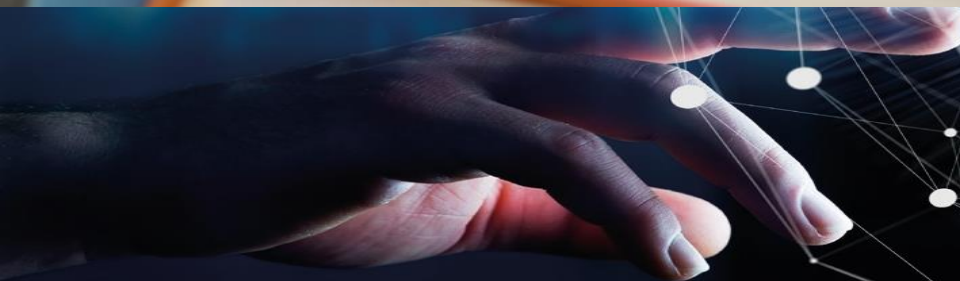




# Strategic Adaptive Leadership Development of Administrators of Eastern Vocational Education Institutions toward Excellence: A Focus on Thailand's Vocational Education Management 4.0 Policy



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# Presentation Topics

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- Conclusion and Discussion

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# Introduction



- **The mission of Thailand's Vocational Education (VE) institutes is to provide vocational training for students with the competencies needed in the 21 Century.**
- **Leaders need to change the direction of thinking and management to keep pace with inevitable changes, where a complete strategic plan covering the organization's operations is required for organizational restructuring and implementation.**

# Introduction

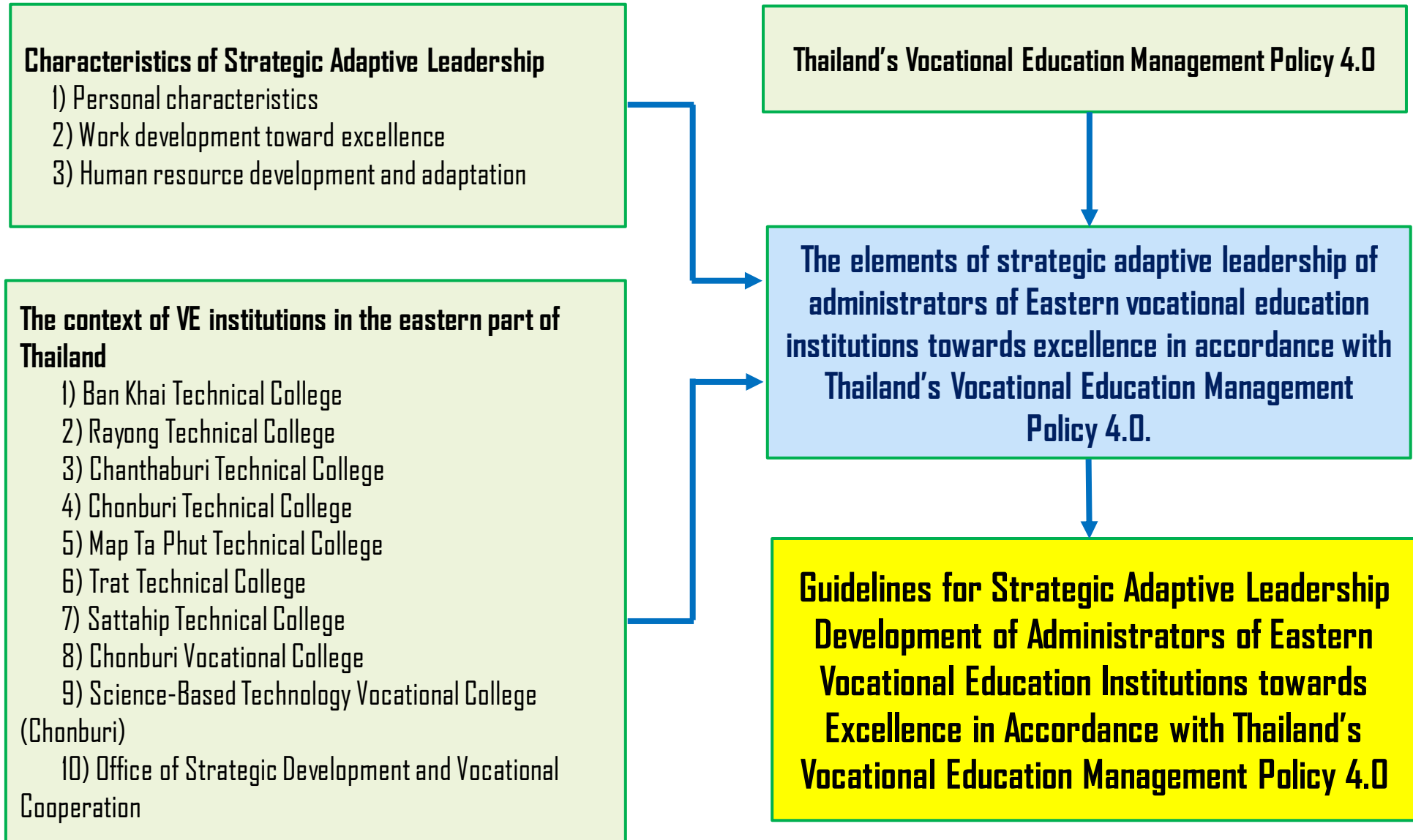


- Digital education, requires a specific model of management to maintain the quality of education and minimize its impact on teaching and learning. Strategic adaptive leadership of VE institutes is for administrators to strive for **“excellence”**.
- **The research study:** identify the characteristics and elements in order to be able to provide a guideline for strategic adaptive leadership development for Eastern VE institutions toward excellence in accordance with Thailand’s VE Management 4.0 Policy.

# Research Objectives

- **First, To identify the characteristics** of strategic adaptive leadership of administrators of Eastern vocational education institutions toward excellence in accordance with Thailand's Vocational Education Management 4.0 Policy.
- **Second, To analyze the elements** of strategic adaptive leadership of administrators of Eastern vocational education institutions toward excellence in accordance with Thailand's Vocational Education Management 4.0 Policy.
- **Third, To propose a guideline for the development** of strategic adaptive leadership of administrators of Eastern vocational education institutions toward excellence in accordance with Thailand's Vocational Education Management 4.0 Policy.

# Research Conceptual Framework





# Research Methodology

## ✓ Population and Samples

(1) **The population:** teachers and educational personnel from 9 institutions in 4 eastern provinces--Chonburi, Rayong, Chanthaburi and Trat.

(2) **The sample size:** determined by Taro Yamane's formula for calculating the number of participants.

**Quantitative,** used the proportional method and the simple random sampling method to obtain a sample of 622 people.

**Qualitative,** approached 15 experts in VE administration by convenience sampling, according to the specified qualifications.

# Research Methodology

## ☑ Research Instruments

- (1) The quantitative tool:** five-level rating scale questionnaire based on Likert's methodology.
- (2) The qualitative tool:** semi-structure interview guide and focus group discussion guide.

# Research Methodology

## ☑ Data Analysis and Synthesis

- (1) Quantitative data:** responses to the questionnaire were analyzed by SPSS Programs for percentage, mean, and standard deviation.
- (2) Qualitative data:** analyzed by content with classified specifications.

# Research Methodology

## ☑ Research Procedure

**Step 1: Study of the characteristics:** (1) documentary analysis, (2) empirical data from 15 successful administrators' in-depth interviews.



**Step 2: Analysis of the elements:** create a questionnaire from results in step 1 and submitted the participants' responses for Exploratory Factor Analysis (EFA).




**Step 4: Confirmation of a guidelines draft:**  
Using connoisseurship approach and presentation the final guideline.



**Step 3: Data Test:**  
Data triangulation techniques was performed to determine whether they were similar, different or consistent to conclude the characteristics and elements.


# Results

## 1. Characteristics of Strategic Adaptive Leadership

- 
- (1) Personal characteristics:** proactive, high expectations for job achievement and commitment to completion, flexible adaptation to the situation with a broad vision, creativity, action with dignity, and a democratic viewpoint.
  - (2) Strategic adaptive leadership development:** develop clear systems and structures, supervise operations accordingly, promote teamwork by involving stakeholders in thinking and doing, hold regularly meetings with the staff for creative academic work, conduct research, and create innovations in VE for excellence.
  - (3) Adaptive leaders aim:** preparing personnel with knowledge and ability to adjust teaching and learning through various methods.

# Results

## 2. Elements of Strategic Adaptive Leadership



Elements	Element names	Number of items	Eigen Value	Percentage of variance
1.	Charisma Leadership and Inspirational Motivation	16	16.767	22.446
2.	Individualized Consideration and Working as a Team	15	15.532	17.009
3.	Adaptive Strategy and Challenges	14	13.245	11.212
4.	Creating an Innovative Educational Organization	13	11.198	9.004
5.	Building a Positive Corporate Culture	12	9.502	7.372
6.	Creating a Creative Corporate Atmosphere and Shared Values)	11	7.014	6.415
7.	Innovative Leadership Maturity	10	5.761	5.002
8.	Mindset Modification and Intellectual Stimulation	9	4.102	3.037
9.	Digital Skills Development toward Excellence	8	3.729	2.202
	<b>Total</b>			<b>83.69</b>

# Results

## 3. Guideline to Strategic Adaptive Leadership Development



**(1) Five ways to develop:** (1) exemplary practice by case studies, (2) teaching and training, (3) meditation, (4) learning exchange via the use of media, technology and innovation in modern education, and (5) model education and experiential learning.

**(2) The development process:** PIER process consisting of (i) Planning (P), (ii) Implement (I), (iii) Evaluation (E), and (iv) Reflection (R).

**(3) Success factors:** Adaptive leadership development courses, support for adaptive leadership development resources, continuous and systematic monitoring and evaluation, followed by national and international leadership development networks.

# Conclusion and Discussion

## 1. Characteristics of Strategic Adaptive Leadership

1  
• **Personal characteristics.**

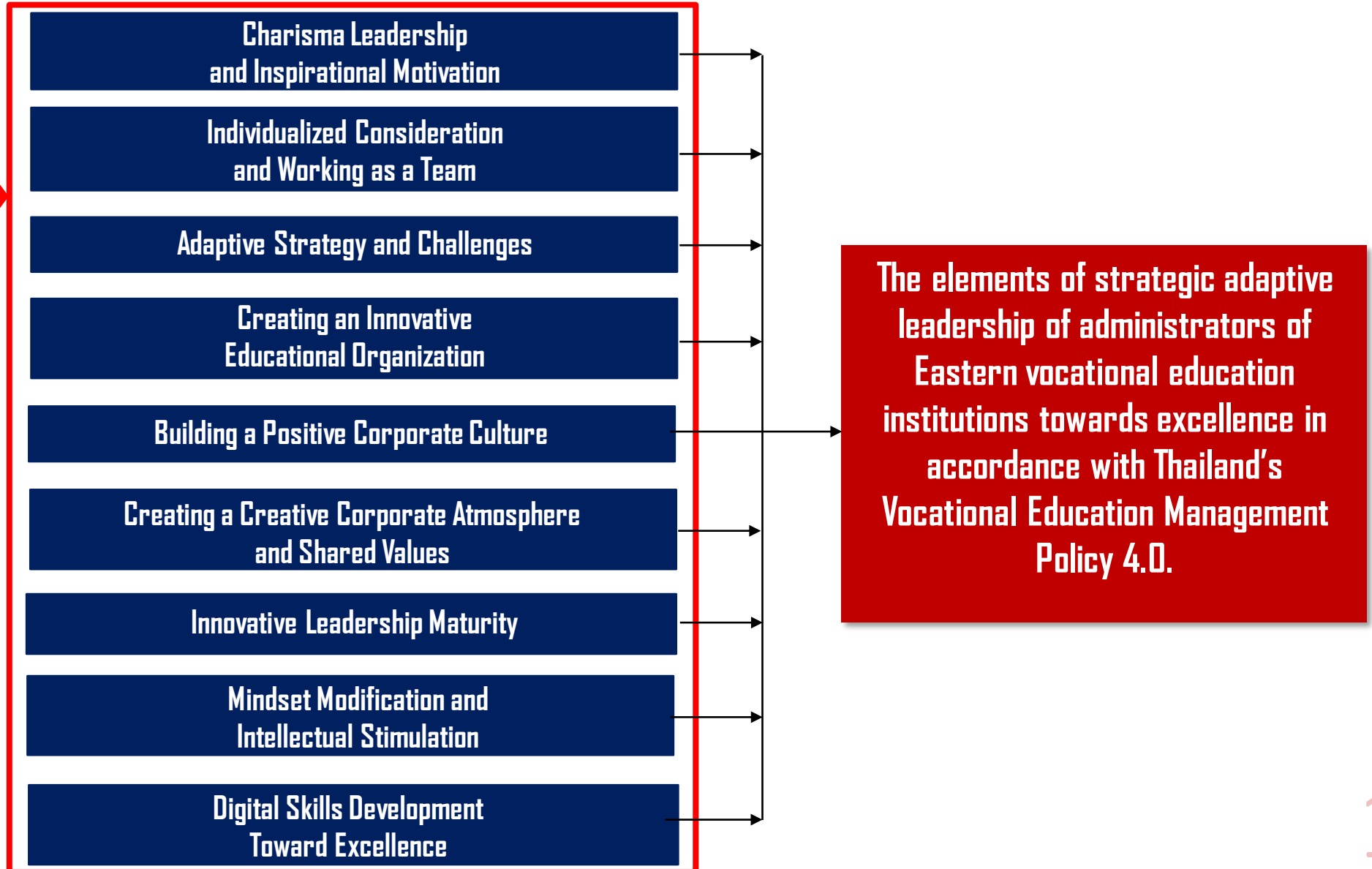
2  
• **Strategic adaptive leadership development.**

3  
• **Adaptive leaders aim.**



# Conclusion and Discussion

## 2. Elements of Strategic Adaptive Leadership



# Conclusion and Discussion

## 3. Guideline to Strategic Adaptive Leadership Development

1

- **Five ways to develop:** (1) exemplary practice by case studies, (2) teaching and training, (3) meditation, (4) learning exchange via the use of media, technology and innovation in modern education, and (5) model education and experiential learning.

2

- **The PIER process:** (1) Planning (P), (2) Implement (I), (3) Evaluation (E) and (4) Reflection (R) for VE institutions to develop the competencies in VE administrators.



# Suggestions

## 1. Suggestions for applying the findings:

The behaviors for development 2 categories:

(i) academic and research-oriented behaviors, and (ii) functional competencies,

VE institution decision-makers need to value their faculty and staff talent groups and set a clear career path for their competencies development in keeping pace with the rapid transformation of education.

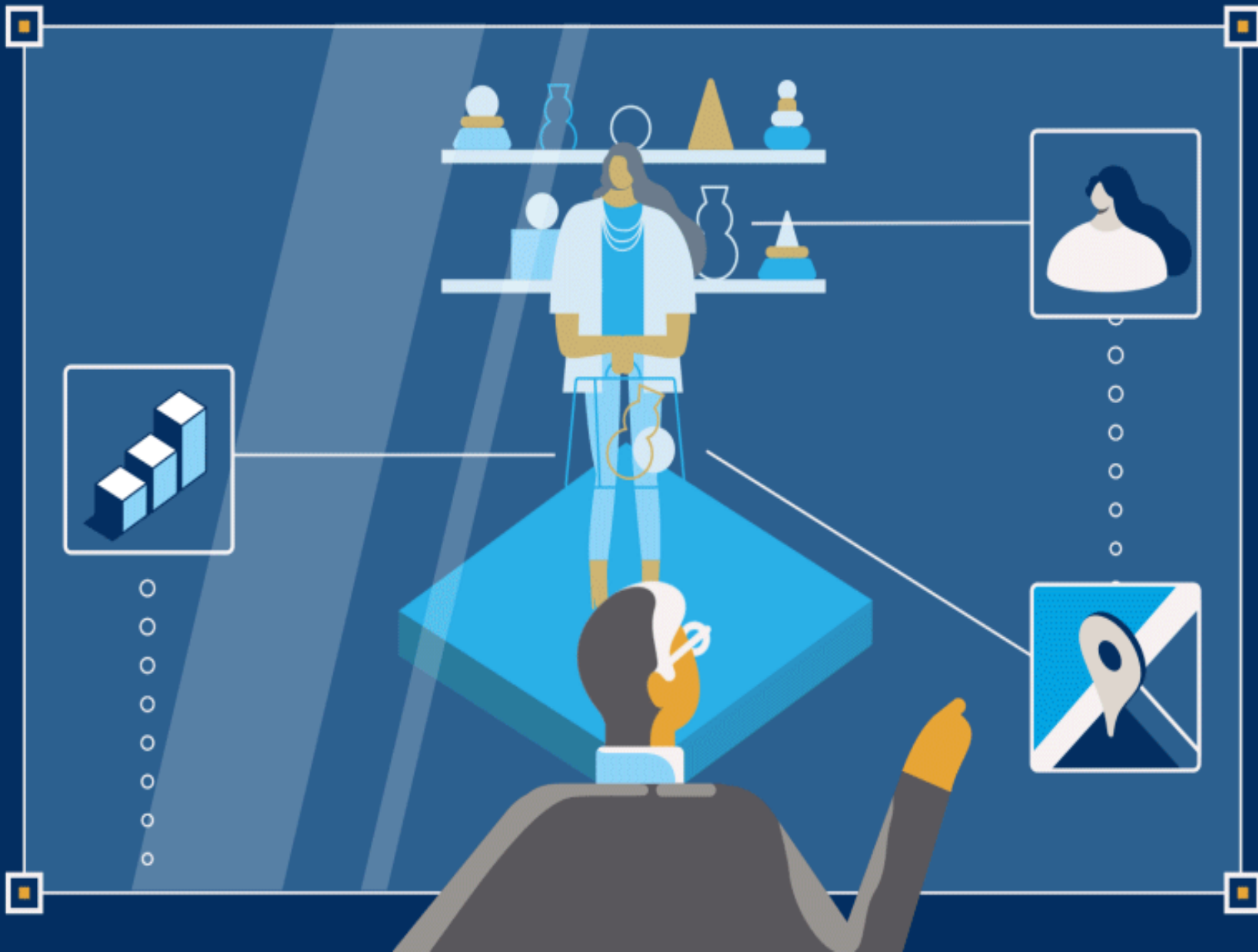


# Suggestions

## 2. Suggestions for future research:

The future research on adaptive leadership may want to explore:

- (i) participatory action research,
- (ii) educational innovations expected of administrators, and
- (iii) in-depth research in curriculum design and adjustment to catch up with the disruptive effects for sustainable development of the present time and beyond.



THANK YOU

