct research instead. He expects that staff will conduct more quality research than is currently performed. It is a slow process at the beginning but after many years, the President believes that RB can increase the number of research projects as well as the quality of teaching.

The second objective is supporting staff to get higher academic positions. The President and the administrators want to increase the number of academic positions in order to gain a reputation from local communities and be accepted as having the same quality of staff as other universities.

The Vice-President (Strategic plans and Research) says:

We have many projects to encourage our staff to write textbooks and submit these to gain higher academic positions. Because the numbers of staff with high status academic positions in our university is lower than the standard of the Office of the Higher Education Commission, we need to increase those numbers as soon as possible.

Every year RB has organised many workshops to support staff in every faculty to increase their skills and knowledge and to write textbooks. However, most staff do not have enough time to participate in these workshops. The President accepts that this is a problem for RB in developing their human resources.

It is known that the salaries of staff at Rajabhat Universities are quite low relative to other careers. Staff who live in Bangkok have a higher cost of living than in other provinces. Normally, staff who work at RB have to teach more than 30 hours per week and have to do at least 20 hours of administrative work. It is understandable that they do not have enough time to improve their knowledge. Owing to the low salaries that they get from their positions, staff have to work as much overtime as they can to increase their income. If the President wants to encourage staff to join the training workshops to improve their knowledge, it may be necessary to increase their salaries and benefit systems which will give them time to develop their skills and knowledge.

The President argues that in the future, RB may not have as many students as they have today. Thus, the teaching hours and administrative work of every staff member will be decreased. The problem whereby they do not have enough time to study and conduct research will be solved. The President does not worry about the problems in the future. He believes that everything will be going well in the future. Every problem has its own solutions and he is waiting to find those solutions.

The third objective of human resources development is supporting staff to get a higher degree. The President and the Vice-Presidents agree that it is important to increase the numbers of staff who have doctoral degrees to meet the standard requirement of the Office of the Higher Education Commission. RB has provided some scholarships for continuing higher education. However, those scholarships are not sufficient to allow staff to go to study in overseas universities. If any staff member wants to study for a master's or doctoral degree, and they do not have enough money to pay for themselves, they have to study in Thailand or study with RB instead.

The President says:

It is a sensitive topic to explain why we cannot send our staff to study doctoral degrees abroad. The truth is we do not have enough money to provide scholarships. However, most of our staff are working too much. It is harder for them to get any offer from overseas universities, especially as their English has not reached the standard of overseas universities. I guess it is realistic for them to study in Thailand where we provide scholarships and continue working full time to get money and balance their life.

In the future, the President confirms that RB will become a high information technology university. Staff will have to learn how to use the Internet and a number of software packages in their teaching processes.

The Vice-Presidents are among the first groups who had changed their behaviour by using electronic mail to inform personnel about meetings and information among the administrators. All the Vice-Presidents have to check their electronic mail every day. The next stage in this project is for the President to motivate all staff to use computers and the Internet in their routine jobs. Most of the staff at RB feel uncomfortable using computers. The average age of staff at RB (in 2005) is 50 and many of them have never used computers in their work before.

The President says:

I know that a number of human resources development projects are still being developed. The transformation is not yet complete but in a couple of years we will become a higher quality university. We have invested a lot of money to improve our staff, such as Internet provision and on-line learning. We have tried to improve the technology available to staff and students with on-line data and services.

Compared with other Rajabhat Universities in Bangkok, RB introduced improvements to their computer technology later than the others. The President explains that RB does not have enough money to invest in technology and training their staff. In 2007, the President believes that the Internet provision and on-line learning will be completed.

Staff and students can use e-learning in every programme that will be taught at RB. The Vice-President (Academic) suggested (in 2006) that RB should use on-line enrolment for every faculty, and students should not have to come to university to enrol. Staff will have their own computers to use in their jobs.

Technology will become a very important tool for administration, teaching and learning. It has been accepted that information technology has become an important factor for the success of the higher education institutions. The President has spent more than 100 million baht (~ 3.33 million AUD) to improve information technology over the past year. However, the computer systems still have some problems. He stated that if RB does not have enough money for improving these systems, he will subcontract this project to private companies, and when RB has enough money he will buy back the control of the project.

The human resources management and development policies of RB focus on negotiable techniques. Every plan that the President wants to achieve is not a short term plan. The President explains that there is a lack of money to invest in staff. Thus, it is better that everything is changing gradually.

Introducing New Degree Programmes

Two new degree programmes were introduced in 2007, Buddhist Studies and Thai Traditional Culture. The President and the administrators are proud of these new degree programmes and believe that these will help create a high reputation from local communities. RB's administrators believe that Buddhist Studies is an academic area for them to become well known as a university in the future. RB will rent the land from the local Thai temple and build new offices and teaching space for this new programme.

The President and the Vice-Presidents have a good relationship with the chief monk in this temple. The President had been a monk for more than 10 years before he became a teacher and started working at RB. In Thailand, there are two Buddhist universities and everyone who studies and teaches in these universities is a monk. At present the two universities teach different approaches to Buddhism, one focuses on Theravada and the other on Mahayana. RB will combine the two different concepts and offer degrees at three levels: bachelors, masters and doctoral.

The President says:

Most Thai people and Buddhist study are part of each other. We cannot survive if we do not have our religion to lead us. I think it is important to teach and learn the core of our lives. This programme is unique and only RB can teach and manage it. We have staff that are professionals in Buddhist study. We have strong support from the government. We are filling a gap in our society. People look for the meaning of their lives and this programme will help them.

The second new programme is Thai Traditional Culture, which was introduced in 2007. RB has invested more than 180 million baht (~ 6 million AUD) in the construction of a Thai traditional home for teaching purposes and tourism. The President and the Vice-Presidents believe that RB will attract many tourists to the Thai traditional home. This home will be used to arrange many ceremonies showcasing Thai traditions, such as engagements, weddings, and funerals. Students who study Thai culture and tradition will provide food and decorate the home for these functions. Staff that teach Thai culture and Thai tradition will organise all the programmes and the curriculum that will be studied in the Thai traditional home.

This Thai traditional home offers a simulation for students and people who want to learn about Thai tradition and the daily lives of Thai people in the past century. RB believes that the Thai traditional home will make a lot of money for the university. People who want to get married in the old Thai style will be able to rent this home for their ceremonies. Staff and students who know about Thai tradition will manage the processes of weddings and provide all the materials that have been used in wedding ceremonies in the past. The administrators think that this project will encourage Thai people who are ignorant of Thai culture and do not know much about their history to become interested in their culture and conserve Thai traditions for the next generation.

The President says:

In 2006 we have invested more than 180 million baht to build a new Thai traditional home. This home will be constructed with Thai knowledge and use

the same materials as in the past when Thai people made their homes. This is a big home; more than 400 people can stay in this home.

The Thai traditional home is a major project for RB and the administrators expect that the university will make a lot of money from this project. The President has a strong relationship with the leaders of local communities and the monks. He believes that local people will use this home to organise their functions and promote it to tourists, and that monks will advise people to visit and conserve Thai tradition and Thai culture. This is the major strategy to conserve Thai culture and follow the Rajabhat University Act (2004).

Developing International Relationships

Like other Rajabhat Universities, RB focuses on international relationships with foreign universities. The President believes that it is important to create many MOUs with other universities in developed countries, especially in the United States, England and Australia. The President and the Vice-Presidents always encourage staff to visit and participate in short training programmes that have been arranged in those countries.

The President says:

I want to support all staff to go abroad and study in any field that they want in order to improve their capability and knowledge. I accepted that we need to learn from other universities especially universities in developed countries. In order to improve our quality and technology, the easiest way is to learn from successful universities. However, we do not have enough money to support every training programme that will benefit RB. I have to choose only some programmes and only some staff who are most suitable to attend those programmes.

The most successful programme that has been done after RB became a university is a joint venture programme between one well known university in Australia and a doctoral degree programme of RB. Students who study in this programme not only get opportunities to go to Australia and spend several semesters studying with Australian students, but many staff from the Australian university have visited Bangkok to give lectures for RB's students also. It is working well between both

universities and RB wants to develop many more programmes in the future with other universities in Australia.

The Vice-President (Management) says:

We have good relationships with many universities in Australia such as in Western Australia, New South Wales and Victoria. In 2004 we developed the doctoral degree programme with a university in New South Wales. Actually, we share our resources such as library databases and technology with them for more than 20 years. It was a small project in the past and after we became a university our relationship has become more important. Next year, in 2007, we plan to go to America to open some programmes with universities located in areas that have many Thai people living in them such as California or Los Angeles.

Joint venture programmes are becoming a more common feature in the offerings of Rajabhat Universities. Some, as in the case of RB, are with foreign universities. Others are developed in conjunction with government authorities or private companies.

The President and the Vice-Presidents believe that there is a lot of demand by Thai people who were born in other countries to study Thai culture and Thai tradition. These programmes will create a reputation for RB in the future. One of the problems to create a training programme or joint programmes with other universities is the lack of fluency in the English language of RB's staff. There are many programmes that overseas universities offered for free but no staff can apply because those programmes required an English test (for example International English Language Testing System (IELTS) 6.5 or more) which is higher than most staff can achieve.

The Vice-President (Academic) says:

English language is a big problem when we want to send someone to go overseas. There are some programmes we do not have to pay for tuition fees but we have to show their English test score before they can apply to those programmes and unfortunately we cannot find any staff who get that score. If we can improve our English to get the same standard with other universities,

it will be easier to create many relationships with other universities than in the past.

The problem preventing RB from increasing their international relationships is insufficient fluency in the English language by staff. The President and the Vice-Presidents try to solve this problem by arranging many English programmes for their staff every semester. RB has a new policy for anyone who wants to join or attend any programmes in other countries; they have to show that they can pass the English test before they go. This policy might be helpful to motivate staff at all levels to improve their English. In the past the old policy provided opportunities for senior staff and administrators to go first, even though their English language fluency did not reach the standard requirement.

Financial Considerations

RB does not have as much money to improve their facilities and equipment in teaching and learning processes as they would like. Most of their budget comes from the Thai Government. After RB became a university, the government reduced funding and RB has had to become a more independent university. It is difficult for RB to increase its income because administrators have not prepared themselves for this situation. The President and Vice-Presidents agree that one of their major problems is how to increase their income. Up until now, they have not found any effective solutions to increase their income. The President believes that the tuition fees of RB are lower than at other universities. RB planned to increase the tuition fees in the second semester in 2006. However, this idea has been rejected by many staff who know that most students who study at RB come from families who do not have much money. If the President increases the tuition fees, it may decrease the number of new students.

Since 2006, students who want to study in the universities can borrow money from the government. When they graduate and get a job, students have to repay this money back to the government. This project will help everyone who wants to study, but does not address any increase in funds to go to the university. Students who come from low income families will have the same opportunities as other students. In the future, this project may affect the numbers of new students. When the tuition fees

were no longer an obstacle, private universities that have more facilities and better equipment than RB became preferred choices for prospective RB students.

The Vice-President (Planning and Budgeting) says:

This year (2006) due to the new loan scheme the expense for tuition fees is not a problem for the students. They can select to study at any private or public university they want. Some private universities have better reputations and better technology than Rajabhat Universities.

The President stated that the numbers of new students is important in terms of the income that RB receives and he suggested that RB has to improve the quality of teaching to meet the demands of new students and offer degree programmes that students want to study. However, some of the Vice-Presidents believe that RB does not have to improve and pursue new students. They know that RB has gained a high reputation for teacher education and believe that RB will generate income from this programme as they have done in the past. On the other hand, the President thinks that it may be a better idea to prepare to adapt the current programmes to be compatible with the demand of the students and the labour market. The main source of revenue of RB is derived from tuition fees and if the government reduces funding in the future, the tuition fees will be the only source of RB's income.

If RB can increase the number of research projects that they undertake and these gain approval, RB will get another source of income from the government. The money for research is a large proportion of the budget. RB has a plan to motivate their staff and students to conduct more research. However, to increase research output takes a considerable amount of time and effort and is difficult to implement.

The President and the Vice-Presidents do not appear to be as concerned about RB's financial management as many of the other administrators from other Rajabhat Universities in Bangkok. However, they have a strong belief that RB will survive no matter what happens and that things change all the time. They do not want to worry too much and try to think in an optimistic way regarding RB's future.

Leaders' Response to Change

Leadership Dimensions

In comparison with other Rajabhat Universities, the administrators of RB are optimistic people. The President is a positive thinker. He always says that whatever will be will be, he does not want to forecast what will happen in the future, and he will wait and see. The President will not implement any plans that will make staff feel uncomfortable. He wants to maintain a friendly environment in the university. This demonstrates how 'saving face' is an important aspect of Thai culture. Qualities that mirror those of complexity leadership theory (Uhl-Bien et al., 2007) and a number of the seven leadership dimensions (Davies, 2005) have been introduced to change staff behaviour. It is important to reiterate that although the researcher has identified these elements of theory that the President is unaware of it.

The most important complexity leadership theory concepts that have been used in RB are administrative leadership and adaptive leadership (Uhl-Bien et al., 2007). It can be seen that the President has used administrative leadership through political leadership (Deal, 2005), ethical leadership (Starratt, 2005) and adaptive leadership through transformational leadership (Leithwood & Jantzi, 2005). Enabling leadership (Uhl-Bien et al., 2007) has been used with senior administrators although still at an early stage through strategic leadership (Davies & Davies, 2005). Table 4.2 shows the concept of complexity leadership theory (Uhl-Bien et al., 2007) with three major forms and seven leadership dimensions (Davies, 2005) that have been implemented by the President.

Table 4.2 Complexity leadership theory and seven leadership dimensions that have been introduced in RB.

Complexity leadership theory	Leadership dimensions
Administrative leadership	Political leadership
	Ethical leadership
Adaptive leadership	Transformational leadership
Enabling leadership	Strategic leadership

The President believes that political leadership (Deal, 2005) and ethical leadership dimensions (Starratt, 2005) are the key characters for successful leaders. It is suitable

for Thai culture and the Thai style of management that relationships between people are the most important factors in the workplace. The President explains that he needs strong support from all staff. He encouraged everyone to vote for him to be President and he has to maintain his popularity as long as possible. The ethical leadership dimension (Starratt, 2005) has been applied by negotiating benefits and compensation with staff and the President always gains cooperation from them.

Adaptive leadership (Uhl-Bien et al., 2007) has been implemented through transformational leadership (Leithwood & Jantzi, 2005) since 2004. The President wants to transform organisational management to respond to the new environment. He has a plan to change staff behaviour to be more energetic academic staff by conducting research and writing textbooks. Even though it has not shown to be a huge success, many staff have gained higher academic positions and improved their quality of teaching. The President is the centre of every decision. The Vice-Presidents are likely to ask permission from the President before they start any plans. Deans and staff have relied on the President's policies. It is difficult to see other leadership dimensions at this current time. The President is focusing on changing staff behaviour and achieving the university's goals as a priority.

The President says:

Change does not happen immediately, especially in RB. We have more than 50 percent of staff who have worked with us for more than 20 years. If I want to change their behaviours or their job descriptions, it will not happen in one or two years. It will take more than four or five years to be successful. The first thing that I want to do is gain trust and respect from staff and after that I want to create a good strategic plan, which is supported by everyone in the organisation.

The President always considers staff feelings when he wants to make any decision. He believes that he cannot make any change by himself and needs support from staff. The Vice-Presidents all agree with the President in every change. The President has tried to empower his deans and to distribute power but this process is incomplete. The situation in RB is a normal character for Thai staff; they always show that they respect the President and try to avoid any behaviour that will cause conflict or create some problems in their relationship with their bosses. This includes not saying or

suggesting anything that their bosses do not want to hear. Thai people prefer to say nothing especially when they are in front of their bosses unless they have been asked questions. Most staff are more comfortable following the President's policies and orders than making their own decisions.

The President suggests that each Rajabhat University has different backgrounds, capacities and reasons to develop different leadership styles. Every Rajabhat University will do their best to achieve their objectives and strategic plans. For RB there are two reasons to explain why they cannot use a dictatorial way to change staff. Firstly, RB is the first teachers college in Thailand, and has been established for more than 116 years. Most staff who work at RB are of an older generation and are close to retirement. If the administrators want them to change, it is difficult and has the potential to create unnecessary conflict within the organisation.

Secondly, the President and the Vice-Presidents graduated with their bachelors degrees from RB, and currently many of their teachers still work at RB. Thus when the President introduced any changes, he feels uncomfortable to force staff who were his lecturers to follow his policies. This is common in Thai culture that people have to pay high respect to their teachers, the same as they do for their parents. They do not want to do anything that will have impact on or upset their parents or teachers.

Underpinning Philosophy

RB has a similar set of goals to the other Rajabhat Universities. The most important purpose that they support and strengthen is stated in Section Seven of the Rajabhat University Act (2004). Section Seven focuses on the concept that Rajabhat Universities are institutes of higher education for local development and have a strong obligation to promote local wisdom. The President emphasises that every decision that he makes is based on Section Seven, and he believes that every Rajabhat University should apply Section Seven to their projects and plans.

After the Rajabhat University Act (2004) was enacted, every Rajabhat University understood that they had an obligation to incorporate Section Seven into their strategic plans. It is necessary for every staff member who works for Rajabhat Universities to understand and accept that the purpose of these universities is different from the purpose of other universities in Thailand. Local knowledge is a key factor of every project that will be created and implemented.

All the Presidents of Rajabhat Universities in Bangkok realised the importance of this and focused on Section Seven of the Rajabhat University Act (2004), but applied it in different ways. For RB, administrators agree that their strength is the connection they have with their local communities. Thus all the projects that they will promote in the future will focus on the relationships with the local people to ensure benefits flow on to local communities.

It is accepted that Rajabhat Universities cannot compete with established universities, such as Chulalongkorn University or Thammasat University in academic excellence, but Rajabhat Universities can create their own market segment and gain a respected reputation in the higher education sector in Thailand. The administrators suggest that the success of RB will be derived from their projects that they use to develop local knowledge and support local people to achieve a better quality of life as a result.

The President says:

I try not to compare RB with other established universities. I think we have different philosophies in the management of our university. RB is regulated by the Rajabhat University Act (2004) and we focus on developing programmes for the local community. We want to help local people to develop local communities.

Administrators emphasise that staff understand all the main purposes of the university. The term local became a key word in every project that they try to implement. Most staff agree that RB should support local people and develop local communities as a major plan. Since 2004 they have been proud of many projects that they have done, which have been focused on local knowledge and local communities.

The Vice-President (Strategic plans and Research) says:

We never compete with other Rajabhat Universities, because each Rajabhat University is in a different location and focuses on different skills. Students who graduate from RB should make a commitment to the people in these communities and apply the skills they have learnt for the benefit of these communities.

The President and the Vice-Presidents believe that every Rajabhat University is part of a collective and cooperative group and should help to develop Thai people. If any Rajabhat University needs some help the other Rajabhat Universities should support and cooperate with them. This has been done for a long time since they were teacher colleges and should not change as a result of their transformation to universities.

The Vice-President (Planning and Budgeting) says:

I do not believe that we have to significantly change the way that we manage our university. We have made some changes following the Rajabhat University Act (2004). In my opinion, we will survive, no matter what happens. RB is the oldest educational institution and has a strong reputation for teacher education. The history and dignity of RB is renowned in educational circles in Thailand. Other universities cannot imitate or overtake the strategies and skills of RB. I am not worried about our future. I know we have our own customers and we do not have any problems competing with any other universities.

Administrators at RB believe that their successful strategies involve developing local communities and local knowledge. They do not want to become an academic performance-oriented university. They want to become a university for local people. Six Rajabhat Universities in Bangkok are located near each other. However, the administrators of RB do not see this as being a problem. They believe that they have a good reputation relative to the other five Rajabhat Universities in Bangkok, especially in educational fields where they have competitive advantages and experience.

Case study 3: Rajabhat Christabel (RC)

Responding to the Changed Environment

Human Resource Management and Development

The administrators accept that for RC, staff are the most important factors in a successful university. The President confirms that he has focused on his staff and how to support them to become high quality resources of the university. RC focuses on becoming a research university and maintains a high quality in teaching and learning processes, which will be achieved by having quality staff that work and dedicate themselves to their strategic plans. The President uses negotiating techniques and a family system which focuses on personal relationships to manage human resources. The President has explained and encouraged everyone to accept the importance of improving themselves. He emphasised that if staff cooperate with the administrators, the future of RC will be assured. There is nothing complicated in RC's management style; the President takes the role of the father of a big family, looking after every staff member as his own children.

The President says:

I open my door all the time and everyone is more than welcome to talk to me. If they want to suggest something, I am ready to listen, or if they want to complain I am ready to help to solve their problems. Not only staff, but students have opportunities to send e-mail to me and to make appeals in relation to everything that happens in RC.

The President wants to hear all about information that may be useful to develop and improve RC. The Vice-Presidents have to open their doors and listen to everyone as the President does. All complaints and suggestions will be sent to the President. The administrators and staff who are involved with those issues work together as a team to find the best solution. Currently, the President arranges weekly meetings with the Vice-Presidents and deans. They believe that the new management style will be more efficient than management by the President alone. The President believes that the more the opportunities that staff have for participating in projects and plans, the more commitment that they will have and the more likely they are to accept responsibility within their jobs.

Direct two-way communication with the President is used to motivate staff and influence their behaviour. The President believes that if staff listen to him, they will cooperate with him to achieve the university's strategic plans. The University Council and the administrators agree that the President is very skilled in motivating people and encouraging everyone to dedicate themselves to the success of the university. The communication skills of the President work well in the time of change and during a time when RC needs a strong leader.

After RC became a university, four major goals were identified and efforts were made to develop staff in order to achieve the standards of the Office of the Higher Education Commission and to gain respect from local communities. Firstly, they want to become a research university in which every staff member is expected to conduct research. Secondly, they want to produce their own textbooks to use in every subject that is taught in RC. In the near future, the President will establish RC's publishing department and will publish RC's research derived from staff and student work. Thirdly, they want to increase the number of academic positions. Finally, they want to increase the number of staff who have a doctoral degree in every faculty. It will take a considerable amount of time and money for RC, but the President believes that those four goals are important for the future of RC.

The Vice-President (Academic) and every dean take responsibility to motivate their staff and arrange many kinds of workshops in order to develop the necessary skill and knowledge to conduct research and write textbooks. Every research proposal that the committee approves receives funding from the university. Staff who conduct research can count research as a component of their work load for their jobs. If research projects get rewards from the government or other organisations, staff who conduct that research will get double promotions from the university. More staff are conducting research every year. In 2006 the scholarships for conducting research were about 40 million baht (~ 1.33 million AUD). Both staff and students have the right to apply for these scholarships.

The Vice-President (Management) says:

Staff have to develop themselves by conducting research. New policies have required them to teach less than 12 hours per week. We have serious rules that our staff have to focus on. If they do not follow our rules, we will not

promote them to a higher salary or higher academic positions. However, we will not have any policy to force our staff to leave their jobs, or transfer them to work in other Rajabhat Universities. Actually, we are friends and many of our staff have worked here for more than 20 years. They are part of our family.

The President explains that it seems like RC invests in one thing by supporting staff to conduct research or writing textbooks, but gets two advantages by increasing the number of research projects and the number of textbooks, thus increasing the number of academic positions. Moreover, the President motivates everyone to get a higher degree. The University Council provides scholarships that are sufficient for any staff member who receives an offer from overseas universities. The numbers of staff who have a doctoral degree do not yet meet the standards of the Office of the Higher Education Commission. The President has many plans to support his staff and he believes that within five years, RC will have sufficient staff with doctoral degrees.

The President says:

I believe that everyone should have an opportunity to study toward higher degrees and to develop their careers. The quality of teaching and learning is dependent on the quality of our staff. I know that everyone works hard and does not have enough time to spend to improve themselves. This year (2006) I have changed some regulations that are related to work loads. If staff want to improve their English language or want to prepare themselves for study of higher degrees, they can reduce their teaching hours.

RC also has funding to support staff to go to conferences to update their knowledge or to join some short training programme that will be beneficial for their career development and skills. As explained above, RC has created an organisational structure similar to a family network. The President wants to be considered as the father of the family. Staff respect him as they respect their real father. The relationships between staff are roles as sisters and brothers in the same family. RC is their home and staff always work together in close relationships more than in other formal organisations.

Introducing New Degree Programmes

The Rajabhat University Act (2004) emphasised that all the Rajabhat Universities have to develop local knowledge and serve local communities. RC understood this and in 2006 developed two new degree programmes, which have not been taught in any Rajabhat Universities before. The first is a programme at undergraduate level in traditional Chinese medicine and the second is a doctoral degree in good government management.

The first joint venture programme has been established with the cooperation of a famous university in China. Due to the lack of Western medical doctors in Thailand, RC believes that this programme will offer another choice for Thai people to look after their health. Students who study in this programme will receive a bachelors degree and can work in hospitals both in Thailand and China. More than 60 percent of staff who teach in this programme come from China. Students who want to study in this programme have to use Mandarin and if anyone does not have a Mandarin background, RC will provide Mandarin classes for them. RC offered 50 places for 2006, but more than 200 students applied to study. Most were already proficient in Mandarin.

The second new programme has never been offered at any university in Thailand. Students who want to study in this programme will graduate from a range of fields. This programme is focused on developing knowledge about ethical management. Staff that teach and supervise in this programme come from established universities and most of them are very well known and respected academics. RC expects this programme will gain an excellent reputation. In the future there are many plans to develop new curricula offerings to attract quality students and to increase the university's income.

The President believes that RC should offer different degree programmes to other universities. The University Council wants RC to create niche markets to attract more prospective students. Two factors are used to make decisions about the kind of degree programmes that will be offered: demand of the labour market and experience and skills that their staff can offer.

The Vice-President (Strategic plans and Research) says:

After we advertised we received a lot more applications than we expected. It is a good sign for us to continue to create a new market and innovative programmes in the future. We need to improve our degree programmes and eliminate some subjects that are not necessary for our students.

The Vice-President (Academic) says that RC has focused on their quality of teaching and learning for a long time. RC began offering masters degrees later than other Rajabhat Universities in Bangkok, but RC has gained a greater reputation for research than other Rajabhat Universities. All students who study postgraduate degrees have to enrol in a dissertation programme and publish their dissertation in an academic journal before they graduate. This requirement has never been applied to any students from other Rajabhat Universities before.

When comparing RC's programmes with other Rajabhat Universities, their students have more skills in conducting research than other students. In the graduate school, RC has many acknowledged programmes in education and social sciences, such as Master of Education (Education Management), Master of Education (Education Technology and Communications), and Master of Education (Social Sciences for Development). The President believes that the continued development of innovative programmes will build a sound reputation for RC and allow RC to become a more independent university with less dependence on Thai Government political and financial changes in the future.

Developing International Relationships

The President and all the Vice-Presidents have good relationships with many overseas universities. For more than 20 years they have established strong relationships with universities in China and created many joint venture programmes. Every year RC sends staff to attend short training programmes in overseas universities. Recently, two degree programmes have been introduced for students to practise and train in overseas universities before they graduate: hotel management and tourism, and physical education teaching. Next year (2007), RC has had agreements for exchanges of staff and students with universities in Canada, Hungary and Vietnam.

In the future RC will focus on developing a variety of new programmes with Chinese universities. RC believes that it will create a new market niche for students who want to use Mandarin and study both in Thailand and China. Many students who study at RC have a Chinese background, they can speak Mandarin and they have some family members in China. Establishing a relationship with China helps RC to increase their income.

Financial Considerations

RC does not want to become a wealthy university, but they want to have sufficient resources to survive and pay for salaries and operating costs. Apart from two new degree programmes this year (2006), RC does not have any plans to generate other sources of income. The President says that RC should maintain and develop their skills in teacher education and develop knowledge to support local people instead of pursuing other business enterprises in which they do not have any experience.

The major source of RC's income is from the Thai Government. If the government reduces funding in the future, RC will have to find other sources of income and may face major problems with their financial management. RC's administrators admit that they do not have any experience apart from teaching. If they have to change to become more like a business, which has happened with other Rajabhat Universities, then they would feel as if their careers had been devalued. They believe that a university's purpose and management is different from commercial businesses, and the value of being a university is beyond the understanding of any business enterprise.

The Vice-President (Planning and Budgeting) says:

In 2006 the government has a project that is called the Income Contingent Loan (ICL). This project has both advantages and disadvantages for our university. The benefit of this loan is that we do not have any problems with students who cannot afford to pay for their tuition fees. The government will pay their tuition fees directly to the university. We do not have to worry about poor students who have become the majority of our students in the past. On the other hand, the disadvantage of this project is that students have many choices in the selection of the university where they would like to study.

The ICL is a major project of the Thai Government to support every student who wants to go to university to have enough money to pay for their tuition fees. The effect of the ICL can be seen from the decrease in the number of new students for most of the Rajabhat Universities, especially in Bangkok. From data supplied by the Office of the Higher Education Commission, in 2005 there were 64 universities located in Bangkok. Students in Bangkok have more opportunity in the selection of what they want to study, and tuition fees are not an immediate obstacle any more. The 64 universities in Bangkok include private universities which have higher tuition fees than Rajabhat Universities. Students who have not previously considered that they can study in private universities now see this as an option. If this happens on a large scale it may create a major funding problem for RC and other Rajabhat Universities. They could lose a number of new students and may not have enough income to pay for staff salaries and the ongoing improvement of their quality as education providers. The administrators know that private universities have better equipment and facilities than RC.

The President and the University Council suggest that the only way to maintain or increase the number of new students is to preserve their reputation and increase their quality of teaching, so that they can demonstrate that their quality is as good as or better than other universities. If RC is known as a good university, a large number of students will come to study there. The more students that universities enrol, the more money universities will receive. From the President's point of view, RC has to increase their quality and the numbers of students in every faculty, and at every level of education.

The President has realised that information technology is a key factor to maintain and increase RC's quality of teaching and learning processes. The President has cooperative agreements with universities in other countries to improve and develop RC's technology. Up until now, RC has shared their knowledge and information with universities in China, Canada, France, Japan and Hungary.

Leaders' Response to Change

Leadership Dimensions

RC is a good example demonstrating the importance of a leader in a time of change. The President is the most powerful person. Most of the plans and projects have been approved by the President first. The President is the key and the most respected person in the university. If the President does not approve of any plans, staff cannot implement them. The power and authority of the President have been applied with two major leadership concepts. The President has emphasised strongly two aspects of complexity leadership theory; administrative leadership and adaptive leadership (Uhl-Bien et al., 2007) and two types of the seven leadership dimensions; political leadership (Deal, 2005) and transformational leadership (Leithwood & Jantzi, 2005). However, it is noted that the President has tried to initiate ethical leadership (Starratt, 2005), distributed leadership (Harris, 2005), strategic leadership (Davies & Davies, 2005) and sustainable leadership (Hargreaves, 2005b) as construed by the concept of complexity leadership theory (Uhl-Bien et al., 2007) the President's intention is to introduce these aspects in the near future. Table 4.3 shows the leadership dimensions (Davies, 2005) and complexity leadership theory (Uhl-Bien et al., 2007) that have been implemented in RC.

Table 4.3 Complexity leadership theory and seven leadership dimensions that have been introduced in RC.

Complexity leadership theory	Leadership dimensions
Administrative leadership	Political leadership
	Ethical leadership
Adaptive leadership	Transformational leadership
	Distributed leadership
Enabling leadership	Strategic leadership
	Sustainable leadership

Administrative leadership (Uhl-Bien et al., 2007) has been introduced by implementing the political leadership dimension (Deal, 2005) to manage every faculty. The President points out that it is important to maintain a family relationship within their workplace. Staff and administrators work together as one team, which is

what the President calls a ‘family system’ where everyone is part of the family. They are all important and depend on each other. Political leadership (Deal, 2005) has been introduced by the current President. Staff and administrators agree and feel comfortable with the political leadership style (Deal, 2005), which encourages collaboration and fits well with the Thai culture and attitude of Thai society.

The major advantages of political leadership (Deal, 2005) are maintaining the power and authority of the President. The President understands how to exercise his power. However, the President wants to change this situation to become more cooperative and sharing with other members in the organisation than in the past. Transformational leadership (Leithwood & Jantzi, 2005) has been introduced to the deans and staff. The President still controls most of the plans and activities that are carried out in the university, but he is gradually transferring the responsibilities to deans and other administrative staff every year.

The President wants to create young leadership administration to work with every faculty and replace the old generation, who will retire in the near future. The President realised that a new culture has to be created before other staff will get involved and develop themselves to become new leaders. It will take many years, but there are many strategies and programmes that the President has organised to support new educational managers.

The President says:

Before RC became a university, it was acceptable that everything had to be approved by the President, but after we became a university we needed a more flexible organisational structure and we needed to manage our university more efficiently than in the past. If everyone waits to consult me first about everything, it will be very slow and we cannot compete with other Rajabhat Universities. I had to reorganise our structure and empower deans to control and make decision for their faculties. I do believe in continuing improvement which will lead to transformational leadership and a successful university.

It is not easy at the beginning to change staff attitudes and organisational culture. However, the President encourages everyone to participate in decision making and in

any plan that will affect them. He wants to combine skills and knowledge from everyone and focuses on continued improvement. It is difficult for staff at the beginning because they have not had any chances to make their own decisions before, and it is changing their culture. The President explains that he wants to start this project by creating a learning environment in the workplace and which will be later expanded throughout the university.

The President has played an important role as coach and mentor for the deans so that they are able to take responsibility for their faculties. It is a big change and this is a new concept of management style. None of the deans have ever had the opportunity to become independent of the President's perspectives. Strong support was necessary from the President and the Vice-Presidents to encourage and motivate all the deans to take the initiative.

The President says:

I explain to the Vice-Presidents and deans to understand how great the benefits are that we have to work as a team and everyone has to share their skill and knowledge to improve our university. The most valuable result of continuing improvement is that we will provide a high quality of teaching and learning processes and all the advantages will transmit to our students.

As a result of the Rajabhat University Act (2004), RC has become independent from the Ministry of Education. The President believes that the new organisational structure is more suitable for RC than the original one. The environment of higher educational institutions in Thailand has changed faster than before. It is better if every staff member works with the President and supports each other to achieve the universities' goals.

Underpinning Philosophy

RC was established in 1940 and is Thailand's first training institute for secondary school teachers. The university was awarded the Outstanding Tertiary Educational Institute in 1991 by the Ministry of Education. RC focuses on three major areas. Firstly, they focus on developing qualities of students. Secondly, they focus on developing their human resources. Finally, they focus on local community development. By achieving these three areas, the administrators pay attention to

increasing research projects that will develop knowledge, academic excellence and experience of students, staff and local communities.

In comparison with the other Rajabhat Universities in Bangkok, RC historically has a greater research profile in the social sciences. Apart from research, RC has maintained an excellent reputation in teacher education by supporting many activities for students who study teacher education, such as student exchange programmes with universities in China and Japan. RC has invested a large amount of money to improve their information technology systems. In 2006 students could use the Internet to enrol and pay for their tuition fees. For the general education subjects that every student has to study, they can use e-learning to assist with their studies and to send their assignments.

The University Council agrees with the President and has approved significant funding to improve their information technology systems. All students and staff can use the Internet to communicate and review their lessons before and after they attend their classes. While RC may not be able to compete with the established universities in terms of funding received from the government for conducting research projects, they can increase the quality and the number of research projects they undertake and are very competitive relative to other Rajabhat Universities.

RC has gained a greater reputation for social research that involved problems of local people and communities than other Rajabhat Universities. Moreover, the administrators confirm that the main purpose of RC is to support the local community and develop local knowledge. The University Council realises that RC should maintain their strength in teacher education, improve the skills of their students and increase the number of degree programmes available.

Case study 4: Rajabhat Danielle (RD)

Responding to the Changed Environment

Human Resource Management and Development

After they became a university (in 2004), RD wrote strategic plans for developing their staff and administrators. There are six major plans for human resource management and development. One of the first plans was training good leaders. The President and the Vice-Presidents support plans that will increase the performance and efficiency of their staff. The first programme aimed at developing good administrators. Many administrators agreed that they did not understand how to support their staff to perform well. The President calls this programme ‘preparing academic leadership,’ which will have workshops every semester. They invited professionals from many organisations to arrange workshops and give lectures.

The President says:

We were not born with leadership abilities. We need to learn and practise how to be a good leader. I think it is important that we develop good leaders first and after that we will develop a good system. Change is about improvement and we need good leaders to help staff walk through the road of change while maintaining their motivation. I could not do these alone. I need a lot of people to help me.

The President believes that he has started transformational change after he became the President. It is important to know that what is going on in the university and who has difficulties and needs to be supported. The President and the Vice-Presidents developed power and given some authority and responsibility to deans. The deans have more autonomy than in the past and can make decisions that involve their faculties before asking for advice from the President or the Vice-Presidents. This new organisational structure makes it more flexible in management and the deans have learned how to manage their faculties and take full responsibility for outcomes.

The second plan was to increase the number of staff members with doctoral degrees and to provide opportunities for staff to update their knowledge. RD has paid full scholarships for everyone wanting to study for a masters or doctoral degree.

However, this plan has focused on encouraging all staff to keep studying until they get doctoral degrees. Scholarships are also available for training and joining any academic conferences. The University Council provides a large amount of money for staff expenses to go to present their work at other academic conferences. In the past they have had to wait for scholarships from the government and they have not received enough to develop as many of their staff as they would have liked to. Now they manage their own income and they have their own University Council which can make budgetary decisions for the university.

The Vice-President (Academic) says:

Last year (in 2005) we allocated 50 million baht (~ 1.67 million AUD) for scholarships to study in doctoral programmes. For staff who want to go to conferences or study short programmes to update their knowledge and skills, we have allocated another budget of 30 million baht (~ 1 million AUD) each year. We realised that the numbers of staff who have doctoral degrees is not enough to achieve the standard of established universities and the requirement of the Office of the Higher Education Commission.

The President explains that in 2006 the University Council has allocated a budget to invite academics with doctoral degrees to work for RD. By doing this, RD will pay out their contracts and offer them better salaries than they receive from their current employers. The new policy to recruit staff to teach in RD after 2007 will accept only staff that have at least a doctoral degree.

The third plan is to increase the quality and quantity of research. This is the most common plan in every Rajabhat University. However, RD accepts that they cannot expect too much from this plan because staff lack experience and knowledge about how to conduct research. In addition the heavy teaching loads of staff prevent them from conducting research.

The President suggests:

To solve these problems, the University Council agrees that staff who want to teach do not have to work as administrators, and staff who want to work as administrators do not have to teach any more. They should focus their attention on one role and do it as the best they can. Separating teaching and

administration work is important. Staff need to be able to focus on the quality of their teaching and to have time for research and writing textbooks.

All the administrators agree that if they want to increase the quality of teaching and learning, staff who have to teach should spend all of their time focused on teaching. If they do other jobs they cannot increase the quality of teaching and maintain their efficiency as administrators. This is a new policy direction that administrators believe will create a greater level of efficiency for RD than in the past. The President supports the new organisational structure and he believes that the quality of teaching and the quality of life of staff members will be better than before when they had many jobs and not enough time for themselves.

The fourth plan is to increase the number of staff who have higher academic positions. For higher educational institutions in Thailand, there are two ways to attain higher academic positions. First is by conducting research and second is by writing textbooks. After the President had separated job descriptions of staff they have more time for planning research and writing their own textbooks. The numbers of academic positions have increased every semester since this policy was introduced.

The President explains that the quality of teaching and learning will be improved if staff and students pay attention to their teaching and learning which has been written down as the fifth plan of the human resource management and development of the university. However, the President says that in order to support the quality of teaching and learning the fifth and the sixth plans have to be implemented at the same time. The sixth plan is to become a high technology university using information technology and software in the processes of teaching and learning.

To provide high quality teaching and learning, the President says that after 2006 every classroom will have liquid crystal displays (LCDs) and notebooks. The benefits of using notebooks are convenience for staff and students to contact each other and to prepare for their teaching and learning. RD will provide notebooks for every staff member. If any staff lack knowledge and skills to use their notebooks or to produce material for their teaching, the Computer Centre will help them. The President confirms that his staff and students will not have any problems regarding using computers or the Internet. Most of their staff have become reasonably

proficient with this technology for many years and students have to sit a test to assess their knowledge of computers before they can enrol in any subject.

The Vice-President (Planning and Budgeting) says:

We believe that developing information technology is critical in the future especially, for the quality of teaching and learning processes. All the subjects that we call general education subjects will be taught via the Internet. Students who want to study will have to go to our website and log in to these subjects.

RD has been successful in using e-learning to support their teaching and learning in every faculty. In the subjects that have a large number of students enrolled, many of students need to communicate with lecturers to submit their assignments. In this case, lecturers and students have found it more efficient to use the Internet than to use traditional teaching and learning methods. Now RD has wireless Internet access coverage throughout the university. They have e-library and e-learning facilities for every faculty. If anyone does not understand or does not have sufficient skills to use these technologies, the Computer Centre will support and help them.

The administrators believe that after five years RD will have transformed to become a modern technology university and that their students will graduate with the same standards as the students from the more established and private universities in Thailand. The administrators believe that their staff are acutely aware that the university has invested a lot of money to improve their capabilities and opportunities. Staff know that RD will assist them with their career development.

Introducing New Degree Programmes

The President explains that before he made any decisions to offer new degree programmes he had many discussions with the Vice-Presidents and other professional people in the Office of the Higher Education Commission in Thailand. After they reached a satisfactory agreement, the President submitted all the degree programmes that RD will teach to the University Council and set up a committee to oversee the whole curriculum. Most Rajabhat Universities have created new degree programmes that are different from each other. Each Rajabhat University has different reasons to open new degree programmes. This year (2006) RD focuses on

opening four new degree programmes and increasing the quality of students. The President points out that it is important to not only create new degree programmes, but also to improve the quality of teaching and learning in order to support their students to get good jobs.

The President says:

We considered two factors that will impact on the new degree programmes. First is the demand of the labour market. Research that we have performed shows that all the new degree programmes that we will teach next year will have a high demand in the future. Secondly, every new degree programme that we will teach we have staff and have incorporated technical assistance from the best partners.

Four new degree programmes have been introduced and have already been approved by the University Council and the Office of the Higher Education Commission. RD believes that they have enough resources to offer these programmes and they consider that students who graduate from these programmes will get good jobs and good benefits. Two of these new programmes are joint ventures, one with a private company and the other with a Chinese university.

The President explains:

RD has a reputation for expertise in Thai dancing and Thai traditional drama. Our students go to other countries like Japan and America every year to give performances. Our staff who teach Thai dancing and Thai traditional drama are very well known people, and this year (2006) we are cooperating with the biggest drama production company in Thailand to develop curricula to teach students.

The University Council supports this project by building a theatre, which will showcase Thai performance arts and Thai music. The President believes that this programme will conserve and promote Thai culture and Thai knowledge. RD is the first Rajabhat University that has created the concept of performance art education.

The second new degree programme is in movie production and software for television using new technologies. The President considers that the capacity that Thai

people have for producing film and television documentaries is insufficient to supply Thailand's market. Thailand needs to import many movies and television series from other countries. The administrators believe that if RD invests in equipment and develops a curriculum for film and movie education, they will recruit a lot of new students and gain a high reputation in the future in this industry.

The Vice-President (Management) says:

This year (in 2006) we are building a big location for film and movie production education. We have a joint venture in this investment with the biggest film and drama production company in Thailand.

The Vice-President (Management) explains that students who study in this programme will get many opportunities to practise with professional people working in the industry, and should have an opportunity to get good jobs before they graduate. There are no other universities in Thailand teaching this type of degree programme.

The third new degree programme is Thai traditional medicine combined with Chinese traditional medicine. This degree programme has been developed with a well known university in China. The President believes that if students have an opportunity to study many kinds of medicines it will increase their knowledge and capabilities.

The last new degree programme is nursing to take care of elderly people and babies. The Vice-President (Strategic plans and Research) says that RD has developed their degree programmes in nursing in conjunction with two well-known and established nursing colleges in Bangkok. Students will study with both colleges and practise in public hospitals. Currently there is a lot of demand from both nurseries and nursing homes. The President confirms that he believes that Thailand needs people who study in specialised fields of nursing. Thai society has had a trend from big families to smaller nuclear families. If they have elderly people or babies at home, they need someone to look after them because their family members cannot stay at home and look after them as they did in the past. This is the reason RD is proceeding with this degree programme and the President believes that their students can find good jobs after they graduate.

The second goal, apart from opening four new degree programmes, is focusing on improving the quality of students and supporting them to get good jobs. The Vice-President (Academic) explains that most Rajabhat Universities have similar problems when their students want to find jobs. It is difficult for their students to get as senior and desirable employment as the students who graduate from established universities. More than 70 percent of students who apply to study in Rajabhat Universities have very low matriculation scores compared with established universities. Students have to study in Rajabhat Universities not only because they cannot receive admission to study in established universities but also because they do not have enough money to study in private universities. The Rajabhat Universities find it difficult to attract the better students. If Rajabhat Universities were to reject the students who do apply, these students would not find any university where they could study.

Every Rajabhat University has a similar quality of student and they know that it is a difficult job to teach students that do not have good educational backgrounds. The administrators agree that RD has to support these students as much as they can. Currently, there are two steps that RD takes to support their students. First, when these students apply to study, RD has to test how far advanced are their foreign languages and computer skills. RD has many classes at different skill levels to improve their standards and background knowledge, which will be concurrent with study of their standard degree curricula. Normally RD has tutorial classes on weekends. The President believes that if staff encourage students by adopting good techniques in teaching, students' abilities will be improved.

Students have four years to study for undergraduate degrees at RD and during this time they can improve their foreign languages and computer skills in tandem with their degree programmes. The administrators know that all companies and organisations in Thailand want to recruit staff that have a good background in English or other languages and general computer skills, as well as in their knowledge in their fields of study. In 2006 RD had many choices for students who wanted to improve their languages. They could choose to study English, Japanese, Mandarin or French. All language classes that RD teaches on weekends are free for their students.

The President has a project whereby students have to pass tests in using computers and one foreign language before they graduate. RD calls this project the 'exit exam.' All students have to do the same test before they graduate in order to guarantee that they meet RD's quality standard to be prepared for the workplace. In the future they will make RD's Standard English and Computer Test available for other organisations to use to assist them to recruit their employees.

Developing International Relationships

RD focuses on forging good relationships with overseas universities and companies. The President encourages everyone to go to abroad and to take a short training programme that will be beneficial to them. The Vice-President (Academic) explains that the seventh directive of RD's strategic plan involves international programmes. He believes that the demand for people who can use English will increase in the future. Students who study business and management may need to contact companies and customers who come from many countries. It will be better if students can use English very well and can communicate better with people from overseas.

In 2005 RD opened an international college in management. Every subject is taught in English. This programme is independent of any other faculty. RD has cooperation with many universities in Southeast Asian countries, Canada, USA, Europe and Australia. This programme has been successful and is acknowledged by other universities in Thailand. RD has used the same curriculum and provided the same quality of teaching as overseas universities.

Students who want to apply for this programme have to pass an IELTS test with a score of at least 4.5. RD has 52 new students in English in 2006 and they believe that in the future the number of new students will increase. The President wants to create a programme that has the same standards as comparable international universities.

The Vice-President (Academic) says:

Apart from the international programme that has been taught in English, we have many degree programmes that are joint ventures with Chinese universities, because many of our students have Chinese backgrounds and they can understand Mandarin. To open many degree programmes that will be taught in Mandarin and Thai language get more students to apply every

year and we will continue to improve all the international programmes to be of a higher quality and respond to the labour market than in the past.

Thailand and China have developed a strong relationship over a long period of time. A large number of people who live in Thailand have ancestors who came from China and the President believes that if RD offers a programme that combines Thai and Chinese knowledge, it will attract more students than in the past. Staff that join any of the combined programmes will get an opportunity to exchange their knowledge and experiences with staff from Chinese universities. Students who study in these programmes will get their degree from both universities and they have a chance to work in both countries.

RD has established good relationships with well established Chinese universities over many years. First in 2002, RD started with an exchange programme for their staff to study Mandarin. In 2004 they created exchange programmes for students to study hospitality, hotel management and Mandarin in China. This year (2006) Chinese students will come to RD to study the Thai language and hospitality in Thailand. Chinese students and staff who join this programme will stay with RD for two years.

The President has a plan to develop relationships and cooperation with many countries. Next year (2007) he will go to Japan to make an agreement with an established university in Tokyo to develop an early childhood programme. This year (2006) RD sent a number of staff to study short programmes in Japan and if everything proceeds well, next year (2007) they will start exchanging students with this university in Tokyo.

Financial Considerations

Most of RD's income comes from tuition fees and government funding. They have some businesses such as a hotel, swimming pool, bakery products, but these businesses have not been very successful financially. RD is like other Rajabhat Universities that depend on funding from the government. However, RD has gained a good reputation for many of the degree programmes that they teach. They have many special programmes that they have organised for private companies and local government councils. These programmes make money for them and they believe that

in the future they can arrange a greater variety of programmes than they currently offer to increase their income.

The President suggested that the international programmes will become an important source of income in the future. RD does not want to operate noneducational businesses to make money, although any sources of additional revenue are advantageous for them. They want to improve their quality of teaching and learning to become a top quality teaching university in Thailand that can compete with the established and private universities. The best solution for them is to increase the quality of teaching and learning first, and as a result of this their income will increase.

The President says:

Currently our university does not have any problems with income. We get funding from the government, but in the future I think we will have to become a more financially independent university. We will not get as much funding from the government as we used to.

Even though the President and the University Council believe that in the future the government will have a tendency to reduce funding to the higher education sector, they do not accept that the government will cut their funding to the point at which they cannot pay for their expenses. The President thinks that based on RD's current strategic plans, no matter what happens in the future, they will survive and have enough income. The main source of income that RD can generate will come from training short programmes and new degree programmes that they will offer in the future.

Leaders' Response to Change

Leadership Dimensions

The President is the most important person who can successfully make change in RD. Everyone believes in and respects the President. The most important ideas that have been applied since 2004 fit with complexity leadership theory (Uhl-Bien et al., 2007) and major techniques from the seven leadership dimensions. However, as noted previously the researcher has identified these elements. The President is unaware of the theory involved. Administrative leadership (Uhl-Bien et al., 2007) *Change & Change Management in Higher Education in Thailand*

has been introduced through political leadership (Deal, 2005) and some part of ethical leadership (Starratt, 2005). Adaptive leadership (Uhl-Bien et al., 2007) has been used through transformational leadership (Leithwood & Jantzi, 2005), distributed leadership dimension (Harris, 2005) and they are beginning to use entrepreneurial leadership (Hentschke & Caldwell, 2005) to fund the new university's projects. And enabling leadership (Uhl-Bien et al., 2007) has been applied through strategic (Davies & Davies, 2005) and sustainable leadership (Hargreaves, 2005b).

It has been noted that at the beginning of the change process, the President focused on strategic leadership (Davies & Davies, 2005) more than on the others. He believes that a good plan will bring a good result. Table 4.4 shows the relationship of complexity leadership theory (Uhl-Bien et al., 2007) and the seven leadership dimensions (Davies, 2005) that have been used in changing staff behaviour at RD.

Table 4.4 Complexity leadership theory and seven leadership dimensions that have been introduced in RD.

Complexity leadership theory	Leadership dimensions
Administrative leadership	Political leadership
	Ethical leadership
Adaptive leadership	Entrepreneurial leadership
	Transformational leadership
	Distributed leadership
Enabling leadership	Strategic leadership
	Sustainable leadership

Strategic leadership (Davies & Davies, 2005) has been implemented at the beginning of the change processes in this university. It is important that staff have common understandings and prepare themselves to work as teams, know their responsibilities and roles before strategic leadership (Davies & Davies, 2005) can be applied in RD. Enabling leadership (Uhl-Bien et al., 2007) is suitable for leaders who can manage and adapt the situation to respond to changes in the environment. It is complicated for leaders who have not had a background knowledge about staff behaviour and the organisational experience.

In general, leaders will introduce enabling leadership (Uhl-Bien et al., 2007) after they have already implemented administrative leadership and adaptive leadership (Uhl-Bien et al., 2007) to their staff. Enabling leadership (Uhl-Bien et al., 2007) will work well in situations where staff have a basic knowledge of working as a team and an understanding of the importance of complex system organisations. Namely, that everyone is part of the system and they are not separate from each other, and that one person's job can make a huge difference to the whole organisation. It is difficult for leaders to show staff how to understand their situation and how they are connected to each other.

In this case study, the President and staff always work as a team. They have created strategic plans and have used these as guidelines for every faculty. The unique character of the President who can motivate and encourage all staff to participate with him is the most important method of his successful leadership.

The distributed leadership dimension (Harris, 2005) is the most important part of adaptive leadership (Uhl-Bien et al., 2007). The President has applied distributed leadership (Harris, 2005) by empowering his deans and all administrative staff in every project over four years of his presidency. It can be seen that no matter what the President wants to change or create, staff always give full support and work with him until all plans have been successfully implemented.

The President is a good example of the best administrative leadership (Uhl-Bien et al., 2007) and he understands how to implement political leadership (Deal, 2005) with his staff. He uses political leadership (Deal, 2005) by building strong understandable communication techniques between administrators and staff. The President can answer every question and persuade staff to dedicate themselves to the university, which includes working with him to achieve the university's strategic plans.

The President says:

Explanation is the most important persuasive technique. I spent many years to think and create good strategic plans. It is not only my idea, but I worked with the Vice-Presidents and some senior staff. I realised that if everyone

understands and sees the same pictures, we can change our university to achieve our dreams.

The President focused on writing RD's strategic plans and setting the purpose and objectives of RD. The President worked with many strategic professional people who have much experience in identifying strengths, weaknesses, opportunities and threats to the university. The President believes in the advantages of strategic plans and motivates everyone to create these plans with him.

The Vice-President (Planning and Budgeting) says:

Our President is an intelligent person. He can change us and help us to cope with new environments. He has a good vision and has experience to respond for the future. We are lucky that we have him. All the time that he has worked here, he really dedicated himself to the real advantage of RD.

Strategic planning is the most important plan for the university. It is a long term plan and will take many years to implement. The President and the Vice-Presidents are responsible for the strategic plans of the university. Each faculty has to manage their own income and has to meet budget requirements for their degree programmes. It can be seen that since the President implemented strategic leadership (Davies & Davies, 2005), he has been introducing distributed leadership (Harris, 2005) roles to get everyone involved and take responsibility for the success of their plans. The President always confirms that he does not to walk alone through change. Staff have to recognise this new environment and share the experience with him.

RD has been forced to change by the Rajabhat University Act (2004) and they have had to change to prepare themselves for more dynamic and competitive local and international higher educational environments. The University Council believes that if RD does not adapt and develop, they cannot maintain and enhance their reputation in the future. The President believes that transformational leadership (Leithwood & Jantzi, 2005) has always worked to acknowledge everyone's needs to understand and accept to change. The Vice-President (Academic) says that staff should be grateful to the President, who has worked hard to encourage everyone to change and focus on the advantages of RD.

Apart from that, the President has prepared a new generation of administrators to take over the President's task in the future. Sustainable leadership (Hargreaves, 2005b) is the major focus after they have been adopted into the new environment. It has been observed that the President used complexity leadership (Uhl-Bien et al., 2007) as the main concept to implement change in RD. He knows how and when to start and to motivate staff to head in the right direction by always maintaining good relationships. It is a real challenge for the leader to put enabling leadership (Uhl-Bien et al., 2007) into practice and to continue this new organisational culture in the future. The good vision and personal experience of the President are the most significant factors for successful leadership management in this university.

Underpinning Philosophy

After the Rajabhat University Act (2004) was enacted, RD changed its focus. After these strategic directives were stated in the new mission statement, the administrators realised that RD has to follow these plans until these objectives have been achieved. The President believed that RD should start reengineering their organisational structure before they became a university, because many environmental factors in higher education in Thailand have been subject to extensive changes over time. If RD had not implemented change they would have found it difficult to provide education programmes to respond to the demands of the labour market. However, in the past, the Presidents did not have enough authority to make decisions, they had to listen and implement all policies from the Office of the Rajabhat Institute Council (ORIC). The President explains that after RD became a university he realised that many projects needed to be undertaken more efficiently and with more effectiveness than before.

The President says:

RD focuses on the provision of services for our local communities. Every weekend we go out to visit local people at the temple. We use the temple as a centre for meeting local people. We help them to fix their electronic equipment and teach them in the areas that they want to learn.

The President visits Thai temples to meet local people and interviews them about their problems. Following that he consults with members of the University Council and tries to find the best solutions to help them. The President gives examples of RD

projects that have helped local people last year (2005), such as helping local people to design their paper flower styles that they can sell at the markets, or helping them to create many handcraft products to sell in their souvenir shops. Students enjoy this opportunity to show practical ideas to local people, and people want to update their knowledge through communication with the students. It is a good exchange and the university provides support for equipment and has a budget to go out to meet local people. Temples have been chosen as the centres for these activities because many Thai people gather at the temples on the weekends and it is safe for students to participate in activities in the temples.

The President explains that because of the Rajabhat University Act (2004), every Rajabhat University has the same duty to respond to local communities and to develop local knowledge. In 2005, RD performed research projects to help local people. There are many projects to develop to help local people improve their products and operations. For example, The Faculty of Education provides an education management programme for teachers in primary schools that are located in RD's region and have undertaken research with teachers in these schools to improve the quality of teaching and learning. This year (2006) RD has a large project with a restaurant in Bangkok to train people in service techniques to their employees and wait-staff. The President says that RD will continue to introduce these projects and improve them by customising them for each organisation.

The performance of RD from the perspective of the administrators and the University Council is better than before. The eight directives, which have been stated in their strategic plans, were accepted by staff and students. The President and all staff understand and cooperate to achieve their strategic plans. The future of their university is unfolding well and the University Council and local people support every project that the President wants to generate. The workplace environment at RD is friendly and energetic. Staff have followed the strategic plans and they take responsibility for their roles. When compared to other Rajabhat Universities, RD is standing in a good position and is likely to be a successful university in the future.

Case study 5: Rajabhat Elizabeth (RE)

Responding to the Changed Environment

Human Resource Management and Development

The President takes the role of a benevolent older brother more than a boss or a manager. Everything is open to negotiation and relationships between staff and administrators are like brothers and sisters. Everyone is part of the same family. The environment in this university is like a home. Not only the President uses negotiating techniques to persuade staff to change their behaviour and attitude, but the Vice-President and the administrators do also.

The policy of human resource management focused on four areas. Firstly, it was important for everyone to go abroad to have different experiences outside Thailand. Secondly, staff are encouraged to write textbooks to gain higher academic positions. Thirdly, staff have to get higher qualifications, especially doctoral degrees. Finally, staff have to conduct research to increase funding from the government and to elevate the reputation of RE.

The President has created a policy that staff should go abroad for at least one trip per year. He explains that learning by seeing real situations can be more advantageous than studying in classrooms or from textbooks. The President knows that going abroad is not available to everyone and most of the staff work seven days per week. RE will pay for major expenses, such as airfare, accommodation, tuition or registration fees and other costs that will be incurred. If they hold executive positions, staff can go to Europe or America and stay at least two weeks. If they are not high level staff, they can go to any country in Asia and spend at least one week to study.

The President believes that the result of going to other countries will motivate staff to improve themselves, give a broader perspective of education and increase their knowledge and experience. RE is the first Rajabhat University that has encouraged everyone to go abroad. Since 2006 almost every staff member had spent at least one or two weeks in other countries.

The Vice-President (Academic) says:

In the past it was very difficult to go abroad and only staff in executive positions could do so. After we became a university everyone has an opportunity to go abroad every year. Staff are satisfied with this policy.

This policy has been used as a reward for everyone who follows the university's policies. Staff want to travel overseas and this policy has made them more cooperative with the administrators than before. RE has good relationships with universities in many countries and most of their staff have graduated in short programmes offered abroad. The President says that every staff member has spent some time working and studying in other countries and utilised this knowledge from other countries to improve their work.

The second objective of human resource management and development is increasing the numbers of academic positions by supporting staff to write textbooks. The processes of supporting staff to write textbooks are similar to other Rajabhat Universities. First, the Vice-President (Academic) provides many training workshops to help them to learn how to write textbooks. Secondly, the University Council set up a large amount of money for staff who write and publish their textbooks. Thirdly, when any staff achieve higher academic positions the university will give them double promotions and increase their salaries.

The third objective of human resource management and development is increasing the numbers of doctoral degrees. Most Rajabhat Universities have not reached the requirement of the Office of the Higher Education Commission, especially the numbers of staff who have doctoral degrees. RE is strongly focusing on this area and is trying to upgrade staff higher degrees as soon as they can.

The President says:

It is a long term plan and it has taken many years to achieve this objective. The University Council supports full scholarships for everyone who wants to study, if the study is undertaken in Thailand. Staff who select to study abroad still have to pay for their living costs and other expenses. However, there are many universities in other countries that RE has MOUs with and staff do not

have to pay for their living costs. It depends on the conditions and details in each MOU that RE has made with other universities.

In 2005, the University Council allocated 100 million baht (~ 3.33 million AUD) for staff scholarships. It has been a good opportunity for everyone who wants to study. The President confirms that in the future if RE has more income, the scholarships for studying for higher degrees will be more than this year (2006). RE's administrators agree that it is necessary that every staff member has at least a doctoral degree to teach in every subject.

The President says:

We believe that the success of RE depends on our staff. We support them to get higher degrees because this contributes to RE's reputation.

The final objective of human resource management and development is increasing the number of research projects. The President accepts that this objective is the most difficult one to achieve. Most staff are near retirement and they feel uncomfortable about conducting research. It is a new activity for them. However, the University Council has provided budgets for training new researchers and conducting research workshops in every semester. Staff who lack knowledge and do not understand how to conduct research will be helped by the Research Centre who will look after them until they submit their research. When they finish their research, administrators will give them double promotions and increase their salaries at least 10 percent.

Introducing New Degree Programmes

RE has not developed any new degree programmes, but they have improved their curricula to be more advanced and to be more competitive with other universities. In order to update their current curricula to respond to the demands of the labour market, the President consulted many organisations and paid consulting companies to forecast what types of qualifications will be in high demand in the labour market. He shares this information with the administrators and deans in every faculty.

RE has many MOUs with universities in China, Japan, Australia, New Zealand and America. The President says that RE will be the first university at which every student has an opportunity to study short programmes in other countries. Students will have different experiences from their study in Thailand and have more chance to

meet and learn from foreign staff, and students. They not only send their students to other countries, but they have also created projects to persuade students from other countries to come to study short programmes at RE. If overseas students want to come to join any short programmes with RE they do not have to pay for their tuition fees and living costs.

Many organisations agree that students should learn a second language, thus RE believes that this is a good idea to provide tuition in five different languages for everyone at no cost. RE is the first Rajabhat University that has this plan. Students can select to study from one language up to five languages if they want, but they have to pass the standard test designed by RE in any language that they choose to study before they graduate. RE will provide a certificate for everyone who passes the examination and they can use the certificate to assist in applications for jobs.

The Vice-President (Strategic plans and Research) says:

This year (2006) we provide five languages that students can choose to study. There is English, Mandarin, Japanese, Vietnamese and Cambodian. We believe that it is necessary for everyone to learn more than one language. We have staff who are native speakers from these five countries who work and stay with us on campus. I think this is another project that will attract more students to come to study at RE.

RE is different from other Rajabhat Universities by offering to teach the languages of the neighbouring countries. The administrators believe that it will be helpful for students in the future if they wish to travel and do business in the regions adjacent to Thailand. English is a popular language that a number of people believe that everyone should learn and be able to use efficiently. However, other languages such as Mandarin and Vietnamese will also be useful in the future.

RE has invested a large proportion of their budget over the past two years to develop and improve information technology systems. The President says that if they have the best technology to support staff and students, the quality of teaching and learning processes will be more expedient and efficient. The University Council has provided a budget for every faculty to manage their administrative documents and every kind of data by using Information and Communication Technology (ICT). This includes

transforming documents and materials that are used in classes into electronic data and using the Internet as one part of their teaching process.

Currently, students have to access and check their assignments and lessons from the university website by using their password. Every student has been taught how to use computers and send their assignments electronically. The President says that this is another technique to force everyone to use computers. The more they use computers, the more they improve their skills. The administrators provide an excellent Internet network and pay a substantial sum of money for IT companies to set up a number of relevant software programmes for every faculty.

The Vice-President (Planning and Budgeting) says:

We have improved and developed our library to become more electronic than in the past. The President believes that in the future students will need to search for information from their computers more than go to libraries; therefore we have to provide a powerful information technology system for our university. The best way to access the large amount of data is using the connection with the overseas universities that we have an agreement with and they always support us by an agreement for reciprocal exchange of our data.

RE has improved ICT to become more advanced over the past two years. Currently staff and students can gain access to many libraries which are located overseas by using an e-library. The President explains that in the modern world everyone has to know how to access knowledge by using computers and universities should take a leading role to provide new sources of information technology to everyone in their local communities.

RE has developed and used electronic learning to support the traditional teaching processes since 2004. The results are satisfactory for their students and staff. In the future the President has planned to use electronic learning to support students who enrol in masters and doctoral degrees. He believes that RE needs to be an advanced information technology university, because much of the knowledge in the modern world is connected by Internet and RE needs to have access to this knowledge to improve its performance.

RE understands their capabilities and has chosen not to overextend themselves in the face of competition from other Rajabhat Universities. The President explains that RE has developed its strengths and they have more connections with overseas universities than other Rajabhat Universities have. This is one of the strengths of RE and the President uses this to advertise to prospective students. The Vice-President (Planning and Budgeting) explains that even though RE does not have any new degree programmes, it focuses on becoming the best university in computer studies and skills, second languages, and student exchange programmes.

In the future, students will have many more choices in what they study than in the past and the government will provide loans for anyone who does not have enough money for their tuition fees. All universities have realised that if they do not offer high quality degree programmes, students will study at other universities.

Developing International Relationships

The most important policy in RE that has been put into practice is building good relationships with overseas universities. The President focuses on this policy and provides generous financial support for its implementation. The Vice-Presidents agree that to cooperate with overseas universities provides benefits to the university and students.

The President says:

I graduated from America and I know that if anyone has a chance to go abroad they will have good experiences and sometimes they will change their visions and opinions. I support everyone to go abroad and I see more advantages than disadvantages. If RE has enough money I will provide access to short programmes for everyone to go to America and Europe in order to see different parts of the world. Unfortunately we have a limited budget so I have allocated our budget to staff in the executive positions to go to America first and after that we will allocate money for other staff when funds become available.

In every country that they visited, the President and the Vice-Presidents have developed MOUs. The major objectives of MOUs are exchanging knowledge between staff and students in many kinds of programmes. Currently there are more

than 20 universities in other countries that have exchanged students and staff with RE, such as five universities in Australia and two in New Zealand. In comparison with other Rajabhat Universities in Bangkok, RE has more MOUs with international universities and various exchange programmes for staff and students than other Rajabhat Universities.

The President has a plan to promote tourism as well as study in Thai culture for overseas universities' staff and students. The President explains that on every trip that he has taken to visit overseas universities, he has found that their staff and students are interested to come to Thailand and learn about Thai culture. This year (2006) he has set up an information centre to invite staff and students from overseas universities to promote long-stay and travel in Thailand. He believes that this project will generate income for RE and create employment for their students by organising tours for these visitors. In 2009 RE's hotel will be finished and will be able to accommodate tourists, staff and students from overseas universities.

The President says:

I have a project to invite staff and students from overseas universities to travel in Thailand. In 2009 our hotel will be finished and visitors can stay with us. Students will have an opportunity to practise their languages and have an opportunity to make income by looking after these visitors and travelling around Thailand with them as guides.

RE has organised tour guides for tours around Bangkok for foreigners for many years. They have experience to manage and contact customers from many countries. Most of their customers are academic staff and students from overseas universities and they have developed good relationships with each other over a long time. The President explains that RE looks after them when they come to Thailand, and they look after RE's staff and students when they go to their countries.

Financial Considerations

When the administrators consider financial management, they are worried that in the future if the government reduces funding to the university, they must face the problems of finding finance for the university. It is a difficult issue for all administrators because they do not have any experience developing their own

sources of revenue. In the past when they have wanted to construct a new building or to start a new project, they wrote a proposal to the Ministry of Education. After the Rajabhat University Act (2004) was enacted there has been a tendency for the government to support fewer projects than was the situation before they became universities. Now a large proportion of their income comes from tuition fees.

The President agrees that it is a good idea that universities have more autonomy to manage their own income, but at the same time they have had problems in managing their finance and have found it difficult to generate their own revenue. The University Council suggests that if RE becomes a more prestigious university it will not have any problems concerning their income in the future. However, there are more than 64 universities located in Bangkok (in 2006) and it is becoming more difficult to establish RE as a prestigious university. The President believes that if RE invests its money to improve and update knowledge of staff it will have an opportunity to become more highly regarded in the future.

The first strategy in relation to financial management is working with the financial consultants. This has never been done before, but the President argues that as RE does not have any experience in managing their own income, it is necessary to pay for companies that are professional in this area. The new investment strategies that the financial companies recommended are investing their cash in government bonds. The President explains that RE received a higher rate of return than deposits in the commercial banks.

The second strategy of increasing income is by generating income from the university's infrastructure. There are three large buildings under construction at RE's campus. First is a nine storey building for their new computer and language centre, the second is a four and a half storey building for the students union and canteen, and the third is a nine storey building next to the main road for a hotel and department store. The President and the Vice-Presidents believe that the three new buildings will generate enough income to meet their operating costs, such as electricity and water. The President explains that all facilities in RE should not only be used by their staff and students, but should be promoted to local people and other organisations to organise their functions or conferences.

The third strategy is income from tuition fees. It is common for universities to have their major sources of income coming from tuition fees. The only way to increase their income is by increasing the numbers of students. RE has tried a number of projects that will increase the numbers of new students.

The Vice-President (Management) says:

The major sources of our income are tuition fees, which include the tuition fees from the bachelor degrees, master degrees and doctoral degrees. As well as that we have many short programmes that average eight weeks that we arrange for other government organisations in our area. This is another source of our income and we believe that in the future we will create more variety of short programmes that respond to the demand of local people who want to study after work.

These short programmes generate at least ten percent of RE's income every year. Most of the short programmes are run in cooperation with the local government or government organisations. For example, they have a short programme in teaching basic conversational English for taxi drivers in Bangkok. This programme is funded by the capital city, Bangkok and is a long term contract that RE will receive funding from the local government for at least the next five years (from 2006 until 2009).

The final strategy involves receiving income from the government by conducting research. Research is one of the major sources of revenue for universities in Thailand. The government and the Office of the Higher Education Commission have offered financial incentives for every university to conduct research that will be of benefit for the country and to generate new knowledge in every field. The amount of money that will be granted for conducting research may become more than other sources of funding that the Rajabhat Universities will receive from the government in the future.

The President says:

We know that if we can encourage staff to conduct research, we will get significant additional funding from the government. Since 2004, I have instigated a policy to support everyone to conduct research. I hope that after

we improve the quality of our research we will get more funding from the government.

Currently it is accepted that there are not enough research projects under way and RE still has not received any funding to conduct research from the government (as of 2006). However, the administrators believe that in the long term, RE will become a good research university and will get considerable funding from the government for this. The President confirms that he has many incentives planned that will encourage staff to conduct research and he believes that most staff have the capability to become good researchers in the future.

Leaders' Response to Change

Leadership Dimensions

The President and the Vice-Presidents work as a team. They believe that RE is their family and staff are their brothers and sisters. The President is the most powerful man but he shares his authority with the Vice-Presidents and deans. Many decisions in this university do not have to wait for the President's opinions. The deans or the Vice-Presidents can make decisions by themselves. RE has created a flexible organisational structure and each faculty is independent in management policies. The President encourages everyone to submit new projects every semester.

The President has performed as if following the concept of complexity leadership theory (Uhl-Bien et al., 2007) with the seven leadership dimensions (Davies, 2005) to manage the university. However, the President is unaware of the theory involved. It is the researcher who offers this interpretation. Political leadership (Deal, 2005) and ethical leadership dimensions (Starratt, 2005) have been introduced with administrative leadership (Uhl-Bien et al., 2007). It is observed that the President has a strong influence, motivates staff and understands Thai culture. He has considerable experience in managing higher educational institutions and has been working as the President for more than 20 years. Table 4.5 shows the concept of complexity leadership theory (Uhl-Bien et al., 2007) and six leadership styles from a possible seven dimensions of leadership (Davies, 2005) that the President has introduced into RE.

Table 4.5 Complexity leadership theory and seven leadership dimensions that have been introduced in RE.

Complexity leadership theory	Leadership dimensions
Administrative leadership	Political leadership
	Ethical leadership
Adaptive leadership	Transformational leadership
	Distributed leadership
Enabling leadership	Strategic leadership
	Sustainable leadership

To change staff's behaviour and organisational structures from Rajabhat Institute to Rajabhat University the President has applied adaptive leadership (Uhl-Bien et al., 2007) as a major concept to work with staff in every faculty. Adaptive leadership (Uhl-Bien et al., 2007) has been introduced through transformational leadership (Leithwood & Jantzi, 2005) and distributed leadership dimensions (Harris, 2005). The organisational culture and working environment at RE have supported these two leadership dimensions so that they work effectively. The President explains that he has created a friendly system and is gradually transferring his authority to administrative staff so that they learn how to manage their jobs without consulting him.

The most complex and slower form of leadership to develop is enabling leadership (Uhl-Bien et al., 2007), which has been exercised by sustainable leadership (Hargreaves, 2005b) and some part of the strategic leadership dimensions (Davies & Davies, 2005). Enabling leadership (Uhl-Bien et al., 2007) is difficult to implement. It is complex and takes a longer time because it is necessary to provide staff with training and knowledge in order that they may begin to act more independently and make some decisions for themselves.

The President agrees that it is necessary to prepare other executive staff to become the next President and maintain the right direction for management into the future. Enabling leadership (Uhl-Bien et al., 2007) is providing a new environment in which every staff member is able to manage and make suggestions to improve the university. The President has maintained an open mind and has accepted all new

ideas that will be beneficial to the university. It is a good start for the new generation of administrators to take a major part of RE.

The most popular leadership dimension to be used at the beginning in every faculty is distributed leadership (Harris, 2005). The President has encouraged deans to learn how to manage their own projects and make their own decisions to improve RE and their faculties. Firstly, the President says that deans have to provide more authority than in the past and secondly, the Vice-Presidents have to support deans and give information related to their faculties. Finally, the President tries to stay behind the scenes. If anyone wants to suggest a new idea, the President will strongly support them to achieve their objectives.

The President says:

It is important that we have to share our knowledge and multiple sources of information between our faculties. I believe that we are one and we work together as a big system. One faculty is related to other faculties. I want to create the glue of a common goal and value that will be distributed through our organisation and everyone agrees that it will make our university better than in the past.

Staff have to understand the goals of the university and their responsibilities to their faculties. Distributed leadership (Harris, 2005) has been adopted by each faculty. The friendly environment has been seen everywhere at RE. The President and the Vice-Presidents are open-minded about change and always support every staff member to generate new projects. Ethical leadership (Starratt, 2005) has been mentioned by the President as the fundamental relationship between administrators and staff. A good leader according to their meaning is a person who understands and helps staff to achieve the best of their capacity.

The Vice-President (Academic) says:

It is a good environment to work in and everyone feels friendly and wants to help as much as they can. This environment will make you feel like you are working at home and more relaxed than at any other work place. The faculties organise many activities every year that will create strong relationships between staff in our university.

The President creates strong networks, which support the process of team work and establish a good quality environment in every faculty. The President believes that every staff member has knowledge and abilities to make decisions and to work as part of a team. Change became necessary and important for each faculty. Transformational leadership (Leithwood & Jantzi, 2005) has been used to change the organisational structure and management style. The President is still the key person to make change happen, but for RE, the President does not want this to be case in the future. He wants everyone, especially the deans to play this important role.

In the past RE used a bureaucratic system to manage their organisation. The President explained that the old system had many regulations and processes that were obstacles to successful management. He wanted to create a new system in which every staff member is involved in decision making and also wanted flexible processes to replace bureaucracy. The President believes that the new system is more efficient than the bureaucratic system and he encourages each faculty to compete with each other to increase the number of students.

The President says:

RE supports a budget for each faculty depending on the number of students they have enrolled. The more students they have, the bigger budget they receive. I believe that the deans and staff of each faculty will dedicate themselves to increasing the number of their students and to gain benefits for their faculties and RE.

Every Monday morning the President meets all staff in order to explain and answer any questions that are related to RE. This is a distinctive style of political leadership (Deal, 2005), which is the best way to listen to his staff and to get accurate information about what is going on in the university. The President can maintain his power and trust from other staff by getting close to them and hearing what they want to say. It is not only sharing information between the President and staff but it also creates the opportunity for staff to share information with each other. The President explained that in the beginning staff wanted to attend meetings because they wanted to ask questions or speak to the President, but later they went to meetings because this was a good opportunity for them to meet their colleagues. This has become a part of their workplace culture.

The Vice-President (Planning and Budgeting) says:

It is very exciting that our President allows everyone to meet him every Monday morning in a big lecture hall. It is the first time that the President dedicates his time to everyone and he wants to answer questions and to explain issues of importance to RE. He believes that good communication is important to motivate staff to develop our university. If anyone has any problems, they know that their problems will be received by the President directly.

The new organisational structure required local people to be involved in every decision of the University. The President says that Rajabhat Universities have to serve local communities and develop local knowledge. It is necessary that local people should have a right to suggest or make decisions with RE's administrators. At every important meeting, the President invites representatives of local people. These local people realised that RE is their local university and they are stakeholders in it. If RE needs anything that they can support, these local people always help and work with RE.

The major characteristic of the President has been presented as being like the benevolent older brother of the family. He has developed a close relationship with his staff and gained respect from them at the same time. He does not require staff to address him as a professional doctor or as a big boss. The President has a tendency to develop a more Western style of management than a Thai traditional bureaucracy style. Most staff feel comfortable to speak to the President and are enthusiastic to share their knowledge and experience with him. The new roles of the President have been credited with supporting successful changed at RE.

Underpinning Philosophy

The National Education Act (1999) and the Rajabhat University Act (2004) was enacted to rationalise the operations of all Rajabhat Universities in Thailand. Rajabhat Universities have a strong commitment to develop local knowledge and local communities. After RE became a university the administrators identified three main targets for improvement. Firstly they wanted to improve the quality of staff so that they could become more respected by other organisations and the Thai people. Secondly they want to improve the quality of students and support them to get

suitable jobs after they graduated. Finally they want to improve and renovate all facilities and equipment.

The President says:

I know that currently there are more universities than in the past, and the number of students is decreasing because of the government's plans to control population growth. If we do not improve and develop our university to be better than other Rajabhat Universities, we will not recruit enough students in the future.

The President confirms that some of the Rajabhat Universities will close or be forced into joint ventures with other higher educational institutions in the future. Rajabhat Universities that are located in Bangkok are much more likely to survive than their provincial counterparts because they have already experienced a high degree of competition from the other Bangkok universities. More than 80 percent of students who study in Rajabhat Universities in Bangkok come from other provinces. Bangkok is the biggest and most populous city in Thailand and many young people who grow up in other areas want to go to university and find good jobs in Bangkok. Therefore it is likely that Rajabhat Universities in other provinces will be the first group of universities that will either close or form joint ventures by amalgamating with other universities.

The President is satisfied with the results of changes and the performance of his staff. The environment of higher education has been changing continually, but the President believes that RE is heading in the right direction. The future is unpredictable, but RE has a bright future when compared with other Rajabhat Universities.

Case study 6: Rajabhat Fran (RF)

Responding to the Changed Environment

Human Resource Management and Development

Every Rajabhat University accepted that appropriate human resources are the most important quality for the future and success of their organisations. Managing staff to become a more efficient and valuable resource is a different concept for each organisation. For RF, the President believes that the autocratic way is more useful than the negotiable way. The President offers many incentives and rewards to staff in order to change their behaviour and to follow new policies. If they can change and perform well, they will get promotion and all the benefits that the President offers to them.

The President says:

I use many techniques that I believe will work for me. I know my staff quite well and I know how to make them change. If I do not show them what will happen when they do not follow my policies, they will not be bothered about change or anything.

The President and the Vice-Presidents have similar opinions about change. They believe that staff do not want to change their behaviour and will often reject new rules or new policies that the administrators have to implement. The administrators agree that change is important for RF and if they do not change they will have problems surviving as a university in the future.

The Vice-President (Planning and Budgeting) says:

We have a meeting with our staff every semester. The President always explains that everyone has to improve themselves to become more efficient and productive in their work than in the past. The higher education market is more competitive than we have experienced before and only the best universities will survive.

The President regularly explains the objectives of the university to staff. The best way to get cooperation from staff is meeting with them as often as the President can.

Staff know that if they cannot achieve the goals of the university, they will have problems working at RF. The President believes that many staff need a certain amount of coercion to get them to change their behaviour, whereas some respond better when less autocratic techniques are used to persuade them to change.

The President says:

Changing is an art. I have many techniques to change their behaviour and I cannot explain why I know how to do this. It is an art and you have to learn by your own experience. There were many problems when I first told them to change to do something new. However, if you do not change, you will not succeed in the long run. It is like the evolution of our world. Nothing is stable; everything changes but some things change faster than others. If staff cannot adapt their work, I will support them to transfer to work in other Rajabhat Universities.

The President believes that staff understand and try to support RF so that they can become a successful university. The President has a strong feeling that staff that are working at RF cannot make any decisions by themselves, they need to follow orders from the President and they always need to be controlled and disciplined. Every semester each staff member has to write a report that explains what they have done and what benefits they provided to the university. The President calls this report a Self Assessment Report (SAR). Every staff member is evaluated, by the committee that the President assigns, to judge who meets the standards of the university.

The processes and criteria to evaluate staff performance have been written in the policies of the university. Everyone who works with RF needs to read and make sure that they understand what they have to do before they start working with RF. The President never forces anyone to work with RF if they do not want to. Thus when they work for RF they need to follow the rules and policies.

The first goal of human resource management is improving the quality of teaching. RF has derived many processes and plans to develop the teaching skill of their staff, making all staff understand that the quality of teaching is the key to a successful university. The President has taken a number of steps to support staff such as inviting many professional teachers to share their experience and to educate staff, to update

their teaching materials, and in providing and organising many workshops that are related to teaching techniques in every semester.

The President says:

Our university is smaller than other Rajabhat Universities in Bangkok. However our reputation is currently as good as other Rajabhat Universities. We believe that we have invested a large sum of money and effort to improve standards and quality of teaching. Staff realise that the quality of teaching is the first priority of RF and if anyone cannot reach our standard, they will not have second chance to teach at RF.

Technology has changed and improved the way that RF teaches their students. Currently, staff have to use computers and develop their own lessons online in every subject that they teach. Students have to use the Internet to send their assignments and to contact the lecturers. The President explains that everyone who works at RF knows how to use computers and prepares their teaching materials by downloading these to their websites. If any staff member cannot follow these rules, they will not have any teaching in the next semester, and if they still cannot use computers, they will not teach at all in the future. RF has designed a quality assurance programme to evaluate the performance and quality of teaching. Students send their comments directly to the Vice-President (Academic). If any staff member does not achieve the quality assurance standards, the administrators will demote them to work in other positions that are less important to RF's plan to become a highly regarded university.

The Vice-President (Academic) says:

RF takes the quality of teaching seriously. Staff have to understand our policies. They have to realise that this standard will help us survive and maintain our reputation.

The President says that any universities, who cannot control their quality of teaching, will attract fewer students in the future and they will be in a situation where they may have to justify their existence. RF realises that there is more competition in the higher education market than in the past and many private universities are major competitors of RF. The President wants to change RF to become the best university in teaching and in its focus on local people in the future.

The second goal is writing textbooks and increasing the numbers of academic positions. The President believes that this is the most important project for RF. If staff have academic positions, the reputation of RF will be elevated relative to the other Rajabhat Universities. The President confirms that to get higher academic positions is more advantageous to RF than their staff getting higher degrees. The Vice-President (Academic) says that RF supports staff in every way to write their own textbooks and to achieve higher academic positions.

Every semester staff member is required to attend workshops about writing textbooks. The administrators invite many professional writers who specialise in academic writing to give lectures and share their experiences with their staff. The workshop requires all staff to participate and they have to report the progress they have made with their textbooks every month. The desired outcome of this workshop is to increase the number of textbooks and the academic positions by more than 50 percent each year. In the next two years, the President believes that more than 90 percent of their staff will get academic positions.

The Vice-President (Strategic plans and Research) says:

I support all the textbook writing workshops and I think they will generate a greater benefit for RF than supporting scholarships for staff. The more academic positions we have, the more this will enhance our reputation. The more textbooks we produce, the more income we will receive from selling our textbooks. I see this as being beneficial for RF and we do not have to pay much money to arrange writing workshops. Most professional writers who give lectures are glad to teach and they want to support our staff without any conditions.

The University Council agrees and supports this by allocating money to organise this project every semester. The Vice-President (Management) says that one of the members of the University Council is the owner of a publishing company and he offers a special price for printing textbooks for all RF staff, which includes taking responsibility for the distribution to other bookstores and other universities in Thailand.

The President says:

We are lucky that we do not have to build our own printing factory and that one of the members of the University Council looks after this business for us. He offers a lower cost than other companies and designs the marketing plans for RF to sell our textbooks. Last year we produced our own textbooks for all general education subjects and this year (2006) we will produce all the textbooks that will be used in core subjects in every faculty.

The administrators realised that the greatest obstacle to writing textbooks is that staff did not have enough time. Most of their staff have to teach and work as administrators in their faculties. They spend an average of more than 40 hours teaching and around 30 hours doing administrator's work. They do not have enough time to write their own textbooks. Therefore the administrators have created a new policy where staff are allowed to teach only nine hours per week and do only six hours per week of administrative work.

The President says:

This year (2006) we do not allow any staff to work more than 15 hours per week. We encourage them to increase their income by writing textbooks. If they write textbooks we pay for their time at the same rate as when they teach and we offer double promotions of their salary after they publish their textbooks.

RF has a different incentive scheme than other Rajabhat Universities to encourage their staff to write their own textbooks. However a number of staff want more money than the administrators offer them. They want at least 50,000 baht (~ 1,666.67 AUD) for copyright per textbook that they submit to RF. The President says that RF does not have enough money to pay for this. They receive a double promotion in their salaries and this is reasonable. There was some conflict between the administration and staff, but finally the President moved staff who demanded more money to work in other Rajabhat Universities.

The Vice-President (Academic) says:

I think staff who request a lot of money from RF are selfish. They do not take into consideration that when they write their textbooks we pay for their time and all their expenses. It is enough and in the past when I wrote my own textbooks I never got paid by any university. I wrote textbooks because this was my job and I did this because this is my career. I developed myself regardless of whether I received any promotion or money.

Most of the administrators believe that the new generation of staff lack ethical standards. They always have many rewards in exchange for developing themselves. The attitude between the administrators and staff are different. The University Council supports the policies of the President when they have any conflict between staff and administrators. The workplace environment in the university is under pressure. Staff feel like they need to achieve every goal that the President wants. If anyone cannot do that, they believe that they will get in trouble in the future.

The administrators want everyone to conduct research and publish in academic journals. RF has still not reached the standard of the Office of the Higher Education Commission for generating the required number of research projects. Staff feel uncomfortable about conducting research and all the incentives that RF offer are not sufficient motivation to prompt them to do so. The University Council agrees that staff should get some compensation for their work if they conduct research, but RF does not have enough money to pay for this. If staff conduct research, the university pays for their time, all their expenses, gives them double promotion on their salaries and they may be able to make money from their research results from other organisations. All the revenue that they get from their research belongs to them. They do not have to share their income with the university.

The President says:

In order to motivate staff to conduct research, RF provides many training programmes that will assist them to understand how to conduct research. We give them an incentive of a double promotion after they finish their research and the most important thing is that the results of the research belong to the

researchers. I think we offer them the best we can, if they don't want to conduct research. It is their problem, not ours.

The administrators accept that if the university does not have enough research, they will be listed as of lower quality than other universities and will not have any funding to conduct research from the government. The administrators try to explain this to staff, if they do not cooperate.

The fourth goal is increasing the number of staff who have doctoral degrees. This goal is one of the requirements from the Office of the Higher Education Commission and RF has not reached the standard yet. The administrators have scholarships for staff to study for masters and/or doctoral degrees, but only for study in Thailand, not in overseas countries.

The President says:

In order to reach the standards of the Office of the Higher Education Commission, we have to increase the number of doctoral degrees. However, we have not had the finance to support anyone to study abroad. I think it is too expensive and the quality of education is not significantly better than studying in Thailand.

Staff realise that they have to pay for themselves or apply for scholarships from the government if they want to study for a doctoral degree from an overseas university. The President believes that to go to other countries to get higher degrees is popular with some people; however students who graduate from abroad do not perform better than students who graduate in Thailand. This policy has created many conflicts between staff and administrators, but the University Council supports the President's idea.

The Vice-President (Planning and Budgeting) says:

If staff pay for their degrees, they can go anywhere in this world. I do not mind at all. We will not stop them from doing what they want. The fact is we do not have enough money for everyone to go abroad. When I was young I paid for myself to study abroad and I never asked for money from the university. I think that it is my responsibility to pay for my study and I am the

person who received a doctoral degree, not my university. Many staff complain that RF does not support scholarships for study abroad. In the past the university never had any scholarships for study in Thailand or in any other countries. After we became a university the administrators decided to support all staff to get higher degrees so we provide scholarships for studying in Thailand. Many staff are still not satisfied; they always want more and more and are never satisfied.

To support staff to get higher degrees has been discussed many times with the University Council and between staff and administrators. The President explains that many staff do not understand and assume that the administrators have a bias against them. It is a complicated situation and the new generation of staff seem to be concerned only for themselves. They do not seem to be concerned about the university or other people. The human resource management and development plans of RF have had many problems in implementation. The President expects that in the future it will be possible to establish understanding and a friendly system between the administrators and staff. The President thinks that RF offers staff more than in the past and some incentives are better than those that other Rajabhat Universities offer. If they are not satisfied and want more incentives than this, the President strongly advises them to transfer to work in other Rajabhat Universities that they prefer.

Introducing New Degree Programmes

RF plans to offer three new degree programmes: fashion design, food design and hospitality and improve their existing programmes to become more responsive to the demands of the labour market. Also, RF wants to improve computer skills and English language proficiency. RF does not want to open any new degree programmes in which they do not have enough experience and knowledge. The President and the Vice-Presidents are satisfied with the performance of RF since they became a university and they agree that RF will provide more new degree programmes in the next five years (2007-2011).

The Vice-President (Planning and Budgeting) says:

Before we offer any new degree programmes, we consider many possible potential outcomes. We know that the government wants the universities to increase the number of students who study mathematics, biology and

chemistry, because Thailand needs a lot of people to work in these fields. But the problem is students do not want to study in these areas. Potential students believe it will be difficult and they do not want to spend many years at university. Thus when we make decisions to offer new degree programmes we have to be careful and make sure that we will have enough students who will apply and after they graduate they will get reasonable careers.

RF has focused more on being a vocational university. The President points out that it is easier for staff to teach in the hospitality programmes rather than conduct research. The most successful programme that RF has gained a reputation for in the past is teacher education. Many high school administrators and principals graduated from RF.

The President says:

We have three new degree programmes. We forecast the demand of the labour market and the capabilities of RF before we make any decisions to offer any new degree programmes.

Fashion design and food design have become popular after the government planned to promote Bangkok as a fashion city and tourist destination of the world in 2003. Many universities realised that Thailand lacks people who work in these areas. The President believes that Thailand will become the most popular tourist destination in Asia.

The Vice-President (Academic) says:

RF has resources to offer new degree programmes in fashion and food design more than other Rajabhat Universities. We signed contracts to create new degree programmes by joint-venture with the best fashion and food companies in Thailand. The demand for people who work in hospitality and food will increase.

In 2006, every new student had to study computers and the English language. Before graduation every student has to pass two tests. First is a standard computer skills test and second is a standard English test. The administrators want to make sure that everyone who graduates from RF has adequate computer skills to work in modern

organisations and has enough skill to speak English as a second language. The University Council agrees that computer skills and English language are important for their students who want to compete in getting jobs with students from other universities.

In 2006 RF has invested more than 50 million baht (~ 1.67 million AUD) to construct the computer centre and the language centre for staff and students to improve their skills. Both centres provide software programmes and tutors for everyone who wants to practise.

Developing International Relationships

Knowledge and information technology are the major resources that RF wants to exchange with other overseas universities. The President and the Vice-President travelled to many countries to sign MOUs and have sent several staff to train in short programmes in several overseas universities. In 2005 the administrators visited a range of international universities and developed exchange programmes and joint venture programmes. Students who enrol in these programmes will receive degrees from both universities.

In 2005 there were eight countries that students could choose to study joint programmes from and get degrees both from RF and those universities as follows: Bulgaria, Taiwan, China, Vietnam, Egypt, Australia, Japan, and the Philippines.

RF has tried to make many agreements with international universities to provide joint programmes and to exchange staff and students. In 2006 RF offered a doctoral programme in Management Science with a well-known university in the Philippines and students will receive a doctorate from both universities.

The President explains that RF cannot provide a large variety of programmes on their own. They need support from international universities. In the past 10 years RF has only had an exchange programme with one well established teachers college in China. The programme involves students from China teaching Mandarin in RF and Thai students to teach Thai in China. This year (2006) the President and the Vice-Presidents agree that the demand for exchange programmes in Thailand has increased in every faculty and many universities offer these kinds of programmes.

The administrators believe that RF has the capability to offer exchange programmes and attract as many prospective students as other universities.

Financial Considerations

Most of the Rajabhat Universities increase their income by offering some new degree programmes and short training programmes for other organisations. RF is one of the universities that will have problems if the government cuts funding. They do not have other sources of income apart from their tuition fees and from the government grants.

In 2006, The President and the University Council plan to open a new campus and believe that the new campus will generate a reasonable income for them to help manage RF in the future. The President believes that the new campus which has a five star hotel, sports centre, swimming pools, restaurants, department store, dormitory for students and a large parking lot will generate a great deal of income for RF in the future. Moreover, the location of the new campus is suitable for tourists or flight attendants who want to stay near the airport or wait for transit flights to go to other places. The government has moved all international flights routes to this airport and more than 300,000 people who work in many businesses will move their offices from Bangkok to a location near the new airport. The President explains that RF is lucky that it has land near the centre of the business area and currently RF is the only university that will be located in this province.

The President says:

We may have a major problem if the government reduces our funding. However, we have a plan to open another campus and we believe that this new campus will generate a large amount of income for us in the future. The new campus is not only for teaching but also for conducting many commercial operations such as a hotel, restaurants, department stores and sporting facilities.

The administrators agree that they should operate other enterprises as well as teaching in the future. If the government wants to cut funding to the university, RF needs a plan to generate its own income. The administrators expect that the new campus will be finished in 2007 and will be fully operational by the first semester in

2008. Many Rajabhat Universities understand how hard it is to generate their income and they know that it will be difficult for them to become a successful financial university, however, most of them believe that they can survive and finally, they believe that if they still cannot make enough money, the government will support them.

Leaders' Response to Change

Leadership Dimensions

The President and the Vice-Presidents believe that everyone can change, but this depends on what kinds of techniques are used. The most effective ways that the President agrees to change people's behaviour is by forcing them to do the right thing and giving rewards to people who can change successfully. It can be seen that there are two major leadership dimensions that have been implemented at RF firstly, political leadership (Deal, 2005) by providing rewards or punishments to staff who can or cannot change, and secondly is transformational leadership (Leithwood & Jantzi, 2005) as a major role and combined with adaptive leadership (Uhl-Bien et al., 2007) to adapt the organisational cultures to the new environment. Table 4.6 shows complexity leadership theory (Uhl-Bien et al., 2007) and three of the seven leadership dimension (Davies, 2005) that have been used by the President to create a new organisational culture and structure that are suitable for them.

Table 4.6 Complexity leadership theory and seven leadership dimensions that have been introduced in RF.

Complexity leadership theory	Leadership dimensions
Administrative leadership	Political leadership
Adaptive leadership	Transformational leadership
Enabling leadership	Strategic leadership

The two major leadership styles related to complexity leadership theory - administrative leadership and adaptive leadership (Uhl-Bien et al., 2007), have been introduced in a stronger way than the other one, enabling leadership (Uhl-Bien et al., 2007). The President points out that enabling leadership (Uhl-Bien et al., 2007) will not be introduced using strategic leadership (Davies & Davies, 2005) until staff are prepared to understand their roles and responsibilities successfully. However, in the

near future the President confirmed that strategic leadership dimensions (Davies & Davies, 2005) will be important for RF. Currently, transformational leadership dimension (Leithwood & Jantzi, 2005) has been a focus as the major style of changing staff behaviour. The President knows that staff need a strong leader who can make change happen quickly and efficiently. As with the other case studies, it is crucial to note that although the researcher has interpreted the roles and goals within complexity leadership theory (Uhl-Bien et al., 2007), it is not a theory with which the President expressed any familiarity.

The President says:

RF does not have much time to adapt and change. Staff need to improve now.
I will never allow anybody to let us become an unsuccessful university.

The President and the Vice-Presidents have a strong belief that staff need to be monitored and evaluated every semester. It is their view that if the administrators control them closely and have precise rules to manage them, staff will perform good work and pay more attention to their jobs. After they implemented this technique they increased the number of research projects and textbooks by more than 50 percent.

RF does not apply similar leadership styles to those of other Rajabhat Universities. For example, the President does not apply distributed leadership (Harris, 2005) or sustainable leadership (Hargreaves, 2005b) at this present time. The President focuses on aspects political leadership (Deal, 2005) to control and change performance of staff. It is important that the President has enough support from the Vice-Presidents and the University Council to maintain power and authority. It can be seen that the President does not empower the deans or the Vice-Presidents. Every faculty has to report to the President before they can implement or make any decision.

The Vice-President (Strategic plans and Research) says:

I have been working with the President for more than 10 years, I know that the President did not want to control everything, but we were not ready to make our own decisions and many staff lack experience to manage their own work. This is the reason why the President cannot let them manage their own

faculties and their own projects. However, in the future I believe that the President will give them more authority to make decisions.

The President knows exactly what needs to be changed and has the power to change them. The policies of RF can be changed immediately, because the President can make decisions alone and order everyone to follow. It is faster than working as a team or involving many people in every decision. Even though in the strategic plans the deans have full authority to make any decisions that are related to their faculties, they always ask permission from the President first and if there is disagreement they cannot do what they want.

The Vice-President (Management) says:

RF has an excellent President and I believe that they can change the university to become a prestigious university in the future. The President understands staff and knows that many of them do not want to make compromises and adjust to the new demands of the higher educational sector. We have to chastise them and make them an example to other staff. However, many of staff are dedicated to the university and for good employees we always promote them to get higher salaries and more benefits.

The President agrees about having a dictatorial style and always makes change happen quickly. The President understands how to apply administrative leadership and adaptive leadership (Uhl-Bien et al., 2007) as construed in complexity leadership theory (Uhl-Bien et al., 2007), and has enough experience to motivate staff through political leadership (Deal, 2005) and transformational leadership dimensions (Leithwood & Jantzi, 2005). At the beginning of the change process, it appears to work (on one level) for RF to maintain this style of leadership in preparing staff for the new environment in the future. The administrators always give strong support to the President and admire strength in their leader. All the changes that have happened in RF were credited to the personal administrative experience of the President who has background knowledge of management in higher educational institutions developed over many years.

Underpinning Philosophy

The President explains that RF's major purpose is to provide the best higher education available for local people and give an opportunity to everyone who wants to study. The administrators believe that education improves quality of life and reduces the gap between rich and poor people in the country. RF wants to expand the opportunity for everyone to get a higher education, especially local people who do not have enough money to go to private universities. The President believes that the more opportunities for study that RF provides for people, the more advantages that the country will receive.

The Vice-President (Planning and Budgeting) says:

We understand the reasons why the government changed our status from being an institute to a university. We have a strong commitment to our local communities. Other universities in Thailand have been established to fulfill different requirements than the Rajabhat Universities. Therefore it is not advisable to compare the performance of Rajabhat Universities with other universities in Thailand.

RF agrees that the main purpose of Rajabhat Universities is providing knowledge to their students and developing them to become good citizens for their society. RF believes that they have many projects that focus on developing local people and supporting them to have a better quality of life than other universities have. One of the most important objectives that RF has pursued for many years is teaching a particular form of 'ethical standards' to their students and developing rules of moral obligation to the society.

The Vice-President (Academic) says:

We know that our students do not meet the academic standards that the students at the established universities do, and we do not intend to compete with these universities on this basis. However, we are confident that our students have a greater understanding of ethical issues and moral principles than other universities' students. Thailand has a lot of clever students but I do believe that we need to develop highly ethical students who will work with moral standards to develop our country.

Ethical issues and moral obligation to the local communities are important tenets that RF wants to include in every subject that is taught in the university. The President has a project to invite the monks who are dedicated to uphold ethical standards to teach staff and students every week. All Staff and students will have to attend this class every week if they do not have other business that they need to do. The President believes that the more they study with the monks, the better they will understand ethical issues and become more ethical members of society to work with other people to develop the country.

Conclusion

The interviews from six Rajabhat Universities have been written as six case studies in order to represent the data and information about how each Rajabhat University in Bangkok responds to the changed environment and how the six leaders cope with changes. There are some problems that each Rajabhat University has been concerned about and agreed that it will take some time to find solutions, such as how to increase their income and how to become a successful university. However, many Rajabhat Universities have accepted that they need to change and create a new style of management, which is important for their survival. There are a variety of techniques that the leaders use who are introducing change to their organisations. Many of them select a path of negotiation, but others choose to be dictatorial. Each President did not realise what kind of leadership perspective they are introducing to their universities. They can explain what they want to do and why they want to do that. By interpreting data from the interview and the strategic plans, it is possible, by using leadership theory, to identify how the six Presidents used different leadership perspectives to change their staff behaviours. However, each President did not use every leadership perspective. Chapter Five will synthesise data from interviews, documents and observations. Each Rajabhat University has many ideas in common but also some differences of opinion.