





















***RQ3: What are the methods of middle-level administrators of Thai original public autonomous universities for motivating and inspiring people to enhance their university toward excellence?***

The researcher answered this question as the methods of instructor's performance promotion. Mostly, it is not a tangible thing, such as money or physical rewards. It is an intangible thing, which relates the work process of the instructors that is satisfying to them. Normally, the individual work evaluation system is adopted as a major method to motivate or force the instructors to work for achieving the criteria provided by the university. However, the deans still have to provide other methods which are appropriate to their subordinates. Basically, the faculty administrators should realize that promoting the instructors' performance is attending to the instructors' benefit by establishing a balance between the instructors' benefit and the university's benefit, impartiality and integrity of administrators' behaviors.

Moreover, the dean should be concerned about a suitable work load for the instructors and the available manpower of the faculty. The advantageous methods to promote the instructors' performance in the faculty in this study might begin with a consideration of the background of each instructor and to adopt suitable methods for them. In addition, the dean might adopt the direct approach method to talk with them closely, which would be an advantage in understanding each other and solving the individual's problems. The other methods can be following up on job progress, convincing the instructors to work for achieving their goals, along with the freedom for initiation and work, encouraging work including using recognition for motivation. Furthermore, the dean should provide meetings and a mentoring system for the instructors, and the administrators could respect the instructors' way, trust in their performance and, at the same time, utilize team effort and administrators' sincerity to promote the instructors' work.

Finally, the interesting method of inspiring people towards excellence found in this study is giving the opportunity to gain external experience. As one participant explained, this method opens up the opportunity for the employee to observe others by themselves and it is believed to be better than informing by others. The most important thing is that when the employees gain experience, they will have new ideas which can be adopted for various other works. Another interesting idea is when they go out with their colleagues and upon their return they will share ideas and comment together and give solutions as to how they could improve the faculty, especially regarding its research culture. Furthermore, the dean could give opportunities for the instructors to share with professional networks to get a variety of information for the inspiration of new ideas for improving their work performance. Additionally, another advantageous method is providing a role model to be the instructors' idol, as it might make the instructors follow in the correct way for both their life's work and private life.

**Implications**

This study is significant in the field for two reasons. First, it makes a contribution to the knowledge in the field of administrative leadership of a university that contributes to a world class university. This knowledge can be applied as a part of the organization development of the university through leadership development, and can be thought of as any educational policy specifically designed to foster the professional growth and capability of persons in or being prepared for management and executive roles in organizations. Second, its findings will be useful for scholars and professionals in the field of HRD by focusing on organization development, counseling and helping the universities' administrators to learn more about the administrative leadership skills that influence their administrative potential and organization development, and to develop and apply these skills for driving the university forward to reach the world class level. However, this knowledge is not in a stable form; therefore, the appropriate situation should be considered before application.





- Pierce, J. L., & Newstrom, J. W. (2008). *Leaders & the Leadership Process: Readings, self-Assessments & applications*. 5th ed. Singapore: McGraw-Hill.
- Pierce, J. L., & Newstrom, J. W. (2006). *Leaders & the Leadership Process: Readings, self-assessments & applications*. 4th ed. Singapore: McGraw-Hill.
- Pitugtham, P. (2006). Leadership of education executive to effective in education management process: In case of the public higher education in Songkha Proviencie. *The Academic National Conference of the Political Science and Public Administration 7th (In Thai)*.
- Ramsden, P. (1998). *Learning to Lead in Higher Education*. London: Routledge.
- Rosen, R., & Digh, P. (2001). Developing globally literate leaders. *Training and Development*, 55(5), 70–81
- Rubin, H. J., & Rubin, I. S. (1995). *Qualitative Interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Sakolsattayathorn, P. (2011). *Knowledge management network between several universities*. Retrieved June 14, 2011, from <http://kebbia.blogspot.com>.
- Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage.
- Simons, H. (2009). *Case Study Research in Practice*. London: Sage.
- Soy, S. K. (1997). *The Case Study as a Research Method*. Austin, TX: University of Texas at Austin.
- Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage
- \_\_\_\_\_. (2006). *Multiple Case Study Analysis*. New York: Guilford.
- \_\_\_\_\_. (2010). *Qualitative Research: Studying how things work*. New York: The Guilford Press.
- Strauss, A. (1990). *Basics of Qualitative Research Grounded Theory Procedures and Techniques*. London: Sage.
- Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research Grounded Theory Procedures and Techniques*. Thousand Oaks, CA: Sage
- Taylor, P., & Braddock, R. (2007). International university ranking systems and the idea of university excellence. *Journal of Higher Education Policy and Management*, 29(3), 245–260.
- Thakur, M. (2007). The impact of ranking systems on higher education and its stakeholders. *Journal of Institutional Research*, 13(1), 83–96.
- The Commission on Higher Education Board. (2008). *The commission on higher education planning (2008-2022)*. Bangkok: Commission on Higher Education.
- Times Higher Education Supplement. (2011). *World-university-rankings*. Retrieved August 09, 2011, from [www.timeshighereducation.co.uk](http://www.timeshighereducation.co.uk).
- Tunhiem, K., & Manderscheid, S. (2007). Presidents in crisis?: An exploratory study for understanding leadership challenges in higher education. In *The 6th International Conference of the Academy of HRD*. Beijing, China.
- Whiteley, A. (2011). An integrated approach to organizational research: Managers as researchers. *RBAC International Management Conference 2011: Creative Economy, Creative Business, Creative People: Human Capital as a Key Driver for Sustainable Success*. Bangkok.
- Yukl, G. (1998). *Leadership in Organization*. 4 ed. Englewood Cliffs, NJ: Prentice-Hall.