

**STRATEGIC ADAPTATION OF GRADUATE EDUCATION:  
A COMPARISON OF THE EXECUTIVE PROGRAMS  
IN THE BUSINESS ADMINISTRATION AND  
PUBLIC ADMINISTRATION FACULTIES  
IN THREE THAI PUBLIC UNIVERSITIES**

**By**

**Suwannee Sangmahachai**

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fulfillment of the requirements for the degree of  
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## ABSTRACT

|                              |                                                                                                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of Dissertation</b> | Strategic Adaptation of Graduate Education:<br>A Comparison of the Executive Programs in the<br>Business Administration and Public Administration<br>Faculties in Three Thai Public Universities |
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| <b>Degree</b>                | Doctor of Philosophy in Development Administration                                                                                                                                               |
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This research aims to study strategic adaptation of the executive programs in Master of Business Administration (MBA) and Master of Public Administration (MPA) Faculties which are offered in six Faculties in three Thai public universities. The objectives of this research are to explain different perceptions of these Faculties accounting for their different strategic adaptation, particularly in terms of the program expansion. It also aims to investigate how quality awareness influences the strategic adaptation of the individual programs.

This research is a multiple case study. The conceptual framework is developed on the basis of the open systems theory, in which perceived environment have great influence on organizational behavior. Research methodology uses qualitative analysis through interviewing key informants who are the important faculty members of the Faculties.

The research results show that strategic adaptation of the executive programs involves four main categories: market development, product development, geographic expansion, and market penetration. Market development and product development are more intense in MBA Faculties than in MPA Faculties, while geographic expansion is implemented only in MPA Faculties.

Strategic adaptation is dependent on perception of external and internal environment of the executive programs. The launch of the executive programs are the result of the faculty' perception of external environment including global trends, market demand, survival threat, and benchmarking, which dominate decision making of the faculty. However, perception of internal environment mediates the influence of

external environment, which leads to different program modification in terms of curriculum review and program expansion. Influencing factors include faculty preparedness, the leadership role, structural factors, and feedback from the environment.

Geographic expansion is the strategic adaptation that is implemented differently across the MBA/ MPA Faculties. It is dependent on the faculty' specific perception including the concern for expansion appropriateness, quality concern, the scarcity of resources, the recognition of the university mission, and the concern for the program's contribution to national human resource development.

Quality concern plays the important role in the expansion decision. Most Faculties are aware of the executive programs' quality in the same ways. They place emphasis on the quality of inputs, process, and outputs. They concern about the quality of the faculty, new entrants, instructors, space and facilities, teaching and learning process, innovative management, and quality assurance practices. The research found that the Faculties that use geographic expansion are aware of quality in terms of the executive programs' ultimate outcomes. They perceived geographic expansion as the expansion of graduate education access to the people in the provinces, and that enhances the human resource development of the country at large.

This research suggests that geographic expansion of the executive programs should be advocated if the country needs to enhance adult workers' competence in management and to remain competitive in this globalization era. However, expansion must be implemented in parallel with the uses of quality assurance and quality management system in order to induce stakeholders' trust in the executive programs. In addition, benchmarking should be extensively conducted in order to investigate best practices to be used as inputs in the academic and managerial improvement of graduate education.



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Suwannee Sangmahachai

November, 2000



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## **CHAPTER 1**

### **INTRODUCTION**

This chapter is comprised of six parts as follows:

- 1) The significance of the study
- 2) Statement of the problem
- 3) Objectives of the study
- 4) Scope and limitation of the study
- 5) Case studies
- 6) The potential contribution of the research study.

#### **The Significance of the Study**

Universities play an important role in national development, and have increasingly gained public interest over the past decade. University's stakeholders, including employers, bureaucrats, community and society at large, have become increasingly concerned about the outputs, outcome and ultimate outcome of institutions of higher learning in terms of graduates' professional effectiveness in serving employers' needs as well as the extent to which they contribute to solving the problems and promoting the well-being of the people in the society.

Higher education in Thailand has recently gained public interest since it was criticized extensively as being of a lower standard than that in many neighboring countries. (Charas, 1997: 36) The aspect of quality in higher education has become extremely crucial to most higher education institutions when the *Asian Weekly* newspaper announced the 50-best university rankings in the Southeast Asian region. The report announced that Thailand's top two universities, Thammasat University and Chulalongkorn University, were ranked 36<sup>th</sup> and 44<sup>th</sup> in their academic performances. (Office of the National Education Commission, 1997: 33)

The ranking has been widely critiqued in terms of the reliability and validity of the measurement criteria, as well as inadequacy of the data. The report, however, has unavoidably stimulated public scrutiny in higher education.

Changes in universities have been driven by tangible and intangible pressure and external forces over time; for example, changes in the demographics of the student population, the rapid development of technology and its great and unpredictable impact, the government's limited revenue and stringent budgets, and scarcer resources. (Barak, 1989; Price, 1989: 51-52; Fairweather, 1996: 5) Among these forces, six significant aspects emerge:

- 1) The rapid expansion of higher education: the access concern
- 2) The changing demographic, workplace, and student profile
- 3) The shift of interest and ultimate purpose of higher education
- 4) Changes in public expectations and trust in faculty work:  
the accountability issue
- 5) Scarce resources
- 6) The development of information technology.

### **1. The Rapid Expansion of Higher Education: The Access Concern**

Thailand has achieved exceptional economic growth over the last 30 years. (Part 1 Summary of the Eighth National Economic and Social Development Plan, 1998, [Online]: 1-3) The eighth national development strategy during 1997-2001 places great emphasis on the enhancement of individual human development, or the quality of people. Its target is to create a more skilled and competitive labor force to deal effectively with the challenges of social change and national economic development. The development towards a newly industrialized country boosted the demand for highly skilled technicians and white-collar labor, who are able to cope with imported sophisticated technology. (Pasuk & Baker, 1996: 106) There is also a demand for educated professional managers who would act as visionary leaders or executives to help enhance their organizations' competitive advantage in the global market. (Charas, et al., 1997) In 1960, there were just half a million white-collar workers. By 1991 this figure had multiplied nine times to 4.5 million.

However, higher education was ill-prepared to cope with the increased demand. (Patom, 1989: 31-32; Pasuk & Baker, 1996: 107-108) The establishment of Chulalongkorn University in 1916, Thammasat University in 1933; and Kasetsart, Mahidol, and Silpakorn Universities in the 1960s had as their main objective the

training of people for the government. In 1970, around 120,000 people had a tertiary degree and most of them worked for the government. The number of university-educated people in the workforce multiplied ten times between 1970 and 1991. The number of the total graduate students in public universities has increased remarkably from 1986 to 1999. (See Figure 1.) These circumstances reflect the increasing demand for graduate education during the past two decades.

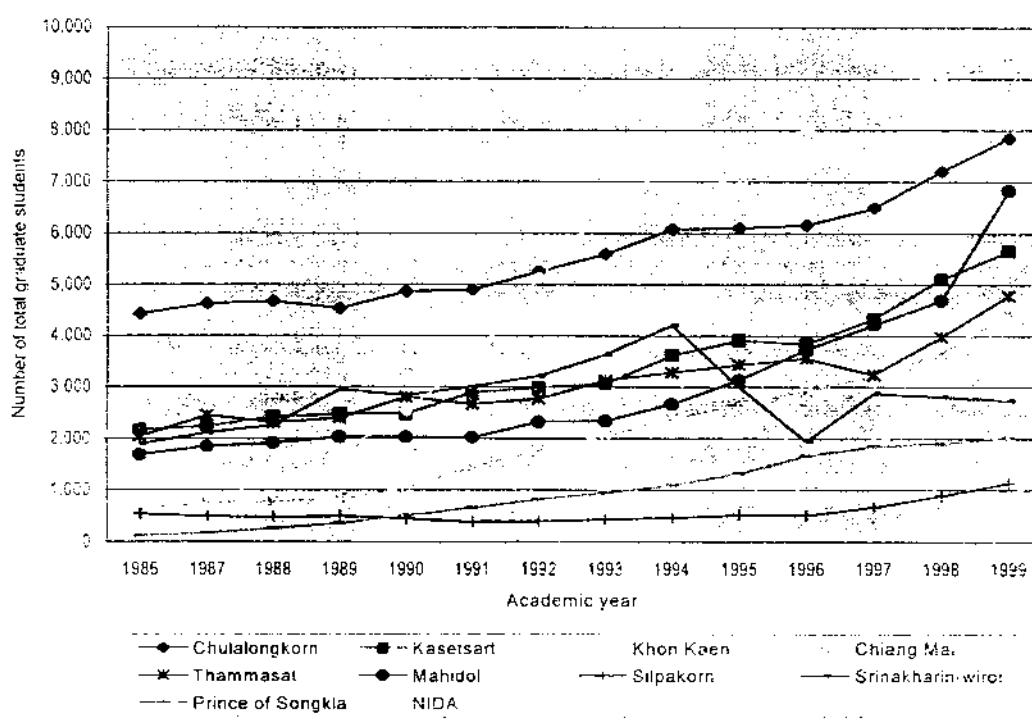


Figure 1 Number of total graduate students in public universities, 1986-1999  
Sources: Ministry of University Affairs

The history of graduate education in Thailand began when Professor Moody E. Prior, the advisor to Rockefeller Foundation, who surveyed the post-graduate situation in Thailand during January-March, 1966, and produced a report on "Graduate Education in Thailand." The report suggested that a Postgraduate Education Committee be established to coordinate and advise graduate education management. In addition, there was a suggestion to provide student transferability between academic institutions. The National Education Council during that time had



expanded graduate education within the country instead of sending students to study overseas which meant a huge investment. (Kulwadee, 1993)

In 1966, the Faculty of Public Administration at Thammasat University was transferred to form a School at the National Institute of Development Administration (NIDA). NIDA was the first graduate institution in Thailand where graduate degree programs as well as research and academic services were offered, especially in the field of Development and Administration for public agencies, public enterprises, and business organizations.

Later on graduate education was initiated in most universities. Expansion policy was stated in the Fourth National Social and Development Plan (1977-1981), which aimed to improve the quality of higher education by upgrading faculty's educational quality standards. The goal was to achieve the ratio of faculty holding doctoral, master's and bachelor's degrees of 20:55:25. The Fourth Plan that emphasized research articulated the establishment of graduate studies so that graduate students would assist in the faculty's research projects, to produce research outputs that contributed to Thai society, particularly in the field of social sciences.

In addition, national policy to promote research that was relevant to Thai society had induced universities to concentrate more on research and development, which resulted in the increased role of graduate education. The Sixth Education Development Plan (1987-1991) encouraged potential public higher education institutions to launch graduate education. As a result, master's degree programs were launched in 19 institutions, comprising 169 fields of study.

The economic crisis in Thailand in recent years resulted in a large number of university graduates being unemployed. In 1997, unemployment is estimated to have increased to 1.84 million, representing 5.6 percent of the country's labor force. The jobless people need to adjust and prepare themselves for when the country's economy begins to recover. (Thailand's Economic Outlook in the Medium Term, 1999 to 2001, 1998, [Online]: 1)

During the economic recession, organizations have sought to exploit their limited resources by requiring workers to work harder. Substitution of workers is likely to take place and must be implemented effectively in order to reduce cost. Graduates are required to be more creative, with both broad and in-depth knowledge

and experience. Higher education institutions, therefore, must adapt by producing quality graduates in sufficient numbers. There are needs for new areas of study, curriculum development and reform, new courses, and new form of academic management.

Expansion is an attempt to increase access to graduate education (Fairweather, 1996). However, it has been limited due to the controversy that scarce resources should not be put into new ventures when existing undertakings need to be improved. (Stroupe, 1999, [Online]: 2) In addition, there are two related fears: (1) the fear that increasing numbers of students will result in pressure on staff and student ratios, equipment, library resources and space; and (2) the fear that there will be a dilution of quality of the intake, which is articulated in the idea that 'more means worse'. (Green, 1994b: 6) Moreover, the continuing expansion of higher education simply makes it unlikely that faculty who are legitimately involved in more teaching are capable of doing research. Therefore, universities need to consider the possibility of expansion without sacrificing the quality of the education. (Bourner, et al., 1991: 2)

The drive to expand access to higher education for the mature-aged group has become urgent (Eggins, 1989: 127-128). In the United States, the healthy and powerful group of senior citizens is very likely to clamor for access. There is a rise in the number of mature-aged students enrolled in part-time degree courses; and in the 1990s, part-time students constitute a majority of those in higher education. (Bourner, et al., 1991: 3-4) This situation also occurs in some professional graduate programs in Thailand. The numbers of executive application for graduate management programs in public universities has increased. (See Appendix H.) And since new situations produce new academic strategies, those institutions determining to respond to the new situations will survive. Those who choose not to do so will run the risk of becoming marginalized. But even now there is some hesitation, for fear that more might just mean worse. The key to access will lie with the attitudes of the institutions.

## **2. The Changing Demographic, Workplace, and Student Profile**

The global demographic trends depict a significant increase in the proportion of the elderly as a result of the baby-boom generation. (Green, 1994b: 5; and see Appendix A.) In Thailand, by the late 1980s, the number of people of working age

was expanding at 1.5 percent a year. During 1984-1993, the number of people working in industry doubled from 2 to 4 million. (Pasuk & Baker, 1996: 9, 95, 97)

The numbers of the middle-aged and the elderly are projected to increase to 38.7 and 5.5 million respectively, out of the national population of 68.2 million in the year 2003 (Ministry of the University Affairs, 1990: 7). This suggests that we can expect to see more older persons retain or shift careers. It should also be expected that there will be more working people going back to university for new degrees or certificates. Since a shortage of trained personnel may result in an inability to function to full capacity in industry and commerce, we can expect a major increase in demand for graduate education. (Eggins, 1989: 126)

The conditions are fundamental for change in both student profile and student expectation. (Ford, et al., 1996: 12) Business and management studies have, in recent years, been recognized as the subjects of promise and an influx of students have applied for business and management programs in universities. The expectation is that if managers are trained academically, their job prospects will remain bright. (Windolf, 1997: 181) The result has been increasing enrollment in the executive programs in public/ business management fields of study over the last decade. A number of mature-learners, with upward socio-economic status, have decided to pursue graduate education. Their aims are distinctive, covering a variety of purposes such as improving career prospects; accelerating promotion or increased salary in present work; increasing job-changing opportunities; improving present job performance; widening horizons; compensating for lack of previous educational opportunities; demonstrating ability to complete courses and learning more about subjects; a temporary respite from usual surroundings and responsibilities; acquiring self-confidence; making new friends with similar interest; and so forth. (Bourner, et al., 1991: 54-55)

Student numbers have increased quickly through the new alternative channels of selection via non-traditional routes. The student population is becoming increasingly diverse, both in terms of background and lifestyle (Borden, 1995: 74). Numbers of executive and part-time students are increasing faster than for regular students: and in many universities, part-time students are in the majority. (See Appendix H.) Courses may be pursued by distance learning or telephone and video

conferencing. Interactive software has been developed, enabling students to study at their own pace in their own time. This situation will lead to a change in student population profile and will allow a focus on professional education for a heterogeneous group of students in the future. (Ford, et al., 1996: 12-13) Extended university clients involve more overseas students, local authorities, private and commercial enterprises, government departments, and public enterprises.

### **3. The Shift of Interest and Ultimate Purpose of Higher Education**

In the context of modern higher education, there has been an apparent transformation from an elite to a mass participation system. This phenomenon is the result of a major shift of interest from a knowledge base in engineering, to a knowledge base in the humanities, business, economics, and social sciences as new intellectual styles and priorities (Windolf, 1997: 182-188), as well as their practical application to the solution of personal, social, and economic problems (Scott, 1989: 7).

In addition, today the mutual dependence of industry and education is accepted, at least in principle (Harding & Kington, 1989: 69). Industry and commerce need the help of education in providing qualified manpower to their firms, while education requires a healthy economy to provide its resources. These major shifts led to the new form of professional training, particularly in relation to business studies and management. (Ball & Eggins, 1989: 8) Higher education and university, therefore, are no longer ivory towers or elite institutions. Increasingly, their presence permeates mass society and industrial civilization.

Graduate education currently faces a huge increase in student population actively engaged in the workforce, one with unstable fiscal resources, technological change, and shifting attitudes and practices of the faculty. (Wolverton, et al., 1998: 203) Among the trends are the growth in the numbers studying Business and Management or Computer Science (Windolf, 1997: 180). Universities need to cultivate entrepreneurial academic cultures, seeking to understand changing markets, industrial needs, and technological opportunities. They are encouraged to participate in public-private partnership, especially alliances with industry. (Fairweather, 1996: 8)

The purpose of graduate education varies according to different perceptions. Many institutions view the purposes in terms of the processes and outputs, including the provision of advanced training, career enhancement, and intellectual development of the graduate students. Others may put emphasis on the university environment, characterized by academic excellence and the promotion of research, scholarship, and creative activity, which help extend the student's ability to deal effectively with a rapidly-changing world and to assume positions of leadership. ("Profiles of Excellence: The Graduate Experience," 1997, [Online]: 1)

The university's ultimate purpose is concerned with the quality of the society in which we live. (Wilson, 1989: 40-49) In this perspective, its responsibility is to provide "the educated community" and must commit to the service of the community in its teaching, researching, and provision of educational opportunity to the wider society. A higher education institution that fails to commit so will be failing in its duty and falling short of its own best aspirations. (Wilson, 1989: 38, 48)

#### **4. Changes in Public Expectation and Trust in Faculty Work: The Accountability Issue**

Expectations and demands for higher education and university have increased over time. Government expects higher education to serve the economy more efficiently. The workforce of the future will need to possess, on average, a higher level of skill than today. Thus, the demand for knowledgeable and highly qualified manpower is rising accordingly. As a result, many public/ private organizations are investing in highly qualified manpower. (Slee, 1989: 64)

In response to these changing demands, graduate education has adopted new and innovative approaches to reaching older adult professionals. This reflects institutions' attempts to increase student access to graduate education, and the institutional responsiveness to societal needs. (Fairweather, 1996)

However, the responses are crucial when the level of public trust is low, and extensive criticism and anxiety prevail, particularly about the perception of faculty as "elite", and the way the faculty spend their time. The question is whether the traditional prestigious role of the faculty is consistent with the changing needs of society. The public demands that academic institutions and the faculty should not

only pay attention to the activities that generate a prestigious norm, but also respond more directly to assist the nation in coping with changes in the economy. University stakeholders call for accountability in terms of academic, fiscal effectiveness, faculty workload, etc. (Lawrence, 1992) In addition, there is a concern about the cost of higher education, the value received for expensive tuition, the curricular content, and whether or not faculty have the time to spend on curricular reform.

It may be concluded that the changing nature of the economy requires academic institutions to refocus the nature of faculty work, and to change the appreciation of traditional cultures and the aspirations of the faculty. (Fairweather, 1996: 12) The faculty are expected to spend more time in the classroom, adhere to faculty workloads, while still becoming involved in technology transfer and applied research.

### **5. Scarce Resources**

Thai universities have been unable to respond effectively to the increasing demand for highly skilled human resources. Moreover, a number of academic personnel have withdrawn from universities to the private sector, being offered more attractive salaries and fringe benefits. In the first year of entering workforce, private organization's employees receives 1.4 folds of those working in public organizations, and the trend of this gap is becoming bigger and bigger. (Bureau of the National Education Committee, 1989: 114) Therefore, universities, where national brains are stored, are unable to produce "brain" for the society, as well as being unable to stop the brain drain. (Suchart, 1994: 28-31) Such a situation has not only drained away the existing highly-qualified academic personnel, but it has also prevented people from entering teaching positions. Shortage of academic personnel has become a critical problem, particularly when facing the government policy of downsizing public personnel. (Ministry of University Affairs: 8). Higher education institutions must react appropriately to alleviate the problem by using effective strategic planning and managerial innovation to maintain and acquire their scarce human resources.

In terms of government budget, higher education expenses are high (Bureau of the National Education Committee, 1989: 10-13), particularly when there is a need for adaptation in order to maintain quality and to respond to the environment. Therefore,

financial resources are the main problem of higher education all over the world. Currently, government budgets are shrinking. Universities, therefore, cannot totally depend on the annual budget, but need to raise their own revenue from a variety of self-supported programs, academic activities and services, as well as adjusting tuition and fees to reflect real expenses. Research funding, public services, management of intellectual property, and donations from alumni or other stakeholders may be alternative sources of income which can minimize governmental dependence.

In response to the increased demand for human resource development training, there has been an obvious decrease in quality. There is a shortage of quality instructors who are willing to dedicate their time to instruction and academic activities. There is also a shortage of facilities, equipment, materials, laboratories, etc. Many successes and failures occur concurrently; for example: much learning but little practice, condensed technique but loose philosophy, small group interested but large group neglected. (Paitoon, 1994). In addition, academic management, human resource management, and financial management system, as well as rules and regulations do not contribute to the quality of higher education. Educational evaluation and quality control are not systematically organized and practiced. Quality erosion is becoming critical.

In response to concerns about quality erosion and the incompatibility of academic excellence with the bureaucratic system, university administrators have for over three decades entertained notions of university autonomy. University autonomy is viewed as a panacea to solve university problems and to enhance the overall quality in higher education. Budgetary constraints have recently accelerated the pressure for university autonomy, with the government including autonomy as one condition negotiated in loan agreements with the Asian Development Bank (ADB). Universities must move out of the bureaucratic system by 2002, with the aim of enhanced academic excellence. An optimistic view is that after being autonomous, universities will establish their own rules and regulations, academic, personnel and financial management systems, as well as incentive systems (Thawan, 1989: 136-142) appropriate to their available resources and capabilities, and to create administrative flexibility and efficiency. University performance will be consistently and intensively

evaluated, which will eventually result in the ultimate outcome of academic excellence of the universities. (Ministry of University Affairs, 1998).

However, the pessimistic view focuses on the points that universities must become self-reliant in three areas. They include cutting one-third of staff. Revenue-generating activities of the university will disappear, and required future activities will involve serving as a lab or base for business and industry, aiming for big research funds, bringing business, industry, and politics into interference in university affairs. Universities will eventually lose their balance and leadership role in the society. Evaluation will encourage staff to offer only minimal quality of work for evaluation, create an environment of selfishness, and destroying academic excellence. (Matichon Daily, 2 August, 1999: 10)

## **6. The Development of Information Technology**

Information technology has been rapidly developing. It has overcome many obstacles connected with space and time. It can be utilized and can help expand the horizons of education. For instance, new types of distance education have emerged using the interactive classroom. Students can learn at their own pace and yet still have the opportunity to gain knowledge and experience through the internet, e-mail or the virtual classroom. The role of instructors has been changing from a disseminator of knowledge to a facilitator, supporter, and monitor of students' learning. Institutions that do not adjust their education management and do not utilize the advantage of information technology will eventually become obsolete, incompetent and unable to effectively respond to future needs.

In summary, the changing environment has had a tremendous impact on graduate education. Significant trends are quantitative expansion, changing expectations on the role of faculty, the concern about quality, and strategic adaptation of graduate education in coping with the turbulent environment. Among the trends, there has been a sharp increase in demand for executive graduate education in Business Administration (MBA) and Public Administration (MPA) in Thai public universities. The popularity of the MBA and MPA programs can be attested to by the growing numbers of such programs, and the numbers of applicants to the programs in various public and private universities. MBA degrees are presently offered in eleven



Faculties of ten public universities; and MPA in six Faculties of six public universities. (See Table 1.) An outstanding example is that in the top three universities, there has been a continuous expansion in the executive programs in Business Administration and Public Administration as is shown in Figure 2. The case of the National Institute of Development Administration (NIDA) where the number of applicants to the School of Business Administration and School of Public Administration, both regular and executive programs, during the past decade is empirical in terms of its expansion. (See Figures 3 and 4.) The data reveals that the ratio of applicants to student enrollments was 24:1 for MBA and 10:1 for MPA regular programs; while the ratio for MBA and MPA executive programs were 9:1 and 3:1 respectively.

Table 1 Regular and executive MBA and MPA programs being launched in many public universities in Thailand

| University                                 | Faculty of                                          | MBA     |           | MPA     |           |
|--------------------------------------------|-----------------------------------------------------|---------|-----------|---------|-----------|
|                                            |                                                     | Regular | Executive | Regular | Executive |
| Burapha                                    | Humanities and Social Sciences                      |         |           |         | √         |
| Chiang Mai                                 | Social Sciences                                     | √       |           | √       |           |
| Chulalongkorn                              | Commerce and Accountancy                            | √       |           |         |           |
|                                            | Sasin Graduate Institute of Business Administration |         | √         |         |           |
|                                            | Political Science                                   |         |           | √       | √         |
| Kasetsart                                  | Economics and Business Administration               | √       | √         |         |           |
| Khon Kaen                                  | Management Sciences                                 | √       |           |         |           |
| Maejo Institute of Agricultural Technology | Agricultural Business                               | √       |           |         |           |
| NIDA                                       | Public Administration                               |         |           | √       | √         |
|                                            | Business Administration                             | √       | √         |         |           |
| Prince of Songkla                          | Management Sciences                                 | √       |           | √       |           |
| Ramkhamhaeng                               | Business Administration                             | √       | √         |         |           |
| Sukhothai Thammathirat Open University     | School of Management Science                        | √       |           |         |           |
| Thammasat                                  | Commerce and Accountancy                            |         | √         |         |           |
|                                            | Political Science                                   |         |           |         | √         |

Sources: Bureau of Higher Education Standards, Ministry of University Affairs, 1995

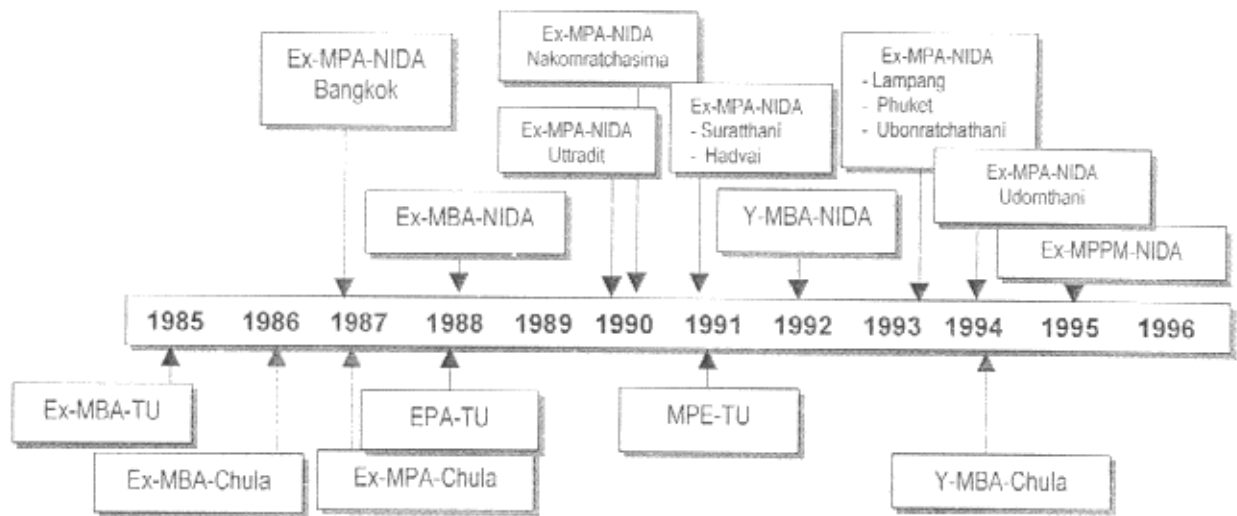


Figure 2 The launch of executive MBA/MPA programs in Thammasat University, Chulalongkorn University, and National Institute of Development Administration

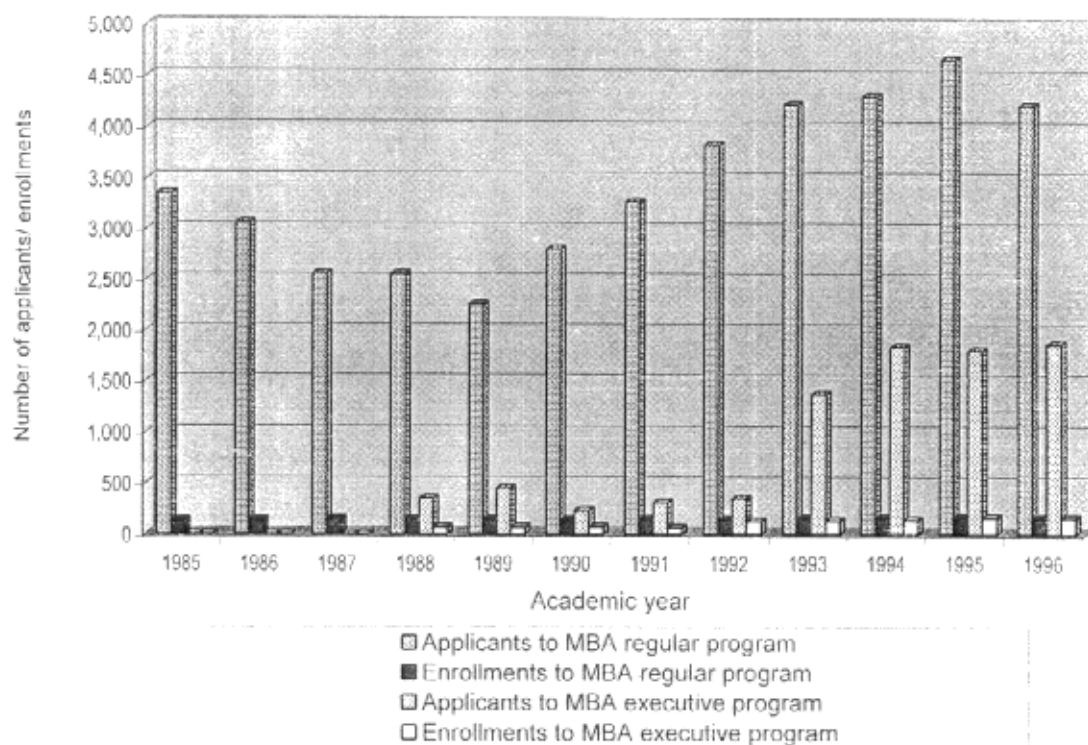


Figure 3 Numbers of applicants and enrollments to MBA regular and executive programs, School of Business Administration, National Institute of Development Administration

The more graduate programs in Business Administration and Public Administration there are, the more competition there is among universities offering programs. The degree of competition rose after many public and private universities launched master's degree programs for professionals and executives in various fields of study. In the executive programs, classes are held in the evenings or on weekends which provides the opportunity for working people to pursue their graduate education without temporarily leaving their work. This has been the strength of the executive programs and has made them gain high popularity among middle- to top-level managers from both public and private organizations as well as public enterprises during the past decade. Such high demand for and rapid expansion of graduate education in these two particular fields of study generates doubt as to the quality of the executive programs, according to the "more means worse" basis. (Green, 1994b)

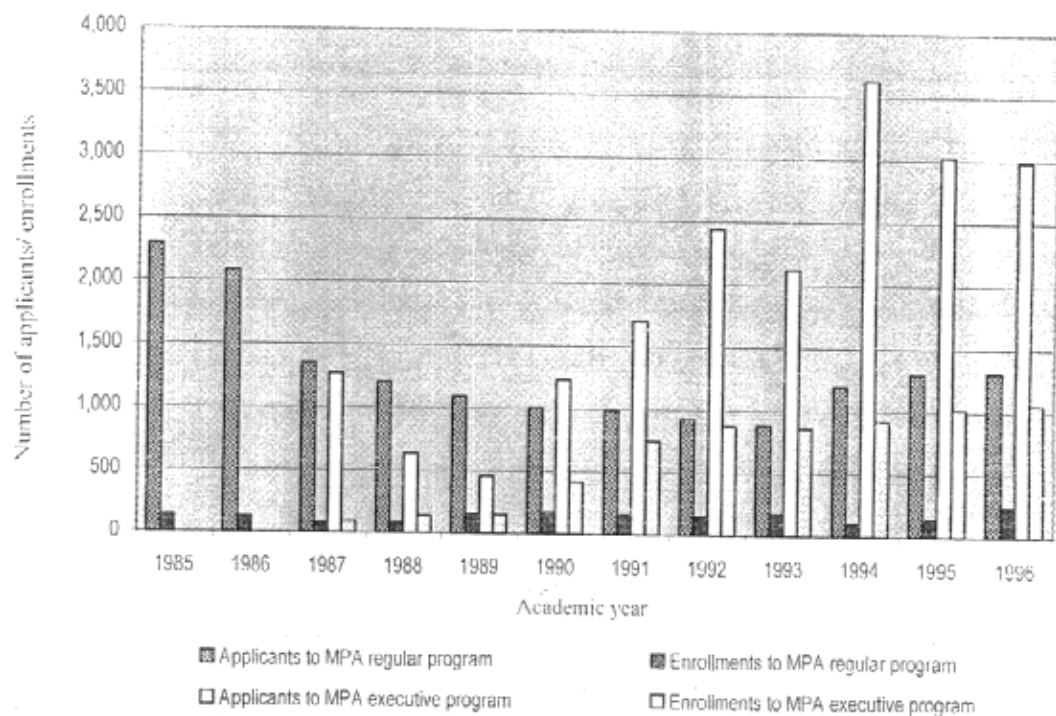


Figure 4 Numbers of applicants and enrollments to MPA regular and executive programs, School of Public Administration, National Institute of Development Administration

The researcher has selected executive graduate programs in Business Administration and in Public Administration as the units of analysis of the research study. This is because the increase in demand for courses in these two fields has been remarkable and hence highly competitive. There has been a fear that in the competition for students and resources, quality may have been traded for greater efficiency. (Green, 1994b: 6-7) Besides, these courses produce a large number of graduates whose performance affect the enterprises they are working with, and have an impact on stakeholders and the community. Apparently, executive graduate education is playing an increasingly important role in the human resource development of the nation. Consequently, it is appropriate to study how executive graduate education in Business Administration and Public Administration adapts to the rapidly changing and highly competitive environment, and how the adaptation affect the outcomes of graduate education in these two particular fields.

### **Statement of the Problem**

Individual universities operate within the external environment: for example, economic conditions, technological advancements, demographic changes, and governmental rules and regulations. The MBA and MPA programs are recently encountering increasing competition for students, research funds, and public services. These programs have different sources of finances and suppliers of resources. In the executive graduate education in Business Administration (MBA) and Public Administration (MPA), the top three public universities in Thailand operate differently, use different strategies and make different moves. For example, the School of Public Administration of NIDA emphasized geographic expansion to nine provinces in many parts of the country. Chulalongkorn University (Chula) and Thammasat University (TU) have kept their MBA programs only in their main campuses. TU's Faculty of Political Science started its geographic expansion to Lampang province in 1996, while the School of Business Administration of NIDA turned down its Global MBA program and terminated its MBA English program, as well as refused geographic expansion.

The current study intends to find answers to the following questions in relation to executive graduate education:

- 1) How do the different Faculties perceive the environments?
- 2) Why do the different MBA and MPA Faculties of the top three public universities operate differently in their executive graduate program management and expansion?
- 3) How do different Faculties establish their strategic adaptations in response to the perceived environment?
- 4) To what extent are the individual Faculties aware of the quality of their programs? And how does quality awareness affect the Faculty's strategic options?

### **Objectives of the Study**

The objectives of this research study are as follows:

- 1) To explain the differences between the individual Faculties' perceptions of environmental factors that affect graduate education.
- 2) To identify the individual Faculties' strategic adaptation in response to their environmental perception.
- 3) To make recommendations for the adaptation of the executive MBA and MPA programs in the future.

### **Scope and Limitation of the Study**

Graduate education is a part of the social system which has some relationship with influential variables in the society; for example, the national political, social, and economic situations, the government's policies and financial support in research, university regulations, as well as human resource development policy and plans at the macro level. However, this research is interested in the organizational level context; therefore, the micro level of graduate education's environment will be emphasized.

This research will study only the top three universities that offer executive MBA and MPA programs. The reasons for selecting these top three universities are that they all established their executive programs during the period of 1986-1988. They can, therefore, be considered as the pioneers in this type of program. In addition,

they were reported as the top three universities offering the MBA programs in Thailand (Annop, 1994: 34; Nop, 1997: 147). and hence are considered to have similarities in maturity of programs.

The limitation of this research study may fall in the process of purposive sampling of some long-term faculty in order to collect the qualitative data that help strengthen the explanation of quality. It is possible that the samples may have mutually agreed upon viewpoints that might unintentionally bring about internal bias.

### **Case Studies**

This research uses the multiple-case study approach. The researcher believes that multiple-case study is the most appropriate methodological approach to understand the complex phenomenon in a holistic manner. (Chong, 1995) The multi-case method permitted the researcher to acquire qualitative data in terms of in-depth notions and interpretations about the faculty's perception of external and internal environment which was not readily distinguishable. It is the best means to understand the contextual conditions of complex organizational behavior in which the number of variables may be so rich. (Yin, 1993) The researcher seeks to achieve objective analysis, conclusion and interpretation of the adaptation of executive graduate education.

The units of analysis are the executive master's degree programs in Business Administration and Public Administration in three Thai public universities: Thammasat University (TU), Chulalongkorn University (Chula), and the National Institute of Development Administration (NIDA). There are many reasons why these public universities have been chosen as the case studies of this research. Firstly, TU, Chula, and NIDA were ranked the top three universities in terms of their MBA programs. Secondly, Chula and TU are the two universities where public administration and business administration have been offered for the longest time. Thirdly, they are regarded as the best universities in Thailand (Office of the National Education Commission, 1997: 33). Fourthly, each university offers both the executive master's degree program in business administration and public administration which is more convenient and economical in terms of data collection. Fifthly, the National Institute of Development Administration (NIDA) has unique

characteristics in terms of the remarkable expansion of its executive MPA program in many regions throughout the country.

This research incorporates six case studies, including six Faculties in three public universities as follows:

- 1) The Faculty of Commerce and Accountancy, Thammasat University;
- 2) The Faculty of Political Science, Thammasat University; The Faculty of Commerce and Accountancy, Chulalongkorn University;
- 3) The Faculty of Political Science, Chulalongkorn University;
- 4) The School of Business Administration, National Institute of Development Administration; and
- 5) The School of Public Administration, National Institute of Development Administration.

### **The Potential Contribution of the Research Study**

This research study is expected to contribute to the administrative development of graduate education in Thailand as follows:

- 1) The research findings will analyze the appropriate usage of strategic adaptation and management, and structural redesign in academic and managerial actions, in order to enhance quality of graduate education in the fields of Business Administration and Public Administration. The findings may also be applied to other related fields of study.
- 2) The research findings will advocate that quality assurance initiatives and quality management systems be employed in Thai public and private universities.
- 3) The research will be beneficial to educational reform in Thailand, particularly that of graduate education in Business Administration and Public Administration.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter focuses on the review of literature, including relevant research studies in organizational environment and higher/ graduate education adaptation. It includes six parts as follows:

- 1) Strategic adaptation
- 2) Graduate education's strategic adaptation
- 3) The quality concern in higher education
- 4) Organizational environment
- 5) Review of relevant research studies
- 6) Conclusion

#### **Strategic Adaptation**

Strategic adaptation is the means an organization uses in response to changing situations. It is viewed in terms of the evolutionary mode which emerged and evolved over time as a pattern in a stream of significant decisions on the business level. (Robbins, 1990: 121-122) Organization strategy refers to the pattern of decisions and a cohesive integration of courses of action or long-range plan that an organization chooses to take and allocate resources. (Robey, 1986: 309; Robbins, 1990: 121; Brinkerhoff, 1991: 65; McGregor, 1996: 1; Certo, 1997: 177; Hill & Jones, 1998: 3-4) A number of empirical factors have an influence on a university's strategic adaptation and its impact on outcomes.

In this research context, strategic adaptation is concentrated on what Mintzberg called "elaborating the core business." It consisted of four types of strategies: (1) market development; (2) product development; (3) geographic expansion; and (4) market penetration. (McGregor, 1999)

Market development finds new market segments for a product through market segmentation. (Hill & Jones, 1998: 230) Bonoma and Shapiro (1983: 1) define



market segmentation as a *"process of separating a market into groups of customers ... such that the members of each resulting group are more like the members of that group than like members of other segments."* This activity provides a better understanding of buying behaviors, the ability to choose market segments that a company can best serve, and support for developing plans to profit from meeting the needs of targeted market segments. (Borden: 1995: 74) Market segmentation strategies hold great promise for program planning and evaluation, especially at large institutions that serve diverse student populations.

Empirical evidence demonstrates that the master's degree programs in Business Administration and Public Administration in Thammasat University, Chulalongkorn University, and NIDA employ the market segmentation type of strategic adaptation in varying degrees. For example, Master of Business Administration (MBA) programs in Chula and NIDA use intensive market segmentation through the launch of the Executive MBA and Young Executive MBA programs, while MBA program in TU does not offer the Young MBA program. The Master of Public Administration (MPA) programs in the three universities have not employed further market segmentation once their Executive MPA programs were launched.

Product development is a strategy that seeks increased sales by improving or modifying present products or services. (David, 1993: 61) In this research context, product development refers to the development of new programs and the review of old curricula. Evidence on this point comprises each program's attempt to develop new related programs. For example, NIDA's MBA program developed the MBA English program, and attempted to launch the Global MBA program. The School of Public Administration developed the Master of Public and Private Management program (MPPM) in parallel with the MPA. The Faculty of Political Science, TU launched the Master's Degree Program for Executive (Government) (MPE) in parallel with the Executive Master of Public Administration program (EPA). The Faculty of Commerce and Accountancy, TU employs more intensive product development. It offers various equivalent programs such as the Master of International Marketing (MIM), Master of Science in Accountancy, and Master of International Finance (MIF)

in parallel with the Regular and Executive MBA programs. This situation also occurs in the Faculty of Commerce and Accountancy of Chula since the Master's Degree Programs in Finance, and Business Information were launched in parallel with the Executive MBA and MBA-Young Executive programs.

Geographic expansion, or spatial differentiation, refers to the degree to which the location of an organization's office, plants, and personnel are dispersed geographically. (Robbins, 1990: 89) It provides opportunity to customers in different geographic regions and allows an organization to be responsive to the needs of regional customers and reduces transportation costs of customers. (Hill & Jones, 1998: 370) Geographic expansion is outstanding in the School of Public Administration, NIDA. It offers the Executive MPA program in Bangkok and in eight different provinces in the northern, northeastern, and southern parts of the country. Geographic expansion also occurs in the Faculty of Political Science, TU where the MPE program is offered only in Lampang province. On the contrary, all MBA Faculties and the MPA program of Chula chose not to engage in geographic expansion.

Market penetration seeks to increase market share for present products or services in present markets through greater marketing efforts. (David, 1993: 59) This strategic adaptation approach is not empirically perceived except for the School of Public Administration, NIDA. Different attempts and concentration in public relations approaches of the executive programs in different Faculties vary both in terms of patterns and budget.

### **Graduate Education's Strategic Adaptation**

The core concept of this research denies the perspective that organizations are self-directed, autonomous actors pursuing their own ends. Instead, organizations are viewed as other-directed, confronted with constraint and external control. (Pfeffer & Salancik, 1978: 257) The environment is becoming increasingly turbulent and complex and organizations must respond to it properly.

Different organizations face different degrees of environmental uncertainty and resource dependence. Organizations seek to adapt the transformation process in



order to eliminate or minimize uncertainty and dependence. (Robbins, 1990: 205-206) Organizations need to develop appropriate strategies and structural adaptations in order to cope with dynamic environments effectively. Consequently, organization-environment interactions need to be considered as a necessary part of the holistic approach to understand the organization's behavior. In addition, interdependence of events with individual interpretations of them, and the resultant decisions or actions plays an important role in the process of environmental perception. (Hrebiniak & Joyce, 1985: 336-337) Problems arise when the organization fails to perceive correctly all the environmental factors, or fails to recognize important external groups that have an influence on its survival. (Pfeffer & Salancik, 1978: 79) The lack of concern for environment, or the insensitivity to the demands of, or the underestimation of the dependence on various external groups, may prevent the organization from achieving a higher level of success and profitability, as well as from contributing to the society.

Considering universities as an open system, environmental factors have a great influence on their overall operations. Universities operate interactively with their environments, and the interaction creates tensions and changes. (Pfeffer & Salancik, 1978: 78; Hrebiniak & Joyce, 1985: 337) In order to survive, universities must adapt appropriately to these changing environments.

In an open system, universities receive *inputs* in the form of people (entry students, faculty, support staff); finances (tuition, fees, government budget, auxiliary income); raw materials (building, spaces and facilities, library, curricula); and ideas. A *transformation process* alters inputs – teaching-learning experiences, student's activities, extra-curricular activities, research, public services. And the resulting *outputs* (graduates with appropriate knowledge and skills to be applied to jobs) go back to the environment to work with employers, live with parents and family, and be good citizens in the society. Their performance is the *outcome*, and can be measured by employer's satisfaction. The *ultimate outcome*, on the macro perspective, is its contribution to the nation's human resource development. (Glaser & Halliday, 1980: 918)

Today universities are viewed as social institutions that go beyond a set of buildings or isolated community of scholars. (Seymour, 1989: 7) Instead, they are viewed as part of the encompassing structure of the community, in an increasingly complex social system. Their ability to cope with environmental constraints partly depends on the ability to achieve a compromise between organizational policy and environmental constraints, to choose strategic moves to overcome constraints. (Seymour, 1989: 10-11) In this regard, Seymour urged that a university's boundary needs to be strategically managed, actively and aggressively controlled. Managing strategically requires administrators to develop strategies to align their organization's strengths and the opportunities in the environment. A university must recognize that it must be open to inputs, but selectively. Its continuity and stability need both boundary permeability and discrimination. It must avoid being controlled by adapting to new conditions.

Review of literature on graduate education's strategies in response to the changing environment has been mentioned by several key education specialists and organizations as in the following examples:

Ford, et al. (1996: 9-10) points out that academic program's strategic decisions need to determine what sort of learning environment they are going to provide, to how many students and where. These decisions will influence the services that are required and resources that have to be used to create the most effective environment. In order to improve efficiency and effectiveness, universities need to adopt a new organizational structure, new learning methods, new methods of delivery using information and communication technology, and new partnerships and collaborations.

Rickman and Green (1993) suggest that market segmentation be used as a strategy for understanding university choice. The reason is that the student population at many universities is becoming increasingly diverse both in terms of background and lifestyle. The predominant use of market segmentation strategies in higher education has been in the development of university marketing and recruitment programs. Market segmentation strategies serve diverse student populations. Borden (1995: 73-88) agrees that academic programs cannot be designed for a typical student when



students differ so greatly, nor are resources available to make individualized approaches to program development feasible.

Schuster (1994), Weiss (1994), Swift, Wilson and Wayland (1997) illustrate that the increasing demand from working adults has encouraged many higher institutions to create a distinctive delivery system in response to their needs. The development of distance education may be an alternative channel to offer credit courses to a large number of working people, particularly part-time students. Other methods of course delivery have been devised and course administration has been redesigned to match with available resources. For example, the emergence of off-campus education that requires faculty to teach at various locations is an innovation in course delivery which reflects an attempt to cope with the increasing demand. However, off-campus instruction may not be an effective technique for using faculty resources. Faculty members are exhausted, lose valuable time commuting back and forth, and encounter expenses in transportation, overnight stays, and meals.

Wilson (1989) points out that developing an effective strategy for meeting the diverse demands which society puts upon a university for universities to collaborate with one another and contribute their own expertise, history and purpose, requires universities to develop interaction with industry, and the society at large. The institution must be willing to collaborate with industry and the market as well as government and the public domain. This interaction would bring benefit to both institutions.

In summary, strategic adaptation may vary according to the individual institutions' perception of different situations, both outside and inside the organization, as well as their distinctive missions. Universities' strategic adaptation reflects their choices of direction to move ahead to cope with task uncertainty and resource dependence.

### **The Quality Concern in Higher Education**

Quality in higher education has become a point of interest all over the world and has recently become a major issue. Comparative studies and ranking of universities and programs in different fields reflect the significance of quality in

education. The comparison results could be meaningfully used for a program to realize its qualitative competitiveness, and to establish a strategic adaptation, which aims to improve quality.

Quality is one of the desired attributes of the outcomes produced by an organization. (Winn & Cameron, 1998: 491) Quality is a slippery concept (Fox, 1995: 5), not an absolute even in the educational services (Perry, 1994: 31). However, the meanings of “quality” ( Kuehn & Day, Edwards, Feigenbaum, Juran, Crosby, Price, Kanji, and Newell & Dale) show commonality in terms of “satisfying customer’s needs and expectations.” (Introduction to Quality, 1997, [Online])

Quality in higher education is perceived differently by different people and in different levels. Quality as perceived by stakeholders means excellent outcomes, not only in terms of the level of available resources but also the way resources are used. (Ford: 10-12; Adul: 13) Another characteristic of quality is diversity through an approach which emphasizes quality within the context of the university’s mission statement and its stated objectives. The quality of research being conducted by the university’s faculty also reflects its performance. Research of high quality can be defined as those which are publicly distributed or are frequently used as references. (Adul: 23) The quality of students also reflects the quality of a university, particularly those students who win important prizes and scholarships. (Adul: 17)

### **Quality as Means**

Quality is assessed using internal indicators, or in other word, the *inputs*. Quality indicators involve the faculty members and students. (Fleshman, 1997: 47-50) The quality of the faculty encompasses their educational background and qualifications, the number of faculty holding doctoral and master’s degrees, academic contributions such as the publication of research, academic papers or textbooks, and the application of learning resources such as curriculum and library. facilities, equipment, sources of information, as well as working system and academic activities are also internal indicators of quality measurement. (Lee, 1993, [Online]); Charas, 1997: 28-29)



Poor quality in educational management may be compensated for if the institutions have quality faculty and staff personnel who are dedicated to academic advancement and research efforts on the basis of the shortage of funding and other resources. Merit selection criteria will help in acquiring top-quality and highly intellectual students. Top-quality students enhance the quality of the program even though low quality of academic management prevails.

Such form of measurement is widely used as the criteria for excellence ranking. Multiple indicators include student/faculty ratio, number of research projects, number of faculty holding doctoral degrees, number of professional staff, budget allocated for library procurement and development, dormitory/student ratio, number of graduates, number of graduates' placement, and number of international students, etc. (Adul: 27)

Pew Foundation (1996: 7-9) proposes that to substantially increase a department's prospects of success, (1) institutions must foster a greater commitment to teamwork; (2) faculty must make effective teaching a subject of collective dialogue and inquiry; and (3) institutions must make a greater commitment to quality control and to rewarding departments that attain collective goals.

Student satisfaction is another significant quality indicator of *processes*. Satisfaction is related to expectation. (Bourner, et al., 1991: 79) Therefore, student perceptions of the reality are compared with their level of initial expectations. (Perry, 1994: 31) Expectations are measured in relation to two major dimensions: the course and the facilities. The level of course satisfaction includes the relationships between faculty and students, helpfulness of faculty, content of courses, teaching methods, appreciation by faculty of difficulties of part-time study, course administration, arrangements for students to voice opinions in course evaluation, feedback to students on performance and progress, and opportunity to vary pace of study. The facility satisfaction may be viewed in terms of the availability of space for group and individual study, library hours, library holdings, the use of technology for learning, the provision of computers and the ability in getting help with computers, the laboratories, the classroom environment (lighting, heating, etc.), and the ability to get books for classes. Student support climate refers to the opportunities for cultural events, the

diversity of students and faculty; the opportunities to live near campus, student employment, extra-curricular activities, getting food on campus, the availability of counseling for personal problems, tutoring services and child care.

Student satisfaction is also measured through a student's recommendation of the course to a friend, and whether the benefits a student gains from studying are greater or less than what he expected when he decided to enroll. Additionally, changes in a student's employment circumstances (a move to higher position/promotion opportunities) could affect student satisfaction.

Student satisfaction is also dependent on the student's goals. These include academic goals, career preparation goals, job or career improvement goals, social and cultural participation goals, personal development and enrichment goals. It is also based on the availability of evening classes, weekend classes, and classes at off-campus sites. In summary, student satisfaction can be measured in terms of whether, or to what extent, their expectations are fulfilled or exceeded in relation to the curriculum, faculty, teaching and learning, space and facilities, student participation in the programs.

### **Quality as Ends**

There are increasing arguments that quality should not be measured against any "absolute standards" of inputs and processes, but rather measure the outputs and outcome against the aims and objectives set by an institution itself. (Patrick & Stanley, 1998: 23) The model was the "fitness for purpose" with the objective being specified by the providers at the institutional, departmental and course levels. (Melia, 1994: 39) Therefore, quality of higher education was defined as the degree of contribution to the attainment of the stated objectives. It is not appropriate to compare results between institutions having widely different mission. Critics have recommended expanding the criteria to ensure a comprehensive basis for assessment. We should accept that the target of quality standards will vary from one institution to another. (Perry, 1994: 32)

Assessment of the professional education programs differs from that of liberal arts programs insofar as the assessment must focus on the program's effectiveness in preparing students to integrate their knowledge and practical training into a holistic



philosophy that they can apply effectively in practice. (Elman & Lynton, 1986) Its primary goal is to prepare professionals who can integrate theory into practice. To accomplish this goal, professional education must include attitudinal and behavioral objectives, focus on process, emphasize the application of theory and practice, and prepare individuals to apply critical judgment in complex situations. (Delaney, 1997)

Green (1994b: 15) gave a different viewpoint that quality meant the effectiveness in achieving institutional goals. Her viewpoint was that *"A high quality institution is one that clearly states its mission (or purpose) and is efficient and effective in meeting the goals that it has set itself."* She added that we needed to consider what aspect or dimension of higher education should be assessed, keeping in mind that general mission or purpose underpins national economic and social development by providing skilled manpower required. Green emphasized that assessing the quality of the production of graduates was a much more difficult and complex task.

In conclusion, there was no simple answer whether we are mainly concerned with the quality of inputs (human and physical resources), outputs (graduates), or the process of teaching and learning itself. The answer would depend on who was making the judgment and for what purpose. Perry (1994: 37) supported that in the next decade, quality had to be achieved against a diminishing unit of resource, and at a time that promises to be one of continuous expansion and change. Therefore, quality must be achieved against a very different financial and resource background. Each institution must define for itself the nature of quality it seeks, uninhibited by the models of the past, to serve the needs of an increasingly technological and high skilled society, with diverse needs and a diverse population.

## **Organizational Environment**

A university has the professional bureaucracy type of configuration. (Mintzberg, 1983a) Professional bureaucracy refers to an organization that requires a high level of specialized expertise such as hospitals, universities, and engineering design firms, etc. (Robbins, 1990: 289) A university's structure is highly decentralized because the faculty members perform their activities autonomously. In addition,

faculty members play important roles in decision-making over the Faculties' missions. Therefore, the faculty's strategic adaptation is dependent on the faculty members' decision-making through their perceptions of environmental situations. To understand why different Executive MBA and MPA programs of the three universities use different strategic adaptation in varying degrees, the faculty' perceptions of environmental situations need to be investigated.

"Organizational environment" is similarly defined by organization theorists as everything that is not part of the social system (Krupp, 1961: 119) or as the relevant physical and social factors outside the boundary of an organization. (Duncan, 1972; Robert, et al., 1978; Robbins, 1990; Brinkerhoff, 1991; Elenkov, 1997) Organizational environment comprises various dimensions characterizing all activities that are extreme to the focal organization. (Ulrich, 1984: 247-250; Mintzberg, 1983b: 136; Brinkerhoff, 1991: 27; Pagano & Verdin, 1997: 1-3)

### **External Environment**

Taking the focal organization as the center of interest, external environment refers to the organizational context both at the macro and micro level. The macro level of environment is viewed as the non-manipulable forces that impose constraints on and provide resources to an organization. It includes technological, legal, socio-political, economic, demographic, ecological, and cultural conditions, on which organization has little control. (Ulrich, 1984; Brinkerhoff, 1991; Pegano & Verdin, 1997) It is also called "general environment" (Robbins, 1990: 206; Elenkov, 1997: 287), or "distant environment" (Brinkerhoff, 1991: 15-18).

The micro level of external environment is characterized as the "specific environment" (Robbins, 1990: 206-207), or "task environment" (Robey, 1986: 311), or "proximate environment" (Brinkerhoff, 1991: 15-18). Specific environment is directly relevant to the organization in achieving its goal. It encompasses organizational niches (Ulrich, 1984: 254), i.e. clients or customers, suppliers of inputs, competitors, government regulatory agencies, labor unions, trade associations, and public pressure groups which have immediate impact upon the organization.



An organization's environmental attributes are viewed in terms of uncertainty, resource dependence, efficiency, and ecology perspectives. (Ulrich, 1984: 246-250) Khandwalla (1977: 333-341) puts more emphasis on the uncertainty characteristics. He considers the environment of having five attributes including turbulence, hostility, diversity, technical complexity, and restrictiveness. A turbulent environment is dynamic, unpredictable, expanding, and fluctuating. The organization that operates within a highly turbulent environment tends to seek information about changes in the environment through careful forecasting, market research, and the like. A hostile environment is risky, stressful, dominating, and frustrating. An environment is diverse or heterogeneous if its clientele or markets have varied characteristics and needs. It is technically complex when the information needed for making strategic decisions is technically sophisticated. A restrictive environment is one in which the organization must operate under many constraints such as legal, political, economic, and cultural.

Pfeffer and Salancik (1978) focus on the organization's relationship with the external environment. They view organizational environment as having three characteristics: (1) Concentration: the extent to which power and authority in the environment is widely dispersed; (2) Munificence: the availability or scarcity of critical resources; and (3) Interconnectedness: the number and pattern of linkages, or connections, among organizations.

Mintzberg (1983b: 136-137) supports that an organization's environment can range from stable to dynamic, and munificent to hostile. Unpredictable shifts in the economy, unexpected changes in customer demand or competitor supply, or rapidly changing technologies can constitute a dynamic environment. Organizational technology can range from simple to complex. Its markets can range from integrated to diversified.

Emery and Trist identify four kinds of environment: Placid-randomized environment is a relatively unchanging and stable, posing the least threat to an organization. Placid-clustered environment is regarded as a slowly-changing one wherein threats are clustered rather than random. Distributed-reactive environment means a more complex one with many competitors seeking similar ends; and

Turbulent-field environment depicts the most dynamic and has the highest uncertainty. (Robbins, 1990: 212-214)

Robbins (1990, 208, 218-220) views the environment as being comprised of actual and perceived dimensions. He argues that it is the perceived environment that counts. Robbins synthesizes a three-dimensional model: (1) capacity - the degree to which the environment can support organization's growth, ranging from scarce to abundant; (2) volatility - the degree of environmental instability, ranging from stable to dynamic; and (3) complexity - the degree of heterogeneity and concentration among environmental elements, ranging from simple to complex. He points out that organizations operating in environments characterized as scarce, dynamic, and complex face the greatest degree of uncertainty and high unpredictability.

In conclusion, organizational external environments may be categorized in two broad perspectives: the actual and the perceived environment. The actual environment means the environment per se comprising the general and specific environments. The general environment influences an organization indirectly, and the organization has little control over it. Specific or task environment relates directly to the organization. The organization has more control over this kind of environment. Environment may also be viewed in terms of certain properties or characteristics; whether it is complex, uncertain, threatening, supportive, or some combination of all of these. Over time, how will these characteristics change? Might they shift in ways that can help the organization, or deteriorate with a major impact on it? The main attributes include the uncertainty and resource dependence. Organizations must be constantly alert to changes in the environment in order to be prepared to cope with situations effectively.

Graduate education's environment may be classified into five key elements including: customers, competitors, financiers, suppliers, and stakeholders. Customers are prospective students, current students, clientele of academic services and research, and the employers of graduates. Competitors are other graduate programs offering similar or related degrees who compete for students as well as academic services and research funds. Financers are government budget and other sources of income such as donators as well as research grants and public services. Suppliers are academic



institutions from where resources are provided and other academic institutions' valued personnel that the focal institution depends upon for their expertise. Stakeholders include various interest groups such as the alumni and donating agencies who provide needed resources to academic institutions as well as the community and society who are the recipients of and impacted by graduate institutions' outputs.

### **Internal Environment**

Internal environment is the environment that exists within the organization's boundary and normally has immediate and specific implications for managing the organization. (Daft, 1997: 76, 89-93; Certo, 1997: 184) It is composed of current employees, management, and especially corporate culture, which defines employee behavior in the internal environment and how well the organization will adapt to the external environment.

Corporate culture is extremely important to competitive advantage. The internal culture must fit the needs of the external environment and organization's strategy. Daft notified that corporate culture represents the values, understandings, beliefs, and basic assumptions employees share and that guide their behavior and decisions. Daft emphasized that a strong corporate culture alone did not ensure business success unless the culture encouraged healthy adaptation to the external environment.

Consequently, an organization's strategic adaptation is dependent on the management who must be capable of seeing the environmental attributes from that vantage point. The manager's perceptions are influenced by a larger number of organizational and personal factors. They act as "filters", which allow some of the environment to be understood but mask other parts or fail to notice changes that turn out to be important. (Pfeffer & Salancik, 1978: 78; Robey, 1986: 313; Elenkov, 1997: 287-288)

According to Robey, organizational filters are the existing structure and processes while personal filters are composed of a manager's value, cognitive limits, and previous experiences, which influence his or her perception. In addition, many internal factors are barriers to change, such as resistance to change, decrease in

funding, varying leadership role expectations, misreading interdependence, misinterpreting demands, commitment to the past which induces strong resistance to change, and conflicting demands. (Pfeffer & Salancik, 1978: 78-83; Hamel & Prahalad, 1994: 53-77; Henninger, 1998: 133)

Additionally, group cohesiveness, strong group norms, and high task-orientation are essential internal factors that need to be increasingly focused in order to promote organizational effectiveness. (Langfred and Shanley, 1997) A cohesive group can provide valuable advice and information as well as social support to members and reduce the effects of job stress and uncertainty. In other words, when cohesiveness is high, members can better access the informational and social support that the group provides. High task interdependence in the work group and strong task norms will enhance group functioning and result in task accomplishment. The influence of manager's perceptions of environment is shown in Figure 6.

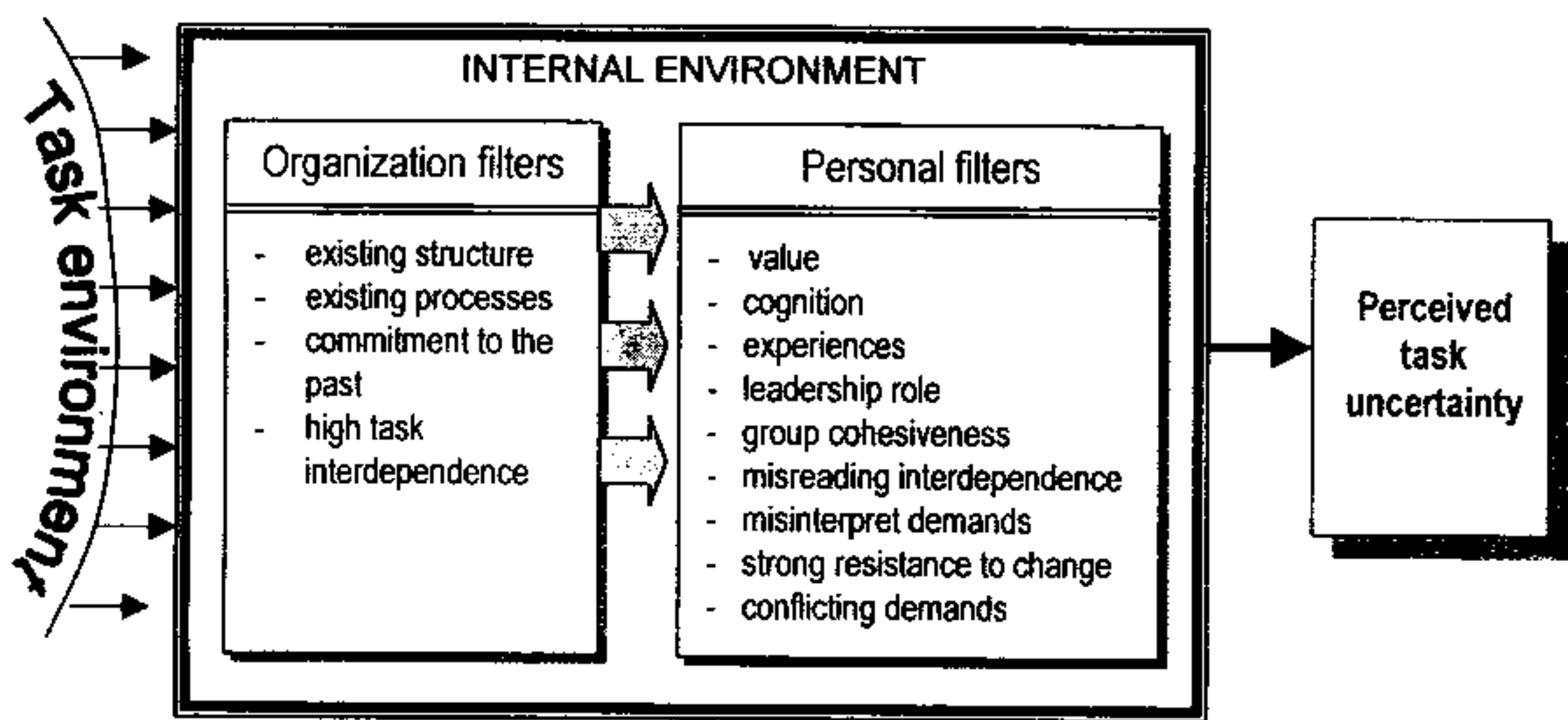


Figure 5 Influences of manager's perception of environment  
Sources: Adapted from Robey, 1986: 313

Considering graduate education context, graduate institutions must perceive their environments correctly and respond to them by using appropriate strategies, adapting their operations, in order to enhance efficiency, effectiveness; and achieve the highest level of quality of their outputs and performances pertaining to their mission. Environmental perception of the faculty's leader and members induces change in



academic and management strategies. For example, realization of current rapid change and the anticipation of the future change in the MBA and MPA fields of study makes the faculty adjust itself to better cope with them. Awareness of the program's threats and opportunities helps promote the faculty's adaptation and adoption of educational innovations.

A university's internal environment plays a significant role in its operations and performance. Studies of universities have shown that campus mission, size, and selectivity exert significant influence on an academic institution's outcomes. (Volkwein, Malik, and Napierski-Prancl, 1998: 46) Every institution develops its own unique mission, which in turn will determine its ethos (Perry, 1994: 32). Missions tend to change over time according to the changing environment, and this results in adaptation in the scope of academic activities.

In addition, the expectation of graduates' ability and performances may vary among institutions. Teaching universities expect their graduates to become effective professionals and practitioners in the workforce, while research universities focus on graduates' ability to acquire new knowledge by doing research, training them to work as instructors, researchers, or to further their doctoral degree studies. Thus, the faculty's expectations influence their instruction and academic activities, and quality must be measured against the stated expectation.

### **Review of Relevant Research Studies**

Multiple relevant research studies support the importance of environmental perception to graduate education as well as quality significance in higher education. In the United States, there has recently been a growth in the number of business schools accredited by the American Assembly of Collegiate Schools of Business (AACSB). AACSB adopted new "mission-linked" accreditation standards and procedures in April, 1991. The new standards require that the institution applying for the accreditation provide a mission/ objective statement that places more emphasis on teaching excellence and less on research. This is contrary to the traditional measures that place emphasis on the high quality of inputs which in turn ensure high quality of outputs.

In 1996, Yunker (1998: 137-143) conducted a survey, exploring the attitudes of business school deans and program heads toward the new accreditation standards and procedure, which placed emphasis on evaluating teaching output measures, such as alumni and employer surveys, and on nationally normed assessment tests, student awards, and so on. The new standard is contrary to the traditional measures of excellence which place emphasis on faculty research productivity such as published books and articles, conference presentations, research grants, and the like. The traditional modes of assessment have long been criticized as they emphasized inputs (faculty Ph.D. ratio, size of library, test scores of entering freshmen, and so forth) rather than key outputs in terms of student educational achievement and career success. The contemporary movement is toward assessment of student achievement in terms of student score on nationally normed achievement tests; evaluation of student-success in the job market through surveys of alumni and employers.

The survey results showed that teaching received the highest weight in every institution over research and service. In terms of teaching activity, Yunker applied several survey items pertaining to various teaching functions such as: courses with writing assignments; courses with computer assignments; courses with group projects; courses with student oral presentations; and courses with field trips/ outside speakers. The results demonstrated that one or more of these methods were used by a faculty member as evidence of a high level of commitment to teaching excellence. Additionally, some yes/no questions were asked in order to measure whether student evaluations of teaching were used in all or virtually all courses; whether there was a formal policy with respect to faculty office hours; whether there was special monitoring of teaching new faculty via class visitation; and whether the nationally normed assessment tests were widely used in the business school. The findings reported that these were more prevalent among non-accredited and recently accredited institutions than the long-accredited ones.

Yunker's research report advocates the importance of teaching. It urged that academic institutions should place more emphasis on teaching than on research and service. Teaching is essential since the ultimate purpose of higher education is to produce qualified people capable of coping with the national economic and social



development. Yunker's report puts more emphasis on the importance of the quality of outputs. Therefore, a graduate's success and contribution to the community and society, as well as an employer's satisfaction with a graduate's ability and contribution, constitute the heart of quality. They are beyond the focus on the absolute quality of inputs and teaching-learning process of the traditional system. Quality of outputs as the end-result represents the new paradigm that academic institutions need to be aware of. The integration of their operations must be in line with their changed expectation regarding social contribution while maintaining the absolute quality of inputs and teaching and learning processes.

Delaney (1997) conducted an alumni survey to illustrate that it could be used effectively in assessment of professional graduate-level programs. Alumni surveys provided a basis for evaluating how well the knowledge and skills developed through the educational program related to what were required in the workplace. The findings reported that the professional growth and the ability to cope with professional challenges would be pertinent to the assessment of professional degree programs.

Alstete (1997: 21-28) conducted a research studying the relationship between decentralization, and (1) the institutional characteristics; and (2) the perceived quality and effectiveness of the graduate business programs. The implication of the research findings was that more decentralization and autonomy in the graduate program administration should be retained. More autonomous administration leads to greater administrative quality and student service at public and private graduate business schools. A high level of decentralization is essential for the administration of professional graduate education.

Kallio (1998: 109-124) studied the factors influencing the choice of a graduate school. The assumption was that selecting a graduate school was a multistage decision process affected by a variety of factors involving the student's characteristics, information gathering, college actions, and college/ program characteristics. The relative importance of some factors would differ for younger and older students due to the effects of life stage development, particularly as they related to marriage, family and work considerations.

The research findings suggested that graduate students, when selecting a graduate school to attend, base their decision on six factors: (1) residency status; (2) characteristics of the academic environment of the institution and its programs; (3) work-related concerns; (4) spouse considerations; (5) financial aid; and (6) the social environment of campus life.

Malaney (1997) studied the reasons why students pursue graduate education. The findings reported that the major reasons were the desire to learn more about a specialty, personal satisfaction, improved job prospects, and an advanced degree needed for promotion.

Volkwein, Malik and Napierski-Pranci (1998: 43-63) studied the extent to which regulatory climate difference among states influenced the satisfaction levels of campus managers. They measured administrative and academic dimensions of state regulation, and then examined the extent to which university and state characteristics had an impact on the regulatory climate. The research also examined the perceived work environments and individual characteristics of administrative managers whose positions were impacted by state control. They tested the hypothesis that the state's regulatory climate exercised an influence on satisfaction levels.

One hundred and twenty two universities in 50 states participated in the study. The investigation found little direct relationship between administrator satisfaction and most state and campus characteristics, including the regulatory climate. One exception was that intrinsic satisfaction was higher in states that gave a priority to public sector programs and universities. Another exception was that undergraduate quality (freshman selectivity) measures were significantly associated with extrinsic satisfaction and satisfaction with work relationships. They also found that the actual regulatory climate had statistically significant but low correlation with perceptions about overly regulated and controlled work environments.

The conclusion was that if the external regulatory climate did influence satisfaction, the influence appeared to be indirect and small. In addition, while many in higher education believed that there was a connection between campus autonomy and administrative satisfaction, they found only mild evidence to support such a



claim. However, satisfaction was complex since it was possible for workers to be dissatisfied with one aspect of their job but to be very satisfied with alternate aspects.

Cameron and Smart (1998: 65-86) perceived that the consequence of downsizing in the private sector is often negative, so they raised the question of whether financial decline and downsizing in higher education also led to organizational ineffectiveness. The study of 334 colleges and universities found that institutions with declining resources were as effective as institutions with abundant resources.

Survey of relevant research studies in Thailand is scarce. However, there are a few doctoral dissertations concerning quality in graduate education in the Department of Higher Education, Faculty of Education, Chulalongkorn University. Laddawan Petchrojana (1994) studied the educational management of Ramkhamhang University during 1993-1994 and its future trend in 15-20 years ahead by naturalistic inquiry. She found that the main obstacles included the managerial inflexibility, discrete policy, conflicting demand of interest groups, inflexibility of the curriculum review, shortage of modern equipment, lack of curriculum evaluation, more use of the faculty' time in teaching than research, scarce research outputs, and tardiness in educational services.

Ngamta Tannukul (1994) studied the eight out-of-official hours graduate programs in Chulalongkorn University. She found that all programs have high autonomy in policy-making and administration, operation, educational management, and financial management. However, library service hours should be improved. Graduates' response revealed that they have gained more than expected, particularly in exchanging experiences among fellow students. They developed higher ability in analytical thinking, and could apply knowledge in their work. They have confidence in leadership. The main obstruction is the unclear policy of the Faculty of Graduate Studies, the shortage of coordinating staff, and inadequate library service hours.

The above literature depicts the strategic adaptation of graduate education in various ways; for example, the shifting interest toward teaching mission as the new standard requirement by AACSB and Yunker's work; and the concern for the program's outputs, organizational structure, the influence of external environment in

the works of Delaney, Alstete, and Volkwein, Malik and Napierski-Pranci respectively.

### **Relevant Research Studies on the Quality Concern**

Review of the literature concerning the quality of graduate education also found few relevant research studies. The majority of research studies placed emphasis on aspects of excellence, effectiveness, quality assessment, and so forth. For example, Colgain (1997: 92-94) studied factors supporting excellence in Optometric residency programs. The factors consisted of such items as the initial student contact and orientation, instructional quality, teacher as resource, student quality, admission procedures, curriculum design, levels of clinical training, resources that expanded the resident's experience, stature of the program within the sponsoring institution, residency director as advocate for the resident's career, and feedback for quality maintenance.

Atherton (1996) examined graduate satisfaction among a sample of graduates of the School of Business and Entrepreneurship (SBE) at Nova Southeastern University (NSU) in Florida. The survey focused on demographic and background information, educational outcomes, quality indicators, computing skills, and employment and career outcomes. Questionnaires were given to 157 students who graduated between 1992 and 1995. Nearly 97 percent reported that they would recommend their program to a friend; and nearly two-thirds said that they would attend the university again if they were to pursue another degree in the future. More than 90 percent of respondents indicated that they had achieved their educational goals. Nearly one-third of respondents were dissatisfied with the availability, access, and orientation to library resources and services, and nearly one-fourth were not satisfied with access to information through technology and computers. Another study conducted by MacFarland (1996) in the Abraham S. Fischler Center for the Advancement of Education is similar to the former one. The study found that over 85 percent of respondents indicated that their current job was either highly related to or moderately related to their major at NSU. In regard to educational quality, the highest



ratings were offered for clarity of written graduate admission policies and program length.

Miller and Vacik (1996) surveyed graduate programs of Higher Education Administration within the Southern United States in order to identify programs perceived to be "excellent" and to profile their predominant characteristics. A survey instrument was developed and mailed to the program director, chair, or coordinator at all Southeastern higher education graduate programs as identified in the Association for the Study of Higher Education directory. The resulting data reported that concerns emerging from the study were high student-to-faculty ratios and possible over-reliance on adjunct and part-time faculty.

A survey of 1,499 graduate students from seven colleges and universities in northeastern Ohio conducted by Webb (1993) identified fifteen major factors in graduate business school choice. Those factors comprise academic reputation, accreditation, evening classes, programs, potential degree marketability, part-time programs, completion time, proximity, costs, faculty contact time, location, library size, reputation in the community, parking, and placement reputation.

In Thailand, Uraibhan Jenwanichyanon (1993) conducted a dissertation titled "The Development of Indicators for Academic Excellence in Faculties of Nursing, Private Institution of Higher Education." The findings revealed that academic excellence indicators include philosophy factor, financial status, budget, academic resources, and characteristics of internship sources. The process factor comprises curriculum, teaching-learning process, evaluation of achievement, administration, faculty development, operational management, student activities, and self-evaluation of the academic institution. The output factor consists of the capacity and perception toward the graduate's profession, personality and social skill development, and academic outputs of the academic institution.

Sujinda Onkaew (1994) studied the quality of work life of instructors in Tawarawadee United College. She concluded that the quality of work life of the instructors consisted of eight aspects: (1) fair and adequate remuneration; (2) safety and healthy environment; (3) individual development; (4) work progress and stability;

(5) social integration; (6) organizational legitimacy; (7) the balance in work life and other aspects; and (8) social involvement.

In conclusion, review of literature and relevant research studies provides evidence concerning the importance of external and internal environmental perception. For example, the effect of the external regulatory climate on campus autonomy and administrative satisfaction (Volkwein, Malik, and Napierski, 1998), the effect of downsizing on higher education effectiveness (Cameron & Smart, 1998), the importance of the program mission at AACSB. In regard of the quality concern, the new accreditation standard emphasizes on the output and outcome in terms of alumni achievement and career success, which is contrary to the traditional standard focusing on input measurement.

## **Conclusion**

Environmental perception plays a most important role in the strategic adaptation of an executive graduate program. Correct perception of a program's interdependence on and the changing market demands and competitive environment, and the ability to perceive the market segmentation and the program's resource dependence contribute to the effective use of strategic adaptation. In addition, the ability to cope appropriately with the internal environment is the necessary condition for an executive graduate program to achieve effective strategic adaptation. This includes the correct perception of the resource adequacy, the appropriate leadership role, the quality concern level, and the faculty members' recognition of the university, department, or program mission. The combination of the perception of external and internal environments will lead to the effective use of strategic adaptation.

The proposed model as illustrated in Figure 6 will be used as the framework for case studies of the master's degree programs in Business Administration and Public Administration Faculties in three Thai public universities. The conceptualized framework involves two independent variables. (1) The perception of external environment, including the market demand, market segmentation, competitive environment, and resource dependence. (2) The perception of internal environment is



consisted of the adequacy of resources, the leadership role, the quality concern level, and the recognition of the organization's mission.

The dependent variable is the Faculty's strategic adaptation in response to the perceived situations, which may be categorized into 4 aspects: (1) market development; (2) product development; (3) geographic expansion; and (4) market penetration. A conceptual framework of the strategic adaptation of the graduate education is illustrated in Figure 6.

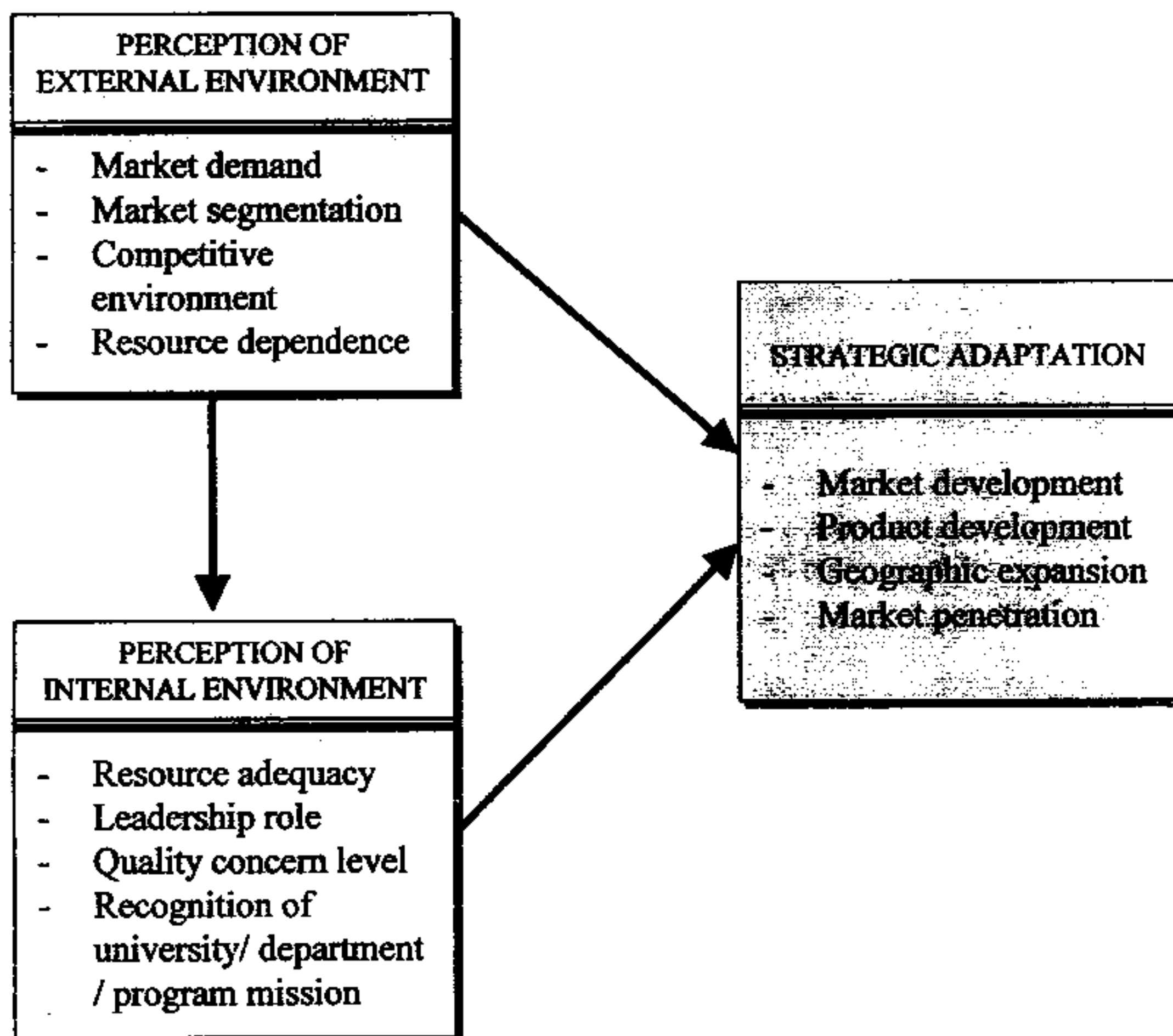


Figure 6 A conceptualized model illustrating the strategic adaptation of graduate education

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The purpose of this research study is not to compare the quality of the executive graduate degree programs, but to investigate the environmental perception of the faculty members that influence executive graduate programs and their adaptation. The executive master's degree programs in Business Administration and Public Administration that are offered in three public universities in Thailand constitute the units of analysis.

This chapter consists of five parts as follows:

- 1) The case study method
- 2) Context of the study
- 3) Data collection and analysis
- 4) Validity and reliability, and
- 5) Summary

#### **The Case Study Method**

The initial design of this research study was based on the executive graduate programs' operations and outcomes in a holistic manner. This research places emphasis on the relationship between the faculty members' perception of the organization's external and internal environment and the strategic adaptation it employed. Perception of environment is different and varied so that no single data collection approach can be used to collect the information about these variables. Therefore, the case study approach was considered the most appropriate method. (Yin, 1993: 32) A multiple case study method is used in this research study in order to obtain qualitative data.

The methodology consists of an in-depth interview of the key informants who provide their perspectives concerning the relevant issues within the conceptual framework of this research study. Interviewing the key informants who are previous administrators of programs and key staff, along and investigating documentation



sources of evidence, will provide the answers why and how executive programs adapt themselves in coping with the situations. By in-depth interviews, the interviewees will express their attitudes, values and viewpoints in response to the questions. Comparison of different perceptions, strategic adaptations, and association among categories will lead to the conclusion of the study.

### **Context of the Study**

This research is an explanatory case study. It seeks to find the in-depth answers to, and clearly illustrate how MBA and MPA faculty members of the public universities perceive the environments differently; how they establish their strategic adaptation in coping with the environment they perceive; why they operate differently in their executive program expansion; how they are concerned about quality; and how the quality concern affects the faculty's strategic adaptation.

#### **1. The Independent and Dependent Variables**

According to the conceptual framework, emphasis is placed on the faculty's strategic adaptation in coping with an environment. Perceptions of external and internal environment constitute the independent variables of this research study. The dependent variables comprise the faculty's strategic adaptation in four main aspects including market development, product development, geographic expansion, and market penetration.

#### **2. The Units of Analysis**

There are six Faculties/schools involved in this study.

- 1) The Faculty of Commerce and Accountancy, Thammasat University, where an executive master's degree in Business Administration is offered.
- 2) The Faculty of Commerce and Accountancy, Chulalongkorn University, where an executive master's degree in Business Administration is offered.

- 3) The School of Business Administration, National Institute of Development Administration, where an executive master's degree in Business Administration is offered.
- 4) The Faculty of Political Science, Thammasat University, where an executive master's degree in Public Administration is offered.
- 5) The Faculty of Political Science, Chulalongkorn University, where an executive master's degree in Public Administration is offered.
- 6) The School of Public Administration, National Institute of Development Administration, where an executive master's degree in Public Administration is offered.

Selection of the professional graduate programs in Business Administration and Public Administration as the units of analysis of this research study is based on the following criteria:

- 1) The programs are operating in graduate Faculties in three public universities; namely Chulalongkorn University (Chula), Thammasat University (TU), and the National Institute of Development Administration (NIDA). All three universities are government-subsidized and operated under the control of the Ministry of the University Affairs.
- 2) The individual universities offer master's degree programs in Business Administration and Public Administration. Each program is offered in a different Faculty.
- 3) The individual MBA/ MPA programs offer executive part-time graduate degree programs in parallel with the regular MBA/MPA programs.

Units of analysis and the Faculties and universities where the programs are operated are shown in the Table 2.

### **3. Sampling techniques**

This research will emphasize multiple case study qualitative analysis. For qualitative data gathering, snowball sampling and purposive sampling of key actors will be used. Key actors refer to key informants, including the current and previous deans or program directors of the executive MBA and MPA programs, long-term faculty members, alumni, and employers. In-depth interviews will be carried out to



Table 2 Units of analysis

| Units of analysis        | Faculty/School                      | University                                              |
|--------------------------|-------------------------------------|---------------------------------------------------------|
| 1. Executive MBA Program | Faculty of Commerce and Accountancy | Thammasat University (TU)                               |
| 2. Executive MBA Program | Faculty of Commerce and Accountancy | Chulalongkorn University (Chula)                        |
| 3. Executive MBA Program | School of Business Administration   | National Institute of Development Administration (NIDA) |
| 4. EPA / MPE Programs    | Faculty of Political Science        | Thammasat University (TU)                               |
| 5. Executive MPA Program | Faculty of Political Science        | Chulalongkorn University (Chula)                        |
| 6. Executive MPA Program | School of Public Administration     | National Institute of Development Administration (NIDA) |

acquire relevant data. Documentary research and staff interviews will also be used as the basis for triangulation of multiple sources of evidence in order to assure the construct validity, internal validity, external validity, and reliability of the research. (Yin, 1994: 78-79, 91-93)

To meet the objective of the case study approach, the snowball sampling technique is applied to previous administrators of the programs, and the purposive sampling technique is applied to staff, alumni and employers based on the following criteria.

### 3.1 Snowball Sampling

Snowball sampling, a technique in which initial informants identify succeeding informants, is used in order to obtain the key informant participants. The criteria of snowball sampling is comprised of the following processes:

1) The first interviewee is the faculty member who has had experience in the administration of the program at different levels of responsibility, including being dean, associate dean of the Faculty/ School, or the program's director. After the interview, this person is requested to nominate another person(s) whom he or she believes would provide valuable insights. Previous administrators who resigned or

retired may also be approached if they are nominated in the snowball sampling process.

2) In each Faculty/ School, the number of interview participants may differ according to whether the researcher has reached saturation point. Table 3 illustrates the numbers of interview participants from the different Faculties and schools.

**Table 3** Numbers of interview respondents from different Faculties who were nominated by snowball sampling

| <b>Case no.</b>                                                               | <b>Units of analysis</b> | <b>Faculty/School</b>               | <b>University</b> | <b>Number of interviewees</b> |
|-------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------|-------------------------------|
| 1                                                                             | XMBA program             | Faculty of Commerce and Accountancy | TU                | 8                             |
| 2                                                                             | XMBA program             | Faculty of Commerce and Accountancy | Chula             | 6                             |
| 3                                                                             | XMBA program             | School of Business Administration   | NIDA              | 7                             |
| 4                                                                             | XMPA program             | Faculty of Political Science        | TU                | 4                             |
| 5                                                                             | XMPA program             | Faculty of Political Science        | Chula             | 5                             |
| 6                                                                             | XMPA program             | School of Public Administration     | NIDA              | 6                             |
| Total number of interview participants who are nominated by Snowball sampling |                          |                                     |                   | 36                            |

### **3.2 Purposive sampling**

The purposive samples consist of alumni and employers who are interviewed in depth about their attitude to the benefits and experiences obtained from their executive graduate education. For each Faculty/ School, at least four alumni were purposively selected based on the interviewee's career position and types of enterprise they are working with. The interview participants include key support staff who are responsible for the program's administration, and alumni who hold the following types of positions:

- 1) Owner of a small business
- 2) A high-ranking executive in a medium-large size company
- 3) A middle manager in a large private company



4) A high-ranking executive in a public organization or public enterprise

5) A middle manager in a public organization or public enterprise

Employers who were approached as key informants included personnel managers or vice presidents of the organizations as they could give informed opinions on the performance of the alumni as well as indicate their satisfaction with the alumni's performance.

The research methodology consists of the qualitative analysis of case studies. Qualitative data will be obtained from in-depth interviews of previous and present deans and program directors. Old-time faculty members who experienced the changing mission of the faculty will be included. In-depth interviews will also be carried out with purposive employers whose organizations require extensive MBA and MPA graduate employment. The research methodology profile is illustrated in Table 4.

Table 4 Profile of research methodology

| <b>Sampling units</b>                                                       | <b>Sampling techniques</b> | <b>How to acquire data</b> | <b>Measurement tools</b>         | <b>Number of informants</b> |
|-----------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------------|-----------------------------|
| Old-time faculty members, previous and present deans, and program directors | Snowball sampling          | In-depth interview         | Structural/ open-ended interview | 36                          |
| Support staff                                                               | Purposive sampling         | In-depth interview         | Structural/ open-ended interview | 8                           |
| Employers                                                                   | Purposive sampling         | In-depth interview         | Structural/ open-ended interview | 2                           |
| Alumni                                                                      | Purposive sampling         | In-depth interview         | Structural/ open-ended interview | 24                          |
| Expert in education quality, and program rating                             | Purposive sampling         | In-depth interview         | Structural/ open-ended interview | 1                           |
| Total numbers of key informants                                             |                            |                            |                                  | 71                          |

## **Data Collection and Analysis**

Data collection and analysis of the case study method must be toward multiple sources of evidence. (Yin, 1993: 67-69) Data collection includes the use of document analysis, open-ended interviews of faculty, staff, alumni and employers, and quantitative analysis of archival data. The multiple sources are used in a converging fashion, so that data should triangulate over the facts of a case. Data collection is primarily obtained by interviewing the key informants in order to understand their perceptions of their experiences in the executive graduate programs. However, some institutional documentation is also examined to support the interviewing data. Interviews were conducted mainly on-site, or at other places indicated by the interviewees. Interview questions applied to faculty/ school staff, alumni and employers were constructed as open-ended type questions. The interviewees were urged to give their in-depth perspectives and comments on the indicated categories of inquiry.

For the deans, associate deans, and program directors, the primary inquiries include five major aspects: (1) the historical background, philosophy and rationale of the launch of the executive graduate program; (2) the important situational factors that drove the Faculty to launch the executive graduate program; (3) the expectations of graduates; (4) the perception about the quality of the program; and (5) the geographic expansion of graduate programs to the provinces in response to increased demand.

The interview form contains 23 questions. At the top of the form there is space for the name of the interviewee; the date and time of the interview; and the place that the interview was carried out. The questions relate to:

- 1) The mission of the Faculty/ School.
- 2) Rationale or external forces influencing the initiation of a new program.
- 3) Internal forces influencing the initiation of a new program.
- 4) The adequacy of educational resources.
- 5) The market survey prior to the launch of a new program or the revision of the old curriculum.



- 6) The curriculum reform: rationale, frequency, and the need of external inputs.
- 7) The initiation of a new program: strategy and process.
- 8) The faculty cooperation.
- 9) The strategy to achieve participation from the faculty and staff.
- 10) The organizational structure when launching a new program.
- 11) The use of external advisors.
- 12) The composition of the support staff.
- 13) The use of informal benchmarking of other academic institutions.
- 14) The perception of quality in graduate education.
- 15) The expectation of graduate performances.
- 16) The employer's feedback of graduates.
- 17) The quality assurance practices.
- 18) The organizational culture pertinent to the quality aspect.
- 19) The types of research support and encouragement.
- 20) The types of public services.
- 21) The development of academic and non-academic staff.
- 22) The comments of the graduate education expansion into the provinces scheme.
- 23) Additional comments.

The interview questions are rather open-ended in order to encourage interviewees to articulate their extensive and in-depth viewpoints freely over the particular issues. Some of these items may not be raised as questions since the interviewees' responses to one item may cover the other aspects. Therefore, the interview questions may not follow the numerical sequence in the interview form. The lines of inquiry can also be changed and adapted during the interview. (Easterby-Smith, Thrope and Lowe, 1991: 76)

Most of the time, the researcher jots down the interviewee's responses either on the spaces available in each item of the interview form or on the back of pages if the spaces are inadequate. The researcher avoids using the tape recorder in order to create the interviewee's trust and encourage free talk and extensive criticism of the issues. However, there were some cases in which a tape recorder was used because

the interviewee could only sacrifice a very limited time and hence the interview process had to be completed in about thirty minutes. In such a situation, the researcher asked permission to use a tape recorder.

For the alumni, the interview questions related to four major areas as follows:

- 1) Their expectations when applying to the executive graduate program.
- 2) Their satisfaction with the program.
- 3) The benefits and experiences obtained from studying in the program.
- 4) Their comments on the program's academic and administrative management.

For employers, the inquiries related to the following:

- 1) The expectation of the employee's contribution to the enterprise when initially giving permission for the employee to study in the executive graduate program.
- 2) The contribution that the employee actually made.

Since the key informants in this research study are primarily the university's faculty members who are committed to the program or faculty administration, they are generally involved in their teaching and administrative work and are extremely busy. Alumni and employers are also very busy when it comes time for the interview. Therefore, it takes some time to fix the time and carry out the interview. Each interview takes approximately 1-1.5 hours.

For data analysis, pattern-matching (Campbell, 1975; Yin, 1993; Yin, 1994) is employed. The data collection process culminates in the creation of a formal case study database, so that the researcher can observe, question, and interpret the data. The presentation of the data takes the form of word tables and has been documented thoroughly in the methodological steps to assure an unbiased data collection process. These archives are organized systematically, to permit efficient access for analytic and reporting purposes. The narrative of the case study report relates specific interpretations and conclusions to the specific data presentations.

### **Validity and Reliability**

An important issue for the case study method is to create designs with construct validity, external validity, internal validity, and reliability. (Yin, 1993: 39)



A common strategy is to use multiple measures of the same construct as part of the same study. In other words, it is the use of multiple sources of evidence. In this study, documentation such as the Faculty's archival data, and the review of faculty's annual reports is conducted to ensure the construct validity. Additionally, individual programs' key support staff were interviewed to assure construct validity.

Internal validity is achieved through the specification of the units of analysis, the development of *a priori* rival theories, and the collection and analysis of data to test these rivals. Similarly, the external validity is achieved through the specification of theoretical relationships, from which generalizations can then be made.

Reliability is achieved through the use of formal case study protocols, instruments, and the development of a case study database. The protocols especially help to ensure that the same procedures are followed in multiple cases. (Yin, 1993: 39-40, 69) In this research study, protocols have been used both during and after interviewing. During the interviewing, an interview form is used as a guideline for the questions being asked. The researcher jots down the interview information rather than using a tape recorder in order to avoid interviewee anxiety and to encourage them to express their opinions openly. After completion of each interviewing, the researcher types all the notes as soon as possible because they are normally written quickly and sometimes the handwriting is difficult to read. They are systematically stored in individual files which are categorized into six Faculty/ School folders. Each interviewee occupies a file, and each Faculty a folder.

These categories of inquiry are arranged and developed into taxonomies to assist in determining the factors which may influence the strategic adaptation of the executive graduate programs in Business Administration and Public Administration in public universities. Central to this process is the use of the constant comparative method to analyze the data. Participant responses are grouped into categories of inquiry pertinent to the research questions. Individual participant responses are compared and coded on separate indexes. Indexed responses are systematically reviewed in order to discover the relationship of categories and identify themes reflecting the environmental factors accounting for the quality of the graduate programs.

## **Summary**

The research methodology is focused mainly on the qualitative method, by using interviews of key informants who are present or the previous faculty members of the units of analysis. Snowball sampling is employed to obtain significant data from the faculty members, while purposive sampling is appropriate to acquire the staff, alumni and employer viewpoints. An open-ended interview form is used as the guideline for questioning.

Data collection is obtained by interviewing four groups of key informants: the faculty, staff, alumni, and employers. Data analysis is conducted through pattern-matching process. Validity is ensured by the use of triangulation of multiple sources of evidence. Reliability is achieved through the use of formal protocols, instruments, and development of individual case study databases throughout the six case studies.



## **CHAPTER 4**

### **CASE STUDIES OF THE MASTER OF BUSINESS ADMINISTRATION PROGRAMS**

This chapter consists of three case studies of the Master of Business Administration programs in three Faculties:

- Case study 1: The Executive Master's Degree Program in Business Administration (X-MBA), The Faculty of Commerce and Accountancy, Thammasat University (TU)
- Case study 2: The Executive Master's Degree Program in Business Administration (X-MBA), The Faculty of Commerce and Accountancy, Chulalongkorn University (Chula)
- Case study 3: The Executive Master's Degree Program in Business Administration (X-MBA), School of Business Administration, National Institute of Development Administration (NIDA)

The case studies aim to investigate the two stages of the individual Faculties involved in the decision-making concerning their executive MBA programs. The first stage deals with why they establish the executive MBA programs, and the second stage shows how their executive MBA programs make strategic adaptations. It deals with such questions as why they do not expand their X-MBA program geographically, although there has been an increasing great demand for MBA education. How individual Faculties become aware of the quality of their executive MBA programs, and how quality awareness affects the Faculties' strategic adaptations. Conceptually, the first stage concerns the faculties' perception of its external and internal situations. The second stage, which concentrates on strategic adaptations after launching the executive MBA programs, is characterized by four aspects:

- 1) Market development: -- the extent to which the Faculties find new markets through market segmentation.

- 2) Product development: -- the extent to which the Faculties improve or modify their executive MBA programs.
- 3) Geographic expansion: -- the extent to which the Faculties offer their executive MBA program on various campuses.
- 4) Market penetration: -- the extent to which the Faculties utilize marketing efforts to ensure quality entrants into their executive MBA programs.

Strategy adapted by individual Faculties will be investigated within the scope of these four aspects. The perceptions of the individual Faculties about the quality of the programs will be included in the case studies to compare how they perceive quality differently, and how their perceptions affect the outcome of the programs.



## **Case Study 1**

### **The Master's Degree Program in Business Administration (Executive Program) The Faculty of Commerce and Accountancy, Thammasat University**

#### **Introduction**

The Faculty of Commerce and Accountancy, Thammasat University, offered its first graduate program in 1972. It was a regular and evening program offering the master's degree in two fields: Master of Business Administration (MBA), and Master of Science in Accounting. The executive MBA program (X-MBA) was launched in 1985. Its objective was to produce graduates who had professional and enhanced work efficiency and effectiveness in general management. It emphasized that graduates have an understanding of modern management theories and concepts, organization behavior, and business environment. Graduates are expected to achieve as key personnel in their organizations, and be able to push their organizations to grow effectively and efficiently.\* Classes are held in the Faculty of Commerce and Accountancy, TU, at the Ta Prachan campus.

#### **1. Organizational Structure**

The Faculty's organizational structure demonstrates its great emphasis in decentralization special program administrations. (See Figure 7.) Graduate programs are operated under the Social Service Projects Executive Committee, which consists of the dean as chairman, and the directors of various special programs as committee members. This committee represents the decision-making body for the special programs' operations.

The executive MBA program's operating committee takes responsibility for the program management, including all decision making for educational and administrative concerns. For example, they approve course instructors and course

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\* From Prof. Sangwien Indaravichai's (founder of R-MBA and X-MBA programs) memo in "Introducing the X-MBA program," **The Executive MBA program, 2000.**

syllabuses, as well as providing suggestions for course outlines should they be adjusted or updated.

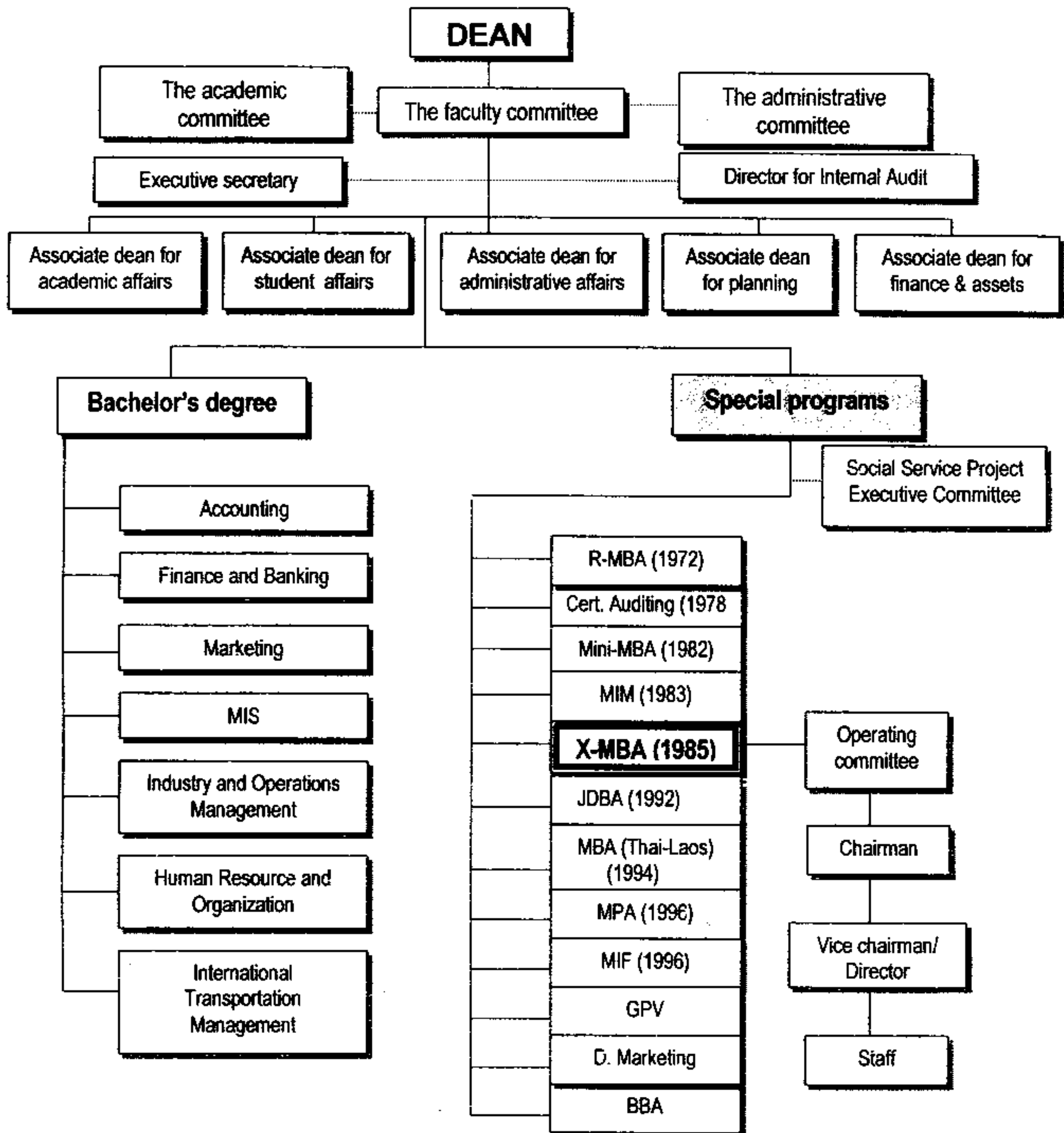


Figure 7 Organizational chart of the Faculty of Commerce and Accountancy, Thammasat University, 1998



During its first launch, the first X-MBA director served as the chairman of the operating committee. Professor Sangwien Indaravichai, who was the initiator of the regular and X-MBA programs, was the first director, held the position for over ten years. After his retirement, he became involved in business but still remained the chairman's position, where he could provide valuable advice to the program administration. *"It is the tradition of the Faculty that respect the initiator and provide him the opportunity to run the program,"* said a professor.

At the time of the study, the operating committee consists of a chairman and the department heads. This composition is in accordance with university regulations. The chairman and committee members earn no salary for the post, but gain official meeting per diem for each attendance. The director receives a monthly salary of 12,000 baht, and the deputy director (if any) receives 10,000 baht.

Thammasat University defers to the Faculty of Commerce and Accountancy in decision-making over the special programs, and allows them to employ flexible management. The X-MBA program exercises autonomy over its own financial and educational management. The university's central unit does control and approves for implementation in accordance with regulation.

The X-MBA program management is a business-like model in order to ensure flexibility and efficiency, and to eliminate bureaucratic red tape. The program hires a full-time manager who facilitates general operation and coordination. In some special programs, no single government officer serves as its support staff.

## **2. The Faculty Profile**

The percentages of faculty members holding a Ph.D. and master's degrees are 47.22% and 52.77% respectively. The majority of the faculty members are associate professors. (See Figure 8.) The X-MBA program uses more adjunct lecturers than the full-time faculty members, and the former are 1.7 of the latter. According to TU's regulation, full-time faculty members must fulfil a minimum workload, teaching three courses in the undergraduate and regular graduate programs. However, records show that the average hours of the actual teaching workload are slightly lower than the minimum requirement. Normally, most faculty members are engaged in research projects and outside commitments.

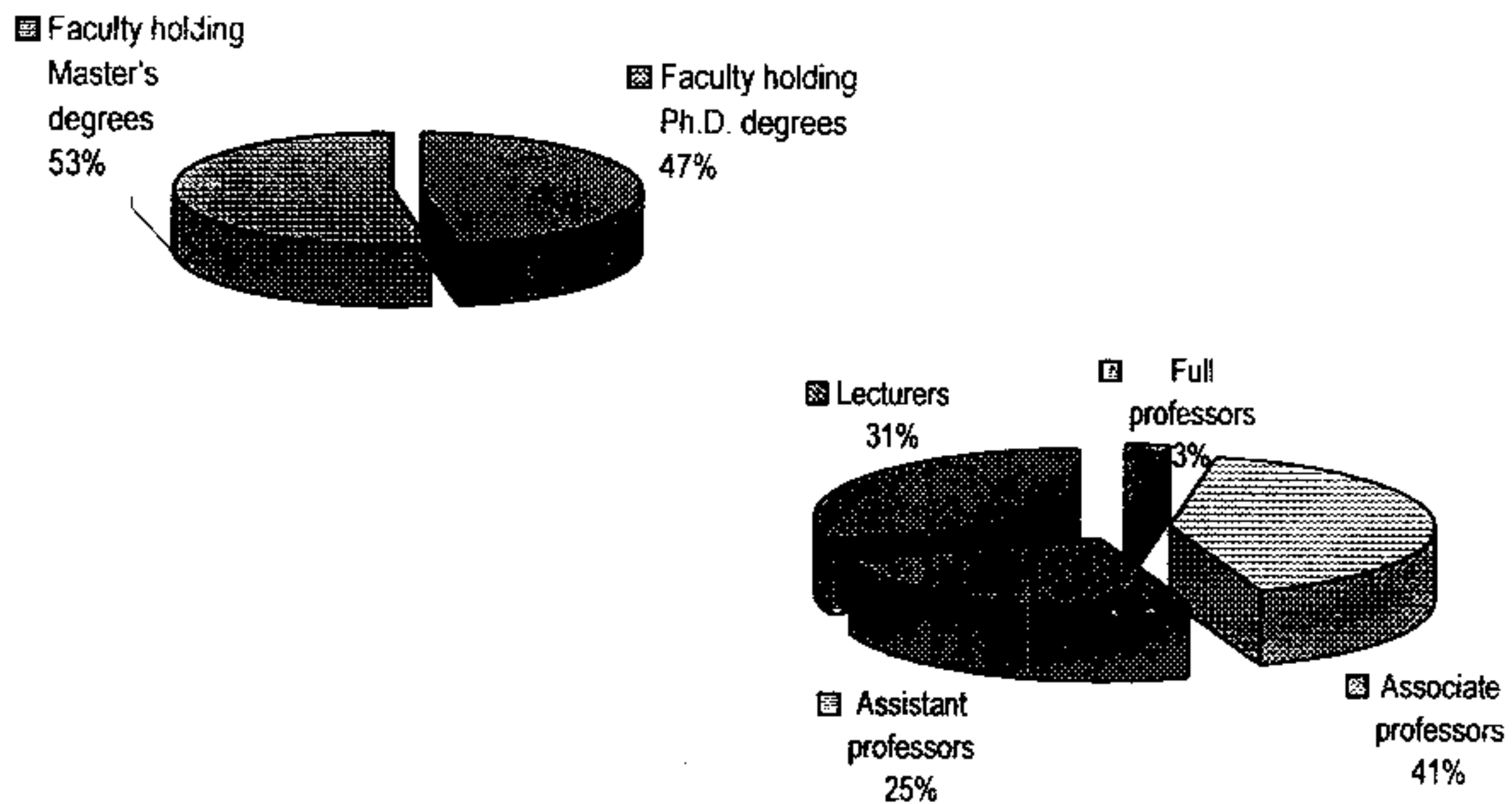


Figure 8 The X-MBA program's faculty profile at the Faculty of Commerce and Accountancy, Thammasat University

### 3. The Student Profile

Documented research of the student profile reveals that the majority of students in each admission have an educational background in Engineering with an advantage in Mathematics. Therefore, these people receive higher scores on the entrance examination. However, student diversity is balanced by the requirement of an analytical section, in which those with social science backgrounds will have a greater advantage.

X-MBA students are largely in the 30-35 age group in the academic years 1996 and 1997 (See Appendix B.), but in 1998 the majority is in the 36-40 age range because the X-MBA program raised the minimum age requirement from 30 to 35 years. Most of the entrants have a bachelor's degree from public closed universities in three fields of study: Engineering, Science and Medicine, and Business Administration. An average of 82 per cent of students worked in private organizations during the 1991-1995 academic years. Only a few students (7%) worked in public enterprises and those who worked for public organizations were a scarce (4.4%). There are fewer than five students who were the owners of the



enterprises. An average of 17% were top-level managers, 55% middle-level. Figure 10 shows the student profile of the X-MBA program of the Faculty of Commerce and Accountancy, Thammasat University in terms of students' age and educational background from 1996-1998.

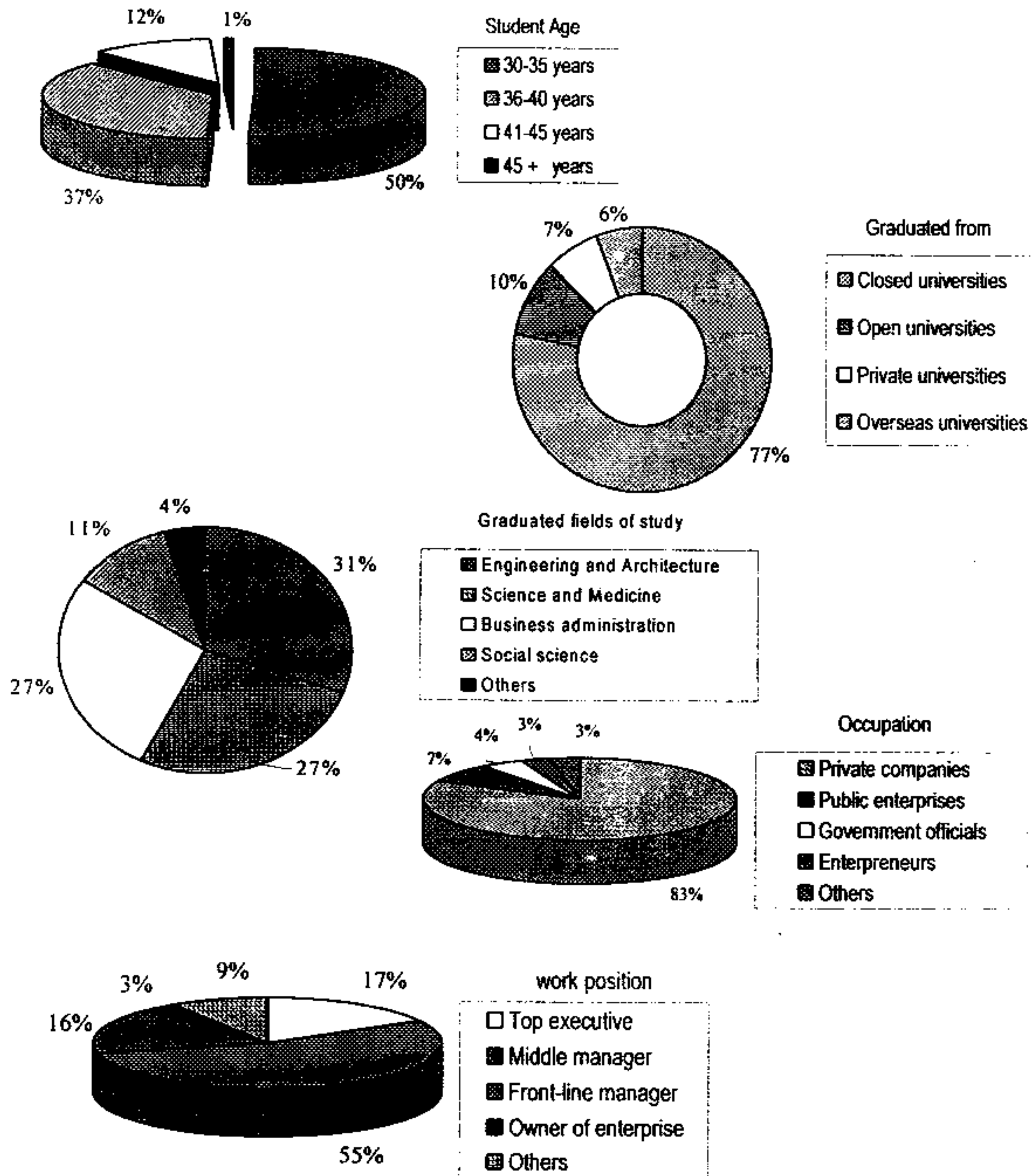


Figure 9 The X-MBA program's student profile at the Faculty of Commerce and Accountancy, Thammasat University

## Chronology

The Faculty of Commerce and Accountancy, TU was begun in 1935 when Accounting was first taught as a subject in the Faculty of Economics by Luang Damri Isranuwat, who later founded the Accountancy Division at TU in 1938. Its history as a graduate education program is as follows:

- 1972      Establishment of graduate program in the Faculty, offering two evening master's degree programs: Master of Business Administration (regular MBA) and Master of Science in Accounting. The regular MBA program (R-MBA) is the first MBA program ever launched in Thailand on the belief that executives are able to study management in tandem with working.
- 1978      Launching of the certificate program in Auditing.
- 1982      Launching of the "Mini-MBA" certificate program as one of the continuing education programs in Business Administration. It is regarded as the compact version of the MBA program. Some of the Mini-MBA participants are bachelor's degree graduates, who are working as middle-high level of management. Studying in the Mini-MBA has caused them to be enthusiastic about joining the full MBA program while continuing to work.
- 1983      Launching of the Master in Marketing English Language Certificate Program (MIM), with the cooperation of Sweden's Institute for Hogre Marknadsforingsutbildning – IHM since the faculty realized the importance and necessity of marketing education to serve middle-level executives in Thailand.
- 1985      Launching of the executive MBA (X-MBA) program for executives who have at least 10-years work experience, and are at least 32 years of age. It was the first academic institution to provide opportunities for executives in a wide range of professions to study while still working.



|      |                                                                                                                                                                                                        |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1988 | Improvement of the MIM program, with the cooperation of Goteburg University, to become the first and only Master of Marketing program in Thailand.                                                     |
| 1992 | Establishment of the Joint Doctoral Program in Business Administration, with Chula and NIDA.                                                                                                           |
| 1994 | Launching of the MBA program in collaboration with the Bank of Thailand and The Bank of Laos.                                                                                                          |
| 1996 | Development of two master's degree programs: Master of Finance and Master of Professional Accounting.                                                                                                  |
| 1997 | Development plan to offer the doctoral degree in Marketing and a plan to establish the Computer Center.                                                                                                |
| 1998 | Adjusting the minimum age requirement of the entrants to the X-MBA program from 30 to 35 years in order to screen out the junior executives and to allow senior executives to enter the X-MBA program. |

Chronology depicts the Faculty's concern for new ventures as various new programs were launched every 2-3 years since 1983, both at the graduate and undergraduate levels.

### **Why did the Faculty Establish its Executive MBA (X-MBA) Program?**

The Faculty of Commerce and Accountancy was the first academic institution to offer an executive MBA program. The reasons why the Faculty launched its X-MBA program resulted from faculty members' perceptions of the environment during the time of the launch. It was perceived from two perspectives: externally and internally.

#### **1. Perception of the External Environment**

The Faculty's perception of external environment influence its decision to launch the X-MBA program. According to faculty informants, the Faculty was influenced by three perceptual aspects: (1) the current and future necessity of an MBA education, (2) the market demand; and (3) previous success.

### 1.1 The Current and Future Necessity of an MBA Education

During the past ten years, the business sector has made significant progress in both growth and development. A number of administrators in the private sector graduated from overseas with modern knowledge and work experiences. The business sector became globalized which resulted in the increasing demand for more advanced expertise to enhance global competency and competitiveness. An interviewee said,

*Old knowledge became obsolete. Old-time managers graduated long time ago. They aged and could no longer keep pace with changes in knowledge, technology and skills. In the past public companies with professional administrators were rare, while there were plenty of family businesses. However, these family firms have recently turned into professional business enterprises. Therefore, there was a need for old-time managers to learn modern business administration.*

Given that universities are expected to play a leading role in solving problems resulting from the aforementioned developments in the business sector and subsequent needs resulting from that changes, academic institutions took up the current need by implementing programs.

Furthermore, academic institutions reciprocally acquire business experiences from involvement in the private sector. Executive students are expected to exchange their viewpoints with faculty and fellow students. There results a transmission of experience and practical knowledge among them from which both sides benefit. A professor said, *"Faculty members obtain from students the local data for further research, as well as gaining experience from executive students, beneficial to developing their instruction."* This concept has resulted in the philosophy of MBA education, that students must have work experience, and that they need to have prior organizational understanding, sufficient for contributing to classroom discussion. Therefore, the executive MBA program should be established in response to the current situation, which would accelerate eventually the nation's global competitiveness.



## 1.2 Market Demand

The interviewees perceived that there were a huge number of high-level executives in various private enterprises, who needed to develop their knowledge and skills in business administration. This perception was derived from evidence that the regular MBA evening program had gained overwhelming public interest, while only limited enrollment was available. There were a huge number of people who desired to learn, but who failed the entrance examinations. To serve these people, the Faculty launched the Mini-MBA program, a certificate program, which attracted an influx of people in the workforce.

The launch of X-MBA program was the result of the Faculty perceiving that there was a great demand from working people who did not want to compete with the influx of new graduates applying for the regular MBA program. *"There are a number of high-level executives who desire to develop their knowledge in business, but are unable to compete with the new graduates,"* said an informant. The X-MBA program would enable this group of people to pursue graduate education in Business Administration by allowing them to compete among their peers, which increased the possibility for entering the MBA program. Besides, working people had the advantage in terms of work experience, lacking in regular MBA students.

## 1.3 The Previous Success

Success of the previous undertaking of the program supports the confidence with the launch of executive program. The Faculty's success in the operation of the short-course certificate program in Marketing Management and the Mini-MBA program has created enthusiasm and confidence for the success of the executive MBA program. *"The success has created the encouragement of establishing a new venture,"* said a professor.

## 2. Perception of the Internal Environment

The Faculty's perception of the internal environment accounting for its decision in launching the X-MBA program consisted of (1) faculty preparedness, (2)

the leadership role, (3) recognition of the university philosophy and mission, and (4) informal benchmarking.

## 2.1 Faculty Preparedness

The launch of the executive MBA program is largely dependent on competent faculty members. A competent faculty who are able to teach in the executive MBA programs is extremely important. An informant said,

*The instructors must be competent enough to teach in the X-MBA program. They should have a Ph.D. degree or otherwise have ample experience to teach. Most of the instructors are from outside (the institution) since the internal faculty are not competent enough.*

The faculty profile in Figure 9 depicts some inadequacies in competent faculty members. Less than 50% of the faculty have the Ph.D. degree, let alone teaching and business experience. Therefore, employing external experts from the business sector as program instructors resolved the problem of the shortage of competent faculty members. An interviewee said,

*Employing adjunct lecturers will establish or strengthen linkages between the faculty and the business sector. Such linkages enhance future connection for further academic collaboration including student internship, technical visits, and the production of relevant case studies.*

Moreover, extended relationships with previous faculty members alleviate the threat in resource dependence.

The lack of sufficient competent faculty, qualified for teaching in the executive MBA program also stemmed from the heavy workload placed on individual faculty members. The faculty's fundamental mission emphasizes undergraduate instruction, which faculty members consider their first priority. *"The Faculty mission has fundamentally emphasized the undergraduate education and that the faculty need to fulfil the priority of undergraduate teaching,"* said an interviewee. According to a



TU regulation, a faculty member needs to fulfil the minimum of three-course teaching workload in the undergraduate and/or regular graduate programs in an academic year.

In addition, a considerable number of the faculty are actively engaged in external commitment; for example, being consultants to some business organizations. The more the faculty members involve themselves in external commitment, the less time is left for self-development as a qualified executive MBA instructor.

## **2.2 The Leadership Role**

The ability of the dean to gain support from various interest groups leads to the success of launching the X-MBA program as well as other new initiatives. Supports may be obtained in several ways; for example, the use of an external advisory committee, the use of a faculty forum, and seeking institutional support. A professor said, *"The ability of the leader to seek institutional support will result in the success of the launch of a new program since it must be approved in the Faculty committee before forwarding to the Graduate Studies."* The Faculty of Graduate Studies usually delays approval because certain points may be unclear. If that is the case, then the paper work will be sent back for correction. Therefore, the ability of the leader to coordinate and facilitate various interest groups, and conflicting demands, play an important role in the success or failure of the executive program.

An external advisory body contributes to the instructional process in terms of teaching and creating business case studies. A faculty meeting is not regularly conducted unless there are some urgent issues for faculty consideration. Additionally, the dean's policy being for or against the new ventures tends to affect the success or failure of the new initiatives. An interviewee expressed the notion that *"Geographic expansion is possible if it conforms to the dean's policy. If the dean pushes the issue, it is possible."*

## **2.3 Recognition of University Philosophy and Mission**

A university normally strives to represent academic leadership in certain fields of study. (Thongchai, 1997: 101) TU's mission is perceived as striving for outstanding performance and representing social leadership. A professor noted, *"Universities in the old days were expected to play the leading role in solving the*

*nation's problems.*" The launch of the X-MBA program in 1985 at TU made it the first university to offer the MBA for working adults. It responded to university philosophy and mission accordingly.

#### **2.4 Informal Benchmarking**

The launch of X-MBA program is the result of the faculty visit to Boston, USA, where they met with the dean of the Harvard Business School, and a professor at the Massachusetts Institute of Technology. *"The meeting at that time was the starting point in executive program initiatives,"* said a former provost. The trip included benchmarking business programs at the University of Michigan and the University of Chicago. Another interviewee said, *"We gained experience in business instruction, an immense investment in computer technology, student admission, and the selection of students from different backgrounds."*

Benchmarking American universities injected insights in the great market demand on Business Administration education. In 1964, there were 6,000 MBA graduates from 15 universities in the USA. Twelve years later in 1976, there were 32,000 graduates from 550 universities, while graduates from other fields had declined. The trend was similar in Thai universities. There were approximately 800 applicants to executive MBA programs while required students were 80 in its first admission. (Thongchai, 1997)

The regular benchmarking of American university MBA courses inspired the Faculty to create their own X-MBA program. The Faculty benchmarked MBA programs offered in various American universities, during which time the faculty members conducted foreign study tours in the United States and other countries. Graduate education in Business Administration in the United States is regarded as the best and of the highest popularity, particularly at the Harvard Business School. The case-study approach is synonymous with the Harvard Business School approach. Close observation of foreign university MBA programs could also be done by looking at their brochures, as well as from informal dialogues with their faculty. *"New ideas emerged from conversation with foreign universities' faculty,"* said a key informant. The regular review of the foreign universities' curricula often led to the update of X-MBA's course contents.



In conclusion, the launch of the X-MBA program in the Faculty of Commerce and Accountancy, TU was the result of the Faculty's perception of the external and internal situations. The Faculty launched the X-MBA program because faculty members perceived the current and future necessity of MBA education, the market demand, the success of the previous certificate programs. In addition, their perception of faculty preparedness, its leadership role, the recognition of the university philosophy and mission and informal benchmarking are internal factors supporting the launching of the X-MBA program.

### **How did the X-MBA Program Propose its Strategic Adaptation?**

Strategic adaptation in the second stage has been in the use of intensive product development in the X-MBA program since various special graduate programs are offered by the Faculty. Market development is not concentrated in the X-MBA program for it does not launch the Young MBA program as they do in other MBA Faculties. Besides, the Mini-MBA program has represented the alternatives for young executives to study Business Administration. It disregards geographic expansion and pays less attention to market penetration strategies.

#### **1. Product Development**

The Faculty employed an intensive product development strategy during the economic growth between 1985-1994. An interviewee said,

*The economic situation is turbulent, so the curriculum must be regularly adjusted or reviewed in response to the current environmental circumstances and business pressure. For example, the environmental issue, English usage, and the computer literacy must be incorporated in the curriculum in response to the current trend.*

The Faculty launched graduate programs in various new areas, i.e., the Master of International Marketing, the Joint DBA program, and the MBA program with the collaboration of the Bank of Thailand and the Bank of Laos. Product development

also dealt with the internal adjustment of course descriptions to be up-to-date and appropriate for the changing business environment.

## 2. Market Development

The Faculty employed low level of market development in its MBA program. It employed market segmentation by separating customers into two different groups: regular and executive students, using age and work experience as the criteria for separation. Regular MBA students had to have the requisite of at least one-year work experience. The X-MBA students were required to have at least ten years of work experience, with certain minimum age requirements. Comparison of each group is illustrated in Table 5.

Table 5 The Faculty of Commerce and Accountancy, TU's market segmentation strategy in the MBA program.

| MBA programs characterized by market segmentation | Student's characteristics as indicated by market segmentation                                                                                                                                                                                                                          |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular MBA                                       | <ul style="list-style-type: none"> <li>- Bachelor's degree graduates;</li> <li>- One year of work experience is preferable.</li> </ul>                                                                                                                                                 |
| Executive MBA (X-MBA)                             | <ul style="list-style-type: none"> <li>- Bachelor's degree graduates;</li> <li>- The minimum of ten years of work experience;</li> <li>- At least five years working in the executive Level;</li> <li>- Minimum age of 30 (batch 1-13), 35 (batch 14-15) and 32 (batch 16).</li> </ul> |

The Faculty's strategic adaptation of market segmentation was based on the perception of the different needs of each customer group. The Faculty realized the increasing market demand for MBA education from people in the workforce. It determined various alternatives for challenging working people to enter the MBA program. The fundamental rationale appears to have been that the working adults generally felt inferior when competing with the influx of newly graduated people



taking the regular entrance examination. However, in contrast, working adults had some advantage qualifications. An interviewee said, *"Working adults have the strength of ample experience, which contributed more to classroom discussion and learning."* Therefore, the working adults became another interesting market segment. The Faculty did not offer MBA for young executives as they do at Chula and NIDA because it had offered the Mini-MBA certificate program continuously as the alternative program for young executives and entrepreneurs. In addition, there were many academic institutions offering the Y-MBA programs concurrently as well. The other reason was realized as an informant said, *"The Faculty had offered various special Master's degree programs in related fields. Therefore, launching the Y-MBA program might have resulted in the reduction of the other special programs' market share."*

### 3. Geographic Expansion

The Faculty decided not to expand its executive MBA program to the provinces. They had more than enough student enrolled in Bangkok. The influx of regular MBA applicants for admission reveals the great demand in Bangkok metropolitan. Consequently, geographic expansion was not to be a consideration of the faculty. Figure 10 shows the numbers of applicants to the regular MBA and X-MBA programs which illustrates the absence of a survival threat, and the realization of the overwhelming market demand in Bangkok metropolitan area.

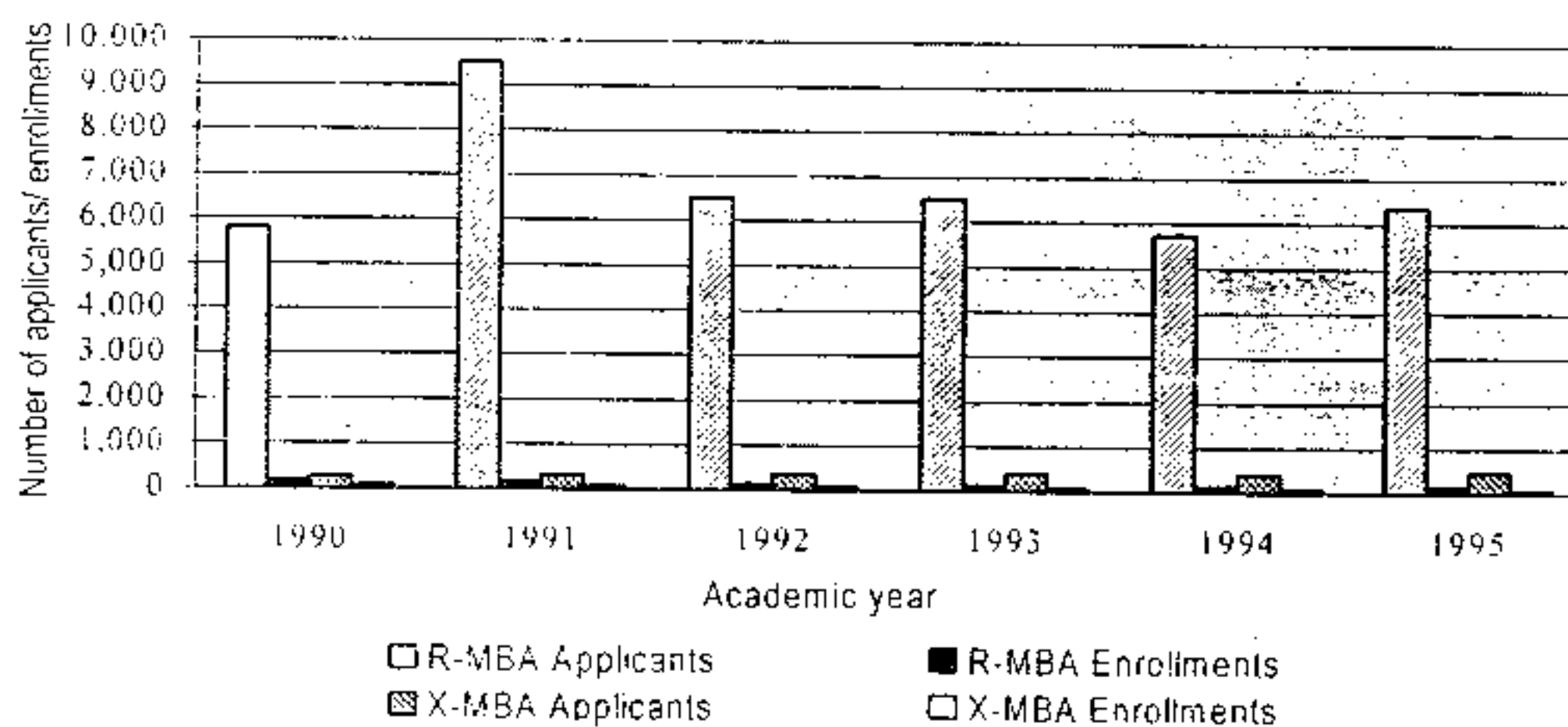


Figure 10 Numbers of applicants and enrollments to the regular MBA and X-MBA programs from 1990-1995 academic year

Sources: The Faculty of Commerce and Accountancy, Thammasat University

#### **4. Market Penetration**

Market penetration is being conducted in various forms since the number of applicants is decreasing and the competition in MBA education is great. Each admission round, public relations is budgeted of 300,000 baht. Public relations strategies include brochure distribution, newspaper advertisement, alumni assistance, and direct mail to target organizations and interested people.

In conclusion, the Faculty of Commerce and Accountancy, Thammasat University's important strategic adaptation is in product development. The Faculty initiated various graduate programs to parallel the X-MBA. Product development also included the internal adjustment of course content. Market segmentation in the MBA program was conducted to a lesser degree than in the other two MBA Faculties. TU did not employ geographic expansion since it had overwhelming demand in Bangkok area, and hence there was no threat to the MBA program's survival.

#### **Why did the Faculty not Expand its X-MBA Program Geographically?**

The Faculty decided not to expand its X-MBA program to other provinces although it realized an excessive demand for MBA education. There are many reasons why it did not pay attention to geographic expansion. Faculty interviews produced repetitive responses concerning this matter. It can be postulated that the decision was the result of faculty members' specific perceptions in five aspects: (1) the expansion appropriateness; (2) quality concern; (3) the absence to a threat to survival; (4) the scarcity of resources; and (5) the contribution to regional graduate education and the development of national human resources.

##### **1. The Expansion Appropriateness**

Most informants mentioned the expansion appropriateness as the first issue in discussing geographic expansion. They all acknowledged that there were universities located in most regional areas and that *"the provincial universities' mandated responsibilities to provide human resource development within their respective areas,"* said an interviewee. TU should let the local institutions fulfil their mission. Furthermore, expansion of the X-MBA program to the provinces might have caused



conflicts with the existing local institutions. A professor said, *“An institution in Udorn approached us, but we think that there are universities in Khonkaen and Mahasarakam, and students should go there.”*

## **2. Quality Concern**

The decision not to expand the X-MBA program to the provinces was also the result of the fear that the Faculty might fail to control quality. There was concern for standardization of inputs and the teaching-learning process. The informants looked at other universities' expansion and agreed that in general the quality of the students in the provinces was inferior to students at the main campus, since competition is tougher in Bangkok than in the provinces. Therefore, if the program expanded to the provinces, it might have different, incomparable, or unequal quality standards from Bangkok campus. Another professor noted, *“I wonder, in each off-campus center, whether the education management, instruction, student assignments are similar, or have the same standards...”* In addition, there is also a fear that the quality of the program will decrease both at the main campus and at the provincial campus center(s) in terms of teaching preparation and evaluation.

## **3. The Absence of a Threat to Survival**

There has been no threat to survival to the MBA program. The influx of applicants to the regular MBA program has been consistently high over the past decade despite that limited enrollments were required for each admission. During the economic boom period in 1990-1995, applicants to each X-MBA program admission increased from 264 to 466 when the requisite student enrollment was less than 80. (See Appendix B.) Although the economic crisis since 1997 has resulted in a decrease in the number of applicants, the situation does not threaten program survival. The launch of the XMBA program is, therefore, not the consequence of a perceived survival threat. Besides, there was no need for further expansion.

## **4. The Scarcity of Resources**

An interviewee's notion that *“If we go (expanding to the provinces), it must be the campus where there are sufficient books for research, adequate permanent faculty*

*in the campus, not just a coordinator, or otherwise we will not do that.*” reflects the two significant factors determining the program’s expansion in the view of the collective faculty - the faculty members and the library. These key determinants are also supported by another long-term faculty members: *“It’s no use to think about the expansion. The reason is that (1) we could not find the competent instructor. If we expand for many classes, we will lack faculty quality. (2) There is not enough classroom space to serve students.”* In conclusion, the determinants of the decision not to expand are the following:

#### **4.1 The Shortage of Instructors**

Shortage of the qualified instructor for the X-MBA program is the great obstacle to expansion. Geographic expansion with a limited faculty means increasing faculty workload. It needs collective efforts of the academic and non-academic staff to run the program. It involves external experts who are indispensable for X-MBA instruction. Higher qualifications and experience of instructors are needed, the more difficult to find these, the more hardship in running a quality program. Although the program may search for qualified external instructors, it is likely that they are already engaged and not available to join teaching at a remote center. A former X-MBA director perceived that,

*Those who work for the private sector will not go (to teach off-campus), and it has been hard to find a qualified lecturer even teaching in Bangkok. Exclusive lecturers will not go to that place; for example, we invited Khun Tanin Jiaravanon to teach in order that the students learn from his experience, how he runs a successful business. But to have him go to a remote campus is far from possible.*

In addition, the Faculty has already made full utilization of its academic staff since it offers various special programs concurrently. The individual faculty members are handling them and so they could hardly bear any additional workload.

The interviewees agreed that the absence of full-time faculty at the provincial campus is a significant shortcoming of the graduate program. At the off-campus



centers, the absence of dialogue and close relationships between the faculty members and students has been a threat to quality. In addition, frequent traveling to the provinces will degrade quality of teaching since the instructors will be exhausted commuting back and forth. The more inadequate the internal faculty, the higher the degree of resource dependence, and the higher the expenses for program administration. Eventually, these program problems tend to result in a higher tuition fee, which affect students at large.

A long-term faculty member gave the notion that the lack of quality instructors could be resolved if all faculty members were willing to bear a greater teaching load, that they need to sacrifice their personal life and life style by allocating more of their valuable time to teaching and commuting. For example, the emergence of off-campus centers requires the faculty to teach at various locations. However, off-campus instructors tend to get exhausted, and lose valuable time commuting back and forth. In addition, the faculty encounters huge expenses in transportation, overnight stays, and meals.

#### **4.2 Inadequate Equipment and Facilities**

The adequacy and convenience of instructional equipment and facilities are further determinants of non-expansion. Facilities include (1) the library, which is regarded as *"indispensable for promoting research and an academic environment"*, according to an interviewee; (2) learning environment, which plays an important role in educating students, creating spirit among TU graduate culture, and affecting the relationship between students and faculty. A professor said, *"That results in the infinite return of the investment in the form of teaching assistance, funding donations, and reputation,"*; (3) computers and computer network, which demonstrate adequate quantity and equal standards among the dispersed campuses; (4) fully-equipped classrooms, the Harvard-like pattern, which requires investment.

### **5. The Contribution to Regional Graduate Education and the Development of National Human Resources**

According to the interviewees, universities need to produce quality human resources for the nation and to serve societal needs. Therefore, geographic expansion

contributes to the national human resource development. A senior professor said, *"Geographic expansion is basically a good idea in that it contributes to the nation's human resource development and should be praised."* In addition, geographic expansion responds to the Ministry of the University Affairs' policy of growth distribution to the rural areas. Therefore, in terms of contribution to regional human resource development of the provinces, geographic expansion should be encouraged.

### **Faculty Awareness of the Quality of the X-MBA Programs, and How Quality Awareness Affects its Strategic Adaptation**

Awareness of the quality of the X-MBA program is categorized into two levels: quality as means and quality as ends. Apparently, the Faculty is concerned more on the former than on the latter as follows:

#### **1. Quality as means**

##### **1.1 The inputs**

According to the interviewees, inputs incorporate various aspects including the faculty, entering students, instructors, class size, the selection process, faculty-student ratio, and the adequacy of facilities and equipment.

**1.1.1 The Faculty.** The quality of the faculty is viewed in terms of sufficient numbers of competent faculty members who are capable of teaching in the X-MBA program. According to interviewees, the required specification is that instructors must have a Ph.D. degree or relevant experience appropriate for X-MBA instruction.

**1.1.2 The Entrants.** The quality of the entrants is assured through the requirement of Mathematics and English tests in the entrance examination. It is also assured through the requirement of at least a 10-year work experience in business, and a minimum age of 30. In 1998, the age requirement was raised to 35 years in order to screen out young executives, which should increase the quality of the entrants. In addition, the informants believed that since TU has long been an old and prestigious university, its entrants would be generally and distinctively competent.



Moreover, the influx of applicants to the XMBA program is great while only a small enrollment is required. The applicant and enrollment ratio has been 5:1 in average during 1990-1995. (See Appendix B.) Therefore, its raw material is plentiful enough for the faculty to select the topmost quality- the highest potential, the greatest good, and those who could be most developed to the highest level.

The quality of inputs was believed to increase when the Faculty raised the requirement of the applicant's minimum age. Faculty members believed that the older the students, the greater their work experience, and the likelihood they would contribute more in class participation. The R-MBA director said,

*In the past we needed a minimum age of 30 years, but recently we raised it to 35 years since we needed the high-experienced students who worked at the higher level or who were really top executives, for the benefit of teaching and learning, and shared experiences among students. Students under 30 years will have problems since they will be responsible for one particular unit at the lower management level, and deal with the narrower scope or task of a particular function. The top executive would take care of broader scopes of task...*

**1.1.3 The Instructors.** Instructors are central in the teaching-learning process. The faculty's executive committee carefully selects top-quality instructors. Indicators of a quality instructor include (1) knowledge, (2) recognized experience and reputation in the respected field, (3) teaching ability, (4) research outputs, and (5) a desirable academic background. Since most of the students are executives, appropriate instructors must be highly competent. The X-MBA instructors must not only have outstanding qualifications and knowledge, with a recognized reputation, but they should also have sufficient experiences as top management in related fields in Thai administrative settings. They must be able to apply their own experiences to teaching. The X-MBA's instructor profile is distinctive. The proportion of external instructors is higher than that of full-time faculty. Some of the external instructors are businessmen who have ample experiences in the field. Scarce instructors have been a serious problem for the X-

MBA program. Some instructors refused to teach after they have been teaching for a few years. Some refused to teach when they got higher academic ranks.

**1.1.4 Class Size.** Class size guarantees quality. Although there has been a great demand for MBA education, the program insisted upon limiting its class size to enhance quality. The Faculty enrolled a maximum of about 75-80 X-MBA students for each admission. However, the ideal class size is 60. Too large a class size would result in ineffectiveness in case study utilization in the teaching-learning process.

**1.1.5 The Selection Procedure.** The qualifications of X-MBA applicants require that they have experience as executives for at least ten years after a bachelor's degree education. The requisite minimum age for the first thirteen classes is 30 years, but the average age in 1996 and 1997 academic years was 35 and 34.5 years respectively. In 1998 the X-MBA program needed to focus on senior executives in the program. So the minimum age was changed to 35 years to screen out young executives. The entrants' average age has increased to 37.5 years. For the entrance examination, applicants to the X-MBA program are required to take Mathematics and English tests (TUGET), which is similar to what is required by the regular MBA program. Different sets of examination items are used at about the same difficulty level. The English test is the curricular requirement that every student pass the exam, or otherwise attend certain English courses before graduation. The selection process is based on the merit system; it disregards the patronage system, and is conducted by the committee whose focus is on selection fairness and transparency.

**1.1.6 The Faculty-Student Ratio.** Quality involves both quantity and quality. Quantity looks at the appropriate number of full-time faculty involved in the X-MBA program, and the faculty-student ratio in accordance with TU's standard. For example, it is required that to launch a master's degree, the Department must identify a certain number of faculty members who hold the doctoral degree.



**1.1.7 The Adequacy of Facilities and Equipment.** Although the Faculty invested in a computer laboratory, most students seldom use it since they have their own laptop computers \* and therefore the need of using it at the university has reduced. In addition, the TU library service hours has been extended to 11.00 p.m., including weekends, which promotes facility adequacy.

## **1.2 The Teaching and Learning Process**

According to the interviewees, the Faculty concentrates on three significant factors of teaching and learning process: (1) the curriculum; (2) the strictness of the exit examination; and (3) the teaching methodology employed.

**1.2.1 The Curriculum.** Curriculum content must be appropriate to the graduate level. Students must acquire at least 54 credits including Intopia game. No thesis is required for plan B.

**1.2.2 The Strictness of Exit Examination.** The exit examination requires fulfillment of project work and case study analysis. Each group works on a selected topic of MBA under an advisor's consultation. Each group comprises three students who must present their case to the class. Additionally, individual students are required to complete their own business case-study analysis and presentation. A student is supervised by an advisory committee, in which one member is engaged in the business area that the student chooses to study, and at least one is a faculty member.

**1.2.3 The Teaching Methodology.** The quality of the X-MBA graduates depends on his/ her ability to apply knowledge in practice. The teaching process has been adapted to include case study and business simulation game approaches. There is an attempt to create Thai case studies with cooperation from

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\* It is advised that each student should own a laptop computer for personal use while studying in the X-MBA program at TU, as informed by an informant and from handbook entitled **The Executive MBA, 2000**.

external experts, particularly in finance, marketing, industrial and personnel management. Innovative teaching appears in the form of team teaching in most courses, of up to five instructors in a course. Each course requires a permanent faculty member as its coordinator. Problem concerns are with how to integrate the split subject matters taught by different instructors into a united whole. Student participation and the exchange of ideas are expected during the case study discussion.

### **1.3 Innovative Management**

Innovative management is concerned with the utilization of personal connections to acquire scarce resources, innovative education and financial management.

**1.3.1 Utilization of Personal Connections to Acquire Scarce Resources.** Recruitment of new faculty members has been limited by the government's policy of downsizing the public sector. Therefore, the Faculty has encountered a shortage of the competent faculty capable of teaching in the executive program. To alleviate this problem, the Faculty employs qualified adjunct lecturers. Searching for competent outside instructors requires a personal connection to external units.

**1.3.2 Education and Financial Management.** The X-MBA program prefers the semester calendar. Textbooks were provided for the first to thirteenth classes. However, the economic recession has created some financial pressure on students so that the X-MBA program needed to reduce student expenses. For example, the cost of textbooks that had been previously included in the tuition fee was cancelled during the economic crisis of 1998. Financial management should look into appropriate incentives for instructors in order to keep highly qualified instructors as they are scarce resources.

**1.3.3 Incentive.** The interviewees noted that involvement in the X-MBA program was unremunerated. Neither chairman nor executive committee received salary except for a small amount of meeting per diem. They sacrificed to work for the Faculty. Furthermore, the founder of the X-MBA program gave his



viewpoint that teaching remuneration is not high enough to challenge qualified instructors. He said,

*Teaching remuneration of 1,000 baht per hour is not an incentive; it is much lower than that of NIDA. It is the same rate as that of the regular program. Some instructors feel that the program gained huge revenue from tuition and fees, but that the teaching remuneration were quite low. It seemed to them that they were seen as unimportant, and they preferred other choices...*

Teaching remuneration was later raised to 1,500 baht in 1997. In addition, the remaining revenue from the X-MBA program was passed on to the Faculty, such as a bonus or other forms of faculty development. The non-teaching staff received a one-month bonus a year from the X-MBA program.

#### **1.4 Quality Assurance Practices**

Quality assurance practices in the Faculty are implemented in four ways: (1) the requirement that every instructor must submit his or her course syllabus to the Faculty; (2) student evaluation; (3) the investigation of classroom attendance; and (4) the creation of courseware.

##### **1.4.1 The Requirement of Course Syllabus Submission.**

Instructors are required to submit course syllabi to the executive board, which must be approved or adjusted according to TU's quality standard.

**1.4.2 Student Evaluation.** Student evaluations have been conducted systematically since the launch of the program. Student evaluations of individual courses are taken twice, one at the mid-term and the other at the end of the semester. Outside instructors are included in the student evaluation process. However, it is suggested that student evaluation of teaching and learning quality would be more effective if it were conducted and given as feedback to the instructors in a timely manner.

**1.4.3 Classroom Attendance.** Classroom attendance is checked to ensure that each student adheres to the minimum requirement of classroom attendance in accordance with the university regulation.

**1.4.4 The Development of Courseware.** The Faculty plans to develop courseware for each and every course to assure quality. Each courseware indicates the topic outline and scope of the course content, subject matter and learning elements, the evaluation system, and the time needed for the completion of the course. Students should understand in advance what is expected of them, at what level, after completing the course. The instructor will be informed of the kind of teaching aids that should be used and teaching will be controlled through stated course outlines. Courseware represents standardization of the teaching-learning process. (The Faculty of Commerce and Accountancy, Thammasat University, 1996: 2)

## **2. Quality as Ends**

Most interviewees perceived quality as ends when they considered two aspects: the quality of graduates and the employer's satisfaction with the graduates' performance. They agreed that graduates should have English proficiency, and the ability to think and analyze systematically. Employer satisfaction is also an important indicator, which must be investigated systematically through conducting an employer survey. Investigating alumni feedback will also help understand how graduates perform leadership role in their business and in addition, if graduates are owners of enterprises, whether their enterprises are successful.

In conclusion, the Faculty's collective concern for quality demonstrates more concern for means than ends. Concern for means is obvious in the Faculty's actual operation; for example, the intensive selection procedure and teaching-learning processes, these correspond to the collective perception. On the contrary, quality as ends is still a perception and the Faculty has not yet implemented the idea systematically. Concern for quality affects the Faculty's strategic adaptation particularly in terms of geographic expansion. The Faculty's great concern for inputs and processes has prevented it from expanding the program, either in Bangkok or in the provinces. Therefore, the Faculty keeps its X-MBA program at the main campus.



## Summary

The Faculty of Commerce and Accountancy's strategic adaptation in response to changing situational environments depicts more concentration in product development strategies than market segmentation. Geographic expansion is disregarded, while market penetration is moderately concentrated.

Strategic adaptation of the Faculty of Commerce and Accountancy, Thammasat University's Executive MBA program is focused on two stages: the launch of the X-MBA program, and the strategic adaptation of the program after launching.

This study has intended to investigate the strategic adaptation of the university. In a university, strategic adaptation depends on the collective decision of its faculty members, who provide input for decision-making. Therefore, their perceptions of the situational environment have been investigated in order to understand why the Faculty uses a particular strategic adaptation.

Environmental perception concerns the external and internal environment. External environmental perception accounting for the strategic adaptation of the executive MBA program of the Faculty of Commerce and Accountancy, Thammasat University, consisted of (1) the current and future necessity of MBA education; (2) the market demand; and (3) the previous success. These situational perceptions have led to the launch of the X-MBA program.

Perception of the internal environmental comprised four factors including (1) faculty preparedness; (2) the leadership role; (3) recognizing university philosophy and mission; and (4) informal benchmarking. These perceptions have influenced the strategic adaptation decisions of the Faculty.

The reasons why the Faculty does not expand the X-MBA program geographically are: (1) the expansion appropriateness; (2) quality concern; (3) the absence of a threat to survival; and (4) the scarcity of resources. Awareness of the quality of the program deals more with means than ends. In other words, the Faculty puts emphasis on input including the faculty, entrants, instructors, class size, the selection procedure, faculty-student ratio, and the adequacy of facilities and equipment. It pays less attention to the ends since there has been less concern about

the systematic survey research on X-MBA graduates, employer satisfaction, and alumni feedback. There was least concern in the contribution of the X-MBA program to the national human resource development in the macro view resulting from the geographic expansion, which prevented the Faculty from expanding the X-MBA program to encounter more volume of interested people.

Factors accounting for the strategic adaptation of the executive MBA programs of the Faculty of Commerce and Accountancy, Thammasat University are illustrated in Figure 11.

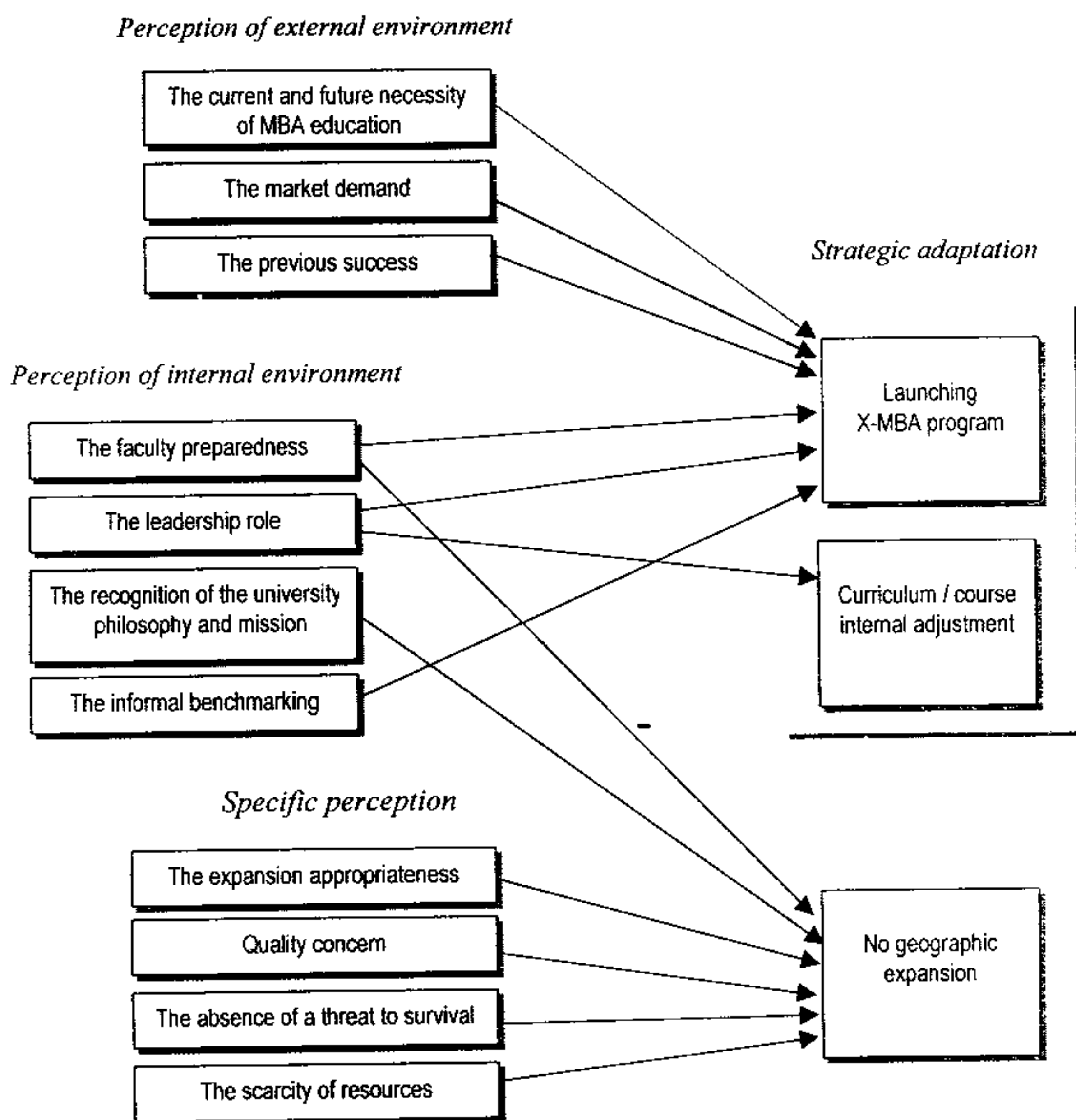


Figure 11 Factors accounting for strategic adaptation of the Executive MBA program. Faculty of Commerce and Accountancy, Thammasat University



## **Case Study 2**

### **The Master's Degree Program in Business Administration (Executive Program)**

#### **The Faculty of Commerce and Accountancy, Chulalongkorn University**

### **Introduction**

The Faculty of Commerce and Accountancy, Chulalongkorn University is the first academic institution to produce personnel in response to business demand.\* Professor Emeritus Praya Chaayosombat was the founder of the Faculty. The Faculty was officially established on 2 February, 1943. The Faculty consists of five Departments: Accounting, Commerce, Statistics, Banking and Finance, and Marketing. It has offered Master's degree programs in various fields including Business Administration (MBA), Accountancy, Business Information, MS. in Finance, and MS. in Statistics. It also offers various short-course training programs; for example, Modern Managers Program (MMP), Modern Human Resources Management program (MHRM), Modern Marketing Management program (MMM), and Financial Management program.

The regular master's degree program in Business Administration (MBA) was first launched in 1982. It is based on the grounds that business success is not only the result of various factors such as technology, capital, research, quality of product, and public relations, but it is also the consequence of the performance of human resources, particularly the executives. Business organizations, therefore, need to recruit quality executive personnel. The Faculty offers the MBA program in response to this increasing demand. \*\*

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\* The Faculty of Commerce and Accountancy, Chulalongkorn University, 1999: 3.

\*\* Ibid., p.5.

## **1. Organizational Structure**

The MBA program is under the auspices of three Departments: Commerce, Banking and Finance, and Marketing. The regular MBA program admitted 240 students each year. Individual students are required to have at least one-year's work experience. The program aims to produce specialists in Business Administration, or lower-level executives, or entrepreneurs, as well as those who aim for doctoral education. The teaching-learning process focuses on theories and concepts of business administration and practices. Classes are offered during regular hours, and Regular MBA students are required to spend full time in search of knowledge.

In 1986 the Faculty launched the MBA program for executives to provide the opportunity for mid-level executives or professional specialists to study Business Administration to use in their work, as well as to enable them to achieve higher executive levels. The curriculum is the same as the regular program's, but differs in that the executive MBA program puts emphasis on comprehensive knowledge rather than on specific fields. Therefore, every student in the executive MBA program is required to study three fundamental business areas including Management, Marketing, and Finance. Individual students are allowed to elect courses. The program is offered during off-hours which enables students to study while maintaining their present work. The XMBA program requires sixty enrollments for each admission. In 1999, the Faculty graduated more than 800 MBAs.

In 1994 after twelve years of regular MBA operation, the Faculty found that there has been an increase in applicants year by year. Therefore, in response to the increasing demand, the Faculty decided to launch the MBA-Young Executive program. Approximately seventy students are admitted while 3,000 apply. Therefore, the high competition allows the selection of top students.

The MBA program is operated under the Faculty of Graduate Studies of Chulalongkorn University. The program is operated by a Faculty committee who propose instructors, curriculum review, academic and management coordination, as well as responsibility for the program's finances. The Faculty committee delegates to



the executive committee who make policies, and the operating committee who implement the program according to the stated policies.\*

The Faculty committee consists of the dean as its chair; associate deans for research, administrative affairs, planning and development, academic affairs, student affairs; department heads from Accounting, Commerce, Statistics, Banking and Finance, and Marketing Departments, and other six faculty members.

The MBA executive committee consists of the dean as its chair, the department heads from Commerce, Banking and Finance, and Marketing Departments, and the secretary, who is the chairman and director of the operating committee. The executive committee sets the policy in terms of input, process, and output, curriculum building, identifying student qualifications, selection schedules, examination administration, and identifying course instructors. According to the university regulation, the executive committee does not receive payment while the director receives a salary of 5,000 baht, and is required to work during the evenings.

Non-government employees and government officers working cooperatively comprise the program's support staff. The non-government staff perform routine tasks during the day and service tasks in the evenings. In addition, the program hires a manager who must have English proficiency, particularly in conversation and correspondence.

The Executive MBA program's organizational chart is illustrated in Figure 12.

## 2. The Faculty Profile

Figure 13 illustrates the profile of the faculty members in the Faculty of Commerce and Accountancy, Chula, who are involved in the X-MBA program. There are 57 faculty members who are involved in the MBA programs. Of all these faculty members, 42.11% and 56.14% hold the Ph.D. and master's degrees respectively. The majority of the faculty members are associate professors (42.11%).

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\* Faculty of Commerce and Accountancy, Chulalongkorn University, 1999: 29.

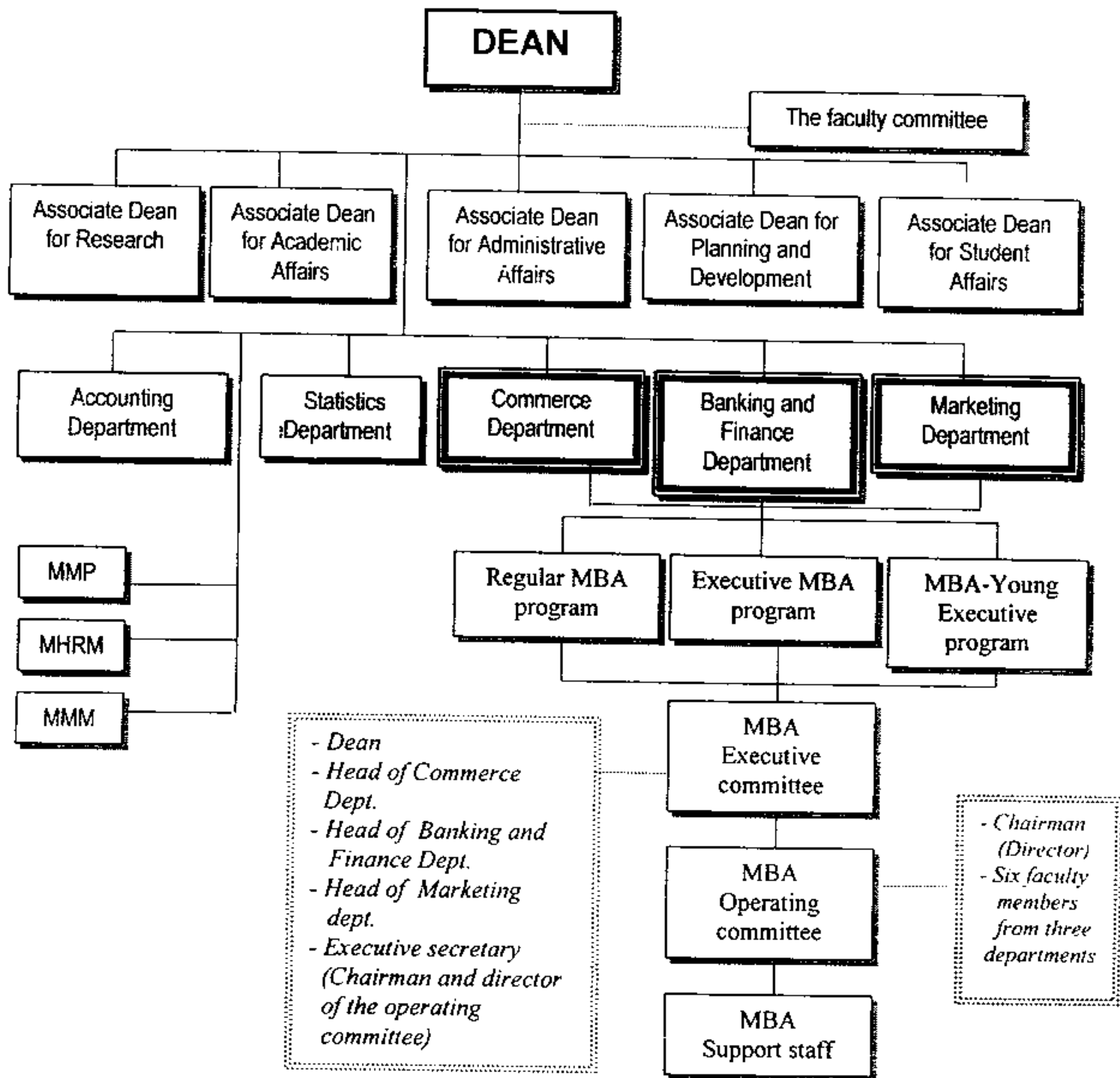


Figure 12 Organizational chart of the Faculty of Commerce and Accountancy, Chulalongkorn University – The Executive MBA program



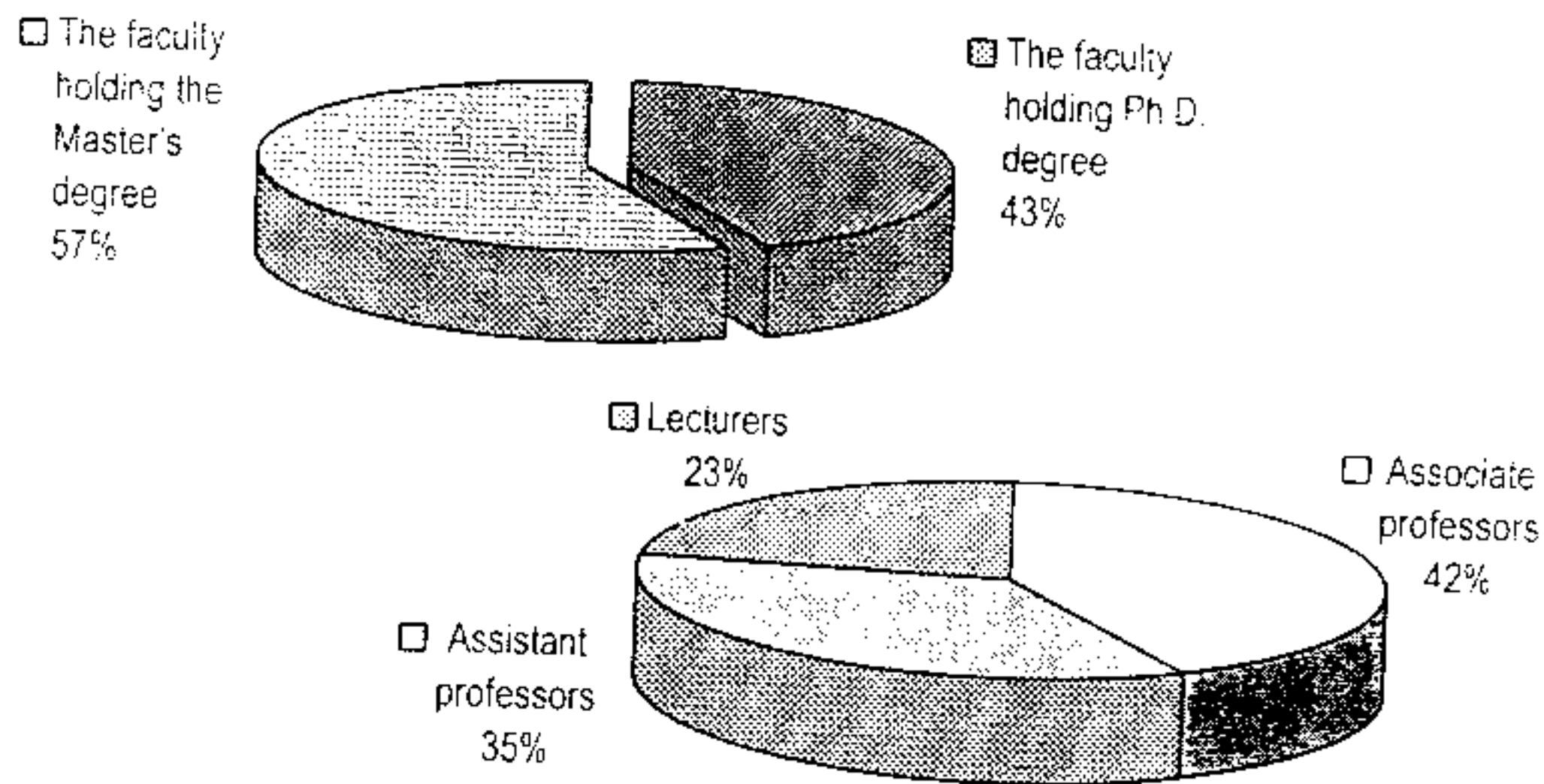


Figure 13 The X-MBA program's faculty profile at the Faculty of Commerce and Accountancy, Chulalongkorn University

The MBA programs use less adjunct lecturers than full-time faculty members, and the former number is 42% of the latter. According to Chula's regulations, full-time faculty members must fulfil the minimum of a three courses teaching workload in the undergraduate and regular graduate programs. Most of the faculty members are engaged in research projects and have external commitments. Documented research during 1985-1992 revealed that faculty members are actively engaged in research activities. Ten research projects were conducted on the average in a year, and about 4-5 research results have been published every year. In addition, the faculty offers about 32 training programs for the public each year. They also attend seven foreign short-course trainings, 17 foreign seminars, meetings and paper presentation. (The Faculty of Commerce and Accountancy, Chulalongkorn University, Annual Report 1985-1992) This information illustrates the faculty's engagement in other missions and commitments, either inside or outside the Faculty.

### 3. The Student Profile

Students of the Executive MBA program must have at least six years of work experience after their undergraduate graduation. Documented research on the student profile reveals that the majority of students in each admission are 30-35 years old, and they comprise more than 50 per cent of the total students in the program, and the second largest group, about 20 per cent, are 36-40 years old. Most of these have a

bachelor's degree; but the ratio of students with higher than a bachelor's degree has tended to increase since 1993. About 85 per cent of the entrants graduated from public universities, and the majority of them have an educational background in Engineering and Science. About 27% graduated from Business Administration. In average, 95% of the entrants work in private companies and about 70 per cent of them are middle managers. Students who are top executives comprise only nine per cent, while 16 per cent are front-line managers. Figure 14 shows the student profile of the X-MBA program of the Faculty of Commerce and Accountancy, Chulalongkorn University in terms of students' age, educational background, occupation and work position during 1986-1994 academic years.

The MBA-Young Executive was launched in 1994. Students are required to have at least three years of work experience after their undergraduate graduation. Documented research on the student profile during 1997-1999 reveals that the majority of students in each class are 26-30 years old, comprising more than 60 per cent of the total number of students, and that the second major group, about 32 per cent, are 25 years old and less. An average of 91 per cent of the entrants graduated from public universities, and about 50% have an educational background in Engineering, and about 24% graduated from Business Administration. An average of 91 per cent of the entrants work in the private companies as front-line managers. Figure 15 shows the student profile of the MBA-Young Executive program of the Faculty of Commerce and Accountancy, Chulalongkorn University in terms of students' age, educational background, and occupation during 1997-1999 academic years.

### **Graduate Program Chronology**

In 1986, during which time the national economy was rapidly growing, there rose various new businesses. In addition, there was extensive growth of already existing businesses and a high demand for modern business strategies for survival and growth in a highly competitive environment. The rapidly growing economy resulted in an increased demand for knowledgeable executives, and trends for mid-level personnel development began. In response to the demand, the Chula faculty launched an MBA program for senior executives who had at least six years of work experience



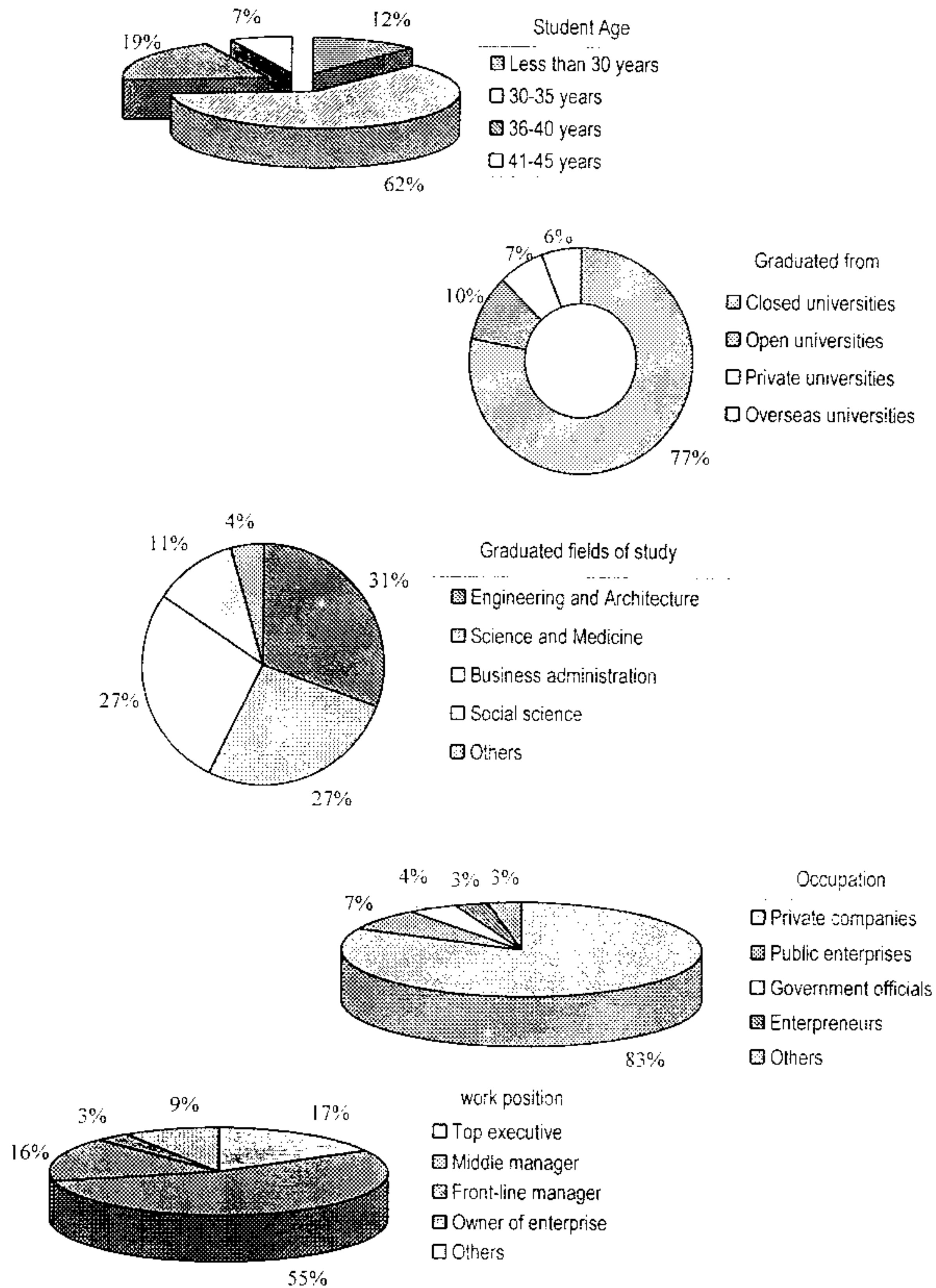


Figure 14 The X-MBA program's student profile at the Faculty of Commerce and Accountancy, Chulalongkorn University

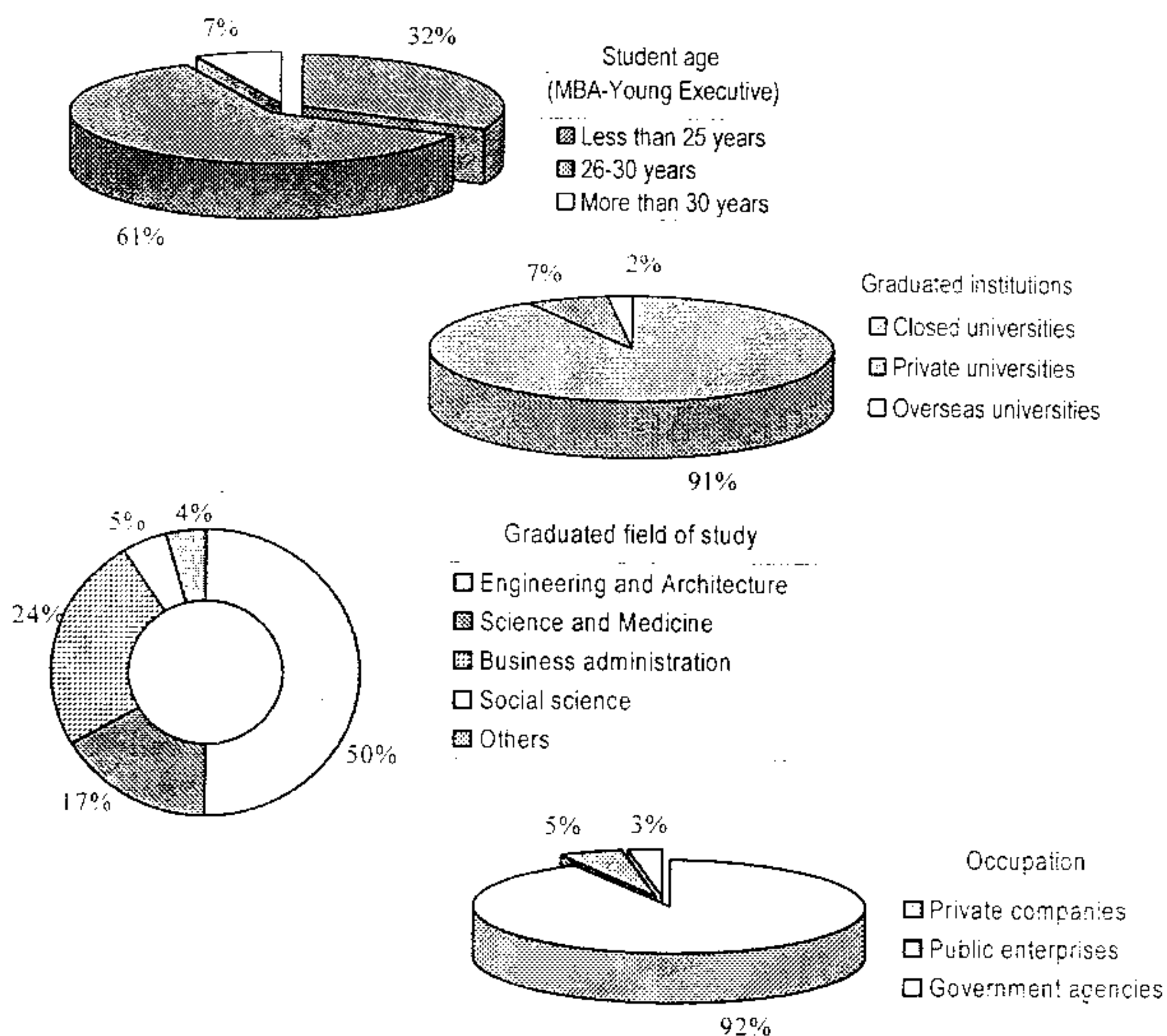


Figure 15 The MBA-Young Executive program's student profile at the Faculty of Commerce and Accountancy, Chulalongkorn University

since graduation. Later in 1994, the MBA-Young Executive was launched in response to the increasing demand of young executives who had at least three years of work experience.

The graduate program's chronology is as follows:

- 1961 The launch of the master's degree program in Accountancy.
- 1982 The launch of the regular MBA program, under the auspices of three Departments: Commerce, Banking and Finance, and Marketing. The required enrollment was 240 students a year. They are required to have at least one year of work experience. It aimed to produce graduates who would work as front-line



managers in organizations. Classes were held during regular working hours.

- 1986 The launch of the Executive MBA program. Applicants had to have at least eight years of work experience and be 30 years old. (This requirement was changed to six years of work experience and the minimum age requirement was abandoned in 1999.)
- 1989 The launch of the MMP program.
- 1994 The launch of the MBA-Young Executive program. Applicants had to have at least three years of work experience.
- 1998 MBA Curriculum review (adding more courses).  
The launch of the MHRM program.  
The launch of the MMM program.  
The launch of master's degree program in Finance.  
The launch of master's degree program in Business Information

The chronology shows the Faculty's concern for market segmentation in the MBA program. The Faculty also employed product development strategy both at the graduate level and in short-course training programs.

### **Why did the Faculty Establish its Executive MBA Program?**

The reasons why the Faculty launch its Executive MBA and MBA-Young Executive programs can be understood by investigating the faculty members' perceptions about the situational environment during the time of the launch.

#### **1. Perception of the External Environment**

The Faculty's perception that influenced its decision in launching the Executive MBA program is characterized by five important aspects: (1) global trends; (2) market demand; (3) market segmentation; (4) the absence of a survival threat and the needs for faculty development; and (5) uncertain business environment.

### 1.1 Global Trends

The launch of the Executive MBA program was inspired by the collective perception of the current and future trends in globalization. For example, realization at the macro level of the demand that Thailand should become the center of international trade and transportation induced the initiative in developing a graduate program in international trade and transportation.

At present, several public and private universities offering MBA programs are the empirical phenomena that demonstrate the great market demand for MBA education. (See Table 1.) According to a key informant, systematic survey research was conducted to understand the real market demand for the Executive MBA program. She said, *"In a real situation, a survey research may not be necessary since the demand can be clearly perceived through different media."* In addition, the perception of the current business trend would lead to the launch of programs responding to societal needs. *"A program was launched in response to the societal needs. For example, the launch of the International Business is perceived to be necessary if the nation needs to cope with globalization effectively,"* she added.

### 1.2 Market Demand

Implementation of the regular MBA program has caused the realization that there was great demand in MBA education from working adults. The faculty perceived that the global environment forced competition among employees in the workforce, particularly in business management. However, their opportunity is rather limited since most of them are reluctant to leave their present jobs for study. A professor said, *"The working adults need to be educated to be able to compete in the global environment...they normally have less opportunity to further their study since they need to do jobs."* The launch of the Executive MBA evening programs would respond to the demands from these working people.

### 1.3 Market Segmentation

Market segmentation is perceived through different background in student's work experience. The regular MBA is suitable for the newly graduated with the least



experience. The MBA for Executives is for those with at least an eight-year work experience. (The number was adjusted to six-year in 1999.) The MBA-Young Executive is suitable for those with at least three years of work experience. A comparison of the three MBA programs can be found in Table 6.

#### **1.4 The Absence of a Survival Threat / The Need for Faculty Development**

A concern for a survival threat is hardly mentioned by the informants. However, all agree that there is a need for faculty development. It is well-recognized that the government budget allocation each year is inadequate for the Faculty to operate its ongoing missions. About 70% of all the money comes from non-government money gained from the operation of special program, research, and training.

According to the informants, the income gained from the executive program is not the main revenue source at the Faculty since equal revenue comes from conducting other projects. However, the increased revenue from implementing the executive MBA program has nurtured faculty development in various respects. It brought about academic development of the faculty, facility development, student scholarships and extracurricular activities.

#### **1.5 Uncertain Business Environment**

Perception of the rapidly changing environment has caused the review of the old curriculum and student requirements. Since the economic crisis, the number of applicants has diminished due to the high cost of the program, and the high standard set for applicants' work experience. The faculty perceived the decline and agreed that they might need to adjust the minimum requirement of work experience in response to future trends. They have perceived that the nature of the applicants, the changing markets should be changed, i.e., they should focus on English programs in the future.

Table 6 Comparison of Regular MBA, Executive MBA, and MBA-Young Executive programs characteristics

| <b>Requirements</b>                             | <b>Regular MBA</b><br>(first launched in 1982)                                                                                                                                                 | <b>MBA for Executives</b><br>(first launched in 1986)                                                                                                                                                                  | <b>MBA-Young Executive</b><br>(first launched in 1994)                                                                                                                                                                 |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Applicant's Qualification                       | <ul style="list-style-type: none"> <li>- bachelor degree graduates</li> <li>- at least one-year work experience</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>- bachelor degree graduates</li> <li>- at least eight years of work experience</li> <li>- adjusted to six years in 1999</li> </ul>                                              | <ul style="list-style-type: none"> <li>- bachelor degree graduates</li> <li>- at least three years of work experience</li> </ul>                                                                                       |
| Entrance examination                            | <ul style="list-style-type: none"> <li>- written exam</li> <li>- interviewing</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>- written exam</li> <li>- interviewing</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>- written exam</li> <li>- interviewing</li> </ul>                                                                                                                               |
| Average number of applicants for each admission | ~ 1000-2000                                                                                                                                                                                    | ~ 500-700                                                                                                                                                                                                              | ~ 2000                                                                                                                                                                                                                 |
| Desired number of students for each admission   | 120 (60/class)                                                                                                                                                                                 | 60                                                                                                                                                                                                                     | 70                                                                                                                                                                                                                     |
| Education management                            | Semester system                                                                                                                                                                                | Semester system                                                                                                                                                                                                        | Semester system                                                                                                                                                                                                        |
| Costs                                           | 11,000 baht / semester                                                                                                                                                                         | Overall 340,000 baht + 50,000 baht for study tour                                                                                                                                                                      | Overall 155,000 baht                                                                                                                                                                                                   |
| Teaching-learning process                       | Lecture, discussion, case study                                                                                                                                                                | Lecture, discussion, case study, report papers, field trips                                                                                                                                                            | Lecture, discussion, case study, report papers, field trips                                                                                                                                                            |
| Extracurricular activities                      |                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- Orientation</li> <li>- Special seminar</li> <li>- Business games</li> </ul>                                                                                                   |                                                                                                                                                                                                                        |
| Credit earned requirement                       | <i>Plan A:</i> 38 credits + thesis<br><i>Plan B:</i> 50 credits                                                                                                                                | <i>Plan B:</i> 50 credits                                                                                                                                                                                              | <i>Plan B:</i> 50 credits                                                                                                                                                                                              |
| Exit examination                                | <ul style="list-style-type: none"> <li>- Comprehensive exam</li> <li>- Oral exam (project work)</li> <li>- Students who face two failures of comprehensive exams will be terminated</li> </ul> | <ul style="list-style-type: none"> <li>- Comprehensive exam</li> <li>- Oral exam (Individual project work presentation)</li> <li>- Students who face two failures of comprehensive exams will be terminated</li> </ul> | <ul style="list-style-type: none"> <li>- Comprehensive exam</li> <li>- Oral exam (Individual project work presentation)</li> <li>- Students who face two failures of comprehensive exams will be terminated</li> </ul> |



## **2. Perception of the Internal Environment**

The Faculty's perception of internal environment has had great influence on the Faculty decision to launch the MBA program for executives. It places emphasis on (1) recognition of the university philosophy and mission; and (2) informal benchmarking.

### **2.1 Recognition of University Philosophy and Mission**

According to the informants, the faculty strives for being the leader in Business Administration education in Asia, and its members adhere to that philosophy. Therefore, it supported the decision to launch the MBA program for executives as an alternative to MBA education for working adults. The mission statement, which was in conceptualization for over a decade, appears in the Faculty plan and program handbooks. (Faculty of Commerce and Accountancy, Chulalongkorn University, 1999) The Faculty declares itself to be a non-business-oriented institution. This led to the consideration of a limited class size. In addition, since the Faculty offered various special programs and they attracted an overwhelming number of applicants, the faculty members agreed that they needed to achieve satisfaction from the already existing programs before initiating any further expansion.

### **2.2 Informal Benchmarking**

The Faculty regularly invite visiting professors from overseas to teach in several programs. Therefore, faculty members tend to learn about other academic institutions. Information about other academic institutions is also obtained through the world-wide-web. The faculty started to benchmark other universities' MBA curricula whenever it decided to initiate a new program or to review the old curriculum. For example, the faculty learned that Kasetsart University offered a variety of MBA programs to specific groups of people, i.e., military, police, and government agencies. In addition, the faculty observed foreign universities' MBA programs from their brochures and through searching the world-wide-web. The researcher observed that brochures were collected systematically in a file, which was

categorized by country. University names were listed with the detail of various subjects.

According to the interviewees, it is most likely that several foreign universities will come to Thailand in the future, offering a high standard of graduate education. Moreover, the emergence of virtual education, by which instruction is disseminated via internet and video conferencing, will be a significant trend. Hence, people will have plenty of good choices, and Thai universities need to benchmark their progress with an awareness of others so as to improve their performance.

In conclusion, the launch of the MBA program for executives in the Faculty of Commerce and Accountancy, Chulalongkorn University was the result of the Faculty collective perception of the external and internal situations. The Faculty launched the MBA program for executives because the faculty members perceived global trends, market demand, and the existing market segmentation. Although they realized the absence of a threat to survival of the MBA program, they also saw the need for faculty development. Launching the MBA program for executives has generated revenue for faculty development in various ways. In addition, the perception of the business environment's uncertainty has resulted in the initiation of other new programs relevant to economic development, and the adjustment of old programs suitable to the changing business environment.

Perception of the internal environment played a vital role in the decision to launch the MBA program for executives. Recognition of the university philosophy and mission also influenced the faculty's decision to launch the MBA for executives. In addition, informal benchmarking, which was regularly conducted in the Faculty, has provided insights to the faculty members, enabling them to support the launch of the MBA program for executives.

### **What Factors Determined the MBA Program for Executives's Strategic Adaptation?**

The strategic adaptation of the Faculty clearly demonstrates that it emphasized mainly both market development and product development. The Faculty did not concern itself with either geographic expansion or market penetration.



## 1. Market Development

The market development strategy was employed appropriately through market segmentation. According to the informants, market segmentation was encouraged by various factors. One factor was the perception of the pitfalls encountered while undertaking the regular MBA program. A director said,

*...The problem was that students came to class late, so we thought that we should separate the group into segments. Those who want to learn and do not hold jobs should study during the day-time in the regular program, which operates during the official hours...*

In addition, if the result of undertaking the program were satisfactory, then the Faculty would explore the next goal. As a result, the MBA program for executives emerged after the regular MBA, and the YMBA program after the XMBA.

The other perception was the belief that different groups of students required different levels of knowledge and degrees of practice. Students from the same group have congruent backgrounds and skills, which differ from the other group's. Student profile of the X-MBA and Y-MBA students in Figures 15 and 16 illustrate the differing characteristics of the two groups, particularly in terms of age and work position. Therefore, it is likely that students who have one-year experience should study in the regular program, students with three-year experiences in the MBA-Young Executive program, and students with over eight years of experience the Executive MBA program. They all must understand theory and its practical application.

The instructional method is different for each student group. In the executive program, students may also learn from each other since they have different work experiences and share these among themselves through classroom discussion and informal dialogues. In addition, students in the executive program will study the business game for decision-making practices through business simulation to enhance their managerial skills. The business game is not offered in the regular and MBA-Young Executive programs.

## **2. Product Development**

Product differentiation, while challenging is hard to implement in the Faculty. The regular MBA, Executive MBA, and MBA-Young Executive programs utilize the same curriculum. However, differentiation exists in terms of teaching methodology and the focus in different programs.

Periodic curriculum review is hard to implement since it requires regulatory procedures. But even though the curricula remain the same, there have been some internal strategic adaptations in terms of textbooks, assignments, and teaching methods. These have been taken without adjusting the core structure and content of the curriculum. The curriculum review usually takes a long period of time for hierarchical approval. The major obstruction is the government's bureaucratic process and regulations. Therefore, curriculum review usually cannot be completed according to plan.

However, minor change do occur occasionally. For example, the credit hours of the course in Ethics have been adjusted from 2 to 3 credits to enhance the emphasis on ethics in business. Interviewees agree that curriculum review should be conducted every four years.

## **3. Geographic Expansion**

The Faculty did not expand the MBA program geographically. According to the informants, Chulalongkorn University has its own tradition of being one single campus with no branch campus expansion. Besides, there prevails a negative viewpoint over geographic expansion.

## **4. Market Penetration**

The Executive MBA and the MBA-Young Executive programs require limited enrollment despite the obviously great demand. Therefore, the threat to survival is absent and hence a market penetration strategy to boost the number of applicants need not be seriously contemplated.

In conclusion, the Faculty of Commerce and Accountancy, Chulalongkorn University's important strategic adaptation is both in market development and product



development. The Faculty employed a high level of market segmentation by launching the Executive MBA program and MBA-Young Executive program for middle-high level executives and front-line managers respectively. Product development was done internally through different teaching methods, extracurricular activities, and certain requirements in order to differentiate the MBA programs from each other.

### **Why did the Faculty not Expand its Executive MBA Program Geographically?**

According to the interviewees, geographic expansion was perceived as good in terms of its contribution to the dissemination of knowledge to local people, and the alleviation of the scarcity of instructors in the provinces. *"It provides opportunity,"* said an interviewee. Geographic expansion is appropriate if there is great demand for it. It contributes to providing the opportunity for graduate education to needy people.

The Faculty decided not to expand its Executive MBA program to the provinces. The collective perception was that the Executive MBA program was not an urgent need. Most of the Executive MBA students earned sufficient salaries and had good enough work positions so that there was no need for further expanded educational opportunities. Besides, many institutions were already offering MBA degree programs concurrently, which could respond to the rising demand. The Faculty would have rather emphasized more the quality than increasing the quantity. The reason for not expanding geographically can be elaborated upon as follows:

#### **1. The Expansion Appropriateness**

The first reason the informants stated why the Faculty refused geographic expansion was the expansion appropriateness. According to a professor, *"Expansion to the geographical areas where local universities already existed would be likely to create conflict."* The Faculty should not compete for students since once there is competition, Chula would get advantages because of its recognized reputation and historical prestige. An informant said, *"If Chula goes to the provinces and we expose our name, then most people will come to us."* Moreover, the faculty felt that human resource development in the regional areas should fall upon the hands of the local

academic institutions. An interviewee said, "*Chula had better help develop regional universities where instructors were scarce.*" They should help teaching in the recognized courses. A more serious consideration was that private universities would likely have been affected greatly by the expansion of the public universities. A former director gave a clear picture that...

*Private universities complained that public universities expanded greatly, while a private university needed to explicitly demonstrate its potentiality, i.e. the number of the faculty, and still they might not be permitted by the MUA... We had better introduce distance learning, not to affect the local instructors, not to make the private universities face deficits, but to help increase their quality, share resources...*

The Faculty showed more willingness to help teach for local public/private universities than to compete with them. So doing would, Chula will help enhance their quality and contribute to the nation's graduate education.

## 2. Quality Concern

The decision not to expand the MBA program to the provinces was also because of the Faculty's quality concern. An interviewee said, "*The more geographic expansion, the more the question of quality.*" According to the informants, quality concern was defined in terms of the ability to successfully mentor students, the academic atmosphere, the quality of teaching and learning, and the strictness of the selection process. To explicate in more detail, the collective perceptions were that:

- 1) Appropriate class size enhances the effectiveness of student mentoring.
- 2) The absence of full-time faculty members in the regional campus damages the academic atmosphere.
- 3) The quality of teaching and learning is low if the faculty teach large enrollments, and hence low quality of graduates would result. For example, large enrollments will affect the effectiveness of a group assignment and group projects, which generates many pitfalls. As an interviewee noted,



*The group project has no structure, which cannot be evaluated. Someone did not do cases, or they produced below-standard quality of outputs... Classes may be bigger if the faculty have enough time. But they do not teach just one course...*

4) The more the program relaxes the strictness of the selection procedure, the higher the standard must be in the teaching-learning process in order to preserve the quality of the program and to discourage students who lack strong motivation. High standardization involves both quality teaching and strict examination and grading from the very first semester. An interviewee said,

*Whoever does poorly in the exam should receive C, D, or F. Students should be informed from the beginning about the course criteria as in Harvard. About 12% of the students are retired in the first year. But if students pass the first year, they will survive. Therefore, in the first year, teaching and learning are highly intensive in order to select the most competent students.*

It is obvious that the faculty places emphasis on the “quality as means” rather than “quality as ends”. The informants gave similar views regarding quality concern in terms of input and the teaching and learning process. At the same time, they paid less attention to the ultimate outcome of the graduate program. Therefore, the program expansion was viewed as the threat to the MBA program’s quality control.

### **3. Faculty Preparedness**

Faculty preparedness is an important barrier to expansion. The limitation of program expansion has been the result of the collective perception that the faculty members should not only teach but also conduct research, publish textbooks, and mentor students. The greater workload the faculty members have in teaching, the less time remains for fulfilling such other missions. Therefore, if the individual faculty members desire to fulfil every aspect of their mission, it becomes the general perception that they have inadequate manpower. A former director said explicitly that

*...the faculty members do not only teach since they individually teach only 9-12 hours per week...But teaching is to give something while new inputs is also needed.... Actually this year we would like to expand since there was an influx of applicants for the Y-MBA program. We need to expand 100%, but we have inadequate manpower.*

The Faculty's annual reports during 1985-1992 show evidence that the Faculty encouraged its teaching staff to conduct research. Research funds have been increasing over time. In addition, there were 4-5 publications of research results during each year. In addition, the Faculty provided an average of 32 training courses a year. The faculty members produced at the average 30 academic articles a year during 1985-1989, but the number diminished during 1991-1992. On the contrary, there was the rising trend of foreign seminar paper presentations. These quantitative data illustrate how the faculty members are interested and engaged in research activities and public services as well as faculty development apart from teaching.

Preparedness of the full-time faculty members is not only defined in terms of quantity, but also of quality. For example, if the faculty intends to launch an international program, it must ensure that there is an adequate number of competent instructors qualified to teach in the international program. In this regard, a faculty member said,

*...to emphasize the international in bachelor's, master's, or doctoral degree programs, we must wait for the faculty members who will graduate from overseas, and assess the potential of the new faculty, together with the old faculty's development, their sufficient support...*

Faculty preparedness for teaching in the executive program also depends on the individual's external commitment. This involves outside teaching in other public/private universities, research and consultation activities. An interviewee said, *"...Those who are good at teaching are usually invited to teach in private universities, and hence their absence affects the regular teaching..."*. External commitment has resulted in the decrease of faculty members' self-development, the



number of research outputs, and academic paper presentations. However, external commitment is regarded as advantageous in terms of the direct experiences the faculty gains from involvement in business enterprises, which is beneficial for instructors. In addition, the university's rules and regulations prevent the faculty from recruiting qualified faculty members. For example, the recruitment of bachelor's degree graduate as a lecturer is forbidden despite his or her outstanding academic performance.

Moreover, government policy for downsizing the public sector has made it difficult for government agencies to recruit new personnel to replace the old ones. Therefore, full-time lecturers are becoming fewer while the use of adjunct lecturers is limited to some courses that are not confined to the Faculty's areas of concentration such as Economics. Seeking appropriate adjunct lecturers is not easy in the Marketing area, while there are plenty of lecturers in Management and Finance.

#### **4. Inadequate Resources**

Geographic expansion has not been implemented due to the shortage of full-time instructors and an adequate standard library. These prevent the faculty from expansion. In addition, there is great concern about the standard library. An interviewee said, "*...The instructional formula is 3-6-9, that is, for 3-hour teaching, the faculty should spend 6 hours in lesson preparation and 9 hours for research in the library...*". A standard library, which is indispensable to create academic atmosphere in the provincial campus, is scarce in the target provinces.

A professor added some additional comments on the obstruction of change concern the tenure of the administrators. The longer the administrative tenure, the more likely the administrators will dominate others, and hence the more difficult for its members to push for new ventures. For Chula, the administrators have 4-year tenure. "*If they succeed to a second term, it will be a long period enough to enable them to exercise power and dominate everything,*" said an interviewee. Chula is a prestigious university that generally keeps its prestigious standards. On the contrary, it is much easier for the small Faculty to originate a new move such as geographic expansion. For Chula, this is unlikely.

The other interesting perception deals with the gender composition of the faculty. The greater the number of male faculty member, the more likely a new program is possible. The assumption here is that male faculty members generally seek more revenue to support their family. Therefore, new projects and programs would easily be supported to success. While in the Faculty of Commerce and Accountancy, Chula, there is a majority of female faculty members, generally indifferent to added income, and hence tend to be indifferent in supporting new programs that generate revenue. Moreover, generating income is often perceived as inappropriate and contradictory to Chula's traditional philosophy.

### **5. Structural Factors**

The MBA program belongs to three departments: Marketing, Finance, and Accountancy. This structure is a great barrier to change and movement. The program embedded in three departments generates tardiness in decision-making and coordination. However, coordination and compromise among the intimate faculty members who are single in ideas usually leads to faculty consensus in making decisions.

In addition, the existence of the Faculty of Graduate Studies has generated inflexibility and tardiness in the program approval process. Chula's graduate program is under the authority of the Faculty of Graduate Studies. The approval of a new curriculum is dependent on the Faculty of Graduate Studies' executive committee, who may have less expertise in a particular area of specialization than the program initiator. Moreover, they lack a clear understanding of the program philosophy. The approval process, therefore, usually requires a long period of time. In addition, the standard criteria for program approval in which the program must explicitly nominate certain full-time faculty members and their research outputs is counter-productive. A faculty member commented that ...

*...To launch a new program, we must identify the number of faculty member and their research outputs, which is very conservative. Each faculty must identify oneself with only one particular program, and not to others. For example, if a faculty member identifies him/herself*



*with the JDBA program, he/she is unable to be on the academic staff of the X-MBA program, although actually the specified program may not have much work and seem like a part-time job. In this situation, he/she should be allowed to help work for other programs... "*

## **6. The Trend of Decreasing Student Numbers**

The number of executive students tends to be limited in the provinces. Businessmen in the provinces are scarce, i.e. there are fewer owners of big companies, and fewer bankers than in Bangkok. Therefore, it is expected that after the first year of geographic expansion, there would be fewer applicants year by year. Therefore, it is likely that the program would admit students with less carefully in order to achieve the desired quantity. Finally, low quality students would enter the program. This situation is in contrast with the MPA program, which deals with public affairs and such groups of customer as teachers and government officials who live in all provinces throughout the nation, are generally aware of public and political affairs. Clients are dispersed throughout the country. Therefore, it is appropriate to launch the MPA program in the provinces.

In conclusion, the reasons why the Faculty did not expand its MBA program to the provinces although there is excessive demand for MBA education are: (1) the expansion appropriateness; (2) quality concern; (3) faculty preparedness; (4) inadequate resources; (5) structural factors; and (6) the trend of decreasing student numbers.

## **How does the Faculty Become Aware of the Quality of the Executive MBA Programs, and How does Quality Awareness Affects its Strategic Adaptation?**

The faculty's awareness of the quality of the Executive MBA program is viewed as means rather than ends.

## **1. Quality as Means**

### **1.1 The Inputs**

Most interviewees perceived the quality of inputs as key to the entry of quality in the program. Inputs of the Executive MBA program are:

**1.1.1 The Entrants.** The entering students are of high quality due to the high ratio of applicant to the small desired enrollment. The interviewees perceived that strictness and merit in student selection assured the quality of entering students. The minimum requirement of work experience and the written examination assure the quality of the entrants. Appendix C illustrates the quality of the entrants in terms of their educational background and their undergraduate institutions. Most of them have graduated from prestigious public universities in the fields of Engineering, Science, and Business Administration.

**1.1.2 The Selection Process.** The selection process focuses on a student's knowledge. Passing the written examination is requisite for prospective students. However, this criterion turned away elites, such as owners or top executives of enterprises; they could not enter the executive MBA program. They realized that they could not compete with the younger generation if they took the written examination, and that they would be embarrassed if they failed the exam. These top executives even did not dare to apply for the program. Some universities required only interviewing with the absence of the written examination. This allowed the prospective student to express their knowledge and ability verbally. Therefore, in the workplace, graduates from the Executive MBA program from Chula may be inferior to graduates from other universities, since their Executive MBA programs did not require the written examination. Their executive students are likely to be older.

Student combination combines those with various academic backgrounds with the majority of Engineering graduates. MBA education is considered indispensable for engineers, since it is fundamental to their careers if they wish to become CEOs. However, people who graduated from the Arts could also compete for entering the program because the examination items focused equally on Mathematics, English, and



Business Administration. Therefore, Arts students may have advantage in English and Business Administration.

**1.1.3 The Full-time Instructors.** The program required at least three full-time faculty members who operate the program. Instructors are carefully selected on the basis of competent teaching performances and ample work experience qualified for teaching. Outside instructors from the private sector or other academic institutions were invited to teach courses on production, operations, and to be advisors to the program. They have had direct experiences and could give valuable advice to the students. The Executive MBA program employed parallel instructors: full-time faculty members taught theoretical concepts and the adjunct lecturers related specific experiences. Full-time faculty members took responsibility as course coordinators. The individual faculty members taught one particular course but in several programs, contributing to building their expertise in the subject.

**1.1.4 The Adequacy of Facilities and Equipment.** The faculty put emphasis on teaching-learning facilities and equipment. An interviewee said, “...*our instructional technology is believed to be the best in Thailand, with classrooms well-equipped for power-point presentation.*” Most students are able to access the power-point presentation and this has shown favorable among students and overseas instructors.

## **1.2 The Teaching and Learning Process**

The curriculum, teaching methodology, appropriate class size, and the requirement of an exit examination are important factors for the quality of the teaching-learning process.

**1.2.1 The Curriculum.** The MBA curriculum had to be up to date. Although the core curriculum was identical for the regular and executive MBA programs, what were different were the teaching-learning methodologies, the elective courses, and the intense degree of student assignments. For the MBA-Young Executive program, a research project was required, but for the Executive MBA

program, knowledge application and case discussion were needed. The other differences were student mentoring and services.

**1.2.2 The Teaching Methodology.** Teaching and learning activities in the Executive MBA program focus on practical application through business games practices. Student research requires small groups of 2-3 students. These forced the group members to work equally. The assumption was that if there were more students in each group, some of them might be the free riders.

**1.2.3 The Appropriate Class Size.** The informants agreed that quality varied inversely with quantity. Even though there was great demand in MBA education, class size was limited to 60-70 enrollments. Chula, therefore, emphasized quality over quantity.

**1.2.4 The Requirement of an Exit Examination.** Fairness and justice in oral examination process were achieved by allocating individual students to a single examination committee. In so doing, avoidance of unfair judgment could be achieved and standardization prevails.

### **1.3 Innovative Management**

Innovative management was the means to achieve quality in the program. The Faculty concentrated on the use of external advisors, while encouraging participative management, and appropriate adjustment in education and financial management.

**1.3.1 The Use of External Advisors.** The Faculty utilized outside advisors who contributed to the teaching, gave valuable advice and relevant information for reviewing the curriculum, conducting research, or writing textbooks. The advisory board consisted of famous and successful businessmen as committee members, who had to be approved by the university council. The faculty sought advice from them regarding particular issues, inviting highly experts case by case, i.e. the Managing Director of a huge company was invited to participate in teaching and to be an advisor. Funds were raised to pay for these external experts. The faculty



found it very beneficial since they obtained multiple case studies from the business, and business in turn could contribute to society.

**1.3.2 Participative Management.** The assumption was that basically the faculty members had full responsibility but they needed effective communication. Some departments made use of the letter-box and answering machine to receive the faculty members' viewpoints upon important issues. On some occasions, informal dialogue was needed for a clear understanding of the rationale of the issues.

**1.3.3 Education Management.** The Faculty used the semester system. It rejected the block-course system. The Faculty believed that under the block course system, students were unable to absorb and digest knowledge due to the limited time available in each course. It is too short for such a teaching method that required case analysis, and data collection. Even the semester system may not meet all the teaching-learning schedules.

The block course system was once implemented in the MBA program, but student feedback was negative. Students became stressed due to their inability to complete all assignments on time, especially in case of sickness, or going abroad during studying. These weaknesses of the block course system led to its termination after two courses. Semesters are considered more appropriate.

**1.3.4 Financial Management.** Financial management was under the faculty's discretion. Revenue is used for the benefit of faculty development, i.e., the personal compensation to supplement inadequate government budget, the purchase of instructional materials, and the spending for other items such as water and electricity. Faculty development funds were established in order to sponsor some faculty member to pursue doctoral degrees, or to participate in seminars, researches, publications, case writing, or used as a scholarship for paper presentation abroad.

## 1.4 The Quality Assurance Practices

Quality assurance was conducted through the submission of course syllabi, the student evaluation practices on individual courses, and student satisfaction with punctual grading.

**1.4.1 Submission of Course Syllabi.** Quality in the teaching-learning process was, to some extent, controlled by course syllabus. It was required that instructors submit course syllabi to the department. Course syllabi had to be clearly organized to illustrate when and what would be taught, so that students knew in advance. Monitoring was allowed. Course syllabi serves as a guideline to teaching-learning evaluation.

However, a course syllabus does not guarantee the factual learning process. Therefore, the program needed to identify work standards through a course description at the beginning of the semester, so that both instructors and students had the same understanding about course objectives.

**1.4.2 Student Evaluation Practices.** Student evaluation on courses had been unsystematically conducted over time. Post-course evaluation asks for student cooperation in providing their comments without the presence of the instructor. This enabled students to exercise their discretion straightforwardly. The evaluation result would not be revealed unless the grading result was announced, which would render fairness. The evaluation result would be sent to the instructors as feedback for their teaching improvement and curriculum development. Currently, quality assurance must be conducted university-wide according to the policy of the Ministry of the University Affairs.

**1.4.3 Student Satisfaction.** Punctual grading assured student satisfaction. Grading was usually announced on time within a month, otherwise it would be put into the blacklist and had to be submitted within two months. Most faculty members were able to submit grading on time since they managed their priorities.



## **2. Quality as Ends**

The quality of education is the quality of graduates. The Faculty expects its graduates to have the ability to integrate various business functions effectively, i.e., marketing, finance, production, and management. They must know how to do operational plans, have vision, do strategic planning, and to be mature and have ethics in doing business. They must have leadership abilities and supervise their subordinates, be a good supervisor.

The alumni feedback reported that graduates were good at conceptualizing, good for long term, but not aggressive. Graduates of MBA programs had high level of work transfer.

In terms of employer satisfaction, a formal survey was conducted by having the students fill in the form regarding their workplace before following up with their employers. Informal feedback was obtained occasionally, or through the advisory meeting, or having conversations with the company employers or administrators, or talking with graduates. The feedback was satisfactory. A part of Executive MBA graduates are becoming the owners of enterprises, and MBA-Young Executive graduates get better jobs. After graduation, 50% of them change their jobs. Overall, the graduates change their jobs in search of higher salaries.

## **Summary**

The Faculty of Commerce and Accountancy, Chulalongkorn University strategic adaptation is focused on two aspects: the market development and the product development. It does not employ geographic expansion and market penetration is moderately concentrated.

Factors accounting for the strategic adaptation of the Faculty of Commerce and Accountancy, Chulalongkorn University concerning the Executive MBA program and its expansion are illustrated in the Figure 16. Environmental perception concerns external and internal environment. Perception of the external environment comprises (1) global trends; (2) market demand; (3) market segmentation; and (4) business environment uncertainty. These external environment perceptions account for the launch of the Executive MBA and the MBA-Young Executive programs.

Perception of the internal environment encompasses two important factors including (1) the recognition of university philosophy and mission; and (2) informal benchmarking.

Specific reasons for non-implementation of geographic expansion consist of six factors including (1) the expansion appropriateness; (2) quality concern; (3) faculty preparedness; (4) inadequate resources; (5) structural factors; and (6) the trend of decreasing student numbers.

Concern for the quality of the program deals more with means than ends. The interviewees have more concerns about the inputs and processes rather than the outcome of the executive program. In other words, the concerns are more on the means rather than the ends. Means encompass the following:

- 1) *Inputs* (the entering students, the selection process, the permanent instructors, the faculty/student ratio, and the adequacy of facilities and equipment),
- 2) *Teaching and learning process* (the curriculum, the teaching methods, class size, and the requirement of an exit examination),
- 3) *Administrative innovation* (the use of outside advisors, participative management, education management and financial management),
- 4) *The implementation of quality assurance* (submission of course syllabi, student evaluation practices, and student satisfaction).

Quality as ends comprises the quality of graduates and employer satisfaction. The collective perception of quality is a significant factor accounting for the decision to non-implement geographic expansion.

Factors accounting for the strategic adaptation of the Executive MBA programs. Faculty of Commerce and Accountancy, Chulalongkorn University are illustrated in Figure 16.



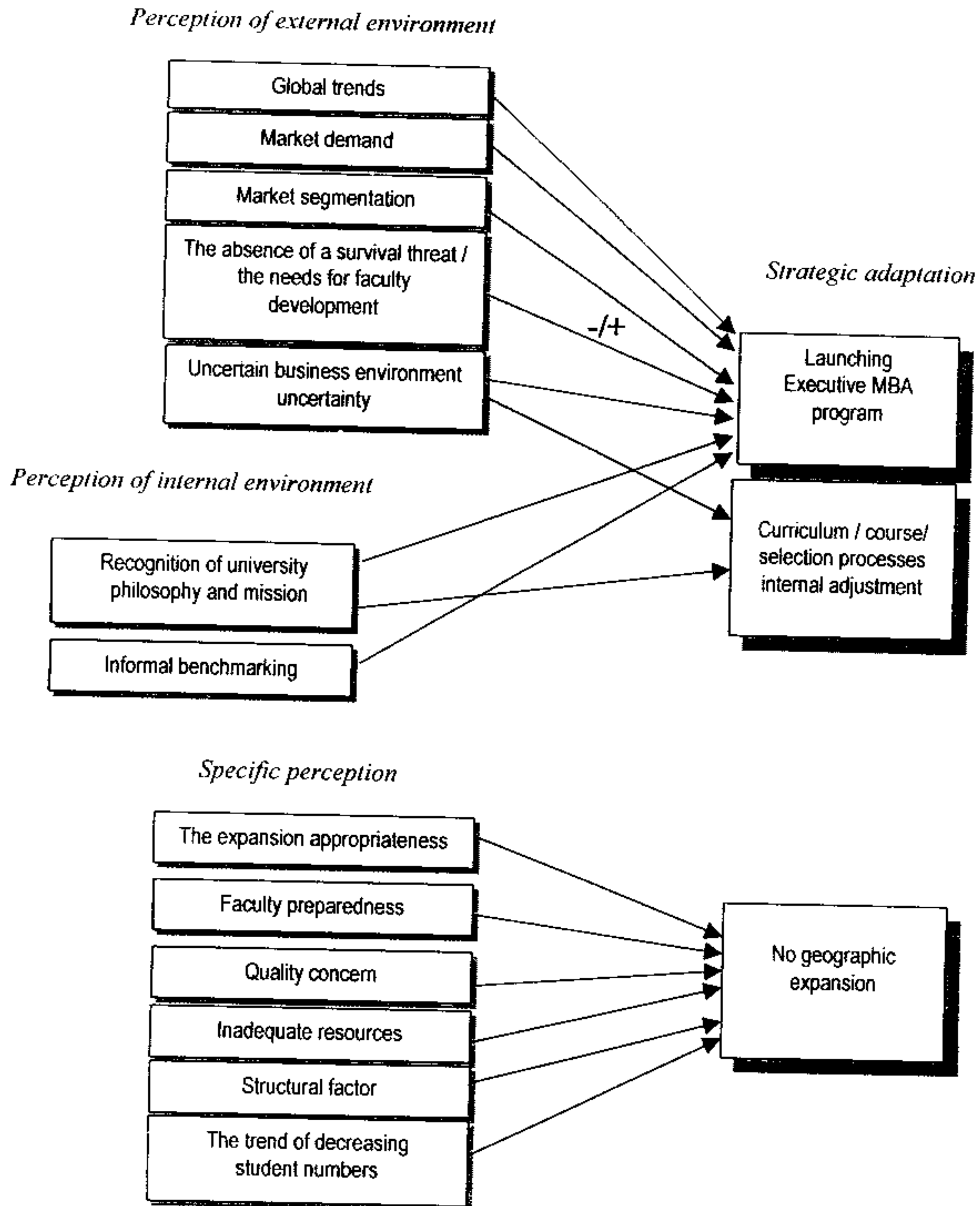


Figure 16 Factors accounting for strategic adaptation of the Executive MBA programs, Faculty of Commerce and Accountancy, Chulalongkorn University

## **Case Study 3**

### **The Executive Master's Degree Program in Business Administration School of Business Administration National Institute of Development Administration**

#### **Introduction**

The Graduate School of Business Administration is one of the Faculties in the National Institute of Development Administration (NIDA), a public university. It was established in 1966 with three main objectives:

- 1) To prepare students with substantial management capabilities in the private and public sectors, of high quality and potentiality to develop their career path to become chief executive officers as well as developing their attitudes and values towards contributing to the community and society.
- 2) To promote the development of administrative discipline by representing itself as a social service center to disseminate new knowledge for the private sector and public organizations in order to develop the administrative capabilities of their personnel.
- 3) To maintain an extensive network of contacts with business and government enterprises which significantly contributes to the national social and economic development.

#### **1. Organizational Structure**

The School's organizational structure depicts a high level of decentralization. There are three associate deans who are responsible for academic affairs, administrative affairs, and planning. At the time of this study, each associate dean was the director of a particular program. (This pattern may be different in other dean's administration.)

The associate dean for academic affairs is the director of the Senior Executive MBA program (X-MBA), while the associate dean for administrative affairs is the director of the Young Executive MBA program (Y-MBA), and the associate dean for



planning is responsible for the Regular MBA (English program). Each program is operated by its respective committee board which consists of the dean as its chair and the another four faculty as the committee members. The School's organizational structure is shown in Figure 17.

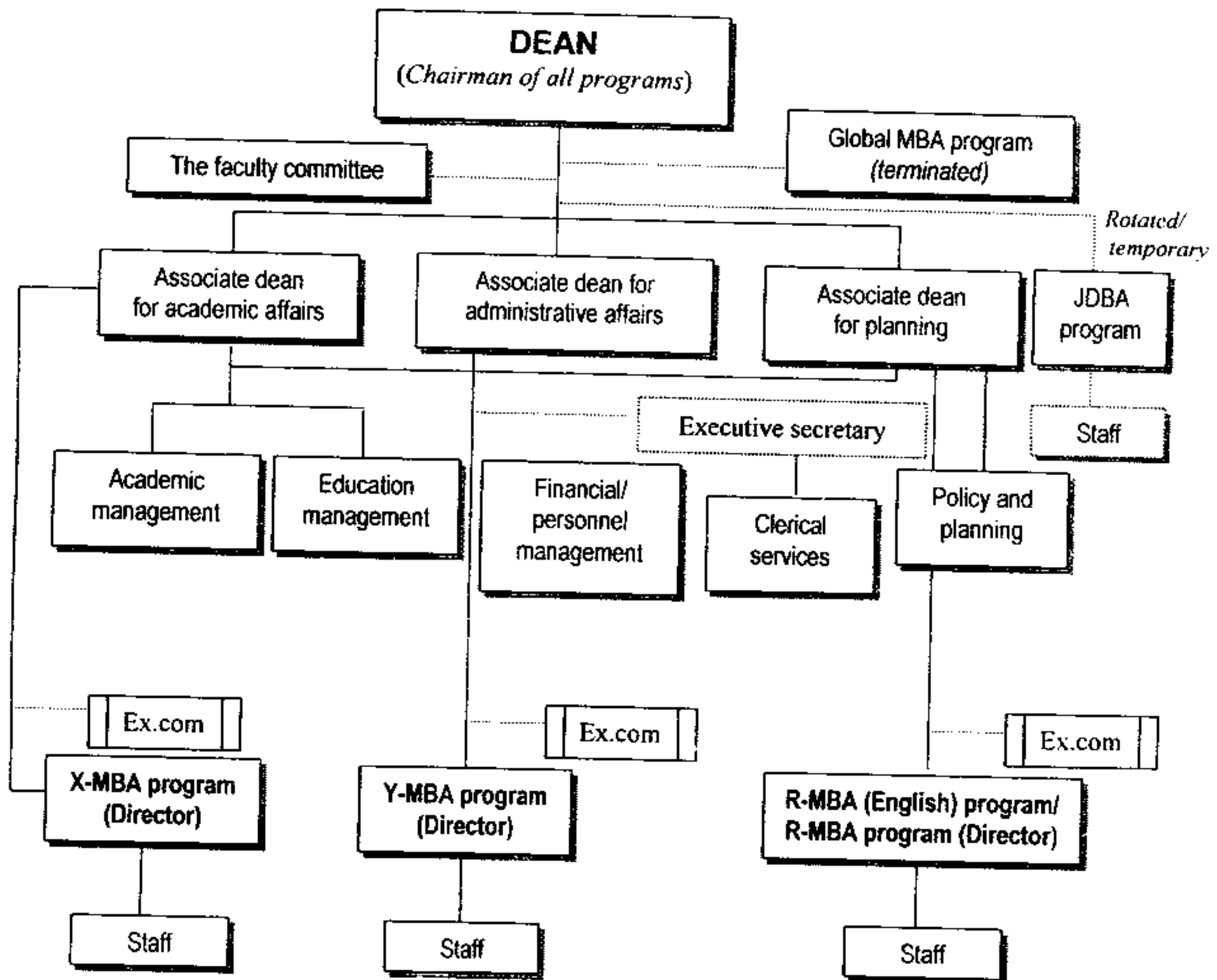


Figure 17 Organizational chart of the Graduate School of Business Administration, NIDA

The School offers four full-time master's degree programs in Business Administration (MBA): the regular (Thai program), the regular (English program), the young executive (Y-MBA), and senior executive (X-MBA) programs. The academic year is divided into two semesters and a summer term. Students are required to spend at least two academic years on campus and must graduate within a period of five years from the time of admission for the regular MBA programs, and within six

years for the executive MBA programs. Additionally, the School also offers the Joint Doctoral degree in Business Administration program, in collaboration with Chulalongkorn and Thammasat Universities.

## 2. The Faculty Profile

Figure 18 illustrates the profile of the faculty members in the School of Business Administration, NIDA. There are 23 full-time faculty members in the School of Business Administration, NIDA. About 74 per cent and 26 per cent of these faculty members hold Ph.D. and master's degrees respectively. The majority of the faculty members are associate professors. The X-MBA program uses a number of outside lecturers. These lecturers teach some subject matter as designed by the course instructors.

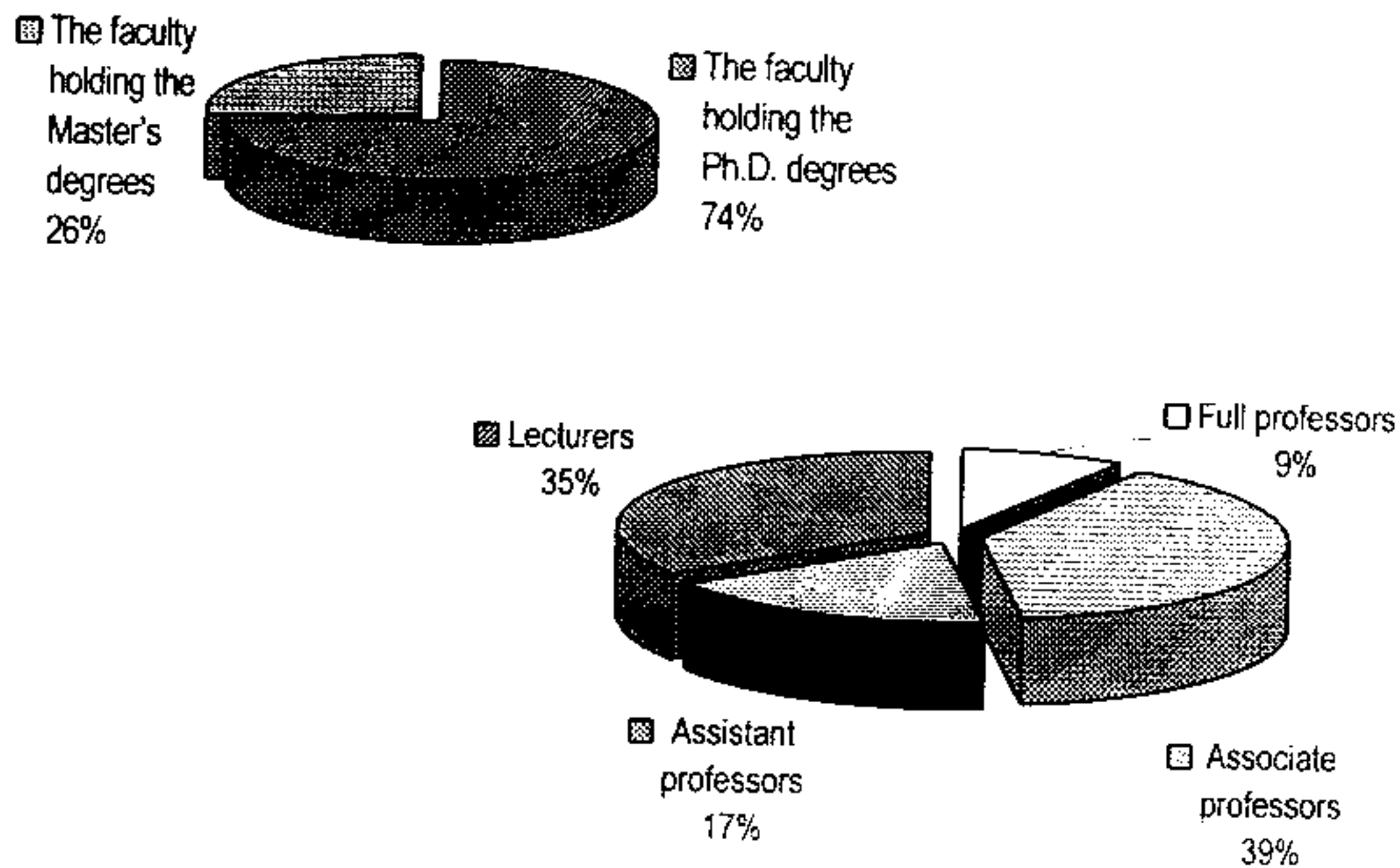


Figure 18 The X-MBA program's faculty profile at the School of Business Administration, NIDA

According to the university's regulation, the faculty members are required to teach a minimum of two courses or 96 hours in the regular program in an academic year. However, apart from regular teaching, the faculty members also conduct research and public services in various aspects. They arrange and/or teach in some



training programs inside or outside NIDA. The School provided academic services or arranged research projects as requested by external organizations through NIDA's Academic Service Center in great volume. For example, in 1993, the number of projects through NIDA's Academic Service Center comprised 38 per cent of the overall projects conducted in the year. (See Appendix D.)

### **3. The Student Profile**

Figure 19 shows the student profiles of the School of Business Administration, NIDA from 1992-1996. Students in the X-MBA program have the average age of 35-37 years and have 12-14 years of work experience. Most of them graduated from public universities, and about 15 per cent came from open universities. The majority of students in each class have educational backgrounds in Engineering which constitutes approximately an average of 30 per cent from 1992-1996. The second largest group are students who graduated in Business Administration, except for the 1994 academic year in which Business Administration was the majority. About 20 per cent graduated from the Sciences, including Medicine and other related fields. Most of the students work in private companies and about 60 per cent are middle to high-level managers, who have the positions of manager or department directors. Students who are top executives constituted 15 per cent on the average, which includes the owners of enterprises, the presidents, and the managing directors of companies. About less than 20 per cent on the average are middle managers, who hold the position of heads of divisions or units, deputy directors, and assistant managers.

Figure 20 illustrates the Young Executive MBA student profiles of the School of Business Administration, NIDA from 1992-1996. Students in the Y-MBA program have an average age of 27-28 years and have 4-5 years of work experience. Most of them graduated from public universities, and about an average of five per cent came from private universities.

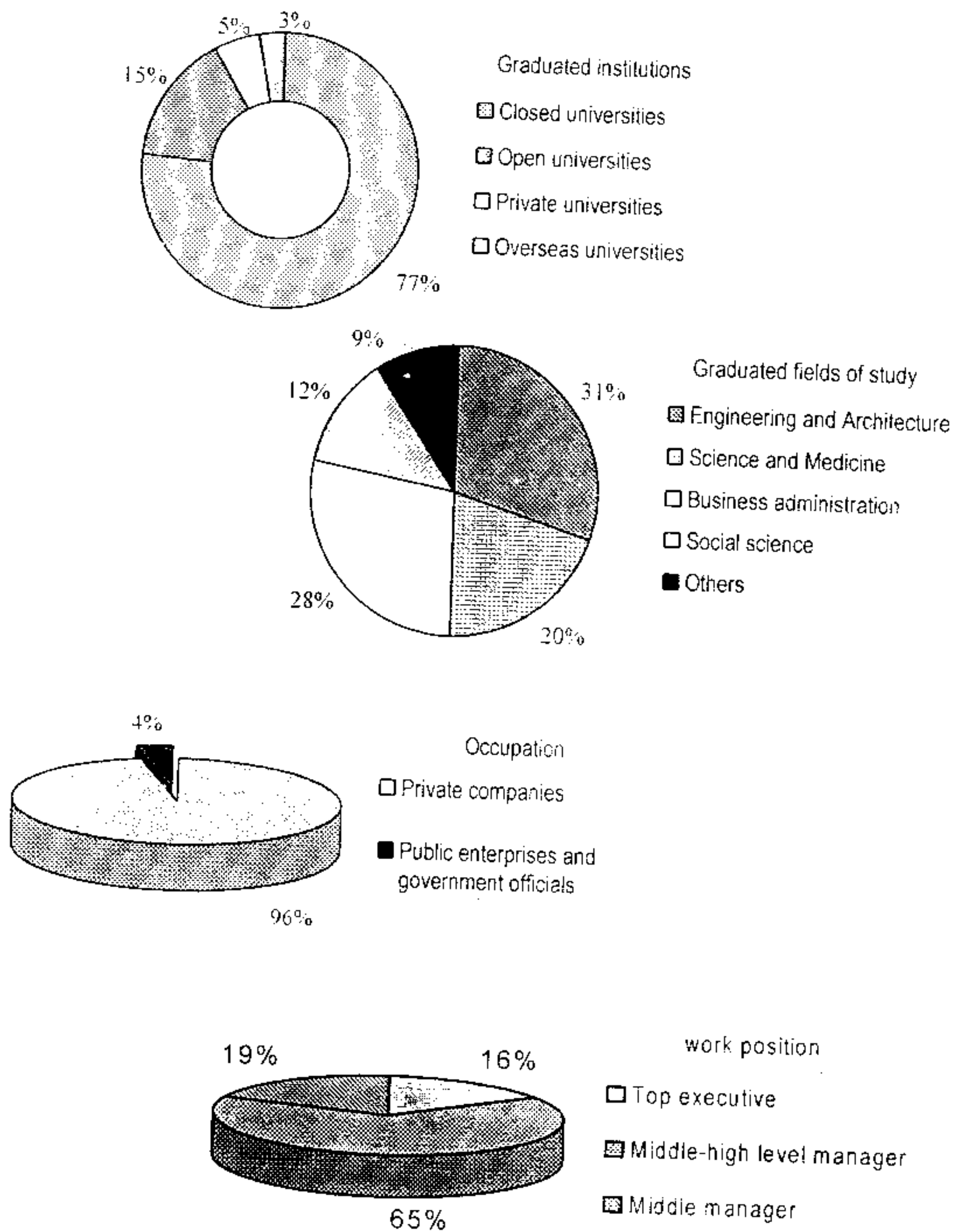


Figure 19 The X-MBA program's student profile.  
School of Business Administration, NIDA



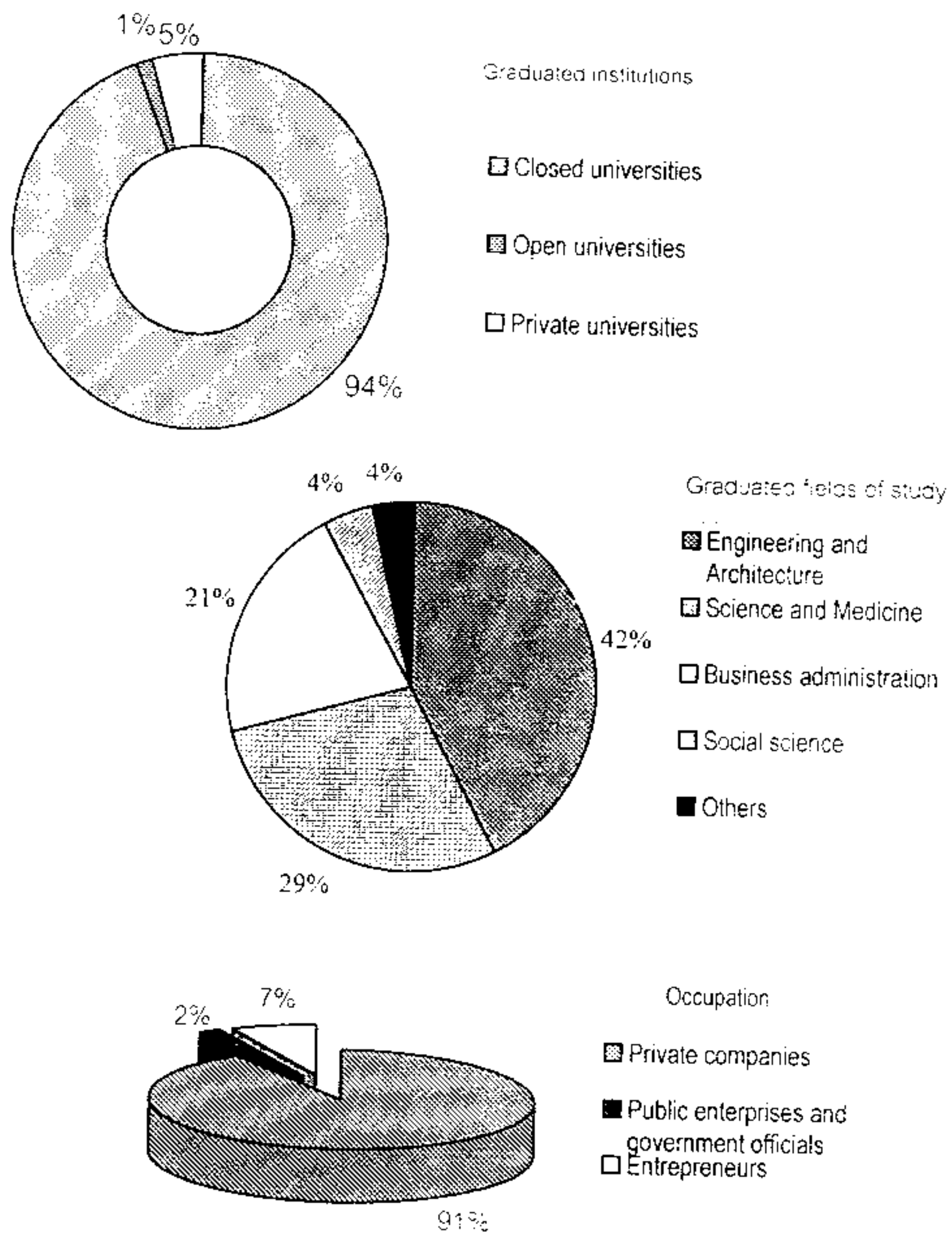


Figure 20 The Y-MBA program's student profile.  
School of Business Administration, NIDA

The majority of students in each class have educational backgrounds in Engineering which constitutes approximately 42 per cent on the average from 1992-1996. The second major group (20 per cent on the average) of students graduated from Business Administration. About 28 per cent graduated from the Sciences, including Medicine and other related fields. Most of the students (90 per cent) work in private companies. Students who are owners of enterprises constituted an average of seven per cent.

### **Chronology**

Important events that occurred in the School of Business Administration, NIDA reflect its strategic adaptation over time. Launching new ventures is the result of the collective decisions of faculty members. The chronology of significant ventures from 1985-1996 is as follows:

- |      |                                                                                                                                                                                                                                                                        |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1985 | The regular MBA program offers five major fields: Personnel Management, Marketing Management, Management Accounting, Financial Management, and Operation Management.                                                                                                   |
| 1988 | The launch of X-MBA program, offering the General Management area of specialization in particular.                                                                                                                                                                     |
| 1990 | Curriculum review, offering three more fields of study: Management Information Systems, International Business, and General Management                                                                                                                                 |
| 1992 | The launch of Y-MBA program.                                                                                                                                                                                                                                           |
| 1995 | <ul style="list-style-type: none"> <li>- Employing a foreign advisor to the Global MBA program, and as an instructor to R-MBA (English program).</li> <li>- Conducting three seminars for the Global MBA program preparation in Hong Kong, USA, and Europe.</li> </ul> |
| 1996 | <ul style="list-style-type: none"> <li>- The launch of the R-MBA (English program).</li> <li>- The preparation of the Master of Global Business Administration program, which plans to launch in 1998.</li> </ul>                                                      |



- The curriculum review.
- 1997 The failure of Global MBA program.
- 1998 MBA/ Transfer Program was introduced, to help Thai students in foreign countries return to study in Thailand during the economic recession.

The chronology of the School illustrates its attempt to implement product differentiation when it launched the X-MBA program, separating the major field of General Management for the executive program in particular. In addition, the attempt to launch the Global MBA program reflects its concentration on product differentiation. Market segmentation is seen through the separation of students suitable for studying in individual programs: Regular MBA (Thai program), X-MBA, Y-MBA, and Regular MBA (English Program).

### **Why did the School Establish its Executive MBA Program?**

To establish the Executive MBA program was the faculty members' collective decision to initiate a new venture. This collective decision derived from individual faculty members' positive discretion in the launch of the X-MBA program. The decision was made on the basis of the faculty members' perception of situations in the external and internal environments.

#### **1. Perception of the External Environment**

Perception of the external environment that influenced the School's strategic adaptation may be categorized by five aspects: (1) market demand and social responsibility; (2) global trends; (3) market segmentation; (4) the competitors' success; and (5) the absence of a survival threat.

##### **1.1 Market Demand and Social Responsibility**

The perception of market demand in MBA education is an important factor accounting for the launch of the X-MBA program. The high level of market demand was recognized from external feedback, complaints, and pressure from the business sector, from both the employees and the employers. Additionally, the influx of applicants to the regular MBA program during the past decade, and the trend towards

foreign MBA markets demonstrated the increasing demand for MBA education. For example, some financial institutions required the minimum qualification of a master's degree for their branch managers. An interviewee said, *"Employer's requirements (of employees' qualification) are rising; e.g. financial institutions require employees who earn the MBA."*

The other interesting notion concerns the perception of the knowledge gap between modern executives who graduated overseas and their old-time employees. Failure in management communication occurs frequently due to the lack of employees' knowledge and skills in modern management, causing a gap between employers and employees. Therefore, proper education of the employees is essential to tune them into their employers' requisite needs. This helps increase the effectiveness of communication and coordination within the organization.

Alumni interviewing illustrates that prospective students desire to acquire new management knowledge so that they can be more modern while seeking the exchange ideas among fellow students from a wide variety of backgrounds. Increasing demand for MBA education is also recognized from feedback from former trainees and from media reports. An interviewee said, *"The IMET program's contribution to provincial businessmen has made the School recognize that there are sufficient incentives and support for business development in various areas."* Hence the X-MBA program has the likelihood of successful implementation accordingly.

Another feedback deals with commuting conditions. An interviewee said,

*A number of working people in the suburbs are facing inconvenience from traffic congestion in central Bangkok. Therefore, the demand has been made on NIDA to launch the X-MBA evening program to serve those people who live in the suburbs. NIDA will provide an alternative to those people who can avoid traffic congestion traveling to Thammasat or Chulalongkorn Universities.*

The situation was perceived as a social demand and recognized as the School's responsibility in serving the public.



Perception of market demand and social responsibility are the pressures influencing the School's strategic adaptation. The launch of the regular MBA (English program) in 1996 is an empirical example for explaining the influence of market demand on MBA education. The School perceived the increasing demand for employees who have English proficiency. There was also a demand from foreign students who were eager to study in the MBA English program.

## 1.2 Global Trends

The launch of the X-MBA program in 1988 was the School's strategy in response to societal needs. The School experienced a huge influx of working people who needed to equip themselves with the knowledge and skills of business administration in response to the rapid economic growth during that time. In the past, working adults were not given opportunities to further their graduate education since most courses were designed for regular day programs. Evaluation of the opportunity cost found that in serving this group of people, the School had to offer evening classes in order to provide the possibility for working people to further their MBA education.

In addition, NIDA recognized that working people generally require graduate education in order to gain professional competence, which would result in turn in getting promotions earlier than their rivals in the workplace. Moreover, due to the economic boom and the highly competitive business environment, the School anticipated that businessmen were willing to invest more for management knowledge and skills that would directly contribute to their enterprises' growth. The MBA evening programs allowed working people to study while remaining at work. This particular aspect is the most obvious strength of the X-MBA and Y-MBA program.

The perception of the current and future trends of the workforce towards globalization led to the launch of the regular MBA (English program). In the globalization era when communication could be made swiftly throughout the world, English became the medium of communication. There is increasing demand of English usage in both public and private enterprises. *"English has increasingly become important in global communication,"* said an interviewee. Therefore, MBA English program could contribute to the emerging demand. Recognition of

globalization led to the initiation of the Global MBA program, which was abandoned before it was implemented.

Perception of economic trends determines market segmentation and product differentiation strategies. Because of the rapid economic growth, people feel it's worth investing more in evening education while retaining their jobs. Active engagement in business generates much more revenue. A professor said, "*...the businessmen' one hour might mean ten million baht...*". Moreover, abandoning work during the economic boom period is a critical opportunity loss. An interviewee said, "*People have the ability to pay for high tuition and fee....Businessmen are reluctant to leave their jobs for studying since they might lose business opportunity and make slow progress in career advancement.*" The prospect of national economic growth and the promising prosperity of the private sector have been the key factors in causing the School to launch its executive MBA programs.

### **1.3 Market Segmentation**

Customer gap is well perceived by the interview participants. It is notable that students in the regular MBA are characterized as young and recent graduates who have less work experience. The X-MBA is designed to educate people who have a minimum of ten-years of work experience. The target group is middle- to high-level executives. Four years after the X-MBA launching, the gap between R-MBA and X-MBA students is apparent. There is another huge group of young executives who do not want to lose career opportunities, needing further education in business management. The Y-MBA was launched with the primary objective of serving the non-served group of young executives.

### **1.4 Competitors' Success**

Critical to the launch of the executive MBA program is observing other academic institutions' performances. The greater other universities' success in implementing an executive program, the more likely it is to be introduced in other academic institutions. NIDA learned from TU and Chula' success in their executive MBA programs. In addition, the empirically demonstrated success of the School of Public Administration of NIDA's executive MPA program seems to be a great



temptation to launch the School's own X-MBA program. Notions like "...TU offered the X-MBA first and it was obvious that there was great demand for the evening program...", "We look at other institutions like the School of Public Administration, NIDA or TU, that they succeeded in implementing the evening programs.", or "... the overall picture was that other universities did ..." support the proposition.

The competitors' success might have caused the delay of launching the X-MBA program at the School of Business Administration, NIDA. A former dean said, *"The School needed to be the pioneer, not the follower, in the MBA field. This caused the delay of the X-MBA program."*

### **1.5 The Absence of a Survival Threat**

For some academic institutions, the launch of an executive program is necessary for survival. The executive program is a self-supporting one that generates extra revenue, that mainly comes from tuition and fees. The faculty members' extra income obtained from teaching during non-official hours appears to be great incentive. Its implication has been that the faculty need not reach out elsewhere to generate more income. The phenomenon is a win-win situation. Both students and faculty benefit from the executive program.

However, the absence of a threat to the survival of the regular MBA program has caused the delay of the executive MBA program launching. Market uncertainty of MBA appears to be minimal. Therefore, launching the executive program does not need to be urgently implemented.

## **2. Perception of the Internal Environment**

The School's perception of the internal environment plays a significant role in its decisions for strategic adaptation. The perception of internal environment emphasizes seven aspects: (1) faculty preparedness; (2) the leadership role; (3) institutional support; (4) the satisfaction with having implemented the previous program; (5) informal benchmarking; (6) regular feedback; and (7) competitive environment.

## 2.1 Faculty Preparedness

Adequacy of resources is one of the most important aspects which the School emphasizes. Faculty members are the most significant resource. Faculty preparedness considers both quantity and quality. The launch of the X-MBA program depends not only on adequate faculty numbers but also on their qualifications and experience. In addition, faculty time is significant. Since the university's mission covers teaching, research, and public services, the faculty commitment includes these three aspects. The faculty who commit to research and outside advising, outside teaching and training services will have less time for teaching at their own institutions, and hence will fulfil only a minimal teaching requirements. This particular notion should be considered, since it leads to inadequacy in the faculty. The more inadequate the full-time faculty, the greater the lack of confidence in the program, since it will increase resource dependence. An interviewee said, "*The faculty inadequacy will lead to resource dependence.*" Furthermore, the more the dependence on outside resources, the more uncertainty about the program. Paradoxically, there is the concurrent belief that the more the faculty members are involved in the outside commitments, the more business experience they will get. Hence, the less necessary the use of outside advisory body.

## 2.2 The Leadership Role

The leadership role relies upon the dean's ability to mobilize available resources appropriately to gain collective cooperation. It needs much effort since the individual faculty members are basically autonomous, with a high level of self-confidence. The more successful the leadership role, the more successful the executive MBA program's launch and expansion.

The School's strategy to gain collective support from the faculty is through lobbying. A former dean said, "*I used lobbying for gaining collective faculty support.*" Normally, any new initiatives tend to face resistance to change. The dean must have charismatic leadership. "*The dean must be able to compromise emerging disputes through the use of logical explanation, compromise and personal persuasion,*" said an interviewee. The launch of X-MBA and Y-MBA were



successful since the dean gained major support from the faculty, while on the contrary, the launch of the Global MBA program was a failure because of insufficient faculty support. Faculty support is necessary but not sufficient. For example, the failure of the Global MBA program was not only due to the inability to gain the support from the majority of the faculty, but it was also due to the lack of the clarity in the program implementation plan. The less clear the program implementation plan, the more likely the failure to launch a new program.

### **2.3 The Institutional Support**

The greater the institutional support, the more likely the launch of a new program will be approved. A successful launch depends on institutional support. The program must receive final approval from the university's executive board. Therefore, the support from other Faculties determines whether the executive program will be launched. More importantly, the support, encouragement, and optimism of the provosts are vital for the launch.

### **2.4 The Satisfaction with Having Implemented the Previous Program**

The greater level of satisfaction in undertaking the program, the more likely the executive program will be supported by the faculty. On the contrary, if the School is not satisfied with performances and outputs of undertaking program then, the launch is doomed to failure. Faculty members tend to think that scarce resources should not be put into new ventures when existing undertakings need to be improved. An old-time professor said, *"I always disagree with the launch of new program. The reason is that I still am not satisfied with the regular MBA.... I do not teach in the English program since the Thai program is still not good enough..."*

### **2.5 Informal Benchmarking**

The more frequent the benchmarking, the more likely the launch of a new program and the review/ revision of the curriculum. The School employs informal benchmarking by comparing itself against exemplars of truly innovative practices. It investigates a number of foreign universities' handbooks, brochures, and curricula. The researcher observed that a lot of these documents were collected together and

kept in an associate dean's office. In addition, the School benchmarked the other universities' strategies by visiting them occasionally.

## **2.6 Regular Feedback**

Feedback is used as significant input for deciding upon a new program's launching. The regular MBA (English program) was launched as the result of regular feedback from employers. It revealed that most MBA graduates lacked English skills. Therefore, the MBA English program met the demand as well as correcting the program's imperfections.

## **2.7 The Competitive Environment**

Launching an executive evening MBA program has been the strategic choices of various public and private institutions. The more the universities launch executive evening MBA programs, the greater the competition among them, and the more frequent the curriculum review is likely to be. Since universities aim to achieve outstanding reputations, academic excellence, and high quality standards, they need to readjust the course descriptions more frequently in order to add new knowledge and concepts, and to delete obsolete ones. Intensive competition may lead to the launch of a new program. For example, the regular MBA (English program) emerged when the School recognized the inadequacy of its graduates in terms of their English usage competency, compared with some private university rivals. As a professor said, *"...when compared with ABAC, we may excel in terms of academic competencies; but in terms of English usage, ABAC's graduates have an advantage and are in greater demand by employers."*

The perception of the internal environment in terms of the faculty preparedness, the leadership role, institutional support, and the satisfaction of undertaking the previous program constitute the major factors influencing the School of Business Administration's launch of executive programs. In addition, other minor factors may influence the strategic decision of the faculty. They include the availability of space and facilities, equitable benefit distribution, the institution's supporting unit competency, favorable rules and regulations, and autonomous faculty members.



There is a fear that inadequate space and facilities, particularly in terms of an evening library, will not accommodate executive students. Equitable benefit distribution has also been mentioned. A resigned professor said.

*...If the distribution of benefits is allocated properly, the program will be easily supported. It is a win-win situation. Everyone gains fair benefit. If the benefit fails to be allocated equally, like some faculty teach while some do not, then the program will not be successful. It is a political issue...*

The other minor aspect is the entrepreneurial permanent faculty. Some faculty members inspire to initiate new ventures. They form a cohesive group who prepare a project proposals, explain its strength and advantages, and see it through successful approval. Such a cohesive group will contribute to the executive program launching.

In conclusion, the launch of the Executive MBA program in the School of Business Administration, NIDA is the result of the faculty members' decision based on their perception of the external and internal situations. External environment factors accounting for the launch of the X-MBA program consist of five aspects: the market demand and social responsibility, global trends, market segmentation, competitor success, and the absence of a threat to survival. The internal environment consists of seven aspects: faculty preparedness, the leadership role, institutional support, the satisfaction from undertaking the previous program, the informal benchmarking, regular feedback, and the competitive environment.

### **How did the X-MBA Program Propose its Strategic Adaptation?**

Strategic adaptation being employed by the School of Business Administration could be described as concentrating on elaborating the core business through market development or market segmentation, and product development or product differentiation. It did not expand geographically; and its market penetration was moderately intensive.

## 1. Market Development

The X-MBA and Y-MBA programs are the result of the School's attempt at market segmentation. Students are segmented based on the duration of their work experiences. Market segmentation results in four separate student groups: the regular MBA (Thai program), the regular MBA (English program), the Young Executive (Y-MBA), and the Senior Executive (X-MBA). Each group requires different levels of work experience, which is used as the criteria for segmentation as illustrated in Table 7.

Table 7 The School of Business Administration's market segmentation strategy

| <b>MBA Programs characterized by market segmentation</b> | <b>Student's characteristics as indicated by market segmentation</b>                                                                                                                                    |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular MBA (Thai program)                               | <ul style="list-style-type: none"> <li>- New bachelor's degree graduates; with preferably 1-2 years of work experience.</li> <li>- Average age 25 years.</li> </ul>                                     |
| Regular MBA (English program)                            | <ul style="list-style-type: none"> <li>- New bachelor's degree graduates; with preferably 1-2 years of work experience.</li> <li>- Good command of English.</li> <li>- Average age 25 years.</li> </ul> |
| Young Executive MBA (Y-MBA)                              | <ul style="list-style-type: none"> <li>- Bachelor's degree graduates;</li> <li>- Minimum of three years of work experience.</li> <li>- Average age 28 years.</li> </ul>                                 |
| Senior Executive MBA (X-MBA)                             | <ul style="list-style-type: none"> <li>- Bachelor's degree graduates;</li> <li>- Minimum of ten years of work experience.</li> <li>- Average age 37 years.</li> </ul>                                   |

## 2. Product Development

The faculty believes that different segmented student groups have different business expectations. Regular MBA students require specific knowledge necessary for them to work as unit supervisors, superintendents, or managers. Y-MBA students are middle managers, who should be equipped with general knowledge and skills in



business management so that they can move to a higher executive level. X-MBA students are middle- to high-level managers, who aim to achieve the top executive posts or become CEOs in their organizations; therefore, the X-MBA students must be able to integrate theory into practice (Delaney, 1997). The curriculum should be tailored to the different business expectations of individual student groups.

Curriculum differentiation is utilized in response to student expectation. R-MBA individual students are required to choose one of seven major fields of study, while Y-MBA and X-MBA students are required to major in the General Management field. To distinguish between X-MBA and Y-MBA, the exit examination of X-MBA program requires a higher level of student performance than that of the Y-MBA students. The old-time professor said,

*The X-MBA program's oral examination is quite tough. Students are assigned to complete individual projects concerning their own companies. They must figure out the business problems on the basis of CEO's standpoint, and propose problem-solving criteria to the examination committee board. It is the individual's presentation, just like the MD presenting the project to the company's executive board... For the Y-MBA, we do not require such a tough presentation... The R-MBA oral examination requires no presentation.*

The English program is the result of product differentiation which aims to serve the new market segment. It is also a product development strategy that aims to correct the past inadequacies of graduates' poor English usage, which has been realized because of consistent feedback. However, the English program is likely to be terminated with no new enrollment in the 1999 academic year. The Global MBA program's failure to be implemented reflects an attempted product differentiation. The School's product differentiation strategy is illustrated in Table 8.

Curriculum review is another alternative of product development. Curriculum review and revision represent the core strategic choice of academic management. The informants agreed that curriculum review should be conducted every 3-5 years to be able to catch up with the changing environment. *"The curriculum review process*

Table 8 The School of Business Administration's product differentiation strategy

| Programs offered        | Product differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R-MBA (Thai Program)    | <ul style="list-style-type: none"> <li>- Student chooses one major field of study:<br/> (1) Personnel Management;<br/> (2) Marketing Management;<br/> (3) Management Accounting;<br/> (4) Financial Management;<br/> (5) Operations Management;<br/> (6) Management Information Systems; or<br/> (7) International Business;</li> <li>- Traditional type of oral examination;</li> <li>- No requisite project presentation upon graduation.</li> </ul> |
| R-MBA (English program) | <ul style="list-style-type: none"> <li>- English program;</li> <li>- Potential students are required to achieve GMAT/TOEFL minimum scores of 500.</li> </ul>                                                                                                                                                                                                                                                                                           |
| Y-MBA Program           | <ul style="list-style-type: none"> <li>- Every student's major is General Management;</li> <li>- For exit examination, oral examination requires project presentation.</li> </ul>                                                                                                                                                                                                                                                                      |
| X-MBA Program           | <ul style="list-style-type: none"> <li>- Every student's major is General Management;</li> <li>- For exit examination, oral examination requires excellent presentation of the problem-solving project.</li> </ul>                                                                                                                                                                                                                                     |
| Global MBA Program *    | Joint international MBA program with foreign universities.                                                                                                                                                                                                                                                                                                                                                                                             |
| Joint DBA program       | Joint Doctoral program in Business Administration with Thammasat and Chulalongkorn Universities.                                                                                                                                                                                                                                                                                                                                                       |

Note: \* Global MBA program was abandoned in 1998 before it was implemented.

*needs input from outside to develop an appropriate curriculum structure and course descriptions, which help strengthening the subject matter of the curriculum,"* said an interviewee. Therefore, feedback from alumni and employers is invaluable to the curriculum review. The School received both formal and informal feedback regularly from its alumni and students' employers. Formal feedback was obtained internally from student evaluation on every subject concerning the multiple aspects of teaching-learning processes and educational services. The School also received informal feedback from students through their participation in extra-curricula activities and



student consultation, as well as from alumni. However, curriculum review has not taken place as frequently as was needed.

Faculty members perceived that business people had to be alert, able to adjust themselves to maintain a leader, modern, and innovative in order to cope with the turbulent environment. Therefore, the Business Administration curriculum needed frequent review and/or revision to add new knowledge, new concepts and subject matters, so that the students would be trained, educated, and capable of working in a rapidly changing and competitive environment

### **3. Geographic Expansion**

The School decided not to implement a geographic expansion strategy since the collective perceptions disagrees in launching off-campus programs.

### **4. Market Penetration**

The Business Administration field has gained overwhelming interest and there is no threat to survival of its program. An interviewee said, *"There has been an absence of MBA's market uncertainty."* The small enrollment required for each academic year has reduced the threat. Moreover, NIDA's reputation enhances the program's credibility. Therefore, the School does not need intensive advertising nor to battle for a market share. They have succeeded in a moderate but comprehensive fashion, including newspaper advertising, brochure publishing and disseminating, as well as through NIDA's public relations. The less the threat to a survival, the less effort to penetrate the market. And the higher program's reputation, the less effort in market penetration needs to be made.

In conclusion, the School of Business Administration, NIDA's strategic adaptation is concentrated on the product development and market development. It employed intensive market segmentation and product differentiation in its R-MBA (Thai program), R-MBA (English program), X-MBA, Y-MBA, as well as taking other initiatives. It did not employ geographic expansion since it had excess demand in Bangkok and survival was not threatened. Market penetration was moderately conducted.

### **Why did the School not Expand its X-MBA Program Geographically?**

The School of Business Administration, NIDA, decided not to employ a geographical expansion strategy, although it has been apparent that the demand for MBA education has been extremely high. The School concerned itself with the notion of the expansion appropriateness, quality concern, the scarcity of resources, and an unclear university mission.

#### **1. The Expansion Appropriateness**

Specific perception put emphasis on the expansion appropriateness. The School decided not to expand geographically since there were regional universities that played an active role in human resource development for the respective areas. *"The School did not want to compete with the regional universities,"* said an interviewee. *"Our commitment is to assist the local universities, consult with them to establish and run the programs by themselves."*

However, another perspective was well perceived. Geographic expansion is beneficial in terms of its contribution to the local people in pursuit of MBA education, the attempt to enhance human resource development throughout the nation, the social contribution, and delivery of public service in broader areas. *"Its strength is giving opportunity to the people in the local areas who have fewer opportunities to learn,"* said a key informant.

#### **2. Quality Concern**

The difficulties in controlling the quality of the teaching-learning process, and academic and education management seems to be the great obstacle in geographic expansion. Reason reveals that it is unlikely that teaching-learning process occurring in the remote areas can be carried out equally to what is occurring at the main campus. Regional students are regarded as not having the quality of the students at the main campus. A professor said, *"The quality of the entrants in the provinces may be lower than in Bangkok."* The notion of academic excellence was raised in supporting the notion. In addition, the quality control of educational management is difficult, particularly in terms of examination fairness. The quality concern was



expressed by a former dean that

*... to go to regional provinces, the faculty are happy, everyone is happy since they share benefits. Students gain more knowledge, faculty members gain more money, more connections. The problem is that whether they sell cheap quality...*

### 3. The Scarcity of Resources

An adequate faculty is a necessary condition in coping with the increasing workload if the geographic expansion strategy is implemented. The School's collective perception is that it has inadequate full-time faculty to teach the resultant increased workload emerging from geographic expansion. For them, too much teaching will cause ineffectiveness in lesson preparation and student consultation. A faculty member said, *"...the faculty need to be well prepared for teaching since the external business environment changes rapidly. Students must complete many assignments and the faculty must be ready to take on the advisory role..."* In addition, the individual faculty seem not to pay much attention to implementing geographic expansion although it generates more personal income, since most of them are concurrently committed to outside work. A professor said, *"Our faculty do not have financial trouble, we have plenty of advisory jobs..."* while another one said, *"Almost all of the faculty are committed in some external projects, including training or being on an advisory board in some companies..."*

Adequate resources in terms of textbooks, space and facilities account for deciding to expand geographically. The insufficient textbooks, the limited library service and the lack of other facilities, plus the lack of an academic atmosphere are perceived as threatening. *"The School does not need to sacrifice quality to expand geographically,"* said an interviewee.

Some notable notions were mentioned, such as the issue of the faculty's lifestyle and their "public mind". A professor expressed, *"Our faculty work so hard that we don't want to teach any more during weekends. It is a matter of lifestyle."* Another former dean gave his reaction by saying, *"There is one thing that should be thought of, that it may be possible that the faculty members of the School of Public*

*Administration have more public mind than the faculty of the School of Business Administration. just as the Economics professors tend to perceive the economic equity."*

#### **4. Unclear University Mission**

Most of the informants' viewpoints about the Faculty's mission differed. A mission statement has neither been developed nor communicated to the faculty and staff. It has rarely been mentioned in the School. A few comments from old time faculty members were that *"A mission statement should be developed at the institutional level, not at the Faculty level. Faculty members will understand the institute's vision and direction; and what they should focus on teaching or research, and how it fits with societal needs."* NIDA's mission has been changed over time, and its current mission has not been clearly recognized. An unclear mission is the great barrier of any new venture.

In conclusion, the reasons why the School of Business Administration, NIDA did not expand its X-MBA program geographically stemmed from specific perceptions including the expansion appropriateness, quality concern, the scarcity of resources, and an unclear university mission.

#### **How is the School Aware of the Quality of the X-MBA Programs, and How does Quality Awareness Affect its Strategic Adaptation?**

Since the quality concept has frequently been perceived differently, the interviewees were asked to give their viewpoints upon the quality of the X-MBA program. Some replication patterns are found in the faculty' perception of the program's quality both in terms of means and ends as follows:

##### **1. Quality as Means**

Quality as means comprises four aspects: (1) inputs; (2) the teaching and learning process; (3) innovative management; and (4) quality assurance practices.



## **1.1 The Inputs**

Emphasis is placed on the aspects of the entrants, the faculty, the space and facilities, and the selection process as follows:

**1.1.1 The Entrants.** The School of Business Administration puts emphasis on the high quality of entering students. Quality of the entrants is achieved by requiring a written examination, and the high ratio of applicant to enrollment. The higher the ratio of the number of applicants to enrollment, the higher the quality of the entrants, and the higher the program's quality. Selection criteria are the important means in obtaining quality students. The more intensive the selection process, the higher the quality of the entrants. In addition, the identification of high-level qualification standards screens out students who have lower qualifications. The higher the minimum qualification standard, the higher the quality of the entrants.

**1.1.2 The Faculty.** The quality of the faculty consists of several factors: knowledge and ability, academic qualifications, entrepreneurial experiences, research outputs, devotion, provision of faculty' office hours, full utilization of the faculty, and teaching preparation. Faculty development is encouraged by providing funds for research, training, seminars and further education. Alumni gave comment on the limited faculty number, which means less diversity, and forces one to teach many subjects.

**1.1.3 Space and Facilities.** Classrooms must be innovative to promote student learning.

**1.1.4 The Selection Process.** Selection process must be based on fairness and transparency. It must not concern itself with commercial business. In other words, there must not be a trade-off between quality and profit maximization in the selection process.

## **1.2 The Teaching and Learning Process**

Emphasis is placed on the suitability of graduate level instruction. The higher the level of the curriculum requirement upon graduation, the higher the quality of the

program. The more the suitability of the instruction, the higher the quality of the programs.

The teaching methodology is the case study approach, individual and group assignments. Student learning emerged through the mutual exchange of knowledge and experiences. Utilization of outside instructors is viewed as essential to broaden knowledge. According to the faculty and alumni interviewees, strictness and toughness of oral presentation contributes more to student learning and is perceived as the strength of the program.

### **1.3 Innovative Management**

Executive program management must be innovative to achieve efficiency and to gain collective support. The interviewees emphasize the following issues:

**1.3.1 Fairness in the Decision Making Process.** Decisions upon important issues is made according to the consensus of the faculty members through the regular faculty meeting. Fairness, sincerity, and lobbying are necessary elements in achieving collective participation and support from the faculty.

**1.3.2 Fairness of Benefit Allocation.** The more fairness in benefit allocation, the higher the level the faculty satisfaction, and the more the collective support; also eventually the more likely the success of the program. Conversely, the less the fairness of benefit allocations, the more likely the program is doomed to failure.

**1.3.3 Education Management.** Alumni informants view evening classes and the semester as appropriate. Weekends should be reserved for case discussion. Quality educational services are required. Provision of textbooks is viewed as satisfactory, but sometimes ineffective due to tardy delivery, and most students have not enough time to read all the provided textbooks. Extra-curricular activities, such as a foreign study tour, are valuable and beneficial to student learning in comparative business administration. However, the block course system is mentioned as good if possible. Its disadvantage appears in the lack of subject content integration.



**1.3.4 The Recruitment of Non-Governmental Staffs.** Employment of non-governmental staffs helps increase the effectiveness and efficiency of program administration. Non-governmental staffs work cooperatively with government officers.

**1.3.5 Support Staff Development.** Development of the support staff in related skills such as computer literacy, English usage, and general management is encouraged in order to provide a higher level of skills and enhance the quality of program administration. Funds are available to promote staff development. According to the alumni, student services are satisfactory.

## **1.4 Quality Assurance Practices**

Quality assurance practices are viewed in terms of the quality of the teaching through assessment of student learning. The administration of student evaluations is used in individual subjects since NIDA started its quality assurance implementation program. The results of the evaluation are forwarded as feedback to instructors for use as the basis for instructional improvement.

Feedback can be obtained not only from student course evaluations but also from informal dialogues with alumni and students. Informal feedback is sometimes regarded as more credible than quantitative student evaluations. Students may not dare to evaluate the instructors as they really perceive due to the fear that it might affect their grades. Therefore, informal feedback is perceived to be more reliable.

## **2. Quality as Ends**

According to the faculty informants, graduates are expected to outperform in their workplace. The quality of graduates can partly be assured by the selection of top-quality entering students, as a professor said, *"We need outstanding students and emphasize that the entering students be outstanding; this make for an outstanding product."* However, for the executive program, the fact is that the top-quality entering students will normally be fewer in number and hence the quality tends to decline. A previous dean said, *"At first we have department heads as our students; recently we have had lower and lower level students; now we may have just clerical*

*officers...*" Such phenomenon generally leads to the adjustment of the quality standard to a lower level in order to survive. as he added, *"If we continue to keep high standards of quality, we may not survive."* The expected characteristics of graduates are that they must have ample knowledge in business administration, be capable to work effectively and efficiently, have good attitudes, be capable analyzing existing problems, have professional growth, have full potential to become top executives in the future, have ethics and be good citizens. In other words, they must be fit for working in their organizations.

According to alumni informants, graduates gained more general knowledge and connections than expected. After graduation, they were able to understand various phenomena more deeply, having wider and more in-depth perspectives on events.

Surveys of employer satisfaction and the utilization of graduate follow-up studies are regarded as effective instruments for assessing the quality of outcomes and to understand the program's strengths and weaknesses and how to improve the program.

Data obtained by applying purposive interviews to employers revealed that graduates have potential, greater knowledge and understandings in business management, and could perform well in business discussions and presentations. They gained more self-confidence. They tended to become promoted and advance their careers after graduation. However, for some graduates, already top executives, promotion cannot be an indicator of performance.

According to alumni interviewees, the Business Administration program normally contributes less than the Public Administration program due to its area of concentration being narrower in scope. There is less chance of its exerting itself as social contribution.

## Summary

The School of Business Administration, NIDA's strategic adaptations in response to a changing environment concentrated more on market development and product differentiation. Geographic expansion was not employed, while market penetration was moderately implemented.



Market development resulted in the market segmentation of students into various groups: regular students, senior executive students, young executive students, and students in the English program. Product differentiation deals with the discrimination of the R-MBA's areas of specialization from the X-MBA's. The X-MBA and Y-MBA programs offer only General Management major courses.

The School launched its X-MBA program because of the faculty members' perception of the external and internal environments. Perception of the external environment encompasses market demand and social responsibility, global trends, market segmentation, the competitors' success, and the absence of threats to survival.

Perception of the internal environment is comprised of seven factors, including faculty preparedness, the leadership role, institutional support, satisfaction from undertaking the program, informal benchmarking, regular feedback, and the competitive environment.

Specific perceptions accounting for geographic expansion encompasses four significant aspects: the expansion appropriateness, quality concern, the scarcity of resources, and an unclear university mission.

Quality is perceived in two ways: quality as means and ends. The School concerns itself more with quality of inputs and process than the ultimate outcome in the massification of human resource development. Factors accounting for the strategic adaptations of the executive MBA programs of the School of Business Administration, NIDA is illustrated in Figure 21.

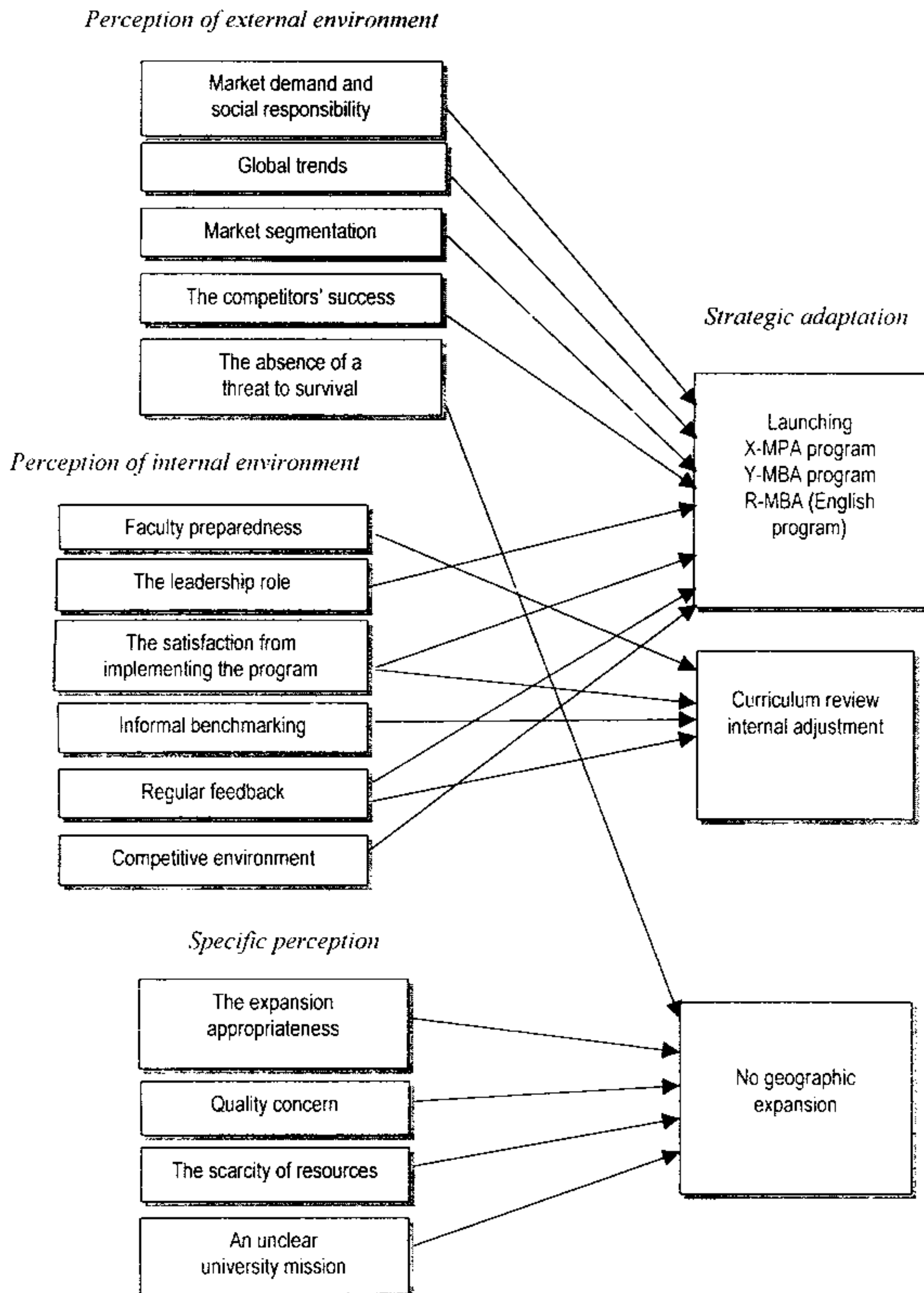


Figure 21 Factors accounting for strategic adaptation of the School of Business Administration.  
National Institute of Development Administration



## **CHAPTER 5**

### **CASE STUDIES OF THE MASTER OF PUBLIC ADMINISTRATION PROGRAMS**

This chapter consists of three case studies of the Master of Public Administration Faculties:

- Case study 4: The Executive Public Administration Graduate Program (EPA), The Faculty of Political Science, Thammasat University (TU)
- Case study 5: The Master's Degree Program in Public Administration (X-MPA), The Faculty of Political Science, Chulalongkorn University (Chula)
- Case study 6: The Executive Master's Degree Program in Public Administration (X-MPA), School of Public Administration, National Institute of Development Administration (NIDA)

### **Case Study 4**

#### **The Executive Public Administration Graduate Program (EPA) The Faculty of Political Science, Thammasat University**

##### **Introduction**

The Faculty of Political Science, Thammasat University launched its first regular master's degree program in 1933. It offers M.A. (Political Science) degree in two fields of specialization: Government and Diplomatic. The programs did not require work experience, but students had to pass both a written and an interview parts of the entrance examination.

The Executive Public Administration Graduate Program (EPA) was launched on December 2, 1988. It stemmed from the belief that successful administrators had to persist in learning as well as in monitoring the academic advancement continuously, in order to apply knowledge to their work and to cope effectively with the complex problems emerging in their organizations. However, their working environment did not allow them to study in the regular programs. Therefore, in response to these demands, an intensive course which corresponds to the administrators' time, experiences, and the needs in developing their potentiality was conceived.

The EPA is a self-support program which aims to produce graduates who have knowledge and ability in relation to public services, to apply academic theories and concepts to real life situations, and to develop effective leadership skills in executives in the public and private sectors. (Patcharee: 13) It requires that students have work experience for at least five years. Most students are executives in the public and public enterprise sectors. Classes are held on Friday evenings and Saturdays. Enrollment is 60-65 persons per each admission. The Faculty of Political Science was the first faculty in TU that disseminated knowledge to the regional areas.\* In

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\* Darunee Yuyang, compiled from memorandum book for 15<sup>th</sup> anniversary of the Faculty of Political Science, TU and several batch directories of the faculty.



1991, the Faculty realized that successful executives in both Bangkok and provinces had to be well-rounded in theoretical and practical knowledge, have a broad vision, and a profound understanding of political, economic, and social problems. But provincial executives did not have the opportunity to study in the regular program. Therefore, to serve the demand of provincial executives, the Faculty launched the Master's Degree Program for Executive (Government) (MPE) in Lampang province in 1992, with the collaboration of Rajabhat Institute at Lampang, on the basis of a five-year contract. The host institution provided buildings and facilities for use as classrooms and other academic activities. In June, 1996 the MPE program was officially moved to the Lampang Municipality Center which belonged to Thammasat University at its Lampang Campus.

The MPE program has not existed in Bangkok. It was designed to serve executives in regional areas to enable them to seek new knowledge and to develop potential as politicians, governors, government officials, businessmen, NGO leaders, and interest group leaders who have had ample experiences and high level responsibilities. The program contributes to the local people in that they no longer have to commute to Bangkok for study, and besides they can study on the weekends. The Faculty also originated the Master of International Relations (English program) (MIR) for those who are interested in political economics and international relations.

### **1. Organizational Structure**

The Faculty's organizational structure shows a high level of decentralization. Administration is in the hands of the dean, associate deans, the directors of the regular program, the evening program, the EPA program, the MIR program, and the MPE program (Lampang). There are four deputy deans who are responsible for academic affairs, administrative affairs, research, and student affairs.

The executive programs are operated under their respective executive committees. The executive committee members are nominated by the program director. Executive committee members receive no salary except a meeting per diem. The director gets a salary. It is a political position that must be changed every three years congruent with the dean's official tenure.

The director is the chair; and a government officer is assigned to be responsible as the secretary of the program. It is less bureaucratic. There are four committee members, three from Public Administration field, and one from the Government. Teaching in the special program is not counted as a workload since the faculty receives 1,000 baht per teaching hour for EPA, 1,500 baht for the MPE, and 2,000 baht for the MIR (English program). They also get commuting expenses, hotel expenses and a per diem when travelling.

The Lampang campus is operated without a full-time director at the campus. The campus is regarded as the operational site where teaching and learning take place. Education management and preparation are operated at the main campus in Bangkok, in order to coordinate effectively with the faculty members. At Lampang campus, a few support staff are hired as coordinators who are liasons between the students and the faculty members. Students attend class on Fridays, Saturdays and Sundays.

Each executive program employs non-government employees as its staff. They are all new members under yearly contracts. The government officers are in charge of financial management, procurement, facility arrangement, and general coordination. The individual programs have small offices of their own. Non-governmental staff are in charge of educational services under the director's supervision. Government officers who work for the executive program receive additional salary or a bonus. The Faculty allocates budget funds for the bonus, which may be calculated in terms of a percentage of the profit. The MPE program allocates some 15 per cent of its revenue to the university, the remaining budget is utilized for operating the program. The Faculty's organizational structure is illustrated in the Figure 22.

## 2. The Faculty Profile

Figure 23 illustrates the profile of the faculty members in the Faculty of Political Science who are involved in the EPA program. There are 45 faculty members who are involved in the EPA program. Of all these faculty members, 64.44 per cent and 31.11 per cent hold the Ph.D. and master's degrees respectively. The majority of the faculty members are associate professors, and constitute 42.22 per



cent. The Faculty utilizes some outside lecturers to teach in the EPA program. The number of outside lecturers constitutes 80 per cent of the full-time faculty members.

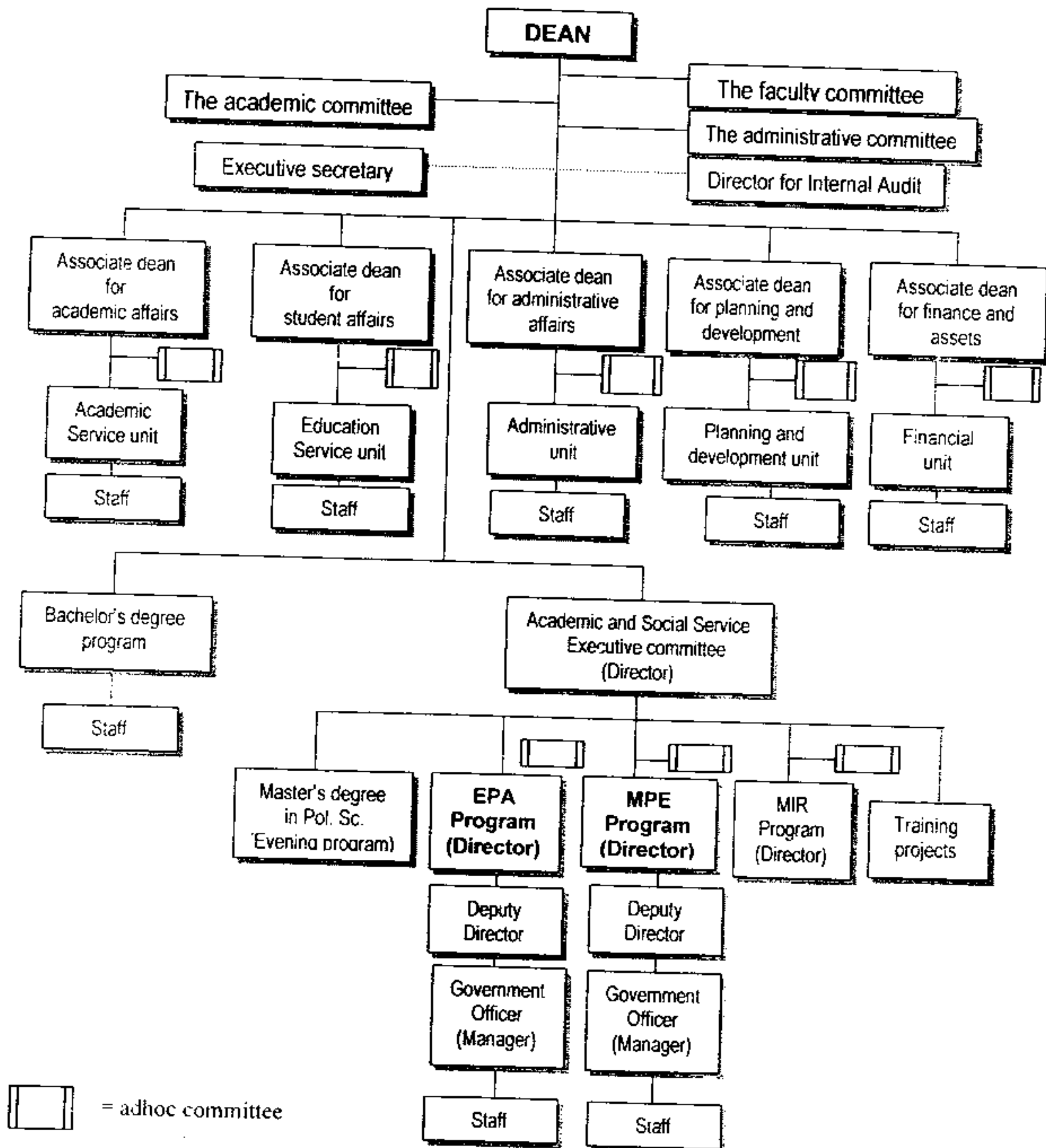


Figure 22 Organizational chart of the Faculty of Political Science, Thammasat University

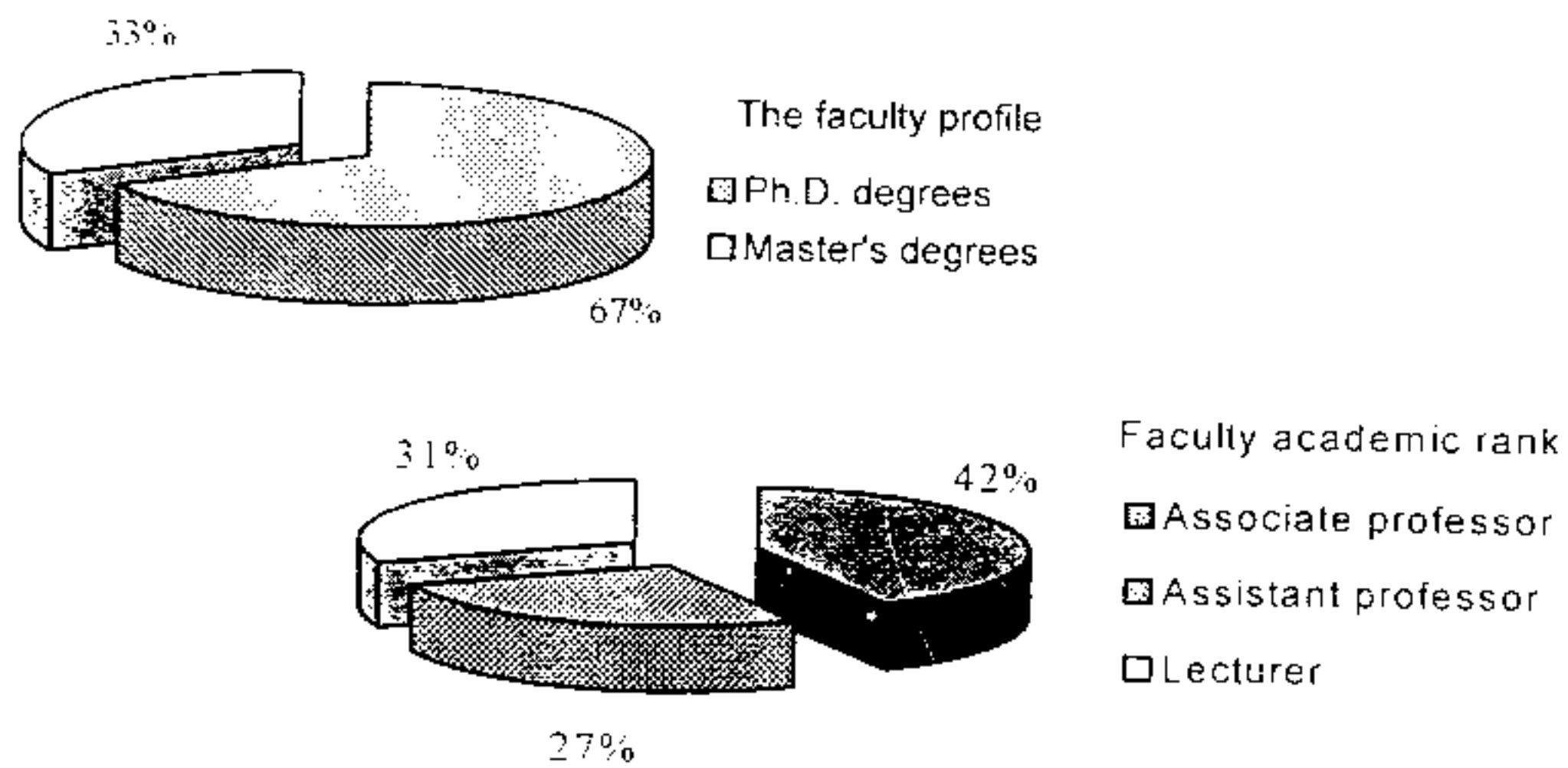


Figure 23 The EPA's faculty profile, Faculty of Political Science, Thammasat University

### 3. The Student Profile

Figure 24 shows the student profile of the EPA program of the Faculty of Political Science, Thammasat University in terms of student age, educational background, occupation and work position from 1992-1994 academic years. Documentary research on the student profile reveals that the majority of students in each class have an educational background in Social Science, which constitutes about 75 per cent on average, particularly in the field of Law and Political Science. Most of EPA students are senior government officials. More than 73 per cent are 41 years of age and upwards, and more than 80 per cent are government officials. Students working in public enterprises and private companies are about ten per cent, while there are very few owners of enterprises (2%). An average of 80 per cent of the students graduated from public closed universities. An average of 64 per cent of the students are middle managers, and about 21 per cent are front-line administrators. The reasons why students chose to study in the EPA program were mainly because they needed to gain new administrative knowledge and to apply in their work, which would benefit the nation at large. Some students chose the EPA program because of the reputation of the university, and the teaching-learning hours offered during the weekends which would not affect their work, while the others needed to find new contacts to exchange their viewpoints and work experiences.



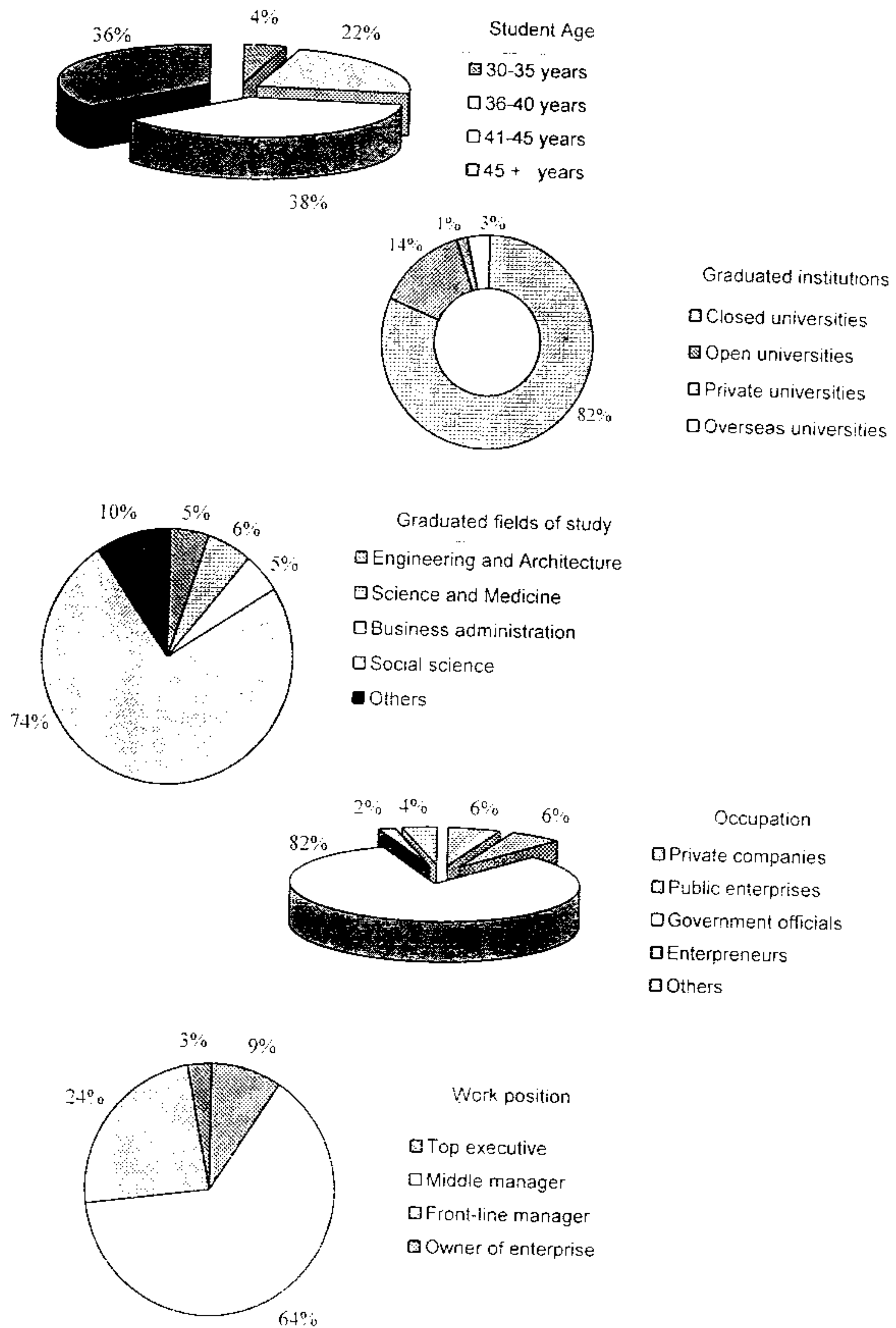


Figure 24 The EPA's student profile. Faculty of Political Science  
Thammasat University

## Graduate Program Chronology

The Faculty of Political Science has a long history since it was one of the first Faculties of Thammasat University. Its chronology in relation to graduate programs is as follows:

- |             |                                                                                                                                                                                                                                                                                                                   |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1933        | Establishment of a Master's Degree Program in Political Science, offering two fields of study: (1) Government; and (2) Diplomatic.                                                                                                                                                                                |
| 1978        | The Master of Political Science (evening program) established, offering three fields of study: (1) Government; (2) International and Diplomatic Affairs; and (3) Public Administration.                                                                                                                           |
| 1987        | The Faculty initiates Executive program in Public Administration under Dean Surachai Sirikrai. Courses designed to correspond with executive's real life work experience.                                                                                                                                         |
| 1988, Dec 2 | Establishment of Executive Public Administration Graduate Program (EPA), a self-support program for executives from public, private, and public enterprise organizations.                                                                                                                                         |
| 1989        | Admission of the EPA program.                                                                                                                                                                                                                                                                                     |
| Dec. 1991   | Feasibility study of launch of special program in northern part of Thailand. Preparation to launch Master's Degree Program for Executive (Government) - MPE.                                                                                                                                                      |
| 1992        | Launch of the MPE program with collaboration of Rajabhat Institute in Lampang province to develop the potential of regional leaders. The objectives of the MPE program were to produce graduates as valuable resources for political development in a democratic system, and for national development as a whole. |
| 1997        | Launch of the Master of International Relations (MIR) (English program).                                                                                                                                                                                                                                          |



The chronology of the graduate programs demonstrates the faculty's concern for geographic expansion. The Faculty established the MPE program in Lampang province. In addition, the launch of the EPA program is not an expansion of the regular program since the Faculty did not offer the regular MPA program.

### **Why did the Faculty Establish its EPA and MPE Programs?**

The Faculty of Political Science, TU's decision to launch the EPA and MPE programs was the result of how surrounding situations were perceived. The faculty members' perceptions of the external and internal environments played an important role in the launch of the EPA and MPE programs.

#### **1. Perception of the External Environment**

Four external factors accounted for the decision to launch the EPA and MPE programs: (1) the necessity of the programs; (2) market demand; (3) the competitors' success; and (4) the threat to survival.

##### **1.1 The Necessity of the Programs**

The launch of the EPA/ MPE programs resulted from a perceived need for these programs. They were critical to current changes and future needs and trends. Rapid changes in science and technology forced people to seek new knowledge continuously to cope with those changes effectively.

Problems arose for working adults who had fewer chances to quit their jobs than the younger generations, since they may lose a job opportunity and damage their own careers. The EPA program was initiated because the Faculty perceived that personnel in public and political sectors were important human resources, that the university should play a more active role in training these people to equip them with appropriate knowledge and skills for solving problems. An interviewee said, *"Personnel in the public and political sectors are important human resources who should be trained with knowledge and skills in problem-solving."*

## 1.2 Market Demand

According to the informants, Thailand is comparatively inferior to other countries in South East Asia in terms of economic growth and technological advancement. These problems result from the quality of Thai human resources. Thailand offers inadequate graduate education and is unable to respond to the increasing demand.

In the social sciences, the study of Public Administration is vital to government officers, policy makers, and politicians, who play important roles in public administration and national development. Most of these people have graduated with a bachelor's degree in various fields and have been working for 15-20 years. A professor said,

*They have had no chance for further graduate education due to various constraints. Besides, there has been no institution, no appropriate program for these working adults who did not want to compete with the younger generation. They have had less time for examination preparation, and have less competence in English language skills.*

This is perceived as a waste if these people lose the opportunity to develop themselves. (Surachai, 1997: 17-18)

*"Demand for graduate education in the provinces was realized when the faculty conducted interviews in the northern part of Thailand,"* said the MPE director. Great interest in graduate education was demonstrated from various public organizations. The Rajabhat Institute in Lampang province approached the Faculty to seek academic collaboration. This led to the launch of MPE program in Lampang province.

## 1.3 The Competitors' Success

The driving force of the EPA program derived from the perception of TU's Faculty of Commerce and Accountancy's success in launching its Executive MBA, a self-support program. It was found that the Faculty of Commerce and Accountancy



could earn more revenue despite the insufficient annual government budget. Successful implemented, the Executive MBA program gained reputation, and earned increased revenue. Besides, its faculty members benefited considerably helped advise how to succeed in the management of a self-support program. (Surachai, 1997: 18) An interviewee supported that *"the growth of the Graduate School of Public Administration of NIDA because of its executive MPA program operation was empirically challenging, and brought about confidence in launching the EPA program."*

#### **1.4 The Threat to Survival**

The threat to survival is not seen as a significant factor in the launch of special programs. There is a threat to the EPA/ MPE implementation since the areas of specialization are not in great market demand like the MBA, and hence the number of applicants is likely to decrease. However, the situation is not highly threatening due to a small required enrollment for each admission. The EPA director said, *"In the first year, we (EPA) had got many applicants, but the trend has been decreasing. We have some anxiety, but still believe that we have customers."*

For the MPE program in the Lampang campus, the director observed the large number of applicants in the first years. *"About 200-250 while only 80 enrollments were needed,"* said the director. However, the number of applicants recently dropped to 130-140, but the enrollment was decreased to a minimum of 65. None the less, the MPE believes it can survive on this reduced basis.

### **2. Perception of the Internal Environment**

Five perceived factors of the internal environment account for the adaptation of the Faculty: (1) faculty preparedness; (2) the leadership role; (3) the recognition of the university's tradition and mission; (4) informal benchmarking; and (5) external and internal feedback.

#### **2.1 Faculty Preparedness**

Faculty preparedness is a significant determinant in the launch of an executive program and its expansion. To launch a new program will increase the faculty

teaching workload, which might affect the quality of the existing undergraduate/graduate teaching. (Patcharee: 13) According to the dean, the Faculty has adequate faculty, except for graduate program teaching, where faculty preparedness is regarded as inadequate. This condition is due to many reasons:

2.1.1 A number of the faculty members have an “external residence” implying that a few faculty members work for private agencies where they earn extra revenue. This makes them not only pay less attention to but also devalue internal teaching.

2.1.2 The lack of faculty preparedness is the result of the high standard requirement of instructors’ qualifications. It is not easy to find an instructor who not only has expertise in respected fields but also conducts good research. Instructors are nominated and approved in the executive committee. The MPE director said, *“We need a kind of fore-front instructors in specific fields with no compromise to anybody.”*

2.1.3 Teaching in the executive master’s degree program requires faculty participation. It is not a requisite regulation, and is not counted as faculty workload since the instructors get extra pay. In addition, the faculty must fulfil minimum workload in teaching undergraduate courses as well as participating in other university missions. Therefore, faculty preparedness in the graduate programs is dependent on their participation, qualification, and expertise. However, a portion of the instructors in the executive program consist of adjunct lecturers who have expertise and experience. They alleviate the problem of faculty preparedness.

## **2.2 The Leadership Role**

Political management plays a significant role in the Faculty. An associate dean said, *“... If we need to do whatsoever like launching a new program, its success will be largely dependent on politics; the job itself is a minor issue.”* The EPA/ MPE programs are operated by faculty members who form a cohesive group. Initiation of a new graduate program will be successful if the cohesive group gains support and cooperation from the dean and peers. The EPA’s initiator said, *“I gained support from the President, ... and many faculty members.”* (Surachai, 1997: 18) Moreover,



faculty support and participation in constructing the curriculum and solving problems during the first launching was indispensable. He noted...

*We must meet during lunch time every week, or we do working lunches while having a meeting...; and sometimes we need to meet after class in the evenings... without getting any payment, since we have not yet earned any income, but only expenses... so everyone sacrificed for the benefit of the Faculty and the nation.*

The cohesive group must organize their teamwork, and be able to defend the program's rationale to the Faculty. According to an interviewee, although there has been strong political atmosphere in the Faculty, the proposed new program usually gets approved so long as it does not affect others' benefit. Furthermore, the program will be more easily approved if it is supported by the dean and the university provosts.

Leadership also includes the ability to be fair in income distribution to the faculty members. The MPE was successfully implemented since it allowed equal faculty participation. Most of the faculty members have an equal opportunity to teach in the program.

### **2.3 The Recognition of the University Tradition and Mission**

The launch of the executive program has shown great perseverance during its initial stage. The University's old tradition was a formidable barrier. In addition to the normal resistance to change, TU's fundamental philosophy has long emphasized the benefit of the people at large, freedom, free education, dislike of commercialism, etc. Therefore, a number of the faculty members disagreed with the idea of launching the executive program. They entrenched themselves in the old tradition, focusing on the work for massification and the absence of profit-making, feeling to otherwise would violate ethics and the university's tradition. The associate dean said,

*The launch of the executive program was at first protested against by many old-time faculty members.... They viewed the EPA program as business- or trade-oriented, which was against the university's traditional philosophy.*

Some faculty members feared to be viewed as a faculty earning revenue, which might lead to conflict. (Patcharee, 1997: 12) However, in providing an appropriate rationale of the program to the university, the community was able to gain collective support.

#### **2.4 Informal Benchmarking**

The Faculty benchmarked other Thai and foreign universities in an informal manner. For example, it observed the similar curricula that had been offered at NIDA and Chula. In particular, the Faculty observed the way TU's Faculty of Commerce and Accountancy successfully operated its Executive MBA program. (Patcharee, 1997: 12) Benchmarking also occurred in form of informal discussion and dialogues with other universities' faculty members to exchange ideas, seek advice, and learn the feasibility of launching its own executive program.

Benchmarking foreign universities was conducted along with the dean's obligation to lead foreign study tours. Therefore, the executive program's foreign study tour contributed to the program's adaptation since the faculty brought back new ideas beneficial for curriculum development, program management, and academic exchange programs. (Patcharee, 1997: 24) Competing ideas have been brought from benchmarking several Thai and foreign universities' practices. An interviewee said, *"We gained the ideas of philosophy and training in the Harvard School of Government; case study production in the Kennedy School of Government, the oral exam criteria at Columbia University; and the geographical expansion strategy in NIDA."* Curriculum development was basically designed on the grounds of investigating similar curricula at Australian and American universities.

#### **2.5 The External and Internal Feedback**

Regular feedback is vital for making decisions in launching a new program, along with curriculum review and how the faculty improved the subject matter and teaching methods. In the curriculum review, the faculty arranged a conference in order to obtain feedback from the internal faculty, students, and from outside experts in business, the political and government sectors, and alumni. An interviewee said,



*Some advice came from students. We listened to students. We arranged a seminar and asked students what they liked and disliked. We invited successful alumni to join an informal seminar. Each year we arranged an academic seminar and invited involved people to give their viewpoints. Sometimes we discussed among the faculty and gained streams of concepts.*

Additionally, feedback was obtained from local people, the people from the government and chamber of commerce who provided valuable advice informally. Moreover, the establishment of connections with the private sector in the provinces by participating in and providing suggestions to their activities helped strengthen program management.

In conclusion, the launches of the EPA and MPE programs in the Faculty of Political Science, TU are the result of the faculty's perceptions of the external and internal situations. External perception was that the program was necessary to allow the people to further graduate education while remaining work and to respond to the increasing demand for Public Administration. The competitors' success, and the threat to survival encouraged and forced the Faculty to launch the executive program respectively. The internal environment included the faculty preparedness, which though was regarded as inadequate, but could be solved by the use of adjunct lecturers. The leadership role was necessary to gain faculty support. The recognition of university's tradition and mission, the informal benchmarking, and the external and internal feedback were also important internal factors accounting for the launch of EPA program.

### **How did the Graduate Programs Arrive at their Strategic Adaptation?**

Strategic adaptation implemented in graduate education appears to put more concentration on market development and product development strategies by the Faculty. It also considers geographic expansion and moderate market penetration in the executive program implementation.

### 1. Market Development

Graduate education in the Faculty of Political Science, TU started with the master's degree (evening program) in Political Science (M.A.) in 1978. It was an evening class that did not require student work experience. Ten years later, the Executive Master of Public Administration Graduate Program (EPA) was launched, in 1988. The EPA program requires that students have different characteristics in terms of work experience. Classes are held on Fridays and Saturdays. Later in 1992, the faculty launched its MPE program in Lampang province. Its targeted students are different from the former two programs. They include local politicians, government officers and interested people from both the public and private sectors in the provincial areas. The faculty's market segmentation of students can be summarized as illustrated in Table 9.

### 2. Product Development

The Faculty's strategy for product development can be clearly described by the variety of graduate programs it offers. Each program's curriculum is different in its tailoring to its philosophy and objectives. The Faculty has paid attention to the product development strategy to create a variety of curricula for different student characteristics.

Product development is conducted through curriculum review. Curriculum review is essential if the program desires to cope with the rapidly changing environment. The EPA program realizes its urgent need to review the curriculum for future administrators. The Faculty aims to adjust the teaching and learning methods to be problem-oriented, using the case study approach, and the arrangement of foreign study tours. An interviewee said, *"The curriculum review strategy was partially conducted. It was done frequently in minor aspects, without major changes, to include new knowledge, and to fit with executive characteristics."*

At the time of the interview, the EPA and MPE programs were still using the old curricula. The current curricula have been used for a very long time. An informant said, *"We have confidence in the old curriculum since it has been used for over 20 years."* However, the complete review of the curricula has not yet been



implemented even though the faculty needs to revise them. Only small adjustments have been conducted in some courses.

Table 9 Market segmentation and product development of the graduate programs, Faculty of Political Science, Thammasat University

| Graduate programs characterized by market segmentation                         | Student and program characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Master's Degree Program in Political Science<br>M.A. (Pol. Sc.)                | <ul style="list-style-type: none"> <li>- Evening program</li> <li>- Disregard of students' work experience</li> <li>- Offering three fields of specialization: Government, Public Administration, and International Relations</li> </ul>                                                                                                                                                                                                                                                       |
| Executive Public Administration program (EPA)<br>M.A. (Public Administration)  | <ul style="list-style-type: none"> <li>- Requiring at least five years work experience in an executive position</li> <li>- Requiring the minimum of position classification level five, and five years of work experience in the case of the government officers</li> <li>- Weekend classes at TU main campus (Friday 5-8pm, Saturday 9am – 4pm)</li> <li>- Semester system</li> </ul>                                                                                                         |
| Master's Degree Program for Executives (Government) (MPE)<br>M.A. (Government) | <ul style="list-style-type: none"> <li>- Students residing in the Northern provinces, particularly governors and politicians</li> <li>- Requiring at least five years work experience in an executive position</li> <li>- Requiring the minimum of position classification level five, and five years of work experience in the case of the government officers</li> <li>- Weekend classes in TU's Lampang campus (Friday 5-8pm, Saturday 9am – 4pm)</li> <li>- Block course system</li> </ul> |
| Master of International Relations program (MIR)                                | <ul style="list-style-type: none"> <li>- International program</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |

### **3. Geographic Expansion**

The Faculty implemented geographic expansion strategies to expand its scope of academic services to the northern part of Thailand. The MPE program is designed to serve local people since the philosophy of the MPE curriculum contributes directly to the people in the provincial areas.

### **4. Market Penetration**

Market penetration strategy is done in three ways: (1) newspaper advertisement; (2) current student assistance; and (3) alumni assistance. To gain qualified students is challenging in the highly competitive market. However, the EPA program exercises moderate effort since it demands only limited enrollment, by allocating up to 100,000 Baht for public relations for each admission. Brochures are produced and dispatched directly to target groups in government agencies and public enterprises, as well as in large financial institutions.

For the MPE program, public relations were made through newspaper advertising, direct mail, banner and cutout presentations; as well as through academic seminar arrangements in the surrounding provinces. In addition, most of the applicants were informed through the assistance of current students, who helped dispatch application forms from their workplaces, or arranged press conferences in the provinces.

In conclusion, the Faculty of Political Science, TU's strategic adaptations concentrated on the market development and product development. It initiated new curricula to serve particular groups of students. It employed geographic expansion in MPE program. Market penetration was moderately concentrated since small enrollment is required in each of the executive programs.

### **Why did the Faculty Expand its MPE Program Geographically?**

The launch of the MPE program in Lampang province demonstrates that the Faculty has employed geographic expansion strategies in the executive program. Specific perceptions accounting for the expansion decision focus on five aspects: (1) the expansion appropriateness; (2) quality concern, (3) the scarcity of resources; (4)



commuting convenience and available facilities; and (5) contribution to regional graduate education and national human resource development.

### **1. The Expansion Appropriateness**

The most important aspect at the time of the first establishment of the provincial center was the consideration that there is an absence of local public universities offering a similar degree program. According to the informants, Chiang Mai province might be the most appropriate target province in terms of its population density, commuting convenience, and business advantages. However, the pre-existence of Chiang Mai University has been a major obstruction that prevented the faculty from launching its program in Chiang Mai province. Lampang is more appropriate since there is no public university in the province. The MPE director said,

*In searching a province, we think the faculty are more willing to go to the north, and we have 3-4 provinces from which to choose. The criteria were that the location must allow many people from several places to come; the opportunity to get cooperation from provincial institutions; and the non-existence of local universities. In Lampang there was no university that offered management or government fields.*

The other interviewee said, *"In Chiang Mai there is Chiang Mai University, so we did not want to compete since there would be conflicts... We go to where there is not any pre-existing university..."*

### **2. Quality Concern**

Quality concern plays an important role in every aspect of the EPA program. It is the reason why the EPA program does not expand geographically. The EPA program has from its beginning concentrated on program exclusivity. This was realized when it raised its students input standard in 1997. The minimum requirement of the work position for government officers was raised from level five to level six in order to exclude young executives. Entrance examination test items were changed from multiple choice to a subjective test. According to an interviewee, it was

interesting that the Faculty sought for and was proud of its standing as a top-quality program. *"It is renowned for its "difficulty in entering, difficulty to graduate from."* said an interviewee. The reason for maintaining such exclusivity is because there are many other programs, less intensive ones, to serve students.

The MPE program faced difficulties in its first launching since the Faculty tended to concern itself with quality, the applicant number, the availability of instructors, the high cost, and administrative problems which might happen. The example of NIDA was perceived to be different from the MPE since NIDA offered only graduate degree programs.

Although the Faculty has implemented a geographic expansion strategy in its MPE program in Lampang province, there is no plan for further expansion to other provinces. The quality control issue has come into play in implementing geographic expansion. According to an interviewee, the quality issue concerns three significant factors including (1) class size, (2) instructional quality, and (3) the faculty reserved time for instruction and student consultation. Too large a class or its separation into many classes is problematic to education management.

There are two groups of faculty members who have different ideas concerning quality. One puts emphasis on high academic standards, paying less attention to student background differences. Their perception is that students, whoever they are, must be able to adjust themselves to learning. They require a high level of student academic performance. Another group becomes familiar with and has close relationships with the students. They perceive executive students in a more realistic world and try to adjust their instruction to be compatible with them. Therefore, the quality of the executive program is dependent on the director's perception and policy in program management. However, most directors would rather pay attention to and put priority on academic concerns.

### **3. The Scarcity of Resources**

The scarcity of facility prevents the Faculty from either increasing enrollment or expanding to more geographic centers. The shortage of faculty and staff was the significant barrier to geographic expansion. The MPE program depends largely on outside top-quality instructors. Therefore, it seems difficult, if not impossible, to have



the faculty rotated to various remote centers. Moreover, the faculty, particularly the director of the program, must reserve their time for student consultation. The problem is that most of the faculty members are encountering heavy teaching workloads. *"We have to teach in other programs and give advice on students' theses as well,"* said an interviewee. They perceive that it would be a failure if there were just the presence of the non-teaching staff and the absence of full-time faculty at the provincial center. Further geographic expansion is therefore regarded as inappropriate.

Space and facilities are seen as a minor aspect since the host institution is responsible for buildings and facilities. The informants agreed with the need for the development of classroom and instructional equipment. However, they do not agree that an interactive classroom be implemented in this field of study. An interviewee said, *"It needs flexibility, liveliness and unsystematic ways of teaching, ... and so we need the presence of real instructors and visiting lecturers."*

#### **4. The Commuting Convenience and Available Facilities**

Commuting convenience is an important factor in considering the target province for geographic expansion. Commuting convenience is indispensable. There must be an airport in the target province that allows the faculty to commute by plane to reduce commuting time. Other necessary facilities include hotels and the adequacy of facilities at the host institution. The MPE director said *"We saw that Lampang is appropriate; there is a hotel, airport, and no existing university. We settled at Rajabhat Institute since they provided dormitories. Students might also stay overnight there."*

#### **5. The Contribution to Regional Graduate Education and National Human Resource Development**

The major factor influencing geographic expansion was the realization of the demand and interest from the provincial community as well as the perception that the program would contribute to the possibility of the local people's graduate education. It eradicated the limitation of distance and time which has long been an obstacle to the local people to study in the graduate program. The devotion of a few faculty members to travelling to the province is more economical than having individual

students commute to TU's main campus in Bangkok. In so doing the overall traveling expenses of students would be reduced significantly. The MPE director noted,

*The first time we felt like going to the provinces was when we saw our students struggle to come to study although they lived very far, like going to study in Bangkok while living in Chiang Rai. The idea was that instead of having 20-30 students commuting to see the faculty, why not the faculty go out to teach them? It has much lessened the cost.*

Geographic expansion helps develop graduate education in the regional areas. It helps academic institutions in the provinces to develop their new area of specialization. She added,

*The Rajabhat Institute may develop its own major for the bachelor's degree. This may be accomplished by sending their teaching staff to study in our program, and when they have reached some ten graduates they may set up a team to work out a new program of their own...*

The consideration of the real benefit of the MPE program, that it helps develop local institutions, advocated geographic expansion. In addition, the faculty themselves needed to broaden their knowledge in this particular field. Launching the MPE program in the province would lead to further research and knowledge concerning Thailand's social and political problems. The other perception concentrates on the cultivation of deep-rooted democracy in the provinces. It is important that knowledge and awareness of democratic principles penetrate into regional areas, in the hands of local administrators, mayors, and members of provincial councils who play the role of promoting democracy in the provinces. The director expressed, *"The objective of the MPE emphasizes that graduates return to their hometown as the local leaders..."* In addition, the Ministry of University Affairs' policy advocates an educational expansion plan to the provincial areas. Therefore, the launch of the MPE program in Lampang province conforms to the national policy in the implementation of geographic expansion.



In conclusion, the reasons why the faculty expanded the MPE program to Lampang province include five concerns: the expansion appropriateness, quality concern, the concern for scarce resources, the concern for commuting convenience, and the concern for contributing to regional graduate education and national human resource development.

### **How is the Faculty Aware of the Quality of the Executive Programs, and How Quality Awareness Affects its Strategic Adaptation?**

According to the interviewees, quality is categorized into two basic concepts: quality as means and quality as ends. Quality as means involves inputs and teaching and learning processes, innovative management, and quality assurance practices. Quality as ends includes graduates, employer satisfaction, and ultimately the contribution of the program at the national level.

#### **1. Quality as Means**

Quality as means comprises four aspects: (1) the inputs; (2) the teaching and learning processes; (3) innovative management; and (4) quality assurance practices.

##### **1.1 The Inputs**

An interviewee's response reflects the significance of input to quality. She said, *"We have confidence that we are the best quality academic institution in government and political science, in terms of both full-time and outside lecturers, small number of enrollments and student backgrounds."* Quality of inputs involves several factors:

**1.1.1 The Faculty.** There are 15 faculty members in the Public Administration field of study. They comprise about 50 per cent of Ph.D. holders, while 30 per cent of them are associate professors.

**1.1.2 The Entrants.** The applicant and enrollment ratio is approximately 5:1 in each incoming class. The EPA requires the unique characteristics of students and a high standard of qualification was determined. Applicants who are government officers must represent the position of not lower than

level six in addition to having five years of work experience as an executive. However, work experience is disregarded for those who are members of parliament or the senate. A number of students are medium- to high-ranking government officers.

The MPE program's first five incoming classes were required to have five years of work experience in political affairs. However, due to the decreasing number of qualified applicants, the MPE program needs to adjust the qualification of the entrants to lower level of work experience. The Faculty places priority on those who graduate from close universities since they are regarded to have higher academic potential. In addition, people in some professions might have an advantage in learning. For example, judges, lawyers, and businessmen are regarded as having an advantage over teachers and nurses.

**1.1.3 Class Size.** The number of students in each admission is 67 on average from 1992-1996, with the intention not to increase enrollment. The faculty perceived that large enrollments tend to cause problems in providing thesis consultation. Even though they realize that there are a lot of interested customers, and the larger the class size, the higher the profit, they will not expand class size, but instead would rather be selective, fearful of unqualified students. They prefer to maintain a limited enrollment of 60-65, so far as the number having reached the break-even point, but generating little profit.

For the MPE program, class size has been smaller, from 81 students in the first class to 65 in the fourth. The minimum number is 65 according to the break-even point of the program.

**1.1.4 The Selection Process.** The quality of the selection process depends on fairness and transparency in the process to select a combination of best performing students. The selection process is conducted under the executive committee's supervision, which carefully investigates the selection results. Letters of recommendation are essential documents for student selection. Applicants' academic backgrounds and performances are considered. The selection criteria are communicated to applicants, which comprise a written exam, work experience, and interview.



**1.1.5 The Entrance Examination.** The entrance examination consists of written papers concerning logical usage (50%), English proficiency (10%), and an interview (40%). Other factors include the entrants' ability to study in the graduate program, knowledge, ability and experiences beneficial for studying and group working, with the potential to develop oneself as a top-level executive. In addition, they must have requisite concepts, motivation, support from organizations, and readiness and willingness to devote time for studying. Successful students who do not attain the satisfactory score must attend additional courses.

The MPE entrance examination comprises both a written exam and interviews. The program tends to take into account any applicant whose age is not below 25, with the belief that the younger student tends to have a promising future in the political arena. It generates classroom diversification and enhances learning.

**1.1.6 Faculty Development.** The faculty members need to develop themselves in order to strengthen the program's excellence. The Faculty allocates budget to faculty members to attend brush-up programs, and it provides funds for writing occasional papers, and the publication of students' outstanding term-papers for use as case studies.

**1.1.7 The Instructors.** The EPA and MPE programs require outstanding instructors. The majority of the EPA program instructors are full-time faculty members in Public Administration. Others are special lecturers from different fields at TU or from outside organizations. Outside experts, who have ample experiences in the related subjects, are invited to lecture for the programs. (Pichien, 1997: 290) A full-time faculty member is responsible for the subject. He or she must teach at least six periods, while another ten periods will be taught by adjunct lecturers. The responsible faculty will consider the outside faculty by themselves.

## **1.2 The Teaching and Learning Processes**

Quality of teaching and learning processes comprises five important aspects: (1) the requirement of an exit examination; (2) the teaching methodologies; (3) the

director's devotion; and (4) the provision of substantial textbooks; and (5) the organization of a student's tutorial system.

**1.2.1 The Requirement of Exit Examination** and the individual students' mini-theses. The exit examination comprises requiring a comprehensive examination and thesis. Comprehensive exams are a two-day written examination, consisting of three parts. It is a tough examination given during weekends, and is *"the most threatening examination in the view of students."*, according to an interviewee. There are usually high rates of failures (1:5) who need to take a second exam. There are also some who must be retired. The oral examination is based on the individual thesis.

**1.2.2 The Teaching Method.** The teaching method focuses on lectures, classroom participation, small group discussion, team assignments and the group study method. The instructor assigns students to write individual case studies, so that the program has plenty of cases which can be edited and used as instructional media. The teaching method also puts emphasis on student experiences by using the seminar pattern and encouraging student participation (Pichien, 1997: 291), as well as term paper.

**1.2.3 The Director's Devotion.** The program's director must devote time to monitoring students' academic progress. He or she must be able to understand the nature of the executive students, console them, and consult with them on the phone occasionally.

**1.2.4 The Provision of Substantial Textbooks** and handouts for each course. The program provided textbooks and academic handouts on a weekly basis. According to the program officer, some textbooks or handouts are changed every year to include new knowledge. The cost of textbooks/ handouts is charged to a student for 700 baht per course, and is added to the tuition fee. The provision of textbook does not generate profit. Tuition fees have remained constant for ten years.



**1.2.5 The Organization of a Student's Tutorial System** for help among themselves. However, the program does not have any policy on a student's tutorial system. Therefore, the faculty members do not join them. From the faculty viewpoint, students must not rely solely on knowledge gained from tutorial sessions and their own summaries or otherwise they could hardly pass the comprehensive examination.

### **1.3 Innovative management**

Quality is perceived in terms of the innovative management of the executive program. Innovative management includes six factors: (1) the role of the cohesive group in program management; (2) using personal connections to acquire resources; (3) informal meeting; (4) hiring outside advisors; (5) educational management; and (6) financial management.

#### **1.3.1 The Role of the Cohesive Group in Program Management.**

The cohesive group forms a core team who run the executive program.

**1.3.2 Using Personal Connections to Acquire Resources.** The faculty makes use of personal relationships for creating academic cooperation with other faculty. An interviewee said, *"We have acquaintances with some faculty members in the Faculty of Economics and we invited them to help teach two subjects."*

**1.3.3 Informal Meeting.** The EPA program frequently uses informal meetings to communicate and coordinate. *"Sometimes we do not use the meeting forum, but most of the time we have lunch together and during which time we discuss informally and make decisions about course offerings, or who will help teach what subject,"* said an interviewee. The faculty rarely has formal faculty meetings for decision-making. It establishes the one-year-term chair of the meeting who must be available whenever the dean calls a meeting. The obstacle is that there are often times the chair is unavailable and hence the meeting cannot be held regularly as planned. Moreover, a formal meeting is often impossible due to individual faculty conflicting

schedules. Therefore, the faculty meeting is organized only to discuss particularly important issues.

**1.3.4 Hiring of Outside Advisors.** Most special programs seek advice from honorary advisors who are experts in respected fields, the faculty's contributors, or those who have had good experience in administration.

**1.3.5 Educational Management.** Classes are offered in the semester system, on Friday evenings and Saturdays to accommodate provincial executives. Class duration is considered to be appropriate and could serve a few provincial applicants. Weekend classes are an important factor in that people apply for that program because it has no effect on their regular jobs.

**1.3.6 Financial Management.** The executive program is self-supporting. All administrative expenses are paid from its own revenue: for example, the salaries of the non-government staff, teaching payments, administrative expenses, travelling expenses and per diem. However, the EPA and MPE operation has been conducted on the break-even basis, and it is not profit-oriented.

## **1.4 Quality Assurance Practices**

Quality assurance as practiced in the executive program is comprised of three aspects: (1) the requirement of a course syllabus; (2) required classroom attendance; and (3) student evaluations.

**1.4.1 The Requirement of Course Syllabus.** Every instructor is required to submit a course syllabus to the Faculty. It is a measure to control the relevance of the course content pertaining to the stated course description, as well as informing in advance all course requirements and expected student performance.

**1.4.2 Classroom Attendance.** Classroom attendance is checked to ensure that the minimum requirement as indicated by the university regulation is met.



**1.4.3 Student Evaluations.** The MPE program has not conducted student evaluations although the Ministry of University Affairs initiated the quality assurance concept so that it could be implemented in every public university. The failure of student evaluation implementation is due to an unfair practice. Evaluation of outside instructors is excluded while it is applied to the internal faculty members. This failure reflects the untrustworthiness of the system. A faculty explained clearly that...

*...This faculty will insult student evaluation. It can not be utilized since evaluators have related benefits. The instructor who gives stone grade will be evaluated unfairly. Besides, sometimes comment is made on a non-sense issues like uncomfortable classroom, noisy, etc. So it has been our tradition not to conduct student evaluations. Evaluation will be done more through observation and we believe more in informal critiques or feedback. We don't believe that it has validity. The traditional Thai value and attitude is that students should not criticize teachers. The adult students are very sensitive and annoyed with this evaluation. They take the teacher seriously, paying high respect and hence have problems in evaluating. So it's invalid, and therefore we have not yet implemented it.*

However, for the EPA program, students are required to evaluate each course. The results are used for determining faculty' promotions as well.

## **2. Quality as Ends**

Quality as ends involves the graduates, customer satisfaction, and the ultimate outcome. The interviewees expected that quality graduates have English proficiency. The curriculum requires that graduates pass the university's TUGET examination. In addition, graduates must have the ability to think and analyze systematically. Emphasis is placed on the comprehensive examination. Students must apply theory to practice. They must be able to think critically, be open-minded, have respect for other people's opinion, and be friendly to others.

Data concerning employer satisfaction are obtained by conducting an employer survey. Employer survey research is done every year and the result is forwarded to the faculty. Additionally, employer satisfaction is informally obtained through conversations with alumni. Feedback reveals that graduates are satisfied since they gain knowledge and understandings in management for executives, strategic management, effective decision-making all of which are applicable to work. They can think systematically and logically, gain more self-confidence, have the ability to express ideas in meetings, adjust their vision, and be good administrators. What is learned in the EPA helps reduce time and resources while gaining greater quantity, quality and efficiency. Most students develop a higher level of performance, even where they work for private enterprises. (Pichien, 1997: 291) Some used to have problems, but after graduating they perform much better.

Above all, *esprit de corps* among fellow students from various professions, age groups, and institutions prevails. The opportunity to have participated in extra-curricular activities, to jointly cultivate creativity and initiatives, to benefit from experiencing effective coordination and collaboration among their organizations proved valuable to them.

For case study analysis, most students choose their own organizations as case studies. Therefore, the report of the case analyses can be utilized immediately for their organizations. In addition, if graduates pursue analyzing and studying the case, they may develop new issues beneficial to themselves and their organizations.

The ultimate outcome of geographic expansion by the MPE program in Lampang province is perceived empirically to benefit the growth of democracy in the rural area. It is the macro view of the program's contribution to the society.

## Summary

The Faculty of Political Science adaptations in response to the changing environment demonstrates more concentration on market development and product development strategies. Geographic expansion is implemented, while market penetration is moderately concentrated.

Environmental factors accounting for the adaptation of the faculty of Political Science, Thammasat University concerning the establishment of the Executive Public



Administration Graduate Program (EPA) and the Master's Degree Program for Executives (Government) (MPE) are illustrated in the Figure 25. Environmental perception concerns the external and internal environments. Perception of the external environment encompasses (1) recognizing the necessity of the program; (2) market demand; (3) the competitors' success; and (4) the threat to survival.

Perception of internal environment includes five factors: (1) faculty preparedness; (2) the leadership role; (3) recognition of the university tradition and mission; (4) informal benchmarking; and (5) external and internal feedback.

Specific perceptions accounting for geographic expansion in MPE program comprises five significant factors including (1) the expansion appropriateness; (2) the quality concern; (3) the scarcity of resources; (4) the commuting convenience and available facilities; and (5) the contribution to regional graduate education and national human resource development.

Quality awareness puts greater emphasis on the quality inputs and teaching and learning processes. However, the aspect of the program's ultimate outcome comes into play for the MPE program in terms of its contribution to geographic expansion for national human resource development.

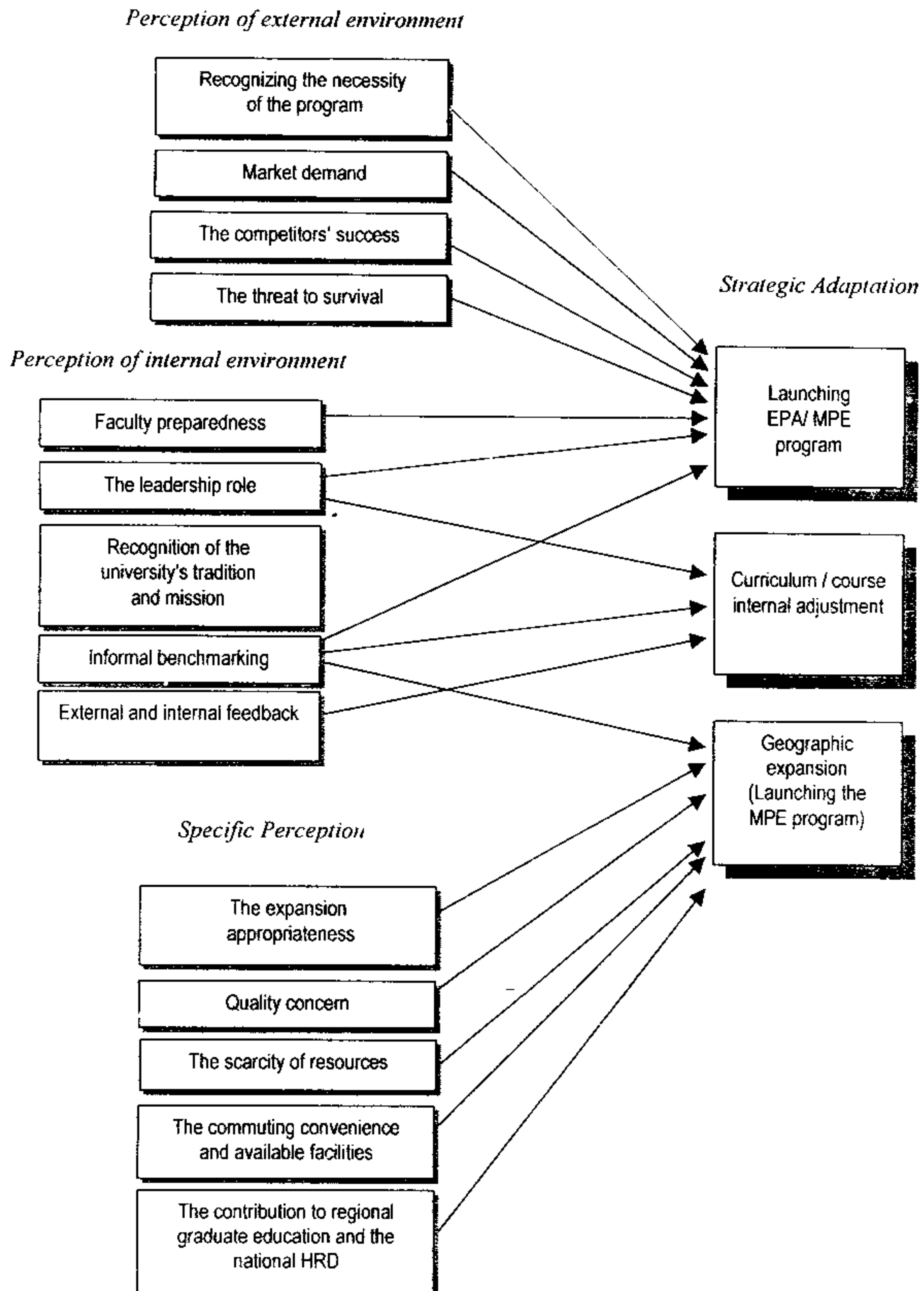


Figure 25 Factors accounting for strategic adaptation of the Faculty of Political Science, Thammasat University



## **Case Study 5**

### **The Master's Degree Program in Public Administration (Executive Program) The Faculty of Political Science, Chulalongkorn University**

#### **Introduction**

The Department of Public Administration was established in the Faculty of Political Science, Chulalongkorn University in 1966. It offered three fields of specialization: General Administration, Personnel Administration, and Financial Administration. In 1982, Bidhya Bowornwattana, who was then the head of the Department of Public Administration, initiated a draft of a preliminary curriculum for a Master of Public Administration, and pushed the program for approval by the Ministry of University Affairs in the first semester of 1983. It was then the first MPA program in Thailand. (Wanchai & Bhidya) The Faculty also offered other regular graduate programs in six fields: Government, International Relations, Sociology, Humanities, Demography, and Criminology.

In 1987 the Department of Public Administration expanded educational opportunities to executives in government agencies, public enterprises, and public organizations to pursue while remaining at work by offering evening classes. The executive graduate programs were offered in two fields: Government and Public Administration. It also offered a doctoral degree in Political Science. The Executive Master's Degree Program in Public Administration was the first Master of Public Administration for Executives Program ever launched in Thailand.

#### **1. Organizational Structure**

All executive programs are operated under the supervision of the executive programs' committee. The committee consists of the dean as its chair, associate deans, representatives from individual Departments, and a number of faculty members. The committee is responsible for considering course lecturers, curriculum review, educational and financial management, and academic coordination. The

committee assigns and delegates to each executive program's operating committee, who perform policy implementation. The Executive Master of Public Administration Program (Ex-MPA)'s operating committee consists of the dean as its chair, the head of the Public Administration Department as its director, three deputy directors who are associate deans for academic affairs, financial affairs, and personnel and general affairs. The organizational structure is illustrated in Figure 26.

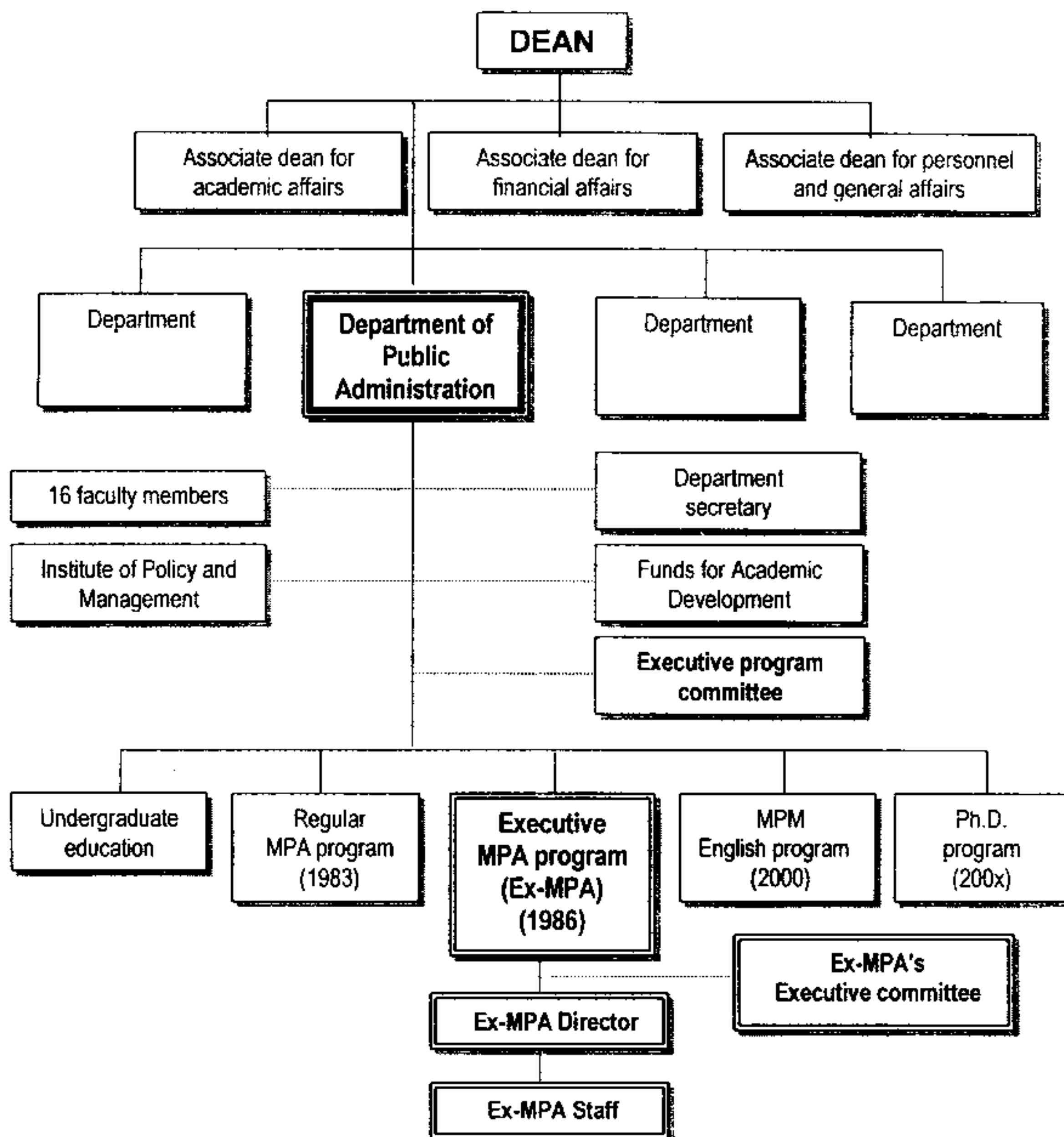


Figure 26 Organizational chart of the Faculty of Political Science, Chulalongkorn University: A focus on the Department of Public Administration



## 2. The Faculty Profile

Figure 27 shows the profile of the faculty members in the Faculty of Political Science, Chulalongkorn University who are involved in the Ex-MPA program. Eighteen full-time faculty members are involved in the Ex-MPA program. Of all these faculty members, 55.56 per cent and 44.44 per cent hold the Ph.D. and master's degrees respectively. The majority of the faculty members, who are associate professors, constitutes 44.44 per cent of the faculty members. The faculty utilizes some outside lecturers to teach in the Ex-MPA program. The number of external lecturers constitutes about 20 per cent of the full-time faculty members. The faculty members take the undergraduate instruction as their priority that they need to fulfil their minimum teaching workload. Apart from teaching, they are actively engaged in conducting researches and public services. The faculty regularly arranged a number of training programs for public organizations. In addition, most of the faculty members are engaged in consultation services to various public organizations.

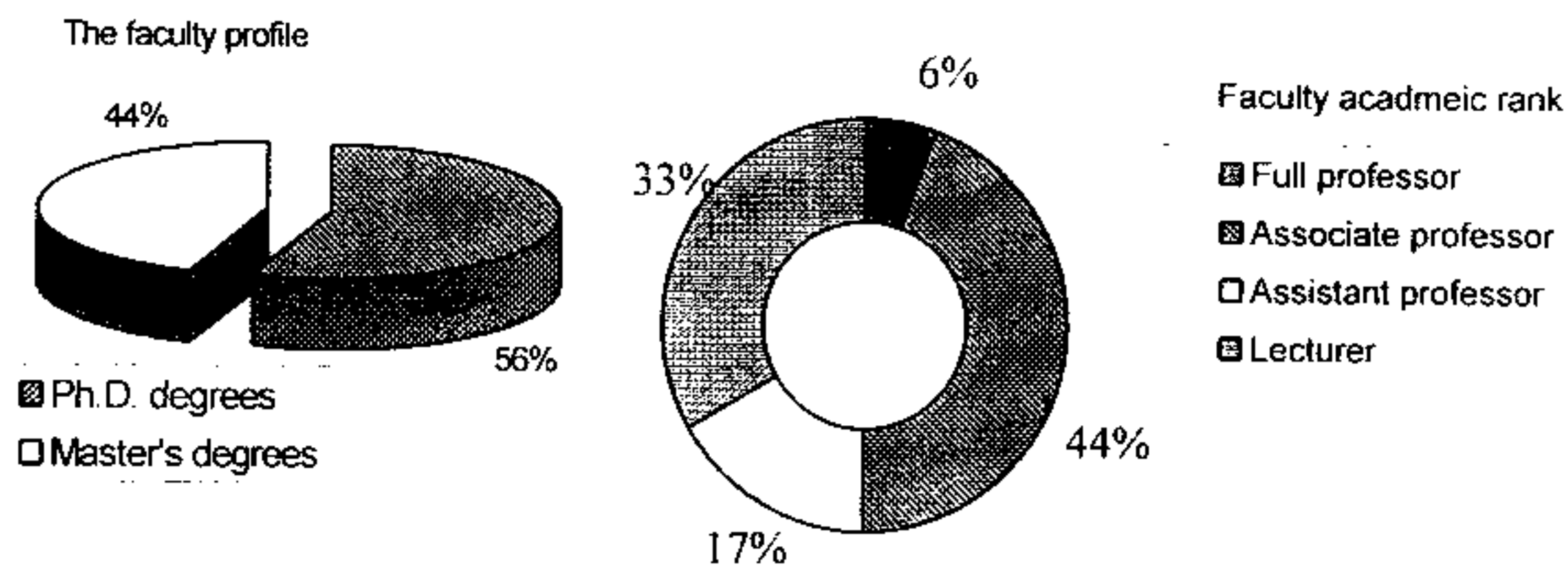


Figure 27 The X-MPA program's faculty profile at the Faculty of Political Science, Chulalongkorn University

### **3. The Student Profile**

Figure 28 shows the student profile of the Ex-MPA program of the Faculty of Political Science, Chulalongkorn University in terms of student age, educational background, occupation and work position during 1992-1997 academic years. From Figure 28, it can be seen that Ex-MPA students are largely in the 36-40 age group, constituting about 34 per cent of the overall students. Most of the entrants (67%) have the bachelor's degree from public closed universities in the Social Sciences, especially in law and political science. An average of 58 per cent of the students work in public organizations. Students who work for private organization constitute 27 per cent, and 13 per cent work in the public enterprises. An average of 57 per cent are front-line managers, while 36 per cent and six per cent are middle-level and top-level managers respectively.

### **Graduate Program Chronology**

Development of the Faculty of Political Science, Chula reflected its philosophy. It became the leader in Political Science studies. The first Master's degree in Political Science was offered in 1967. The Master of Public Administration program (MPA) was established in 1983; and four years later the Executive Master's Degree Program in Public Administration (Ex-MPA) was offered in 1987. It was the first evening program in Public Administration ever launched in Thailand.

Adaptation of the Ex-MPA program was conducted according to the dean's administrative policy. In 1990 there was a move to expand the number of students by opening two classrooms, but it reduced again to one classroom after three years of implementation due to the undesirable outcomes of loaded teachers.

In 1995 the internal curriculum was reviewed, and an English program in collaboration with overseas universities was established. The Faculty also sought international collaboration, and determined to study a long-term plan of Doctoral Programs in Public Administration. The graduate program's chronology follows:



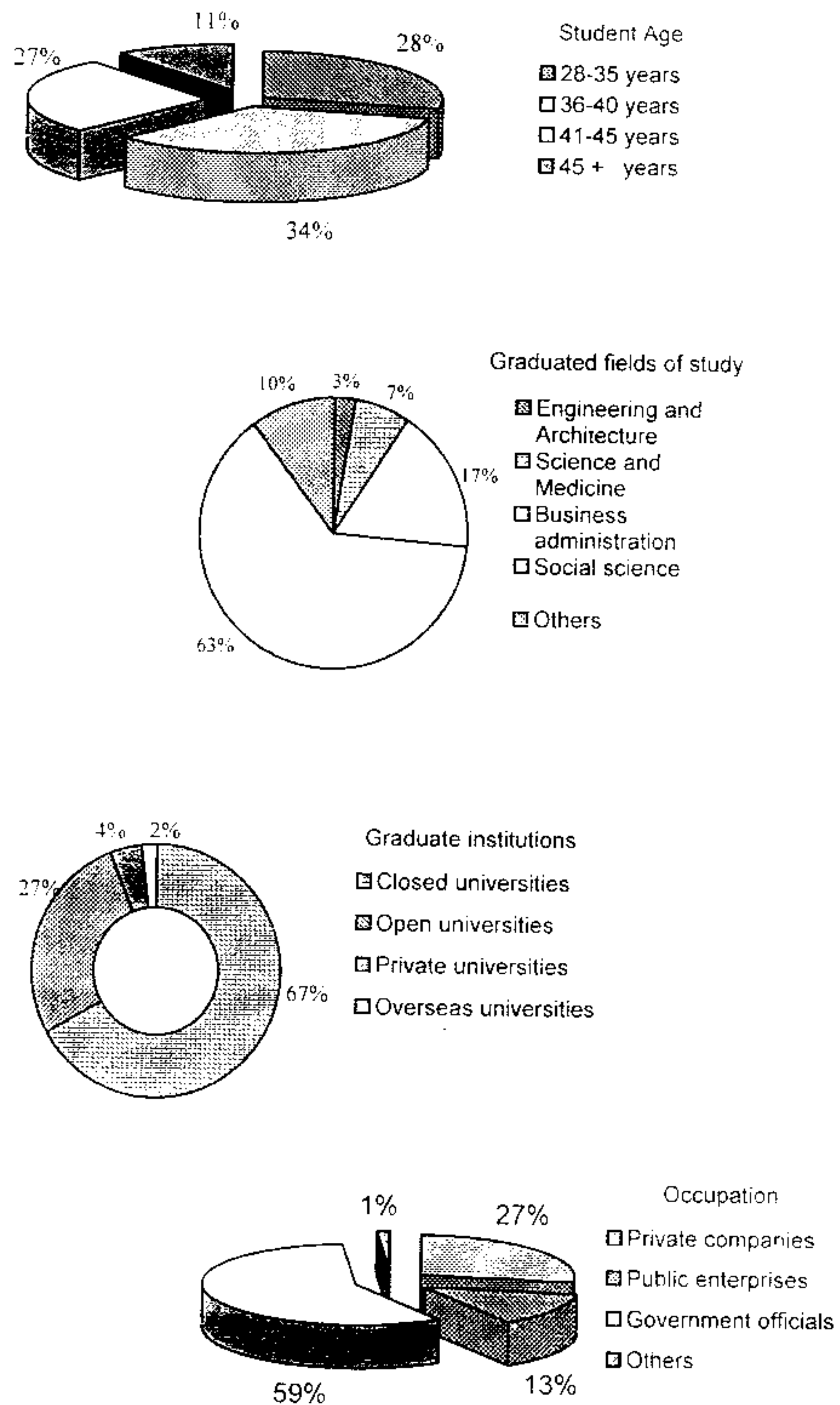


Figure 28 The X-MPA program's student profile at the Faculty of Political Science, Chulalongkorn University

- 1967 The Master's Degree program first launched in the field of Political Science, a two-year program offering six major fields: Government, Sociology, Anthropology, Population, International Relations, and Public Administration.
- 1979 Launching of Doctoral Program in Political Science.
- 1982 Initiation of Master of Public Administration program.
- 1983 Launching of first regular MPA program in Thailand.
- 1987 Launching of MPA for Executives program in response to the desire to become the core institution of higher education in public services, and to provide educational opportunity for government administrators, public enterprise and private organization personnel to study public administration while remaining working.
- 1990 Expanding to two classrooms for Ex-MPA program.
- 1991 MPA graduates reach 428 comprising 100 regular MPA and 328 Ex-MPA graduates.
- 1993 Reduce two Ex-MPA classrooms to one.
- 1994 Establishment of Institute for Policy and Administrative Development.
- 1995
- Review of four elective courses by adjusting subject matter in response to new trends in human resource strategic management.
  - Approval of the inclusion of the Master of Public Management (English program) in the eighth educational development plan (1997-2000), establishing academic collaboration with several foreign universities: Northern Illinois University (NIU), Norwegian School of Management, and Saitama University.
  - Seeking international collaboration by applying for a membership in the National Association of Schools of Public Affairs and Administration (NASPAA).



Long-term plan for Doctoral program in Public Administration.

### **Why did the Faculty Establish its Master of Public Administration Executive Program?**

To understand why the Faculty of Public Administration established the Ex-MPA program, environmental perceptions of the faculty members were explored as follows:

#### **1. Perception of the External Environment**

The interviewees' perception of the external environment may be characterized by four aspects including (1) global trends; (2) market demand; (3) the competitor's success; and (4) the threat to survival. Emphasis was placed on the first two aspects while the other two aspects are of less interest to the informants.

##### **1.1 Global Trends**

The Faculty of Political Science views the global trend of public administration at the macro level. From 1983-1986 governments focused on policy implementation; and public management improvement was increasing in many foreign countries, emphasizing that government diminish its role in some areas of policy implementation while focusing more on policy making. The Faculty considered that decentralization was then widespread. In response to global trends in macro public administration, the Faculty decided to launch an MPA program in 1983. *"The concept advocated that the people must have ample knowledge and could apply knowledge into practice effectively,"* said an interviewee. The basic assumption was that to achieve effective and efficient decentralization, public administrators needed to have ample knowledge and be able to apply knowledge into practice effectively; therefore, MPA education was in great demand.

In addition, the faculty perceived that the master's degree during that time was too academically oriented. It focused mainly on theoretical knowledge, which suited people who aimed to become instructors or academicians rather than public servants. The faculty recognized that the real target groups of the MPA program involved the

government officials at large. The executive MPA program, therefore, was designed in response to these perceptions.

### **1.2 Market Demand**

The faculty realized that there were great demands from people who had long been working, holding jobs. These old-time government officials needed to refresh their knowledge and skills in public administration that could be applicable in real-life. To support this perception, the Faculty arranged a market survey, in addition to regular informal dialogues with government officials and among the faculty members. The result was that real demands were made by those who worked in the vicinity. They wanted to remain working full-time, while studying part-time. The evening Ex-MPA class, therefore, responded to this market demand for Public Administration graduate education by these working adults. Perception of the market demand had led to student segmentation into two groups: regular and executive students. The Faculty also perceived that executive students should be separated into two different groups: senior and junior.

### **1.3 The Competitor's Success**

Perception of other academic institutions' success injected courage and confidence for making the decision to initiate a new program. The Faculty had learned from the success of the Faculty of Commerce and Accountancy, Chula's executive MBA program, which had been launched one semester earlier. The faculty believed that the MPA and MBA programs were similar management knowledge and skills. Hence, there was the likelihood of promising success to the Ex-MPA program accordingly.

### **1.4 The Threat to Survival**

Although the number of applicants to the Ex-MPA program is not as great as the executive MBA's, survival is not perceived as threatened to the Faculty. The required enrollment is limited to a small number, and that the ratio of applicants to enrollment is still satisfactory. The notable aspect appears that Chula's reputation and



the success of its alumni have been well recognized. Therefore, its quality has generally gained public trust.

Perception of a threat to survival is low since the faculty regards the executive MPA program as having less priority. According to the informants, the faculty's first priority is undergraduate instruction, to which it aims to reach world quality standards. Its second priority is to develop new knowledge through conducting research and consultation. Its third priority is the regular MPA instruction, and the executive MPA program is of the next priority.

On the other hand, the launch of the executive MPA program was the consequences of the attempt to achieve academic leadership in Public Administration at the graduate level. It was a combination of academic and financial reasons. It was financially important because the executive MPA program generates extra revenue, creates profitability, and nurtures wealth to the Faculty. Profitability gained from the executive MPA program operation contributes to faculty development in terms of supporting academic activities in other programs, providing research funds, scholarships, instructional equipment and materials as well as other maintenance.

## **2. Perception of the Internal Environment**

The Faculty's perception of the internal environment has influenced on its decision to launch the Ex-MPA program. It deals with (1) faculty preparedness; (2) the leadership role; (3) informal benchmarking; and (4) structural factors.

### **2.1 Faculty Preparedness**

The department regards itself as having an adequate number of faculty to perform the current tasks of teaching at the undergraduate level, the regular and the Ex-MPA programs. *"The problem of faculty inadequacy for teaching in the Ex-MPA program emerges because the faculty must fulfil their undergraduate teaching load, which is considered the first priority,"* said an interviewee. In addition, some faculty members are insufficiently qualified and experienced to be capable of teaching in the Ex-MPA program. Some have external commitments in research activities or consultation. To solve this problem, the department has invited some adjunct instructors, meanwhile put effort into training its full-time faculty.

In the academic year 1990, junior executive students were selected in addition to the senior group. There were two classrooms; one for the senior students and the other for the junior ones. Offering two classrooms was implemented for only three years before it was terminated. A professor gave the reasons for termination that, *"Faculty time was fully loaded with teaching and there was less time for preparing lessons and student advising."* Moreover, the faculty needed more time to conduct research and perform external services demanded from them. Eventually, the faculty agreed to offer only one classroom with approximately 70 students per admission.

## **2.2 The Leadership Role**

The dean's leadership role is important since the first decision-making unit for academic affairs is at the Faculty level. Faculty cooperation is necessary particularly when the Department wants to initiate new programs or conduct curriculum review. Cooperation is gained through the Department's faculty meeting, which is generally held once a month.

The Public Administration Department has its own culture. Most faculty members graduated from the Faculty of Political Science at Chula. Therefore, they have a strong sense of seniority. They also have strong self-confidence and the autonomy to express their opinions or to argue over particular issues. However *"Although there may be some strong disputes during a Department meeting, we usually arrive at consensus,"* said an interviewee.

## **2.3 Informal Benchmarking**

To launch a new program, benchmarking foreign universities is necessary to obtain current information beneficial for developing a modern and competitive curriculum. Internal seminars are conducted to allow brainstorming and self-criticism over previous performances. It generates significant input for designing a good curriculum and appropriate course descriptions. A faculty supported, *"Benchmarking was regularly conducted as a cross-check through informal dialogue with other university faculty."* In addition, most faculty members have teaching experience in various public and private universities. Some have had experience in attending



foreign universities' evening classes. They perceive the great demand and obtain significant input for making decision in launching a new program.

## **2.4 Structural Factors**

Bureaucratic structure causes delay in the process of curriculum approval. The current MPA curriculum has been used since the program was first launched in 1983. One reason that the faculty did not revise the curriculum was because it was difficult to be hierarchically approved. *"Launching a new program and curriculum review need to be approved by the University's Graduate Studies unit, which is usually tardy and discourages the faculty from initiating changes,"* said an interviewee. Moreover, it is likely that the proposed program may be withheld for a long period of time, if not rejected outright. Disagreement involves issues concerning financial management such as the rise of a tuition fee or teaching remuneration.

In conclusion, the launch of the Master of Public Administration Executive Program in the Faculty of Political Science, Chulalongkorn University is the result of the Faculty's collective perception of the external and internal situations. The Faculty launched the Ex-MPA program because it considered global trends, market demand, the competitor's success, and the threat to survival. Perception of the internal environment included faculty preparedness, the leadership role, informal benchmarking, and structural factors. These perceptions have influenced the decision to launch the Ex-MPA program in the Faculty.

## **How did the Ex-MPA Program Propose its Strategic Adaptation?**

The Faculty mainly employs market development and product development strategies, while paying least attention to geographic expansion. Market penetration is moderately conducted.

### **1. Market Development**

According to the interviewees, the Faculty perceived the market segmentation of the prospective students. The perception was supported by survey research, which showed that there was great demand for MPA education. The main target was the

group of working adults, particularly people who are working in public organizations in metropolitan Bangkok.

In 1990 there was an attempt to segment the market further by separating prospective students into two groups, senior executives and young executives. At that time many held that it was not appropriate to allow high-ranked administrators to study in the same class as lower-level subordinates. Students were separated into two groups. Students who held position classification level 6 and higher were allocated to the senior group while students with lower-rank positions studied in the junior group. However, this segmentation was terminated in 1993 after three years of implementation since most of the faculty members reacted against the increased teaching. Increasing the teaching load prevented them from fulfilling other missions such as research activities and academic services.

## 2. Product Development

The Department of Public Administration has not officially employed product differentiation in terms of curriculum review or in initiating new programs since its first launch because of strict bureaucratic regulations and the length of time needed in proposing and approving a new program. However, a professor said, *“Course adjustment was internally and informally implemented by adjusting the contents of elective courses or opening directed studies.”* Therefore, although the current curriculum was the earliest, its focus has changed, from general management to major fields of specialization.

The curriculum structure has been designed to allow flexibility. It incorporates various elective courses in the form of directed studies, which are *“subject to change to include new knowledge or to meet with the agreement between students and instructors,”* according to an interviewee. Therefore, elective courses represent the alternatives that allow the curriculum to remain up to date. Instructors are able to adjust subject matter and course descriptions of the elective courses to include new knowledge and subject matter.

Elective courses offer four areas of directed studies: (1) Directed Studies in Theory; (2) Directed Studies in Research Methods; (3) Directed Studies in Management Techniques; and (4) Directed Studies in Thailand. *“These directed*



*study courses may be customized appropriately to conform with the rapidly changing environment,"* said a key informant. Therefore, it can be regarded that curriculum adjustment has been conducted internally. Product development strategy has been employed implicitly.

### **3. Geographic Expansion**

The Faculty decided not to expand its Ex-MPA program geographically although it realized the great demand from the provinces. Moreover, expansion within the Faculty, by opening two classrooms, has been terminated after three years of implementation. Expansion, either internally or geographically, was therefore disregarded.

### **4. Market Penetration**

The more the limited required enrollment, the less intense public relations for student admission. The Faculty enrolled one classroom of about 70 students each year. Therefore, it spent less effort and money for public relations. Market penetration has been conducted only to assure sufficient applicants by quality students. Market penetration is done through newspaper advertisement, brochures, posters, with the assistance of current students. The public relations budget is about 100,000 baht per enrolled class.

In conclusion, the Faculty of Political Science, Chulalongkorn University's strategic adaptations include both market development and product development. The faculty employed flexible market segmentation responding to the changing internal environment. Geographic expansion was not employed although the faculty realized the great demand from the provinces for public administration. Market penetration was not highly concentrated since the required enrollment was limited in number.

### **Why did the Faculty not Expand its Ex-MPA Program Geographically?**

The Faculty did not implement geographic expansion for the Ex-MPA program although it realized the great market demand. According to a faculty, *"Chula had announced clearly in various internal seminars its policy that the university would not establish its branch campus elsewhere."* The university's strong

intention was to strengthen its academic competitiveness as well as maximizing its efficiency. (Chulalongkorn University, 1995) This policy was widely recognized by most faculty members and has become the intention and tradition of the university. An interviewee said,

*The faculty considers the Ex-MPA program as 'Takkasila' office. They will not go out seeking students. On the contrary, those who need to study with good teachers, seeking academic excellence, must come to us themselves. We have quality assurance. The principle is that we will not give swords to the wrong people or otherwise it will harm society.*

In this regard, geographic expansion is least possible. However, to alleviate market demand for the Ex-MPA program, the Department once increased enrollment by expanding its classroom into two sections, in which students still obtained close mentoring.

The decision not to implement geographic expansion was based on three important elements including (1) the expansion appropriateness; (2) quality concern; and (3) the scarcity of resources.

### **1. The Expansion Appropriateness**

From a professional perspective, the Faculty recognized that the executive MPA program should not be expanded to where there are local universities. According to the interviewees, the fundamental concern was that, "*Outreach should expand to where there was no other access to an executive MPA program,*" and "*Universities should not encroach upon the market of others.*"

In addition, fewer instructors were willing to teach in private institutions than in the past. A professor said, "*The faculty of some universities refused to teach for private universities, and Chula would have had to help them.*" Furthermore, the Department had other needs, i.e. to provide consultation to some government agencies as well as conducting certain research projects. Finally, the Department's main revenue depended on research budgets. He added, "*Our main revenue comes from*



*research projects, each of which may bring in a hundred million baht. The executive MPA program is not our main profit center."*

## **2. Quality Concern**

There is a fear that the stakeholders perceive expansion negatively as both profit-oriented and of low quality. Such perception prevents the Faculty from implementing geographic expansion in spite of existing demand. Fear to being accused of commercialism while lacking quality inhibits program expansion outside of Chula. Therefore, the demand to expand is quelled by the desire to survive that is quality-led. An old-time professor said, *"...We don't need to earn money, but only to survive and maintain quality."* There was also a fear to be thought of as engaging in mass production and socialization through geographic expansion, instead of academic excellence.

The Faculty puts great concern on the faculty and student standard ratio. Therefore, it does not emphasize quantity, but the ability to exercise close supervision to individual students. The faculty members are neither interested in monetary revenue, but in quality, academic excellence, and strong network among students nor they concern with market stream, for the fear that it may lead to the society's mistrust and suspicion over the faculty's performance.

Quality concern also involves the program's prestige and integrity in terms of its intensive and quality processes. An interviewee said, *"To postpone classes is regarded as a serious issue, so it seldom occurs. Faculty's strong discipline in teaching is considered important and widely practiced."*

In addition, there is a perception that geographic expansion characterizes mass production. In this regard, linkage between quantity and quality comes into play; for the fear that quantity expansion will result in diminishing quality. In addition, geographic expansion with the use of distance interactive classroom and technology cannot be utilized effectively for public administration teaching because social science study needs direct interaction from discussion and exchanging ideas. Learning emerges from the interaction between instructors and students as well as among fellow students. Teaching via media cannot replace these valuable activities, and will not induce learning. It lacks the characteristic of good learning.

### 3. The Scarcity of Resources

The problem deals with inadequate facilities including classrooms, library, equipment, textbooks, and the supply of relevant foreign journals. In addition, the Faculty must pay attention to educational technology to enhance effective teaching and student learning. The library is perceived as indispensable as a research tool for graduate students, in addition to what knowledge the instructors provide them in class. Provision of selected textbooks is necessary but not sufficient for student learning at the graduate level. *"It's not just the school feeding."*, said an interviewee. He advocated the library importance by adding that...

*The instructors do not have knowledge of the problems occurring in the regional context. Different situations create different problems, and there is no other source of knowledge like the library, with plenty of Thai and foreign books. Few students can use the computer, and most of them are unable to use the internet."*

Scarcity of resources includes manpower since the faculty must fulfil their priority, undergraduate teaching in the department and in the other programs. This limitation has been a major obstruction to expansion. Besides, the presence of the faculty nurtures the academic atmosphere, which is lacking in the provincial campus. Moreover, the relationship between students and faculty is diluted. The program must pay more attention to quality and should limit enrollment to achieve quality.

In conclusion, the reasons why the Faculty did not expand its Ex-MPA program geographically were concentrated in three major aspects: the expansion appropriateness, quality concern, and the scarcity of resources. The Faculty perceived that geographic expansion was not appropriate, quality could not be controlled, and there were insufficient resources for geographic expansion. Concern for these three aspects has influenced the Faculty's decision of non-implementation of geographic expansion.



## **How is the Faculty Aware of the Quality of the Ex-MPA Program, and How does Quality Awareness Affect its Strategic Adaptation?**

Quality perception of the faculty members appears to be the great factor affecting the adaptations in the Ex-MPA program. The faculty places more emphasis on 'quality as means' than on 'quality as ends'. 'Quality as means' refers to the quality of the inputs, the teaching and learning process, the innovative management, and the implementation of quality assurance; while 'quality as ends' refers to the quality of those leaving the class or program and the contribution of the program to society at large.

### **1. Quality as Means**

#### **1.1 The Inputs**

The quality of inputs involves various aspects: the faculty, the entrants, the selection process, the course instructors, class size, and the curriculum. According to the interviewees, perception of the quality of inputs is summarized as follows:

**1.1.1 The Faculty.** The quality of the faculty refers to both quantitative and qualitative aspects. During the first establishment of the Ex-MPA program, there were thirteen faculty members in the Department of Public Administration, five of which held doctoral degrees. In 1995, there were 16 faculty members, and fifty per cent held doctoral degrees. There were as many associate professors as lecturers, while two were full professor and assistant professor.

The faculty members in the Department of Public Administration must teach in the bachelor degree program as their priority. Teaching for the evening program is optional. In addition, most faculty members are engaged in research activities, which generate greater revenue and more recognized outputs. Also, they teach in private universities and engage in external consultation.

**1.1.2 The Entrants.** One quality of the entrants is assured by the ratio of applicants to enrollment. For the Ex-MPA program, the ratio is 7:1 on the average from 1994-1997. However, in 1990-1992 during which time the program

offered two classes, the ratio was 3:1. Enrollment in each admission has been slightly varied within the range of 48-65 students.

Requiring the minimum student qualification standard assures a high quality standard. The Ex-MPA program requires a minimum of a 5-year work experience for those from the private sector, and a position classification of level six for government officers. Student diversity already exists since they have different academic backgrounds and professions. Students with a higher level of work experiences are believed to have ample experience and could contribute more to classroom discussion, which benefits instructors and fellow students. The student's work position was once raised since the Department required a higher level of student experience. People of lower rank will be recommended to study in the regular program.

**1.1.3 Class Size.** The appropriate class size is 60 students. Seminars should not exceed 15 students.

**1.1.4 The Selection Process.** The entrance examination consists of a written examination and interview. Quality depends on criteria which reflects the Director's policy. For example, before 1993 every applicant was required to be interviewed regardless of his/ her score on the written examination. After 1993, the selection procedure was separated into a written examination and an interview. Only those who passed the written exam needed to be interviewed. This selection criteria affected entering students' characteristics, which allowed more senior executives to enter the program. The interview investigates applicants' interest, reading ability, English proficiency, and work experience. The written examination screens out the less competent people. Fairness is assured in the written examination session. However, it is notable that the evening program is highly competitive. A patronage system is incorporated and hence sometimes some qualified students are rejected.

**1.1.5 The Instructors.** Instructor quality is assessed in terms of his/ her ability to acquire new knowledge and assume an appropriate teaching workload. The former implies that the faculty need to conduct research and develop academically. Teach less (30%) and research more. As an interviewee said, "*The university faculty is different from secondary school teachers in this way.*" The latter



implies that the heavier the teaching workload, the less time remaining for further research and publications, and student consultation on theses and dissertations. Research and publication output has been regarded as necessary conditions for the faculty's academic excellence. An old-time professor commented on a university's performance that

*To teach an overload means no time for research and there has been no new publications during the past five years; like the proverb said, "Publish or perish." No publication means death professionally. There has been no productivity in research from the evening program's instructors...*

Instructors need to spend sufficient time to prepare for teaching in the executive program.

Adjunct instructors are required for some courses. During its first years, few faculty members were recognized as competent enough to teach for the Ex-MPA program. Therefore, it required adjunct lecturers to teach some topics. There was an attempt to equalize the teaching workload for all members in order to gain collective participation and support.

**1.1.6 The Faculty/Student Ratio.** During the past 30 years, the number of faculty members in the Department of Public Administration has remained constant, comprising approximately 13-17 people although the department's mission has been increasing as the result of the Ex-MPA establishment. The faculty/ student ratio is regarded as not sufficient for determining quality. It should incorporate some qualitative measure, such as the individual faculty's academic background and capability. A large proportion of doctoral faculty reflects collective potentiality. The old time professor said, "...One competent faculty may work as effectively as five average ones. It depends on individual efforts."

**1.1.7 The Curriculum.** There is no package class in the Ex-MPA program. Curriculum structure allows for high flexibility in course adjustment. Students must complete seven core courses in the first year, five elective courses, and

another four directed study courses as well as producing a final mini thesis. Students will have advisors in writing final reports. Ex-MPA is a non-thesis degree program, which requires individual presentation of a final mini thesis.

## **1.2 The Teaching and Learning Process**

The teaching-learning process concentrates in lecturing, discussion, case study analysis, a term paper assignment, and a field trip both within the country and overseas, depending on the subject and its objectives. Instructors comprise permanent faculty and adjunct lecturers, who are recognized as experts in the respected fields. Students will also gain experience occasionally from their classmates. Quality teaching and learning emphasize the strictness of the examination, the teaching method, and the organization of the tutorial system.

**1.2.1 The Strictness of the Exit Examination.** Successful students must achieve a GPA of 3.00 before taking the comprehensive examination. To pass the comprehensive examination requires a score of at least 60 per cent. Students can take the comprehensive examination twice, or they will be retired. The exit examination consists of both a written and oral examination. It also requires that individual students write a final report, the integrated output of four areas of directed studies. The comprehensive examination is very difficult.

**1.2.2 The Teaching Method.** In general, the faculty members are not acquainted with practice but theory. Since the instructors do not have expertise in all aspects, the teaching method should open to accepting new management knowledge and practices from a wide array of outside sources. For example, faculty may not have direct experience in personnel evaluation and will have scarce time to study new terms and its essence in real life situations. Therefore, professionals from the workforce are invited to relate their real experiences to students.

**1.2.3 The Organization of the Tutorial System.** The student's tutorial system is considered as supplement to the learning process which helps in examination preparation. Most Ex-MPA students have poor English proficiency. Therefore, translating English textbooks is necessary. The students organize their



own translation team and tutorial system. They occasionally invite the faculty to give a reviewing lecture. They organize the teamwork to elaborate on the course content.

### **1.3 Innovative Management**

The Faculty is not much interested in innovative management, neither educational nor financial management.

**1.3.1 External Advisory System.** The outside advisory system is simple. A meeting is held once a year. Advisory committee consists of senior faculty members, and people from outside organizations. The advisory committee is symbolic. The faculty receives little input, but benefits from its coordination.

**1.3.2 Educational Management.** Although it is understood that the adoption of the block course or modular system may help ease educational management and promote possible expansion, the faculty prefers the semester system because the modular system requires more instructors and provides fewer options to students.

**1.3.3 Financial Management.** Financial management lacks flexibility. It must be approved hierarchically both at the Faculty and the university levels. Raising tuition or faculty/instructor remuneration faces an obstruction in the bureaucratic structure, and is unlikely to be adjusted appropriately to be as incentives.

### **1.4 The Quality Assurance Practices**

According to the informants, quality is assured through the use of a course syllabus, checking classroom attendance, and student evaluations.

**1.4.1 Submission of Course Syllabus.** Instructors are required to submit their course syllabi to assure the quality of the teaching and learning process.

**1.4.2 Requirement of Minimum Classroom Attendance.** Classroom attendance is regularly and carefully checked to ensure a minimum attendance of 80% for eligibility for taking the final examination in each course.

Attendance checking is effective. Individual students must sign their names on their individual attendance records to prevent forgeries or impersonations.

**1.4.3 Student Evaluations.** Student evaluations of faculty teaching are conducted unsystematically and informally. Formerly, the Faculty did not conduct student evaluation. Instead, they frequently self-examined themselves. In addition, feedback was obtained through occasional dialogues with students and alumni. There was an administration of a student's evaluation of courses and instructors, but it was not productive and finally abandoned.

## **2. Quality as Ends**

The quality of graduate education is assessed by alumni's achievement and satisfaction from having studied in the program, and also employer satisfaction. The greatest contribution of the program is to the nation's human resource development.

The researcher sent an interview form randomly to 15 alumni at public and private organizations, and public enterprises, to assess their satisfaction with the Ex-MPA program. Most of the respondents desired further graduate education in administration so they could apply theoretical, modern management, and new knowledge to develop in their work and personal life.

The reason they chose to study at Chula was mainly due to the university's reputation. In addition, being the recognized leader in Public Administration is the strength of program. The faculty are renowned for their knowledge and ability. They are socially recognized and represent quality. Students have strong confidence in the university's standards and high-level performance. A number of respondents also mentioned commuting convenience.

Students expected to obtain the management knowledge, experience, skills, and systematic thinking to be applicable for work and found that the expectation was fulfilled. They could apply knowledge in real-life situations, particularly in the areas of personnel management, and policy. However, graduation did not directly affect promotions but it may bring about more recognition that results in advancement indirectly. The higher performance level gained from studying will contribute eventually to the organization and society at large.



Alumni are satisfied with the teaching competence of the instructors. They feel that most of them are devoted to teaching and are interested in advising students. Some may be too rigid and less accessible. They add that the overall quality of the program is satisfactory. Quality should focus on the faculty, textbooks, the library, and general management of the program. Curriculum development should integrate both public and private sectors since they currently depend on each other, and as a result the line between them blurs. The strength of the program is student diversity and faculty competency, while its weakness is in the grading, program management, and the strictness in the teaching and learning process. Suggestions include computer applicability in real situations and the improvement of modern knowledge.

The employer survey has not been systematically conducted in quantitative form. However, frequently feedback is obtained through faculty involvement in outside consultation and training. The overall performance is satisfactory. Graduates make good progress in their work and gain more trust from their superiors. Some outstanding graduates have currently become deputy directors in a Ministry, or generals in the military.

Most interviewees agree that geographic expansion, in principle, contributes to the accessibility of graduate education to working people in the provinces. However, the expansion must be carefully implemented with regard to quality. Geographic expansion should be advocated as a new trend only if quality control works effectively. *"It is the creation of a human resources development network,"* an interviewee commented. It provides the opportunity to local people to pursue knowledge in public administration. It also benefits the students themselves, and the government in the overall human resource development. However, quality issue is controversial since the greater the enrollments, the more likely that unqualified prospective students will enter the program.

## Summary

Strategic adaptation of the Faculty of Political Science, Chulalongkorn University concentrated on market development and product development. Geographic expansion was neglected, and market penetration moderately implemented.

Factors accounting for the strategic adaptation of the Ex-MPA program in the Faculty of Political Science, Chulalongkorn University is illustrated in the Figure 30. The reasons why the Faculty launched the Ex-MPA program resulted from the collective perception of external and internal environment. The external environment were global trends, market demand, and the competitor's success, all of which led to the launch of the Ex-MPA program. The threat to survival was regarded as of low degree and consequently geographic expansion was rejected. Perception of the internal environment consisted of four factors, faculty preparedness, the leadership role, informal benchmarking, and structural factors.

Specific perceptions regarding geographic expansion comprised three important factors: expansion appropriateness, quality concern, and the scarcity of resources. Quality is viewed as means and ends. These had great influence on the decision to expand. Quality as means includes inputs, teaching and learning process, innovative management, and quality assurance practices. Quality as ends encompasses alumni satisfaction, employer satisfaction, and the contribution of the program to the nation's human resource development.

Factors accounting for strategic adaptation of the Master of Public Administration Executive Program, Faculty of Political Science, Chulalongkorn University is illustrated in Figure 29.



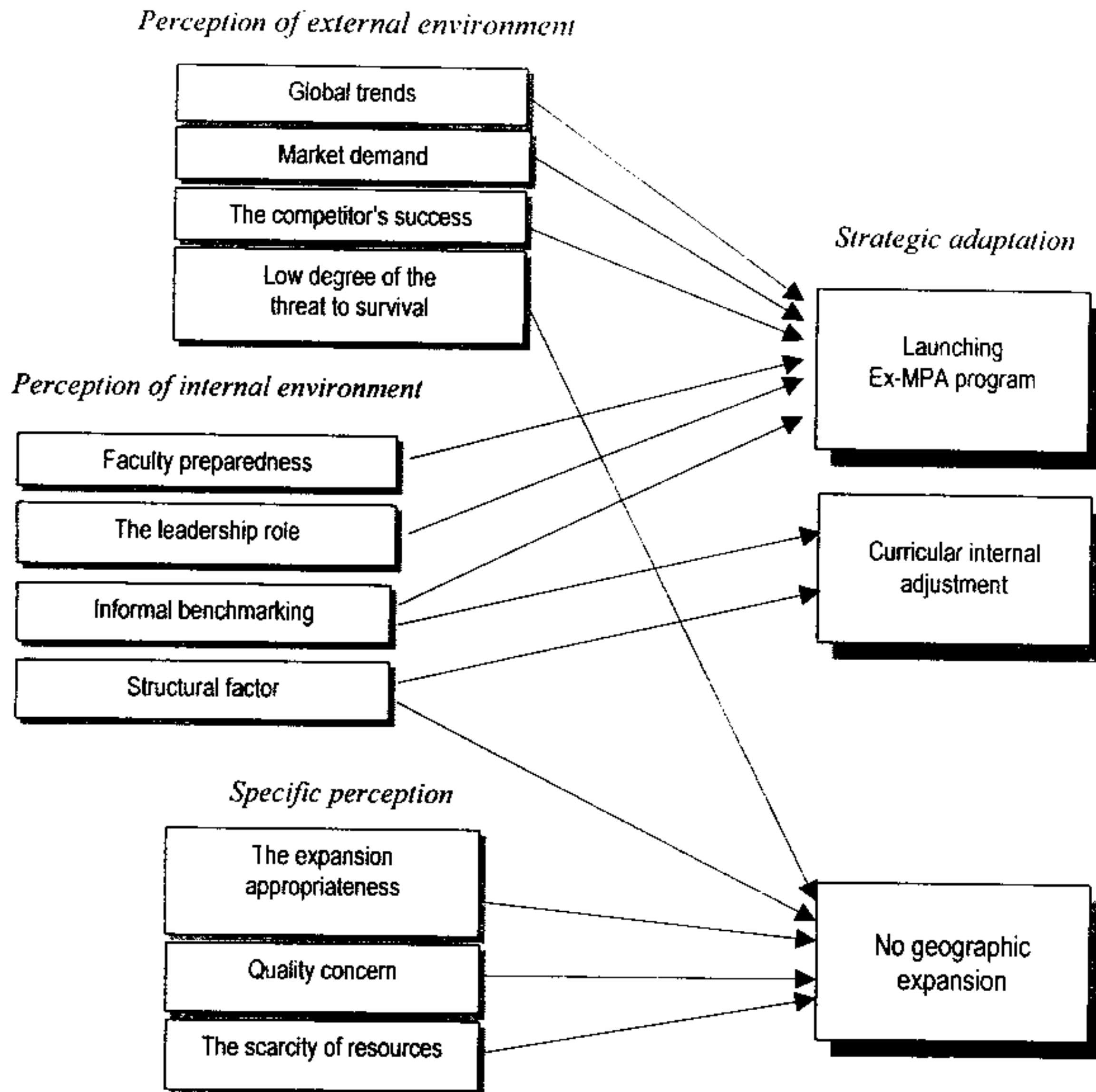


Figure 29 Factors accounting for strategic adaptation of the Master of Public Administration Executive Program, Faculty of Political Science, Chulalongkorn University

**Case Study 6**  
**The Executive MPA Program**  
**Graduate School of Public Administration**  
**National Institute of Development Administration**

**Introduction**

The School of Public Administration, National Institute of Development Administration was the first graduate school in Thailand to offer Public Administration as a field of study. It was first established as a part of Thammasat University (TU) in July, 1955 with the collaboration of Indiana University. In 1966, NIDA was separated from TU and the School of Public Administration became one of its Faculties.

The School offers two master's degree programs: Public Administration, and Public and Private Management, in both regular and executive programs. The executive MPA program was launched in 1987 at NIDA main campus; and in 1990 expanded to Utharadit and Nakhonratchasima provinces. Its remarkable growth is realized in its expansion into the northern, northeastern, and the southern parts of the country. In 1997, there were altogether eight provincial centers. New enrollment in the executive MPA program, both in Bangkok and the provincial centers, totals about 1,000 each academic year. The School also offers a Doctor of Philosophy in Development Administration (International) Program.

In 1991, the School offered a training program for interested persons in general, the so-called Mini Master of Management (MMM). It was a certificate program which allowed interested executives from both public and private sectors, regardless of educational background, to study management. The MMM during its first period was successful since a lot of people applied for the program, and the feedback was positive.

The popularity of the MMM program and the positive feedback brought about confidence in launching the Master of Public and Private Management Program (MPPM) in 1994, both for regular and executive students. The MPPM program became highly popular since there were affluent applicants to the program.



## 1. Organizational Structure

The school's organization shows that it is highly decentralized and complex, but with low level of formalization. There are three associate deans: for academic affairs, for administrative affairs, and for planning and development. Each provincial center has its own director and support staff. The directors run the program according to the school's policies. Organizational structure is illustrated in Figure 30.

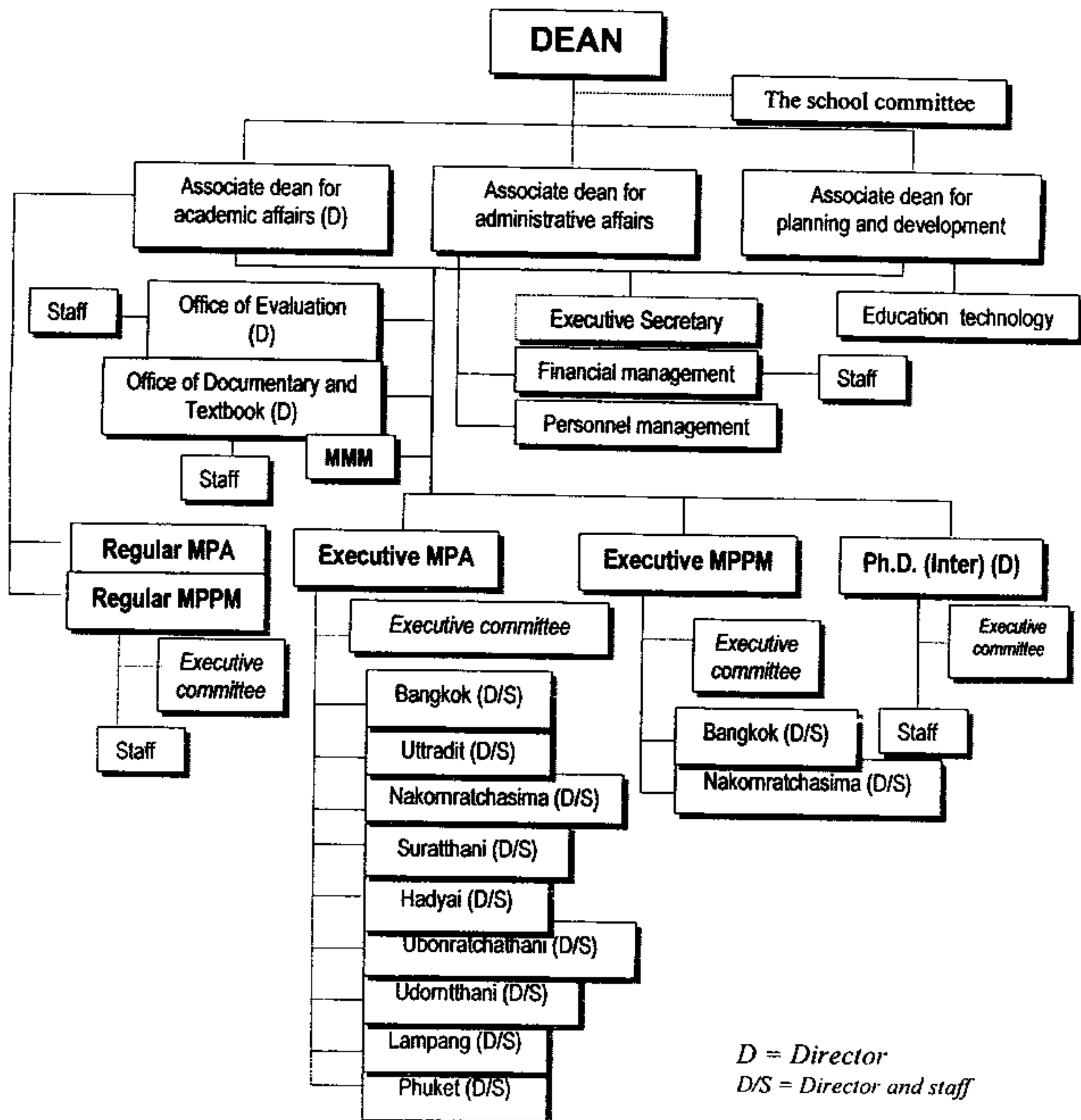


Figure 30 Organizational chart of the School of Public Administration, National Institute of Development Administration

## 2. The Faculty Profile

Figure 31 illustrates the profile of the faculty members in the School of Public Administration. There are 27 faculty members who were actively engaging in teaching. Of these faculty, 81.48 per cent and 18.5 per cent hold Ph.D. and master's degrees respectively. The majority of the faculty are associate professors, constitutes 48.15 per cent, and 11.11 per cent of them are full professors. The School utilizes some outside lecturers to teach in the Executive MPA program.

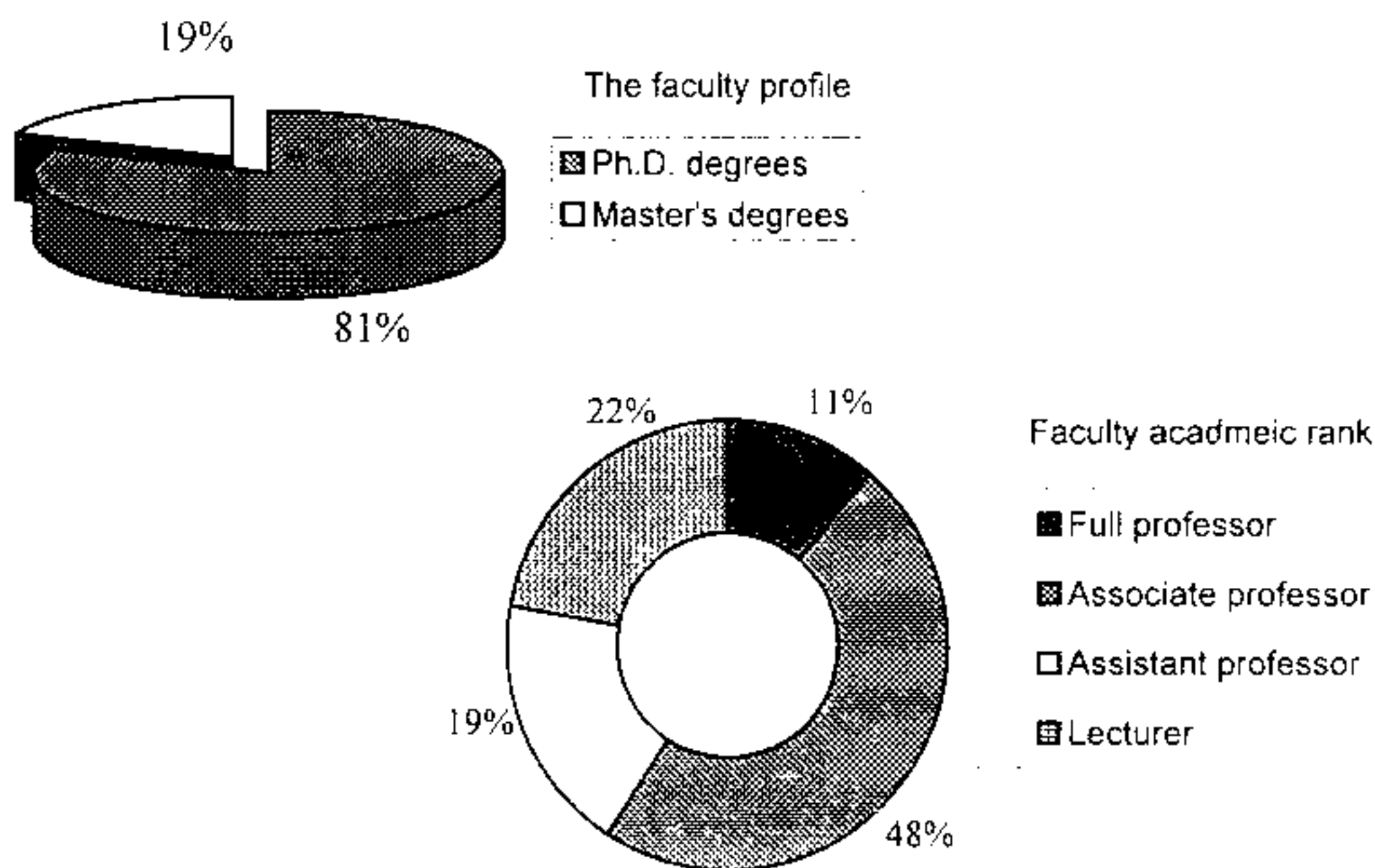


Figure 31 The X-MPA program's faculty profile at the School of Public Administration, National Institute of Development Administration

## 3. The Student Profile

Figure 32 shows the student profile of the X-MPA program of the School of Public Administration, NIDA in terms of students' age, educational background, occupation and work position at the NIDA main campus from 1993-1997. Documentary research of the student profile reveals that the majority of students in each entering class have educational backgrounds in Social Science, which constitutes about 61 per cent on average, particularly in the field of Law and Political Science.



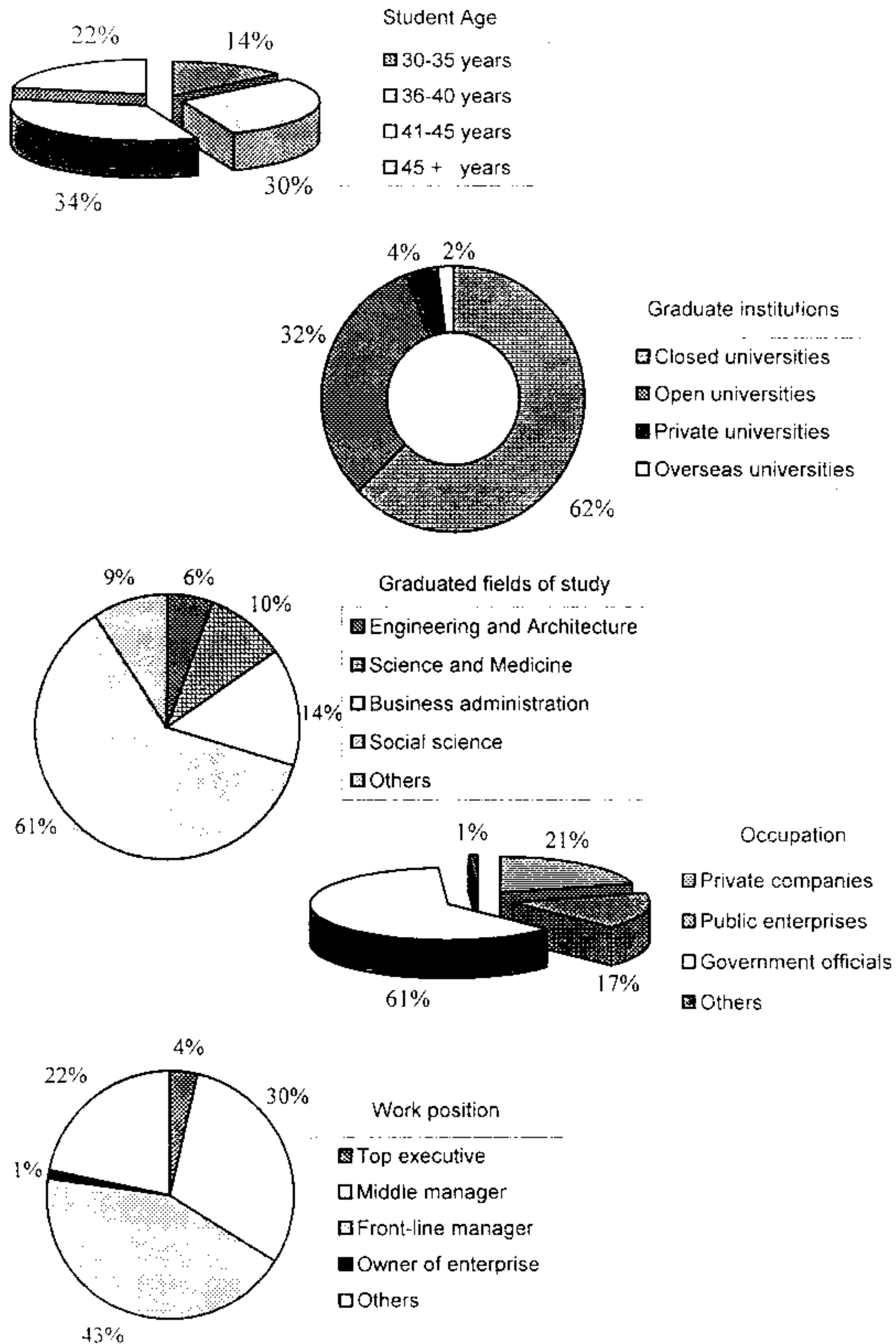


Figure 32 The X-MPA program's student profile at the School of Public Administration.  
National Institute of Development Administration

Most of X-MPA students are front-line to middle-level government officials, comprising 43 and 30 per cent respectively. More than 54 per cent are upwards of 41 years of age, and more than 58 per cent are government officials. Students working in public enterprises and private companies are about 16 and 20 per cent respectively, while there are very few owners of enterprises (4%). An average of 62 per cent of the students graduated from public closed universities, while there were about 31 per cent graduated from the open universities.

### **Chronology**

Significant events taking place in the school over time reflect how strategies were adapted in response to the perceived environment. The chronology of these events is as follows:

- |      |                                                                                                                                                                                                                                              |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1966 | NIDA establishment. The School of Public Administration offers regular Master's degree in Public Administration.                                                                                                                             |
| 1984 | Launching the doctoral program in Development Administration (Thai program).                                                                                                                                                                 |
| 1985 | The number of applicants to the regular MPA program diminished remarkably.                                                                                                                                                                   |
| 1985 | Recruiting honored students and students with work experience separately in the regular MPA program.                                                                                                                                         |
| 1986 | Adjustment of written examination item test to incorporate applied Mathematics in the specific Public Administration test.                                                                                                                   |
| 1987 | Launching the executive MPA program in Bangkok, offering two classrooms, offering two majors: Public Policy and Human Resource Management.                                                                                                   |
| 1990 | Expanding the X-MPA to Utharadit and Nakhonratchasima provinces.                                                                                                                                                                             |
| 1991 | Expanding the X-MPA to Suratthani and Hadyai.                                                                                                                                                                                                |
| 1993 | <ul style="list-style-type: none"> <li>- Launching the doctoral program in Development Administration (International), terminated the Thai program.</li> <li>- Expanding the X-MPA to Lampang, Ubonratchani and Phuket provinces.</li> </ul> |



|      |                                                                                                                |
|------|----------------------------------------------------------------------------------------------------------------|
| 1994 | Expanding the X-MPA to Udonrthani province.                                                                    |
| 1995 | Launching the regular and executive MPPM programs in Bangkok.                                                  |
| 1996 | Expanding the executive MPPM to Nakornratchasima province.                                                     |
| 1998 | MPA curriculum review, integrating the two major areas into one major, the so-called Management for Executive. |

The chronology of the School of Public Administration illustrates its concern for geographic expansion as a main strategic adaptation. Market development and product development was realized when it offered the MPPM program as another challenging program parallel to the X-MPA program.

### **Why did the School Establish its X-MPA Program?**

To understand why the school established its X-MPA program as one of its strategic choices, environmental perceptions of the faculty were investigated.

#### **1. Perception of the External Environment**

According to the informants, the perception that influenced the X-MPA launching could be categorized as five important considerations: (1) the threat to survival; (2) global trends and market demand for MPA education; (3) market segmentation; (4) the competitors' success; and (5) the rapid change of the organizational environment.

##### **1.1 The Threat to Survival**

Various threats have confronted the school over time, that forced it to make incremental moves. The threats have become the critical motivators and can be characterized as (1) the critical reduction of regular students, and (2) the desire to earn greater revenue for use in organizational development.

##### **1.1.1 The Critical Reduction of the Regular Students**

A threat to survival was clearly noticed in the first semester of 1986, when the number of applicants to the regular MPA program critically decreased to where the school might not survive. The X-MPA initiator told that, *"In 1986 we needed 70*

*enrollments but there were only 26 successful applicants in the first semester, 17 in the second semester, while we had 30 faculty members."* Moreover, the fewer the number of applicants, the lower the program's quality. The strategy used to alleviate the crisis was to adjust the selection criteria and procedure. The decrease of applicants to the regular program made the school provide more alternatives for the selection procedure. *"It allowed more channels for students with work experience and honored students that competed within individual groups, without taking the written examination,"* said an interviewee. In so doing, the school gained more qualified students and was able to solve crucial problems.

### **1.1.2 The Desire to Earn Greater Revenue for Use in Organizational Development**

Before 1987, the school's operation depended solely on the government's limited budget. The school earned a small revenue from launching some continuous programs. Scarce resources had caused it to be less productive and almost unable to initiate extra-curricular activities, or to provide teaching-learning facilities, as well as developing the faculty and the organization as a whole. In 1987 the school decided to launch a self-supported executive MPA program in order to earn greater revenue. A key informant said,

*The faculty was not developed since we lacked jobs and money. We were very poor, and the government budget was not sufficient enough to create jobs. We even quarreled over a pack of printing papers. We scrambled for only 50 baht per hour training. The lack of resources prevented us from developing our faculty, works, and organization. Without sufficient resources we would not be able to do a good job. So we saw in advance that if we had a self-supporting program, then we would have remaining revenue to be used for developing our faculty, instruction, and textbook procurement, and that we didn't have to search for outside jobs.*

The greater revenue has brought about growth to the school, not only to the executive programs, but also to other programs. A previous dean said,



*It brought about greater revenue, and could support the academics, faculty development, and other programs such as a doctoral program. Otherwise, we would have been short of resources and hence could not further develop.*

## **1.2 Global Trends and Market Demand for MPA Education**

The School perceived the market demand for MPA education in various forms. Most of the time the faculty scanned the environment and determined the demand through observing the turbulent socio-economic and government bureaucratic events. For example, it perceived that internationalization and globalization were the significant trends, which resulted in the desire to increase competitiveness and the need for graduate education. *"The contingency forced chief executives to study more or otherwise they would fail to cope with the changing environment,"* said an interviewee.

Additionally, there was a huge group of high-ranking administrators in public and private organizations, who were unable to enter the regular program. They lacked systematic knowledge and skills in administration. The strength of the executive MPA program was that students were able to apply the knowledge and skills studying in class to their current jobs immediately. It enhanced in-depth learning and understanding.

Perception of the market demand might be achieved through both systematic and unsystematic market surveys. The School did an action market survey to explore the possibility of an X-MPA program by introducing two continuing education programs and then surveying the participants. The X-MPA initiator said,

*It was just like I offered each MPA subject to them one at a time. Upon the completion of the programs, I asked the participants whether they would attend the programs if we offered altogether 15 subjects, one subject at a time, and those who completed all the programs would get the master's degree. The result was that 100% of participants said they would, and that I had already obtained the training needs. It was the market survey in advance, and we gained more confidence."*

The market survey was necessary for decision-making, which had to be conducted prior to launching. The market survey was also conducted prior to geographic expansion, for example in Ubonratchathani center. Actually, market demand could be perceived both prior and after launching. After launching, a great market demand emerged seen from the great number of applicants for each admission. Perception of the demand after the launch of a program is essential to decision-making as to whether to abandon or pursue a program.

### **1.3 Market Segmentation**

The X-MPA program was established as the result of market segmentation. The School perceived that there was a new market segment that had not yet been served. The decline of the regular program forced the faculty to explore other groups of customers. A professor said, *"We had been serving the wrong market then since our real market was mature working adults, not the newly graduated."*

### **1.4 The Competitors' Success**

Perception of competitors' success has led to launch of the X-MPA program. The success in Ex-MPA program just launched earlier at Chula had brought about confidence in NIDA launching an X-MPA program of its own. In addition, the emerging threat has been that many public and private universities are offering the executive MPA programs. The School perceived that it had to review its strategy to overcome such a threat. An old-time faculty said, *"Ramkamhang launched its program in Amnajcharoen and cut into our customers. So RU has become our big competitor. We must have lots of talk about that..."*

### **1.5 The Rapid Change of Organizational Environment**

The perception of the rapid change in the environment has led to frequent review of the old curriculum. To stay competitive, the Public Administration curriculum must be academically modern, fit for use, and provide quality in compliance with the expected objectives. At first, the MPA curriculum did not put much emphasis on theories and concepts, but on basic principles. One teaching and learning process dealt largely with practices. Later, the curriculum was adjusted in



accord with modern concepts and knowledge. Major changes in the old curriculum were made to emphasize more theories and concepts.

In response to increasing competitiveness in management education, the School reviewed its curriculum more frequently in recently years. There was an attempt to distinguish the X-MPA curriculum from the regular one. The X-MPA requires case study analysis, experienced students, and relevant examples, through which students could exchange ideas in group discussion. While in the regular MPA program, lecture was primarily used. The School agreed to apply the same instructional techniques to regular MPA students as was used in X-MPA to standardize teaching-learning activities and to ensure equal quality standard.

## **2. Perception of the Internal Environment**

Perception of the internal environment placed great emphasis on two aspects: faculty preparedness and the leadership role. Less concern was given to institutional support and there was no concern for faculty satisfaction of undertaking the program. In addition, the informal benchmarking had been the key factor that influenced the School's internal adaptation.

### **2.1 Faculty Preparedness**

The School decided to make full use of its faculty by assigning them a higher teaching load and less outside commitments. The less the faculty members spent their time in outside commitments, the more they could teach in the program. The School perceived that prior to the launch of the X-MPA program human resources were under-utilized. Therefore, on the basis of the full-utilization of the faculty, the School would have adequate resources to enable it to launch the X-MPA program, and expanding its off-campus centers geographically. Additionally, its advantage had been the faculty quality, which was characterized by the individual faculty' academic achievement and ample teaching experience. A professor reflected upon the whole picture saying,

*We have a faculty advantage since they have experience both in theory and practice. About 90 per cent of them hold doctoral degrees. Even*

*though in the future there will be many retired faculty, we will recruit new Ph.D. scholars as our faculty to replace them and strengthen our human resources. They have some teaching experience and are not junior ones. We may also invite our retired faculty to continue teaching and hence could maintain our quality. So our faculty are second to none."*

while the other professor said, *"...We had maturity in terms of the faculty, academics, 30-years professional experience... We dare say that the X-MPA program has made full utilization of professional knowledge for the students."*

External resource dependence is also an effective strategy to alleviate the faculty workload. The School invited valuable resources from other academic and business institutions as adjunct lecturers. In so doing, the internal faculty have had more time to explore new opportunities as well as reviewing the undertaken program. *"...Just like we have good drivers to help us drive so that we can take a break to do other things,"* a professor said, while another supported that *"...We need to charge our battery, to sit and think, read new books, to absorb knowledge. Learning is not just swallowing, but digesting knowledge by participating in discussion, attending seminars...."*

## **2.2 The Leadership Role**

Courage and appropriate leadership contributed to the success of the X-MPA program. The School regularly exploited the faculty meeting forum as the decision-making body over important issues. Faculty support was necessary in initiating and implementing the new program. Success could be achieved if the leader proposed a clear rationale, and maintained those ideas persistently. At the time of the X-MPA program approval, persistence played the important role. The first X-MPA program proposal was rejected in 1984, but was successfully approved in 1987. During the three-year period, the program's initiator held on to his ideas. He said, *"I used the new strategy of selling ideas. In the time that the X-MPA program was not approved, I kept on talking to other faculty members, selling ideas and gaining support from many of them."*



Rationale and strong reasoning were significant in gaining support from the faculty. The program initiator added,

*I proposed the XMBA program to the faculty meeting forum again in 1986. I provided several reasons, that there were lots of executives for us to serve, and that the cost of the program would not be high, and that was not for profit seeking. We just need to reach our break-even point and make small profits. I proposed the faculty' objectives and training needs...*

### **2.3 Institutional Support**

Institutional support was largely gained through lobbying. A professor said, *"We spent three months lobbying to gain institutional support for the X-MPA program. We set up a committee and we met twice a week. We began to visit other faculties to discuss the X-MPA program to gain support from them."* Institutional support is important to the proposed change and adjustment of major academic standard criteria. It is imperative that the School present an adequate rationale so that the program is approved by the institution.

### **2.4 Informal Benchmarking**

The faculty members have used an informal benchmarking strategy continuously. According to the interviewees, the X-MPA program benchmarked the innovative academic delivery system from foreign universities. For example, some faculty conveyed their experiences in the professional degree program at Maxwell School, Syracuse University, where the block course system was used effectively. They realized its strength and the possibility of expansion. Giving examples of foreign universities offering off-campus programs also added the idea of geographical expansion. Informal benchmarking brought innovative educational management, using the unique block-course system as its delivery mechanism to accommodate the huge expansion.

Benchmarking was also employed unsystematically in terms of competitor monitoring. Monitoring other institutions' progress and practices added significantly

to enabling appropriate adaptation. Some interviewees mentioned other academic institutions' practices; for example, the use of the ISO quality system, the evaluation of the graduate's placement in the workforce to determine the quality of the graduates, the close attention to Ramkhamhang University's geographic expansion and the strategic provision of textbooks. These reflected some effects of informal benchmarking.

In conclusion, the launch of the X-MPA program in the School of Public Administration, NIDA was the result of the collective perception of the external and internal environment. External perception included the threat to survival, global trends and the market demand for MPA education, market segmentation, and the competitors' success. Perception of the rapid change of organizational environment has required the frequent review of the MPA curriculum. Factors in the internal environment that have influenced the X-MPA launching consist of faculty preparedness, the leadership role, institutional support, and informal benchmarking.

### **How did the Graduate Programs Decide upon their Strategic Adaptation?**

The School developed the four types of strategic choices since it faced a critical survival threat in 1986. It has continuously explored new strategies as well as adapting old ones, which resulted in its remarkable growth. Concentrating on elaborating its core business, the School effectively put collective effort into the implementation of the four strategies of market development, product development, geographical expansion and market penetration.

#### **1. Market Development**

The School used the market segmentation strategy to explore the different group of students, that led to the X-MPA program launching. Students were divided into two groups: the newly graduated for the regular program, and the mature adults who had at least 5 years of work experience for the executive program. The School also approached the non-graduate market by launching the MMM training program, which later was developed into the MPPM program.



## **2. Product Development**

The reduction in market demand for the Public Administration discipline made the School attempt to create a new product to ensure survival. The X-MPA program is distinct from the regular one in terms of its curriculum, which integrates the various majors of the regular program into a so-called General Management for Executives. It is considered to cover the most important aspects of public administration.

Product development strategy was employed incrementally to explore and ensure market demand. The launch of the X-MPA program in 1984 was at first a failure. According to the informants, the failure was due to following aspects: (1) the fear of a venture which had never been conducted; (2) the resistance to change that normally happens; (3) the fear of being accused of being profit-oriented, of degree selling, which may result in a bad reputation; (4) the fear of low quality, based on general stereotyping that working people will not have time to study, which might also result in the accusation of degree selling; and (5) top-level political reasons, that someone does not want others to make a progressive move and the fear that others would encroach upon their kingdom.

After the first failure, the School conducted two short training courses in Public Policy and Planning, and Project Administration. The structures and contents of the two courses were similar to the courses offered in the MPA program. After the completion of the programs, training participants were asked to provide comments in questionnaires. One important question was whether they would apply to the other continuing education programs so that the accumulation of 15 courses would enable them to get the MPA degree. The evaluation result revealed that one hundred per cent of participants were interested in such proposed programs. (Vinit, 1998) Therefore, the continuing education programs represented the pilot project for investigating the demand for executive programs. This had been the most empirical evidence to support the possibility of success in implementing a new program.

Another product development evidence was the emergence of the MPPM program, which developed from the Mini Master of Management (MMM) certificate program. The MMM program was launched in 1991 and had gained considerable interest from executives in the public and private sectors. The consecutive success of

MMM program during 1991-1996 had induced high confidence in the success of the new MPPM program.

It may be summarized that the greater the threat to survival, the more likely the academic institution would use the product development strategy. Public Administration encountered a threat to survival since the public sector was gradually shrinking because of the government policy of downsizing to reduce public expenditure. In fiscal year 2000, only one new civil servant will be hired for every five people who retire according to the one-for-five replacement program. (Civil Service Targeted to Reduce Expenditure, 1999, [Online]) Therefore, to the extent that the government implements its policy of downsizing the public sector, the number of applicants to the regular MPA program will decline accordingly. The School needs to explore new markets, and a new degree program like MPPM should be created to reduce the threat to the organization's survival. The School's product development is illustrated in Table 10:

### **3. Geographic Expansion**

The School has implemented geographical expansion as its main strategy over the past decade. The first expansion to Uttradit province in 1990 was in response to the collaboration sought by Uttradit Teacher's College. Therefore, the first off-campus center in Uttradit was established. In the same year, the program was expanded to Nakornratchasima province. In 1996 the School expanded its off-campus X-MPA program to nine centers in nine provinces including NIDA's main campus. Its primary criteria of education management emphasized the opening of not more than three classrooms in one region. The profile of the geographic expansion is illustrated in Table 11.

Geographic expansion has been the School's most effective strategy to overcome threats to survival over time. The greater the geographic expansion, the greater the faculty workload and the more innovative the educational and administrative management to achieve success. However, the School has reached saturation due to the limited number of full-time faculty members who operate the programs. Therefore, to launch a new program at an off-campus center means the close of an already existing one. A professor said, *"Now we are operating at full*



*capacity. If we are to launch our program at another branch center, we will need to close one."*

Table 10 Market segmentation and product development of the School of Public Administration, NIDA.

| Product development                                                            | Student and program characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The regular MPA program (RMPA)<br>(in Bangkok and Nakornratchasima center)     | <ul style="list-style-type: none"> <li>- Day program;</li> <li>- Regardless of students' work experience;</li> <li>- Offering seven fields of specialization:               <ol style="list-style-type: none"> <li>1) Organization and Management</li> <li>2) Human Resource Management</li> <li>3) Fiscal Administration</li> <li>4) Project Management and Policy</li> <li>5) Urban Development Administration</li> <li>6) Rural Development Administration</li> <li>7) Criminal Justice Administration.</li> </ol> </li> <li>- Written examination and interviewing are required in selection process;</li> <li>- Semester system.</li> </ul> |
| The Executive MPA program (X-MPA)<br>(in Bangkok and eight provincial centers) | <ul style="list-style-type: none"> <li>- Evening program in Bangkok, and weekend program in provincial centers;</li> <li>- Requiring at least five years work experience/ and later adjusting to three years;</li> <li>- Offering the single major: General Management for Executive;</li> <li>- No written entrance examination, but interviewing in the selection process.</li> <li>- Block course system.</li> </ul>                                                                                                                                                                                                                          |
| The regular MPPM program (RMPPM)<br>(in Bangkok and Nakornratchasima center)   | <ul style="list-style-type: none"> <li>- Day program;</li> <li>- Regardless of students' work experience.</li> <li>- Written examination and interviewing are required in selection process.</li> <li>- Semester system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| The Executive MPPM program (XMPPM)<br>(in Bangkok and Nakornratchasima center) | <ul style="list-style-type: none"> <li>- Sunday program;</li> <li>- Requiring at least five years of work experience;</li> <li>- No written entrance examination, but interviewing in the selection process.</li> <li>- Block course system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| Mini Master of Management Program (MMM)                                        | <ul style="list-style-type: none"> <li>- Sunday training program;</li> <li>- Participants are middle-high level executive or entrepreneurs, regardless of education level.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Doctor of Philosophy Program in Development Administration                     | <ul style="list-style-type: none"> <li>- International program;</li> <li>- TOEFL is required;</li> <li>- Evening program, semester system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Table 11 The School of Public Administration, NIDA's geographic expansion since 1987.

| Regions       | Provinces               |                                |
|---------------|-------------------------|--------------------------------|
|               | 1987-1997               | 1998                           |
| Central       | Bangkok (1987)          | Bangkok                        |
| Northern      | Lampang * (1993)        | Lampoon (since 1997)           |
|               | Uttaradit * (1990)      | Pitsanuloke (since 1998)       |
| North-eastern | Nakornratchasima (1990) | Nakornratchasima               |
|               | Udonnathani (1994)      | Udonnathani                    |
|               | Ubonratchathani (1993)  | Ubonratchathani                |
| Southern      | Hadyai, Songkhla (1991) | Hadyai, Songkhla               |
|               | Suratthani (1991)       | Suratthani                     |
|               | Phuket * (1993)         | -                              |
| Eastern       |                         | Pattaya, Chonburi (since 1998) |

\* Being moved to other provinces: Lampang to Lampoon, Uttaradit to Pitsanuloke, and Phuket to Pattaya, Chonburi

Sources: School of Public Administration, NIDA

#### 4. Market Penetration

The greater the threat to survival, the more intensive the market penetration strategy is to be used. Although the number of interesting persons applying to the program is high initially, it is likely to decrease since the clientele who qualified for the program's requirement is limited. In addition, the greater the quantity of applicants, the higher the selectivity power, and hence the higher quality of the entering students. Consequently, the School needs to acquire as many applicants as possible so that they can select the best students. The implementation of market penetration is highly intensive. The School allocated a high proportion of its budget to media advertisement as well as using a kind of "road show" pattern to ensure a greater number of applicants to the program.



In conclusion, the School of Public Administration, NIDA's strategic adaptation concentrated in market development, product development, geographic expansion, and market penetration. These strategies have been treated as equally important.

### **Why did the Faculty Expand its X-MPA Program Geographically?**

The School's strategic adaptation has highly concentrated on geographical expansion over the past decade. It is the first institution that implemented geographical expansion without investing in infrastructure. Geographical expansion has been incrementally implemented until the School reached its point of full-utilization of faculty resources. Perceptions of specific environment accounting for geographical expansion is comprised of four main aspects: the expansion appropriateness, mission clarity, the contribution to regional graduate education and national human resource development. Quality concern is viewed as an ends rather than a means.

#### **1. The Expansion Appropriateness**

The School's geographical expansion strategy puts great emphasis on the concern for expansion appropriateness in choosing target provinces. The main factor determining the appropriateness of a target province is the absence of a local university. The School wants neither to confront local universities nor compete with them. An interviewee said,

*...We selected the province where there was no university. We tried to avoid confronting them. For example, in Suratthani there was no university. ...We launched our program in Lampang since there were two famous universities in Chiang Mai...*

Another professor's responses support this notion, saying *"Geographical expansion at the first stage was in low profile. We went to small provinces and tried not to confront the local universities. We went to Utharadit where there was no airport....* while another professor said, *"We didn't want to compete, or take*

*advantage of any institutions. We respected the local universities. If there were a university in the target area then we would not go. We wanted to see the local universities develop..., and "If where there is an existing university, I would disagree with launching a program there."*

The more the School expands to off-campus centers, the heavier the teaching workload. Therefore, the School turned to concern itself with the possibility of program implementation. It attempted to decrease commuting hours from Bangkok to the provincial centers. The consideration of the target area was later based on the possibility to travel by plane to the provincial centers in order to reduce commuting hours. As a professor said, *"...the volume of teaching was increasing and we needed more convenience. So we moved to the provinces that had airports like Phuket, Hadyai, Lampang, where the commuting was more convenient."*

Recently, there have been many academic institutions implementing geographical expansion. Competition among academic institutions is becoming more intensive. The School turned to its mission, as an old-time professor said, *"...Currently some disputes emerged concerning whether we would compete with other universities since we needed to provide the best education to the people,"* while another one said, *"...we are thinking that it is a kind of competition. People in the society will benefit and have the right to choose the best program and services."* Therefore, the appropriate center for the program may be the province that is most convenient for commuting.

## **2. Mission Clarity**

Geographical expansion is reflected the School's concern with its mission. Although there has been no written mission statement, the faculty discussed mission on different occasions, such as in faculty meetings and the annual seminar. The School's mission focuses on the broader scope, including:

- 1) Recognition on the international level;
- 2) Collaboration on research with other universities both domestic and foreign;



- 3) The expansion of equal access to opportunities for graduate education in Public Administration to contribute to the nation's human resource development.

The narrower scope of the mission emphasized curriculum development, quality improvement of the teaching and learning process, instructional technology, and facilities, which would result in the recognition, as fostering a good reputation.

The mission has been changed over time. The School's mission, since it was first established at TU, focused on graduate education of government officers. Entrance examinations were arranged to cover written examinations in English and specific knowledge in Public Administration. Later, this mission had been adjusted to correspond with NIDA's student selection system by adding a Mathematics test as another requirement for entrance. As a result, successful students turned out to be a majority of newly graduated students since they had an advantage in the written examination. Currently, the mission has returned to its initial philosophy, focusing on the mature working adults.

The expansion of equal access to opportunities for graduate education in Public Administration has been the initial reason for geographic expansion. Other minor reasons were to solve the students' problems when they needed to transfer to other provincial centers. In addition, NIDA could help develop the regional areas, and reduce individual students' travel to Bangkok. An old-time professor said,

*We had reasons to provide ready access opportunity to graduate education to help the under-privileged who needed to learn. It was important to the nation's competitiveness. If not, we would have a competitive disadvantage. Without knowledge we could not compete and finally would be losers.*

The other viewpoint that reflected strong intention to fulfil the mission of national human resource development was given by the same professor that

*There is no other reason for expansion since the faculty had to take a risk. Some of us are fighters. If we need to generate income, why not do it in Bangkok which is much easier, i.e. writing books, research,*

*while being with family. Going to the provinces, we lose many opportunities and we have lost one of our faculties...*

### **3. The Contribution to Regional Graduate Education and National Human Resource Development**

The informants have congruent viewpoints in terms of the contribution of the program to national human resource development. The implementation of geographical expansion provides local people with greater access to opportunities for graduate education in an area. This perception is regarded as a prior concern of the faculty in response to perceiving market demand. A professor said, “...*At first, we didn't even look at the market...*” while the other said, “*At first we did not concern ourselves with the market demand, but with increased opportunity for the under-privileged.*”

### **4. Quality Concern**

According to the interviewees, the quality of the program resides in two main elements: quality as means, and quality as ends. However, they emphasized more the ultimate outcomes of the geographic expansion or its contribution to the nation's human resource development.

In conclusion, the reasons why the School expanded the X-MPA program to various provinces throughout the country result from four concerns: the expansion appropriateness, mission clarity, the contribution to regional graduate education national human resource development, and the concern for quality in the ultimate outcome.

### **How does the School Become Aware of the Quality of the X-MPA Program, and How that Awareness Affects its Strategic Adaptation?**

According to the informants, quality is considered in basically two ways: quality as means and quality as ends. The informants also expressed congruent viewpoints regarding the concern for quality in the ultimate outcome of the program. However, inputs and teaching-learning process are also taken into account as follows:



## 1. Quality as Means

### 1.1 The Inputs

Inputs include four main factors: the faculty, the entrants, the selection procedure, and the facilities. The perceptions of inputs as defined by the interviewees are summarized as the following:

**1.1.1 The Faculty.** High quality faculty is the strength of the program. It is viewed not only in terms of a sufficient number of the faculty, but also their qualifications, experiences, competence, accessibility, and devotion. The School regarded itself as having adequate faculty enabling the launch of a new program and expanding its horizon. Although the number of the faculty is not high, the faculty to student ratio is high, over 80 per cent of them hold doctoral degrees in related fields. In 1997 about 18 per cent were full professors. Many of them have had work experiences in other governmental agencies; which were beneficial to teaching. Such a mix in faculty contributed to the broad array of interest, and diversified visions, that have nurtured creativity and progress. The individual faculty put great effort into teaching in all the programs, moving to one center to another in different provinces throughout the year. They perceived the extension as a challenge. An old-time professor said, *"...the launching of a new center is a challenge, not a burden..."*. Faculty accessibility might be the great problem since the heavy teaching-load makes for scarce office hours. However, this problem may be solved as a previous dean said, *"...most of the time we use personal appointments. Some faculty gave their mobile phone number to students. It is the individual matter. But actually this should be done systematically..."*

**1.1.2 The Entrants.** Quality of the regular MPA students has once been the threat since the number of applicants decreased gradually. The phenomenon indicated that Public Administration does not attract the young generation. The decreasing number of regular MPA students had been the major cause that the School struggled in various ways to survive. It led to the adjustment of the entrance selection criteria, and the launch of the X-MPA program eventually. The quality of the entrants generally varies according to the ratio of applicants to enrollment. The

greater the ratio, the higher the student's quality. Although the applicant number is decreasing, the ratio value has been satisfactory at the 2-4:1 level (Vinit, 1998). The X-MPA students are considered of high quality in terms of student diversity, which has created a good combination. Two professors gave their opinions, *"The student composition characterized people from various fields which is a good quality since the professional degree must be involved with broader areas,"* and *"Students consisted of people from different occupations such as the sheriff, MP, district officers, and local bankers which could help change their attitudes."*

**1.1.3 The Selection Procedure.** The threat in quantity of applicants has forced the School to adjust its selection criteria. Minimum work experience was lowered from five years to three years. Reducing the standard may be criticized in that it may reflect reduced quality. However, different perspectives are expressed by a professor who said that

*Currently, the trend is better since we have the middle-level executives who are younger, clever, and have a good record. We do not lower our standards but applicant's ages. We get long-term benefit since younger people have more time to work for the country,*

while another said that,

*We got a lower level of new entrants but not many since executives increase year by year. Our stock does not stop growing and developing since they also gained more work experience. The young adults are advantageous in terms of learning ability.... The 30s can learn better than the 50s...*

**1.1.4 The Facilities.** Different perceptions were illustrated in dispute with the traditional concept of a university library. Their perspectives were congruous with a professor's that

*...Quality of facilities such as an excellent library is not the determinant of quality in this modern era. Learning is dependent on*



*each individual. Even if we stay at home we can learn via internet. We may even complete the doctoral degree by studying at home... However, we do not do in an extreme but in moderate fashion. Students must attend class and we check their attendance as we conduct ourselves in closed universities. We supply selected textbooks which are directly related to the subject matters and are very beneficial...*

An interviewee provided the viewpoint that the University atmosphere is important, but it is widely accepted that it is not so necessary currently. The traditional concept is that students must spend their full time in the university; but the new concept is concerned more about outputs than process, if the inputs and the processes are good enough.

## **1.2 The Teaching and Learning Process**

The X-MPA curriculum has been reviewed every two years. The uniqueness of the teaching-learning process is achieved through the utilization of the block course system. The advantage of the block-course system is that it contributes to the possibility of geographical expansion. It also helps ease educational management as well as reducing the confusion in teaching-learning schedules. However, some faculty perceived the disadvantages of the block course system, that it deals mainly with limited instructional time. Students have less time to fulfill reading assignments. These are threats in terms of the acquisition of knowledge, as a professor said,

*Education is not the kind of intensive School-feeding in a limited time, but must gradually absorb and accumulate knowledge. Some subjects may have problems...if the students have no background..., it is likely that the block course system is not appropriate."*

## **1.3 Innovative Management**

The School has employed various patterns of innovative administration. The innovation includes eight significant aspects: (1) decentralization in the

organizational structure; (2) pooled faculty; (3) educational management; (4) expansion with small investment; (5) establishment of supporting offices; (6) continuous improvement of current practices; (7) the use of non-governmental support staff; and (8) the fairness in benefit allocation.

**1.3.1 Decentralization in Organizational Structure.** The School is highly decentralized. The committee structure is appropriate to an organization that has few people in charge of much work. The advantages of this structure are flexibility, and high productivity. This committee structure enables scarce human resources to shift from one job to another. In addition, there is flexibility in finding and solving problems, all of which result in rapid and concise work.

**1.3.2 The Use of Pooled Faculty.** The School's academic management is characterized by the use of pooled faculty and the absence of major departments. Pooled faculty contributes to full utilization of all faculty. Informants feel that the existence of major field departments creates a sense of belonging and may cause more or less conflict in terms of isolationism, which in turn slows progress and causes under-utilization of the faculty. On the contrary, pooled faculty is a strength since each individual faculty is able to teach cross-field in any program.

**1.3.3 Educational Management.** The initiation of the block course system contributes to the growth of the School. It is an innovative delivery system. The use of the block course system coupled with innovation, thoughtful and well-planned course schedules allows the School to expand geographically to its full capacity. An interviewee stated,

*...We have techniques that would not affect quality, by opening three classrooms, using the block course system, and three faculty members teach in different classrooms. It is possible to do that.", "...each individual faculty teaches two subjects, concentrating in the particular sections of the course which enables them to go in-depth and increase expertise in the subject matter. It's just like the train's bogies, or pool of experts...*



These techniques reflect the effectiveness of block course system and innovative schedules.

**1.3.4 Expansion with Small Investment.** Since the use of the block course system allows the School to expand geographically, the actual strategy is a temporary settlement. At the first stage of the geographic expansion, there was no investment in infrastructure, only the collaboration of the host institutions in buildings and classroom renovation.

**1.3.5 The Establishment of Supporting Offices.** The School established two offices as its technostucture. One was the Office of the Documentation and Textbooks, and the other, the Office of Educational Evaluation. The two units perform systematic tasks to enhance the quality of the program.

The Office of the Documentation and Textbooks is responsible for the systematic provision to the students of copied documents and textbooks in every subject. It helps promote the quality of the program. A professor said, "*... we compensate for the limitations in library usage by providing students with adequate selected textbooks for each and every course. This will assure quality...*"

The Office of Educational Evaluation provides a systematic student evaluation of the teaching and learning process as well as providing other academic services. The office contributes not only to instructional improvement but also provides empirical evidence about quality.

**1.3.6 The Continuous Improvement of Current Practices.** The faculty members are conscious of continuous improvement in academic and administrative management. Incremental changes occur when it faces problems. For example, the class size was adjusted to be able to cope with the increasing faculty workload. The three-classroom pattern was designed to fit with the eventuality of geographical expansion. The key strategy was, as a professor said, "*...change must be done on the basis of not damaging the faculty's current benefit...*"

**1.3.7 The Use of Non-Governmental Support Staff.** The School uses non-governmental support staff, which enhances into flexibility by establishing their own salaries and other benefits. This results in managerial efficiency and effectiveness.

**1.3.8 Fairness in Benefit Allocation.** The School was fair in the allocation of faculty workload and remuneration, which resulted in collective participation and support. This factor is regarded as the key to the program's successful implementation. Its importance was supported by one interviewee who said that:

*...We cared about the overall welfare of every faculty and staff members. Everyone will get fair treatment. It was the distribution of income that satisfied everyone. There have been very few quarrels about unfair benefits. This is very important. For example, the allocation of advisors in a seminar course is done with fairness in the faculty meeting forum and every faculty member is satisfied....*

and another one said, *"...in some institutions where there are conflicts, it is usually because of the problems of fairness in dividing cakes..."*

#### **1.4 Quality Assurance Practices**

The establishment of the Office of Documents and Textbooks was a formal and systematic quality assurance practice. Student evaluation is one of the means to evaluate the quality of the teaching and learning process. However, its weakness is that students may not evaluate straightforwardly which may affect the evaluation reliability. They may fear that the evaluation may affect their grades. It will take a longer time to solve this problem.

Quality assurance practices also deal with the provision of selected documents and textbooks in each and every course. These can assure quality and compensate for poor library accessibility. In addition, the establishment of quality control processes by setting regulations in various academic activities assures quality. Regulations in selecting new students, keeping classroom attendance, using external experts,



applying a systematic grading system and employing strict exit examinations are the indicators of quality assurance that have been strictly implemented in the School.

## 2. Quality as Ends

The quality of graduates as perceived by the faculty is satisfactory. The expectation of X-MPA graduates was characterized by their ability to integrate, link, analyze and apply knowledge to their work. They must have understanding and knowledge in management, context, and technology to enhance their management effectiveness, to link them to decision-making and an understanding of the overall social benefits. The quality of the graduates can be explained by their difference in ability prior to and after graduation. They can be measured in terms of improvement, how effective and efficient their performance pertinent to their employer's or superior's expectations. Quality can be measured also by the use of strict exit examinations. According to informal feedback, many graduates further their study, gain more self-confidence, and some receive awards and promotions.

Most interviewees agreed that graduate quality had to be measured by interviewing the employers. However, feedback from the public sector found that graduate performance was positive in terms of the ability to express ideas in a meeting and presentation.

The School's faculty members have congruent perceptions that the quality of graduate education is its contribution to the community, society, and the nation. A professor said,

*Quality of graduate education means that the graduates must have qualifications and ability in responding to the needs of the society and the nation; or otherwise, it has no quality... Overall, even though some X-MPA students may face obstacles in completing their graduate studies, the majority of them could contribute greatly to the nation. It is better than not launching any program. So far we have produced almost ten thousand graduates throughout the country. They gained knowledge from us and applied it to their work....*

As recognized by the faculty, the quality of graduate education in the ultimate outcome is essential to the School's mission. Contribution to national human resource development is the core purpose in the geographical expansion of the program. *"We'd like to see the government officers take care of the problems of the people at large, such as the borderline problem and poverty, and to develop at those points."* said a faculty member, describing the strong intention of the School toward improving national development that could overcome other minor factors. A professor told the story that *"...the launches of the provincial centers are too many and the classrooms are too big which could lessen quality, but nevertheless it contributes much to the society. Students in various provinces are so impressive in terms of their eagerness to learn, tolerate, struggle for knowledge..."* which confirmed the importance of the ultimate outcome of graduate education.

## Summary

The School of Public Administration, NIDA employed four strategic adaptations with equal concentration including market development, product development, geographical expansion, and market penetration.

In addition, three concerns of environmental perception for the School of Public Administration, NIDA are external, internal, and other specific perceptions. The perception of the external environment encompasses the threat to survival; global trends and the market demand for an MPA education. The segmenting of the market; the competitors' success; and the rapid change of the organizational environment are also factors. Four factors including faculty preparedness; the leadership role; the institutional support; and the informal benchmarking comprise the internal environment.

Specific perceptions account for geographical expansion. They are expansion appropriateness; mission clarity; the contribution to regional graduate education and national human resource development; and finally the quality concern.

The School concerns itself more with quality as ends, namely the ultimate outcome, than with other aspects. The focus on the ultimate outcome of geographical expansion contributes to greater access to graduate education for the local people and the overall contribution to the human resource development of the country.



As a means, quality consists of inputs, the teaching and learning process, the innovative administration, and the quality assurance practices. The faculty, the entrants, and the facilities are significant elements of quality inputs. The teaching and learning process emphasizes innovation, using block courses. Innovative administration is comprised by a decentralized organizational structure, the use of pooled faculty, the use of non-government staff, fairness in benefit allocation, the establishment of supporting units, educational management, the continuous improvement of current practices, and expansion with small investment.

Factors accounting for the adaptation of the executive MPA programs of the School of Public Administration, NIDA is illustrated in the Figure 33.

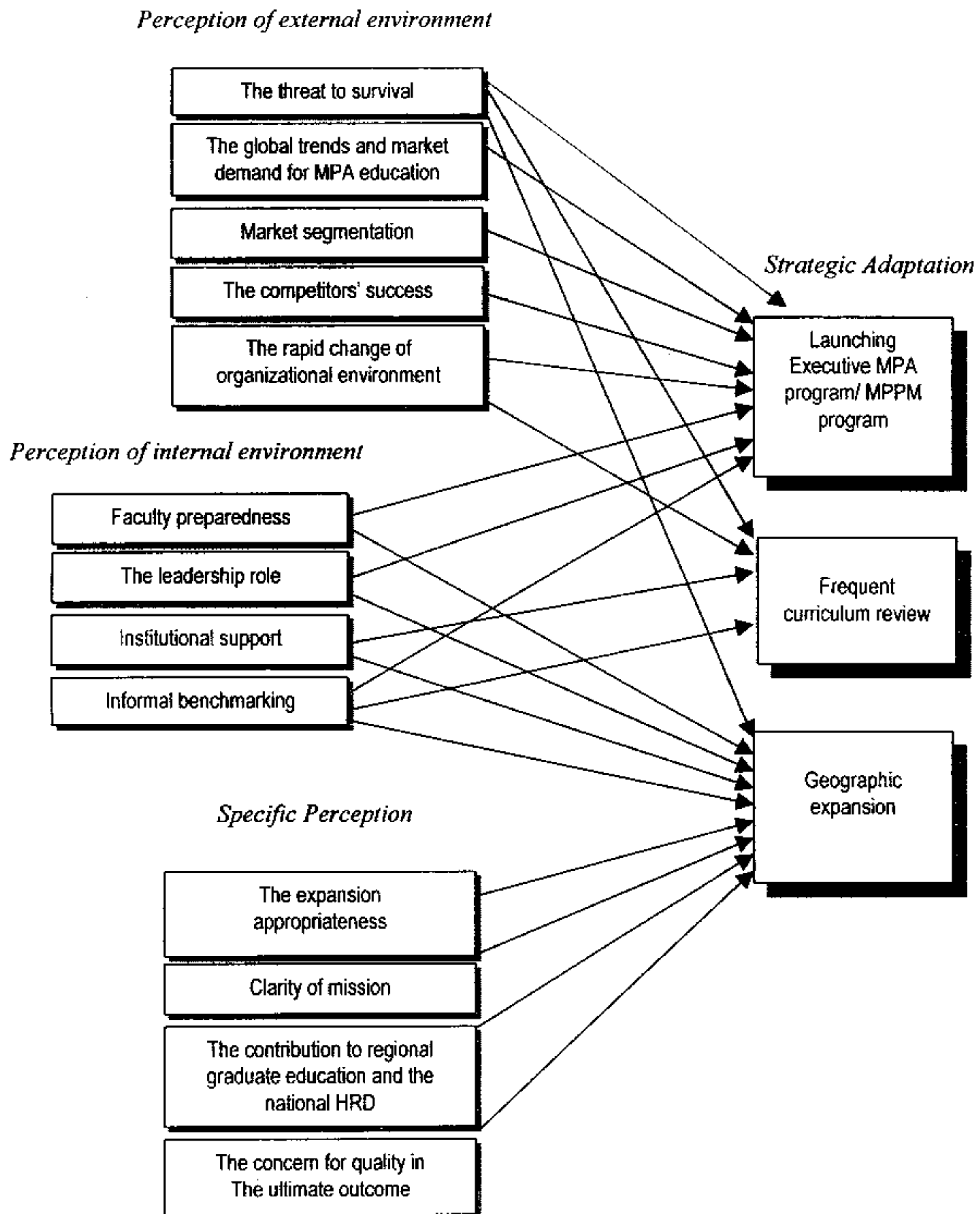


Figure 33 Factors accounting for strategic adaptation of the School of Public Administration, National Institute of Development Administration



## CHAPTER 6

### COMPARISON OF THE CASE STUDIES

The obvious conclusion to be drawn from this study of Thai graduate degree programs in management is the overwhelming importance of the perceived market demand resulting from global trends, which stimulated the development and elaboration of such programs in both public administration and business management. Threats to survival, while varying in degree and urgency, also played a critical role. Other facets of the external environment played a lesser role in the decision to open programs, but nonetheless they also contributed to shaping the direction and content of programs. However, the various programs responded differently to perceived demand; the response being mediated by the internal environment facing each of the programs and the respective parent institutions.

This chapter attempts to weave together these disparate elements to provide a more comprehensive understanding of the interrelationships among these factors in contributing to the growth of Thai graduate management education programs. It also attempts to identify factors responsible for differing outcomes, laying the basis for recommendations, to be covered in the subsequent and final chapter of this work. A concluded model demonstrating factors accounting for strategic adaptations of the graduate programs in public administration and business administration in the three universities, Thammasat University, Chulalongkorn University, and National Institute of Development Administration, is illustrated as figure 34.

#### **External Environment: Global Trends, Market Demand, Survival Threats and Benchmarking Dominate Decision-Making**

The perception of the external environment accounts for the six Faculties' strategic adaptations in their executive MBA/ MPA programs. It consists of four important elements: (1) global trends; (2) market demand; (3) the absence or existence of a threat to survival; and (4) benchmarking the competitors' success. Other minor

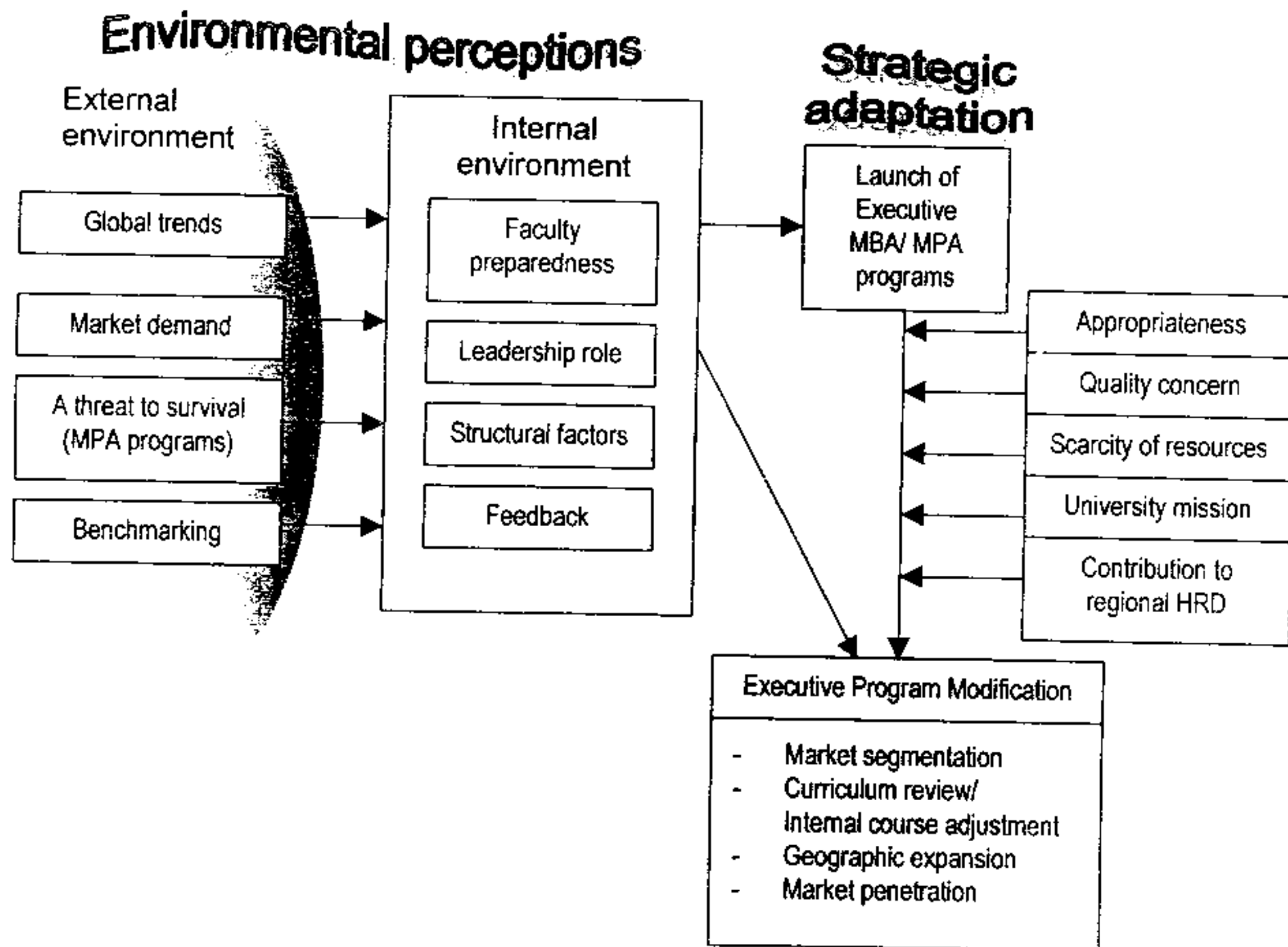


Figure 34 A comprehensive integration of factors accounting for strategic adaptation of executive MBA/MPA programs in TU, Chula, and NIDA

factors comprise the need for faculty development, the necessity of the program, and environmental uncertainty, all of which are illustrated in Table 12:

### 1. Global Trends

Graduate executive management education in Thailand followed the lead of such programs elsewhere around the globe, while responding to the untapped demands within Thailand itself, and increasingly, within the region. The perception of increasing importance of executive education to strengthen economic competitiveness and government responsiveness was bolstered by the recognition of an untapped market within the country.



Table 12 Perception of the external environment accounting for strategic adaptation of the Executive MBA / MPA programs of the six Faculties

| Perception of the external environment         | MBA Faculties |       |      | MPA Faculties |       |      |
|------------------------------------------------|---------------|-------|------|---------------|-------|------|
|                                                | TU            | Chula | NIDA | TU            | Chula | NIDA |
| Global trends                                  | *             | *     | *    | -             | *     | *    |
| Market demand and market segmentation          | *             | *     | *    | *             | *     | *    |
| The absence or existence of threat to survival | -             | *     | *    | *             | *     | *    |
| Benchmarking competitors' success              | -             | -     | *    | *             | *     | *    |
| The necessity of the program                   | *             | -     | -    | *             | -     | -    |
| Previous successes                             | *             | -     | -    | -             | -     | -    |
| The need for faculty development               | -             | *     | -    | -             | -     | *    |
| The (business) environmental uncertainty       | -             | *     | -    | -             | -     | *    |

\* The majority of the respondents mention this aspect.  
(For more information see Chapters 4 and 5.)

In Thailand were working managers, who could not leave business or government posts long enough to obtain further education in daytime programs, but, who saw such education as requisite to job performance and future advancement. In addition, Thailand's changing demographics revealed an increasing proportion of working adults. (Green, 1994b; Pasuk & Baker, 1996) This trend resulted in establishing the executive programs in response to this huge market demand. Moreover, the public sector had recently needed to restructure itself in response to the emergence of public and private partnerships, and privatization. Therefore, a number of public enterprises and ministries allocated budgets for human resource development, in-service training, as well as for long-term education in order to accelerate its personnel's competitiveness.

It may be concluded that the more favorable the national economic and demographic situations, the more likely the MBA/ MPA Faculties would launch their executive programs. Figure 35 illustrates the perception of global trends which influenced the Faculties' strategic adaptations in initiating the executive programs.

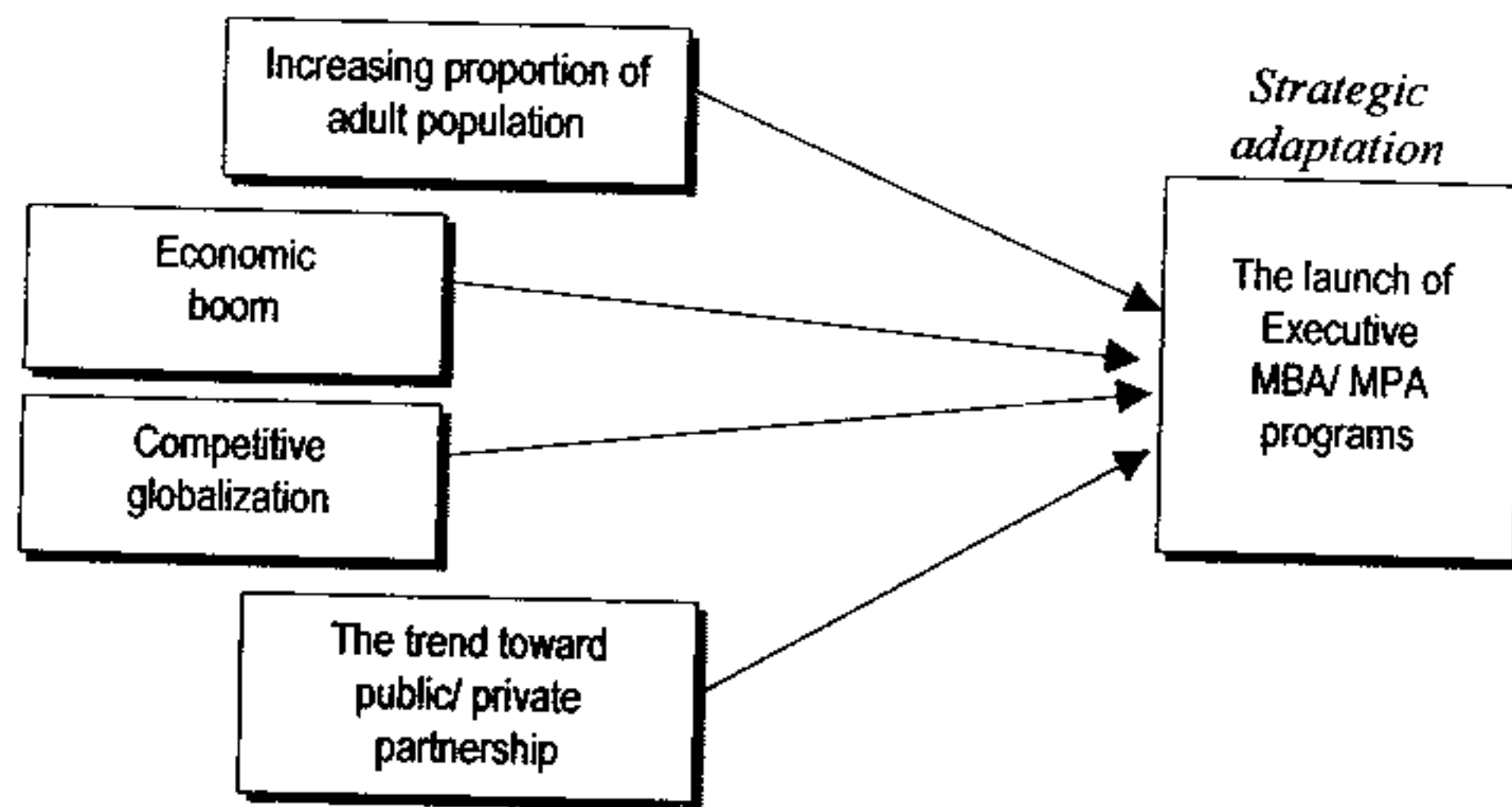
*Perception of global trends*

Figure 35 Perception of global trends accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties

## 2. Market Demand

All six Faculties perceived the market demand for MBA and MPA education during the launching of their executive programs. Market demand had been the major factor in the launching of the executive MBA/ MPA programs in the six Faculties.

Thammasat University opened its pioneer Executive MBA Program in 1985, testing demand and establishing market recognition. Its success demonstrated demand, with first-year applications totaling 175 for 70 seats. The number of applications climbed to 264 and 466 in 1990 and 1995 respectively. (Also see Appendix H.) This influenced other institutions to offer similar Executive MBA programs, and contributed to the emergence of executive programs in public administration. NIDA and Chula took the lead in public administration by opening executive MPA programs in 1987, followed by Thammasat in the following year. (See Figure 2.) The perception of strong demand was borne out by high interest and the number of applicants to programs in the initial years. Although in the case of the NIDA Executive MPA Program, demand dropped sharply in 1995, the final year covered by this study.



For the MBA Faculties, the market demand was estimated through the feedback, complaints, and pressure from the business sector. Both employees and employers demonstrated the need for MBA education. The reasons for which were the desire of a huge number of old-time or high-level executives who wished to develop their knowledge in business administration, but who were less competitive in the entrance examination against the recently graduated. The newly launched executive MBA programs would provide these high-level executives greater opportunity to compete among peers, which increased their possibility of entering the MBA program. Furthermore, these people were reluctant or unable to leave their daytime jobs for day-time study. In addition, feedback from former trainees and media reports ensured the likelihood of success in launching an executive MBA program. Another reason included the commuting or traffic difficulties in central Bangkok. These encouraged academic institutions to launch the executive programs to serve the people in nearby areas.

For the most part, market demand was perceived by the MPA Faculties in much the same way as the MBA Faculties. There were a number of middle- and high-level administrators who had long been working in public organizations. They needed knowledge in public administration to improve their work performance. In addition, the recognized success of the previous training programs tempted clients to further pursue degrees. The launch of the executive program responded to these demands is illustrated in Figure 36.

After the launch of the executive programs, most Faculties attempted to implement program modification. All MBA Faculties employed intense market segmentation in varying degrees due to their large markets in Bangkok. The major clientele of the MBA programs were businessmen in the private sector, while the MPA programs' major clientele are government officers. Therefore, in regard to current business competitiveness, the MBA program was in greater demand in Bangkok than was the MPA program.

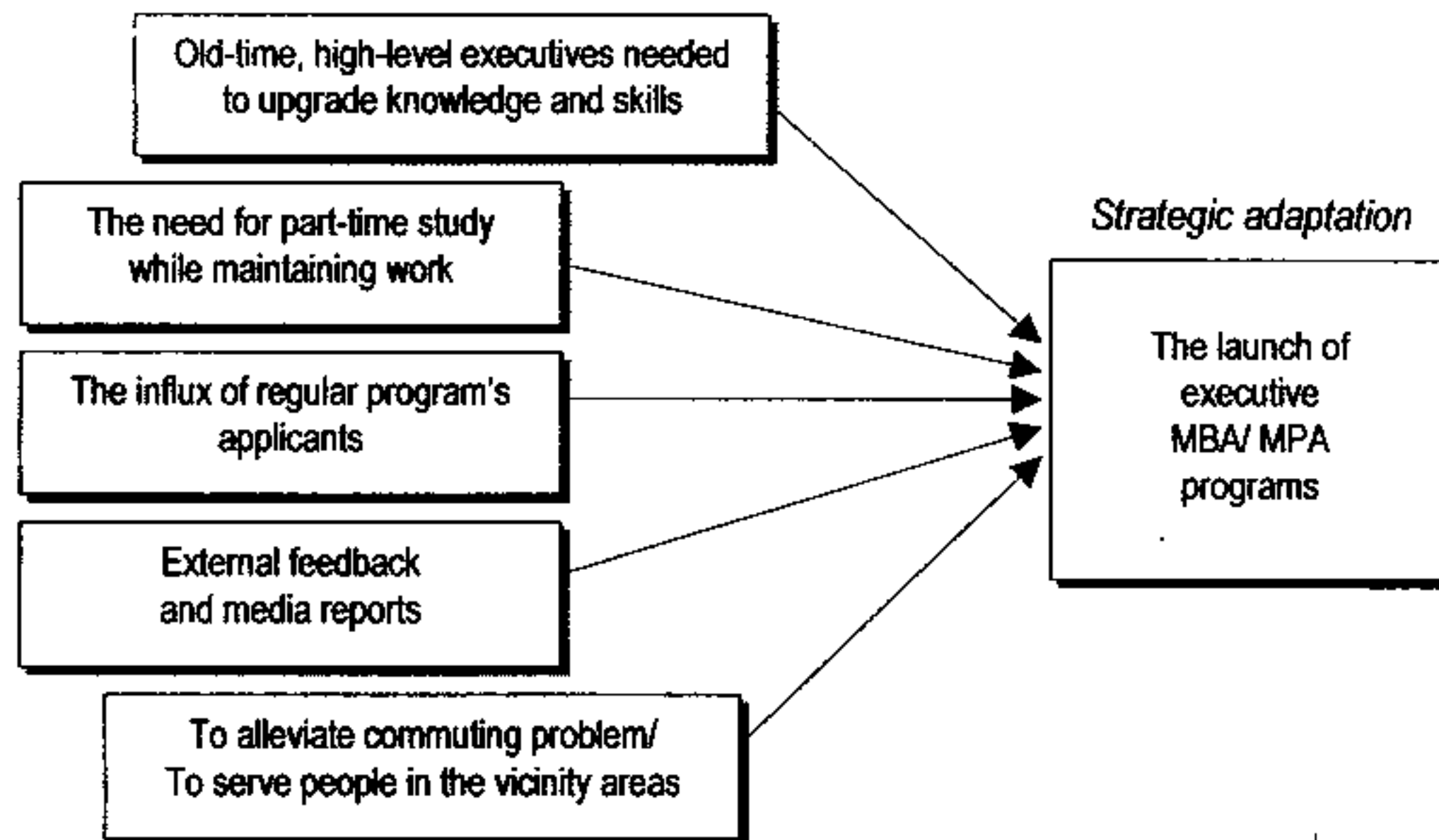
Perception of market demand

Figure 36 Perception of market demand accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties

Market segmentation of the MBA Faculties was focused on serving the non-served customer group of young executives. The common criterion for market segmentation was the requirement of a minimum year of work experience. The minimum age and current work position of the executives were additional criteria used by the School of Business Administration, NIDA and the Faculty of Commerce and Accountancy, TU. However, they were not used in the X-MBA programs at Chula.

The reason the MPA Faculties launched the executive MPA programs was that the separation of the senior executives from the junior supervisors or new graduates was both apt and appropriate. Senior executives and junior employees possessed different degrees of work experience and skills. Separation of the two groups would enable more effective teaching and learning. An interviewee of the X-MPA at Chula said clearly that *"...those who ranked C6 and higher will be located in the X-MPA program, while those who possessed lower ranks will be suitable for the young MPA program."* which illustrated the criteria of student differentiation. However, Chula pursued market segmentation of its MPA program by offering



executive (X-MPA) and young (Y-MBA) programs, but the latter ended the effort because of excessive faculty workloads.

The length of work experience is the indicator in categorizing students in the six Faculties. Comparison of the segmentation is illustrated in Table 13. Table 13 shows that the X-MPA of NIDA and the X-MBA of Chula once changed the requirement of student's work experience. The other Faculties retained their first-indicated requirements. Considering the minimal work experience, the MBA Faculties showed higher figures than the MPA ones. The strategy of reducing the length of the work experience requirement was used by the School of Public Administration, NIDA in 1994 when the number of applicants to the program decreased, thereby threatening the quality of the entrants. The number of MPA applicants were likely to decrease notably year by year.

Table 13 Criteria for market segmentation employed by the Executive MBA/ MPA programs in TU, Chula and NIDA.

| Faculty       | University | Student's duration of work experience (year) requirement |                      |                          |                 |                      |               |
|---------------|------------|----------------------------------------------------------|----------------------|--------------------------|-----------------|----------------------|---------------|
|               |            | Senior executive                                         |                      |                          | Young executive |                      |               |
|               |            | Min. age                                                 | Min. work experience | Work position            | Min. age        | Min. work experience | Work Position |
| MBA Faculties | TU         | -                                                        | 10 years             | 5 yrs. as manager        | Not available   |                      |               |
|               | Chula      | 30 /35/ 32                                               | 8 years/ 6 years     | -                        | -               | 3 years              | -             |
|               | NIDA       | 33                                                       | 8 years              | -                        | 25              | 3 years              | -             |
| MPA Faculties | TU         | -                                                        | 5 years              | p.c. level 5 (Govt.off.) | Not available   |                      |               |
|               | Chula      | -                                                        | 5 years              | -                        | Not available   |                      |               |
|               | NIDA       | -                                                        | 5 years/ 3 years     | -                        | Not available   |                      |               |

The strategy to adjust the work experience requirement was employed whenever the program faced a threat to its survival, such as declining number of applicants. The MPA were apt to face such a threat since, unlike the MBA, their areas of study did not create public interest. However, the MPA programs at Chula and TU did not change their minimum-year work experience requirement since small

enrollments were needed by the two Faculties. On the contrary, the School of Public Administration, NIDA required greater enrollments in each admission than did the other two MPA Faculties. Therefore, to maintain the quality of its entrants, a large number of applicants was required.

### **3. The Absence or Existence of a Threat to Survival**

Threats to survival took differing forms in business and public administration programs. Business programs faced brain drain, as the private sector positions and consulting attracted the most highly qualified faculty members. These programs suffered from both actual and *de facto* brain drain, the former as staff would resigned their faculty positions for positions in the private sector. *De facto* brain drain occurred among faculty members who retained their academic positions, but who also devoted large amounts of time to outside consulting. Public administration programs faced declining enrollments, as severe as NIDA in 1985 faced possible program termination.

Documentary research shows that none of the three MBA Faculties faced threats to survival in their regular MBA program enrollment. The regular MBA program gained high popularity following along with the country's economic growth and competitive business environment. The situation resulted in an influx of applicants to the regular MBA programs in the three Faculties. (See Appendix H.)

Comparing the numbers of applicants of the MBA with the MPA Faculties of the three universities, it is apparent that the regular MBA programs were more popular. The ratio of the applicants and enrollments was as high as 45:1, 17:1, and 31:1 on average at TU, Chula and NIDA respectively. The ratios demonstrate the great market demand and the absence of a threat to the survival of the three MBA programs.

The situation was otherwise in the MPA programs. The MPA faculties faced great threats to their survival. There has been a critical reduction of applicants to the regular MPA programs of the three universities. For the School of Public Administration, NIDA, the reduction of applicants was very critical in 1985 with the regular MPA program facing such low enrollments that dispensing with the program was considered. The School had to create another alternative program to survive. It



was then that it began seeking the new market of working adults. The School launched another self-supporting program parallel to the existing regular MPA program. However, the degrees of the threat were different due to different enrollment requirements of each program. For other Faculties, survival appears not so threatening as it is for the School of Public Administration, NIDA, the latter requiring higher enrollments.

The threat has consequently resulted in further expansion to seek greater security. The more likely the threat, the greater the likelihood of further expansion. Interestingly, the absence of threat minimizes enthusiasm for further expansion.

However, the reason the MBA Faculties established the executive programs in spite of the absence of the threat was financial. The operation of the executive programs resulted in the growth of individual faculty members' income, the organization's profitability and wealth. The programs generated funds for personnel development, space and facility development, student scholarships, research, as well as funds for extra-curricular activities, instructional equipment and materials.

Perception of the absence or existence of a threat to survival leading to the strategic adaptation of initiating the executive MBA/ MPA programs is demonstrated in Figure 37.

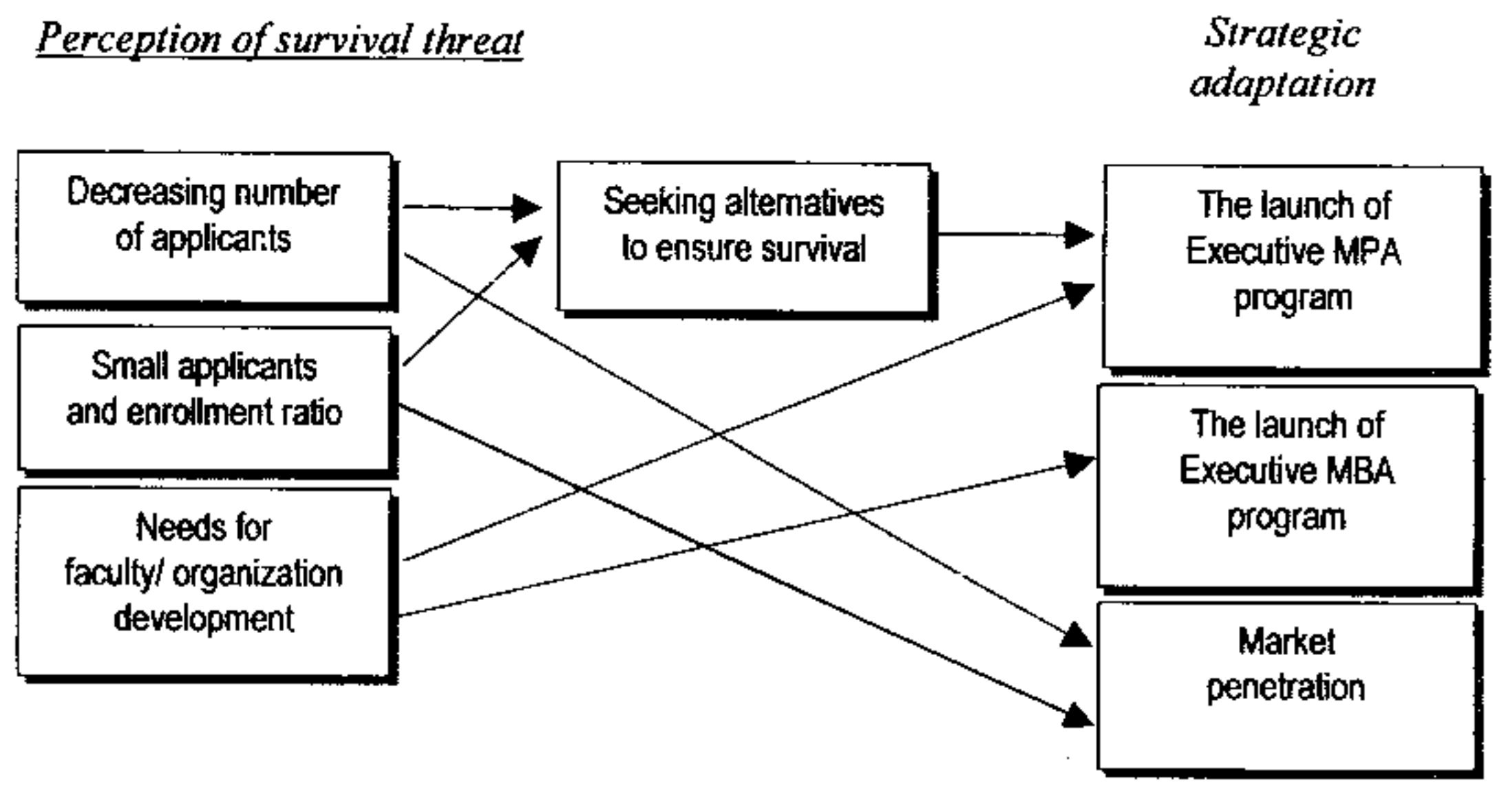


Figure 37 Perception of a threat to survival accounting for strategic adaptation to launch the Executive MBA/ MPA programs in the six Faculties

Perception of the threat to survival has had an impact on the market penetration strategies. The greater the threat, the greater the budgets for market penetration. Intensive public relations were employed to assure an adequate quantity of applicants. The greater the number of applicants, the greater the power in selection, and hence the higher the quality of the entrants. The School of Public Administration, NIDA, where survival was threatened, spent as high as 300,000-500,000 Baht for media advertisement during each X-MPA admission period. Besides, the Executive MPA programs at NIDA and TU employed aggressive public relations plans like "road shows" to ensure a greater number of applicants to their MPA/ EPA/ MPE programs.

#### **4. Benchmarking the Competitors' Success**

Most Faculties benchmarked regularly. They had the idea that learning from others was vital for improved performance. The executive MBA program of TU, the first executive MBA program in Thailand, was created as the result of faculty benchmarking similar programs offered in American and other foreign universities, including the Harvard Business School. Benchmarking of American universities' MBA courses inspired and cultivated insights into the possibility of launching executive MBA programs of their own. Regular review of foreign universities' curricula also led to the updating of course contents and teaching methods. An example has been the use of the case-study approach which was derived from the Harvard Business School. In addition, the faculty made close observations from examining foreign universities' brochures. In addition, new ideas emerged from occasional dialogues with visiting foreign university lecturers. The Faculty of Political Science, TU benchmarked other Thai and foreign universities in an informal manner. It observed the successes of the Faculty of Commerce and Accountancy, TU, and also from NIDA and Chula in launching their executive programs. They arranged informal discussions to exchange ideas with other universities, seeking advice and pursuing the possibility of launching the executive program. Additionally, the faculty attempted to make use of the students' foreign study tours to benchmark foreign



universities and bring back new ideas for curriculum development and program management.

Some faculty members in NIDA's School of Public Administration had experience in the block course system's effectiveness. This system was practiced at Syracuse University during their time of study. They believed that monitoring other institutions' progress and best practices was beneficial for the appropriate adaptation of their own programs. For the Faculty of Political Science at Chula, a survey of global universities was conducted to obtain current information. The Faculty arranged an internal seminar to allow self-criticism concerning teaching and research. It generated significant input for designing a good curriculum with appropriate course descriptions. Some faculty members had experienced the evening class for working adults in foreign universities. Informal benchmarking was usually conducted as a cross check through informal dialogues with other universities' faculty. Regular benchmarking was perceived as a significant factor accounting for the strategic adaptation of the executive MBA/ MPA programs, particularly in terms of curriculum review, and the use of new teaching methods as presented in Figure 38.

*Benchmarking the competitors' success*

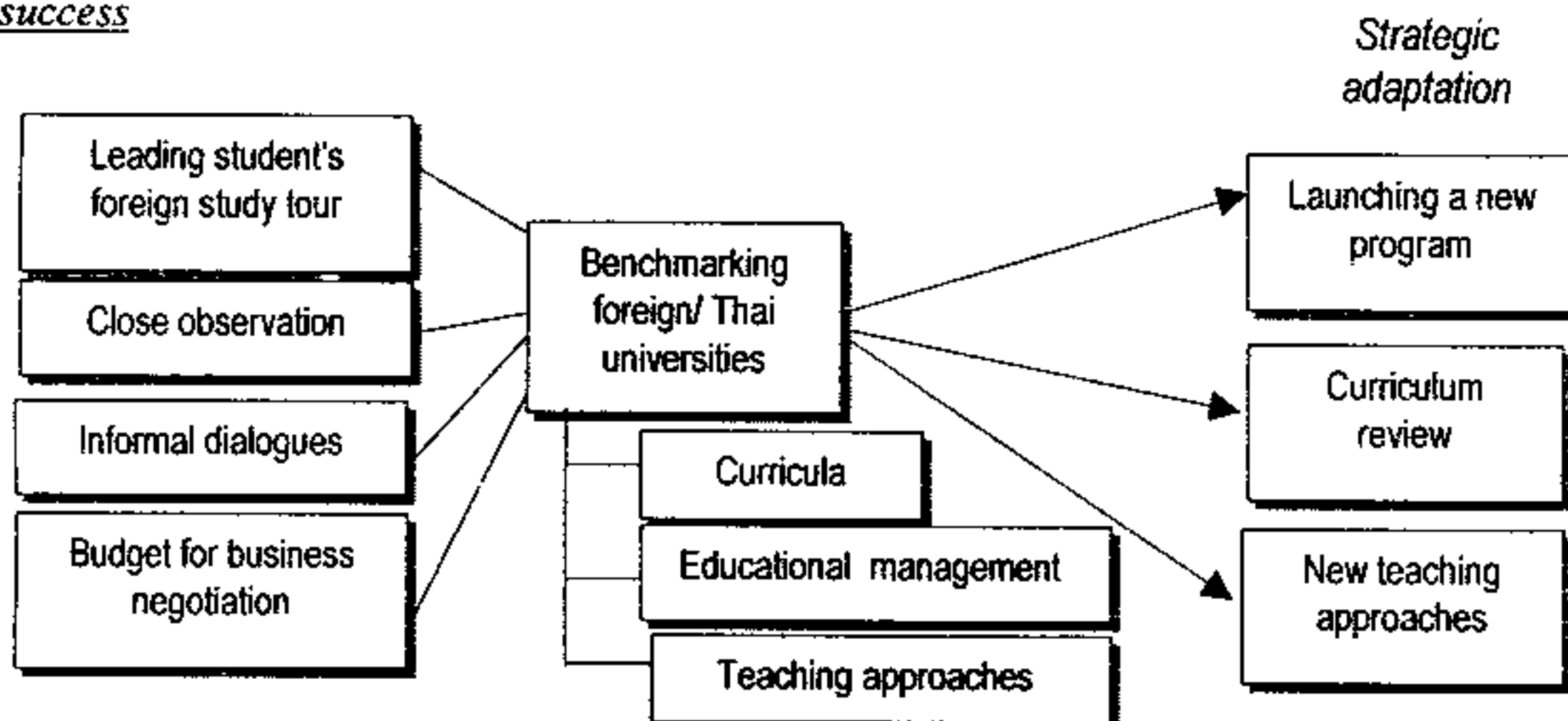


Figure 38 Benchmarking the competitors' success accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties

Benchmarking competitors' success was informally carried out prior to the launch of the executive programs in most Faculties. (See Table 12.) Competitors' success had strengthened confidence in the executive program. Perceived success included the program's recognized reputation, higher revenue, and individual faculty benefits, all of which demonstrated the remarkable growth of the program.

### **Internal Environment Mediates the Influence of External Environment**

Although informants at the three universities shared similar perceptions regarding the external factors influencing their executive management programming, the university responses to the environment were mediated by internal concerns. These concerns were comprised, most prominently, of the nature and structure of the institution itself, i.e. institutional focus and norms, organizational structure, and the regulatory framework. In addition, the decision to launch the executive programs depended on the faculty preparedness since launching the executive programs meant increasing faculty workloads. Moreover, the launching of the executive programs also entailed having enough faculty time for teaching in the new programs.

The decision to launch a new venture also depended on the dean's leadership, his ability to mobilize scarce resources and to gain collective support. The concern with these two was very apparent during the course of the interview.

Structural factors, although mentioned at TU and Chula, received little attention at NIDA, but appear to have accounted strongly for the decision in launching and modifying the executive programs, which deserved in-depth analysis. Flat structure and flexible management at NIDA although may make it irrelevant in mind of the informants, but clearly have influences on the strategic adaptation.

Feedback from external and internal environments also plays a vital role in the decision to launch and/or modify the executive programs. Other minor concerns including the recognition of the university mission, the perception of competitive business environment, the institutional support, and satisfaction from undertaking program implementation were viewed as less important. These factors are illustrated in Table 14.



### 1. Faculty Preparedness

Faculty preparedness involved both quantity and quality. It included the number of full-time faculty, their qualifications, their devotion to internal teaching, their outside commitment, and the degree to which they were utilized. Different Faculties had different levels of faculty preparedness, particularly in terms of the competent full-time faculty who were qualified to teach in the executive programs.

There were other elements such as to what extent the faculty devoted its time to internal teaching, the extent to which the faculty involved in outside commitments, and the extent to which the Faculty made full utilization of the full-time faculty members. All these considerations present the indicators of the faculty preparedness.

Table 14 Perception of the internal environment accounting for the strategic adaptation of the Executive MBA / MPA programs of the six Faculties.

| Perception of the internal environment               | MBA Faculties |       |      | MPA Faculties |       |      |
|------------------------------------------------------|---------------|-------|------|---------------|-------|------|
|                                                      | TU            | Chula | NIDA | TU            | Chula | NIDA |
| Faculty preparedness                                 | *             | *     | *    | *             | *     | *    |
| Leadership role                                      | *             | *     | *    | *             | *     | *    |
| Structural factors                                   | *             | *     | -    | -             | *     | -    |
| Feedback from external and internal environment      | *             | -     | *    | *             | -     | -    |
| Recognition of the university mission                | *             | -     | -    | *             | -     | -    |
| Satisfaction from undertaking program implementation | -             | -     | *    | -             | -     | -    |
| Institutional support                                | -             | -     | -    | -             | -     | *    |
| Perception of competitive business environment       | -             | -     | *    | -             | -     | -    |

\* The majority of the respondents mentioned this aspect.  
(For more information see Chapters 4 and 5.)

#### 1.1 The Number of Full-time Faculty

The government policy of downsizing the public sector made it difficult for several universities to meet a required specific standard student to faculty ratio. Universities were unable to recruit new teaching staff to fill vacant positions. Moreover, positions of the retired personnel were being eliminated. Chula and TU faculty held undergraduate teaching as their priority commitment. They also allocated

their discretionary time to student consultation as well as to other related academic activities. The number of undergraduate students tended to increase year by year and that increased the teaching workload of the faculty. Meanwhile, teaching in the graduate programs was not compulsory and would not be counted as part of the workload. Thus, having an adequate faculty for the program had been dependent only upon an individual faculty's willingness to teach, and this dependence underscored the uncertainty regarding faculty preparedness in executive program teaching. Therefore, faculty preparedness was unlikely in the comprehensive university's graduate programs.

### **1.2 The Qualifications of Competent Full-time Faculty**

The high quality of the faculty accounted for the program's strength. The quality of the faculty may be characterized by the number of its members who have a Ph.D. degree in their respective fields. A large portion of the Ph.D.s becomes a prerequisite for judging the overall quality of the program.

Qualified faculty referred not only to their educational backgrounds but it also included their expertise and teaching experience for the executive program. The length of teaching experience beyond the completion of the Ph.D. is one of the perceived indicators. It is likely that the longer the experience, the higher the competence of the faculty qualified to teach. In addition, the greater the number of the faculty possessing high academic-rank, the higher the quality of the program. (Research output is another indicator which reflects the competence of instructors.) The higher the standard set for instructors, the fewer the faculty members who achieve that. (See Appendix H.)

In terms of the overall number of full-time faculty in both the MBA and MPA programs, Chula's Ex-MPA has the fewest faculty preparedness. NIDA's X-MPA program, with 81.5 per cent of the faculty holding Ph.Ds, has a high level of preparedness in terms of competent faculty.



### **1.3 Faculty Devotion to Internal Teaching**

Faculty members in comprehensive universities like TU and Chula tended to limit their teaching in the executive program since they needed to satisfy their undergraduate teaching demands as well as other missions. In these comprehensive universities, faculty members considered undergraduate teaching as their first priority. They also realized that in satisfying their obligations to other missions, including research and public services, less time was left for contributing to the executive program.

### **1.4 Outside Commitment**

Faculty's outside commitments also reduced the amount of time they could teach in the programs. Outside commitments have been a barrier to effective executive program instruction. Such limitations were found more in the MBA Faculties. The facts revealed that a number of faculty were actively involved in outside commitments from which they earned extra money. External commitments caused them to pay less attention to their internal teaching. In this regard, the individual faculty's outside commitment was one of the factors accounting for faculty non-preparedness. The greater the faculty's outside commitments, the less they would devote to internal teaching and advising executive students.

Investigation of relevant archival data supported that the faculty in the comprehensive universities were actively engaged in certain research projects, consultation, teaching for private universities, and involved in outside and internal training programs. In addition, the faculty needed to demonstrate their academic excellence by participating in various academic activities both in Thailand and in foreign countries. Such activities included presenting academic papers, participating in seminars or conferences, embarking on study tours or making technical visits. In addition, the faculty also needed to write teaching handouts, and publish academic articles as well as textbooks. The more they engaged in these activities, the less time can they devote to the Executive programs, although some such activities may contribute to improved quality of programs.

### 1.5 Full Utilization of the Full-time Faculty Members

The problem of the faculty preparedness was often the result of the inability of the programs to make full use of the faculty. This failure was perceived particularly in the faculty of the School of Public Administration, NIDA. The informants' comments put strong emphasis on the need to fully utilize the existing faculty for executive program instruction. According to their views, the faculty was under-utilized prior to the launch of the X-MPA program. One of the needs arising from the expansion of the executive program was to demand full use of its own faculty, by giving them more internal teaching and permitting fewer outside commitments.

Faculty preparedness was considered the most important factor in launching the executive MBA/ MPA programs. Although the outside environment has forced the Faculties to adjust themselves, the lack of faculty preparedness proved a main obstruction to strategic adaptations. Lack of full faculty utilization caused delays in launching the executive program in the School of Business Administration, NIDA. However, use of retired faculty and adjunct instructors did alleviate the problem. Faculty preparedness, its causes and consequences is illustrated in the Figure 39.

#### The faculty preparedness

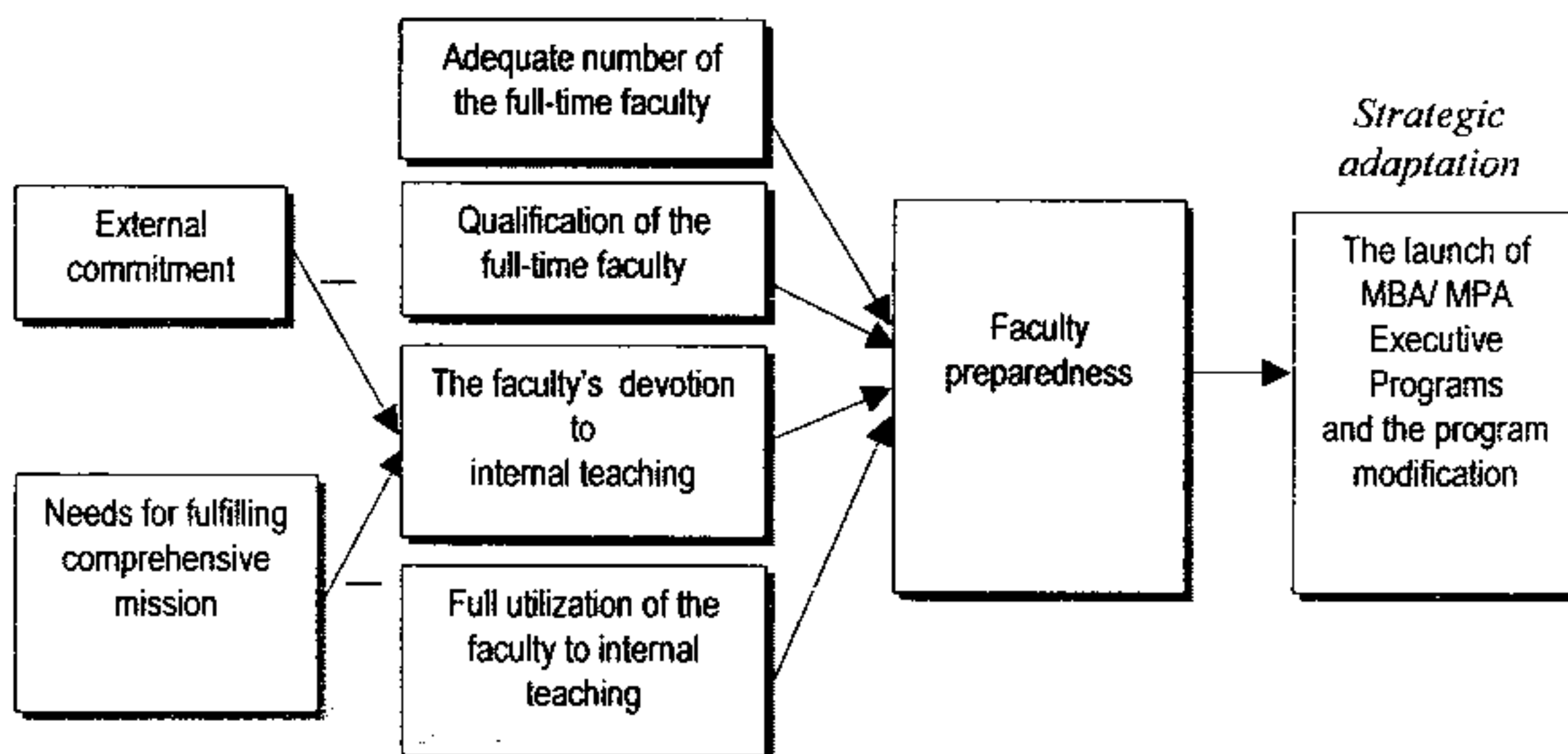


Figure 39 The faculty preparedness accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties



## 2. The Leadership Role

The individual Faculties agreed that the dean's leadership role to manage organizational politics was a necessary condition for the adaptation in the executive MBA/ MPA programs. Initiating a new venture needed collaboration from all faculty members. More importantly, the dean's policy supporting the executive program affected the success of its first launch. However, the criteria to seek support from the faculty members were different among the six Faculties.

The School of Business Administration, NIDA believed that in seeking faculty support, the dean needed to have the ability to mobilize faculty members. The university's faculty members are basically autonomous with strong personalities. The dean needed to put great effort in using sufficient well-reasoned positions. The program's implementation must be clearly and explicitly stated to gain faculty support.

The School of Public Administration, NIDA and the Faculty of Political Science of Chula used the faculty meeting as a forum for decision-making as well as an effective mechanism for communicating to seek support. In both, faculty members believed that rationality, along with persistence with the initial ideas, were key to gaining faculty support and significant in achieving consensus.

The Faculty of Political Science, TU and the School of Business Administration, NIDA perceived the importance of the cohesiveness of the group's proactive change. Members of the cohesive group consisted of those faculty members, who were entrepreneurial and who were inspired to initiate the new venture, seek support from the dean, receive cooperation from their peers, and monitor the process and debate until the venture was approved. The cohesive group had to defend the rationale of the new venture, which normally would be approved so long as it did not affect another faculty's benefits. Moreover, the leadership role involved the ability to create a *positive sum* game – that is, equality and fairness in the benefit distributions, with favorable rules and regulations, which advocated faculty collaboration. The leadership role in internal political management accounting for the strategic adaptation of the executive MBA/ MPA programs is demonstrated in Figure 40.

### 3. Structural Factors

Lengthy bureaucratic processing has been a major obstacle for new initiatives. The Faculties in comprehensive universities like TU and Chula revealed their concern over the organizational structure within the universities. The structural aspect was not mentioned at NIDA where only graduate education is offered.

#### The leadership role

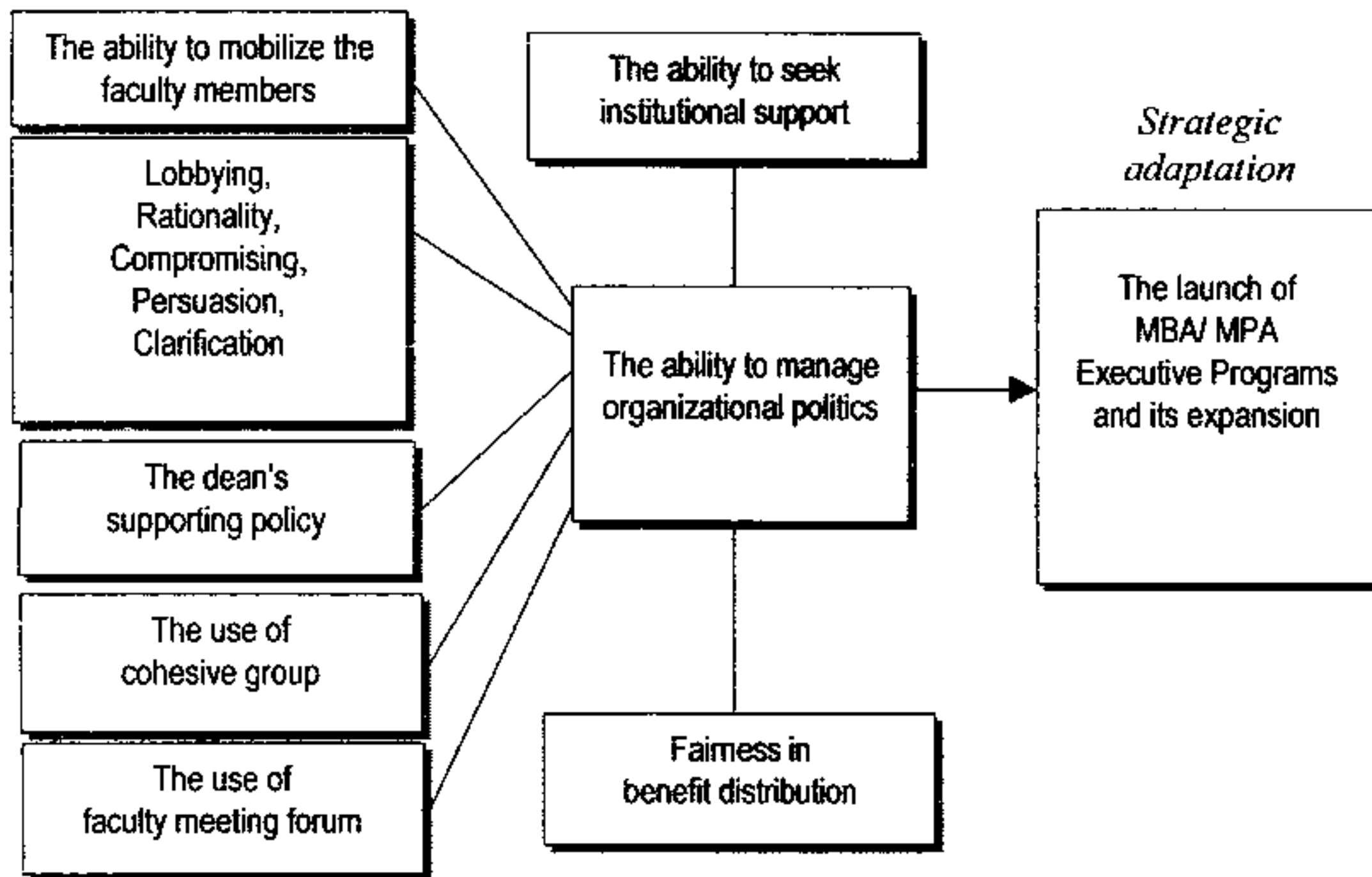


Figure 40 The leadership role accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties

At the institutional level, the Graduate Studies unit generally delayed curriculum approval if some points were so unclear that the proposed curricula needed to be returned for correction. As comprehensive universities, TU and Chula are large in size, hierarchical, and program decisions involve the Faculty of Graduate Studies which is responsible for graduate education in various Faculties. The Faculty of Commerce and Accountancy, Chula commented that the Graduate Studies's executive committee could reject a new proposed program or curriculum, despite their not having the expertise in the field of study needed to design the curriculum. This questionable aspect of the approval process brought about suspicions and questions.



At the faculty level, structural factors and bureaucratic process led to inefficiency in educational management. The existence of department units at TU and Chula made it difficult to seek collective support from faculty members. For example, the Faculty of Commerce and Accountancy at Chula's executive MBA program involved three Departments: the Department of Finance, the Department of Accountancy, and the Department of Marketing. Its administrative committee consisted of faculty members from the three departments. Each department managed and offered the relevant courses, and made decisions about course instructors. Any changes in the various courses had to be approved at the department level before being forwarded to the Faculty and Graduate Studies respectively.

Therefore, launching a new program and the curriculum review in TU and Chula resulted in tardiness that discouraged the Faculty from initiating any new ventures. Moreover, it was likely that the proposed program might be rejected or withheld for a long period of time, particularly when financial concerns like tuition, fees and salary adjustments became a consideration.

Structural factors also involved the university's rules and regulations. Rules and regulations significantly obstructed the process of launching a new program or which suspended the Faculties new initiatives. It was an obstacle when the Faculty was not supported in launching a new venture. For example, such regulations from the bureaucracy required that a Chula faculty member must declare his/or her own major area. A faculty member needs to locate in one particular Department only, that it is required that a Department nominate certain faculty members working full-time for a new program. Apparently, these regulations hampered cross-disciplinary program development.

The Faculty of Political Science at TU and Chula have used their executive program curricula for more than ten years without official review. Persistence in using the old curriculum over time was to avoid difficulties in the curriculum approval process at the Graduate Studies level. Since the approval process was usually time-consuming and required much effort, minor adjustment seemed to have been more practical in updating new knowledge. Therefore, the strategy was to conduct minor

changes in course descriptions, which made it possible for instructors to incorporate new knowledge in their courses while avoiding official review.

NIDA faculties were smaller in size and with no department units. Curriculum approval required less time, which challenged new initiatives. NIDA Faculties were able to utilize fully their faculty for internal teaching and program administration. The School of Public Administration regularly reviewed its executive MPA curriculum as frequently as every two years since the approval process was fast both at the Faculty and at the university level. The School of Public Administration also initiated other programs such as the Doctor of Philosophy Program in Development Administration (International), the Master of Public and Private Management Program, the Mini Master of Management Program, as well as the expansion of the executive MPA program to various provincial campuses. The School of Business Administration initiated its R-MBA English Program and initiated the Global MBA program, which was terminated prior to launch because of the lack of internal support. Therefore, NIDA's flatter structure and brief history contributed to more rapid and flexible decision-making, but did not guarantee that proposed programs would always be adopted. Structural factors influencing the adaptation of the MBA/ MPA Faculties of the three public universities is illustrated in Figure 41.

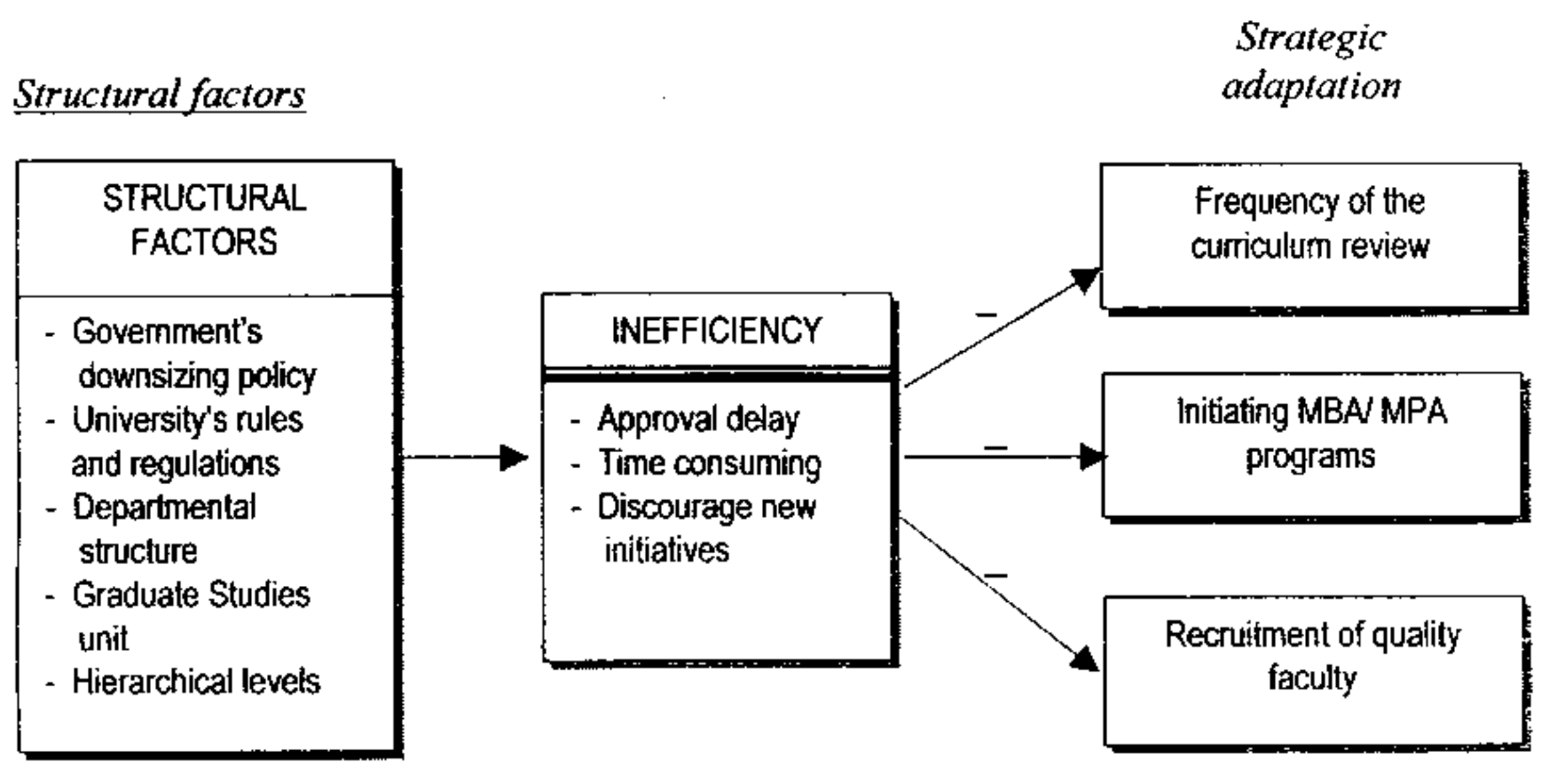


Figure 41 Structural factors accounting for strategic adaptation of launching the Executive MBA/MPA programs in the six Faculties



#### **4. Feedback from the Environment**

Feedback from external and internal environments was perceived as important inputs. Regular feedback obtained from the private sector, the market, experts, and various interest groups had been valuable inputs for the executive MBA program development in the Faculty of Commerce and Accountancy at TU. Their comments and requirements, in addition to the faculty' brainstorming, were significant for reading the market demand and were beneficial as valuable input for the review of the curriculum and for initiating new programs.

The Faculty of Political Science's faculty members at TU arranged a conference to obtain feedback from the internal faculty, students, external experts in business, politics, and government sectors, as well as alumni. Additionally, feedback from local people, government, and chambers of commerce appeared to be informal and valuable advice. Feedback from alumni and current students were also inputs for curriculum review for the faculty.

However, getting information from the environment was time consuming. Hence curriculum review did not occur as frequently as expected. For the School of Business Administration, NIDA, external inputs helped strengthen the subject matter of the curriculum. External feedback from alumni and employers was invaluable for curriculum review. Internal feedback was obtained in the form of student evaluations of individual courses. Feedback from the external and internal environments accounting for the adaptation of the executive programs in the six Faculties is illustrated in Figure 42.

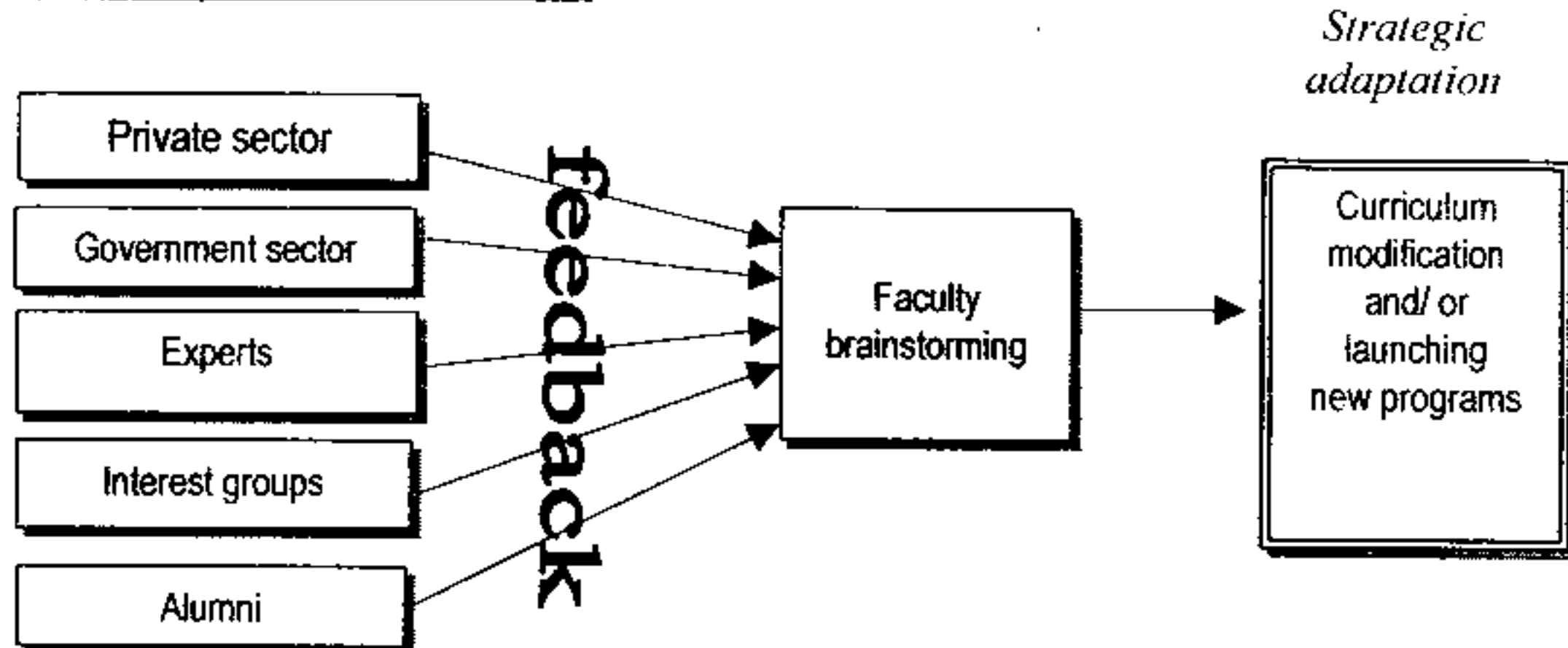
*Feedback from the environment*

Figure 42 Feedback from environment accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties

Other internal factors that were mentioned by some informants receive less attention. They include the satisfaction from undertaking the program, which was mentioned at the School of Business Administration, NIDA. It is notable that among the six Faculties, the School of Business Administration was the last Faculty to launch its executive MBA program. The delay of the launch was partly the consequence of the desire to achieve a satisfactory operation of the regular daytime program.

The other factor was the perception of the competitive business environment. NIDA's Faculties agreed that the perception of the environment's rapid change had resulted in reviewing their curriculum/ course contents more frequently. The MBA Faculties realized that the workforce in a turbulent environment needed to be alert to adjust themselves to maintain societal leadership, and to be modern and innovative. The curriculum must be regularly adjusted or reviewed to include new knowledge, concepts, and subject matter, in response to current environmental circumstances and business pressure. For example, the aspects of environmental conservation, English usage, and computer literacy must be incorporated in the curriculum.

The School of Public Administration perceived that the executive MPA instruction should be conducted by using the case study approach, exchanging experiences, and giving concrete examples; while in the regular MPA, lectures had been generally used. Therefore, the curricula for the regular and executive MPA



programs was different and separate. The School attempted to discriminate the executive MPA curriculum by developing it specifically to address different market segments. However, this practice was contradictory to the Ministry of University Affairs rules and regulations that in a university, there must be a single curriculum for a degree program. Therefore, the attempt to make distinctive the executive program was achieved by locating it in one particular major field; for example, “General Management” in the X-MBA, and “Management for Executives” in the X-MPA.

The more intense the competition, the more frequent curriculum review is needed. Intense competition has led to the launch of new programs in response to new demands. A new program generally aims to correct the pitfalls of current programs, and to compete with other universities. Interestingly, some interviewees of the Faculty of Political Science at TU believed that the competitive environment had only a slight effect on the curriculum review. They cultivated strong confidence in the first-launched curriculum, and have been using it for over 20 years. Only small adjustments have been conducted in the review because of obstructions in the bureaucratic process. Perception of competitive environment accounting for the adaptation in curriculum review and implementing new programs is illustrated in Figure 43.

*The competitive business environment*

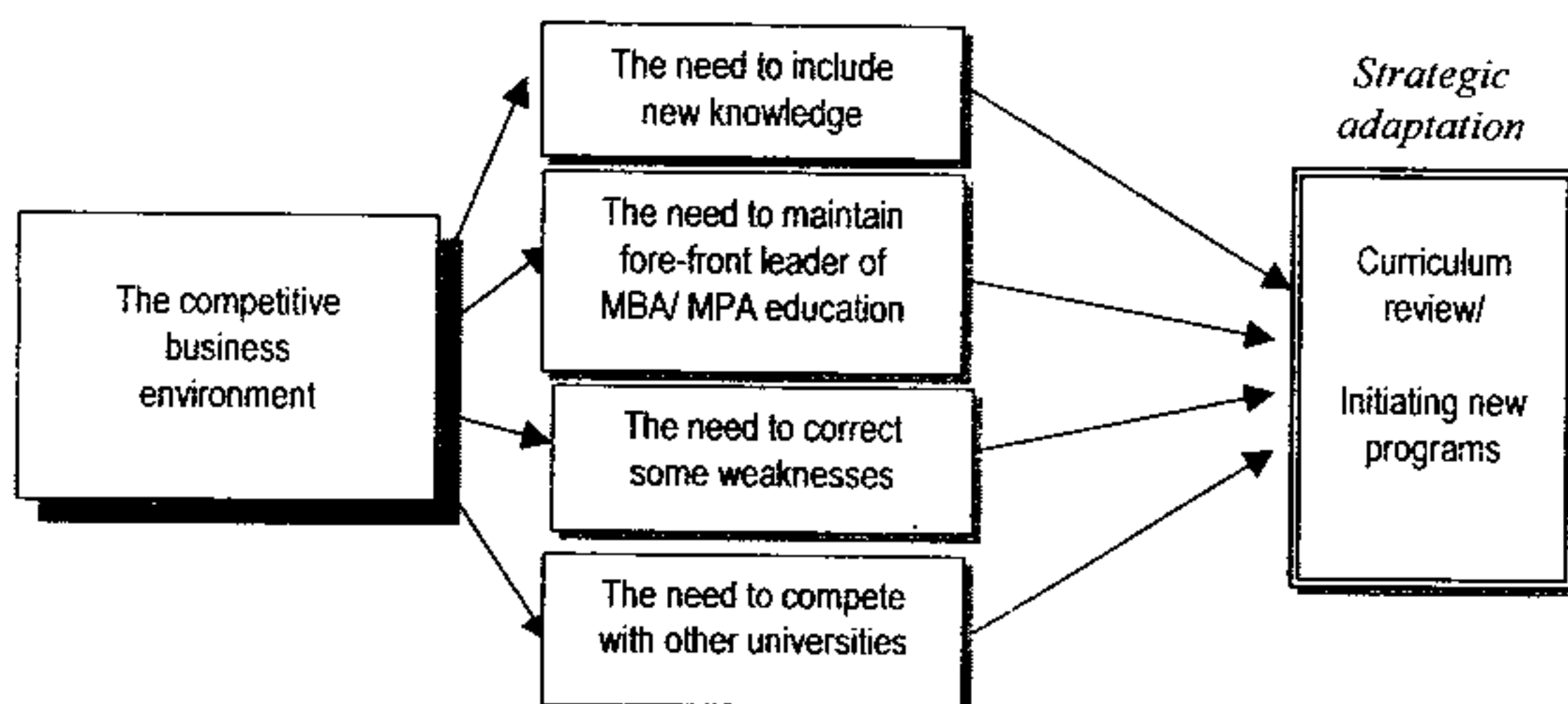


Figure 43 Competitive business environment accounting for strategic adaptation of launching the Executive MBA/ MPA programs in the six Faculties

## **Summary**

Individual Faculties perceived the environments in the same way. For the perception of the external environment, the factor that accounted strongly in all six Faculties was the “market demand,” which later led to the modification of “market segmentation”. The “global trends” factor was weighted second in importance; and the “absence or existence of the threat to survival” and “benchmarking the competitors’ success” factors were considered to be of third importance. Factors like the “need for faculty development”, “the necessity of the program”, “the uncertainty of the business environment”, and “the previous success” were weighted as less important, but some Faculties considered them to be minor factors accounting for the adaptations in the program.

For the perception of the internal environment, the most influential factors were faculty preparedness and the leadership role. Structural factors were important in the comprehensive universities, while they were not mentioned at NIDA. Feedback from the external and internal environment, also accountable at TU -- while for NIDA, it was the perception of a competitive business environment -- has resulted in insights leading to the adaptation of its MBA program.

## **Specific Perceptions Accounting for Decision of Geographic Expansion of Executive Programs**

While all the MBA Faculties chose not to expand their programs geographically, geographic expansion was the significant strategic adaptation for the MPA program at NIDA and the MPE program at TU. The decision to implement or to reject geographical expansion strategies was dependent on specific perceptions of the environment. There were four important factors: appropriateness, quality concern, the scarcity of resources, and the clarity of university mission. Appropriateness was the first factor that most respondents raised for discussion when talking about geographic expansion. However, the most important factors was quality concern and the scarcity of resources, which, interestingly, different Faculties perceived in different ways. For example, quality was viewed by the non-expanded Faculties in terms of just means and ends, but it was perceived at the ultimate end



level in the Faculties implementing geographic expansion. The scarcity of resources was mentioned strongly in those Faculties that did not expand geographically. The university's mission also plays an important role in the decision to expand geographically. In those Faculties with a long history and a traditional belief in the university's mission, geographic expansion was difficult to implement. Table 15 depicts the specific perceptions accounting for the decision for the geographic expansion of the six Faculties.

### 1. The Expansion Appropriateness

The appropriateness for expansion accounted for the geographical expansion in all six Faculties. In the MBA Faculties, where geographical expansion was not implemented, the shared notion was that the provincial universities should take responsibility for human resource development in their respective areas. They should avoid competing with provincial universities. Instead, their commitment should be to assist provincial universities in establishing and implementing the programs of their own.

Table 15 Specific perception accounting for the strategic adaptation of the MBA / MPA programs of the six Faculties

| Specific perception of the environment             | MBA Faculties |    |      | MPA Faculties |    |      |
|----------------------------------------------------|---------------|----|------|---------------|----|------|
|                                                    | TU            | CU | NIDA | TU            | CU | NIDA |
| The expansion appropriateness                      | *             | *  | *    | *             | *  | *    |
| Quality concern                                    | *             | *  | *    | *             | *  | *    |
| The scarcity of resources                          | *             | *  | *    | *             | *  |      |
| The clarity of the university's mission            | *             | *  | *    | *             | *  | *    |
| The absence of a threat to survival                | *             |    |      |               |    |      |
| The expectation of diminishing number of customers |               | *  |      |               |    |      |
| The commuting convenience and available facilities |               |    |      | *             |    |      |

\* The majority of the respondents mention this aspect.  
(For more information see Chapters 4 and 5.)

However, appropriateness was also mentioned at the School of Public Administration, NIDA and the Faculty of Political Science, TU, where geographic expansion had been implemented. They considered that there was no public university offering a similar degree program in the area. The School of Public Administration's targeting provinces was formerly based on appropriateness, that there was no public university situated in the province. It neither wanted to confront nor to compete with local universities. The Faculty of Political Science agreed that the X-MPA program should not expand to where local universities existed in the areas, i.e., Songkhla and Pitsanuloke provinces. The fundamental concern was that outreach extend to where there was no accessibility, and not to fight over student customers.

The concern for other institutions has been declining recently in the School of Public Administration due to other rival concerns: survival and commuting convenience. The first provincial campus of the School was in Uttradit province. Since there was no competing institution in the province, the school decided to accept the invitation of Uttradit Teacher's College to extend its executive MPA program there. Uttradit was inconvenient in terms of commuting since there was no airport. The instructors had to go there by car, by train, or by plane to Pitsanuloke province and then drive another hour by car. Bad experience in commuting led to shifting in the selection criteria of the new campus to concentrate more on convenience areas. Therefore, those campuses in Suratthani, Hadyai, Phuket, Ubolratchathani and Udonthani were selected based on their commuting convenience. The existence of airports, hotels, and the host institution's facilities were included as important factors in selecting provinces in which to expand. Concern for appropriateness accounting for geographical expansion is illustrated in Figure 44.

## **2. Quality Concern**

Geographical expansion can be linked to mass production. The relation of quantity to quality carries with it the fear that quantity expansion would defeat quality expansion. The concern for quality was expressed explicitly at the Faculty of Political Science,



*The expansion appropriateness*

Figure 44 The expansion appropriateness accounting for geographic expansion decision of NIDA's Executive MPA program and TU's MPE program

Chula. There was the fear that public would perceive expansion negatively and that it intertwined money, i.e. costs, with low quality. Such fears strongly influenced faculty members, which prevented them from implementing geographical expansion, despite realizing the existing demand in the provinces. There was also a fear of being criticized as advocating student massification and socialization through geographical expansion, instead of through academic excellence. They believed that the quality issue was likely to be viewed negatively since the greater the enrollments, the more likely unqualified prospective students would enter the program.

The Faculties that did not expand geographically agreed upon various aspects of the quality concern. These involved class size, instructional quality, and the devotion of faculty time for student instruction and consultation. Fears about decreasing quality were characterized as follows:

- 1) The quality of entrants in the provinces was regarded as being of average lower quality than students at the main campus. Therefore, there was the fear that there might be a trade-off between quality and survival. In other words, academic institutions might sell cheap in order to serve a satisfying number of students. For survival, the number of students was the important indicator. The greater the number of entrants, the more likely the program would survive. The quality of the program involved appropriate class size and student advising. The larger the class size, the more likely the use of group assignments and/or group projects. These, however, might not adequately reflect individual students' real effort and performance. As a result, the teaching-learning process and outputs were considered of low quality.

- 2) There was the concern for the standardization of the teaching-learning process at both the main campus and the regional ones. There was the fear that

different, incomparable, or unequal quality standards would be applied among the dispersed campuses. There was the fear that eventually quality would decrease both at the main campus and regional campuses in terms of teaching preparation and evaluation. In addition, the strictness of the entrance selection criteria and procedures would be less intense if the faculty wanted to achieve a satisfying number of new entrants. To reconcile the problems, high standardization of teaching-learning processes was suggested to preserve the quality of the program and to eliminate students who lacked strong motivation.

3) The provincial campuses tended to lack an academic atmosphere because of the absence of full-time faculty members on campus. So the provincial campuses lacked relationships and bonds between faculty and student, which was generally contrary to what prevailed at most universities.

4) Geographical expansion required that the faculty commute to the branch campuses. Excess travel might cause fatigue and eventually result in a decreased instructional quality. However, implementation of interactive classrooms was believed to be ineffectively utilized in the social sciences. Learning emerged from direct classroom interaction, student participation, exchanging ideas and experiences. Therefore, the presence of instructors would enhance instructional flexibility, liveliness and effectiveness. For the Faculty of Political Science, TU, once geographic expansion was implemented, there was no further expansion to other provinces.

Quality concern accounting for geographic expansion is illustrated in Figure 45.

### **3. The Scarcity of Resources**

The shortage of faculty and staff had been a great obstruction to geographical expansion. Geographical expansion resulted in the faculty members' increased workload. They anticipated that an excessive teaching load would generate problems in preparation and consultation. In addition, the presence of the teaching staff at the provincial campus was regarded as necessary, or otherwise the program would fail.



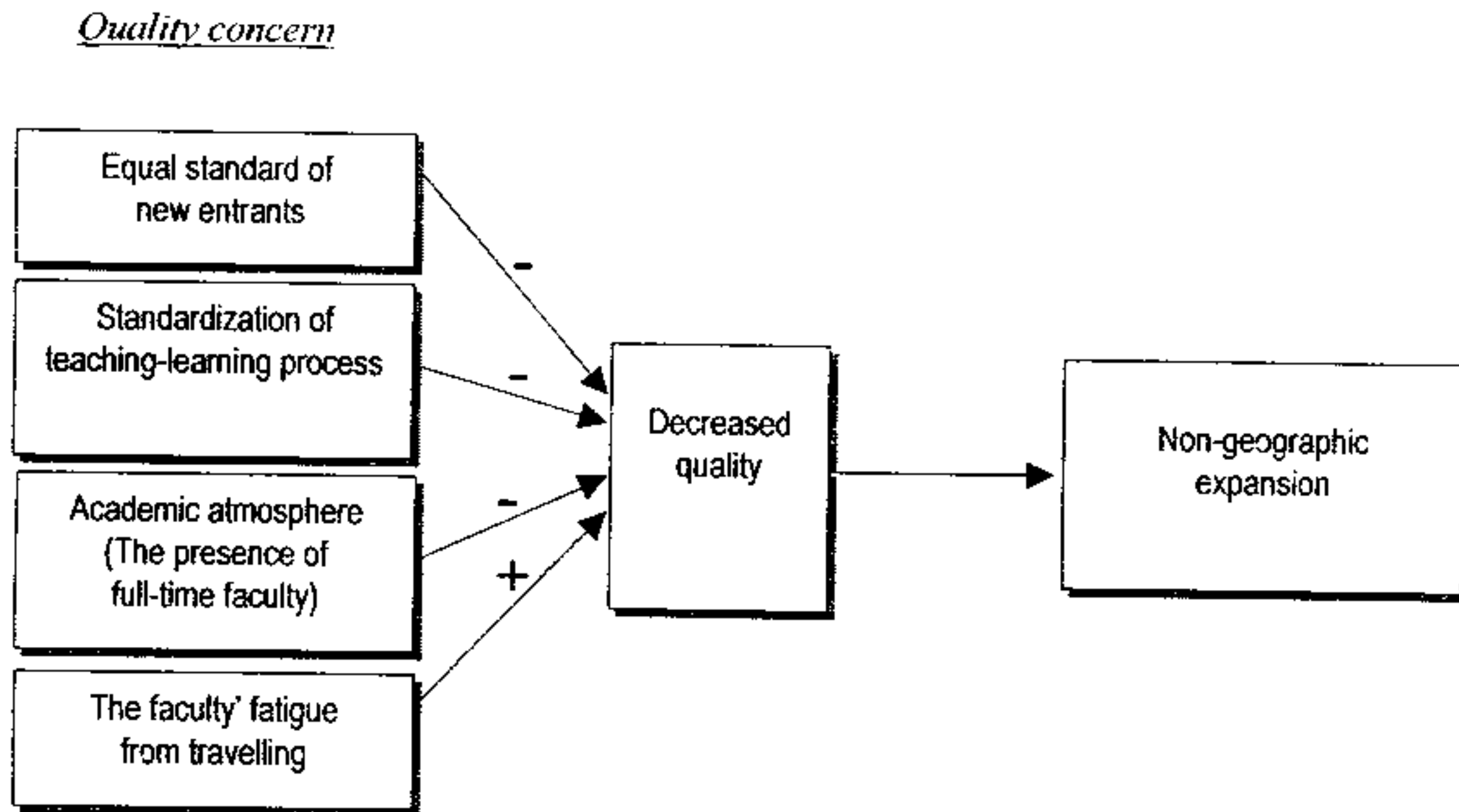


Figure 45 Quality concern accounting for geographic expansion decision of the Executive MBA and MPA programs of the six Faculties

### 3.1 Faculty Inadequacy

The causes of faculty inadequacy as mentioned by the interviewees stemmed from various aspects:

3.1.1 At the comprehensive universities such as TU and Chula, most of the faculty were already committed to a full teaching workload for bachelor degree students, as it was their priority.

3.1.2 In most Faculties, the teaching staff were committed to outside work and were unable to expand their workload. Outside commitment included academic consultation for public/private agencies, teaching for other academic institutions and training programs, as well as being involved in research projects.

3.1.3 At the Faculty of Political Science, Chula, faculty members were laden with heavy teaching workloads for various degree programs, and the need to fulfil the comprehensive mission of the university.

3.1.4 The devotion of faculty time to teaching in the executive program.

3.1.5 A number of permanent faculty members were not competent enough to teach in the executive program.

3.1.6 The faculty avoided overloads since they needed time to prepare lessons or consult with students.

The problem of faculty inadequacy might have been alleviated by inviting outside qualified instructors to teach. However, this practice created a resource dependency. The greater the insufficiency of full-time instructors, the higher the degree of the resource dependency, and the higher the expense of the program's administration. These expenses eventually resulted in raising the tuition and fees. The more the resource dependency, the less likely the geographical expansion.

### **3.2 Inadequate Space and Facilities**

The problem of inadequate space and facilities was another major internal factor affecting geographical expansion. The provincial campuses lacked good libraries to support and enhance student learning and research. The library was viewed as indispensable for research activities, and for providing an academic atmosphere. Students needed to search for knowledge by themselves, apart from what the instructors provided in class. The library also should have service hours and sufficient textbooks. The provincial campus may lack a positive learning environment, an academic atmosphere, or fully-equipped classrooms, sufficient computers and computer networks of equal standards. Scarcity of facilities prevented the Faculties from either increasing enrollment or expanding geographically.

Scarcity of resources accounting for the decision of non-geographical expansion is illustrated in Figure 46.

## **4. The Clarity of University Mission**

Geographic expansion was basically determined by the university's or faculty's mission. According to the Faculty of Commerce and Accountancy, Chula, the mission had been communicated to faculty members and staff through the university's annual reports. The non-business-oriented philosophy led to limiting class size. The



*The scarcity of resources*

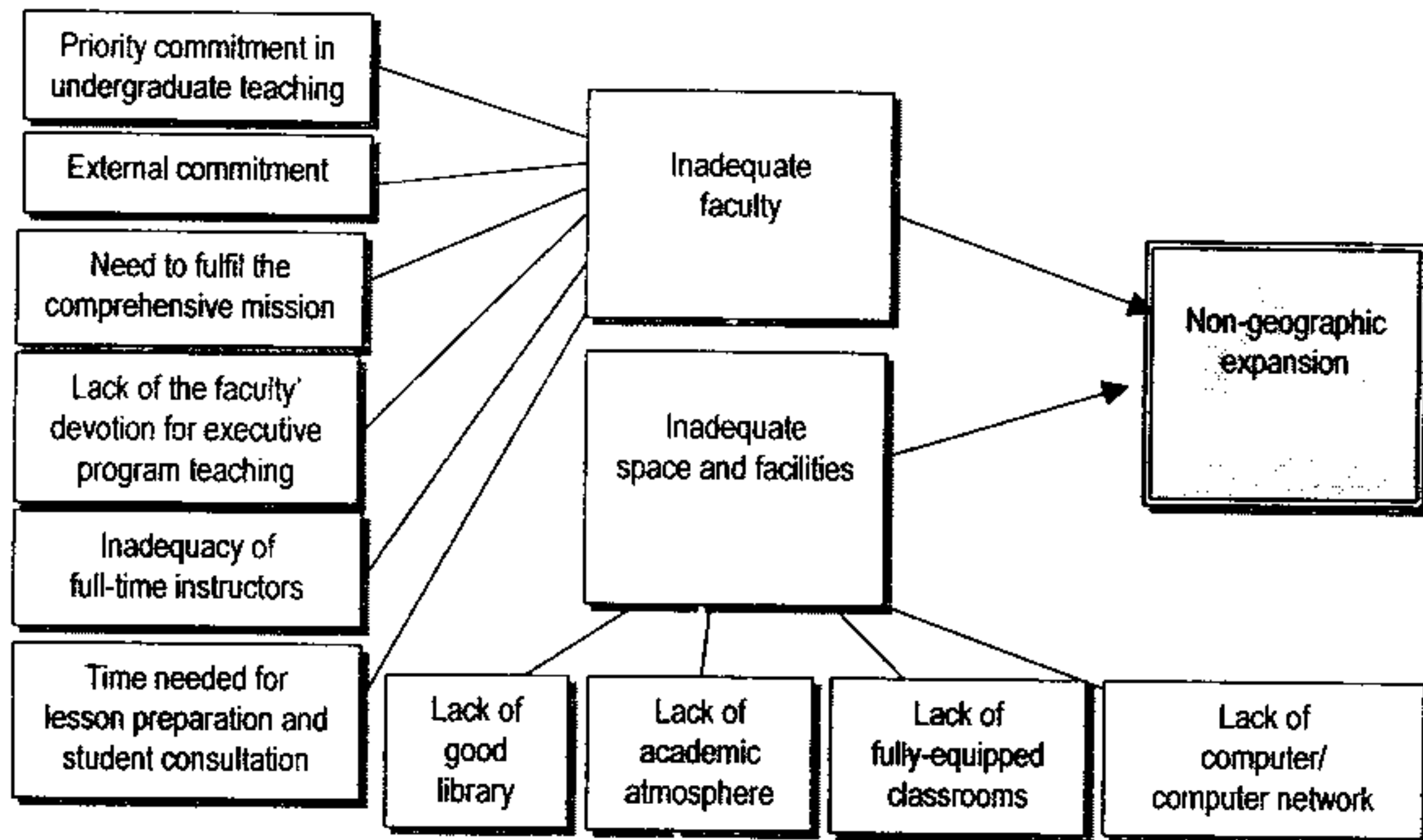


Figure 46 Scarcity of resources accounting for geographic expansion decision of the Executive MBA and MPA programs of the six Faculties

Faculty emphasized undergraduate education and that the faculty members needed to focus on undergraduate education as their priority. In addition,

the university's explicit and traditional mission had been the barrier to first establishing the EPA program in the Faculty of Political Science, TU. TU's fundamental mission had over time emphasized the benefits to the people at large, freedom, free education, and the dislike of commercialism. So, a number of the faculty disagreed with the launch of the self-supported, business-like executive program since it violated the university's traditional mission.

The School of Business Administration, NIDA's faculty members mentioned that the university's mission statement was neither developed nor communicated to the faculty and staff. There was agreement that the university mission had changed over time, but the current mission had not yet been clearly recognized. For the School of Public Administration, although there was no official mission statement, faculty members discussed their mission on different occasions, such as at faculty meetings, the annual seminar, as well as in informal discussions among the faculty. They agreed

that expansion of the equal access opportunity to graduate education in public administration to contribute to national human resource development was the ultimate objective of the executive program. Geographical expansion was perceived as significant for the nation's competitiveness. It conformed to the university's mission when NIDA was first established in TU, focusing on the graduate education of the government officers. Before geographical expansion, its traditional mission had changed to include the recently graduated since it adopted the admission procedure to correspond with NIDA's overall admission system.

### **5. The Contribution to Regional Graduate Education and National Human Resource Development**

The individual Faculties perceived that geographical expansion was basically a good idea. It provided greater access to the local people to pursue graduate education. Its ultimate outcome resulted in national human resource development. In principle, geographical expansion contributed to the increase in accessibility of graduate education to working adults in the provinces.

This contribution was the initial objective of the School of Public Administration, NIDA's X-MPA program. In addition, it disseminated knowledge of public administration to regional areas. It benefited students and the government's human resource development all across the nation.

For the Faculty of Political Science, TU's MPE program in Lampang province whose area of concentration was Government, the program's philosophy and curriculum were suitable for government officers in the rural areas. This group of people was its targeted market. The Government area of study benefited government officers throughout the country since, in principle, democratic principles were to be inculcated in the region. For the School of Public Administration, public administration study also benefited government officers throughout the country. Therefore, NIDA's targeted markets were perceived to be greater in the provinces than in Bangkok. Geographical expansion reflected the rationale of the MPA and MPE programs.



Geographical expansion eradicated the limitations of distance and time, which had over time been an obstruction for the local people pursuing graduate education. A few faculty members sacrificed their weekends commuting to distant provinces instead of having the students commute to study at the main campus. This reduced the overall cost significantly. It also helped develop graduate education in the region. Geographical expansion also responded to the regional growth distribution policy of the Ministry of University Affairs. For Faculties that did not implement geographical expansion, they still perceived that it should be advocated as a new trend in graduate education if the quality could be controlled effectively.

Some interviewees commented on geographic expansion from other perspectives. First, the MBA for executives was not urgently needed. Therefore, there was no need for further expansion. Demand for the MBA had already been met as many universities offered various MBA programs already. Second, the decision to expand the X-MBA program meant that the faculty would have to sacrifice their personal life and life style to dedicate their time to teaching and commuting. It was a matter of lifestyle, and that the faculty chose not to work on weekends. Third, the customer's decision to choose MBA institutions depended partly on which institution was more convenient for commuting.

For the School of Public Administration, NIDA where geographic expansion was implemented, a minor factor was to provide transferability to students in case they had to rotate their workplaces officially to other provinces. The contribution of geographical expansion was to reduce mass student travel to study at the main campus, and let the instructors commute to teach instead. This would reduce the overall cost of the program.

The clarity of university's mission and the contribution to regional graduate education and national human resource development accounting for geographical expansion is illustrated in Figure 47.

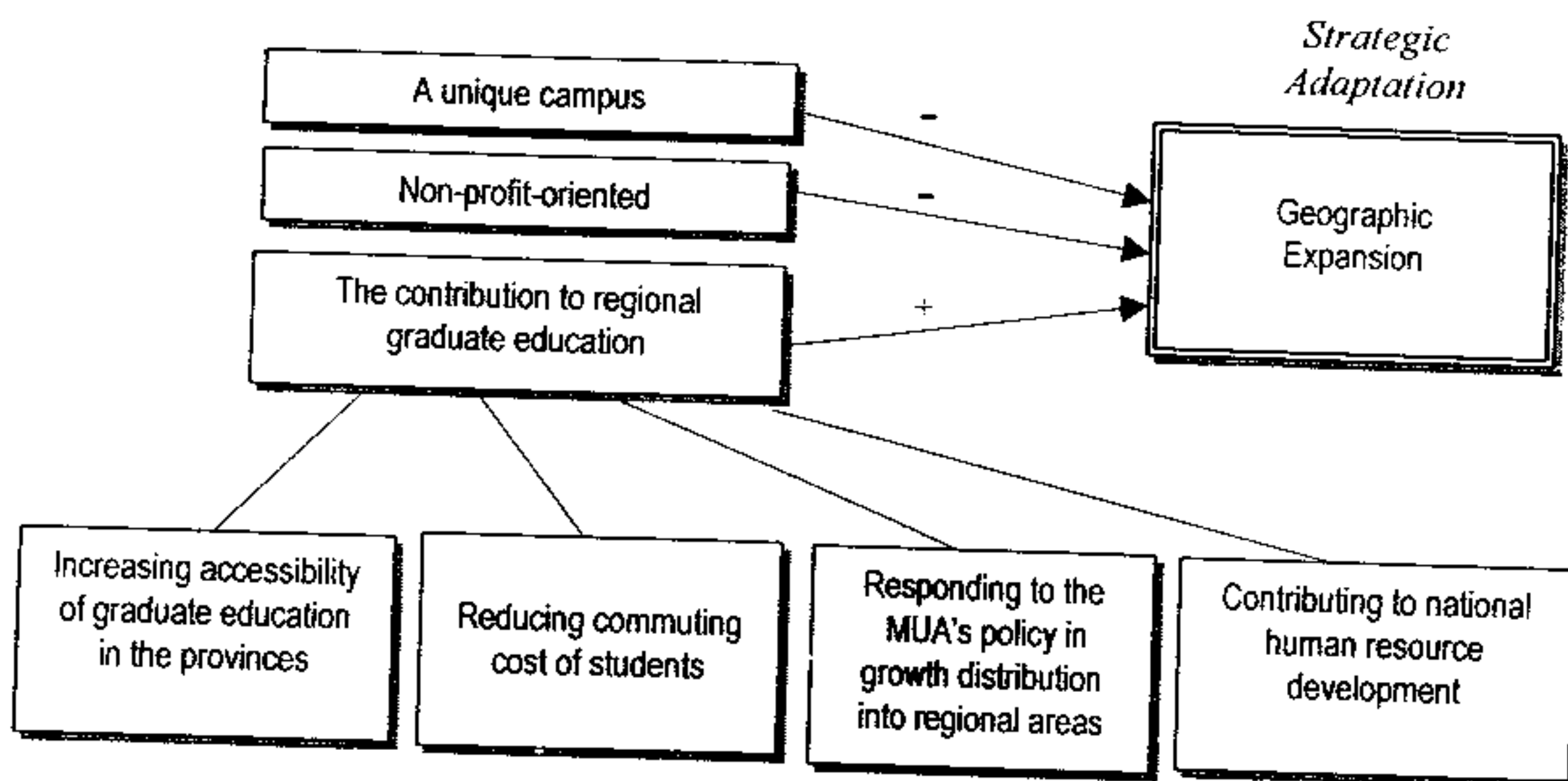


Figure 47 Clarity of the university's mission and the contribution to regional human resource development accounting for geographic expansion decision of the Executive MBA and MPA programs of the six Faculties

## Summary

The MBA and MPA Faculties operated differently in their executive program expansion because they had different specific perceptions of expansion. The most influencing factors are comprised of five aspects: (1) the expansion appropriateness; (2) quality concern; (3) the scarcity of resource; (4) the clarity of university's mission; and (5) the contribution to regional graduate education and national human resource development. Among the five factors, the scarcity of resources was most notable. The faculty resource is perceived as scarce by every Faculty except the School of Public Administration, NIDA. This School has fully utilized its faculty in internal teaching, while the other Faculties are concerned more about fulfilling missions other than their internal teaching.

The other important factor is the clarity with which the university's mission is communicated. Most Faculties do not concern themselves with the contemporary mission and the realization that the mission had to be changed to respond to the changing environment. Old and prestigious comprehensive universities like Chula and TU believe strongly in the old tradition, and that is hard to change. On the other hand, a newly established university like NIDA was more flexible.



Every Faculty put emphasis on the expansion appropriateness. All Faculties mentioned the appropriateness of launching the executive program in the provinces. There was the fear that expansion would affect local institutions. However, NIDA was flexible enough to shift its concern to customer satisfaction, that it should enhance competitiveness and allow the customer to choose the best program.

Quality concern plays an important role in the decision to expand. The Faculties that refused geographical expansion perceive that expansion would decrease quality, particularly in terms of equal standards at the main and the provincial campuses, the academic atmosphere, and the fatigue from travelling. In other words, quality was mainly concerned with the inputs and processes. On the contrary, quality was viewed more as the outcome in the School of Public Administration, NIDA and the Faculty of Political Science, TU, where geographical expansion had been implemented. Specific perceptions accounting for the executive program expansion is illustrated in the Figure 48.

### **Strategic Adaptation as a Result of Environmental and Other Specific Perceptions**

Strategic adaptation that the MBA and MPA Faculties used in response to the perceived environment consisted of four categories:

- 1) Market development;
- 2) Product development;
- 3) Geographical expansion; and
- 4) Market penetration.

Table 16 illustrates these four strategies adapted by the six Faculties.

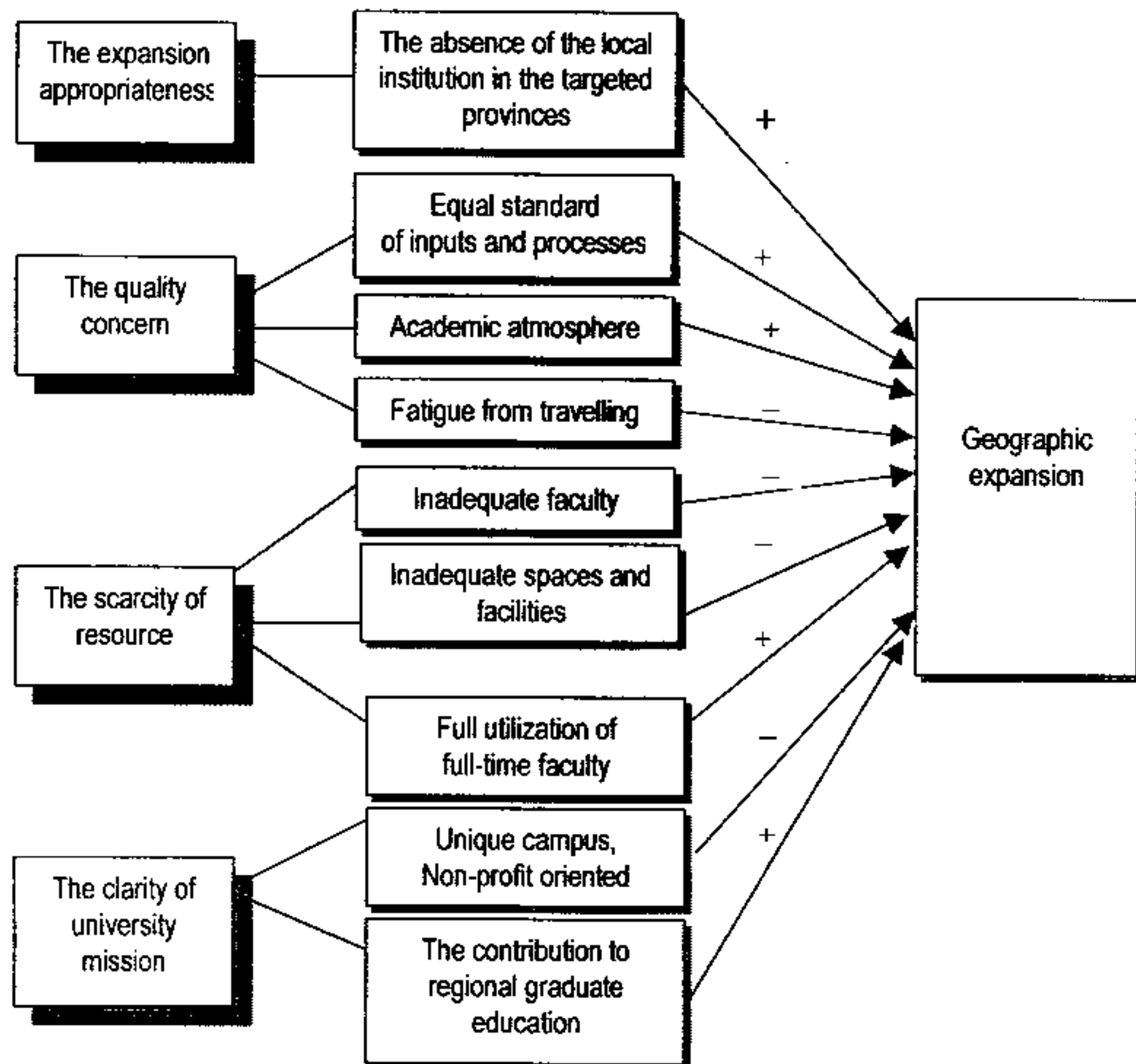
*Specific perceptions*

Figure 48 Specific perceptions accounting for geographic expansion of the MBA and MPA programs of the six Faculties



Table 16 Strategic adaptation employed by the six Faculties

| Strategic adaptation            | Projects                              | MBA Faculties |       |      | MPA Faculties |       |      |
|---------------------------------|---------------------------------------|---------------|-------|------|---------------|-------|------|
|                                 |                                       | TU            | Chula | NIDA | TU            | Chula | NIDA |
| Market Development/segmentation | Launching the executive program       | *             | *     | *    | *             | *     | *    |
|                                 | Launching the young executive program |               | *     | *    |               |       |      |
| Product development             | Developing new programs               | *             | *     | *    | *             |       | *    |
|                                 | Official curriculum review            |               |       | *    |               |       | *    |
|                                 | Internal courses adjustment           | *             | *     | *    | *             | *     | *    |
| Geographical expansion          | Expanding to regional provinces       |               |       |      | *             |       | *    |
| Market penetration              | Newspaper advertising                 | *             | *     | *    | *             | *     | *    |
|                                 | Brochure distribution                 | *             | *     | *    | *             | *     | *    |
|                                 | Direct mail                           | *             | *     | *    | *             | *     | *    |
|                                 | Road show                             |               |       |      | *             |       | *    |
|                                 | Alumni assistance                     |               |       |      | *             | *     | *    |

\* The project is implemented in the respected MBA/ MPA Faculties in the three universities.

### 1. Market Development

From Table 16, the adaptation of the program for market development or market segmentation has been employed across the six Faculties. The launching of executive programs in individual Faculties has been the result of market segmentation. The MBA Faculties had the tendency to develop a higher degree of segmentation since the young executive programs were launched in Chula and NIDA. TU refused to launch the Y-MBA because it had already the Mini-MBA program in general to serve the lower-level market. On the contrary, the MPA Faculties did not exercise further segmentation due to its limited market size in the Bangkok metropolitan area.

### 2. Product Development

Product development had been conducted mostly in terms of internal course adjustment to avoid the problems of bureaucratic process. Product development has been widely implemented by all six Faculties. Most Faculties develop new programs

in parallel with the executive MBA/ MPA programs, except for the Faculty of Political Science, Chula. Multiple programs were offered especially in the MBA Faculties since their market was huge, while the School of Public Administration developed its MPPM program, which attracted people successfully from the business sector. The Faculty of Political Science, TU, launched its MPE program in Lampang since the Bangkok market was limited for public administration. Product development was low in the Faculty of Political Science, Chula, but it was likely to concentrate on the doctoral degree in this area for the future.

### **3. Geographical Expansion**

Geographical expansion was neglected in the MBA Faculties. However, it had been implemented in two Faculties: the Faculty of Political Science, TU, and the School of Public Administration, NIDA. It was intensely pursued in the School of Public Administration, NIDA where expansion covered eight provinces in various parts of the country. This huge expansion was possible since it employed innovative educational management, the block course system, and the lack of departmental units. This approach enabled it to utilize fully faculty resources.

### **4. Market Penetration**

Market penetration was notably more intensive at the School of Public Administration, NIDA than at other Faculties. A high proportion of the budget was spent in advertising the admission announcement at individual provincial campuses. Intensive public relations were employed in various ways to insure an adequate number of applicants. The greater the number of applicants, the higher the selective power, and hence the higher the quality of the new entrants. Therefore, the School employed aggressive public relations gimmicks like a "road show" to ensure a greater number of applicants to the program. Market penetration in other Faculties was not obviously regarded as important, particularly at the MBA Faculties.



## **Summary**

Different Faculties established similar patterns of strategic adaptation, but in different concentration. The MBA Faculties put emphasis on market segmentation and product development, while the MPA Faculties implemented more geographical expansion. These resulted in different market demands for MBA/ MPA programs in Bangkok and the provinces. The MBA was in great demand in Bangkok, while the MPA was demanded in the provinces. For the MPA Faculties, the threat to survival was realized. Therefore, geographical expansion became necessary to alleviate that threat, and the market penetration was more intensive to ensure the quality of inputs.

## **Quality Awareness Affecting the Decision in Strategic Adaptation**

Quality concern was the important determinant in the decision to modify the executive programs of many Faculties. There appeared different levels of quality concern appeared among the respondents of this research. Quality was viewed as both means and ends for Faculties that did not expand their executive programs geographically, while it was perceived at the ultimate level in the ones that implemented geographic expansion.

According to the informants, the quality of graduate education was perceived as both a means and ends. Quality as means involved inputs and the teaching-learning processes. Most of the Faculties perceived inputs as highly important. A university's input included various factors: faculty, entrants, qualified instructors, faculty to student ratio, appropriate class size, selection procedures, curriculum, and facilities. The teaching and learning processes encompassed teaching and learning methods, innovative management, and quality assurance practices. Quality as ends involved the outputs or graduates, the outcome or employer's satisfaction and the graduate's contribution to enterprise, and the generation of the program's ultimate outcome.

## **1. Quality of Inputs**

It was mutually agreed among the six Faculties that good quality inputs resulted in the quality of outputs and outcome. Inputs encompassed various aspects each of which aimed for quality as follows:

### **1.1 The Faculty**

Most interviewees placed emphasis on the quality of the faculty. What determined faculty quality were the faculty members' academic background, knowledge and experience, teaching ability, and publication. A good combination in the faculty contributed to the broad array of interests and diversified vision, which generated creativity and progress. The quality of the faculty was represented by the percentage of the number of Ph.D. faculty and the number with distinctive academic ranks. Research and publication enhanced the quality of the faculty. The appropriate weight of the faculty's teaching workload allowed them to fulfill related missions, i.e., research, publication, student advising, and lesson preparation. The heavier the faculty workload, the less time remained for them to accomplish related missions.

The quantity of the faculty had to be such that the ratio of the faculty and students met the required standard. For the School of Public Administration, NIDA where geographical expansion was implemented in great volume, the student to faculty ratio was high and hence demonstrated explicitly the inadequacy of the faculty. Interestingly, the School's perception was distinctive. It perceived the expansion as a challenge, not as a burden. The faculty members put great efforts into teaching in the executive program in the various provinces. They strategically adopted innovative education management to support the expansion.

### **1.2 The Entrants**

The high quality of new entrants was requisite to the high quality of the program. For MBA Faculties, the quality of the entrants was considerably satisfactory due to the high percentage of applicants for the limited enrollment. The absence of the threat to survival enabled the program to employ intensive entrance examinations to select the best students. The three MBA Faculties' student selection



process required written examinations with strict and meritorial procedures. The entrance examination required Mathematics and English competencies as well as a specific subject area. Applicants were required to have ten years of work experience in business after the bachelor's degree in the Faculty of Commerce and Accountancy, TU, while Chula and the School of Business Administration, NIDA, required eight-years of work experience. Furthermore, to ensure getting the desired targeted group, the minimum age of applicants was specifically indicated. There was the belief that the older the students, the more contributions they would make in class participation. In addition, a university's reputation attracted desirable applicants to enter the program.

Strict and meritorial procedures in the student selection process assured the quality of the entrants in the Faculty of Commerce and Accountancy, Chula. Fairness and transparency were achieved through the use of committees. Letters of recommendation, a written examination, years of work experience, and an interview constituted the procedures to ensure the quality of the entrants.

A written examination was not required by the School of Public Administration, NIDA. The selection process included interviews and the systematic consideration of the student's age, academic background, present work position, English proficiency, and the opportunity to apply what was learnt. However, the absence of a written examination had encouraged and provided greater opportunity for high-ranking executives to enter the programs. Figures 49 and 50 illustrate the comparison of the characteristics of the new entrants of the six Faculties. It is apparent that characteristics are generally similar in the same areas. Students in the MBA Faculties consisted of people in the private sector, a large proportion of whom were middle managers. The top executive and front-line manager groups appeared in approximately equal numbers. Students in the MPA Faculties consisted of people in the public sector, a large proportion of whom also were middle managers. Front-line manager groups appeared to be the second largest group. In Chula, the largest group was the front-line managers.

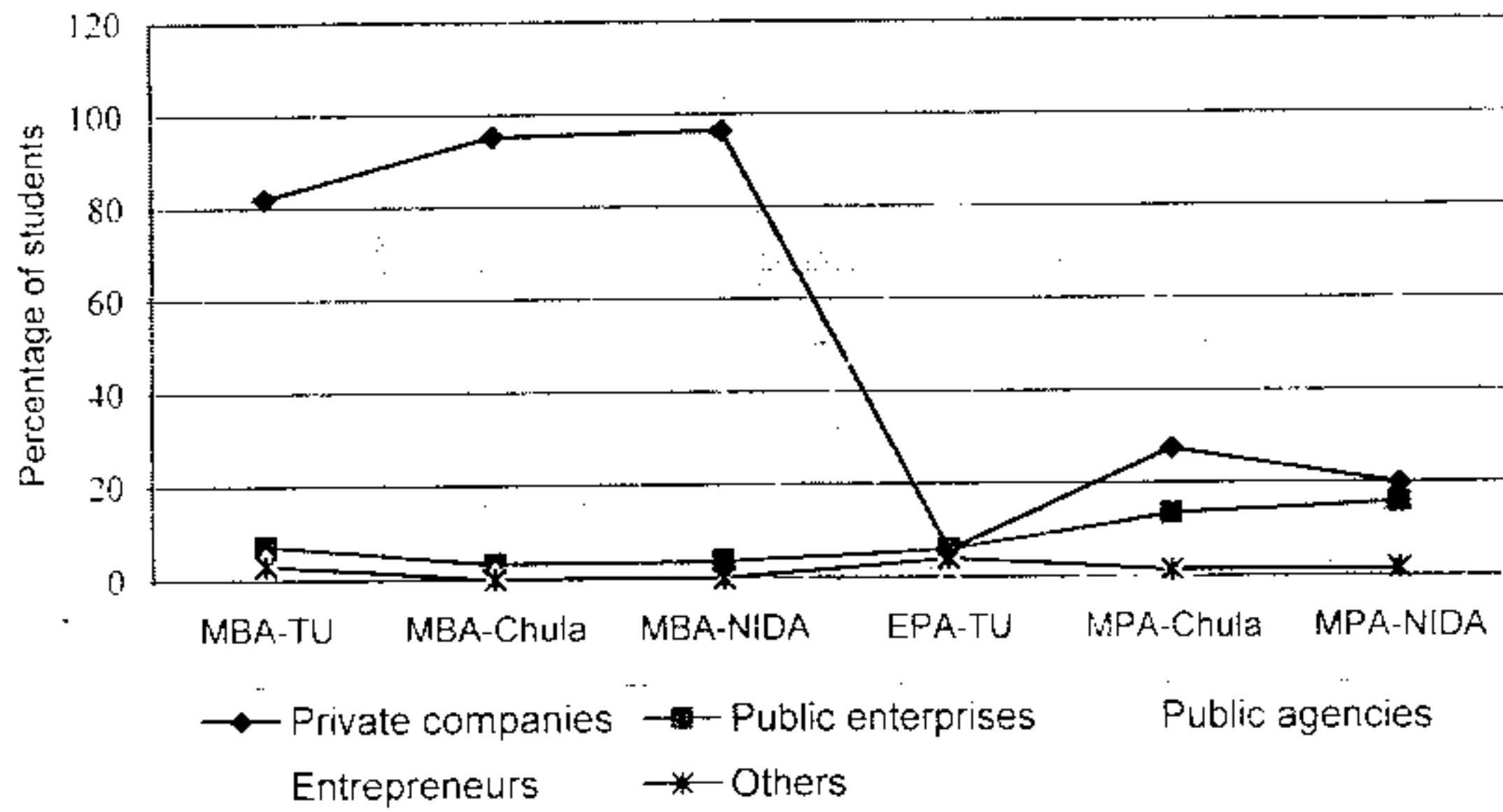


Figure 49 Occupation of new entrants to Executive programs of the six Faculties

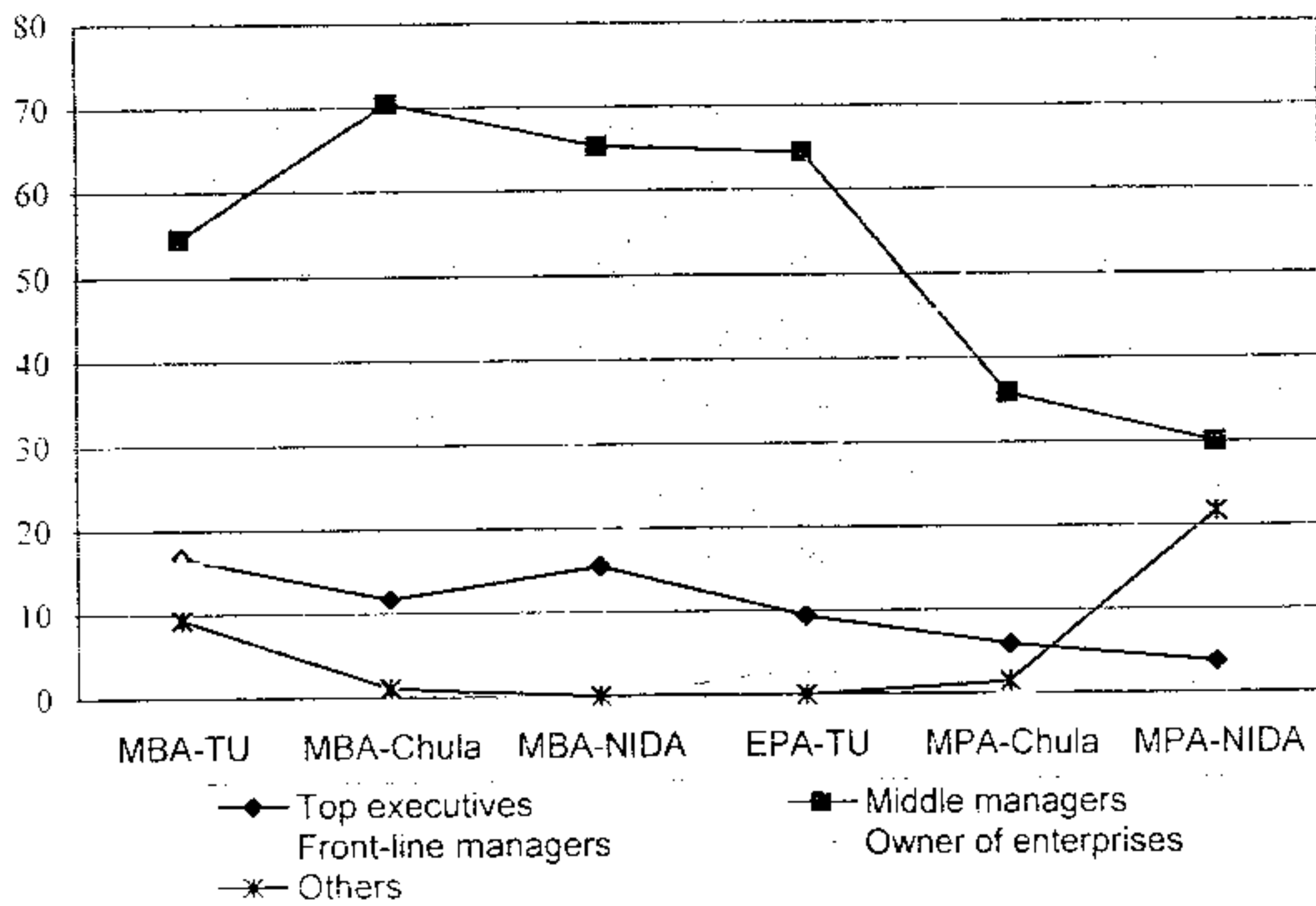


Figure 50 Work position of new entrants to Executive programs of the six Faculties



### **1.3 The Instructors**

Instructors for the executive program in all six Faculties were expected to demonstrate high level teaching performance. The MBA Faculties put great emphasis on the selection of instructors for the executive MBA programs. High standards were set and instructors were carefully selected. For example, the Faculty of Commerce and Accountancy, TU indicated that qualified instructors must have knowledge, recognized experience, recognition in a respected field, teaching ability, publications, and a qualifying academic background. Furthermore, they had to have sufficient experience with top management in the respective fields of study, particularly in Thai administrative settings, and be able to apply their own experiences to teaching.

The high standards set for instructors resulted in a shortage of qualified full-time faculty. Employment of outside faculty, therefore, was the simplest way to alleviate the problem. In TU Faculties, external instructors constituted the majority of the executive programs' instructors. However, inclusion of adjunct instructors and occasional guest lecturers was perceived to be advantageous. It enhanced the program's quality since these instructors brought their expertise and experiences to their teaching.

The School of Public Administration, NIDA, regarded its instructors as adequate since it made possible full utilization of full-time faculty members. In addition, most faculty members were competent enough to teach in the program since about 80 per cent of them held Ph.D. degrees, and 20 per cent were full professors. In addition, innovative educational management and the utilization of the block course system allowed for full utilization of the faculty for teaching effectively in the executive program.

### **1.4 The Faculty and Student Ratio**

Adherence to the university's standard ratio of student to faculty was a quality indicator in those Faculties that did not implement geographical expansion. If the Faculty aimed to increase the enrollment, it needed to recruit more teaching staff. However, there was the argument that merely to rely on the student to faculty ratio would not entirely determine quality. Other qualitative aspects should be involved.

The faculty members' academic qualifications and achievement should also have been considered. For example, a larger proportion of faculty holding doctoral degrees also reflect high potential in the Faculty.

### **1.5 The Curriculum**

The curriculum was regarded as one of the most important factors to affect program quality. The concern was about content, that it be appropriate for graduate study. Curriculum review was officially conducted more frequently in the School of Public Administration than in other Faculties. X-MPA and R-MPA curricula were designed differently according to distinct student characteristics. Other Faculties did not employ official curriculum review, but adjusted the course contents informally since their curriculum structures enabled them the flexibility to do so.

### **1.6 The Facilities**

Most MBA Faculties placed emphasis on the facilities, for example, the computer laboratory, the library service hours, and well-equipped classrooms capable of power-point presentation. However, the excellent facilities were regarded as of less importance for the School of Public Administration. It held that an excellent library was not the determiner of quality in this modern era where internet was available and information could be accessed via other means. There was some arguments that the university atmosphere was important but not so necessary in today's world. Furthermore, there was the desire for more concern about outputs than inputs in the School.

## **2. The Quality of Teaching and Learning Process**

The quality of the teaching and learning process was perceived as comprising five major aspects including (1) the appropriate teaching and learning process, (2) the provision of textbooks, (3) the strict requirements of the exit examination; (4) innovative management; and (5) quality assurance practices.



## **2.1 The Appropriate Teaching and Learning Process**

All executive MBA and MPA programs agreed that the teaching and learning process for the executive programs required more concern with the teaching method appropriate for graduate level instruction. Emphasis was placed on the use of case studies and the group discussion. In the Executive MBA program at TU, team-teaching had been used; but team-teaching usually involved the problem of integrating the subject matters taught by different instructors. It also required an introductory session. The X-MBA program at NIDA mentioned the appropriateness of teaching hours and the frequency of the class meetings held in a week. It was decided that enhance effective learning, ideal study hours should not be more than 1.5 hours a day; furthermore, the more frequent the class, the more learning students would gain from it. The Executive MBA program at Chula employed different teaching-learning methods which required a higher level of student performance, i.e., case discussion, business games, and small-group research.

The Faculty of Political Science, TU perceived the EPA students in a real world, and attempted to adjust the instruction to be in line with the nature of executive students. Case studies were developed, with the assistance of students, to be used as instructional media. It employed the seminar, which also emphasized student experiences. It encouraged student participation and required term-papers. At Chula, the Faculty of Political Science perceived that the teaching method should be expanded to accept new management knowledge and practices from a wide array of outside organizations since the instructors at Chula often did not have sufficient expertise in all aspects.

## **2.2 The Provision of Textbooks**

The provision of textbooks was implemented in all executive programs to help reduce students' problems with time limitations. For the School of Public Administration, NIDA, the adequate supply of effective textbooks for every course, to some extent, compensated for students' inaccessibility to the library. Textbook provision was organized under the supervision of the Office of Documentation and Textbooks. All textbooks for each course were systematically provided to students

prior to the beginning of the course. Textbook cost were charged to students together with the tuition fees. At TU, the EPA program provided textbooks and academic papers on a weekly basis. Fees were charged at cost to students. However, while provision of textbooks was viewed by the X-MPA program at Chula as necessary, it was thought not sufficient for effective student learning at the graduate level.

### **2.3 The Strict Requirements of Exit Examination**

For most executive MBA and MPA Faculties, exit examination requirements consisted of a written and oral comprehensive examination. The difference among the six Faculties was the pattern of the oral examination. The oral examination at the Executive MBA program at TU was based on group research projects on selected topics in the MBA. A group of three students was required for the presentation. The X-MBA program at Chula emphasized fairness and justice in the oral examination. Fairness was achieved by the individual students being evaluated by the same committee. The X-MBA program at NIDA placed stronger emphasis on its X-MBA than its Y-MBA, in which students were required to conduct individual case research and make individual presentations based on their findings.

For the EPA program at TU, the comprehensive examination was regarded as the most threatening examination in the view of the students' high rate of failure. The oral examination was based on a thesis, which required a high level of performance. For the X-MPA program at Chula, the exit examination consisted of a written comprehensive and an oral examination as well as a mini thesis. The comprehensive examination was organized to ensure fairness. It was the same as that of the School of Public Administration, NIDA. However, the oral examination in the School of Public Administration did not require student's presentation.

### **3. Innovative Management**

The individual Faculties adopted different innovative managements, including (1) incentives; (2) educational management; (3) financial and academic management; (4) the organizational structure; (5) the use of the faculty meeting as a forum; (6) the strategy to acquire resources; and (7) quality assurance practices.



### 3.1 Incentives

Monetary incentives for the program's administrators varied among the Faculties. For the X-MBA program, TU, committee members earned no salary for the post, but gained some meeting per diem. This also occurred at the X-MBA program at Chula where the executive committee members, according to the university's regulations, received no payment. The director received small payments. At the EPA program at TU, the incentive system established to encourage the faculty and staff was the bonus. At the School of Public Administration, NIDA, fairness of benefit allocation was emphasized. It involved the fairness in the allocation of the teaching workload so equal financial benefit would result for the collective participation and support of the faculty and staff. A comparison of monetary incentives allocated to the faculty and staff is demonstrated in Table 17.

Table 17 Comparison of the six MBA and MPA programs' monetary incentives in 1997 (in Baht)

| Incentives                                        | MBA Faculties |       |        | MPA Faculties |       |        |
|---------------------------------------------------|---------------|-------|--------|---------------|-------|--------|
|                                                   | TU            | Chula | NIDA   | TU            | Chula | NIDA   |
| Salary of the chairman of the executive committee | None          | None  | 30,000 | None          | None  | 10,000 |
| Salary of the executive committee                 | None          | 3,000 | 10,000 | None          | None  | 6,000  |
| Salary of the program director                    | 12,000        | 5,000 | 30,000 | 5,000         | 7,000 | 15,000 |
| Teaching remuneration per hour                    | 1,500         | 1,500 | 2,500  | 1,000         | 1,000 | 2,000  |
| Bonus per year                                    | None          | None  | None   | Yes           | Yes   | Yes    |
| Faculty development per year                      | None          | None  | 50,000 | None          | None  | 60,000 |
| Staff development per year                        | None          | None  | 15,000 | None          | None  | 15,000 |
| Faculty meeting per diem per time                 | 200           | 200   | None   | 200           | 200   | None   |

According to Table 17, NIDA gave higher incentives than the other two comprehensive universities. The incentive was adjusted over time in response to the economy. Such incentives made the faculty pay attention to internal teaching and

academic activities, and upgraded their revenue in line with that of the private sector. It not only motivated but also retained them in the organization. It can be said that the lower level of formalization, centralization, and complexity at NIDA contributed to favorable incentives to the faculty.

### **3.2 Educational Management**

The EPA program at TU offered the modular system, which consisted of 5 weeks of 48 credit hours. For the School of Public Administration, NIDA, the block course system allowed the possibility for geographical expansion, as it was able to make full utilization of its full-time faculty. In addition, the School established innovative teaching schedules. An instructor taught one-third of a course and rotated to nine different centers in an academic year. The instructor would concentrate narrowly, focusing on a small or single aspect of the subject matter, enabling in-depth concentration and thereby increasing academic expertise. The block course system was innovative, which helped facilitate educational management and reduce confusion of teaching-learning schedules. The system allowed the School to expand geographically to its full capacity. During its development over the years, the School faced various problems. Continuous improvement of current practices and incremental changes occurred whenever problems emerged.

The School of Public Administration's geographical expansion was the unique characteristic of the X-MPA program that demonstrated strategy innovations frugally. Provincial expansion was just a temporary settlement. There had been no investment in infrastructure, but they had collaborated with the host institutions in terms of buildings and classroom renovation. The X-MPA program at Chula preferred the semester system despite the faculty understanding of the advantages of the block course and modular system. However, the weaknesses of the block system were perceived as requiring more instructors but providing fewer options to the students.

### **3.3 Financial and Academic Management**

Autonomous, decentralized, and flexible financial management was indispensable for managing the executive program. A business-like model was employed for the executive programs to ensure management flexibility and



effectiveness, and to eliminate bureaucratic red tape. Financial management must be operated in accordance with the university's regulations. However, flexibility allowed the executive programs to allocate funds for faculty development, to compensate for the inadequate government budgets, and to enhance personnel motivation. However, the more the program's finance became subject to hierarchical approved, the less autonomous and flexible became its financial management. Therefore, in the comprehensive universities like TU and Chula, where the organizational structure demonstrated high complexity, formalization, and centralization, financial management was less autonomous than at NIDA's Faculties.

### **3.4 Organizational Structure**

All the executive programs are decentralized, autonomous, and had a high degree of flexibility. The use of the executive committee existed as the decision-making body in the six Faculties. However, the composition of the executive committee was different. The Executive MBA committee members at TU consisted of heads of departments, while at Chula the Executive MBA program was chaired by the dean; and the department heads of Marketing, Finance, and Accountancy, with other representatives constituted the committee. The director was appointed by the dean with the executive committee's approval. The EPA's director at TU was politically appointed so that his tenure coincided with the dean's administrative term. The director represented the chair, and a non-teaching staff was appointed secretary of the program. The program administration was decentralized by appointing a director responsible for program management. This resulted in flexibility and high productivity.

Program management was more flexible at NIDA due to the absence of departments. An interviewee pointed out the disadvantage of the departments, that they created a sense of belonging, made for isolationism, and conflict. They also caused slow progress and under-utilization of resources. Interestingly, the School of Public Administration established two technostructures: the Office of Documentation and Textbooks, and the Office of Educational Evaluation and Monitoring. Most Faculties employed non-government officers to ensure administrative autonomy and

flexibility. Comparison of the organizational structure of the six Faculties is illustrated in Table 18.

Table 18 Comparison of the MBA and MPA programs' organizational structure of the six Faculties

| Particular aspects                 | MBA Faculties             |                                                                               |                                              | MPA Faculties                                                                 |                                                                 |                                                                 |
|------------------------------------|---------------------------|-------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
|                                    | TU                        | Chula                                                                         | NIDA                                         | TU                                                                            | Chula                                                           | NIDA                                                            |
| Administrative body                | Executive committee       | Executive committee and operating committee                                   | Executive committee                          | Executive committee                                                           | Executive committee                                             | Executive committee                                             |
| Composition of executive committee | From the Department heads | From three Department Heads of Finance, Marketing, and Management             | Internal faculty members (4 persons)         | Three persons from Public Administration field, and one from Government field | Associate deans and representatives from individual departments | Internal faculty members                                        |
| Chairman                           | Prestigious businessman   | The dean of the faculty                                                       | The dean of the school                       | The dean of the faculty                                                       | The dean of the faculty                                         | The dean of the school                                          |
| Director                           | Chairman of the committee | Secretary of the executive committee and president of the operating committee | Associate deans or faculty members           | Chairman of the executive committee                                           | Head of Public Administration Department                        | Secretary of the executive committee                            |
| Support staff                      | Non-govt. employees       | Non-govt. employees                                                           | Govt. employees with few non-govt. employees | Non-govt. employees with yearly contract and government officers              | Non-govt. employees                                             | Non-govt. employees                                             |
| Supporting units                   |                           |                                                                               |                                              |                                                                               |                                                                 | Establish two supporting offices for Documentary and Evaluation |

Employment of the non-government staff prevailed in most executive programs. The X-MBA program at TU hired a full-time non-government staffer as a manager who supervised general management and coordination. For the X-MBA programs at Chula and NIDA, support staff were non-government employees and government officers working cooperatively. The School of Public Administration believed that the recruitment of non-government support staff made for flexibility,



managerial efficiency and effectiveness. Therefore, its executive programs employed entirely non-government officers as their support staff.

### **3.5 The Use of the Faculty Forum**

TU and Chula Faculties made less use of the faculty meeting as forum than the NIDA Schools. At the comprehensive universities, irregular faculty meetings were held just for considering important issues. At the Faculty of Political Science at TU, the dean did not chair the faculty meeting. So the faculty meeting was difficult to arrange because the appointed chair of the meeting was not always available, and hence the meeting was rarely held. NIDA Faculties held their faculty meeting regularly to make decisions and for effective communication and coordination. Informal dialogue was needed for a clear understanding of the rationale behind the issues; and lobbying was used to gain support at the School and university level.

### **3.6 The Strategy to Acquire Resources**

The program's administrators had to be capable of convincing their leadership to acquire resources. Fairness, sincerity, and lobbying are needed to achieve collective participation and support from the faculty. The executive MBA and MPA programs of TU and Chula depended highly on outside instructors due to their elsewhere committed full-time faculty. In addition, there was the perception that outside advisors not only contributed to teaching, but also gave advice and essential information for effective decision making in academic affairs, i.e., case studies production and teaching. Therefore, the X-MBA program at Chula campaigned to raise funds for paying the outside experts. The X-MBA program at TU extended its relationship to the previous faculty members by inviting them as course instructors, who could alleviate the threat of resource dependence. The problem of instructor shortage might have been solved had they invited outside instructors, retired faculty, as well as outstanding experts. Personal relationships with outside experts or alumni created instructional cooperation and contributed to educational management.

The problem of resource dependence was not prevalent at NIDA. The absence of departments necessitated the use of pooled faculty, which enabled full utilization of

the faculty. Unlike the departmentalization of major fields of study in the comprehensive universities, NIDA's faculty members were able to teach cross-fields within the School.

While outside advisors seemed to be indispensable in the comprehensive universities' X-MBA programs, the faculty members at the School of Business Administration viewed them as less important. Although the School appointed some outside advisors, they rarely made use of them. The faculty members' active involvement in outside commitments strengthened their business experiences sufficient for teaching in the executive program. The situation was similar in the X-MPA program at Chula where the advisory committee characterized these as symbolic, not inputs, but for coordination purposes.

#### **4. Quality Assurance Practices**

Quality practices conducted in the individual Faculties varied in terms of seriousness of purpose. The explicit quality practices involved the requisite submission of course syllabi, classroom attendance, and student evaluations. For TU and Chula, instructors of individual courses were required to submit their course syllabi to the executive board, and that needed to be approved or adjusted according to the quality standard. It was a means to control more or less the quality of teaching and learning. For Chula, the requirement of a course syllabus submission was a university regulation. Although this practice was not seriously regulated at NIDA, most instructors distributed the course syllabi to students at the beginning of the course.

Student evaluation was practiced in different degrees across the sample Faculties. It was conducted systematically over time in the School of Public Administration, NIDA. Moreover, the establishment of the Office of the Educational Evaluation demonstrated the strong intention of the School to assess quality. The School also employed other educational regulations to assure quality, i.e., checking classroom attendance and applying systematic grading.

For the EPA and MPE programs at TU, evaluation was done through observation, and informal feedback. The absence of student evaluations was due to the untrustworthiness of the system. Inequality emerged because the evaluation was



applied only to internal faculty, disregarding the outside instructors. Furthermore, the senior student attitude of respecting teachers caused them to feel that it was inappropriate to evaluate their teachers. For the X-MPA program at Chula, student evaluation was conducted unsystematically and informally. Formerly, the Faculty did not implement formal student evaluations, but frequently consulted among themselves for self-evaluation. The director monitored and held dialogues with students regularly. It was felt that formal student evaluation of instructors was not productive and finally abandoned.

Student evaluation had been conducted systematically in the X-MBA program at TU since its first launch. Therefore, it had been conducted prior to when the Ministry of University Affairs announced its quality assurance system. External instructors were included in the evaluation system. It was recommended that effective student evaluation be conducted, and the results given as feedback to the instructors in a timely manner. In the School of Business Administration, informal evaluation was obtained through informal dialogue with alumni and attending students. This informal feedback was believed more credible than the formal ones. The obtained feedback was utilized for instructional improvement.

Evaluation and comments after finishing the course were conducted unsystematically over time in the X-MBA program at Chula. It was conducted with the absence of the instructor, which enabled students to exercise their discretion straightforwardly and without fear. Evaluation results would not be revealed unless the grading result was announced, which reflected fairness. Evaluation results were utilized as feedback to the instructors to benefit their teaching improvement.

### **5. Quality of Outputs, Outcomes, and Ultimate Outcomes**

The graduate education's "outputs" are its graduates. Their outcome referred to the alumni and to employer's satisfaction; its ultimate outcome dealt with the contribution of the programs at the national level.

### **5.1 The Graduates**

The expectation of the graduates' abilities and performances as indicated by different Faculties was similar. In general, the six Faculties expected the graduates to have ample knowledge in business/ public administration, have a good attitude and demonstrate leadership qualities, be capable of working effectively and efficiently, be capable of analyzing existing problems, show professional growth, and have the full potential to become top executives in the future. They had to have vision, be ethical, and be good citizens. No faculty mentioned the academic excellence of the graduates.

The quality of the graduates was assured in the MBA Faculties since the selectivity power was high in the process of student recruitment. The high ratio of applicant and enrollment, to some extent, guaranteed the quality of the new entrants. The higher the quality of the entrants, the more likely they would become quality graduates.

The EPA program at TU expressed in particular that graduates needed to have English proficiency; and the School of Public Administration, NIDA emphasized the extent to which the graduate's ability after graduation was greater than when they entered the program. In addition, graduate performance had to satisfy their employers' or superiors' expectations. They were expected to have increased self-confidence; and the likelihood of getting promoted. The X-MPA program at Chula expected its graduates to be highly ethical and competent: show good progress in work and gain more trust.

### **5.2 Employer Satisfaction**

All Faculties agreed that employer satisfaction was a significant indicator of the quality of graduates. Graduates had to satisfy employer's needs. They had to know how many graduates performed as leaders in their businesses; and whether the graduates, who were the owners of enterprises, were successful, how self-confident they were in expressing their viewpoint in meetings; and the extent to which they progressed in their career.

A survey of alumni feedback was beneficial to understanding their quality. At the School of Public Administration, NIDA, feedback from the public sector found



that graduates performed positively in terms of their ability to express ideas and present well and noticeably at meetings. Feedback from the EPA program at TU revealed that the alumni were satisfied since graduates were able to think systematically, show confidence, be able to express ideas, adjust their vision, and be good administrators.

The MBA program at Chula received informal feedback occasionally through dialogues with graduates, asking how they got their jobs, and through advisory meetings. The feedback appeared satisfactory. Plenty of alumni achieved business success. Graduates were good at thinking on a long-term basis and were not aggressive. After graduation, about 50 per cent changed jobs in search of a higher salary. A number of them became entrepreneurs.

### **5.3 The Ultimate Outcome**

Unlike the other Faculties, the School of Public Administration, NIDA, was concerned chiefly with the ultimate outcome. Contribution to the national human resource development had been the core purpose of its geographical expansion. The quality of the graduate program was perceived to be at a higher level because of its contribution to communities, society, and the nation. Its geographical expansion demonstrated its contribution to human resource development across the nation. It helped increase the opportunities of the local people in the pursuit of graduate education. In its viewpoint, the more graduates the program produced, the more its contribution to the community, society, and the nation.

### **Summary**

The quality awareness of the six Faculties concerned quality both as means and ends. Quality was perceived as inputs, process, outputs and outcome for every sample Faculty. Significant inputs included the faculty, the entering students, the instructors, the faculty and student ratio, the curriculum and the facilities. The quality of the teaching and learning processes encompassed the appropriate teaching and learning process, the provision of textbooks, the strict requirements of the exit examination, innovative management, and quality assurance practices.

Quality of outputs and outcome were perceived similarly by the six Faculties, which referred to graduate ability and performance, and employer satisfaction. The ultimate outcome in terms of the program's contribution to regional graduate education and the national human resource development was mentioned particularly by the School of Public Administration, NIDA, where the great volume of geographical expansion was implemented. Therefore, quality awareness in terms of the ultimate outcome directed the School in expanding its executive programs geographically.

In conclusion, the comparison of the six case studies reveals that all Faculties perceived the external environment in the same way. They estimated the importance of market demand as the key to launch executive programs. Other factors: global trends, benchmarking the competitors' success and a threat to survival also played a significant role in making decision in program initiation and modification. However, external environments were filtered by perceived internal factors: faculty preparedness, the leadership role, structural factors, and the university mission. These factors accounted strongly and differently in each Faculty, which resulted in different responses. Quality plays an important role in the decision of program modification. Different perceptions of quality led to different levels of program modification. Perception of quality as the contribution of the program to the society at large stimulated the Faculty to expand the program geographically, while quality concern as means resulted in the non-geographical expansion of the executive program.

The level of quality awareness accounts for the strategic adaptation in geographical expansion in particular as illustrated in Figure 51.



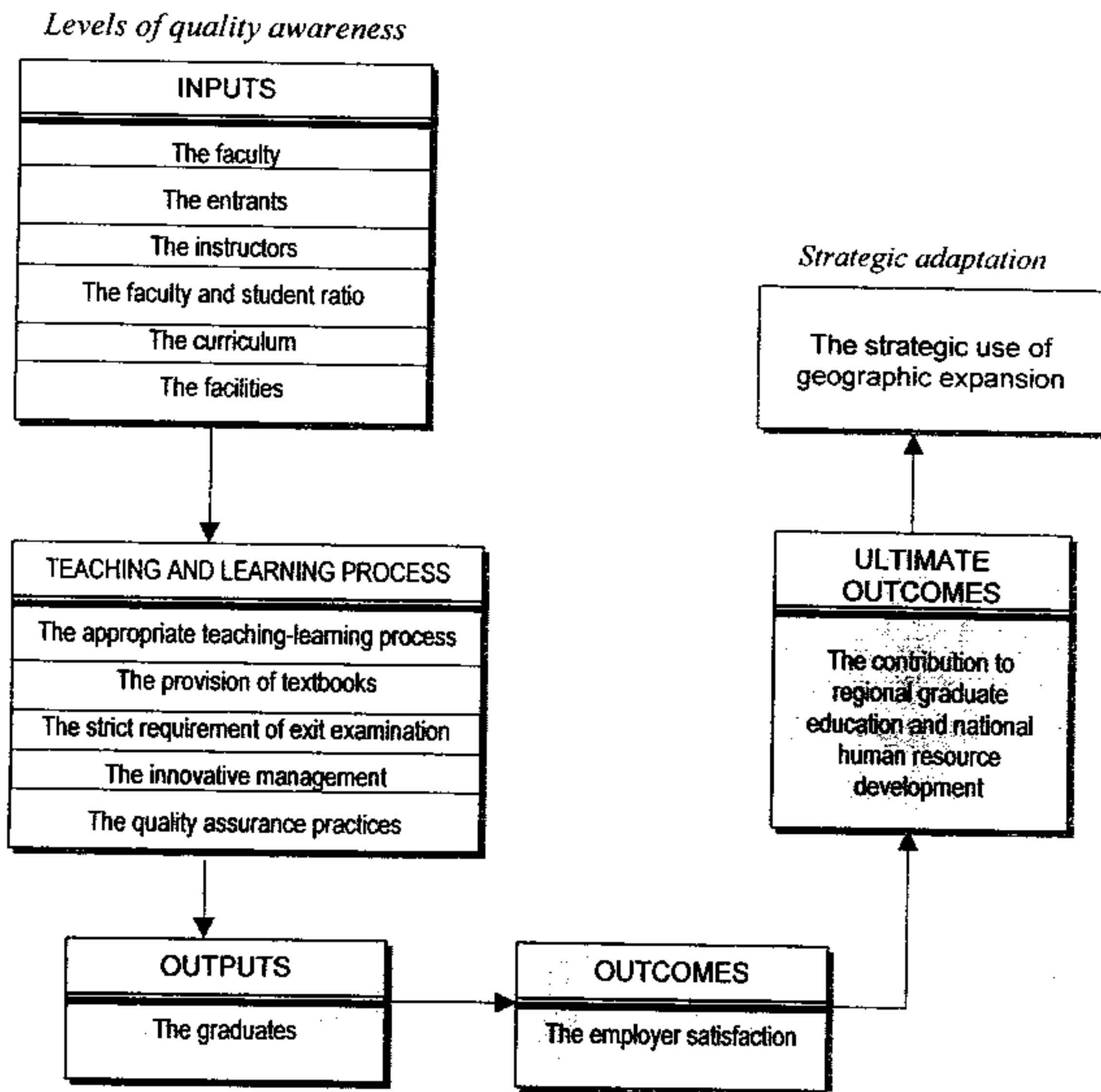


Figure 51 Levels of quality awareness accounting for the decision of geographic expansion in the Executive programs

## **CHAPTER 7**

### **FINDINGS AND RECOMMENDATIONS**

This chapter has three parts. The first part is the summary of the research study. The second is the discussion of the research findings and conclusions, and the third part is recommendations.

#### **Summary of the research study**

The objectives of this research study are to explain the different perceptions of the MBA and MPA Faculties of three Thai public universities and to point out how these account for each university's strategic adaptation of their executive programs. In addition, this research will explain why different Faculties employ different strategies in the operation of their executive programs; how awareness exists in the quality of programs, and how quality awareness influences the strategic adaptation of each program.

The conceptual framework is developed on the basis of the open systems theory, by viewing graduate education in terms of inputs, process, outputs, outcomes, and ultimate outcomes; operating in a rapidly changing environment. According to the open systems theory, environment has an influence on organizational performance. Interpretation of the environment is dependent on the perceptions of the external, internal, and specific environment. These perceptions have a great influence on executive programs and cause them to adapt in order to survive, grow, and make a contribution to stakeholders.

A university is a professional bureaucracy type of configuration in which the operating core plays the most important role in decision-making. Generally, in a Thai university, faculty members are autonomous in policy-making and implementation. A faculty's policy in academic affairs and management is the result of the collective decision-making of the faculty members. Therefore, in order to understand a program's strategic adaptation, we need to understand how the faculty members



perceive surrounding situations and what inspired them to direct the program in such a way.

The independent variables are the faculties' perceptions of environment, which comprises three aspects: the external, the internal, and the specific environments. The conceptual framework of this research study places emphasis on the influence of the task environment and the internal environment on the strategic adaptation of the executive program. In addition, the specific perception of individual faculty members on a particular aspect will be investigated. For example, their viewpoint concerning program expansion, or perceptions of executive program quality. These specific perceptions have influenced their decision-making in the executive program's strategic adaptation.

In the current university context, universities increasingly adopt business-like mechanisms in their operations. Universities compete with each other for students, research funds, and reputation. Moreover, recently it is empirical that a number of overseas universities have entered our country in search of students, graduate education, especially in the management field, has been highly competitive. Therefore, academic programs in the field of management like MBA and MPA need to adapt frequently in order to cope with the rapidly changing situation.

The dependent variable is the strategic adaptation of executive MBA/ MPA programs in six Faculties. Strategic adaptation consists of four types of strategies in elaborating an organization's core business: market development, product development, geographic expansion, and market penetration. Market development is mainly focused on market segmentation. The launch of the Executive program and the Young Executive program, which separate students into two groups, is an example of market development strategy. Product development covers the embarking upon new programs and the curriculum review/ adjustment. Geographic expansion means the extent to which an executive program offers its program in regional centers. Market penetration is the extent to which an executive program conducts public relations campaigns in seeking new students.

This framework of strategic adaptation can be applied in graduate education as well. For instance, various MBA and MPA programs attempted to employ market segmentation, launched new programs or reviewed their curricula frequently to gain

an advantage over their competitors. Some programs expanded geographically to various regions and some concentrated heavily in public relations programs.

The units of analysis are three executive MBA programs and three executive MPA/ EPA programs in three public universities in Thailand. The three universities are considered to be the top three in Thailand. They are Thammasat University (TU), Chulalongkorn University (Chula), and the National Institute of Development Administration (NIDA). There are six Faculties that offer the MBA/ MPA programs in these three universities. MBA's are offered by the Faculty of Commerce and Accountancy, TU; the Faculty of Commerce and Accountancy, Chula; and the School of Business Administration, NIDA. MPA's are offered by the Faculty of Political Science, TU; the Faculty of Political Science, Chula; and the School of Public Administration, NIDA.

This study was a multiple case study research. The methodology was the in-depth interview of key informants. They were the current or previous faculty members who has had experience in administering or teaching the executive MBA/ MPA programs in the six Faculties. The support staff and alumni were also included in the interview. In addition, documentation sources of evidence were investigated, and quantitative analysis of the archival data was utilized in the process of triangulation to ensure the construct validity of the data.

Informants are consisted of 5 groups: faculty members, alumni, support staff, employers, and a quality expert. For faculty members, snowball sampling technique was used for acquiring key informants; while for the alumni and support staff, employer, and expert, purposive sampling technique was appropriate. The structural interview form was used as the outline of the inquiry. All questions were open-ended to allow the informants to express their extensive and in-depth viewpoint about the issues. The researcher interviewed thirty-six faculty members, eight support staff; and twenty-four alumni. The numbers of the faculty member in each Faculty were dependent on whether the researcher has reached saturated point in the obtained data. Therefore, the number of informants in different Faculties may be varied. In addition, the researcher reached to a quality expert who contributed to the academic institution rating issue in Thailand in order to gain valuable perspective in relation to the quality aspect in graduate education.



While interviewing, the researcher avoided to use tape recorder since some informants might feel uneasy to express their in-depth viewpoints on the particular aspects. The researcher jotted down all their words. The reliability of the interview can be ensured by the use of protocol during and after interviewing. After each interview, the researcher rewrote all the obtained information and kept them in separated files, before arranging them into indices and taxonomies systematically.

After finishing interviewing, great volume of data information were obtained. In order to deal with these huge data, the researcher made indices of the obtained information, and made systematic taxonomy of the relevant data. Index and taxonomy of data were organized systematically in the tabulated forms by the process of pattern-matching. In a Faculty, each index incorporates individual informants' viewpoints. The six case studies were composed according to the pattern-matching data. Arrangement of the case studies are separated into two chapters: the case studies of the master of Business Administration Faculties, and the case studies of the master of Public Administration Faculties.

The next process is the cross-case study which compares overall data of the six case studies. The data of individual case studies were transformed into a single table. This time the data were taxonomized according to individual Faculties in order to compare different or similar perceptions derived from them. After completing the taxonomy, the comparison of the case studies was composed and the findings were summarized on the basis of the available data.

## **Findings and Discussion**

The findings of study can be summarized according to individual research questions as follows:

### **1. Research Question 1: How did the Individual Faculties Perceive the Environments Differently?**

According to the conceptual framework, perception of the environment is classified into two levels: perception of the external environment and perception of the internal environment. All six Faculties placed emphasis on the market demand

for the MBA and MPA education and this factor has played the most important role in the external environment. The less important factors comprise the perception of the global trends, the market segmentation, and the absence or existence of survival threat. Market demand for MBA education has been empirical across the democratic countries throughout the world, particularly in the United States. The high popularity of the MBA education can be realized through the online search for universities in America. Actually, high market demand has been the result of the trends toward globalization which induced high competition among business organizations.

Most MBA programs require high tuition fees and student's work experience. In Thailand, MBA programs are also offered in many public and private universities, particularly in Thammasat University, Chulalongkorn University, and the National Institute of Development Administration. In all these universities, there was the influx of applicants to the regular MBA programs. (See Appendix H.) Looking at the numbers of applicants, Thammasat's MBA program was the most popular, which may be because of its prestigious reputation or because it is the pioneer in the Business field of study. The numbers of applicant to the regular MBA program in Chula was much lower than of TU. For NIDA the numbers of applicants since 1992 has increased remarkably, which might be because it served the people in the suburb areas where NIDA is located.

For MPA Faculties, their targeted markets are administrators in government agencies or public enterprises. As far as the stream of public and private partnership has been rising, we could predict the likelihood of increasing government officers turned to the university in search of graduate education in public administration.

Moreover, Administration field of study is a professional education in which managers in most professions tend to be in need of it since it is the basis of all businesses' success (Uthai, 1989: 163), or when they aim to reach the position of higher management level in their organizations. For example, engineers, doctors, scientists, teachers may have excellent knowledge and skills in their respective professions. But when they become front-line or middle managers who must lead their responsible units, or top managers who direct the entire organizations, they will normally need to have knowledge and skills in Business Administration or Public Administration dependent on what organizations they are working with. Therefore, in



the field of management like Business Administration and Public Administration, market demand will be in great volume as far as people need to be in the workforce.

The notion of market demand that has pulled the MBA and MPA Faculties to launch the Executive programs in response to the needs for educated workforce is new in education sector. Central to the debate is about whether the education context should derive from the profit-centered private sector to be transferred to public service organizations, particularly in education. What does "market" mean, whether it means students, or stakeholders, or employers?

Logic dictated that in this globalization era, in order to exploit the potentially competitive advantages of new scientific and technological developments and the new international division of labor, a larger workforce with more advanced knowledge and skills is needed. In other words, a better educated workforce would lead to greater economic success. (Green, 1994: 5) Professional education in management field will play active role in training the highly-skilled workforce in this era in which working people in different levels will need to seek new knowledge in the universities to equip themselves and to excel their competitors. Therefore, market demand is believed to increase in great volume both in the business and public sectors. The launch of the Executive MBA and MPA program tends to increase in both public and private universities accordingly.

The notion of market demand that is the major concern of the six MBA and MPA Faculties may be regarded as the transplant of business techniques and practices to the operation of the MBA and MPA degree programs in the public universities. There has been the evidence that some transference has occurred. For instance, there has been a growing interest in marketing techniques, which could be noticed in the development of the Executive programs' market segmentation, curriculum differentiation, the use of logos, the revamping of prospectuses, the production of the program's videos and the aggressive public relations in some Faculties.

Perception of market segmentation was well perceived in all MBA Faculties, which had led to the expansion. In Chula and NIDA, market segmentation was intense since it classified students into regular, senior executive, and young executive groups. They intended to do product differentiation by discriminating teaching-learning experiences and major areas of concentration. In TU, although it did not

launch the Y-MBA program but the Mini-MBA program served the young executives in management knowledge. When these young Mini-MBA participants become senior and their work experience reach the minimum requirement of the Executive program, then they could enter the Executive MBA program as well.

For MPA Faculty in Chula, although there was an attempt to classify its Executive students into two groups, using years of work experience as the classification indicator, such attempt was not sustainable. It was because there were shortage number of the competent full-time faculty members and the needs to fulfil all relevant missions. In TU and NIDA, market segmentation was entirely disregarded since the Faculties realized their limited opportunities and the threats of declining number of applicant amidst the stream of downsizing public sector. On the other hand, the Executive MPA and EPA programs at NIDA and TU preferred to expand geographically instead.

Geographic expansion in this situation has been the result of the response to market demand in the provinces. Public Administration student customers are mainly government officers in various public agencies and public enterprises. These government officials are scattered in every province throughout the country to implement public service delivery to the citizens. The market demand for public administration is certainly greater in the provinces than in Bangkok.

This perception of the market demand in the provinces goes together with the perception of the survival threat in Bangkok area where there are limited government officers who qualified to enter the Executive MPA program year by year. Then why not reach out to the customers instead of waiting for them to come to study in Bangkok? So geographic expansion of the X-MPA programs at NIDA was an aggressive market penetration in search of opportunities in the huge markets, and meanwhile alleviated the promising threats in Bangkok.

The Faculty of Commerce and Accountancy, TU was the pioneer in the Executive program launching among the six Faculties. For the rest Faculties, some perception of the success of the former Executive programs in other Faculties had induced confidence in the implementation success if they would offer the Executive programs of their own. This notion is close to the benchmarking of the best-practiced organization. All Faculties used benchmarking informally when they launched the



executive program. Benchmarking other universities' performances, both Thai and foreign ones', would inspire them as well as inject them with confidence to initiate the executive program. Benchmarking was achieved through previous extra-curricular activities, i.e. study tours, close observation. Informal dialogues with faculties from other academic institutions would induce the new initiatives. Therefore, certain budgets allocated for business negotiation, and extra-curricular activities would be necessary to do benchmarking, which would result in the initiation of new ventures and appropriate strategic adaptation for program development and growth.

Most Faculties benchmarked the American universities in their implementation of the Executive programs in various ways. For instance, the MBA Faculties adopted the use of case study approach from Harvard University. The School of Public Administration, NIDA imitated the block course education system from Syracuse University, which enabled it to expand in great volume to the provinces. Other Faculties benchmarked other universities and adopted what they thought was appropriate to them on the basis of available resources. We could say that benchmarking has been employed informally, unsystematically and unintentionally in all the six Faculties. Benchmarking is one of the factors accounting for the launch of the Executive MBA/ MPA programs in the six Faculties.

Perception of the internal environment deals mainly with the Faculties' corporate culture. Two common factors were realized across the six Faculties: the faculty preparedness and the leadership role of the dean. Needless to say that launching the Executive program means increasing workload of the faculty members. It impacted their life directly, particularly if they had to teach in the Executive program or involve in the program management. Besides, teaching in the Executive program would not be counted as official teaching workload in all six Faculties. It needed high level of faculty participation, devotion, and sacrifice. The faculty members who involved in the Executive programs had to participate in academic activities of the programs. They were requested to devote their time for teaching and preparing the lessons. They had to sacrifice their personal life at home relaxing or enjoying themselves with their families but committed to teaching in the evenings or weekends.

In addition, the faculty preparedness was perceived in terms of the numbers of the full-time faculty members and their competent qualification enough to teach in the executive programs. Teaching the executive students, instructors needed high level of teaching skills as well as work experiences in related fields enough to be able to contribute to, or guide, suggest, or criticize management perspectives with executive students. However, executive students who have ample management experiences might need theoretical management concepts to fill in the gap and that would ensure or correct their management practices. In this respect, instructors' management experience might not be necessary.

The faculty preparedness in terms of number of faculty who are qualified to teach might be a shortage if the faculty were involved in other related mission. In addition, some faculty were less capable of teaching but more competent in doing research, writing articles and textbooks, as well as teaching in a short-course training. Some might have external commitment such as teaching, research project, or consultation. In the economic boom period, MBA faculty members tended to be involved in external commitment since many private organizations competed among themselves and hence needed to have business advisors. Archival data of the School of Business Administration at NIDA showed explicitly that most of the faculty members concentrated in external public services. However, consultation to private organizations has brought about direct experience that enhanced the faculty members' teaching ability.

On the contrary, faculty preparedness in the School of Public Administration, NIDA was not seen as inadequate although it has limited number of full-time faculty. In addition, the likelihood to recruit more faculty members, or to fill in the vacant position, has been difficult according to the government's policy of downsizing. In alleviating the problem of faculty shortage, the School tried to make full utilization of their present full-time faculty members, providing them with attractive teaching remuneration as well as other incentives. As a result, faculty members paid more attention in internal teaching and other related activities and provided less external commitment. Full utilization of the full-time faculty members has resulted in the possibility to offer geographic expansion in great volume, on the basis of full utilization of present resources.



Another aspect of the faculty preparedness has been the faculty' teaching competencies. All Faculties placed emphasis on the teaching ability of the executive programs' instructors. The standard indicators being used across the Faculties are that instructors have doctoral degrees as well as related work experience or research projects to enhance teaching competency. Comparing the faculty profile of individual Faculties, the School of Public Administration had relatively higher rate of Ph.D. faculty members (81.48%) and full professors (18.52%) than in other Faculties. Therefore, in terms of faculty preparedness, the School of Public Administration has the highest rate of competent full-time instructors. (See Appendix H.)

TU searched for outstanding instructors in certain courses or topics, and might neglect internal faculty, which made them hire external instructors in greater number than the internal ones. Chula used some external instructors, while NIDA used three instructors in a course and it allowed their each instructor to teach one-third of a course while rotating to teach the same contents in its dispersed centers consecutively throughout an academic year. The more they teach, the higher teaching skills they gained, and the quality of teaching is likely to increase.

All six Faculties took the leadership role of the dean as the important internal environment accounting for the launch of the executive program. A dean's leadership is very important for the success of an executive program. Since teaching staff in a university are highly autonomous in their day to day work, with least control from their president or dean, the nature of their work, which require high level of knowledge and skills, allows them to exercise relatively autonomy and to use discretion in the faculty's direction and mission. Therefore, in order to call for their participation and support in the executive program, the dean needs to have appropriate leadership to mobilize these teaching staff. The ways to be used may be different in each Faculty, depending on the level of organizational politics. However, the most effective strategy was to explicitly describe the rationale of the new ventures to the faculty, giving them strong reasoning. Lobbying was also mentioned in some Faculties, but some informants seemed to be reluctant to use this word. May be to show their straightforwardness in using discretion. All approaches needed to be done in such friendly and indirect way to individual members, particularly to the important faculty members. These approaches would likely result in the positive support to the

launch of new ventures and any substantive changes and initiatives like expansion and curriculum review.

What was noticeable among the six Faculties has been the effective use of the faculty meeting forum. In the comprehensive universities, TU and Chula, the size of the Faculties are large and the organizational structures are consisted of several department units. Therefore, communication among faculty members was ineffective. It is normally difficult to have faculty members who have different and tight schedules to meet in particular period unless there is very important issue that needs their discretion. On the contrary, in NIDA, faculty meeting occurs regularly, once a month in general. The more they meet, the higher level of participation is likely to be achieved, and many initiatives emerged. The pros and cons toward an issue were realized in the faculty meeting forum.

The other interesting issue in calling for participation, which was mentioned by NIDA's informants, was "fairness of benefit distribution". In the School of Public Administration, there has been fairness of benefit distribution among the faculty members. It is gained by ensuring that equal teaching workload, equal administrative task, and equal work opportunity are allocated to every faculty member. Doing this reflected fairness and this satisfied everyone; and full participation is likely to be achieved.

In the School of Business Administration, NIDA, the termination of regular MBA (English program) was partly the result of unfairness of benefit distribution. Some faculty members did not have chances to teach in the English program due to the limitation of their English proficiency. Besides, English program needed more effort in teaching preparation but the teaching remuneration was set in relatively lower rate than in the executive program. Therefore, many faculty members were reluctant to participate in teaching. It can be concluded that not only fairness of benefit distribution was important but also the appropriate benefit is necessary in the success of the executive program. The initiation of Global MBA program seemed to be a good idea in the streams of internationalization and globalization. However, the failure of the Global MBA program was due to ineffective and unclear communication to all faculty.



Leadership role also included the effective use of cohesive group in the Faculty. A cohesive group assisted the dean in convincing their fellow faculty, monitoring the supportive or conflicting climate as well as helping implement the program during its first formation. The dean needed to have the ability to mobilize the cohesive group, consult with them in using appropriate strategic approaches, and provide them with reward after success.

The minor concern was the structural factor which was referred in TU and Chula. As comprehensive universities, TU and Chula are big in size and the presence of the Faculty of Graduate Studies which controls every graduate program has been the barrier to new ventures. Some interviewees criticized that the Graduate Studies' executive committee often delays the process of program approval since they may have less expertise in the proposed program, or have some misunderstanding about the rationale of the program. This discouraged the initiation of new ventures.

In addition, although the organizational structure of departmental units within the university might be necessary in comprehensive universities, but this departmental structure induced ineffective communication, coordination, sense of belonging, and slow change. This notion was addressed by a professor in the School of Public Administration that the absence of the departmental structure at NIDA contributed to the possibility of change, to initiate new venture, to call for overall faculty participation and support. Small Faculties could adjust themselves more frequently and could respond to change more effectively.

Government's policy in downsizing the public sector has been the obstruction in the recruitment of new faculty. This policy is contradictory to the expansion of access to graduate education. Expansion means to admit more students and results in the needs for more instructors. Therefore, in a Faculty that expects to fulfil a comprehensive mission, more teaching staff is needed for expansion, if the faculty members do not want to increase their teaching workload.

The last minor aspect is the feedback from the environment. Feedback from alumni, employers, current students, and other stakeholders is important inputs for strategic adaptation, particularly in terms of curriculum review and launching a new program. Internal feedback in form of faculty brainstorming is generally arranged when a faculty intends to initiate a new program.

## **2. Research Question 2:**

### **Why did Different MBA and MPA Faculties Operate Differently in their Executive Graduate Program Expansion?**

The Faculty of Political Science, TU and the School of Public Administration, NIDA expanded its MPE/ MPA programs to the provinces while the MPA program at Chula did not expand its program. All MBA Faculties remained their programs only in the main campuses.

For MBA Faculties, the reasons for not to expand its programs into the provinces were comprised of four concerns: the expansion appropriateness, quality concern, the scarcity of resource, and the clarity of university mission. The concern for the expansion appropriateness was first mentioned by most interviewees when they were asked to give their opinions about this issue. They viewed geographic expansion as competition for students and that local institutions would be disadvantaged. They thought that once they expand to the provinces, people would gravitate to them because of their superior universities' reputations. This situation will be unfair to local institutions.

Quality concern was a rival factor accounting for the rejection of geographic expansion. This concern is related to the "more means worse" aspect. In the time of scarce resources, expansion means the exploitation of existing resources in dealing with the increasing number of students. Class size will be larger, instructional quality will be decreased due to the instructors overload with teaching, and less time is left for teaching preparation. As a result, group project will be assigned to students and quality of students tends to decrease. In addition, the faculty will have less time for doing research and other academic activities. Thus, the overall quality is viewed to decrease.

Quality concern also means equal standard among dispersed campuses and the main campus. It involves standardization of teaching-learning process, academic facilities such as library, and the presence of full-time faculty, and equal standard of academic atmosphere. Moreover, expansion might induce survival threat. Survival is dependent on the number of entrants. There was the fear that there might be a trade-off between quality and survival. Some standards might be lowered to ensure



sufficient number of applicants and entrants. These quality concerns were taken seriously among the Faculties that reject geographic expansion.

For the Faculty of Political Science, TU and the School of Public Administration, NIDA where geographic expansion was used, the same concerns were mentioned. The expansion appropriateness concern was taken into account when they were about to expand to the province. The first criterion was to expand to where there was no local institution teaching MPA. They were reluctant to compete with local institutions. The result was that NIDA expanded to Utharadit and TU to Lampang provinces. These two provinces met the stated criterion at the time of the launches.

However, the expansion appropriateness concern was overcome by the concern for “providing the best to the people” in the School of Public Administration. People in the provinces should have the right to study in the best program, and that competition among academic institutions would eventually benefit the people in the province. It concerned more in the ultimate outcome of the program, to enhance the local people’s knowledge and skills in public administration, which would result in the benefit of the nation at large. Therefore, the criterion for further expansion was the convenience in commuting to the targeted province to alleviate the instructors’ fatigue from travelling.

Quality concern was taken seriously by the two Faculties as well. TU has no plan for further expansion since it faced difficulty in seeking appropriate instructors. The School of Public Administration exploited the existing full-time faculty members to teach in the executive program. Lack of a standard library was alleviated by the systematic provision of selected textbooks and documentation for every student. Academic atmosphere in day-to-day was absent since teaching-learning activities was taken place during weekends.

The concern for scarcity of resource was viewed in term of the faculty, space and facilities. The fear of faculty inadequacy existed in TU and Chula since faculty members must be responsible in undergraduate teaching as their priority. In addition, most of the faculty members in MBA Faculties have had external commitment or involving in research projects to fulfil other faculty mission. Competent instructors were regarded as indispensable and in many Faculties there were high proportion of

young faculty members who held master's degrees and lower academic ranks. On the contrary, this concern was overlooked in the School of Public Administration since it had relatively higher rate of competent faculty members who qualified in teaching in the executive program. It also made full utilization of the faculty in internal teaching. Geographic expansion was disregarded when the faculty members got stuck in the traditional mission of the university. For example, some interviewees said that Chula's tradition was that Chula would not have its second campus elsewhere, so geographic expansion was solely neglected in Chula community.

In TU, the launch of the EPA program in the Faculty of Political Science was seen as violating TU's tradition that TU would provide education for the people at large, not for making profit, and that the launch of executive program was seen as making profit. In the School of Public Administration, the traditional mission of the school was to provide administrative skills to government officers. Therefore, geographic expansion corresponded to its traditional mission. Expansion was reasonable since government officers were scattered throughout of the country, and their markets were there. The School also established new mission -- to increase the opportunity in access to graduate education in the provinces as well as contribution to the national human resource development. These notions have been recognized among the faculty members, and geographic expansion responded to these missions appropriately.

### **3. Research Question 3:**

#### **How did Different Faculties Establish their Strategic Adaptation in Response to the Perceived Environment?**

Strategic adaptation that was used in all six Faculties is consisted of two types: market development and product development. Market development was done through market segmentation. Market segmentation was more intense in MBA than in MPA Faculties since their customers were more affluent. Product differentiation was also adopted more in MBA Faculties than MPA ones since MBA education was in greater demand in Bangkok.

For MPA Faculties, survival threat prevailed because interest in this area of specialization was declined due to the government's policy in downsizing the public



sector. Therefore, reaching out to the customers in the provinces was necessary to alleviate survival threat.

The rapid growth necessitated a structural change in universities, which in turn accelerated the process of expansion to meet societal need. The theory of human capital points out that education raises labor productivity. (Windolf, 1997) Highly trained personnel are more innovative, productive, and flexible than unskilled workers. Thus, education is an investment for future growth and modernization. In addition, there is a relationship between the demand for trained personnel and university enrollment levels: times for economic growth are accompanied by university expansion while economic recessions are marked by declining numbers of university students.

However, Eulenberg observation was contrast to the above postulates. He pointed out that favorable economic conditions tend to limit university enrollment and unfavorable conditions to expand it. It was because people compete for status and a scarce number of positions during economic recession. This competition for status and positions does not diminish during hard times, rather, it becomes more intense due to the scarcity of positions on offer. People have the expectation that a higher degree will improve the prospects for a professional career and for a rise up the social ladder.

Market penetration type of strategic adaptation was highly concerned in the School of Public Administration as it expanded in great volume. Intensive public relations were necessary in order to gain large number of applicants to the program enough for selecting quality entrants. Market penetration was moderately conducted in the other Faculties since they required limited number of enrollment.

#### **4. Research Question 4:**

**How were the Individual Faculties Aware of the Quality of the Programs? And How did Quality Awareness Affect the Faculty's Strategic Adaptation?**

All six Faculties were aware of the quality of the programs and quality awareness has been the great concern in all Faculties. All Faculties were concerned for quality of inputs, process and outputs. All of the informants placed emphasis on the quality of faculty members, entrants, instructors, class size, curriculum, and

facilities. They paid attention to the appropriateness of teaching and learning process, the innovative management of the executive program and the quality assurance practices.

What was different was the innovative management being used in different Faculties, particularly in terms of education and financial management of the executive programs. All Faculties used high level of decentralization in managing their executive programs, with the use of non-governmental officers as their support staff. However, the School of Public Administration, NIDA used the education management that contributed to possibility of further expansion in great volume. It used the block course system together with the appropriate division of labor in teaching and administering the executive programs. However, although block course allowed the possibility of expansion, it was viewed as inappropriate in the eyes of other Faculties' members. Block course system was rush, providing very limited time to study in a course. Students have only six weeks to study before taking final examination. It was criticized that learning was not just for feeding information to students, but learning needed more time to digest knowledge and to clearly understand the subject matters. But without block course system, it might be impossible for the School of Public Administration, NIDA to expand its X-MPA program in this great volume.

Innovative management was obviously seen in the School of Public Administration, NIDA, in its systematic provision of textbooks. It attempted to decrease shortcoming in library access to executive students by providing them with selective textbooks and related academic documentation. At first, provision of textbooks was arranged by permanent support staff in unprofessional way. Later on, the School established a specific unit to be responsible for this task, and the way they do was adjusted into a professional method. This initiative has resulted in the increased student satisfaction to the executive program management.

Financial management in the executive program was important but it was strategically managed in different manners. For TU and Chula, financial management was under the control of the Faculty of Graduate Studies's executive committee. Therefore, it was difficult to adjust the executive program's financial system as frequently as needed by its members. This was obviously seen in the teaching



remuneration rate which had been fixed for a long time in TU and Chula. So teaching payment was not the incentive in these Faculties. In TU, low rate of teaching remuneration has caused inertia to the instructors and made them turn their back to the program whenever they had something else more interesting to do. Besides, instructors did not feel prestigious to receive such low pay.

The situation was different in NIDA where teaching remuneration rate has been adjusted more frequently in both Schools, to be used as effective incentive in gaining faculty participation and devotion to the executive program's academic activities. Moreover, other benefit has been created in terms of funds for faculty development and bonuses as the effective incentives to the faculty members.

Quality assurance practices were viewed as important to enhance quality of the executive program. All the six Faculties used the check of classroom attendance and the submission of course syllabi as the basis procedures for quality assurance. Student evaluation on courses was used in all Faculties in different degrees. Some carried out student evaluation systematically as being practiced in the School of Public Administration, NIDA while in the MPE program at TU, student evaluation on courses was strongly rejected by the faculty members. It was because they did not believe in this system for students might judge unfairly to some instructors whom they disliked.

Quality of graduates was perceived in similar ways and that all six Faculties' outputs had no explicit difference in terms of employers' satisfaction on their performance. Executive programs' students are people who already involved in the workforce and that studying management will certainly be beneficial for them to some extent. Therefore, everyone gained benefit and more confidence after completion of the executive program.

Quality awareness was different in terms of the executive program's ultimate outcome at the macro level. For MBA Faculties, perception of quality was related to inputs, process, outputs and outcome. They produced a limited number of graduates in Bangkok and its vicinity, without trying to serve people elsewhere. People who sought quality MBA education had to run to them. For the School of Public Administration and the Faculty of Political Science at TU, quality awareness was seen at a higher level of ultimate outcome. They viewed that expansion contributed to

people in the province to have greater access in quality graduate education without leaving their jobs for studying in Bangkok. Geographic expansion was seen as contributing to human resource development of the country.

## **Summary**

The findings revealed that all six Faculties had resource limitations in operating their executive programs that made them used different strategic adaptation which was appropriate to them. In addition, these Faculties had different mission to pursue. Some Faculties have congruent mission which had been conveyed to all faculty members occasionally although they had no explicit mission statement. Some have vague mission, while others got stuck in the old traditional mission. Quality awareness in different levels has led to different strategic adaptation, particularly in terms of geographic expansion. Awareness of the ultimate outcome of the executive programs that they increased the accessibility in graduate education to the people in the provinces has led to the geographic expansion type of strategic adaptation in some Faculties.

## **Recommendations**

According to the result of this research study, recommendations will be categorized into two aspects: recommendation for administrative development of executive program, and recommendation for further researches in relevant topics.

### **1. Recommendation for Administrative Development of Executive Program**

According to the research findings, relevant recommendations are proposed as the following:

1.1 There is a belief that “a better educated workforce will lead to greater economic success,” (Green, 1994: 5) so there is rising demand for graduate education. Executive programs for working adults need expansion to improve equity in access to graduate education. Executive programs contribute to the human resource development of the country because they create expertise in managerial skills and sophisticated interpersonal and organizational relations in coping with changing



global situation. Universities must realize the fact that adults come back to the universities with their own motives, goals, developmental tasks, and experiences. They already have some knowledge to share among their fellow students. If people in the workforce have more chances to study in executive programs, their working capabilities would be enhanced and that would benefit their organizations in particular and the nation at large.

1.2 Expansion must be done with attention to maintaining quality. Expansion of the executive programs tends to bring about related fears concerning the quality of the programs. These concerns are largely about the quality of inputs, such as entrants, faculty-student ratios, equipment, library resources and space and facilities. It reflects the public mistrust in the quality of the programs. This mistrust will be declined if each Faculty or academic program guarantees to the public that they have widely used quality assurance system in their academic affairs. Moreover, total quality management should be introduced in the Faculties that offer executive programs to ensure effectiveness, efficiency, and the overall quality of the program. Utilization of quality assurance system and total quality management will result in stakeholders' confidence and public trust. Therefore, in response to demands for accountability, executive programs need to adopt quality assurance system and total quality management in all academic activities, and to present to the public and their stakeholders more openly and frequently.

1.3 The fundamental component of any academic enterprise is the faculty. Maintaining quality with further growth is also challenged by shortages of appropriately qualified people willing to accept positions in universities. Executive programs need to pay incentive salaries, teaching remuneration, and other rewards to the full-time faculty members and external instructors in order to keep their loyalty in the programs. In the meantime, the Faculties must educate their junior faculty members to get ready for teaching in the executive programs. To solve the problems in the short-term period, the use of adjunct lecturers is necessary in all Faculties.

1.4 Since every Faculty has scarce resources in terms of the faculty, or in other words it has resource dependency, collaboration between two or more Faculties is likely to emerge in the future. Universities can be seen as dependent simultaneously on external resources for support and on the maintenance of existing

internal values to achieve their individual goals and missions. In addition, the alternative of a network serving as a kind of “shadow system” is appropriate although at present these Faculties reject the distance education in MBA/ MPA education.

1.5 Universities and their faculty should respond more directly to assist the nation and its people in responding to changes in the economy. They remain dependent on public and private support for their survival. So, they must be forced into compliance with specific societal agendas. It requires faculty to spend more time in the classroom and to mandate faculty workloads while involving in technology transfer and applied research.

Since there are the problems of shortage of faculty resource and the government’s policy in downsizing the public sector which run counter to the need for expansion, we need to do more with less. In this regard, there is the need to enhance the value of teaching in the work lives of the faculty members. The faculty role must be adapted to enhance the value of teaching rather than concentrate in research productivity, or research volume. Teaching-oriented reward structure should be introduced in the administrative actions in creating and reinforcing the teaching-oriented role of the faculty. Increased teaching role of the faculty will contribute to the possibility of executive program expansion and the development of working adults in a highly skilled workforce. This will eventually make contributions to the national economy.

1.6 A university and/ or Faculty needs to develop explicit mission statement to its members. Mission statement must be reviewed to respond appropriately to the changing environment. It is the yardstick for assessing the fit of the direction whether the executive programs and faculty are heading toward the university’s stated mission. The mission will be used as the guideline of strategic adaptation of each program. Therefore, similar programs may use different strategic adaptations since they may have different goals.

1.7 Effective academic institutions must be able to respond to external needs while maintaining a coherent professional ethos of teaching, research, and public services. Effective and efficient management system can help alleviate the faculty workload in education management, and allow them to have more time to



concentrate in teaching while having remaining time for doing research and public services. In this regard, total quality management is believed to be the key to success. Introduction to total quality management in the Faculty or university is the necessary condition for success in the program administration as well as for the overall quality of the Faculty and the university.

1.8 Since all executive MBA/ MPA programs perceived the market demand as significant factors accounting for their strategic adaptation, the implication is that professional programs be responsible to the market demand or otherwise it will be crucial to their contribution to the society. The emphasis on historical missions and traditional functions can be misleading and insufficient for making higher level of contribution at the national level.

1.9 Benchmarking has proved to be an effective method to identify best practice information and improve processes in an organization. This research will advocate the adoption of benchmarking in education sector. It means learning from others. It represents the ongoing, systematic process for measuring and comparing the work processes of a university with those of another for the purpose of identifying best practices that can lead to improvements in operations and student services.

1.10 This research advocates the Ministry of the University Affairs's policy in implementing the quality assurance system in universities in Thailand. Each university needs to construct its own performance indicators that are acceptable among the faculty. This policy is the basic quality movement to be used in academic institutions, and that it is conformant with international standard. Quality assurance system in the Faculty level means that all academic programs offered in the Faculty must be evaluated on the basis of the acceptable standard set by the Faculty, and to be able to correspond with the external examiners' standard. Quality assurance is seen as the necessary tool for increased academic quality of the academic programs, but not sufficient to the overall quality of the programs. If the university aims to achieve international standards and needs to prepare itself to welcome university rankings in different levels, total quality management is considered to be both necessary and sufficient for the university to get ready for the ranking in the near future.

## **2. Recommendations for Further Research**

Further research related to this research study will be beneficial to the administrative development of the academic programs, especially the professional executive programs. Recommendations for further research are as follows:

2.1 Research should be conducted to study work life of the faculty members, and how the faculty spend their time. The research should compare two groups of faculty: (1) the faculty who involve in the executive programs teaching and put more concentration in teaching mission, and (2) the faculty who do not involve in the executive programs teaching and pay more attention to regular teaching, research productivity and public services. Comparison should be focused on how different these two groups of faculty spend their time and how different are their work lives. This research result is expected to contribute to the administrative development of the graduate education, particularly personnel and financial management in the special program administration, while will lead to the appropriate planning in education management.

2.2 The major difficulty found while conducting documentary research in this study was that most executive programs failed to set up data base of relevant statistics systematically. In fact, these data base are very beneficial for planning and for making the right decision in strategic adaptation of the executive programs. Therefore, each and every academic program, especially special or executive program which needs quick adjustment in response to changing situations, should store its own data base in every aspect, so that the program administrator will use them as key information in planning and making strategic adaptation of the program.

2.3 Research on benchmarking quality assurance practices and quality management practices in foreign universities, particularly in the special program education, should be carried out in a timely period. Learning from the best practices can be applied to improve the quality of the program.



## Appendix A

### Expectation of Population Numbers Between 1990-2020, and NIDA's MBA/ MPA Applicants and Enrollments

Expectation of Thailand's population numbers between 1990-2020.

| Age<br>(Year) | Calendar Year |        |        |        |        |        |        |        |        |
|---------------|---------------|--------|--------|--------|--------|--------|--------|--------|--------|
|               | 1990          | 1996   | 1997   | 1998   | 1999   | 2000   | 2005   | 2010   | 2020   |
| 20-29         | 10,568        | 11,232 | 11,304 | 11,365 | 11,413 | 11,443 | 11,379 | 10,986 | 10,329 |
| 30-39         | 8,508         | 9,665  | 9,803  | 9,930  | 10,055 | 10,174 | 10,736 | 11,114 | 10,754 |
| 40-49         | 5,628         | 7,108  | 7,389  | 7,667  | 7,928  | 8,167  | 9,041  | 9,658  | 10,730 |
| 50-59         | 4,276         | 4,803  | 4,891  | 4,985  | 5,105  | 5,255  | 6,377  | 7,613  | 9,089  |

Sources: Statistics on Academic Institutions and Education, 1997-1998.

Numbers of applicants applied to NIDA's School of Business Administration and School of Public Administration, both regular and executive programs, compared to the number of enrollments during 1985-1996.

| Academic<br>Year | Business Administration (MBA) |             |                   |             | Public Administration (MPA) |             |                   |               |
|------------------|-------------------------------|-------------|-------------------|-------------|-----------------------------|-------------|-------------------|---------------|
|                  | Regular program               |             | Executive program |             | Regular program             |             | Executive program |               |
|                  | Applicants                    | Enrollments | Applicants        | Enrollments | Applicants                  | Enrollments | Applicants *      | Enrollments * |
| 1985             | 3,356                         | 132         | -                 | -           | 2,290                       | 136         | -                 | -             |
| 1986             | 3,066                         | 136         | -                 | -           | 2,076                       | 124         | -                 | -             |
| 1987             | 2,562                         | 152         | -                 | -           | 1,351                       | 79          | 1,270             | 90            |
| 1988             | 2,555                         | 142         | 350               | 65          | 1,205                       | 80          | 637               | 137           |
| 1989             | 2,254                         | 144         | 453               | 66          | 1,094                       | 154         | 455               | 150           |
| 1990             | 2,805                         | 139         | 232               | 70          | 1,004                       | 172         | 1,234             | 415           |
| 1991             | 3,271                         | 148         | 311               | 65          | 993                         | 156         | 1,704             | 748           |
| 1992             | 3,836                         | 144         | 352               | 129         | 927                         | 153         | 2,437             | 872           |
| 1993             | 4,231                         | 155         | 1,372             | 134         | 880                         | 173         | 2,115             | 859           |
| 1994             | 4,311                         | 159         | 1,839             | 139         | 1,197                       | 105         | 3,626             | 920           |
| 1995             | 4,671                         | 172         | 1,804             | 166         | 1,299                       | 141         | 3,020             | 1,017         |
| 1996             | 4,225                         | 158         | 1,868             | 160         | 1,313                       | 237         | 2,984             | 1,055         |
| Total            | 41,891                        | 1,781       | 8,591             | 994         | 15,629                      | 1,710       | 19,482            | 6,263         |

Note: \* Since 1990 the School of Public Administration has expanded to the provincial campuses and the applicant and enrollment numbers increased accordingly.

Sources: Planning Department, NIDA

## Appendix B

### Statistical Data Related to the Executive MBA Program The Faculty of Commerce and Accountancy, Thammasat University

#### The Faculty Profile

The faculty profiles (who involved in the X-MBA program)

| The faculty member profile<br>(who involve in the X-MBA program) | Numbers of the<br>faculty | Per cent |
|------------------------------------------------------------------|---------------------------|----------|
| 1. The faculty holding the Ph.D. degrees.                        | 17                        | 47.22    |
| 2. The faculty holding the Master's degrees.                     | 19                        | 52.77    |
| 3. The faculty who are full professors.                          | 1                         | 2.77     |
| 4. The faculty who are associate professors.                     | 15                        | 41.66    |
| 5. The faculty who are assistant professors.                     | 9                         | 25.00    |
| 6. Total number of the faculty members                           | 36                        |          |
| 7. Number of adjunct lecturers.                                  | 62                        |          |



### The Student Profile

Numbers and percentages of X-MBA students discriminated by age and educational background during the 1996-1998 academic years.

| Student characteristics       | Student profiles              | Numbers of students (per cent) |                   |                   | Average per cent |
|-------------------------------|-------------------------------|--------------------------------|-------------------|-------------------|------------------|
|                               |                               | 1996                           | 1997              | 1998              |                  |
| Age                           | 30-35 years                   | 53 (66.25)                     | 47 (58.75)        | 17 (26.90)        | 50.66            |
|                               | 36-40 years                   | 16 (20.00)                     | 24 (30.00)        | 38 (60.30)        | 36.77            |
|                               | 41-45 years                   | 11 (13.75)                     | 8 (10.00)         | 7 (11.10)         | 11.62            |
|                               | 45 + years                    | -                              | 1 (1.25)          | 1 (1.59)          | 0.95             |
|                               | <b>Total</b>                  | <b>80 (100.0)</b>              | <b>80 (100.0)</b> | <b>63 (100.0)</b> | <b>100.00</b>    |
| Qualification of the entrants | Bachelor's degree             | 68 (85.00)                     | 71 (88.75)        | 57 (90.47)        | 88.07            |
|                               | Higher than Bachelor's degree | 12 (15.00)                     | 9 (11.25)         | 6 (9.53)          | 11.93            |
|                               | <b>Total</b>                  | <b>80 (100.0)</b>              | <b>80 (100.0)</b> | <b>63 (100.0)</b> | <b>100.00</b>    |
| Graduated from                | Closed universities           | 68 (85.00)                     | 62 (77.50)        | 45 (71.43)        | 77.98            |
|                               | Open universities             | 4 (5.00)                       | 5 (6.25)          | 11 (17.46)        | 9.57             |
|                               | Private universities          | 5 (6.25)                       | 6 (7.50)          | 4 (6.35)          | 6.70             |
|                               | Overseas universities         | 3 (3.75)                       | 7 (8.75)          | 3 (4.76)          | 5.75             |
|                               | <b>Total</b>                  | <b>80 (100.0)</b>              | <b>80 (100.0)</b> | <b>63 (100.0)</b> | <b>100.00</b>    |
| Graduated fields of study     | Engineering and Architecture  | 25 (31.25)                     | 27 (33.75)        | 17 (26.98)        | 30.66            |
|                               | Science and Medicine          | 21 (26.25)                     | 24 (30.00)        | 15 (23.81)        | 26.69            |
|                               | Business administration       | 23 (28.75)                     | 23 (28.75)        | 15 (23.81)        | 27.10            |
|                               | Social science                | 8 (10.00)                      | 5 (6.25)          | 11 (17.56)        | 11.27            |
|                               | Others                        | 3 (3.75)                       | 1 (1.25)          | 5 (7.93)          | 4.31             |
|                               | <b>Total</b>                  | <b>80 (100.0)</b>              | <b>80 (100.0)</b> | <b>63 (100.0)</b> | <b>100.00</b>    |

Sources: The Faculty of Commerce and Accountancy, Thammasat University

### Student Occupation and Work Position

Numbers and percentages of X-MBA students discriminated by occupation and work position during the 1991-1995 academic years.

| Student characteristics | Student Profiles     | Numbers of students (per cent) |                        |                        |                        |                        | Average Per cent |
|-------------------------|----------------------|--------------------------------|------------------------|------------------------|------------------------|------------------------|------------------|
|                         |                      | 1991                           | 1992                   | 1993                   | 1994                   | 1995                   |                  |
| Occupation              | Private companies    | 62<br>(81.58)                  | 66<br>(85.71)          | 52<br>(69.33)          | 70<br>(87.50)          | 68<br>(86.07)          | 82.04            |
|                         | Public enterprises   | 8<br>(10.53)                   | 3<br>(3.90)            | 10<br>(13.33)          | 2<br>(2.50)            | 5<br>(6.33)            | 7.32             |
|                         | Government officials | 5<br>(6.58)                    | -                      | 4<br>(5.33)            | 5<br>(6.25)            | 3<br>(3.80)            | 4.39             |
|                         | Entrepreneurs        | -                              | 1<br>(1.30)            | 5<br>(6.67)            | 3<br>(3.75)            | 3<br>(3.80)            | 3.10             |
|                         | Others               | 1<br>(1.31)                    | 7<br>(9.09)            | 4<br>(5.34)            | -                      | -                      | 3.15             |
|                         | <b>Total</b>         | <b>76<br/>(100.00)</b>         | <b>77<br/>(100.00)</b> | <b>75<br/>(100.00)</b> | <b>80<br/>(100.00)</b> | <b>79<br/>(100.00)</b> | <b>100.00</b>    |
| Work Position           | Top executive        | 12<br>(15.79)                  | 14<br>(18.18)          | 12<br>(16.00)          | 18<br>(22.50)          | 9<br>(11.39)           | 16.77            |
|                         | Middle manager       | 47<br>(61.84)                  | 46<br>(59.74)          | 36<br>(48.00)          | 43<br>(53.75)          | 39<br>(49.37)          | 54.54            |
|                         | Front-line manager   | 16<br>(21.05)                  | 8<br>(10.39)           | 11<br>(14.66)          | 9<br>(11.25)           | 19<br>(24.05)          | 16.28            |
|                         | Owner of enterprise  | -                              | 1<br>(1.30)            | 5<br>(6.68)            | 3<br>(3.75)            | 3<br>(3.80)            | 3.11             |
|                         | Others               | 1 (1.32)                       | 8<br>(10.39)           | 11<br>(14.66)          | 7<br>(8.75)            | 9<br>(11.39)           | 9.30             |
|                         | <b>Total</b>         | <b>76<br/>(100.00)</b>         | <b>77<br/>(100.00)</b> | <b>75<br/>(100.00)</b> | <b>80<br/>(100.00)</b> | <b>79<br/>(100.00)</b> | <b>100.00</b>    |



### **Applicant and Enrollment Numbers**

The numbers of applicants and enrollment to the regular MBA and X-MBA programs during 1990-1995 academic year at the Faculty of Commerce and Accountancy, Thammasat University.

| Academic year               | Numbers of persons        |             |                          |             |
|-----------------------------|---------------------------|-------------|--------------------------|-------------|
|                             | Regular MBA program       |             | X-MBA program            |             |
|                             | Applicants                | Enrollments | Applicants               | Enrollments |
| 1990                        | 5,796                     | 187         | 264                      | 71          |
| 1991                        | 9,518                     | 174         | 330                      | 76          |
| 1992                        | 6,520                     | 140         | 373                      | 77          |
| 1993                        | 6,524                     | 135         | 415                      | 75          |
| 1994                        | 5,729                     | 130         | 407                      | 80          |
| 1995                        | 6,358                     | 137         | 466                      | 79          |
| Average number              | 6,740.83                  | 150.5       | 375.83                   | 76.33       |
| Applicant/ enrollment ratio | 45 : 1<br>(approximately) |             | 5 : 1<br>(approximately) |             |

Sources: Faculty of Commerce and Accountancy, Thammasat University

## Appendix C

### Statistical Data Related to the Executive MBA program The Faculty of Commerce and Accountancy, Chulalongkorn University

#### The Faculty Profile

The faculty member profile (who involve in the X-MBA program) \*

| The faculty member profile<br>(who involve in the X-MBA program) | Numbers<br>of the<br>faculty | Per cent |
|------------------------------------------------------------------|------------------------------|----------|
| 1. The faculty holding the Ph.D. degrees.                        | 24                           | 42.11    |
| 2. The faculty holding the Master's degrees.                     | 32                           | 56.14    |
| 3. The faculty who are full professors.                          | 0                            | -        |
| 4. The faculty who are associate professors.                     | 24                           | 42.11    |
| 5. The faculty who are assistant professors.                     | 20                           | 35.09    |
| 6. Total number of the faculty members                           | 57                           |          |
| 7. Number of adjunct lecturers.                                  | 24                           |          |

Note: Statistics in 1999.



## The X-MBA Student Profile

Numbers and percentages of X-MBA students classified by age, education background, occupation, and work position for the 1986-1994 academic years.

| Student Characteristics       | Student profiles              | Numbers of students (per cent) |                              |                              |                              |                              |
|-------------------------------|-------------------------------|--------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
|                               |                               | 1986                           | 1988                         | 1991                         | 1993                         | 1994                         |
| Age                           | Less than 30 years            | n.a.                           | n.a.                         | 5 (8.48)                     | 11 (17.19)                   | 7 (10.45)                    |
|                               | 30-35 years                   | n.a.                           | n.a.                         | 38 (64.40)                   | 37 (57.81)                   | 42 (62.69)                   |
|                               | 36-40 years                   | n.a.                           | n.a.                         | 12 (20.34)                   | 10 (15.62)                   | 15 (22.38)                   |
|                               | 41-45 years                   | n.a.                           | n.a.                         | 4 (6.78)                     | 6 (9.38)                     | 3 (4.48)                     |
|                               | More than 45 years            | n.a.                           | n.a.                         | -                            | -                            | -                            |
|                               | <b>Total</b>                  | n.a.                           | n.a.                         | <b>59</b><br><b>(100.00)</b> | <b>64</b><br><b>(100.00)</b> | <b>67</b><br><b>(100.00)</b> |
| Qualification of the entrants | Bachelor's degree             | 52 (98.11)                     | 49<br>(100.00)               | 56 (94.92)                   | 52 (81.25)                   | 56 (83.58)                   |
|                               | Higher than Bachelor's degree | 1 (1.89)                       | -                            | 3 (5.08)                     | 12 (18.75)                   | 11 (16.42)                   |
|                               | <b>Total</b>                  | <b>53</b><br><b>(100.00)</b>   | <b>49</b><br><b>(100.00)</b> | <b>59</b><br><b>(100.00)</b> | <b>64</b><br><b>(100.00)</b> | <b>67</b><br><b>(100.00)</b> |
| Institutions Graduated from   | Closed universities           | 42 (79.25)                     | 41 (83.67)                   | 49 (83.05)                   | 58 (90.64)                   | 58 (86.57)                   |
|                               | Open universities             | 6 (11.32)                      | 4 (8.17)                     | 2 (3.39)                     | 2 (3.12)                     | 2 (2.98)                     |
|                               | Private universities          | 2 (3.77)                       | 2 (4.08)                     | 5 (8.48)                     | 2 (3.12)                     | 4 (5.97)                     |
|                               | Overseas universities         | 3 (5.66)                       | 2 (4.08)                     | 3 (5.08)                     | 2 (3.12)                     | 3 (4.48)                     |
|                               | <b>Total</b>                  | <b>53</b><br><b>(100.00)</b>   | <b>49</b><br><b>(100.00)</b> | <b>59</b><br><b>(100.00)</b> | <b>64</b><br><b>(100.00)</b> | <b>67</b><br><b>(100.00)</b> |
| Fields of Study               | Engineering and Architecture  | 16 (30.19)                     | 12 (24.49)                   | 20 (33.90)                   | 25 (39.06)                   | 20 (29.85)                   |
|                               | Science and Medicine          | 12 (22.64)                     | 15 (30.61)                   | 12 (20.34)                   | 16 (25.00)                   | 16 (23.87)                   |
|                               | Business administration       | 14 (26.42)                     | 12 (24.49)                   | 16 (27.12)                   | 14 (21.88)                   | 22 (32.84)                   |
|                               | Social science                | 7 (13.20)                      | 9 (18.37)                    | 10 (16.95)                   | 6 (9.38)                     | 6 (8.96)                     |
|                               | Others                        | 4 (7.55)                       | 1 (2.04)                     | 1 (1.69)                     | 3 (4.68)                     | 3 (4.48)                     |
|                               | <b>Total</b>                  | <b>53</b><br><b>(100.00)</b>   | <b>49</b><br><b>(100.00)</b> | <b>59</b><br><b>(100.00)</b> | <b>64</b><br><b>(100.00)</b> | <b>67</b><br><b>(100.00)</b> |
| Occupation                    | Private companies             | 48 (90.56)                     | 49<br>(100.00)               | 57 (96.61)                   | 60 (93.75)                   | 64 (95.53)                   |
|                               | Public enterprises            | 3 (5.66)                       | -                            | 2 (3.39)                     | 3 (4.68)                     | 2 (2.98)                     |
|                               | Government agencies           | 1 (1.89)                       | -                            | -                            | 1 (1.57)                     | 1 (1.49)                     |
|                               | Entrepreneurs                 | 1 (1.89)                       | -                            | -                            | -                            | -                            |
|                               | Others                        | -                              | -                            | -                            | -                            | -                            |
|                               | <b>Total</b>                  | <b>53</b><br><b>(100.00)</b>   | <b>49</b><br><b>(100.00)</b> | <b>59</b><br><b>(100.00)</b> | <b>64</b><br><b>(100.00)</b> | <b>67</b><br><b>(100.00)</b> |
| Work position                 | Top executives                | 7 (13.20)                      | 2 (4.08)                     | 10 (16.95)                   | 6 (9.38)                     | 10 (14.92)                   |
|                               | Middle managers               | 35 (66.04)                     | 37 (75.51)                   | 36 (61.02)                   | 52 (81.24)                   | 46 (68.66)                   |
|                               | Front-line managers           | 9 (16.98)                      | 9 (18.37)                    | 12 (20.34)                   | 6 (9.38)                     | 11 (16.42)                   |
|                               | Owner of enterprises          | 1 (1.89)                       | -                            | -                            | -                            | -                            |
|                               | Others                        | 1 (1.89)                       | 1 (2.04)                     | 1 (1.69)                     | -                            | -                            |
|                               | <b>Total</b>                  | <b>53</b><br><b>(100.00)</b>   | <b>49</b><br><b>(100.00)</b> | <b>59</b><br><b>(100.00)</b> | <b>64</b><br><b>(100.00)</b> | <b>67</b><br><b>(100.00)</b> |

Sources: From M.B.A. Executive Directory, Faculty of Commerce and Accountancy, Chulalongkorn University.

### The MBA-Young Executive Student Profile

Numbers and percentages of MBA-Young Executive students, classified by age, education background, occupation, and work position during the 1997-1999 academic years.

| Student Characteristics     | Student profiles             | Numbers of students (per cent) |                    |                    |
|-----------------------------|------------------------------|--------------------------------|--------------------|--------------------|
|                             |                              | 1997                           | 1998               | 1999               |
| Age                         | Less than 25 years           | 24 (32.43)                     | 20 (28.99)         | 23 (34.33)         |
|                             | 26-30 years                  | 49 (66.22)                     | 42 (60.87)         | 38 (56.71)         |
|                             | More than 30 years           | 1 (1.35)                       | 7 (10.14)          | 6 (8.96)           |
|                             | <b>Total</b>                 | <b>74 (100.00)</b>             | <b>69 (100.00)</b> | <b>67 (100.00)</b> |
| Institutions graduated from | Closed universities          | 65 (87.84)                     | 62 (89.85)         | 64 (95.52)         |
|                             | Open universities            | 1 (1.35)                       | -                  | -                  |
|                             | Private universities         | 6 (8.11)                       | 5 (7.25)           | 3 (4.48)           |
|                             | Overseas universities        | 2 (2.70)                       | 2 (2.90)           | -                  |
|                             | <b>Total</b>                 | <b>74 (100.00)</b>             | <b>69 (100.00)</b> | <b>67 (100.00)</b> |
| Fields of study             | Engineering and Architecture | 36 (48.65)                     | 31 (44.93)         | 38 (56.71)         |
|                             | Science and Medicine         | 12 (16.22)                     | 14 (20.29)         | 9 (13.43)          |
|                             | Business administration      | 17 (22.97)                     | 16 (23.19)         | 18 (26.87)         |
|                             | Social science               | 5 (6.75)                       | 5 (7.25)           | -                  |
|                             | Others                       | 4 (5.41)                       | 3 (4.34)           | 2 (2.99)           |
|                             | <b>Total</b>                 | <b>74 (100.00)</b>             | <b>69 (100.00)</b> | <b>67 (100.00)</b> |
| Occupation                  | Private companies            | 68 (91.90)                     | 61 (88.41)         | 63 (94.03)         |
|                             | Public enterprises           | 3 (4.05)                       | 5 (7.25)           | 3 (4.48)           |
|                             | Government agencies          | 2 (2.70)                       | 3 (4.34)           | 1 (1.49)           |
|                             | Entrepreneurs                | 1 (1.35)                       | -                  | -                  |
|                             | Others                       | -                              | -                  | -                  |
|                             | <b>Total</b>                 | <b>74 (100.00)</b>             | <b>69 (100.00)</b> | <b>67 (100.00)</b> |

Sources: From Directory CU-MBA-Young, Faculty of Commerce and Accountancy, Chulalongkorn University.



## Appendix D

### Statistical Data Related to the Executive MBA program School of Business Administration National Institute of Development Administration

#### The Faculty Profiles

The School of Business Administration, NIDA's faculty member profile \*

| The faculty member profile                   | Numbers of<br>the faculty | per cent |
|----------------------------------------------|---------------------------|----------|
| 1. The faculty holding the Ph.D. degrees.    | 17                        | 73.91    |
| 2. The faculty holding the Master's degrees. | 6                         | 26.09    |
| 3. The faculty who are full professors.      | 2                         | 8.70     |
| 4. The faculty who are associate professors. | 9                         | 39.13    |
| 5. The faculty who are assistant professors. | 4                         | 17.39    |
| 6. Total number of the faculty members       | 23                        |          |
| 7. Number of adjunct lecturers.              | 67                        |          |

Note: Statistics in 1993.

## The X-MBA Student Profiles

Numbers and percentages of X-MBA students in the School of Business Administration, NIDA, discriminated by age, education background, occupation, and work position during 1992-1996 academic years.

| Student Characteristics            | Student profiles                            | Batch 5<br>(1992) | Batch 6<br>(1993) | Batch 7<br>(1994) | Batch 8<br>(1995) | Batch 9<br>(1996) | Average<br>per<br>cent |
|------------------------------------|---------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------------|
| Numbers of students (person)       |                                             | 59                | 64                | 64                | 75                | 66                | 65.60                  |
| Average age (year)                 |                                             | 35.93             | 37.10             | 37.34             | 36.93             | 37.62             | 36.98                  |
| Duration of work experience (year) |                                             | 12.40             | 13.50             | 12.64             | 12.79             | 14.27             | 13.12                  |
| Graduating institutions            | Closed universities                         | 51<br>(86.44)     | 47<br>(73.44)     | 45<br>(70.31)     | 58<br>(77.33)     | 49<br>(74.24)     | 76.35                  |
|                                    | Open universities                           | 8<br>(13.56)      | 11<br>(17.19)     | 14<br>(21.88)     | 9<br>(12.00)      | 8<br>(12.12)      | 15.35                  |
|                                    | Private universities                        | -                 | 4<br>(6.25)       | 3<br>(4.69)       | 5<br>(6.67)       | 6<br>(9.09)       | 5.34                   |
|                                    | Overseas universities                       | -                 | 2<br>(3.12)       | 2<br>(3.12)       | 3<br>(4.00)       | 3<br>(4.55)       | 2.96                   |
|                                    | Total                                       | 59<br>(100.00)    | 64<br>(100.00)    | 64<br>(100.00)    | 75<br>(100.00)    | 66<br>(100.00)    | 100.00                 |
| Fields of study                    | Engineering and Architecture                | 23<br>(38.98)     | 16<br>(25.00)     | 15<br>(23.44)     | 22<br>(29.33)     | 22<br>(33.33)     | 30.03                  |
|                                    | Science and Medicine                        | 11<br>(18.64)     | 14<br>(21.88)     | 11<br>(17.19)     | 15<br>(20.00)     | 15<br>(22.73)     | 20.09                  |
|                                    | Business administration                     | 14<br>(23.73)     | 16<br>(25.00)     | 26<br>(40.63)     | 19<br>(25.33)     | 17<br>(25.76)     | 28.09                  |
|                                    | Social science                              | 4<br>(6.78)       | 13<br>(20.31)     | 9<br>(14.06)      | 8<br>(10.67)      | 7<br>(10.61)      | 12.49                  |
|                                    | Others                                      | 7<br>(11.87)      | 5<br>(7.81)       | 3<br>(4.68)       | 11<br>(14.67)     | 5<br>(7.58)       | 9.32                   |
|                                    | Total                                       | 59<br>(100.00)    | 64<br>(100.00)    | 64<br>(100.00)    | 75<br>(100.00)    | 66<br>(100.00)    | 100.00                 |
| Occupation                         | Private companies                           | 57<br>(96.61)     | 60<br>(93.75)     | 63<br>(98.44)     | 73<br>(97.33)     | 63<br>(95.45)     | 96.32                  |
|                                    | Public enterprises and Government officials | 2<br>(3.39)       | 4<br>(6.25)       | 1<br>(1.56)       | 2<br>(2.67)       | 3<br>(4.55)       | 3.68                   |
|                                    | Entrepreneurs                               | -                 | -                 | -                 | -                 | -                 | -                      |
|                                    | Total                                       | 59<br>(100.00)    | 64<br>(100.00)    | 64<br>(100.00)    | 75<br>(100.00)    | 66<br>(100.00)    | 100.00                 |
| Work Position                      | Top executive                               | 8<br>(13.56)      | 15<br>(23.44)     | 9<br>(14.06)      | 12<br>(16.00)     | 7<br>(10.61)      | 15.53                  |
|                                    | Middle-high level Manager                   | 34<br>(57.63)     | 37<br>(57.81)     | 43<br>(67.19)     | 51<br>(68.00)     | 50<br>(75.76)     | 65.28                  |
|                                    | Middle manager                              | 17<br>(28.81)     | 12<br>(18.75)     | 12<br>(18.75)     | 12<br>(16.00)     | 9<br>(13.63)      | 19.19                  |
|                                    | Total                                       | 59<br>(100.00)    | 64<br>(100.00)    | 64<br>(100.00)    | 75<br>(100.00)    | 66<br>(100.00)    | 100.00                 |

Sources: School of Business Administration, NIDA



### The Y-MBA Student Profile

Numbers and percentages of Y-MBA students discriminated by age, education background, and occupation during 1992-1996 academic years.

| Student Characteristics            | Student profiles                            | Batch 5<br>(1992)      | Batch 6<br>(1993)      | Batch 7<br>(1994)      | Batch 8<br>(1995)      | Batch 9<br>(1996)      | Average<br>per<br>cent |
|------------------------------------|---------------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Numbers of students (person)       |                                             | 69                     | 63                     | 70                     | 84                     | 85                     | 74.20                  |
| Average age (year)                 |                                             | 27.52                  | 27.29                  | 27.51                  | 28.24                  | 28.1                   | 27.73                  |
| Duration of work experience (year) |                                             | 5.10                   | 4.79                   | 4.94                   | 5.42                   | 5.40                   | 5.13                   |
| Graduating institutions            | Closed universities                         | 62<br>(89.86)          | 61<br>(96.83)          | 68<br>(97.14)          | 82<br>(97.62)          | 76<br>(89.41)          | 94.17                  |
|                                    | Open universities                           | 1<br>(1.45)            | -                      | 1<br>(1.43)            | -                      | 3<br>(3.53)            | 1.28                   |
|                                    | Private universities                        | 6<br>(8.69)            | 2<br>(3.17)            | 1<br>(1.43)            | 2<br>(2.38)            | 6<br>(7.06)            | 4.55                   |
|                                    | Overseas universities                       | -                      | -                      | -                      | -                      | -                      | -                      |
|                                    | <b>Total</b>                                | <b>69<br/>(100.00)</b> | <b>63<br/>(100.00)</b> | <b>70<br/>(100.00)</b> | <b>84<br/>(100.00)</b> | <b>85<br/>(100.00)</b> | <b>100.00</b>          |
| Fields of Study                    | Engineering and Architecture                | 29<br>(42.03)          | 27<br>(42.86)          | 28<br>(40.00)          | 37<br>(44.05)          | 36<br>(42.35)          | 42.26                  |
|                                    | Science and Medicine                        | 14<br>(20.29)          | 24<br>(38.09)          | 19<br>(27.14)          | 26<br>(30.95)          | 23<br>(27.06)          | 28.71                  |
|                                    | Business Administration                     | 21<br>(30.43)          | 11<br>(17.46)          | 14<br>(20.00)          | 14<br>(16.67)          | 17<br>(20.00)          | 20.91                  |
|                                    | Social Science                              | 5<br>(7.25)            | 1<br>(1.59)            | 5<br>(7.14)            | 2<br>(2.38)            | 3<br>(3.53)            | 4.38                   |
|                                    | Others                                      | -                      | -                      | 4<br>(5.72)            | 5<br>(5.95)            | 6<br>(7.06)            | 3.74                   |
|                                    | <b>Total</b>                                | <b>69<br/>(100.00)</b> | <b>63<br/>(100.00)</b> | <b>70<br/>(100.00)</b> | <b>84<br/>(100.00)</b> | <b>85<br/>(100.00)</b> | <b>100.00</b>          |
| Occupation                         | Private companies                           | 58<br>(84.05)          | 57<br>(90.48)          | 67<br>(95.71)          | 76<br>(90.48)          | 79<br>(92.95)          | 90.73                  |
|                                    | Public enterprises and Government officials | 1<br>(1.47)            | 2<br>(3.17)            | 1<br>(1.43)            | 2<br>(2.38)            | 2<br>(2.35)            | 2.16                   |
|                                    | Entrepreneurs                               | 10<br>(14.48)          | 4<br>(6.35)            | 2<br>(2.86)            | 6<br>(7.14)            | 4<br>(4.70)            | 7.11                   |
|                                    | <b>Total</b>                                | <b>69<br/>(100.00)</b> | <b>63<br/>(100.00)</b> | <b>70<br/>(100.00)</b> | <b>84<br/>(100.00)</b> | <b>85<br/>(100.00)</b> | <b>100.00</b>          |

Sources: School of Business Administration, NIDA

**Numbers of public services of the School of Business Administration,  
NIDA**

| Activities                                                                                                                 | 1993 | 1994 | 1995 | 1996 | 1997 |
|----------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|
| Teaching in training programs inside NIDA.                                                                                 | 4    | 5    | 6    | -    | -    |
| Teaching in training programs outside NIDA.                                                                                | 23   | 19   | 16   | -    | 6    |
| Providing external consultation/ committee.                                                                                | 10   | 16   | 15   | 7    | 3    |
| Arranging seminars.                                                                                                        | 1    | 2    | 2    | 2    | 2    |
| Participating in seminars and arranging and participating in study tours.                                                  | 5    | 4    | 3    | 3    | 5    |
| Participating academic conferences.                                                                                        | 6    | 12   | 13   | 5    | 4    |
| Publishing textbooks/ teaching documents.                                                                                  | 4    | 3    | 14   | 14   | -    |
| Writing academic papers.                                                                                                   | 11   | 8    | 10   | -    | 7    |
| Conducting complete research projects.                                                                                     | 1    | -    | -    | 1    | -    |
| Conducting research projects (25%).                                                                                        | 2    | 7    | -    | 10   | 13   |
| Conducting research projects with the support from external organizations.                                                 | -    | -    | 1    | 5    | -    |
| Arranging academic services/ research projects requested by external organizations through NIDA's Academic Service Center. | 34   | 44   | 32   | 17   | 12   |

Sources: NIDA Annual Reports



## Appendix E

### Statistical Data Related to the EPA program The Faculty of Political Science Thammasat University

#### The Faculty Profile

The faculty member profile (who involved in the EPA program).

| The faculty member profiles<br>(who involve in the EPA program) | Numbers of<br>the faculty | per cent |
|-----------------------------------------------------------------|---------------------------|----------|
| 1. The faculty holding the Ph.D. degrees.                       | 29                        | 64.44    |
| 2. The faculty holding the Master's degrees.                    | 14                        | 31.11    |
| 3. The faculty who are full professors.                         | -                         | -        |
| 4. The faculty who are associate professors.                    | 19                        | 42.22    |
| 5. The faculty who are assistant professors.                    | 12                        | 26.67    |
| 6. Total number of the faculty members                          | 45                        |          |
| 7. Number of adjunct lecturers.                                 | 36                        |          |

Sources: Thammasat University, Education Handbook, **The Executive Public Administration Graduate Program**, 2000.

## The Student Profile

Numbers and percentages of EPA students discriminated by age, education background, occupation, and work position during 1992-1994 academic years.

| Student Characteristics       | Student profiles              | Numbers of students (per cent) |                              |                              | Average Per cent |
|-------------------------------|-------------------------------|--------------------------------|------------------------------|------------------------------|------------------|
|                               |                               | 1992                           | 1993                         | 1994                         |                  |
| Age                           | 30-35 years                   | 4 ( 5.56)                      | 5 (7.46)                     | -                            | 4.34             |
|                               | 36-40 years                   | 17 (23.61)                     | 14 (20.90)                   | 15 (22.73)                   | 22.41            |
|                               | 41-45 years                   | 29 (40.28)                     | 22 (32.83)                   | 26 (39.39)                   | 37.50            |
|                               | 45 + years                    | 22 (30.55)                     | 26 (38.81)                   | 25 (37.88)                   | 35.75            |
|                               | <b>Total</b>                  | <b>72</b><br><b>(100.00)</b>   | <b>67</b><br><b>(100.00)</b> | <b>66</b><br><b>(100.00)</b> | <b>100.00</b>    |
| Qualification of the entrants | Bachelor's degree             | 68 (94.44)                     | 65 (97.01)                   | 63 (95.45)                   | 95.63            |
|                               | Higher than Bachelor's degree | 4 (5.56)                       | 2 (2.99)                     | 3 (4.55)                     | 4.37             |
|                               | <b>Total</b>                  | <b>72</b><br><b>(100.00)</b>   | <b>67</b><br><b>(100.00)</b> | <b>66</b><br><b>(100.00)</b> | <b>100.00</b>    |
| Graduating institutions       | Closed universities           | 60 (83.33)                     | 59 (88.06)                   | 48 (72.72)                   | 81.37            |
|                               | Open universities             | 8 (11.11)                      | 6 (8.96)                     | 14 (21.21)                   | 13.76            |
|                               | Private universities          | 2 (2.78)                       | -                            | 1 (1.52)                     | 1.43             |
|                               | Overseas universities         | 2 (2.78)                       | 2 (2.98)                     | 3 (4.55)                     | 3.44             |
|                               | <b>Total</b>                  | <b>72</b><br><b>(100.00)</b>   | <b>67</b><br><b>(100.00)</b> | <b>66</b><br><b>(100.00)</b> | <b>100.00</b>    |
| Fields of study               | Engineering and Architecture  | 1 (1.39)                       | 3 (4.48)                     | 6 (9.09)                     | 4.99             |
|                               | Science and Medicine          | 4 (5.56)                       | 6 (8.96)                     | 2 (3.03)                     | 5.85             |
|                               | Business administration       | 3 (4.16)                       | 4 (5.97)                     | 3 (4.55)                     | 4.89             |
|                               | Social science                | 53 (73.61)                     | 54 (80.59)                   | 46 (69.69)                   | 74.63            |
|                               | Others                        | 11 (15.28)                     | -                            | 9 (13.64)                    | 9.64             |
|                               | <b>Total</b>                  | <b>72</b><br><b>(100.00)</b>   | <b>67</b><br><b>(100.00)</b> | <b>66</b><br><b>(100.00)</b> | <b>100.00</b>    |
| Occupation                    | Private companies             | 5 (6.94)                       | 5 (7.46)                     | 2 (3.03)                     | 5.81             |
|                               | Public enterprises            | 2 (2.78)                       | 4 (5.97)                     | 6 (9.09)                     | 5.95             |
|                               | Government officials          | 63 (87.50)                     | 50 (74.63)                   | 56 (84.84)                   | 82.32            |
|                               | Entrepreneurs                 | 2 (2.78)                       | 1 (1.49)                     | 1 (1.52)                     | 1.93             |
|                               | Others                        | -                              | 7 (10.45)                    | 1 (1.52)                     | 3.99             |
|                               | <b>Total</b>                  | <b>72</b><br><b>(100.00)</b>   | <b>67</b><br><b>(100.00)</b> | <b>66</b><br><b>(100.00)</b> | <b>100.00</b>    |
| Work Position                 | Top executive                 | 4 (5.56)                       | 6 (8.96)                     | 9 (13.64)                    | 9.39             |
|                               | Middle manager                | 46 (63.89)                     | 43 (64.18)                   | 41 (62.12)                   | 64.39            |
|                               | Front-line manager            | 21 (29.16)                     | 14 (20.89)                   | 15 (22.72)                   | 24.26            |
|                               | Owner of enterprise           | 1 (1.39)                       | 4 (5.97)                     | 1 (1.52)                     | 2.96             |
|                               | <b>Total</b>                  | <b>72</b><br><b>(100.00)</b>   | <b>67</b><br><b>(100.00)</b> | <b>66</b><br><b>(100.00)</b> | <b>100.00</b>    |

Sources: The Faculty of Political Science, Thammasat University



## Appendix F

### Statistical Data Related to the Executive MPA program The Faculty of Political Science Chulalongkorn University

#### The Faculty Profile

The Faculty of Political Science, Chula's faculty member profile (who involve in the Ex-MPA program) \*

| The faculty member profiles<br>(who involve in the Ex-MPA program) | Numbers of<br>the faculty | (per cent) |
|--------------------------------------------------------------------|---------------------------|------------|
| 1. The faculty holding the Ph.D. degrees.                          | 10                        | 55.56      |
| 2. The faculty holding the Master's degrees.                       | 8                         | 44.44      |
| 3. The faculty who are full professors.                            | 1                         | 5.56       |
| 4. The faculty who are associate professors.                       | 8                         | 44.44      |
| 5. The faculty who are assistant professors.                       | 3                         | 16.67      |
| 6. Total number of the faculty members                             | 18                        |            |
| 8. Number of adjunct lecturers.                                    | 4                         |            |

Note: Statistics in 1999.

Sources: Department of Public Administration, Faculty of Political Science, Chulalongkorn University, 1999. **Master of Public Administration Executive Program.**

## The Student Profiles

Numbers and percentages of Ex-MPA students discriminated by age, educational background, occupation, and work position during 1992-1997 academic years.

| Student Characteristics       | Student profiles              | Numbers of students (per cent) |                    |                    | Average Per cent |
|-------------------------------|-------------------------------|--------------------------------|--------------------|--------------------|------------------|
|                               |                               | 1992                           | 1995               | 1997               |                  |
| Age                           | 28-35 years                   | 17 (35.42)                     | 17 (32.07)         | 8 (17.39)          | 28.29            |
|                               | 36-40 years                   | 21 (43.75)                     | 14 (26.42)         | 15 (32.61)         | 34.27            |
|                               | 41-45 years                   | 7 (14.58)                      | 15 (28.30)         | 17 (36.96)         | 26.61            |
|                               | 45 + years                    | 3 (6.25)                       | 7 (13.21)          | 6 (13.04)          | 10.83            |
|                               | <b>Total</b>                  | <b>48 (100.00)</b>             | <b>53 (100.00)</b> | <b>46 (100.00)</b> | <b>100.00</b>    |
| Qualification of the entrants | Bachelor's degree             | 46 (95.83)                     | 45 (84.91)         | 44 (95.65)         | 92.13            |
|                               | Higher than Bachelor's degree | 2 (4.17)                       | 8 (15.09)          | 2 (4.35)           | 7.87             |
|                               | <b>Total</b>                  | <b>48 (100.00)</b>             | <b>53 (100.00)</b> | <b>46 (100.00)</b> | <b>100.00</b>    |
| Graduating institutions       | Closed universities           | 30 (62.50)                     | 40 (75.48)         | 29 (63.04)         | 67.01            |
|                               | Open universities             | 16 (33.34)                     | 9 (16.98)          | 14 (30.44)         | 26.92            |
|                               | Private universities          | 1 (2.08)                       | 2 (3.77)           | 3 (6.52)           | 4.12             |
|                               | Overseas universities         | 1 (2.08)                       | 2 (3.77)           | -                  | 1.95             |
|                               | <b>Total</b>                  | <b>48 (100.00)</b>             | <b>53 (100.00)</b> | <b>46 (100.00)</b> | <b>100.00</b>    |
| Fields of study               | Engineering and Architecture  | -                              | 3 (5.66)           | 1 (2.18)           | 2.61             |
|                               | Science and Medicine          | 3 (6.25)                       | 5 (9.43)           | 2 (4.34)           | 6.67             |
|                               | Business administration       | 4 (8.33)                       | 10 (18.87)         | 11 (23.91)         | 17.04            |
|                               | Social science                | 31 (64.58)                     | 31 (58.49)         | 31 (67.39)         | 63.49            |
|                               | Others                        | 10 (20.84)                     | 4 (7.55)           | 1 (2.18)           | 10.19            |
|                               | <b>Total</b>                  | <b>48 (100.00)</b>             | <b>53 (100.00)</b> | <b>46 (100.00)</b> | <b>100.00</b>    |
| Occupation                    | Private companies             | 8 (16.66)                      | 22 (41.51)         | 11 (23.91)         | 27.36            |
|                               | Public enterprises            | 5 (10.42)                      | 10 (18.87)         | 5 (10.87)          | 13.39            |
|                               | Government officials          | 35 (72.92)                     | 21 (39.62)         | 28 (60.87)         | 57.80            |
|                               | Entrepreneurs                 | -                              | -                  | -                  | -                |
|                               | Others                        | -                              | -                  | 2 (4.35)           | 1.45             |
|                               | <b>Total</b>                  | <b>48 (100.00)</b>             | <b>53 (100.00)</b> | <b>46 (100.00)</b> | <b>100.00</b>    |
| Work Position                 | Top executive                 | 2 (4.17)                       | 6 (11.32)          | 1 (2.18)           | 5.89             |
|                               | Middle manager                | 9 (18.75)                      | 17 (32.08)         | 26 (56.52)         | 35.78            |
|                               | Front-line manager            | 37 (77.08)                     | 30 (56.60)         | 17 (36.96)         | 56.88            |
|                               | Owner of enterprise           | -                              | -                  | -                  | -                |
|                               | Others                        | -                              | -                  | 2 (4.34)           | 1.45             |
|                               | <b>Total</b>                  | <b>48 (100.00)</b>             | <b>53 (100.00)</b> | <b>46 (100.00)</b> | <b>100.00</b>    |

Sources: The Faculty of Political Science, Chulalongkorn University



## Appendix G

### Statistical Data Related to the Executive MPA program School of Public Administration National Institute of Development Administration

#### The Faculty Profile

The School of Public Administration, NIDA's faculty member profile \*

| The faculty member profiles                  | Numbers of<br>the faculty | per cent |
|----------------------------------------------|---------------------------|----------|
| 1. The faculty holding the Ph.D. degrees.    | 22                        | 81.48    |
| 2. The faculty holding the Master's degrees. | 5                         | 18.52    |
| 3. The faculty who are full professors.      | 3                         | 11.11    |
| 4. The faculty who are associate professors. | 13                        | 48.15    |
| 5. The faculty who are assistant professors. | 5                         | 18.52    |
| 6. Total number of the faculty members       | 27                        |          |
| 9. Number of adjunct lecturers.              | 36                        |          |

Note: Statistics in 1993.

Sources: NIDA annual report 1993.

## The Student Profile

Numbers and percentages of XMPA students in NIDA's main campus, discriminated by age, education background, occupation and work position during 1993-1997 academic years.

| Student Characteristics       | Student profiles              | Numbers of students (per cent) |                    |                    | Average Per cent |
|-------------------------------|-------------------------------|--------------------------------|--------------------|--------------------|------------------|
|                               |                               | 1993                           | 1995               | 1997               |                  |
| Age                           | 30-35 years                   | 28 (12.91)                     | 39 (16.81)         | 24 (10.81)         | 13.51            |
|                               | 36-40 years                   | 64 (29.49)                     | 70 (30.17)         | 62 (27.93)         | 29.20            |
|                               | 41-45 years                   | 77 (35.48)                     | 66 (28.45)         | 80 (36.04)         | 33.32            |
|                               | 45 + years                    | 45 (20.74)                     | 49 (21.12)         | 49 (22.07)         | 21.31            |
|                               | n.a.                          | 3 (1.38)                       | 8 (3.45)           | 7 (3.15)           | 2.66             |
|                               | <b>Total</b>                  | <b>217(100.00)</b>             | <b>232(100.00)</b> | <b>222(100.00)</b> | <b>100.00</b>    |
| Qualification of the entrants | Bachelor's degree             | 212 (97.69)                    | 230 (99.14)        | 214 (96.40)        | 97.74            |
|                               | Higher than Bachelor's degree | 5 (2.31)                       | 2 (0.86)           | 8 (3.60)           | 2.26             |
|                               | <b>Total</b>                  | <b>217(100.00)</b>             | <b>232(100.00)</b> | <b>222(100.00)</b> | <b>100.00</b>    |
| Graduating institutions       | Closed universities           | 144 (66.36)                    | 163 (70.26)        | 113 (50.90)        | 62.51            |
|                               | Open universities             | 60 (27.65)                     | 56 (24.14)         | 94 (42.34)         | 31.38            |
|                               | Private universities          | 5 (2.31)                       | 8 (3.45)           | 13 (5.86)          | 3.87             |
|                               | Overseas universities         | 7 (3.22)                       | 3 (1.29)           | 2 (0.90)           | 1.80             |
|                               | n.a.                          | 1 (0.46)                       | 2 (0.86)           | -                  | 0.44             |
|                               | <b>Total</b>                  | <b>217(100.00)</b>             | <b>232(100.00)</b> | <b>222(100.00)</b> | <b>100.00</b>    |
| Fields of study               | Engineering and Architecture  | 11 (5.07)                      | 11 (4.74)          | 15 (6.76)          | 5.52             |
|                               | Science and Medicine          | 19 (8.75)                      | 20 (8.62)          | 27 (12.16)         | 9.84             |
|                               | Business administration       | 31 (14.29)                     | 24 (10.34)         | 40 (18.02)         | 14.22            |
|                               | Social science                | 133 (61.29)                    | 158 (68.11)        | 119 (53.60)        | 61.00            |
|                               | Others                        | 23 (10.60)                     | 17 (7.33)          | 21 (9.46)          | 9.13             |
|                               | n.a.                          | -                              | 2 (0.86)           | -                  | 0.29             |
|                               | <b>Total</b>                  | <b>217(100.00)</b>             | <b>232(100.00)</b> | <b>222(100.00)</b> | <b>100.00</b>    |
| Occupation                    | Private companies             | 35 (16.13)                     | 52 (22.41)         | 46 (20.72)         | 19.75            |
|                               | Public enterprises            | 24 (11.06)                     | 47 (20.26)         | 36 (16.22)         | 15.85            |
|                               | Government officials          | 144 (66.36)                    | 123 (53.02)        | 126 (56.76)        | 58.71            |
|                               | Entrepreneurs                 | 11 (5.07)                      | 6 (2.59)           | 10 (4.50)          | 4.05             |
|                               | Others                        | 2 (0.92)                       | 1 (0.43)           | 4 (1.80)           | 1.06             |
|                               | n.a.                          | 1 (0.46)                       | 3 (1.29)           | -                  | 0.58             |
|                               | <b>Total</b>                  | <b>217(100.00)</b>             | <b>232(100.00)</b> | <b>222(100.00)</b> | <b>100.00</b>    |
| Work Position                 | Top executive                 | 5 (2.31)                       | 7 (3.02)           | 13 (5.86)          | 3.73             |
|                               | Middle manager                | 52 (23.96)                     | 72 (31.03)         | 78 (35.14)         | 30.04            |
|                               | Front-line manager            | 97 (44.70)                     | 105 (45.26)        | 89 (40.08)         | 43.35            |
|                               | Owner of enterprise           | 2 (0.92)                       | 4 (1.72)           | 2 (0.90)           | 1.18             |
|                               | n.a.                          | 61 (28.11)                     | 44 (18.97)         | 40 (18.02)         | 21.70            |
|                               | <b>Total</b>                  | <b>217(100.00)</b>             | <b>232(100.00)</b> | <b>222(100.00)</b> | <b>100.00</b>    |

Sources: School of Public Administration, NIDA.



## Appendix H

### Statistical Data Related to the Executive MBA/ MPA Programs TU, Chula, and NIDA

The applicant and enrollment numbers of the Executive MBA/ MPA Faculties during 1990-1995.

| University/<br>Executive program |          | Number of applicants and enrollments |      |       |      |       |      |       |      |       |      |       |      |
|----------------------------------|----------|--------------------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|
|                                  |          | 1990                                 |      | 1991  |      | 1992  |      | 1993  |      | 1994  |      | 1995  |      |
|                                  |          | App                                  | Enrl | App   | Enrl | App   | Enrl | App   | Enrl | App   | Enrl | App   | Enrl |
| TU                               | Ex-MBA   | 264                                  | 71   | 330   | 78   | 373   | 78   | 415   | 78   | 407   | 80   | 466   | 75   |
| Chula                            | Ex-MBA * | 400                                  | 64   | 400   | 59   | 400   | 53   | 400   | 64   | 400   | 67   | 400   |      |
|                                  | Y-MBA *  | 2,000                                | 60   | 2,000 | 60   | 2,000 | 60   | 2,000 | 60   | 2,000 | 60   | 2,000 | 60   |
| NIDA                             | X-MBA    | 311                                  | 65   | 255   | 59   | 278   | 64   | 407   | 64   | 370   | 75   | 360   | 66   |
|                                  | Y-MBA    | -                                    | -    | 858   | 70   | 1,094 | 70   | 1,432 | 75   | 1,435 | 91   | 1,508 | 91   |
| TU                               | EPA **   | n.a.                                 | 72   | n.a.  | 66   | n.a.  | 72   | n.a.  | 67   | n.a.  | 67   | n.a.  | n.a. |
| Chula                            | XMPA     | na                                   | Na   | na    | na   | na    | 92   | 342   | 110  | 443   | 50   | 396   | 62   |
| NIDA                             | X-MPA    | 449                                  | 165  | 520   | 180  | 861   | 232  | 631   | 222  | 1,087 | 215  | 891   | 240  |

Note: App = Applicants; Enrl = Enrollment

\* Approximate numbers as informed by the staff.

\*\* The numbers of applicant were not accessible, but approximately 250-350 each year.

The applicant and enrollment numbers of the regular programs of MBA/MPA Faculties (main campus) during 1990-1995.

| University | Regular<br>MBA/<br>MPA<br>program | The applicant and enrollment of regular programs of MBA/ MPA faculties |      |       |      |       |      |       |      |       |      |       |      |
|------------|-----------------------------------|------------------------------------------------------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|
|            |                                   | 1990                                                                   |      | 1991  |      | 1992  |      | 1993  |      | 1994  |      | 1995  |      |
|            |                                   | App                                                                    | Enrl | App   | Enrl | App   | Enrl | App   | Enrl | App   | Enrl | App   | Enrl |
| TU         | RMBA                              | 5,796                                                                  | 187  | 9,518 | 174  | 6,520 | 140  | 6,524 | 135  | 5,729 | 130  | 6,358 | 137  |
| Chula      | RMBA *                            | 1,200                                                                  | 120  | 1,200 | 120  | 1,200 | 120  | 1,200 | 120  | 1,200 | 120  | 1,200 | 120  |
| NIDA       | RMBA                              | 2,805                                                                  | 139  | 3,271 | 148  | 3,836 | 144  | 4,231 | 155  | 4,311 | 159  | 4,671 | 172  |
| TU         | RMPA                              | -                                                                      | -    | -     | -    | -     | -    | -     | -    | -     | -    | -     | -    |
| Chula      | RMPA                              | n.a.                                                                   | n.a. | n.a.  | n.a. | 487   | 14   | 588   | 15   | 433   | 15   | 430   | 15   |
| NIDA       | RMPA                              | 1,004                                                                  | 172  | 993   | 156  | 927   | 153  | 880   | 173  | 1,197 | 105  | 1,299 | 141  |

App = Applicants; Enrl = Enrollment

\* Approximate numbers according to the staff, actual data not available.

Numbers of the full-time faculty members engaging in the MBA/ MPA programs of the six Faculties, and the numbers of students in an academic year.

| University | Programs offered | Academic year | Number of full-time faculty | Number of undergraduate students* | Number of regular students | Number of executive students |
|------------|------------------|---------------|-----------------------------|-----------------------------------|----------------------------|------------------------------|
| TU         | MBA              | 1996          | 36                          | 2,528                             | 1,134                      | 156                          |
|            | EPA              | 1986          | 45                          | 960                               | 679                        | 120                          |
| Chula      | MBA              | 1996          | 57                          | 1,867                             | 729                        | 260                          |
|            | MPA              | 1996          | 18                          | 244                               | 150                        | 150                          |
| NIDA       | MBA              | 1992          | 23                          | Not available                     | 464                        | 265                          |
|            | MPA              | 1992          | 27                          | Not available                     | 435                        | 2,594 **                     |

\* Number of undergraduate students in the Departments that offer the MBA/ MPA programs.

\*\* Including Bangkok and provincial campuses.

Numbers of the faculty holding the Ph.D. and academic ranks who involve in the MBA/ MPA programs of the six faculties in 1997 academic year.

| Qualifications of the faculty members | Numbers of faculty members (per cent) |                 |                 |                |                   |                 |
|---------------------------------------|---------------------------------------|-----------------|-----------------|----------------|-------------------|-----------------|
|                                       | MBA faculties                         |                 |                 | MPA faculties  |                   |                 |
|                                       | TU<br>(X-MBA)                         | Chula<br>(XMBA) | NIDA<br>(X-MBA) | TU<br>(EPA)    | Chula<br>(Ex-MPA) | NIDA<br>(X-MPA) |
| Ph.D. holders                         | 17<br>(47.22)                         | 24<br>(42.11)   | 17<br>(73.91)   | 29<br>(64.44)  | 10<br>(55.56)     | 22<br>(81.48)   |
| Master's degree holders               | 19<br>(52.78)                         | 32<br>(56.14)   | 6<br>(26.09)    | 14<br>(31.11)  | 8<br>(44.44)      | 5<br>(18.52)    |
| Bachelor's degree holders             | -                                     | 1<br>(1.75)     | -               | 2<br>(4.45)    | -                 | -               |
| Full professors                       | 1 (2.78)                              | -               | 1 (4.35)        | -              | 1 (5.56)          | 5 (18.52)       |
| Associate professors                  | 15<br>(41.67)                         | 24<br>(42.11)   | 9<br>(39.13)    | 19<br>(42.22)  | 8<br>(44.44)      | 12<br>(44.44)   |
| Assistant professors                  | 9<br>(13.04)                          | 20<br>(35.09)   | 4<br>(17.39)    | 12<br>(26.67)  | 3<br>(16.67)      | 5<br>(18.52)    |
| Lecturers                             | 1<br>(2.78)                           | 13<br>(22.80)   | 9<br>(39.13)    | 14<br>(31.11)  | 6<br>(33.33)      | 5<br>(18.52)    |
| Total numbers of involved faculty     | 36<br>(100.00)                        | 57<br>(100.00)  | 23<br>(100.00)  | 45<br>(100.00) | 18<br>(100.00)    | 27<br>(100.00)  |



## Appendix I

### List of Key Informants

#### 1. The faculty

##### 1.1 Thammasat University

##### 1.1.1 Faculty of Commerce and Accountancy

| Name of informants                            | Date              | Time        | Place                                                |
|-----------------------------------------------|-------------------|-------------|------------------------------------------------------|
| 1. Associate Professor Ekachai Chaiprasertsuk | 3 July, 1998      | 11.00-11.40 | Rm. 509, Faculty of Commerce and Accountancy, TU     |
| 2. Professor Kesaree Narongdej                | 5 January, 1999   | 09.45-10.15 | AMT Institute, Silom Plaza                           |
| 3. Professor Nongyao Chaiseree                | 23 December, 1998 | 11-20-12.20 | Rm. 101, Elephant Building                           |
| 4. Assistant Professor Opas Sotthilak         | 15 July, 1998     | 12.55-13.50 | X-MBA Office, TU                                     |
| 5. Assistant Professor Pongsawat Swadsiwat    | 6 January, 1999   | 09.00-09.30 | Office of the Vice President, TU                     |
| 6. Professor Sangwien Indarawichai            | May, 2000         | 14.15-14.30 | By phone                                             |
| 7. Ajarn Somchai Suthada                      | 11 January, 1999  | 09.10-10.15 | Lounge room, Faculty of Commerce and Accountancy, TU |
| 8. Associate Professor Tassanee Tanthawuttho  | 7 July, 1998      | 15.45-16.55 | Rm. 410, Faculty of Commerce and Accountancy, TU     |

##### 1.1.2 Faculty of Political Science

| Name of informants                        | Date          | Time        | Place                                                    |
|-------------------------------------------|---------------|-------------|----------------------------------------------------------|
| 1. Assistant Professor Supin Kechakupt    | 16 June, 1998 | 14.10-14.45 | Rm. 201, Faculty of Political Science, TU                |
| 2. Associate Professor Korin Fuengkasem   | 2 July, 1998  | 10.00-11.30 | Office of the Dean, Faculty of Political Science, TU     |
| 3. Associate Professor Patcharee Siroros  | 6 July, 1998  | 14.00-15.35 | Office of EPA Director, Faculty of Political Science, TU |
| 4. Associate Professor Saithip Sukatitham | 22 July, 1998 | 09.25-11.00 | MPE program, Faculty of Political Science, TU            |

## 1.2 Chulalongkorn University

### 1.2.1 Faculty of Commerce and Accountancy

| Name of informants                            | Date              | Time        | Place                                                          |
|-----------------------------------------------|-------------------|-------------|----------------------------------------------------------------|
| 1. Assistant Professor Pakpajong Vadanasinthu | 17 June, 1998     | 11.05-12.40 | Rm. 102, Faculty of Commerce and Accountancy, Chula            |
| 2. Associate Professor Achara Janchai         | 2 December, 1998  | 09.30-10.30 | Office, Faculty of Commerce and Accountancy, Chula             |
| 3. Assistant Professor Thanawan Sangsuwan     | 4 December, 1998  | 11.10-12.15 | Marketing Dept. Faculty of Commerce and Accountancy, Chula     |
| 4. Associate Professor Sumalee Jiwamitr       | 22 December, 1998 | 16.00-17.00 | Faculty of Commerce and Accountancy, Chula                     |
| 5. Associate Professor Wirat Aphimetthamrong  | 16 December, 1999 | 9.30-10.30  | Office of the Dean, Faculty of Commerce and Accountancy, Chula |
| 6. Assistant Professor Annop Tanlamai         |                   |             | Faculty of Commerce and Accountancy, Chula                     |

### 1.2.2 Faculty of Political Science

| Name of informants                          | Date              | Time        | Place                                                            |
|---------------------------------------------|-------------------|-------------|------------------------------------------------------------------|
| 1. Professor Kramol Thongthammachat         | 1 June, 1998      | 11.45-12.10 | Office of the Civil Service Commission                           |
| 2. Professor Tin Pratchayapruet             | 6 July, 1998      | 09.40-10.40 | Office of the Dean, Faculty of Political Science, Chula          |
| 3. Associate Professor Bidhya Bowornwattana | 21 July, 1998     | 10.50-11.50 | Office, Faculty of Political Science, Chula                      |
| 4. Associate Professor Issara Suwannabol    | 19 November, 1998 | 14.30-15.15 | Office of the National Youth Committee                           |
| 5. Assistant Professor Damrong Wattana      | 9 December, 1999  | 09.00-10.30 | X-MPADirector Office, Faculty of Commerce and Accountancy, Chula |



### 1.3 National Institute of Development Administration

#### 1.3.1 School of Business Administration

| Name of informants                           | Date              | Time        | Place                                              |
|----------------------------------------------|-------------------|-------------|----------------------------------------------------|
| 1. Associate Professor Wattana Na Ranong     | 2 June, 1998      | 11.10-11.45 | Office, School of Business Admin, NIDA             |
| 2. Associate Professor Jiradej U-Sawasdi     | 9 June, 1998      | 14.20-15.15 | Office of the Dean, School of Business Admin, NIDA |
| 3. Professor Wudhichai Chamnong              | 10 June, 1998     | 14.00-15.00 | Office, School of Business Admin, NIDA             |
| 4. Associate Professor Decha Kaewcharnsilp   | 2 October, 1998   | 15.00-15.30 | Office, School of Business Admin, NIDA             |
| 5. Associate Professor Preecha Jarungkijanan | 24 November, 1998 | 11.10-12.10 | Office, School of Business Admin, NIDA             |
| 6. Associate Professor Singha Jiamsiri       | 28 November, 1998 | 09.30-11.00 | Faculty of Business Admin, Rangsit University      |
| 7. Associate Professor Nit Sammabhan         | 1 December, 1998  | 14.10-15.30 | Faculty of Business Admin, Rangsit University      |

#### 1.3.2 School of Public Administration

| Name of informants                            | Date                                   | Time                       | Place                                            |
|-----------------------------------------------|----------------------------------------|----------------------------|--------------------------------------------------|
| 1. Associate Professor Vinit Songpratoom      | 27 November, 1998                      | 09.30-10.55                | Office of the Dean, School of Public Admin, NIDA |
| 2. Professor Sombat Thamrongthanyawong        | 8 December, 1998                       | 13.40-15.00                | Office, School of Public Admin, NIDA             |
| 3. Associate Professor Patom Manirojana       | 16 December, 1998                      | 15.00-16.30                | The Emerald Hotel                                |
| 4. Associate Professor Juree Vichit-Vadakan   | 18 December, 1998                      | 14.00-15.00                | Office of the Philanthropic, NIDA                |
| 5. Associate Professor Chindalak Vadanasinghu | 17 December, 1998<br>21 December, 1998 | 09.10-09.40<br>09.50-11.05 | Office, School of Public Admin, NIDA             |
| 6. Professor Boonton Dockthaisong             | 22 December, 1998                      | 08.15-09.45                | Office, School of Public Admin, NIDA             |

## 2. Staff

| Name of informants                | Faculty                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------|
| 2.1 Khun Panthip Srimai           | X-MBA program, Faculty of Commerce and Accountancy, Thammasat University                 |
| 2.2 Khun Sunee Wathanawibul       | Faculty of Political Science, Thammasat University                                       |
| 2.3 Khun Darunee Yuyang           | Faculty of Political Science, Thammasat University                                       |
| 2.4 Khun Thanachol Udomlap        | EPA Program, Faculty of Political Science, Thammasat University                          |
| 2.5 Khun Nuch                     | X-MBA program, Faculty of Commerce and Accountancy, Chulalongkorn University             |
| 2.6 Khun Ning                     | X-MPA program, Faculty of Political Science, Chulalongkorn University                    |
| 2.7 Khun Chanida<br>Vedchanukraoh | School of Business Administration<br>National Institute of Development<br>Administration |
| 2.8 Khun Natrudee Waraporn        | School of Business Administration<br>National Institute of Development<br>Administration |



### 3. Alumni

| Name of informants                  | Place of Work                                  |
|-------------------------------------|------------------------------------------------|
| 1. Khun Arunbhan Poothong           | EGAT                                           |
| 2. Khun Theerayuth Buranapitaksanti | Thai Farmers Bank, Gingpetch Branch            |
| 3. Khun Usanee Tantiniti            | Thai-Olefins Co., Ltd.                         |
| 4. Mr. Chaowalitt Channaruemol      | Ministry of Science                            |
| 5. Ms. Issriyaporn Pongpladisai     | Berly Yuker Ltd                                |
| 6. Mr. Kiti Kangsadal               | Office of Provincial Forestry, Rachaburi       |
| 7. Ms. Madee Panyangkul             | Advance Information Systems Ltd.               |
| 8. Ms. Mayuree Inthulak             | Henkle Thai (1999) Ltd.                        |
| 9. Mr. Nikom Naksap                 | Metropolitan Electricity Authority of Thailand |
| 10. Ms. Pacharaporn Santisewi       | K.P.N. Music Co., Ltd.                         |
| 11. Ms. Pannee Patarapongpan        | Ministry of Health                             |
| 12. Mr. Pansat Wachrayon            | Communication Authority of Thailand            |
| 13. Ms. Sriwanik Waranawan          | Industrial Community Authority of Thailand     |
| 15. Ms. Thippayawadee Kanpai        | Omsin Bank                                     |
| 16. Ms. Wilai Lertwiwatkul          | Anek and Brishoni Ltd.                         |
| 17. Ms. Wannaporn Kanthatham        | Pueng Noi Kindergaten                          |
| 18. Mr. Chatchai Dejpradiyuth       | Airports Authority of Thailand                 |
| 19. Mr. Athakij Tharichat           | National Police Commission                     |
| 20. Nilda Laoworavit                | Siemens Co., Ltd.                              |
| 21. Pipan Buranasikrin              | Berlinger Engleheim (Thailand) Co., Ltd.       |
| 22. Skullak Harncharoen             | Pattarathanakij Co., Ltd.                      |
| 23. Mr. Saneh Chaosurin             | Airports Authority of Thailand                 |
| 24. Ms. Ureporn Bhanthurat          | Transtech Engineering Co., Ltd.                |

#### 4. Employers

##### 1) Khun Chuenjittr Otanan

|                     |                              |
|---------------------|------------------------------|
| Place of Interview: | Thai Danu Bank, Soi Thonglor |
| Interview Date:     | 7 January, 1999              |
| Interview Time:     | 08.45-09.10 hours            |

##### 2) Khun Tharee Punyaratabandhu

|                     |                   |
|---------------------|-------------------|
| Place of Interview: | EGAT              |
| Interview Date:     | 12 January, 1999  |
| Interview Time:     | 09.00-10.10 hours |

#### 5. Key informant

##### Dr. Wuttipong Priabjariyawat

|                     |                     |
|---------------------|---------------------|
| Place of Interview: | Central Plaza Hotel |
| Interview Date:     | 8 January, 1999     |
| Interview Time:     | 14.00-15.20 hours   |



## Appendix J

### Faculty Interview Form

**Doctor of Philosophy Program in Development Administration  
School of Public Administration, NIDA**

Dissertation topic: Strategic Adaptation of Graduate Education: A Comparison of the Executive Programs in the Business Administration and Public Administration Faculties in Three Thai Public Universities

Researcher: Suwannee Sangmahachai 140361025

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Name of the faculty informant: .....

Faculty .....

Date of Interview ..... Venue .....

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1. What was the mission of the Faculty? Did the faculty members recognize the mission? Has it changed over the years? Did the Faculty's operation conform to its mission?  
.....  
.....  
.....
2. What was the rationale or external force influencing the initiation of the executive program?  
.....  
.....  
.....
3. What was the internal forces influencing the initiation of the executive program?  
.....  
.....  
.....
4. How did the Faculty concern about the adequacy of educational resources in education and academic management?  
.....  
.....  
.....

5. How did the Faculty conduct a market survey prior to the launch of the executive program or the revision of the old curriculum?  
.....  
.....  
.....
6. How frequent was the curriculum reform? What was the rationale of the reform and how it was implemented? How the Faculty made use of the external inputs?  
.....  
.....  
.....
7. How were the Faculty's strategies in initiating a new program? How the process was done? Who was the initiator? How did he proceed to get it through?  
.....  
.....  
.....
8. How did the Dean obtain the faculty cooperation and participation? What strategies did he use? Why?  
.....  
.....  
.....
9. How did the Faculty make use of the faculty meeting forum? How was the internal atmosphere, faculty and staff participation? What strategies were used ? Why?  
.....  
.....  
.....
10. How did the Faculty set up its structure? How did it work particularly when launching the executive program?  
.....  
.....  
.....
11. How did the Faculty use the external advisors?  
.....  
.....  
.....



12. How was the composition of the support staff? How did they work? How about the problems and their satisfaction?

.....  
 .....  
 .....

13. Did the Faculty use some informal benchmarking of other academic institutions? How did it adopt for use in the Faculty?

.....  
 .....  
 .....

14. How was the faculty' perception of the quality of the executive program?

.....  
 .....  
 .....

15. How was your perception about the quality of graduate performances?

.....  
 .....  
 .....

16. How was the employers' and alumni' feedback?

.....  
 .....  
 .....

17. How did the Faculty operate the quality assurance practices?

.....  
 .....  
 .....

18. How did the Faculty emphasize the importance of quality into the organizational culture?

.....  
 .....  
 .....

19. How did the Faculty encourage and support research activities?

.....  
 .....  
 .....

20. How did the faculty provide public services?

.....  
 .....  
 .....

21. How did the Faculty concern about the development of academic and non-academic staff?

.....  
.....  
.....

22. How would you provide the comments on the expansion of the executive program into the provinces? Why did(n't) your executive program expand to the province(s)? How was the success of the expansion?

.....  
.....  
.....

23. Additional comments.

.....  
.....  
.....



## Appendix K

### Alumni Interview Form

**Doctor of Philosophy Program in Development Administration  
School of Public Administration, NIDA**

Dissertation topic: Strategic Adaptation of Graduate Education: A Comparison of the Executive Programs in the Business Administration and Public Administration Faculties in Three Thai Public Universities

Researcher: Suwannee Sangmahachai 140361025

---

Name of the alumni informant: .....

Graduated from..... Place of work .....

Date of Interview ..... Venue .....

---

1. How was your expectation when applying to the executive program? Why?  
.....  
.....  
.....
2. How was your satisfaction with the program? Why?  
.....  
.....  
.....
3. How were the benefits and experiences you obtained from studying in the executive program?  
.....  
.....  
.....
4. Please give your comments on the program's academic and educational management.  
.....  
.....  
.....

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