

## Professional Leadership: Competencies & Skills under 21<sup>st</sup> Century for Sustainable Education Management, Thailand

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### Abstract

*This paper will provide an overview of professional leadership in competencies and skills under 21<sup>st</sup> century for sustainable education management, Thailand. The paper will also present professional leadership of competencies were professional leadership role, leadership under change, leadership skills 4.0 in the 21<sup>st</sup> century, development in the pace with change, creativity and creative tension, hold true assessments. And the professional leadership of skills at a key “6R12C3E” elements including 6R; Reading, wRiting, Relation science, aRithmetic, Relation technology and innovation, Relation qualitative, 12C; Critical thinking, Creativity, Creative tension, Critical proactively, Communication, Collaboration, Collaborative cultural, competency, Connecting, Composition, controlling, Cost Effectiveness, 3E; Empowerment, Efficiency & Effective, Evolutional. Finally, the paper will discuss the implications of sustainable education management.*

**Keywords:** Professional leadership, competencies and skills under the 21<sup>st</sup> century, sustainable education management

### Introduction

Educational were the key indicators of a capacity in long term competitiveness for many countries. It is tools to the development for the population and society to meeting of the goals set. The education effectiveness for directing an impact to development dimensions of humanism and society. Many countries were give education for national agenda for driving a planning education system to successfully to human resource development of a holistic, must to deeming for understanding to the various elements were a involved, and clarifying the context of the educational system to development vision in consistent. Thailand 4.0, development were a security, wealth, sustainable must to a grand strategy for obviously into coping with the 21<sup>st</sup> century dynamics that a full of slides and changes in both geopolitics and world economics. One strategic framework for development was educational management strategies. In future of Thailand is a collaborative that driven for efficiency, the potential for mutual development and adapting to the context in the future. The 21<sup>st</sup> Century education will be changing to affecting of lifestyle was avoided to learning, adaptability and preparation. [1] Strategic development and management 4.0 are preparing people, creating people, an innovation, linking access to technology and being in the change. This requires systematic management used of the education-driven planning to the successful and can be converted to the practice as a procedure for the problem solving and development, identity change include the cultural change that can propel the country to the first world of Thailand 4.0. Education is the main mechanism of a development, supporting, cultivating ideas and knowledge to the civic community as a whole of Thailand 4.0. A key competency variable and long-terms potential. The design, education is the main solution of a development to be related in the human and society. Key context of contemporary educational design to the dynamics has been changed from the transition in the 20<sup>th</sup> century to the 21<sup>st</sup> Century. The currents of change were impacted of social, economic, environmental, cultural and educational that the factors of transition, such as revolution “Arab Spring” through use of technology, stepping in socio- economy include the cultural, education, management and organizing political.

Framework of education in Thailand 4.0 of the policies on six quality and ten focus points, by six qualities of teachers and 10 focus points of the spatial support performance and the management that leads to concrete action.[2] There are several reasons for promoting balance in development, having ability to management and development in order to be able to handle the potential, more effective coordination.

Educational administration, it is an important process, ongoing activity. Managers are leaders in operations; the personnel cooperate seriously to achievement of the goals. Administration of education relates to the development of educational quality. Is a mission of education organizations. Managing both to science and art, a tactic or art of bringing others to goal of improving the quality to education in the process alignment and approach to decentralized administration of stakeholder to collaborative of management. Leadership efficiency requires for consistency and relationship with responsibility, leadership in academia, facilitation, consultation and coordination for all sectors to working together to achieve key achievement goals. Leadership is a capable of bringing changes. An important for the success leaders to know what is element that will help leader to lead to effective leadership of attribute, empowerment and behavior. [3]Professional leadership is critical to the success of works and organization including the process of influence that one person tries to influence others of behavior in desired direction. Thailand needs to be prepared were accommodate for economic opportunity to happening of educational development. If we never prepare them, it will cause loss of opportunity of socio- economic, Socio-cultural and Socio- educational. An important to accelerate the process, the success will happen of strategy of goals, means, target and indicators. This paper will provide an overview of professional leadership in competencies and skills under 21<sup>st</sup> century for sustainable education management, Thailand, that include the competencies, skills and efficiency to improving the quality and performance of paradigm shift, leadership enhancement, change of learning cultural in the strategies allow organizations to setting of concrete goals and objectives for effectively.

### **Literature Review**

**Educational Movement for Thailand 4.0:** Thailand 4.0 is an economic model that aims to unlock the country from several economic challenges resulting from past economic development models emphasizing agriculture (Thailand 1.0), light industry (Thailand 2.0), and advanced industry (Thailand 3.0). These challenges include “a middle income trap”, “an inequality trap”, and “an imbalanced trap”. Thailand 4.0 has four objectives: a) economic prosperity, b) social well-being, c) raising human values, and d) environmental protection. Economic prosperity objective aims to create a value-based economy that is driven by innovation, technology and creativity. Social well-being objective deals with building inclusive society that moves forward without leaving anyone behind through realization of the full potential of all members of society. In the raising human values objective, the aim is to transform Thais’ into “competent human beings in the 21<sup>st</sup> century” and “Thais’ 4.0” in first world. [1] Also, the environmental protection objective deals with a livable society that possesses an economic system capable of adjusting to climate change and low carbon society. In orders to achieve Thailand 4.0, Thai government has “five” Agendas were; *agenda 1*:prepare Thais’ 4.0 for Thailand becoming a first world nation, *agenda 2*:development of technology cluster and future industries, *agenda 3*:incubate entrepreneurs and develop networks of innovation- driven enterprise, *agenda 4*:strengthening the internal economy through the mechanisms of 18 Provincial clusters and 76 provinces, *agenda 5*:integrating with ASEAN and connecting Thailand to the global community.

In particular to agenda 1, Thai people is regarded as the most important element in the development of Thailand 4.0. The model aims to transform into more competent human beings in the 21<sup>st</sup> century and develop Thais 4.0 as first world citizens. In doing so, there is a need to reform education system by transforming learning ecosystem to purposeful learning, generative learning, mindful learning, and result-based learning. These shifts will lead to changes in goals and administration of the education system, teachers’ skills and teaching paradigm, curriculum and teaching and learning methods. To serve Thailand 4.0, the 2<sup>th</sup> National Economic and Social Development Plan A.C.2017-2021 (B.E. 2560-2564) states 10 strategies and one of them is the Human Capital Building and Development strategy. Three major guidelines in Human Capital Building and Development strategy include a) adjusting values in Thais to have moral and ethics, disciplined and public minds, and desirable behaviors, b) developing potential regarding knowledge, skills and capacities in well-being, and c) shifting quality of education and life-long learning. Education is regarded as a key success factor in driving Thailand 4.0 especially the human capital building and development. [3] There are four major objectives in education: a) to develop effective education system and process; b) to develop good citizen with desirable characteristics, skills and competencies as stated in the constitution of the Kingdom of Thailand, the National Education act, and National Strategy; c) to develop knowledge-based society living with moral and harmony for the sustainable development of the country with sufficient-economy philosophy; and d) bring Thailand overcome “middle income” and “inequality” traps.

**Challenges of Education 4.0 in the 21<sup>st</sup> Century Change Significantly:** Learning can bring knowledge in every place to integrate creatively, for develop innovations to meet the needs of society. To be prepared for Education Thailand 4.0, there are many factors to be considered. The current teaching, still far in many dimensions such as never teach the students to thinking for themselves that to most of them still teach the same thing, and the learners still do not know the society that to most the spend time online with the Game, Chat, Facebook, Line and Instagram. [4] The technology is not wrong, but the coin has two sides in the same way as technology which we have to use it in any field for our benefits. This is the difficulty and challenge of teachers, who must teach in this age. Because of the instructional 4.0, students require to use of the technology to learn individually. The main factors of using to value technology as; a) using the internet, this is an important tool for finding the knowledge, is a major source of information in education 4.0, b) creative thinking, curriculum should allow the learner to dare to think outside the box or from the textbook, and c) society interaction, in order to meet the needs of society and work together in society, having to the group activities that support teamwork.

**Management of Paradigm Shift in the 21<sup>st</sup> Century: Education Thailand 4.0:** Developmental goal of the emphasis to the knowledge, is on performance and the neglect of the paradigm shift in the management, means the failure of reform as a whole. Modifications need to focus on issues in the seven elements [5] as;a) social conditions; the 21<sup>st</sup> century in Thailand 4.0 is a high probability of entering an elderly society. This condition is caused by a decreased birth rate and people are standing up. This will affect the management of education on two issues to follows; (1) education personnel have a shortage of opportunities and the need to extend the working life of personnel, (2) educational administration needs to be designed for more adult education. And education should not stop just in school age or working age. These two issues are one of the key issues for today's executives to make clear management plans to accommodate the changes that will occur, b) changing people's way of life; lifestyle of people will change to simple observation of buying behavior in today, the internet trading has increased, to need for success and acceptance is much faster including organizational commitment to less. It is a management challenge in an organization that is conducive to full use of resources, and creating morale for talented people with long organization, c) access to technology; technology to become part of life in the 21<sup>st</sup> century: Thailand 4.0. New generation of children will be used as a learning tool. Education personnel need to be able to use technology of the management and instructional, also used as a tool to develop their own knowledge, d) diversity and conflict with the 21<sup>st</sup> century; management to need more exposure and diversity, as well as need to create unity because the heart of success. And teamwork is an important tool in driving goal, e) management efficiency; new people will not stick to workplace, be ready to change jobs at any time and will to work more independently. Therefore, management is a key issue administrator to adapting to new generation. Changes and challenges need tools that are different from the past, f) knowledge management in organization; management needs to motivate personnel in the organization to develop knowledge, and innovative to the operation at all times. Because organizations must be learning organizations. This will help to get ready for various changes and can lead the organization into leadership of the potential and efficiency, g) creating organizational culture in conducive to change; a change will happen quickly. Organization with a work structure that is not conducive to change, this is the organization to lacking the potential into handle the problem. A creating an organization is ready for change. It is a collaboration of personnel to the time-consuming process of modifying the ideas together into the performance towards the same goal. Including the most beneficial networking. Leadership is a mission to bring personnel into the organization to travel from a one place to another "*Creator of the change is better in vision of a great organization*" in development and maximize the benefits to organization, personnel and stakeholders forwards provide management and development. Is consistent with the future mission, improving quality of education and organization into systematic management of the knowledge and competency include operational skills, follow-up, evaluation, In education Thailand 4.0, there are "Keys" in six dimensions of leadership: achieve policy goals dimensional, management dimensional, ability dimensional, person dimensional, development dimensional, and integration dimensional.

**Organization A Leadership Competencies to Effectiveness:** leadership competencies and skill development promotes better leadership. However, skills needed for a particular position may change depending on the specific leadership level in the organization. By using a competency approach, organizations can determine what positions at which levels require specific competencies. Leadership have identified some essential leadership competencies were to;a) leading the organization: managing change, solving problems and making decisions, managing politics and influencing others, taking risks and innovating, setting vision and strategy, managing the works, enhancing the skills and knowledge, include understanding and navigating the organization, b) leading the self; demonstrating ethics and integrity, displaying drive and purpose, exhibiting leadership stature, increasing a capacity to learn, managing theme- self, incasing self- awareness, developing adaptability, c) leading others; communicating effectively, developing others, valuing diversity and difference, building and maintaining relationships, and managing effective teams and work groups.

[6]To address the unique challenges of global leaders, researchers have identified global leadership competencies that can contribute to success. Among these global competencies, developing a global mindset, cross-cultural communication skills and respecting cultural diversity are paramount to succeeding in the global workplace.

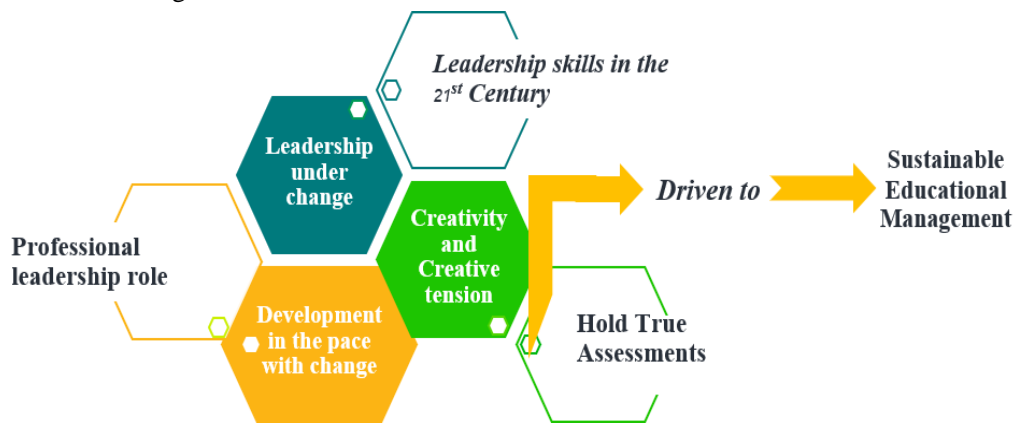
### Methods

The methods of this study were a qualitative research. Step 1; involved synthesizing documentary to study the contents were perceived on influence for analyzing professional leadership on competencies under 21<sup>st</sup> century for sustainable education management in data collection. Step 2;take to important points that can be analyzed follow step 1, for brainstorming, interview questionnaire on influence to the challenges for analyzing professional leadership on the skills under 21<sup>st</sup> century for sustainable education management in data collection with the participants, there were 150 educational personnel in Thailand (i.e., cluster heads, directors of educational service area office, school administrators).The participants they all were multistage random sampling and focus groups, to data analysis of the qualitative through three main stages [7] including data reduction, data organization, and data interpretation to conclusion.

### Finding

Professional leadership in competencies and skills under 21<sup>st</sup> century for sustainable education management, Thailand.

1. Professional leadership in competencies under 21<sup>st</sup> century for sustainable education management at a “Key” in 6 elements to shown on figure 1.



**Figure 1:6 elements of professional leadership in competencies under 21<sup>st</sup> century for sustainable education management.**

#### a) Professional leadership role:

Development, organization bringing of success such as; (1) conceptual action; it includes ways to conceptualize action works and the direction setter and leader–catalyst to goals organization. So, it needs ability in suggesting, understanding of the organization objectives and mapping ability, project base, towards the objective, goal and achievement of the management, moral ability and empowerment of personnel organization and team work, (2) planner and decision maker; it includes an ability to predict future and prepare the personnel to handle new things, include understanding of decision theory, and the ability to diagnose a non-conflicting order, (3) organizer and change manager; it includes works design, organizational structure and to understanding organizational dynamics and behavior of management in the key goal of the organization to efficiency and effectiveness including change leadership in the organization, (4) increase quality, (5) coordinator and communicator; it includes understanding the interaction patterns of individuals, understanding the networks of communication and direct to follow up, reporting system and coordinate activities effectively, include to use of media for communication and goals, (6) conflict and problems manager; it includes understanding cause of the conflict and an ability to bargain, conflict management and effective problem solving. Systems manager, personnel management; it includes ability to analyze systems and processes involved to apply management theories to benefits, an ability in negotiation techniques, and personnel performance evaluation, (7) personnel development and the resource management; it includes understanding of the human resource development and learning management, understanding to creation and development theory, knowledge and skills to using technology and innovation, resource management capabilities in organizations. And the pursuit of support from within and outside the organization, (8) appraiser and ceremonial head to being able of assess needs, performance appraisal and evaluation of statistical method and scientific process, various management in the organization

**b) Leadership under change:**

Leader under organizational change this is a resource support, following-up, monitoring and evaluation, training. Ability to develop management and management systems is streamlined, academic freedom, joint planning of management and training that meet the needs and goals of the organization, and interests of personnel to maximize the benefits in three aspects were; (1) developmental change, (2) transitional change, and (3) transformational change or integration.

**c) Development in the pace with change:**

Changes can bring both positive and negative impacts and outcomes. Leaders in Thailand 4.0 must maximize positive impacts and, on the contrary, minimize negative impacts. The ultimate goal is to yield the positive outcomes for organizations with maximum efficiency.

**d) Leadership skills in the 21<sup>st</sup> Century:**

In rapidly changing world of the 21<sup>st</sup> Century, leaders need many important skills 4.0. The leaders need to be aware of changing technology, tools and information and consequently utilize appropriate technology, tools and information to manage their people and organizations. Additionally, creativity and innovation should be provoked and employed as a major way to drive the success of people leaders need and organizations.

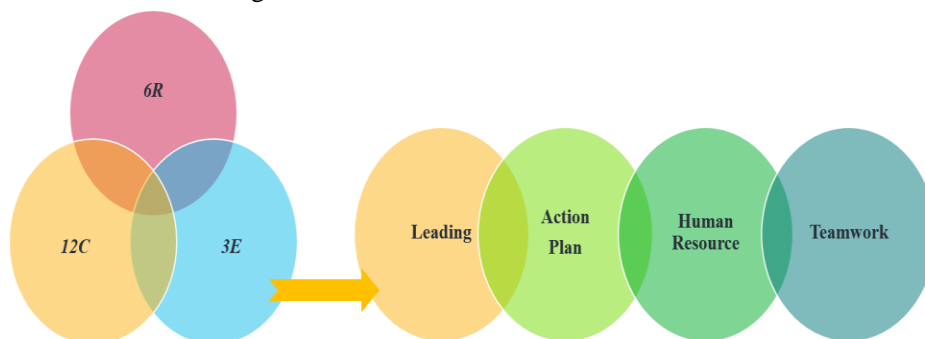
**e) Creativity and Creative tension:**

Is a form of thought that expresses the new meaning independently? Possible both concrete and abstract were to; (1) courage to take the initiative, cultivate and encourage creativity by asking, and given to the opportunity to think in the answer from the acceptance of others. Can be developed by practicing, (2) generate new ideas is the way to solve the problem into combination or selection and alternative to create as the answer or the best choice to solve the problem, (3) brainstorming that one technique to solve a problem that encourages people to have a variety of ideas, imagine being in a limited time. Without regard to the assessment of ideas but focus on the amount of thought after gathering ideas, evaluate, pick the best ideas to solve problems. The main criteria are; (a) decree, (b) freedom of thought, (c) amount of ideas, and (d) thought-provoking, (4) figurative similarities and analysis difference use to concept of doing things that are familiar to be novel. And do new transformations into something familiar, (5) lateral thinking there are methods and techniques into inventing a new ways, is different from the old way of solving the problem. The lateral thinking will be successful or not in the courage to change ideas from the original idea, and use of ideas in organizational development include adding value to yourself is a person who plays a role in society and the organization. To do that, the principle of originality, invention, elaboration, Fluency, Flexibility, and integration need to be taken into account.

**f) Hold True Assessments:**

Leaders should emphasize the use of authentic assessment in order to inform their reasonable decision-making. A variety of methods to assess and sources of data must be used in the authentic assessment process in order to generate possible solutions or ways of a specific problem.

2. Professional leadership in skills under 21<sup>st</sup> century for sustainable education management a Key at a key of “6R12C3E” elements to shown on figure 2.



**Figure2: “6R12C3E” elements of Professional leadership in skills under 21<sup>st</sup> century for sustainable education management for leading action plan to human resource and teamwork of organization**

**6R elements:**

**Reading;** understandable, to summary as well as the analytical and critical thinking, the opinions rationally and creatively applied. **wRiting;** clear of the author chooses to write meaningful pronounced.

**Relation science;** understood and embraced of the concepts, scientific principles applied, and to understand and recognize the value in the relationship of the science and technology. **aRithmetic;** needed of developing to effective solutions. **Relation technology and innovation :** working knowledge applications to enhance the efficiency and effectiveness of the work in its way, including the process, product and infusing of process & product. **Relation qualitative;** building of the quality, an important of the management in organizations to work together seriously.

#### 12C elements:

**Critical thinking;** ability to identify a subset of the content that contains stories or anything. How important. What is logical and that the principle of nothing. **Creativity;** thinking and finding of the solutions create new attitudes, including understanding and look at the problem in a new way. **Creative tension;** effort to achieve a gap between the current reality and what to expecting, that may be a hurdle of the vision which can to snag a source of creativity known as the tension of creativity. **Critical proactively;** working with future planning and goal to focus for mission operations were quickly of cost and quality. **Communication;** broadcast news, information, knowledge and experiences, feelings and opinions. **Collaboration;** working with others of various fields, In order to the goals of organization for willingness to achieve of the same objective. **Collaborative cultural;** sincerity and selflessness as well as the generosity and caring. **Competency;** ability for generate performance of responsibilities. **Connecting;** the process continues. **Composition;** the security does not to change easily and comply with requirements. **Controlling;** examination to determine for the performance objectives and gold's. **Cost Effectiveness;** use of the resources to benefit and the most rewarding.

**3E elements: Empowerment;** leadership change is good and adjust work processes to achieve effectiveness. **Efficiency & Effective;** ability to complete the task, whether it is achieving success in the form of policy or mission and objective. **Evolutional;** information from the introduction of the measure, including the use of assessment used in the decision.

#### Discussion and Future Studies

Professional leadership in competencies and skills under 21<sup>st</sup> century for sustainable education management, Thailand, accident of Sarnattana, W. [8 ]proposed education administration in and for 21<sup>st</sup> century. He stated that the administrators of schools and Educational Service Area Offices need both administration and leadership characteristics. The educational administrators must be an educational policy maker, who determines the educational policy and goals by considering the holistic view of the organizations as well as external factors. They should have vision and ability to inspire people, cultivate change and build future, be initiatives, self-disciplined and life-long learning, aim for efficiency, empower staff and distribute power horizontally, and support collaborative decision-making and problem-solving. In addition, Phangthai [9] mentioned that educational administrators for the 21<sup>st</sup> century must process several desirable characteristics. The 21<sup>st</sup> century educational administrators must be aware of any change, develop themselves to best potential, adjust organizations to be modern organizations, develop the staff to be a learning person, cultivate new paradigm in organization, regard the achievement-based practice as the organizational culture, drive organization with new management strategies, support enough budget and materials, build relationship with people both inside and outside schools, motivate teachers to change for modern teaching methods, develop curriculum emphasizing the use of technology and integration with social and life skills, adjust roles of learning networks inside and outside school, and bring all partners including parents, alumni, and local communities to join in education in school. The suggested that these reform type activities may respond more effectively to teachers' needs and demonstrate a greater propensity to lead to changes in teacher instructional behaviors. Harmon, C., Osterbeek, H. and Walker, I, [10] nevertheless, effective and consistent school-based professional development programs are rare. Gallagher, J. [11] took the concept of alternative professional development one step further. He argued that, rather than treating professional development as a distinct and separate entity or area of focus, as has commonly been the case, teacher improvement should be approached as natural byproduct of larger organizational management strategies. Is inherently a social phenomenon. It resides in the actions of an individual or set of individuals who endeavor to move a collective along a goal path. Further, leaders sometimes need to implement these solutions by convincing initially skeptical superiors, peers, and subordinates of a solution's viability and by coordinating the activities of multiple organizational groups that are involved in the solution. [12] Finally, effective leader problem solving requires that solution implementation be monitored through feedback from these various social groups of organizational leadership means fundamentally that leader effectiveness is defined by how well leaders navigate through social dilemmas when generating problem solutions and implementing them within complex organizational dynamics. McCall, M., & Hollenbeck, G [6 ] the results imply that one way to advance market orientation is to develop the competency of transformational leadership. This study shows that leadership competencies can have an impact on the bottom line of organizations through competitive strategies. HR professionals can influence firm performance by identifying and developing key leadership competencies in the organization.

### Conclusion

Professional leadership in competencies and skills under 21<sup>st</sup> century for sustainable education management, Thailand, on competencies at a “**Key**” elements were; 1) Professional leadership role, 2) Leadership under change, 3) Development in the pace with change, 4) Leadership skills 4.0 in the 21<sup>st</sup> Century, 5) Creativity and Creative tension, and 6) Hold True Assessments. And on the skills were “**6R12C3E**” elements to “**6R**” of Reading, wRiting, Relation science, aRithmetic, Relation technology and innovation, Relation qualitative, “**12C**” of Critical thinking, Creativity, Creative tension, Critical proactively, Communication, Collaboration, Collaborative cultural, Competency, Composition, Cost Effectiveness, and “**3E**” of Empowerment, Efficiency & Effective, and Evolutional. There needs to focus on development, awareness of duty and responsibility, equality, moral and knowledge. Leadership competencies can be used to effectively select, develop and promote leaders in an organization when creating leadership competencies. By effectively building a unique set of skills for the organization's leaders, the firm will sustain competitive advantage.

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