School of Management

Curtin Business School

The Challenges of Strategic HRM in the Thai Higher Education Sector

Kunsiree Kowsuvon

This thesis is presented for the Degree of
*Doctor of Philosophy
of
Curtin University

October 2023

Declaration

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Kunsiree Kowsuvon

Date: 3rd October 2023

ABSTRACT

In Thailand, all higher education institutions are under the jurisdiction of the office of the Higher Education Commission, the Ministry of Education. The Commission for Higher Education promulgated the National Education Standards guidelines which Thai universities are obliged to follow as they develop and implement policies related to management practices and academic performance standards. In addition to intensely competitive market conditions, Thai higher education institutions face pressures to comply with changing governmental regulations. Specifically, the Human Resource Management (HRM) system of an institution of higher education is expected to develop strategies and employ resources and capabilities that provide competitive advantages for that university, while addressing internal organisational problems and functioning in a changing, uncertain environment. This research will contribute to the development and implementation of strategic HRM practices in the Thai HE sector. In addition, it will further the understanding of the barriers and challenges that HR institutions must face when developing and implementing strategic HRM systems within this dynamic sector. The research problem concerns how Thai universities develop and assess strategic HRM programs.

The central aim of this research is to investigate the extent to which strategic human resource management (SHRM) policies and practices are present in the Thai higher education system, specifically universities. Currently, the ongoing modified policies to promote quality control of higher education institutions may present different results from this study. Therefore, supplementary research questions are presented and aligned with the design and implementation of HR programs in the Thai higher education sector. The importance of this research is the additional data and body of knowledge it adds regarding SHRM. The findings suggest that SHRM can be understood best using HPWS concepts that link HR practices and organisational strategy. The results will use resource-based features of HPWS and AMO theory to reflect the outputs of the implementation of strategic HR programs. This approach provides comprehensive links between the concepts in SHRM theories and performance.

A qualitative research methodology will be employed involving a case study of four public and private universities, which meet the same criteria, selected from within Thailand's HE sector. Data collection from each of the organisations will draw on multiple sources, including documentary analysis, semi-structured interviews with key strategic managers and officials, and intensive interviews with six employees: two from senior management who can provide insights into the challenges of HRM, HR strategy, HR strategic intent,

and the transformation of HR policies; and four HR officers who work in the HR departments of different faculties and provide views on HR functional-level practices when implementing HR policies and developing HRM systems.

Data analysis will be conducted using categories, themes, or findings based on the answers to the research questions (Merriam 2009). The qualitative data analysis used memos or field notes and transcripts, which categorised the research and connecting strategies. Thematic analysis will be used to determine the key findings of research. Triangulation is used to validate and credibly analyse key research questions. This research analysis employs a comparative design which compares and contrasts findings derived from each of the case studies. The research outcomes include: 1) an understanding of how HRM practices are developed and implemented, 2) an assessment of the link between HRM programs and the HR challenges facing Thai universities, and 3) recommendations regarding HR program design and implementation.

.

ACKNOWLEDGEMENT

LIST OF ABBREVIATIONS

AMO theory	:	Ability, Motivation and Opportunity.
CHE	:	Commission on Higher Education
FTES	:	Full-Time Equivalent Student
HPWS	:	High Performance Work Systems
HE	:	Higher Education
HRD	:	Human Resource Development
HRM	:	Human Resource Management
IDP	:	Internally Displaced Person
KPI	:	Key Performance Indicator
KM	:	Knowledge Management
KSAOs	:	Knowledge, Skills, Abilities and Other characteristics
MHESI	:	Ministry of Higher Education Science Research and Innovation
MNEs	:	Multinational Enterprises
ONESQA	:	Office of National Education Standards and Quality Assessment
OHEC	:	Office of the Higher Education Commission
ONPEC	:	Office of the National Primary Education Commission
QA	:	Quality assurance
RBT	:	Resource-based Theory
SOTUS	:	Society, Order, Tradition, Unity, Spirit
SHRM	:	Strategic Human Resource Management
TOR	:	Terms of Reference
VPs	:	Vice Presidents

PRESENTATIONS AND PUBLICATIONS RELATED TO THIS THESIS

1. Kowsuvon, Kunsiree, and John Burgess. "The Challenges of Strategic HRM Programs in Thai Higher Education sector." Presented at *Curtin Business School Higher Degree by Research Students' Colloquium,* Australia. August 31, 2015.

2. Kowsuvon, Kunsiree, and John Burgess. 2016. "The Challenges of Strategic HRM Programs in Thai Higher Education sector," In *Flexible Work Organisations: The Challenges of Capacity Building in Asia*, edited by Sushil Sushil, Julia Connell and John Burgess, 135–148. New Delhi: Springer India, 2016. https://doi.org/10.1007/978-81-322-2834-9_9

TABLE OF CONTENTS

CHAPTER 1. Introduction

CHAPTER 2. The Context of Thai Higher Education and HRM in the Thai Higher Education Sector

CHAPTER 5.   Case Study A

CHAPTER 6.   Case Study B

CHAPTER 7.   Case Study C

CHAPTER 8.   Case Study D

CHAPTER 9.   Discussion and Conclusion

LIST OF TABLES

LIST OF FIGURES

LIST OFAPPENDICES

CHAPTER 1

INTRODUCTION

1.1 Background and Motivation for the Study

In Thailand, all higher education institutions are under the jurisdiction of the Office of the Higher Education Commission, the Ministry of Education (UNESCO 2012), which exercises supreme authority over education throughout the Kingdom. In 2006, the Ministry of Education established the Office for National Education Standards and Quality Assessment (ONESQA) to set educational standards and assess the quality of institutions. As part of this oversight, the Commission on Higher Education established the National Education Standards as guidelines for universities. Universities adhere to these protocols to develop policies and internal practices that adhere to the standard. (Commission on Higher Education 2008). As such, Human Resource Management (HRM) systems have an important role to play in ensuring that these standards are met.

The Thai higher education system is comprised of four sub-systems: (1) universities specialising in research and postgraduate studies, (2) polytechnic institutions specialising in science and technology, (3) universities specialising in undergraduate studies (referred to in Thailand as four-year universities and liberal arts colleges), and (4) community colleges promoting community-based lifelong learning based on local culture and traditions (Commission on Higher Education 2012).

The Thai higher education (HE) system is comprised of public and private HE institutions. It can be classified into universities, autonomous universities, community colleges, and institutes (Commission on Higher Education 2013). The main sub-system of Thai HE is the university system.

The Thai HE sector faces major challenges. Most notable are the frequent changes in the political and economic environment, with increasing competitive pressure from national and global markets. It has been widely recognized that ever-changing

environmental constraints require the application of an effective management framework as a way to maintain an appropriate working environment and consistency in standards across institutions (Taylor 2006; Gordon and Whitchurch 2007). HE institutions are particularly subject to increasing market pressures, which compel them to pursue efficiency in their operational frameworks (Decramer et al. 2012). Indeed, in the Thai context, government policies have placed pressure on HE institutions to compete more effectively in the HE market and to adjust to frequent environmental changes (Witte 2000), and to simultaneously meet the challenges intended to improve their quality and standards. For example, the socio-economic environment brought about by the evolving developments of the AEC (ASEAN Economic Community) challenges the Thai HE system to provide Thai-English bilingual programs. To this end, institutions need to provide English language training courses for faculty staff, to develop their skills and produce a more integrated Asian educational sector (Llego 2014).

In turn, these problems and challenges affect HR systems in HE institutions. Thai HE institutions have faced pressures not only from competitive conditions but also due to the obligation to comply with governmental regulations and aspirations. Under these circumstances, HRM systems in HE institutions are forced to develop resources and capabilities that make them a potential source of competitive advantage for individual universities (Evans and Chun 2012; Rukspollmuang 2010). Likewise, HRM strategies must be developed and implemented within uncertain, ever-changing environments, while being pressed to address internal organisational problems, including financial pressure, often with insufficient resources (Kirtikara 2001; Liefner and Schiller 2008).

The primary HR focus in HE institutions is employee development. The developmental objectives of the Thai government relies on universities to play a major role in HR development, particularly by developing a workforce of employees (degree graduates) with high levels of skills and career flexibility, most notably with advanced academic and technical knowledge and competencies to contribute to economic improvement across all industries (Phinaitrup 2000; Brewer and Kristen 2010).

The governmental protocols compel HE institutions to develop internal quality assurance systems to accomplish four main missions: (1) organise the teaching and learning process, (2) conduct research, (3) provide academic services to society and (4) preserve traditional arts and culture (Commission on Higher Education 2008). These objectives are intended to perform above standard requirements and to enhance their reputations regionally and world-wide.

Unfortunately, most Thai universities perform below the standards set by the government for teaching, research, and governance, find it difficult to fulfil those mission requirements. Building international reputation was an implicit aspect of the governmental efforts. When the HEC set forth the National Education Standards, only 5 universities were listed/ranked in the QS World University Rankings (QS 2012), although during that era there were 172 chartered HE institutes in Thailand (Commission on Higher Education 2013). Research and reputation ascribed to an institution are key factors in assigning a rank. Consequently, the relatively low rankings/low reputation of Thai universities can be explained in part by the focus of Thai universities, which historically has been on predominantly on undergraduate teaching—research has not been considered a major facet of academia for most.

Officially, Thai universities had the duty to provide academic programs comprised of 40% teaching, 30% research, 20% academic services, and 10% preserving Thai arts and culture (Liefner and Schiller 2008). Liefner and Schiller (2008) revealed that, in fact, typical Thai academic personnel spent about 50% of their time teaching, 40% on academic and administrative affairs, and less than 10% on research. Moreover, Schiller and Liefner (2007) noted that the Thai HE sector met neither international quality standards nor governmental quantity standards for research, and that most research outputs had little-to-no beneficial impact on regional industries or the global community.

A number of studies highlight the strategic role that HRM performs in the HE sector. Evans and Chun (2012) demonstrate how HRM can play an important role in helping universities address extrinsically imposed challenges with intrinsic change initiatives in the United States of America (USA). HRM can play a pivotal part in the process of rapid, adaptive change through organisational development. For example, a survey conducted by the College and University Professional Association for Human Resources (CUPA-HR 2010) suggests three dimensions that provide insight into how institutions develop strategic HRM approaches. In the USA, the strategic approach reflected in policy and practices depends on (1) the organisational design related to the reporting of chief HRM officers in the areas of business or finance, (2) chief HRM officers' ability to participate in decision-making processes, and (3) the scope of HRM operations and their responsibility for overseeing faculty functions and processes (CUPA-HR 2010). This survey also revealed that 58 % of the chief HRM officers in the HE sector report to the finance division, often via a chief business officer, chief finance officer, or chief administration officer. However, the chief HRM officer in HE typically plays a limited role in strategic decision-making, because meaningful participation is usually dependent on membership and involvement within the executive committee of the university.

HRM practitioners in the Thai HE sector generally perform an HR development role, because there is a belief that HRM development enables employees to work effectively and successfully (Phinaitrup 2000; Atthakorn 2013). Limited English-language research has been published on HR development and strategic HRM in the Thai HE sector (Liefner and Schiller 2008). However, Intrawong (2009) carried out unpublished research under the title of "The Influence of HR Practices on the Performance of Thai Academics in Higher Education Institutions". This research argues that HR practices in a best-practices strategic approach have a direct, positive influence on the performance of academics in HE institutions. This research identifies a crucial, valuable link between HRM strategic approaches (relevant to their organisations'

4

needs) and academic employee development, which public and private Thai universities could effectively apply.

Hence, there are public policy importance in identifying and understanding how Thai universities develop, apply and assess strategic HRM functions. This research will contribute to the development and understanding of strategic HRM systems within the Thai HE sector, especially by identifying barriers to development intended to achieve national educational changes and improvement objectives.

1.2 Research Questions

The main research question addressed in this research is: to what extent are strategic HRM policies and practices present in the Thai HE sector?

To examine this question, subordinate research questions were considered:

    a) What are the major challenges confronting HRM systems?

    b) How are HRM policies formulated?

    c) What are the processes associated with the implementation of HRM programs?

    d) Are existing HRM programs aligned with the central HR problems facing Thai universities?

    e) What factors drive or inhibit strategic HRM practices?

    f) What is required to enhance or promote strategic HRM practices?

1.3 Objectives of this Research

The objectives of this research are to: (1) identify the main HR challenges facing Thai universities, (2) determine the main barriers hindering development support and implementation of strategic HRM in Thai universities, (3) examine HRM policies in Thai universities from a strategic HRM perspective, (4) gain an understanding of the relationship between HRM strategy, policies and practices and organisation strategy in HE institutions, (5) analyse the formulation and implementation of HRM policy, and

(6) develop recommendations pertinent to HRM program development efforts in Thai universities.

1.4 Significance of the Research

This research will contribute to the development and implementation of strategic HRM practices in the Thai HE sector. Additionally, it will further the understanding of the main barriers and challenges faced by HRM systems when developing and implementing strategic governmentally driven HRM objectives within their institution.

The research will utilise HRM theories to analyse HR systems using micro and macro domains, based on five core concepts: strategic purposes, HR practices, HR policies, HR programs, and HR challenges. The interaction between HR functions, HR systems, and HR programs in Thai HE institutions will be examined (Sutton and Staw 1995; Whetten 1989). Applying micro and macro domain examinations will expand the attention that is typically paid to individual practices to the entire HR system (Boon, Den Hartog and Lepak 2019; Huselid and Becker 2011). Moreover, classifying the HR policies and practices present within the various organisations will provide benefits by revealing HR programs' phenomena and highlighting the challenges of strategic HRM in Thai HE (Wright and Boswell 2002).

By investigating the strategic focus of HR programs and the challenges facing HRM systems in Thai universities, the research seeks to improve real-world practices, chiefly by analysing relevant research data and clarifying the understanding needed for effective HR policy formulation and implementation in Thai universities. The results from these research questions will contribute to a better awareness and understanding of strategic HR programs in the Thai HE sector (Arthur and Boyles 2007). The results will provide insights collected from key informants from both micro and macro domains, highlight their differing perspectives, and use the varying views offered as the foundation of the analysis.

The key informants (interviewees) are those who can direct the researcher to situations, social settings, and important events and individuals, that are likely to be helpful in undertaking the investigation (Bryman and Bell 2011). The key informants' answers to the interview questions aim to reflect the genuine, real-life, working processes of these participants and to delve into their thinking behind the processes. These perspectives and real-life observations provide a clearer view of strategic HRM policies and practices within HE organisations, which reveal and provide a better understanding of the systematic reasons for particularized occurrences and non-occurrences (Sutton and Staw 1995). Indeed, these perspectives help to distinguish strategic from non-strategic actions (Huselid and Becker 2011), yet while identifying HR functions and HR policies, practices and systems (Becker and Huselid 2006). Doing so permits a deeper examination of the interactions and transmissions between key informants of the policies and practices.

The research results will interest and benefit HE government officers, university executives, HR directors and officers, academic staff, academic support staff, and all employees involved in the HE sector. The research could assist HE staff by raising a greater awareness of appropriate types of strategic management, which can better address the various challenges confronting HRM systems within the Thai HE sector.

1.5 Research Methods

This research uses a qualitative research methodology and takes an inductive approach to the generation of theories in relation to the research questions, seeking greater awareness regarding the situations of the phenomena (Golafshani 2003). The research employs collective or multiple case studies (Stake 1995), which capture the strategic HRM policies and practices phenomena in a detailed way (Flick 2014) while presenting a variety of situations and organisational structures (Bryman and Bell 2011). The sampling in this research is purposive. It entails four case studies comprised of two public universities and two private universities in the Thai HE sector; their selection was based on criteria to determine inclusion- or exclusion-targeted sampling. The research employs semi-structured interviews, which sought to interpret the meaning of

the described phenomena (Fink 2000) while allowing follow-up questions to be asked in response to significant replies (Bryman and Bell 2011). The questions were created to develop data sets related to the research questions and objectives. The methodology in this study uses a triangulation of data collected from multiple sources to examine different sources of data and informants within the universities for the purposes of validating the information and content (Bryman and Bell 2011), and securing an in-depth understanding of the phenomena under scrutiny (Denzin and Lincoln 2003).

Explanation building was considered using within-case analysis, which is a typical approach to providing a detailed description and understanding of the complexity of each case and any broader themes across the cases (Creswell 2023). The goal was to analyse the case study data by building an explanation of the cases to achieve the research aims, specifically to explore and understand HRM phenomena and to generate explanations addressing the key research questions (Yin 2014).

1.6 Expected Research Outcomes

The findings of this research are expected to contribute to the understanding of how HRM practices are developed and implemented in Thai universities and of the link between HRM programs and the HR challenges that Thai universities are facing. The research will contribute recommendations regarding HR program design, implementation, and evaluation throughout the Thai HE sector.

1.7 Limitations of the Research

Four limitations were confronted while conducting the study. (1) Two universities originally selected for the research according to the selection criteria chose not to participate in the research project because of the effect of the 2013/14 Thai political crisis (Fuller Jan 13, 2014). (2) Due to the small number of universities that participated, a legitimate concern is whether the respondents accurately and fully represent the Thai HE sector. (3) The study was conducted at one point in time, whereas HE policies and HR practices may change over time. (4) The interviews did not include employees; the research was confined to managers and HR managers.

1.8 Organisation of the Thesis

This thesis consists of ten chapters. Chapter two provides the context of Thai HE and HRM within Thai HE. Chapter three reviews previously published literature addressing HRM systems and strategic HRM, identifies different frameworks supporting strategic HRM, describes the challenges to effective strategic HRM, and describes how the level of analysis and key concepts relate to strategic HRM and to relevant prior empirical research. Chapter three identifies gaps in previously published research and the development of the research framework that contributes to the body of research. Chapter four outlines the research methodology employed in the current study, describes the case study design, shows the data collection and data analysis models, and details ethical considerations. Chapters five and six present the results of the case studies of the public universities, which include demographic information, key informant results, the presentation of the findings as integrated into the research framework, comparisons within the case analysis and an explanation of the results in terms of their relation to the research questions. Chapters seven and eight provide the same information as chapters five and six, but from private universities. Chapter nine presents cross-case analysis and explains the results in relation to the key findings based on the research objectives and expected research outcomes. Chapter ten concludes the study with a summary of key findings regarding the research questions and suggests the implications of the study as it relates to HRM theory and strategic HRM policies, practices and programs, with recommendations for future research, considering potential limitations.

CHAPTER 2

THE CONTEXT OF THAI HIGHER EDUCATION
AND HRM IN THE THAI HIGHER EDUCATION SECTOR

2.1 Introduction

This chapter provides a review of the human resource management (HRM) practices and their positioning in the Thai higher education sector (HE). This chapter sets forth social-wide and institution-specific features and maps the conceptual landscape of HRM in Thai HE (Whetten 1989). It focuses particularly on current practices intended to implement specified governmental HR policy requirements. To properly describe the phenomena, this chapter gives some context of HE in Thailand, including an overview of important historic episodes, with essential background material regarding the Thai HRM systems that are present within the HE sector, with a discussion of their problems and challenges.

2.2 The Context of the Thai HE system

In a geopolitical and socio-economic context, Thailand is classified as a developing country. There have been periodic economic and political crises in Thailand that have significantly impacted and shaped a broad range of societal policies, including those linked to HE. Witte (2000) suggests that lifelong learning and education for the Thai labour force should be considered as profound instruments for recovering from and overcoming the periodic crises that have been experienced in Thailand—political and economic. Thus, the education system and universities have an important role to play in assisting with the recovery and preventing future crises (Liefner and Schiller 2008).

Thai education policymakers are challenged to address globalisation by transforming the Thai HE sector to better accommodate global developments (Paweenawat and Vechbanyongratana 2015; Liefner and Schiller 2008; Witte 2000). The Thai government has prioritised investment in education and the development of HR. Around 25 % of government budget funds are allocated to education in each fiscal year

(Eleventh National Economic and Social Development Plan 2012–2016) (Paweenawat and Vechbanyongratana 2015), with greater emphasis on HR development goals intended to improve national skills and workforce productivity (The Eighth National Economic and Society Plan 1997–2001 and The Sixth National Economic and Society Plan 1987–1991) (Phinaitrup 2000). To achieve this national agenda, it is crucial that all Thai universities and colleges play a major role in providing academic knowledge within the discipline of study, but also to pay particular attention to the development of higher levels of skills and greater capacities within the workforce, in order to enhance labour productivity (World Bank 2009; Liefner and Schiller 2008; Phinaitrup 2000). It is widely acknowledged that a strong education system provides the vital underpinning for sustainable growth and development (World Bank 2009).

2.2.1 The Thai HE system

There are four classifications of institutions in the Thai HE system: (1) community colleges, (2) institutions focusing on bachelor degrees, (3) specialized institutions, and (4) institutions focusing on advanced research and production of graduates at the graduate studies levels, especially the doctoral level (Commission on Higher Education 2014). In 2006, Thailand's highly competitive National Entrance Examination, which high school students had been required to pass and the system that had centralized and managed many aspects of admission to HE institutions for four decades changed (World Bank 2009). The changes were intended to implement related changes in governmental policy to expand the admission criteria to include grades attained at the high school level (UNESCO 2012).

As part of the World Bank's 'Social Monitor' series (2009), a review was undertaken of Thailand's health, education and social protection sectors, and a report was produced. The report described and classified HE institutions as follows:

> Limited admission universities now use a new central university admissions
> system criterion in which admissions are based on both a national examination

and grades attained in high school. Open admission universities do not use national examinations but select students based on their own entry requirements and target students who cannot gain access to the limited admission and/or those who are already in the labour market. There are two open universities: Ram Khamhaeng University and Sukhothai Thammathirat University. Ram Khamhaeng University offers onshore and offshore (distance) learning. Sukhothai Thammathirat University only offers distance education courses. As part of the 2006 reforms, Thai autonomous universities' structure was gradually reformed into independent universities follows a corporate-like design. The universities have been encouraged by the commission on HE as to increase their institutional autonomy and flexibility. Their target is to increase institutional autonomy and flexibility and to encourage self-management under the supervision of university councils, whereas a public HE institution can establish its own internal organisational structure. Lastly, community colleges are responding to growing provincial demand for HE. These institutions aim to upgrade the skills of those students who are already in the labour market.

Thailand's basic education (pre-HE) system provides twelve years of schooling: six years primary, three years lower secondary, and three years upper secondary or vocational secondary school. Students who enter either undergraduate degrees or vocational education programs are typically ages 18 to 21 (Office of the Education Council 2004).

Within the HE academic structure, there are two main degree programs: associate degrees and bachelor's degrees (Office of the Education Council 2004). An associate degree or diploma is chosen as a vocational path while the student is still in high school. Students taking this path are required to have finished lower secondary education. The mainstream courses offered are related to vocational and teacher education, which require three years of vocational secondary school and then two years of higher vocational education. Diploma courses focus on the basic skill requirements demanded

by the labour market. A diploma also provides the option of pursuing additional years of study to earn the credits required for a bachelor's degree.

There are diverse requirements to complete and graduate with certain bachelor's degree. Although most bachelor degree programs require four years of study, architecture, painting, sculpture, graphic arts and pharmacy typically require five years of study, and professional degrees in medicine, dentistry and veterinary science generally are earned after six years of study and practicum training (World Bank 2009; Office of the Education Council 2004).

There are more than two million undergraduate and graduate students in the Thai HE system, the majority of whom (1,735,352 students) are in public universities. Most students are undergraduate students—86% of public university enrolments and 92% of private university enrolments (Commission on Higher Education 2008b). Of the 172 HE institutions in Thailand, 80 are public institutions (65 public universities and 15 autonomous universities or government institutions) and 92 are private institutions (40 universities, 22 colleges, 21 community colleges, and 9 institutes) (Commission on Higher Education 2013).

2.2.2 A history of the Thai HE system

There have been three distinct periods in the history of HE in Thailand (Bureau of International Cooperation Strategy 2014). The first early modernisation period (1889–1931) saw the foundation of the first formal school (1887) and first university (Chulalongkorn University in 1916) by King Rama V. During the second, post-revolution period (1932–1949), a second university (Thammasat University) was established in 1934 with a remit to specialise in law, political science, and the liberal arts. Other universities were founded around this time with diverse disciplinary areas of study and research: Kasetsart University (1943) specialised in agricultural sciences, and Silpakorn University (1943) specialised in fine arts (World Bank 2009). During the

third, development planning period (1950– present) , several new comprehensive universities were established, many in the provinces outside of Bangkok, by the 1960s. After that, the number of institutions grew steadily during the 1960s and 1970s (World Bank 2009).

From the earliest years until the early part of the 21st century, the Thai government launched six major educational reform initiative; two more educational reform agendas have been initiated since 2008 (Fry, 2002 and Bureau of International Cooperation Strategy, 2014). Phase I of educational reform (1868–1910) included the visionary reforms of King Chulalongkorn (King Rama V), who undertook to create a modern educational system with the capability to serve the entire Kingdom. The reforms advocated policies including bilingual education—English was added to the course of study for students who had completed their primary education in Thai language.

Phase II of the education reforms (1973–1980) occurred following an era of political upheaval. On 14 October 1973, political revolution took place following a mass (but peaceful) uprising of citizens against the military dictatorship, and a new constitution was introduced. In this period, primary and secondary education was expanded, acutely in rural provinces, when the Thai Ministry of Education was given responsibility for primary education, and the Office of the National Primary Education Commission (ONPEC) was established. This post-revolution era witnessed a steady increase in the number of HE institutions (World Bank 2009).

Phase III of the education reforms (1990–1995) placed more focus on the growing challenges of globalisation and internationalisation within the HE system, in response to governmental and societal awareness that the Thai economy was becoming increasingly internationalised. The goal was to develop curriculum and programs that were more international, in order to better prepare Thai graduates who could participate in competitive markets and gain employment in emerging global industries.

Phase IV (1997–2008) educational reform initiatives, chiefly characterised by decentralisation in HE, were shaped largely in response to the expansion of APEC (Asian Pacific Economic Community) and particularly by the Asian economic crisis of the early 2000s. Most significant was the 1999 National Education Act, which marked a shift in the philosophy underpinning the approach to HE (Office for National Education Commission 1999). This legislative enactment emphasised develop of HE by providing financial resources to HR institutions, including increases in direct funding from the central government. Indeed, the HE sector accounted for 17% of the total national education budget (Kirtikara 2001). Directly related to the allocation of financial resources to HE institutions was an urgency for academic development to meet these higher governmental expectations. HRM strategies began to be formed, particularly focused on financial pressures (increased accountability and insufficient resources) while trying to function with internal organisational problems, (Kirtikara 2001; Liefner and Schiller 2008).

Most notably, in 1997 the Ministry of Education merged with the Ministry of University Affairs, with the aim of merging the overall planning and implementation of educational programs. This more fully integrated approach is intended to allow a more efficient and effective use of national resources. The ministry believes that the new system of education will be more adaptable to the needs of the labour market and more responsive to the inevitable expansion of technological advances, which will become commonplace in proactive Thai companies (Siengthai and Bechter 2005). HRM systems have been included as a criterion and an indicator that an HE institution is ensuring quality assurance, consistent with the Ministry of Education's guidelines. The HR systems are evaluated using a range of criteria, including plans for HR administration and development, the need to determine the workforce necessary to carry out strategic plans, the need to facilitate routine work, and the need to formulate employment plans along with employee recruitment methods (Ministry of Education 2014).

During the two decades of Phases III (1990–1995) and Phase IV (1997-2008), higher education expansion in Thailand was driven by educational goals that were quantitative in character. In contrast, Phase V (2008–2019) reforms focused on perceptions regarding the quality of outcomes, that is, the quality of graduates, particularly their skills and capacity to meet the demands for a workforce in an increasingly internationalised, competitive market. Thai HE authorities put in place a quality assurance system with mandates based on nine internal assessment indicators, covering input, processes, and output/outcomes: (1) philosophy, commitments, objectives, and implementation plans, (2) graduate production, (3) student development activities, (4) research, (5) academic services to the community, (6) the preservation of arts and culture, (7) administration and management, (8) finance and budgeting, and (9) systems and mechanisms for quality assurance. These protocols include heavy doses of assessment and oversight; after HE institutions have completed their internal quality evaluations they are required to submit annual internal quality assessment reports to the institutions' councils and the public. The reports, known as Self-Assessment Reports (SARs), contain the results of the internal quality assurance evaluations. (Ministry of Education, 2014). The current period, Phase VI (2019–present), began with the establishment of the Office of the Permanent Secretary of the Ministry of Higher Education, Science, Research and Innovation (MHESI), succeeding the long-seated Ministry of University Affairs. MHESI is a government agency founded by the promulgation of the Ministry of Higher Education, Science, Research and Innovation Act (No. 19) B.E. 2562 (2019). The core tenets of this reform are exhortations to HE institutions to promote research and innovation, particularly focused on the sciences and advanced technologies, as important mechanism to propel the country's growth in a more stable, prosperous and sustainable way. The central policy has a seven-year (2020-2027) strategic plan for systematic reform (see Appendix E, Higher Education Science Research and Innovation Policy System Reform) (Office of National Higher Education Science Research and Innovation Policy Council, 2023).

Despite these various reform programs over many decades, there are still unresolved issues at all levels of Thai education. For example, one-fifth of Thai pre-secondary children have a substandard rate of educational development (measured by literacy development); 32% of secondary students are unable to grasp the key message from a reading passage (Aramnet 2016).

Pundit (2013) suggests that two fundamental problems within the Thai education system are the inequality of opportunities and education policy that is difficult to implement. Tangkitvanich (2013) suggests that there are several prongs to the common problems in the Thai HE system. One, there is system-wide inadequate support for Thai students that are assessed as having poor learning skills (and no one feels responsible or takes responsibility), and two, the centralised government is failing to provide high-quality training programs for teachers (who fail to achieve consistent best practices). All too frequently, there appears to be a lack of appropriate responsiveness from an overly bureaucratic and centralised administration. Third, the Thai curriculum focuses on an outdated and discredited approaches to education, exemplified by the example of testing a student's ability to memorise an answer rather than their understanding of a subject.

This lack of concern for real reform reflects a lack of accountability in the education system and does not provide the students with sufficient skills necessary for coping in a contemporary society. It is falling far short of the kind of modern and holistic approach that the most successful nations represent and towards which Thailand has so far made painfully little progress. Sundralingam (2013) reported that Thailand's public spending on education constituted 4% of its GDP in 2011. Comparatively, Singapore's budget is less (3.2%) of its GDP, yet Singapore's school children routinely achieve superior results to Thailand's students even though Thai students spend more hours in the classroom, which Sundralingam attributed to Singapore's 'teach-less learn-more' approach to education.

It appears that Thai HE system has failed to improve access to and the quality education, even though the HE system has been allocated ever-increasing amounts of money spent on education in Thailand since 1999. In part, this can be attributed to the policies that are difficult to implement, and budgets that are still inadequate (Pundit 2013). Transformation of the HE system in Thailand has lacked policy cohesion and consistently … it has been under the responsibility of 10 distinct ministries at different points in time (Kirtikara 2001). It was not until July 2003 that the three main education administrative agencies (Ministry of Education, Ministry of University Affairs, and National Education Commission) were amalgamated into one 'Ministry of Education' (UNESCO 2012).

Lack of coherent, centralised authority continues. Kamolpun (2015) noted that although the Office of the Higher Education Commission (OHEC) in Thailand is able to allocate budgetary items for special projects, such as faculty development scholarships, university business incubator projects or student mobility programs, it does not have the authority to make the final decision regarding annual appropriations and student financial assistance programs because these decisions are respectively under the authority of the Bureau of the Budget and the Ministry of Finance.

Reform efforts have advanced diverse agendas and goals. Kirtikara (2001) commented that the rationales for HE reform have had the following characteristics (an inefficient management structure; a limited, insufficient of national educational budget) and goals (to develop and integrate information technology into HE strategies; to meet demands for a workforce capable of increasing national competitiveness, especially in the fields of science and technology). Similarly, Nilphan (2005) urged the Thai HE system to implement successful internationalisation reforms, including adopting structure and policies, that promoted social values and accommodated new ideas driven by market forces.

In summary, many problems exist in Thailand's education system and the Thai HE system. The three main problems are inter-related: a governmental organisational

structure that has been inconsistent, complex, and de-centralised; the policies are difficult to implement; and budgetary inadequacies. This structure creates challenges for HE policymakers, discussed in greater depth later in this chapter.

2.2.3 Thai HE policies

Thailand's Ministry of Education is the highest level of ultimate authority for the Thai HE system. There are six commissioners under the jurisdiction of the Minister of Education. One commissioner has authority for HE; indeed, all HE institutions are under the jurisdiction of the Office of the HE Commission (UNESCO 2012).

Two government offices under the Ministry of Education influence public and private HE institutions' performance by issuing policy guidelines to which Thai universities must comply. The Commission on Higher Education (CHE) of the Ministry of Education has the authority to manage and promote for Thailand's HE at both undergraduate and graduate levels. (UNESCO 2012). The CHE has the responsibility of producing HE standards consistent with the National Economic and Social Development Plan and National Education Standards, which seek to improve educational quality and standards, aligned with the purposes and principles of national education management (Ministry of Education 2014). The second government body is the Office for National Education Standards and Quality Assessment (ONESQA), a public organisation which has responsibility for certifying, monitoring, and verifying educational standards, and assessing the quality of institutions based on the intentions, rationales and approaches of education management at each level (Ministry of Education 2014). The Commission on Higher Education established the National Education Standards for universities, with the aim of using these standards to develop and implement policies employing standards for practices and performance (Commission on Higher Education 2008a). When it comes to implement, HRM systems within the Thai universities have an important role to play in ensuring compliance with these standards.

Government policies influence many aspects of the management and operations within Thailand HE's public and private institutions (notably, public and private universities are subject to the same government policies) (Praphamontripong 2011). Consequently, the main policies, including standards and quality assessment methods, within Thai HE are drawn directly from the National Economic and Social Development Plan. Standard one in the National Economic and Society Plan articulates desirable characteristics of graduates. The update national standard includes guidelines regarding educational provision, and this is taken to mean a standard within HE administration when placed in the HE context. The national plan was intended to provide guidelines for a creative, knowledgeable and learned society, and within the framework of HE, this standard is used to formulate and establish a knowledge- and learning-based HE environment. Therefore, HE regulations, standards and policies are established and provided to ensure the improvement of educational standards and quality at all levels and for all types of HE institutions (public and private).

There are two mandatory government policies that HE institutions must follow: (1) internal quality assurance via an institutional self-study report submitted annually to the CHE and (2) external quality assurance and accreditation assessed by the ONESQA. This means each HE institutions needs to establish its own internal educational standards and create a quality assurance system for external quality assessment, which meet national guidelines and expectations (Office of the Education Council 2004). Implicitly, the standards and quality assurance system aims must be linked to and consistent with the external quality assessment. The system overall, including the criteria and methods for internal quality assurance as well as for external quality assessment, are monitored for compliance with the formulated guidelines (Office of the Education Council 2004).

Praphamontripong (2011) suggests that although these quality assurance processes are one of the most important government HE policies in Thailand, the reality is that government policies reflect contrasting scenarios between the public and private sector. And there are areas of difference, including quality assurance and student loan

policies. Although, on the surface, the two sectors fall under the same regulatory framework, the reality is that public universities have greater institutional autonomy and receive preferential treatment from the government (Praphamontripong 2011).

2.3 HRM in the Thai HE system

The Thai government has supported national human resource development (HRD) programs since the Eighth National Economic and Social Development Plan (1997–2001) (Siengthai and Bechter 2005) and continues to do so as part of the Tenth National Economic and Social Development Plan (2006–2011) (Office of the Prime Minister 2011). Phinaitrup (2000) suggested that universities should play a major role in HRD as it is widely acknowledged that an HR office that enables people to work more effectively, by supportive systems and methods, greatly aids organisations to anticipate and capitalise on the human capital of their employees. HRM in Thai HE institutions is managed and monitored under government policies and guidelines in line with pre-ordained standards and quality requirements.

In Thailand, these guidelines and regulations have been heavily influenced by the nations' transformation from an agricultural and manufacturing economy-based society to a modern market service economy since 1997, which was brought about by socio-political and economic change (Siengthai and Bechter 2005; Lawler and Atmiyanandana 2003). Siengthai and Bechter (2005) suggested that the early period (1987–1991) of economic development was based mainly on intensive manufacturing activities, where a large labour force of skilled and semi-skilled workers was key to supporting the development process. Foreign direct investment started to flow into Thailand in mid-1970s and prompted modernisation of HRM and management practices, especially due to the increasing presence of multinational enterprises (MNEs) in Thailand. Firms hired professional HR managers who had formal training in HRM to oversee their HR operations, and hired managers who were educated in foreign countries. MNEs brought in professional (often expat) managers to oversee various

divisions within their enterprises, including HRM (Lawler and Atmiyanandana 2003; Siengthai and Bechter 2005; Loveridge 2002). These global influences pushed Thai HR systems to adopt international best practices. Lawler and Atmiyanandana (2003) suggested that there is a clear convergence towards global best practice within Thailand's manufacturing sector in terms of HR systems and production practices, including productivity.

HRM within both HE and corporate sectors is usually found in the middle- and low-levels of management within an organisation. The HR system in Thai HE is managed by central controls and regulations, closely aligned to public service conditions, such that the systems typically manages only basic HRM functions. In Thailand, 58% of the chief HRM officers operate as part of the finance division and report, for example, to the chief business officer, chief finance officer, or chief administrative affairs officer. Thus, in HE, the chief HRM officer plays a limited role in strategic decision-making, and the opportunity for participation is dependent on whether the HRM officer is a member of the university's executive committee (CUPA-HR 2010). Similarly, HRM focuses on divisional level operations in the majority of manufacturing and service sectors companies in Thai (Siengthai and Bechter 2005; Kongchat 2001).

According to Siengthai and Bechter (2005), improvement in organisational performance occurs in companies that have transition to a HRM systems with a more strategic orientation. There are three dimensions to transformation in the HE sector to develop more strategic human resource management (SHRM) approaches, resulting in reform of institutional policies and practices (CUPA-HR 2010). HRM practice should focus on (1) the organisational design related to the reporting of chief HRM officers in the areas of business or finance, (2) the chief HRM officers' ability to participate in decision-making processes, and (3) the scope of HRM operations and the responsibility for overseeing faculty functions and processes (CUPA-HR 2010). This highlights the strategic importance of HR systems and the shift away from an administrative-based HR system towards a strategy-based HR system.

HRM can play a pivotal part in the process of rapid, adaptive change through organisational development. Evans and Chun (2012) have discussed how HRM in the USA universities has played an important role in helping them to address challenges regarding intrinsic change initiatives. However, introducing global (Western) management practices to the Thai workplace and workforce has encountered significant resistance, often from the Thai workforce (Lawler and Atmiyanandana 2003; Baczek 2013).

There have been studies that discuss whether, and how, Western HR strategies can be translated to the Thai environment. Siengthai and Bechter (2005) explained various approaches to shifts in the Thai HR system, in business partnerships, focusing on high performance indicators, often with a focus on strategic asset notion. The researchers also observed HR systems in Thailand implanted within larger firms, focusing on strategy implementation. It was noted that these strategic decisions had been taken by multinational management teams who needed to absorb international management cultures, such as Western and Japanese (Fisher and Hartel 2003).

A study published by Sparrow, Schuler, and Jackson (1994) compares HR policies and HR practices within a variety of organisations from twelve countries. Their findings suggest that HR practices might have some cross-cultural variations, but nevertheless, they can all be placed under a common government policy umbrella. Likewise, despite the different individual environments within which Thai universities operate, each must assess and apply strategic HR practices in compliance with the same government regulation—the National Education Act 1999 (Commission on Higher Education 2008a). These studies indicate that, in response to institutional questions of whether/how HRM in the HE sector can draw on successful Western HRM strategies, it may be possible to effectively introduce such strategies to Thai environments.

However, the context-specific nature of HRM in Asia contributes to the development of country specific variations to the standard HRM model (Budhwar and Debrah 2009). Therefore, it is challenging to examine more deeply the extent to which, and the best

approaches, for Western HR strategies/programs to be applied to Thai organisations. This thesis will therefore provide an explanation of how Western HR theories and strategies can contribute to the future basis of research in this field specific to the Thai phenomena.

2.4 Challenges faced by the Thai HE sector

The Thai HE sector faces many problems. The environment in which they functions is ever-changing, and there is increasing pressure from governments and global markets (Taylor 2006; Gordon and Whitchurch 2007) to meet a range of performance criteria as set by the government. Thai HE institutions are subject to increasing market pressures, forcing them to achieve efficiency gains (Decramer et al. 2012) in terms of reducing costs, and at the same time, improving quality and more pointedly, their international rankings as measured with international indices (Witte 2000).

Public expenditure on tertiary education per student in Thailand decreased between 2000 to 2011 (based on the UNESCO Institute for Statistics database, extracted on 9th September 2013) (Chapman and Lindner 2016). There were two dominant factors: government support for HE decreased, and there was a rapid increase in the number of students, has led to lower per student funding allocations. Tilak (2005) suggested that the decline in public expenditure on HE has been one impact of the global financial crisis, which has prompted economic reform policies and convinced governments to reduce the role of the government in funding HE … it led to cut in public funding of HE in many countries. Consequently, universities were more acutely confronted with the challenge in find more sources for their own funding. Expecting universities to secure more of their own budgets reflects the growing financial pressures and competing public-spending priority challenges faced by governments (Chapman and Lindner 2016).

In 2016, statistics related to Thailand's HE institutions showed, in aggregate 63,874 academic staff and 115,099 academic support staff (Higher education information

2016). Slightly earlier data cited by Runckel (2011), showed student enrolment numbers ... bachelor's degree student enrolment nearly doubled between 1998 (947,907) (1998) and 2006 (1,850,846); master's degree students nearly tripled between 1998 (73,364) and 2006 (181,292); and doctoral student numbers radically increased between 1998 (1,725) and 2006 (14,765).

More recently, the numbers seem to have stabilized: undergraduate student enrolment in Thai HE for academic year 2021 (1,854,770) was similar to 2006 (1,850,846); master's degree students slightly decreased between 2006 (181,292) and 2021 (131,576); but doctoral student numbers continued to increased significantly, from 2006 (14,765) to 2021 (24,461) (ASEM Education 2021). These increases in student numbers challenge the total public expenditure on HE, per student expenditures, public HE expenditure's share in relation to a particular country's national income or the total government budget expenditure and allocations in absolute and relative terms for important programs that include research and scholarships. Consequently, student loan programs are becoming more important as a mechanism for financing education (Tilak 2005). In addition, a social targeting scheme, which is aimed at serving disadvantaged groups of the population, is relatively large and wide enough in terms of its student coverage as to ensure a strong national impact (Ziderman 2015).

Similar to the increasing numbers of students in HE, the proportion of Thais with tertiary education is also growing. The Regional Office for Asia and the Pacific (2013) showed that the proportion of the population aged 15 or older with an upper secondary level of education expanded from 11.4% in 2001 to 13.7% in 2010, while the number of people lacking primary education decreased, from 38.3% to 29.5%, in the same time period (based on data from the Labour Force Survey 2001 and 2010).

Despite these increased enrolments, the low education and low skill profiles of Thai workers are still an issue, which will pose challenges for the country's economic transformation beyond its middle-income status, and they are contributing factors

keeping it in the 'middle income trap'. Escaping this would require managed labour migration as well as policies and programs to develop a plan with the aim of high value-added productivity.

The investment in skilled labour in Thailand, involving technical or vocational training and English language skills, does not meet the high demand for the workforce needed to raise productivity and attract foreign investment (Regional Office for Asia and the Pacific 2013; Nguyen 2014). These challenging conditions discussed have motivated the Thai government to advance a nation-wide development plan, with HE play a major role in developing the requisite skilled workforce. Despite the various HE policies developed to cope with this situation, such as the 1999 National Education Act (Witte 2000), problems exist within HE institutions when it comes to implementation of the policies. Previous studies have identified home of the factors challenging implementation, such as the degree of system changes, clarity of internal governance, consistency of articulated goals, and the adequacy of financial resources (Younis and Davidson 1990; Cerych and Sabatier 1986). HE institutions are obliged to confront the often-changing, new challenges, while trying to balance their internal organisation realities and roles with the demands from the varied administrative agencies and the regulations each promulgates. A study by Phinaitrup (2000) listed the problems that the leading universities in Thailand face, primarily focusing on employee attraction and retention, meeting changing quality standards, and funding uncertainty.

On top of this, HE institutions are becoming keenly aware of shifts in educational environments and the realities of the marketplace ... a distinctly consumer-focused market (students' choices), the pool of skilled resources within the labour market (faculty and administrative employment), and pressured to enhance the institution's share of the education market (public and private university reputations) (Clark 1997).

. A strategy better relying on HRM is one way to meet external and internal organisational pressures. Siengthai and Bechter (2005) suggest that HE in Thailand

needs greater investment in the development of a skilled workforce. There are multiple aspects to this investment, such as achieving far-reaching reforms in the educational system and having the willingness to challenge current educational methods and goals proffered by current HE institutions. Their paper argues that it would be particularly advantageous to allow greater inputs regarding management and program deliverable from employees, with greater engagement and constructive dialogue regarding to how best to tackle institutional difficulties. Moreover, Chareonwongsak (2000) suggests that meeting challenges presented by a globalisation agenda require systemic changes including financial liberalisation, a greater willingness to acknowledge and meet competition, and to learn how to benefit from the rapid expansion of information technology. Specifically, universities must develop the following: (1) a commercially viable research program with private companies that provide sophisticated research and development capabilities, (2) policy responses that encourage research quality, such as engaging in joint research projects with other institutions or countries, and motivating researchers with improved benefits, and (3) more noticeable taking business and marketplace into considerations when crafting educational programs.

Overall, a dominant challenge is clarifying the relationship between HRM practices and organisational performance in universities. Linked to this challenge is how effective leadership capacity can become embedded within organisational systems and structures (Bolden et al. 2009).

The Commission on Higher Education has established. The Ministry of Education has taken some steps toward meaningful reform. Indeed, the higher education institution standards announced by the Ministry of Education have two main standards: (a) a standard regarding the capability and readiness of education management and (b) standard related to higher education institutional operations. The internal quality assurance for Thai HE institutions were evaluated by a set of HRM indicators, which are part of component number administration and management. There are nine indicators (based on data from the HE standard on 2014) (Commission on Higher

Education 2014): (1) the institution council exhibits good governance and drives the institution to compete at the international level, (2) the exhibition of leadership among administrators at all levels, (3) institutional development for its transformation into a learning organisation, (4) an HR system and mechanism to develop and maintain quality and efficient HR, (5) the effectiveness of its database system for teaching and learning and research activities, (6) the level of achievement in allowing external individuals to participate in the institution's development, (7) the percentage of full-time faculty who have received academic or professional awards at the national and international levels, (8) the implementation of risk management programs in education management, and (9) the level of achievement in terms of conveying organisational indicators and targets at the individual level. In conclusion, four of the nine indicators are relate directly to HRM processes and systems (indicate number 3, 4, 5 and 7).

The indicator and criteria development of the administration and management components are monitored through the balancing of these indicators from four management perspectives: students and stakeholders, internal processes, finance and HR, and learning and innovation. The HR indicators demonstrated in Table 2.1(below) identify the management processes for the internal quality assurance criteria classified by management perspectives, and highlight the HR metrics that are evaluated. Higher Education institutions in Thailand have four missions: (1) produce graduates, (2) conduct research studies, (3) provide academic services to the society, and (4) preserve arts and culture. A quality assurance system is needed for higher education institutions to succeed in these missions and to meet both short-term and long-term objectives to develop the Nation. The HR requirement indicators and assessment criteria (based on data from the HE standard on Commission on Higher Education 2014) focus in large part on gaining the confidence for the community, by demonstrating that university educators have an expertise based on a body of knowledge and produce capable graduates who are able to: pursue rewarding careers, perform capably in national development strategies, enhance the level of competitive capability in international

arenas, perform productively in industrial and service sectors, and generally contribute to the quality of life at local and community levels.

The quality components, indicators, and criteria presented in Table 2.1 are required of all Thai HE institutions, as part of the mandatory annual internal quality assessment report submitted to the government. The parent organisations of higher education institutions are responsible to undergo an internal review and inspection focusing on educational quality at least once every three years (involving audits and operational assessments aligned with policies, objectives, and quality indicators established by the institutions themselves), which are reported the results to the institutional departments reviewed, disclosed the to the public.

Because of this historic context, the indicators set forth in Table 2.1 are used for the four Case Studies in this research.

TABLE 2.1 HR requirement indicators and assessment criteria for internal quality assurance in HE institutions

Quality components, indicators, and criteria	
Input	- The proportion of full-time instructors holding doctoral degrees: the institution should have instructors who have the academic qualifications demonstrating the requisite knowledgeable and insights within their academic fields, and skills as instructors, in order to perform the crucial mission of the institution. Instructors must also conduct research to keep up with academic advancements and develop a deep body of knowledge (Indicator #2.2).
	- The proportion of full-time instructors holding academic titles: the institution has a responsibility to encourage its instructors to study and conduct research in order to discover and add to the body of knowledge in

	Quality components, indicators, and criteria
	relevant to the discipline of the instructor/researcher, on a consistent and continuing basis (Indicator #2.3).

- Library, educational equipment, and learning environment: the institution should provide physical facilities and teaching support services suitable for teaching, learning, and student development, including at least classrooms, laboratories, educational equipment, and internet connection hotspots (Indicator #2.5).

- The granted funds for research or creative work per full-time instructor faculty/researcher (Indicator #4.3). |
| **Process** | - Plan development process: with the active participation of its personnel, the institution must define its vision and mission, and formulate strategic plans, conforming to the policies of the institution's council. The strategic plans should be transmitted to all internal organizational units and converted into operational plans that cover the four key missions of teaching and learning, research, academic service to society, and preservation of arts and culture (Indicator #1.1).

- Leadership of the institution's council. The institutions council should performs all its duties as prescribed by law and assess itself according to predetermined criteria; the institution's administrators should provide vision and set operational directions transmitted to the institution's personnel at all levels, devise strategic plans, encourage personnel to participate in administration, delegate decision-making authority as appropriate, and use information systems as a basis for the operations and institutional development (Indicator #7.1). |

Quality components, indicators, and criteria
- Institutional development. The institution should develop and promote a knowledge and learning- based society and implement prudent management to become learning academic institutions (Indicator #7.2). - Systems and mechanisms for curriculum development and administration. The institution has a responsibility to develop curricula aligned with its philosophy, commitments, vision, missions, and capabilities, to meet the academic and professional demands of society (Indicator #2.1). - Systems for faculty and personnel development and support. The institution should provide administrative support and development plans for the faculty, related to their teaching techniques, learning outcome evaluations, and use of educational media (Indicator #2.4). - Systems and mechanisms for teaching and learning management. The curriculum of the institution should require courses that develop self-directed learning skills and provide opportunities for practical learning activities that are conducted inside and outside of the class or require research (Indicator #2.6). - Systems and mechanisms for developing educational achievements. The institution should ensure graduate have qualities that are demanded by employers, composed of five aspects: morality and ethics; knowledge, intellectual skills; interpersonal skills and sense of responsibility; and skills in quantitative analysis, communication, and information technology usage (Indicator #2.7).

Quality components, indicators, and criteria
- The developments of systems and mechanisms to provide guidance and information services. In response, the institution should provide various types of professional experiences, useful information and comprehensive range of services for its students and alumni (Indicator #3.1) - Systems and mechanisms to promote student activities. The institution should provide opportunities to develop students intellectually, socially, emotionally, physically, and morally, based on the qualities expected of graduates (Indicator #3.2). - Systems and mechanisms to develop research or creative work. The institution should ensure which procedures that promote research and creative work are integrated into its teaching and learning management (Indicator #4.1). - Systems and mechanisms to manage the knowledge gained from research or creative work. The institution should set up a system and mechanism to collect, select, analyse, and synthesize (Indicator #4.2) - Systems and mechanisms for academic services to the community that operates in accordance with this system (Indicator #5.1) - Procedures to provide academic services that benefit society and to promote cooperation in providing academic services in order to learn about and enhance the strengths of the community (Indicator #5.2). - Systems and mechanisms for the preservation of arts and culture. The institution must have policies, plans, structures, and administrative

Quality components, indicators, and criteria	
	oversight to ensure that initiatives implemented to ensure the preservation of arts and culture are effective and efficient (Indicator #6.1).
	- The institution should develop information systems for management and decision-making that are consistent with institutional policies and planning. The information systems must be able to be connected with all internal and external units involved (Indicator #7.3).
	- The institution should have a risk management system and methods to manage and control factors, activities, and processes intended anticipate and prevent potential problems. The system should minimize the risk and the magnitude of future damage to an acceptable and controllable level (Indicator #7.4).
	- System for acquiring and allocating funds consistent with a financial strategic plan intended to provide sufficient funds to drive the implementation of the institution's strategic plans (Indicator #8.1).
	- Systems and mechanism for internal quality assurance which correspond to the missions and developmental level of the institution from the department level and operations are conducted in harmony with this system (Indicator #9.1).
Output or Outcome	- Success rate in reinforcing students' moral and ethical characteristics. The institution provides projects and activities that promote the development of moral and ethical behaviour in students (Indicator #2.8).

Source: Commission on Higher Education (2014)

2.5 Conclusion

2.5.1 Broad features of the Thai HE system

In Thailand, the 172 public and private HE institutions, with an overall enrolment in excess of 2 million students, fall under the jurisdiction of the Office of the HE commission and are regulated by the 1999 National Education Act and Standards. Periodic quality assessment is further overseen by The Ministry of Education and the ONESQA.

2.5.2 Major changes in the system over the past decade

The current, more centralised university admissions system, that replaced the previous admission system that required applicants to pass a rigorous entrance examination. Additional changes in HE policies were promulgated in 2009, whereby the government encouraged self-management and greater institutional autonomy and flexibility. However, HE regulations, policies, and standards include sets of governmental guidelines intended to promote improvement of all HE institutions, chiefly in line with perceptions about unmet societal and marketplace needs for a better educated, more skilful workforce. Unfortunately, the HE institutions face many challenges.

2.5.3 Challenges faced by the HE institutions

Although HE institutions have had access to an ever-increasing budget, painfully little progress has been made to match international educational standards and ranking benchmarks. Educators lack a sense of responsibility, and the centralised bureaucracy provides little genuine support for professional development. Teaching goals are woefully out-of-date compared with the holistic practices used abroad. HE has been a political 'hot potato' and has previously fallen under the purview of no fewer than ten ministries, which has contributed to the lack of policy cohesion. Even when the educational stars appear to briefly fall into alignment, the final decision on budget allocations falls to the Bureau of the Budget and the Ministry of Finance. All too often, the problems at the very top of the education system mirror those in the classrooms and lecture halls, with no one ultimately taking responsibility for the lack of progress.

2.5.4 Role of HRM in the system

In conclusion, HRM is and has been an undervalued and underutilised tool in the progression of HE development and reform in Thailand. Many studies (Phinaitrup 2000; Lawler and Atmiyanandana 2003; Siengthai and Bechter 2005; Intrawong 2009; Pimpa 2011; Sinhaneti 2011; Tangthong, Trimetsoontorn and Rojniruntikul 2014) have proclaimed the potential virtues and benefits of SHRM, yet its widespread implementation remains unfulfilled in the Thai HE context.

While it is noted that HRM systems in the Thai HE sector are included as indicators and criteria for quality assurance in HE institutions by the Ministry, but there has been a failure to provide adequate finances and training for such departments, and there has followed consistent and widespread difficulty in implementing ill-defined policies.

These challenges provide an excellent opportunity to benefit from a well-designed and properly financed SHRM program throughout the sector, with all available data indicating that rapid and substantial progress could be made under such a scheme. Unfortunately, the knowledge and experience gained over decades of research and study in this field have yet to be implemented in any meaningful or substantive way.

2.5.5 The alignment between HE HRM systems and HE performance

HR practices in Thai HE focus on HR development and HRM, HRD emphasis to improve research and educational capacities of faculty stuff while HRM organise employee according to HR functions. However, HRM can play an important role in helping universities address extrinsically imposed challenges with their intrinsic change initiatives. HRM can play a pivotal part in the process of rapid, adaptive change through organisational development. Therefore, HRM in the Thai HE sector needs to be more focused on the strategy perspective.

This thesis addresses the alignment between HE HRM systems and HE performance. It will contribute to SHRM in the Thai HE sector by examining the extent to which SHRM policies and practices are evident in this area.

CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

This chapter reviews the relevant literature and outlines the importance of the research problem. The literature review indicates why the topic is worth studying and provides insights into the ways in which the researcher can determine the scope of inquiry (Birnbaum and Edelson 1989; Creswell 2023).

The research framework formulates an integrated view of human resource (HR) policies and practices and the context of macro and micro domains. It focuses on the role of strategic human resource management (HRM) in enabling the firm to achieve its goals. This framework is relevant to the Thai university sector (as mentioned in chapter two).

HRM lacks a logical and consistent theoretical framework, which can make it difficult to distinguish between strategic and non-strategic elements of HR practices (Wright and McMahan 1992). Scholars have suggested addressing the strategic perspective (Schuler 1992; Wright and McMahan 1992; Ferris et al. 2004; Delery and Shaw 2001) and the strategic use of HR practices, which still needs to address functional HRM (Martín-Alcázar, Romero-Fernández and Sánchez-Gardey 2008).

Ferris et al. (2004) state that an important trend within the evolution of the HRM field towards strategic human resource management (SHRM) was the recognition that employees are a resource, rather than a cost to be minimised, and these emerging views seemed to share the idea that most HRM practices could be matched to an organisation's strategy. This view has seen the role of HR executives to become more important and more likely to be charged with responsibilities regarding the ever-changing external environment.

The review of the literature in the field of SHRM suggests the importance of discussing research on the relationship between HR systems and organisational performance

(Becker and Gerhart 1996; Bowen and Ostroff 2004; Becker and Huselid 2006; Lepak et al. 2006; Boselie, Dietz and Boon 2005; Budhwar and Debrah 2009; Batt and S. Colvin 2011; Decramer et al. 2012). This research places emphasis on HR systems because the system perspective is best at clarifying and identifying functional perspectives and strategic orientation (Boon, Den Hartog and Lepak 2019; Wright and Boswell 2002). Examining the systems of HR practices is the best way to understand a distinguishing feature of SHRM research and the organisational context, consistent with internally coherent, organisational conditions, and the environment (Lepak et al. 2006).

The theoretical foundation of this research is developed to guide the research process using resource-based and AMO theories (ability, motivation and opportunity). The theoretical framework developments allow for a coherent explanation and clarify understanding (Maxwell 2013). This research focuses on how these theories have become integrated and developed into a new discipline referred to as SHRM (Wright and McMahan 1992) within Thai HE phenomena. The discussion is based on existing theories of HRM as the original concept of SHRM (Armstrong 2011). The concept of HRM is based on the theories that attempt to understand (Wright, McMahan and McWilliams 1994) and quantify the impact that such practices have on strategic performance (Boselie, Dietz and Boon 2005).

TABLE 3.1 Theoretical underpinning proposed for this study

The Main HR Theories	Analytical Focus	HRM Approach	Nature of the Integration
Resource-Based Theory (RBT)	Fundamental examination of HRM from the individual firm's perspective. Mainly interested in performance effects from a business perspective.	If the firm's resources are valuable, rare, difficult to imitate organisational resources (Barney 1991), then the HRM strategy is developed to complement and safeguard those resources in order to maximise competitive advantage.	Organisational. Integrates routines, such as the relationships between resources, capability and competitive advantage (Grant 1991).

The Main HR Theories	Analytical Focus	HRM Approach	Nature of the Integration
AMO Theory	Individual level of analysis representing an established tradition, having foundations in organisational psychology (Paauwe 2009).	Develops HR systems that attend to employees' interests (Boxall, Purcell and Wright 2007): - Ability - Motivation - Opportunity	Psychological, individual. Takes into account individual-level variables, such as employees' skills and competences, and factors them into an overall strategic plan (Armstrong 2011).

Source: Adapted from (Armstrong 2008, 2011; Barney 1991; Boxall, Purcell and Wright 2007; Grant 1991; Paauwe 2009)

The foundation of SHRM uses a contingency approach to analyse which arrangement of HRM practices will best suit a firm's strategy (Jackson and Schuler 1995), including a consideration of the environments and circumstances that may present risk and uncertainty (Boxall and Purcell 2008; Armstrong 2011). Therefore, this research is based on SHRM as a systematic process of thought, action, and the formulation and implementation of HR roles (Mintzberg 1987), which supports organisational strategy and uses an HR program to gain competitive advantage (Sparrow, Schuler and Jackson 1994; Huselid 1995). This research will highlight how HRM practices can lead to a sustainable competitive advantage or the outcome that the organisation desires, taking into account the different challenges faced by the Thai HE sector (Bowen and Ostroff 2004).

The aim of this review is to examine the application of SHRM to the Thai HE sector using the theories outlined. The reviews of theory and research will guide and inform this research and its relationship with SHRM by identifying the conceptual context of the existing theory and research and providing a guideline for the explanation of the case studies relating to Thai HE phenomena.

The literature review broadly discusses two issues: concepts that are fundamental to the literature and methodological issues. First, conceptualisation is considered as part of an explanation of the identified HR challenges within the Thai HE sector. HRM theory and research are still unable to answer core questions about the relationship between HRM and firm performance after more than 20 years, and they are still in no position to assert with any confidence that good HRM has an impact on an organisation's performance (Guest 2011). The nature of the complex relationships and manifold external factors means that studies are often statistically weak and that the results are often ambiguous in the literature. Moreover, comprehensive links between theories regarding the concepts of HRM and performance are, as of yet, inconclusive (Paauwe and Boselie 2005). Indeed, research from Paauwe and Boselie (2005) and Jackson, Schuler, and Jiang (2014) suggest that there is an emerging and robust body of work on 'strategically targeted' HRM systems. Therefore, this research will explore the extent to which strategic HRM policies and practices are present in the Thai HE system and analyse how such an HR system contributes to the strategic management of the organisation.

The triangulation of the collected data is used to validate and develop a credible analysis of the key research questions and is employed with the different data sources addressing the same objective. The theoretical and methodological relationships between HRM and organisational performance were highlighted to clarify SHRM in terms of multi-level outcomes and to emphasise the links between the phenomena across different levels of analysis. This research employs a comparative design, comparing and contrasting findings derived from each of the case studies. The expected research outcomes include the following: (1) understanding how HRM practices are developed and implemented, (2) assessing the link between HRM programs and the HR challenges faced by Thai universities, (3) examining the extent to which HR programs have a strategic focus, and (4) making recommendations regarding HR program design and implementation.

3.2 The Methodology of the Literature Review

Literature selection initially involved a search of keywords in several scholarly databases. The keywords that were initially identified and used to guide the literature analysis and to code the research data were: 'HR system', 'HR policies', 'strategic intent', 'HR practices', 'HR programs', 'organisational change', 'individual outcomes', and 'multi-level outcomes', 'Thailand' and 'higher education' (Huselid 1995; Appelbaum et al. 2001; Wright, Dunford and Snell 2001; Wright and Boswell 2002; Boudreau and Ramstad 2005; Lepak et al. 2006; Arthur and Boyles 2007; Armstrong 2011; Guest and Conway 2011; Decramer et al. 2012; Kehoe and Wright 2013; Delery and Roumpi 2017; Boon, Den Hartog and Lepak 2019) (see Appendix A for the keyword search results from scholarly databases). The initial search parameters were set to include a period of ten years prior to 2023; following those references and citations led to frequently cited articles from as far back as the 1980s. The search covered academic literature that was identified in the Curtin Library databases and Google Scholar. The search in Google Scholar also included government reports and website material, especially relevant for the Thai HE sector. The academic references were written in English, while the Thai material was largely in the Thai language. The researcher was able to translate the articles from Thai into English and to annotate the references.

Summaries and notations were made of the relevant parts and sections of articles. Personal observations and initial conclusions were made and noted. The references that were included were assessed to be relevant to the keywords, pertinent to the research question, related to the educational field and related to models of SHRM judged to be culturally applicable to Thailand (Creswell 2023).

The literature review examines both theory development and discussions as well as analysing studies of SHRM at the organisational and industry levels, in national contexts and for professions (Sutton and Staw 1995; Whetten 1989; Colquitt and

Zapata-Phelan 2007; Hitt et al. 2007; Eisenhardt and Graebner 2007; Corley and Gioia 2011; Bell and Davison 2013). A literature map was created, grouping articles by reference, by year, and by topic. Citations from applicable and highly relevant articles were identified and used as a basis for identifying the core literature that would support the literature analysis and the subsequent research process. Figure 1 demonstrates the conceptual mapping employed to classify the literature (Maxwell 2013). Linked to the framework were citations that were relevant to developing economies, especially Thailand, and sector studies, especially HE.

FIGURE 3.1 Concept framework for analysing the literature
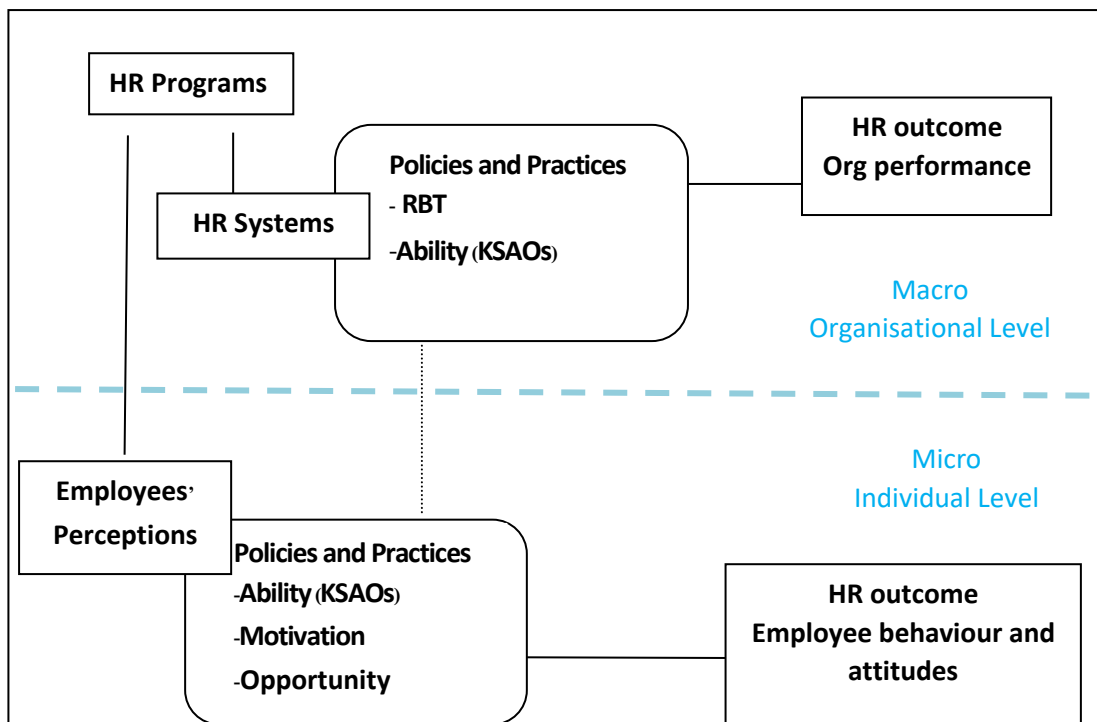
Source: Adapted from (Lepak et al. 2006; Arthur and Boyles 2007; Jiang, Lepak, Hu, et al. 2012; Beltrán-Martín and Bou-Llusar 2018; Jiang and Messersmith 2018).

This study uses a qualitative research methodology and an inductive approach to the generation of theories in relation to the research question: 'To what extent are SHRM policies and practices present in the Thai HE sector?'

3.3 What is Strategic HRM?

Wright and McMahan (1992, 298) defined SHRM as "the pattern of planned human resource deployments and activities intended to enable an organisation to achieve its goals". HR strategies are very much concerned with developing the organisation and the people within it. The term 'strategic' in this research is viewed as concerning a systematic process of thought, action, formulation and then implementation in response to an evolving situation (Mintzberg 1987). Schuler and Walker (1990, 7) defined SHRM as "a set of processes and activities jointly shared by human resources and line managers to solve people-related business issue". SHRM is about systematically linking people with organisational objectives (Schuler and Jackson 2007; Schuler 1992) and focusing HR's role supporting business strategies (Wright and McMahan 1992; Wright, McMahan and McWilliams 1994). SHRM, in this research, aims to ensure that organisations are able to achieve success though effective people management and performance (Armstrong 2011). SHRM focuses on action for achieving organisational purposes through the practice of people management (Boxall, Purcell and Wright 2007).

Paauwe and Boon (2018) suggest that the nature of the relationship between strategy and HRM has been a central issue in SHRM. The basic principle underlying SHRM is the emphasis on organisations adopting a particular HRM strategy to improve organisational performance. There are three different views on the foundations or forms of SHRM (Delery and Doty 1996; Ferris et al. 1999). First, the universal approach assesses which practices a firm is using that may be considered to be within the category of what is recognised as best HRM practice and makes a recommendation as to which HR best practice a firm should adopt (Huselid 1995). The universal approach

is the simplest perspective for analysing SHRM. It encompasses a generalised view of what may be considered best practice, and this is favoured over an individualistic view of what would get the best results for a particular firm in a particular environment.

Second, the contingency approach focuses on internal strengths of its HR system as the firm's resource endowment by responding to environmental opportunities (Porter 1985). This approach identifies how individual HR practices will interact with strategy to result in improved organisational performance (Martin-Alcazar, Romero-Fernandez and Sánchez-Gardey 2005). The effectiveness of HR practices in an organisation's HR policies must be consistent with other aspects of the organisation (Delery and Doty 1996). Contingency theory focuses on a sub-functional point of view, which analyses how certain isolated HR policies are linked to organisational performance. Moreover, the main contribution of contingency analysis is that it introduces external variables that influence the HRM system (Youndt et al. 1996). In short, the contingency approach is sensitive to the unique context of a firm and its environment and does not accept that there is one practice that is best in all situations, but rather that different models will work better according to the environment, circumstance, situation, and organisational goals of that firm.

Finally, the configurational approach is an extension of the contingency approach. It considers an expansive range of factors, variables, details, and other data, and processes it as a holistic entity with one set of findings feeding into and altering the next … and so on. It focuses on the pattern of HR practices that is key to the attainment of organisational goals (Wright and McMahan 1992). While in the right circumstances and with sufficient resources this can be a potentially exciting and useful development in the world of SHRM, the nature of mixing data streams carries the inherent risk that an unknown variable will enter the data set, causing exponential inaccuracy. Consequently, the analysis of the Thai HE sector context is appropriate for contingency theory as universities seldom utilise best practices (Martin-Alcazar, Romero-Fernandez and Sánchez-Gardey 2005). In the Thai HE context, there are problems that challenge HR

practices. Government policies place pressure on all institutions to compete more effectively in the HE market and adjust to environmental change, such as when the indicators of HRM in the Thai HE sector required by government regulations mainly focus on administration and management. Such guidelines intend to drive institutions to compete internationally, exhibit leadership among all levels of administration, implement technological change, and develop and maintain quality and efficient HR practices (Brimble and Doner 2007; Commission on Higher Education 2008; Miller et al. 2011; Pimpa 2011). Although government standards have worthy goals and objectives, they are frequently too broad to effectively challenge the status quo and promote positive change. Therefore, it is worthwhile to examine universities' HRM strategies that are used to meet these challenges of an uncertain environment.

Paauwe and Boon (2018, 49) argue for further strategic adaptation to cope with changing environments: "As the dynamics in the marketplace increase for a range of sectors, we should not be bothered anymore with trying to align HRM practices and policies with the business strategy, as the time lag between the two takes too long".

HR system design depends on the nature of the external and internal pressures. The strategic role of HRM varies between companies and sectors and can depend on market and regulatory conditions. The social context of the organisation influences and shapes HRM policies and practices. HR objectives and practices depend on the particular social systems in which strategy making takes place, such as networks in which economic activity is embedded, and may include families, the state, professional and educational backgrounds, religion, and ethnicity. The context of the organisation, from an HRM point of view, needs to take into account the demands in terms of its competitive advantage and the institutional environment (that is, a fair relationship between the individual and the organisation and the acceptance of organisations in the wider society in which they operate) (Paauwe and Boon 2018). Therefore, it is valid to identify the main HR challenge facing Thai universities (the external environment) and

identify barriers to supporting the development and implementation of strategic HRM in Thai universities from a SHRM perspective (the internal environment).

3.4 Resource-based Theory (RBT) Underpinning SHRM

RBT is known as the foundational theory for sustained competitive advantage (Peteraf 1993; Barney 1997; Barney 1991) and is an accepted theoretical perspective in the strategic management field (Wernerfelt 1984; Porter 1985; Wernerfelt 1995; Fahy 2002). Organisations should focus on differences in their firms' resource endowments (Wernerfelt 1995) or on resources and capabilities that sustain superior performance (Powell 2001). The foundation for RBT is found in organisational economics (Penrose 1980) and strategic management (Barney, Ketchen and Wright 2011). There are different contexts within SHRM, such as strategic choice (Ge 2008; Child 1972; Boxall 1996), fit and flexibility (Kristof 1996; Delery 1998; Wright and Snell 1998; Boxall and Purcell 2000; Anand and Ward 2004; Kristof-Brown, Zimmerman and Johnson 2005; Ordonez de Pablos 2005) and HR architecture (Lepak and Snell 2002; Colbert 2004; Becker and Huselid 2006). Multi-level analysis is a cornerstone of thought in SHRM theory, within which each level of analysis should be underpinned by the theory appropriate to that system.

The theory underpinning SHRM applied in this research is found in the RBT and AMO frameworks (Flick 2014). The literature on the RBT of a firm is identified and reviewed in Appendix B, which sets out the focus, findings and theoretical contributions of the identified research (see Appendix B for the conceptual context of RBT as a framework for explaining Thai HE phenomena) (Priem and Butler 2001; Wright, Dunford and Snell 2001; Barney, Ketchen and Wright 2011; Foss 2011; Barney and Mackey 2016). Appendix 2 sets out the literature support for using the framework of RBT, which is used as a key concept of the research design for assessing the changes in the Thai HE sector (Maxwell 2013). RBT is appropriate for understanding which activities and resources can generate competitive advantage within each case study of Thai HE institutions (Barney

and Mackey 2016). Explanations of the situation and phenomena in the case studies are based on RBT, which provides a framework that enables an understanding of the challenges regarding strategy. It permits an evaluation of the extent to which SHRM is present in the Thai HE sector; as instrumental development, and will contribute to generating new knowledge with regard to the role that people are viewed as resources (Freeman et al. 2021) (involved in HR management) that contribute to organisational competitive advantages (Wright, Dunford and Snell 2001).

The explanation for positing the degree to which RBT is likely to enrich strategy research depends on the extent to which it becomes a theory of competitive advantage (Priem and Butler 2001) and places emphasis on how resources are applied and combined … which is what makes such competitive advantage sustainable (Peteraf 1993). There are many empirical analyses of RBT that rely on the contingency approach. Priem and Butler (2001) suggest that a contingency approach to determine resource value would be a helpful step in clarifying the role and contributions of RBT in strategic management research, which requires an emphasis on integrating environmental demands.

The contingency approach to SHRM in this research examines HE institutions' use of their resources within a competitive context, particularly where HE institutions intentionally seek to achieve a sustained competitive advantage over other universities in the Thai HE sector (Barney, Ketchen and Wright 2011). Similarly, Paauwe and Boon (2018) suggest the influence and importance of contextual factors inside and outside the organisation on HRM. The role of HRM focuses not only on strategic decisions made based on the external environment, but also corresponds with the strategic contingency approach, representing an inside-out perspective. The starting point in this approach focuses on the internal resources (such as finances, organisational systems, and physical assets, as well as people) and how these contribute to a sustained competitive advantage. This shift in strategic management has had major implications in the field of HRM.

Therefore, this research is based on three foundations that support SHRM: RBT, the contingency approach to HRM design and the links between SHRM, and organisational performance (Priem and Butler 2001; Wright, Dunford and Snell 2001; Barney, Ketchen and Wright 2011). Using these foundations, the research will examine organisational responses to external and internal changes and, specifically, the role of HRM in responding to these pressures. The research is exploratory; moreover these foundations are contested (Wright, Dunford and Snell 2001), and as such, the research critically examines the above links in the context of Thai HE.

3.5 High-performance Work Systems (HPWS) as an extreme form of SHRM

The strength of an HRM system can be conceptualised in term of its effectiveness in conveying the types of information needed to create a strong maintenance subsystem that defines roles that influence individual and organisation performance (Bowen and Ostroff 2004). HPWS concern an effective HR system and integrated practices linked to the external environment which are appropriate and consistent to the business strategy. HPWS are advanced HRM practices to help organisations achieve better outcomes (Shin and Konrad 2017).

There are different conceptualisations regarding HR systems in the literature, such as high commitment (Hamadamin, and Atan 2019, Su and Wright 2011; Arthur 1994), high involvement (Batt and S. Colvin 2011), and high performance (Kehoe and Wright 2013; Delery and Roumpi 2017; Shin and Konrad 2017). However, Lepak et al. (2006) argue that the terminology of the ultimate objectives of high commitment, high involvement, and high performance are the same because: "These systems emphasize the potential competitive advantages that might be realized by employees via HR practices that treat workers with respect, invest in their development, and foster trust in management and commitment toward achieving organisational goals" (Lepak et al. 2006, 228).

Lepak et al. (2006) argue for using the HPWS perspective to examine HR systems for a more narrowly conceptualised strategic objective. The strategic focus of the

organisation is determined by organisational effectiveness and performance objectives. It influences the strategic objective of the HR system. HR systems contribute to organisational effectiveness by enhancing employees' collective performance.

Therefore, this research places emphasis on the effort to classify HR practices into categories and work systems, such as requiring employees to have necessary skills and abilities, with motivation to perform well, and the system provides opportunities for employee participation (Wright and Boswell 2002). The key mechanisms for identifying how HR systems work, in terms of achieving strategic objectives, and which HR systems influence employee performance, are incorporated into the AMO model.

Therefore, the alignment of AMO in this research framework is to explain the outcome of HR performance and depends on the employee's ability to apply HRM practices, whether they are motivated, and are provided with opportunities that enhance these effective contributions enough to achieve organisational competitive advantage (Bos-Nehles, Van Riemsdijk and Kees Looise 2013).

There are different conceptual contexts of HPWS based on AMO theory (see Appendix C for the conceptual contexts of HPWS as a framework for explaining Thai HE phenomena). The terminology relating to HPWS used in this research, which addresses aspects of the AMO model, focuses on a framework that demonstrates how SHRM can enhance organisational performance and improve competitiveness. The specific focuses are on how HR practices, as a type of HPWS (as an effectiveness system), can contribute to firm performance by ability-enhancing or skill-enhancing, motivation-enhancing, and opportunity-enhancing or empowerment-enhancing (Cummings and Schwab 1973; Kehoe and Wright 2013; Delery and Roumpi 2017; Shin and Konrad 2017; Beltrán-Martín and Bou-Llusar 2018; Faisal 2023). Kehoe and Wright (2013) identify the specific HR practices that promote workforce AMO across three areas: ability (referring to ability-enhancing practices, such as formal selection tests, hiring selectivity, high pay and training opportunities); motivation (including motivation-

enhancing practices, such as rewards based on individual and group performance outcomes, formal performance evaluation mechanisms, and merit-based promotion systems); and opportunity (referencing opportunity-enhancing practices, such as formal participation processes, regular communication and information-sharing efforts, and autonomy in work-related decision making) (Huselid 1995; Appelbaum et al. 2001; Delery and Shaw 2001).

The empirical studies identified in Appendix 3 outline the theory and evidence linking HR practices and organisational outcomes. Kehoe and Wright (2013) explore the effects of employees' perceptions of the use of high-performance HR systems at the job-group level on important employee attitudinal and behavioural outcomes. Specific HR practices included in high-performance HR systems include promoting workforce ability and motivation, and providing opportunities to adopt behaviours that are consistent with the organisational goals.

This study provides evidence that building on a foundation of RBT and AMO provides the conceptual context for SHRM. Delery and Roumpi (2017) review conceptual logic linking HR practices and firms. They offer a conceptual model that sheds light on how HPWS enhance employees' knowledge, skills, abilities, and other characteristics (KSAOs), and provide motivation and opportunities to leverage these resources, which in turn contribute to shaping the supply-side and demand-side mobility constraints that are thought to enable firms to generate competitive advantage through these resources. They also provide confirmation of the effectiveness of SHRM practices, thereby confirming earlier research (Kehoe and Wright 2013; Nyberg et al. 2014; Jiang and Messersmith 2018).In addition, Faisal (2023) suggest AMO theory and RBT are the theoretical framework of sustainable HRM which make certain that sustainable HRM is related to strategic HRM and AMO theory are serve as foundation of sustainability. Based on this body of extensive research on SHRM and HPWS, there is a case for suggesting that SHRM practices and systems can be a source of sustained competitive advantage (Lado and Wilson 1994; Becker and Gerhart 1996; Arthur and Boyles 2007).

Appendix C sets out the conceptual context of AMO for strategic management and HRM and extends the definition of AMO theory and its relationship with RBT based on a SHRM approach. The conceptual context provides existing theory and research, with guidelines for its use in explaining the case studies regarding Thai HE phenomena (Maxwell 2013). The reason for using AMO as the foundation for this study is that it will provides evidence that AMO theory is related to RBT in the relationship between HR practices and organisational outcomes through HR systems (Appelbaum et al. 2001; Jiang, Lepak, Hu, et al. 2012; Kehoe and Wright 2013; Delery and Roumpi 2017; Shin and Konrad 2017; Beltrán-Martín and Bou-Llusar 2018). These scholars have developed a framework and evidence to explain what, why and how HRM systems are related to positive organisational outcomes (Jiang and Messersmith 2018). This relationship is considered the fundamental and defining research question in SHRM (Jackson, Schuler and Jiang 2014).

AMO theory is useful for understanding how HR systems improve organisational performance. Li et al (2022) suggests the AMO model has gradually become the basis of the multi-layer classification of HRM practice and is more suitable to reflect the effect differences of HRM practices at different strategic levels aligned with internal combinations and external influences of SHRM practices. Paauwe and Boon (2018) argue that the advanced approach to SHRM and an extensive perspective on the link between strategy and HRM need to emphasise not only which HR practices are linked with strategy and which HR is involved in strategy formulation (RBT perspective), but that they also need to draw attention to how (top-down/bottom-up) employees are involved in the implementation of strategy (the AMO perspective). The adaptation perspective of general systems theory extends explanations of how HPWS create competitive advantage for firms. Delery and Roumpi (2017) argue that the conceptual foundation of SHRM emerged in the relationship between HRM and organisational performance (presented in the role of HR systems) and shifted attention to the mediating mechanisms of HRM performance. There have been efforts to describe how the black box of HRM and performance relationships is the behavioural perspective

that is grounded in the contingency approach to employee behaviour as the mediating mechanism between HR practices and HR performance. Extending the behavioural approach to emphasise the AMO model is suggested, which proposes that the relationship between HRM practices and employee-level and firm-level outcomes is mediated by the direct effect these practices have on employees' abilities, motivation and opportunities (Appelbaum et al. 2001). SHRM theories, including the RBT of a firm and the behavioural perspective, have provided explanations linking HRM practices to organisational performance (Shin and Konrad 2017). Therefore, it is useful to clarify how HR practices elicit desired employee behaviour that support strategic goals.

3.6 Theoretical Framework Applied in this Research.

The theoretical framework applied in this study emphasises the construct of HR systems, the theoretical line between RBT and AMO, and the theoretical foundation from which to explore the strategic role that people and HR functions can play in organisations (Wright and McMahan 1992). RBT is situated at the organisational level, whereas the AMO framework focuses on the importance of considering variables at the individual level. Wright, Dunford, and Snell (2001) argue that RBT has provided a significant theoretical bridge between the field of strategy and SHRM by turning attention to the internal resources, capabilities, and competencies of firms. In terms of multi-level theories in a strategic context, HRM activities and strategy are regularly identified as sources of human advantage within the context of firms (Boxall 1996). The level of HRM strategy provides a view of where data are collected from multiple sources in order to maintain a consistent level of analysis (Guest 2001). SHRM derives implications from RBT (Kaufman 2015). There are different contexts of SHRM, which are discussed based on RBT, as classified in Appendix D (see Appendix D for the empirical research on SHRM) (Boxall 1996; Delery 1998; Wright 1998; Boxall and Purcell 2000; Colbert 2004; Bowen and Ostroff 2004; Becker and Huselid 2006).

At the individual level, HPWS emphasise employees' skills and competences (A = abilities), their motivation (M = motivation), and their opportunity to participate (O = opportunity) (Paauwe 2009; Boxall and Purcell 2008). Paauwe and Boselie (2005) suggest that AMO can be seen as an extension of RBT. AMO is associated with two levels of analysis: one related to employee-related variables and the other to the set of HR practices (the HR system) used in the organisation (Wright and Boswell 2002; Beltrán-Martín and Bou-Llusar 2018). Therefore, both RBT and AMO theory cover all levels of analysis in HE sectors, such as the university, faculty and departmental levels. RBT theory focuses on the examination of HRM at the organisational level and is interested in its performance effects from an organisational perspective, whereas the AMO framework represents an established tradition, with its foundations in organisational psychology (Paauwe 2009). Therefore, the theoretical framework this research focus on the distinct of RBT towards organisational performance approach and AMO towards developing employee commitment organisational objectives approach which is invite SHRM as linking HR management to organisational goals.

Consequently, this research emphasises the application of the RBT as it provides contextualisation and conceptualisation to explain the organisational level of analysis (Wright, McMahan and McWilliams 1994; Boxall 1996; Barney, Wright and Ketchen 2001; Barney, Ketchen and Wright 2011). RBT further provides an individual-level emphasis regarding AMO theory, which establishes views on the performance functions of AMO in terms of the individual being able to participate and develop within the HR system (Guest 2011; Jiang, Lepak, Han, et al. 2012). These theoretical and methodological relationships between HRM and organisational performance were highlighted to clarify SHRM concerning multi-level outcomes and to emphasise the links between phenomena across different levels of analysis.

This research incorporates three perspectives and addresses the following outcomes. First, it contributes to fundamental research within RBT and strategic management regarding the integration of RBT and the AMO theory (Shin and Konrad 2017). Second, it argues that the system of HR practices is the source of competitive advantage for

Thai HE institutions (Kehoe and Wright 2013; Delery and Roumpi 2017; Beltrán-Martín and Bou-Llusar 2018). Third, AMO is used to link two levels of analysis: one related to employee-related variables (the micro domain) and the other to the set of HR practices (the HR system) used in Thai HE institutions (the macro domain) (Wright and Boswell 2002; Beltrán-Martín and Bou-Llusar 2018).

This research will analyse HR policies and HR practices by focusing on the alignment of HR policies and HR practices within the context of RBT and AMO. HRM policies present an organisation's stated intentions about the kinds of HR programs, processes and techniques that should be carried out in the organisation (Wright and Boswell 2002). Strategic HR policies are expected to integrate HR planning with organisational strategy and provide a view on how strategic policies should be implemented and formulated in the field of HRM (Armstrong 2011). The role of HR practitioners in a strategic context is to achieve a balance between strategic and transactional activities. Transactional activities consist of the service delivery aspect of HRM, such as recruitment, training, addressing people issues, legal compliance, and employee services. SHRM activities support the achievement of the organisation's goals and involve the development and implementation of forward-looking HR strategies that are integrated and aligned towards business objectives (Armstrong 2011). In conclusion, this research proposes the idea of analysing the application and assessment of strategic HRM practices in Thai higher education to address the research gap identified.

HR program details form one of the themes for data analysis. HR programs provide the boundaries of the HR system, affording a view of the HR system that enables HR strategies, policies and practices to be implemented according to a plan (Armstrong 2011). Arthur and Boyles (2007) argue that HR practices refer to the implementation of and experience regarding an organisation's HR programs by lower-level managers and employees. The HR practices component in the framework captures the potential for variation in employees' perceptions and experiences of HR programs based on the quality of such programs' implementation. They maintain, however, that the HR climate is different to

the HR practices component, which focuses on employees' experiences of specific HR programs. The HR climate refers to shared employee perceptions and interpretations of the meaning of the HR principles, policies, programs, and practices in their organisation. In this research, defining the HR climate as shared employee perceptions is consistent with the more general definitions of organisational climate, and it is similar to the concept of the 'strength of HRM system', which they define as the strength of shared employee perceptions and interpretations of behaviours that are expected and rewarded (Bowen and Ostroff 2004). Arthur and Boyles (2007) seem to agree that HRM practices and processes communicate important messages to employees that shape their perceptions and interpretations of organisational expectations and rewards. HPWS are the strength of the HR system, and they emphasise the alignment of HR policies and practices based on employee enhancement.

This research will focus on the interconnection between an HR system and HR practices (Delery 1998). Delery (1998) argues that SHRM research is needed to assess HRM systems throughout an organisation and must more clearly define the HRM practices and system constructs to fully understand the underlying processes at work. Multiple HRM system constructs must be measured in terms of their significance to know which specific HRM practices are in use for each job within the architecture of the HRM system. This research aims to understand how HRM practices as a system can contribute to firm performance and to examine the specific HR policies and practices that are appropriate for realising the objectives of each HR policy domain. HR practices may be grouped into policy domains targeting employee skills, motivation, and empowerment through HPWS structures. In conclusion, this research focuses on three dimensions of HR policies and HR practices and how they are aligned with these three policy domains: first, HR policies that focus on employee knowledge, skills and abilities; second, HR policies that focus on managing employee effort and motivation; and third, HR policies that focus on employees' opportunities to contribute.

3.7 Relevance of SHRM to Developing Countries

In terms of strategic HR systems in the context of developing countries, it is important to understand the challenges that such environments, which can lead to difficulties in gaining a competitive advantage. Sustained competitive advantage is the possession of a resource or strategy that is not able to be replicated by one's competitors. Strategies and resources must be managed to anticipate future changes in the economic structure of the industry (Barney 1991). Consequently, a balance between the exploitation of existing resources and the development of new ones (Wernerfelt 1984) is one way in which structures and systems can be set up to help a firm achieve competitiveness. These definitions of the sustained competitive advantage concept imply that it is worth examining the extent to which HR activities in HR programs in Thai HE sector have a strategic and competitive advantage focus.

Understanding the sources of sustained competitive advantage is the major focus of strategic management (Porter 1985; Barney 1991). Wernerfelt (1984) suggests a traditional concept of strategy by analysing different growth paths between two types of resources: products and growth strategy. The concept of strategy is phrased in terms of the resource position (strengths and weaknesses) of the firm, whereas most of the formal economic tools operate on the product-market side. In the study, "A Resource-Based View of the Firm" by Wernerfelt (1984), the argument is made that portfolios of resources, rather than portfolios of products, give a different and richer perspective on growth strategy prospects.

It is useful to identify which of a firm's resources are the sources of its competitive advantage. For example, the institutions, networks, and resources can be a source of competitive advantage and are required to support growth and sustainability in developing economies (Mair 2007). The basic relationship between HRM and economics concerns the role of HRM at the collective level and cost-effectiveness. HRM plays an important role in organising the workforce, for example, by creating work systems that coordinate individuals, building collaboration across departments

or hierarchical boundaries, and designing networks that will operate efficiently across work sites. Cost-effectiveness incorporates the dual concept that firms need people who are effective and skilled, while also motivating them to perform at a cost (wage, benefits, and training) that the firm can afford. Therefore, the justification behind the application of strategic HRM programs is concerned with supporting labour productivity and producing HR systems that are cost-effective in the specific market context (Boxall and Purcell 2008).

In addition, Porter (1985) provides a view on internal competitive strengths by responding to environment opportunities. Bowen and Ostroff (2004) suggest that HRM depends on the environment, which is more focused on internal strengths. The strength of an HRM system is found within the organisational climate. Similarly, Wernerfelt (1995) suggests that strategies that are not resource-based are unlikely to succeed in such environments. The context of a resource in the firm is the differences in the firm's resource endowment. Most of the recent work in organisational process and design (Mair 2007; Ostroff and Bowen 2016) has this property, which provides insight into the best way to achieve certain competitive goals.

In developing economies, there may be problems and challenges facing SHRM processes. First, with high unemployment and under employment, and large numbers of self-employed and family workers, the labour market is one of labour surplus where wages are low, which leads to labour-intensive production processes if there is a limited role for HR … especially for skill development. Second, many people are employed in agricultural and informal sectors or small family businesses, characterised by high labour turnover and low productivity. In these environments, there is an absence of formal HR systems and processes. Moreover, supportive infrastructures and systems are typically absent, such as effective and up-to-date communication systems, formal training systems, and regulatory systems providing minimally comfortable/safe

work conditions (Fisher and Hartel 2003; Budhwar and Debrah 2009; Popescu and Crenicean 2012; Paweenawat and Vechbanyongratana 2015).

In the context of Thailand (a developing country), the Thai HE sector faces numerous challenges, including a lack of funding and resources to support the development of strategic HR programs (Tilak 2005, Kamolpun 2015). As mentioned in chapter two, a critical, real-life problem within the education sector is the facts that funding for the sector has reduced in real terms (funds per student) over several decades, putting pressure on HE institutions and their staff. Two main effects of funding cuts have been observed: some universities were transformed into autonomous universities and turned from purely academic institutions into "education businesses" with a responsibility to make or find money, consequently failing to meet broader social objectives (accessibility, for instance); and second, there is a decreased budget for internal activities, including HRM activities such as staff recruitment, training, or development.

In the context of political and economic change, there has been limited research on the developments in HR systems in Thailand in terms of responding to change. Kokkaew and Koompai (2012) examined HR practices in the Thai construction sector. They found that active HR systems, including job evaluation, HR planning, and the strategic alignment of HR practices with organisational goals played an important role in the relative success of the construction companies studied. At the same time, they identified recurring challenges for the sector and for HR practices, including skilled labour shortages and high labour turnover while complying with labour laws and regulations, and health and environmental codes, and dealing with an irregular workforce affected by weather and seasonality. To date, there have been no studies that have examined the strategic alignment of HR programs in the Thai HE sector. This study fills that gap.

3.8 Relevance of SHRM to the Thai HE Sector

University institutions have different challenges compared to for-profit businesses and industrial organisations (Birnbaum and Edelson 1989) because the core business of universities is learning (Kairuz et al. 2016). The function work of academics is founded on learning, which includes teaching, research, services to the community and governance, and engagement with professions. Kairuz et al. (2016) argue that HE sectors need to change their form of management, which traditionally leans on key performance indicator systems for performance management. The management of university academics are obligated to follow central government directives while to developing new knowledge, which is essential in HE. The management of HR in HE deserves attention as that profession plays a vital role.

Moreover, there are many challenges influencing Thai HE management, both internal and external to the organisation. The challenges include the fact that the Thai HE sector faces ongoing institutional, social, political, and financial issues, as discussed in chapter two. For example, there is a lack of available young Ph.D. graduates capable of replacing retiring professors; there are simply not enough new postgraduates to supply the sector (Pimpa 2011). Although universities have taken substantial steps to reform their workplaces into environments that are more attractive to the next generation, the available talent pool is too small (Fry 2002; Aramnet 2016). Finances then come into play as limited funds are available to attract and retain quality staff. Thai universities are not able to compete on a financial level with other Asian universities in Japan, Korea, or Singapore to attract and retain the best research and teaching staff. In contrast, the openness of educational institutions in the U.S. allows for sharing best practices at conferences or during visiting lectureships; consequently, peer review and gaining comparative perspectives takes place regularly at all academic and research levels. Likewise, U.K. universities use benchmarking groups to track progress of their own performance on a time-series basis, comparing institutional competitors and to set

performance objectives. In what is an increasingly global academic market, this remains a serious hurdle for Thai HE.

There is also a cultural barrier in Thailand, evidenced by the long history of strong government control over the sector; universities were considered quasi-public sector organisations subject to centrally determined rule- and process-driven HR systems. Governmental policies pressure HE institutions to compete more effectively in the global HE market by adjusting to environmental changes and attaining quality improvements that are need to compete with rapid changes in the external environment (Tasopoulou et al. 2017). It has been noted that the strategies need comprehensive and effective internal developments (Yildiz and Kara 2017). Therefore, HRM strategy is required to meet the challenges of an uncertain environment, despite limited resources.

3.9 The Level of Analysis

The editors of the *Academy of Management Journal*, Eisenhardt, Graebner, and Sonenshein (2016), suggested that a basic analysis of inductive methods should initiate with building thick descriptions from the data to increase the conceptual processes, such as coding and measuring, and to engage with the literature to improve both the constructs and the theoretical logic of the relationships between such constructs. Therefore, this research employs case study research methods to examine HR practices in the Thai HE sector.

In this research, micro and macro levels of analysis refer to the way in which the research phenomena are sorted and arranged. The research proposition will focus on applying micro- and macro-domain examinations and will analyse individual HR practices within the entire HR system (Huselid and Becker 2011). The explanations are drawn from two levels of analysis to identify differences between HR policies and practices within the HR system: macro (organisation/university) and micro (individual/faculty) domains (Wright and Boswell 2002).

The purpose of the case studies is to identify the strategic orientation of the Thai HE sector. Then, the thesis will examine the link between the HR system and strategic goals. SHRM explanations are based on an integration of micro and macro levels of theory and analysis (Huselid and Becker 2011; Aguinis et al. 2011). Wright and Boswell (2002) maintain that macro-level research can benefit from micro-level analysis. In contrast, micro-level HRM research can learn from the overarching goals of macro-level research. In the same way, macro-level HRM research also generally seeks to understand the HRM system as a goal rather than as an individual practice. Micro-level HRM research focuses on individual HR practices; for instance, employee-based resources lead to competitive advantage only when they are a fit with other organization capabilities that enable the firm to effectively orchestrate them for productive use (Collins 2021). Therefore, applying macro goals to micro-level research entails expanding the focus from individual practices to HR systems. For these reasons, this research will focus on multiple HR practices or the HR system as a whole to develop an explanation based on bridging the micro and macro perspectives (Felin and Foss 2005; Abell, Felin and Foss 2008; Aguinis et al. 2011; Huselid and Becker 2011).

An integrative focus across various areas of HRM would accurately distinguish between strategic and non-strategic practices and consider the interface between micro and macro areas in terms of how those areas can contribute to one another (Wright and Boswell 2002). Abell, Felin, and Foss (2008) assert that micro-level foundations have become an important emergent theme in strategic management. Strategy needs to build clearly on foundations at the individual level to generate a firm-level phenomenon. Consequently, an explanation of the theoretical mechanism of a strategic foundation will be incomplete if the micro levels of individual actions and strategic interactions are not considered. Therefore, the bridging of the micro and macro domains is a specific and key challenge for the field of strategic management methods and theories.

Moreover, the concept of synergy needs to be considered within the domain of HR policies and practices and within the broader management system of the workplace or business unit. Therefore, to make genuine theoretical progress, researchers must go beyond the construction of the lists of practices and seek to identify the processes and mediating variables that a set of practices is supposed to influence or enhance, or indicate the path that might characterise HPWS as leading to superior individual, team or organisational performance (Boxall and Macky 2009).

The next process of the research will examine specific programs and policies. These will be designed and implemented within the Thai university case studies. The explanation regarding the domain of HR policies and practices within the broader management system of the workplace in this research will consider which HR policies support organisational objectives and identify which HR practices may be used in policies to achieve domain objectives. Paauwe and Boon (2018) argue that the impacts of both external and internal environmental requests are important in shaping HRM policies. The systematic link between organisational strategy and the HRM practices that are implemented in that organisation should focus on how strategy and HRM policies are related and on what kinds of HRM policies would help to implement that strategy.

Wright and Boswell (2002) suggest that bridging the micro and macro domains not only requires an examination of the application of macro goals in relation to micro research, but also the recognition of the distinction between HR policies and practices. HR policies represent an organisation's stated intentions regarding HR programs, processes and techniques, which should be implemented within the organisation (Wright and Boswell 2002). HRM practices consist of the actual programs, processes and techniques that are utilised and operationalised in the firm (Wright and Boswell 2002; Huselid and Becker 2011). There are three recommendations for identifying differences between HR policies and practices (Wright and Boswell 2002). First, from a macro perspective, it is necessary to access the actual HR practices rather than the

stated HR policies (Huselid and Becker 2000) and ask respondents to indicate the practices rather than the policies. This implies that it is better to ask employees about such practices rather than HR executives because employees can only give responses regarding actual practices rather than policies. Second, there is a need to ask questions to expose gaps between the formulation and implementation of HR practices to establish why policies and practices do not converge. Third, a distinction should be made between the macro measures of HR practices and micro-level research to support the specification of the most effective HR practices from a technical point of view. Future research is needed to develop and cover macro-HR practice measures so that they more accurately reflect technically effective micro-HR practices. The research framework offers a classification of the unit of analysis for this case study research to explain and provide an answer to the research questions (Yin 2018). Integrating the micro and macro aspects of the framework provides the guidelines for defining the case and unit of analysis, which offers individual (micro) and organisational (macro) perspectives in this research. Moreover, distinguishing between HR policies (formulation and implementation) and HR practices (transactional activities and strategic activities) enables a more in-depth reflection on the phenomena of HR strategies and the integration of HR policies and practices congruent with organisational strategy, as a means to enable organisations to achieve their goals.

3.10 Research Contribution and Research Process

Based on the findings from previous research, there are two challenges facing SHRM: the relationship between HR practices and organisational performance is unclear, and the variety of approaches to matching HRM with business strategy. Considering the problems faced by the Thai HE sector; it is worthwhile to question how Thai HE institutes use SHRM practices to support their organisational objectives. Thus, the research gap to be addressed is the application and assessment of SHRM practices in Thai HE in the context of organisational change.

Jiang, Lepak, Hu, et al. (2012) argue that although prior research has shown the mechanisms through which HRM is related to some organisational outcomes, how HRM is related to different organisational outcomes is unclear. They suggest that the key components of the relationship between HRM and organisational outcomes should concern categorising the organisational outcomes into three primary groups related to HRM: (1) HR outcomes refer to those most directly related to HRM in an organisation, such as employee skills and abilities, employee attitudes and behaviours and turnover; (2) operational outcomes are those related to the goals of an organisational operation, including productivity, product quality, the quality of service, and innovation; and (3) financial outcomes reflect the accomplishment of the economic goals of organisations. These three categories of outcomes are all used at the organisational level.

FIGURE 3.2 Theoretical and methodological framework
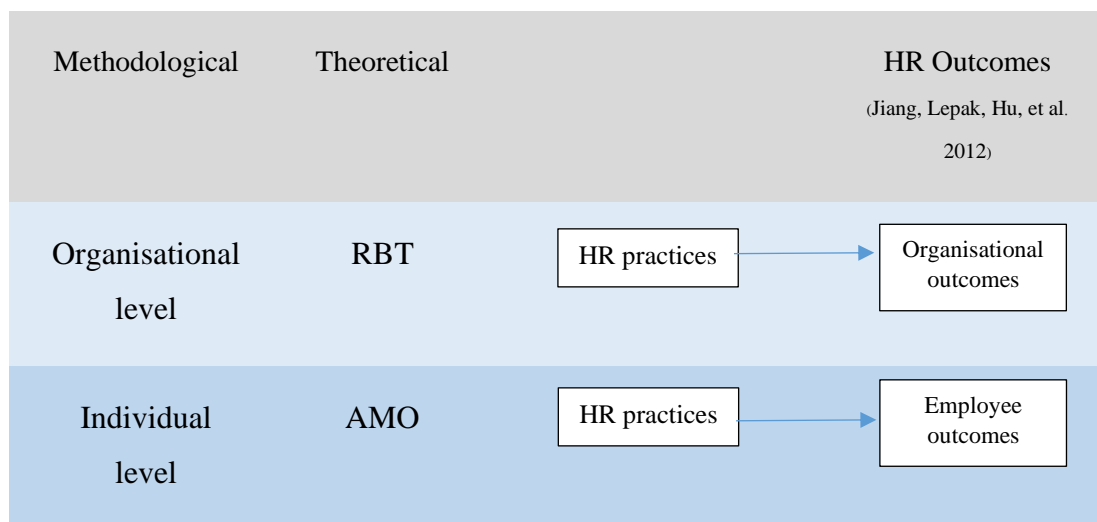
Source: Adapted from (Lepak et al. 2006; Jiang et al. 2012; Beltrán-Martín and Bou-Llusar 2018; Jiang and Messersmith 2018).

Figure 3.2 demonstrates the thesis framework for this research. Its focus is on the interaction between HR practices and HR policies. Identifying the relationship between HR practices and organisational outcomes is central in the literature (Jiang, Lepak, Hu, et al. 2012; Jiang and Messersmith 2018).

The research will examine the role of HRM in the context of organisational change in the Thai HE sector (Huselid 1995; Dany, Guedri and Hatt 2008; Hitt et al. 2001; Wright, Dunford and Snell 2001). It will focus on examining the links between the HR system and strategic goals within each of the case study universities. The specific programs and policies will be examined in terms of their design and implementation. Then, the study will examine the effectiveness of the HR programs in terms of accomplishing their organisational goals. Both micro and macro views will be considered in the research explanation. This research will examine relevant organisational documents and interview key stakeholders; the methods will be explained in detail in a subsequent chapter 4.

3.11 Summary

This chapter outlined the theoretical foundations of the thesis. SHRM is supported by the RBT of the firm and suggests that HRM practices can strategically contribute to organisational goals. This is particularly the case with HPWS and AMO, which link bundles of HRM practices with superior strategic performance. The important contributions of the research are: first, to examine the development and implementation of SHRM practices in the Thai HE sector, and second, to focus on the interaction between HR functions, HR systems, and HR programs (Sutton and Staw 1995; Whetten 1989). Applying macro- and micro-domain examinations will expand the attention paid to individual practices within the entire HR system (Huselid and Becker 2011). Through the examination of HR strategies and programs, the research will highlight the challenges of developing and implementing SHRM in the Thai HE sector (Wright and Boswell 2002).

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The purpose of this chapter is to explain and describe the methodology and research design that were employed for this research. This chapter reviews the relevant literature and texts to outline the importance of the research. It will justify the use of a qualitative methodology and a case study approach. These approaches will be shown to contribute to an appropriate research design for providing a causal explanation of the process of events and for fulfilling the objectives of the study. Later, the chapter discusses the appropriate data collection and analysis techniques and procedures. In addition, a statement of the procedures used to gather data by means of case study interviews is presented. A specific method for analysing the interview data is outlined. Finally, the criteria for judging the quality of the case study research design in terms of trustworthiness and triangulation is suggested prior to the formal conclusion of the chapter.

4.2 Research problem

The research problem involves understanding the HRM system that is in use in the Thai HE sector. As discussed in chapter two, the Thai HE sector faces many problems, which affect the suitability of the HR systems used in HE institutions; this research will highlight these issues and identify the practices employed to tackle them. Additionally, due to the fact that there is limited literature to draw upon, the relationship between HR practices and organisational performance within Thai HE institutions and the strategic HR programs employed as part of HPWS in the Thai HE sector, are unclear (Boon, Den Hartog and Lepak 2019). There is an absence of systematic research on the SHRM policies and practices addressing the Thai HE sector. Therefore, the research problem (the gap between the research concern and the data) concerns how Thai universities develop and assess strategic HRM programs.

The research strategy employed is based on qualitative research, which emphasises an inductive approach to the relationship between theory and research. An inductive approach infers the implication of the researcher in discovering a theory and gaining an understanding of the meanings that humans attach to an event. The research findings feed back into the stock of theory and are associated with a certain domain of inquiry. Therefore, an inductive approach is used to answer the question of what is going on and to better understand the nature of a problem (Bryman and Bell 2011).

Shaw et al. (2023) maintained that a foundational philosophical approach and methodological approach needed to be aligned; that is, the methods and data analysis embedded within the framework of a case study research design and its epistemological approach need to be consistently considered throughout the process when conducting case study research. A research philosophy provides a guide for a researcher in terms of developing knowledge in a specific field. In this case, the researcher emphasised an epistemological view when interpreting existing knowledge. From reviewing empirical research on HRM and SHRM, it can be observed that much of the previous research demonstrated how SHRM is viewed subjectively with HR managers and HR workers as social actors. The epistemological perspective is a justification for what type of knowledge is acceptable and concerns the questions of what it is and of further explaining how it works. It is believed that a particular central issue is the question of whether or not the social world can and should be studied according to the same principles, procedures and ethos (Bryman and Bell 2011).

There are two perspectives of epistemology: positivism and interpretivism. An important aspect of positivism is that it advocates the application of the methods of the natural sciences to the study of social reality, beyond the relationship between theory and research; interpretivism shares the view of the subject matter of social sciences. The study of the social world requires a different logic of research procedure, which reflects the distinctiveness of humans, as opposed to the natural, and requires an interpretative understanding of social action as being meaningful to the actors, therefore needing to be interpreted from their point of view (Bryman and Bell 2011).

This research focusing on the interpretivism perspective requires the social scientist to grasp the subjective meaning of social action. This can be achieved through case study research. Yin (2014) assesses the applicability of different types of epistemologies to the case study research. Most case study research is described from the interpretivism perspective. The growing interest in case studies and their prevalence have led to a need for the further conceptualisation and clarification of this research approach (Grünbaum 2007).

The different components of HR systems can influence firm performance through different mechanisms and effects. To gain a deeper understanding of the complexity of the relationship between HR systems and firm performance, Jiang, Takeuchi, and Lepak (2013) argue that future researchers need to focus on the impact of HR systems from the standpoint of the firm and concern themselves with a multi-level research approach. This focus integrates the AMO model (ability, motivation, and opportunity) and a multi-level model of SHRM. First, posited as bottom-up effects at the individual-level are employees' AMO (concerned with the unit level). Second are individual perceptions and reactions to HR systems; researchers are encouraged to not only examine the top-down influence of HR systems on individual-level variables but also test the bottom-up effects of aggregate individual outcomes on firm performance to show a complete mediation process through employee outcomes.

Such an interpretation will be reflected in a variety of HR programs with different objectives within an HR system. It will demonstrate that a unit-level empowerment climate can make employees believe there is meaning in their work roles, that they possess the competence to undertake their task responsibilities and they have discretion to determine how to complete their work. Employee interactions and involvement at the higher levels can have a top-down impact on how employees perceive their opportunities to complete their tasks.

In addition, HR systems contribute to organisational performance by affecting employee outcomes (e.g., the behavioural perspective and resource-based view). It is

employees who contribute to team-level outcomes by employing their KSAOs and trying to succeed well in certain situations. Moreover, team-level outcomes are combined to influence organisational effectiveness. Therefore, the contributions of HR supporting organisational goals through aligned HR programs and policies, reflected by practices and activities within the HR function, are important contributions to an organisation's sustainability.

It is important to have a clear understanding of the strategic HRM paradigm to be strategically sustainable. HR practices can be put into practice to provide incentives that reflect the organisational environment or social goals, and sustainability effectiveness can depend on or be affected by HR policies and practices that will, in turn, affect human capacity (a combination of capability, opportunity, and motivation) (Boudreau and Ramstad 2005). Therefore, this research takes a descriptive, explanatory multiple case study approach, utilising AMO and RBV to interpret and extrapolate findings to further understand the research questions.

4.3 Justification for the qualitative research methodology

This research uses a qualitative research methodology and takes an inductive approach to the examination of the research questions. This research invites a qualitative research technique that leads to a particular way of thinking and addresses the problem or issue that needs to be explored regarding the challenges of SHRM within the Thai HE sector. The characteristic of qualitative research is a basic interpretative study that focuses on how participants interpret their experiences, construct their phenomena, and what meaning they attribute to their experiences (Merriam 2009). In addition, qualitative research predominantly emphasises an inductive approach to the intimate relationship between theory and research, in which the accent is placed on the generation of theories, as they significantly extend RBT and HPWS. Qualitative research seeks answers regarding how the social experience is created, so as to understand the meaning of human attachment to events in SHRM systems, and to explain what occurs in the HE sector (Flick 2014).

The research proposes a qualitative study to understand the process by which events and actions take place to meet organisational objectives (Maxwell 2013). The inductive approach infers that the research findings are associated with a certain domain of inquiry into strategic HR practices intended to achieve HE standards, and quality regulation improvement to adapt to competitive advantages (Bryman 1989).

Additionally, this qualitative research has the purpose of understanding how key participants in the university case studies make sense of their lives and experiences of existing HR systems (Merriam 2009). It attempts to explain the processes of and interactions between HR strategies, policies and practices, and the organisational strategies of the subjects in everyday life, which cannot be addressed by quantitative research (Flick 2014). Consequently, the selected qualitative research strategy is appropriate for this research—to explain SHRM in the Thai HE sector by examining the extent to which strategic HRM policies and practices are evident in the sector.

4.4 Justification for the case study research design

A case study design is the most appropriate design for describing the phenomena and addressing the research problem, in that "a case study is an in-depth description and analysis of a bounded system" (Merriam 2009, 40). A bounded system can be a single or multiple bounded system. It is a unit around the boundaries of what is going to be studied, such as phenomena, programs, groups, institutions or specific policies in a bounded context (Merriam 2009). This case study examines contemporary events in the Thai HE sector, which relevant the research question focuses on an explanation as the preferred research method will deal with operational links that will need to be traced over time, rather than mere frequencies or incidences (Yin 2014).

The knowledge gained from a case study is different from other research; case studies make a distinct contribution to the evidence base, influenced by the nature of knowledge (epistemological approach) (Shaw et al. 2023), which is the primary motivation for using a case study method in this research. Case studies are also more contextual as the experiences are rooted in the context, and are further developed

according to the reader's interpretation (Merriam 2009). The case study strategy generates a deep understanding of the investigated phenomena from the participant's perspective (Yin 2014). A qualitative case study focuses on a particular situation, event, program, or phenomenon, and is characterised by providing a rich description of the phenomenon under study, focusing on the heuristic. This approach brings about the discovery of new meanings, extends the reader's experiences or confirms what the reader already knows (Merriam 2009). Case study research generates an intensive examination of the situation as a means of refining and refuting existing theories rather than building an entirely new explanatory framework (Bryman and Bell 2011).

This research describes and analyses situations and SHTM processes within four case studies. The research questions aim to explain to what extent SHRM policies and practices are present in the Thai HE sector, and to provide in-depth descriptions of how SHRM policies and practices are interrelated and how HR programs are implemented. Therefore, the research strategy undertaken is appropriate because the research focus is on contemporary events and does not require the control of behavioural events (Yin 2014).

The type of case focuses on representative or typical cases, thus exemplifying many situations or organisational forms (Bryman and Bell 2011). Creswell (2018) suggests that generalisation requires the selection of representative cases from different perspectives for inclusion in a qualitative study. The type of qualitative case study used in this research employs a collective or multiple case study design (Stake 1995). This is because case study research can capture the process under study in a very detailed and exact way (Flick 2009).

Collecting and analysing data from several cases can be distinguished from a single case study which has subunits or subcases embedded within it (Merriam 2009). The comparative aspects of multiple case studies allows the comparison and contrasting of the findings derived from each of the private and public universities; it contributes to the consideration of both unique and common features across the cases, thereby

providing deeper theoretical reflections on the findings (Bryman and Bell 2011). It is possible then to compare and contrast findings within grouped cases (such as, within private universities) and between grouped cases (private versus public universities).

This research uses a multiple case design and collects data from four universities. An embedded methodological approach to a case study calls for the multi-methods that best support the investigation, in this case, of the HE sector, with a theoretical framework. Thus, four universities formed the case studies, ensuring a multiple case design (Yin 2014). Yin (2018) noted that multiple case designed studies are likely to be more informative than single case studies. Such case studies should consist of at least four cases (fewer than three cases may produce similar results); four to six cases are more likely to reveal contrasting results and different patterns. Indeed, Eisenhardt and Graebner (2007) recommend using four cases because multiple cases typically yield more robust, generalisable, and testable theories than single case research. For these reasons, the sampling in this research is purposive and entails four case studies comprised of two public universities and two private universities in the Thai HE sector.

Purposive sampling selects a sample that the investigator wants to discover, understand or gain insights. The effectiveness of a sampling lies in selecting information-rich cases to study in depth (Merriam 2009). To proceed with purposive sampling, cases should be selected with an emphasis on typical cases, thereby revealing typical outcomes and minimizing interference from outliers (Flick 2014). A typical sample should best involve average persons, and a typical situation or instance of the phenomenon being studied (Merriam 2009). In this research, determinant sampling, based on specified selection criteria, was essential in choosing the people to be studied.

In this study, four cases, with an emphasis on both public and private universities, were selected from the Thai HE sector based on three criteria: (1) the institution's approval rating based on all the indicators and criteria articulated as f external quality assurance standards (drawn from self-assessment reports 2006–2010) (ONESQA 2013), (2) the

university ranked among the top 300 in the Asian university rankings for 2012 (QS 2012b), or (3) the university ranked among the top 500 of the QS World University Rankings for 2008–2012 (QS 2012a). Based on these criteria, the sample was narrowed down to sixteen potential cases (eight science faculties and eight social science faculties). Only the top two science faculties (technology science and health science) and the top two social science faculties (humanities and arts and social science) were selected on the basis of their internal quality assurance scores, this time focusing predominantly on the management perspective component of the internal quality assurance indicators (Commission on Higher Education 2008).

For each university, the selection of interviewees was limited to those staff who have responsibility for developing HR policy and those who have responsibility for implementing HR policy. Six members of the university's staff were interviewed: two from senior management, referred to as 'organisational level' staff, similar to 'senior management' staff (such as university presidents and HR directors), who provided insights into the challenges of HRM, HR strategy, HR strategic intent, and the transformation of HR policies; and four HR officers who work in the HR departments within different faculties—two in science and two in social science departments. These HR officers, referred to as 'individual level' staff have similar duties and organisational status as 'HR operational' staff (HR officers within faculty departments) and provide views on HR practices at functional levels regarding implementation of HRM and HR policies.

The samples were selected based on managerial hierarchy of employment duties and practices (Boon, Den Hartog and Lepak 2019; Cooke, Veen and Wood 2017) within the universities, such as the university president, HR directors, and HR officers., representing interrelated social networks of HR systems and patterns of HRM relationships (Saldaña 2015).

4.5 Data collection

Data were collected during a field research trip to Thailand (October 2013 to February 2014) using interviews and documentary analysis. Hence, both primary and secondary data collection methods were used. Data collection in this research incorporates methodological triangulation by examining different sources of data and informants from the university (Denzin 1989). In addition, collecting data with a specific emphasis on describing its relevance to the research questions and providing a clear explanation of how epistemological assumptions regarding the case were put into practice during the analysis to generate the reported findings (Shaw et al. 2023). The data from documentary sources draws on multiple official and public documents, including faculty and university documents, policy statements, annual progress reports regarding internal quality assurance and self-assessment reports for years 2006–2010 concerning external quality assurance assessments (Bryman and Bell 2011).

4.6 Semi-structured interviews

Semi-structured interviews were undertaken with key participants in the case study organisations to understand their day-to-day tasks, implementation of HR programs, and their experiences (Travers 2001). The interview strategy involved semi-structured interviews; although this structure relies primarily on questions following an interview guide, it is flexible and allows follow-up or probing questions to be asked in response to participant replies (Bryman and Bell 2011). The semi-structured interview method embodies a subjective theory that contributes to studying everyday knowledge. Flick (2014) acknowledges the efficacy of a subjective approach to collecting data when the interviewees have a complex stock of knowledge about the topic under study.

The lists of questions were based on the research questions and objectives of the study. In this case, the subjective, guided questions raised several topics regarding SHRM, such as major challenges to HRM, how HR policies are formulated, what the process is to implement of HR programs, what factors drive and inhibit SHRM practices, and

73

what the role and responsibilities of HR should be when implementing HR policies and practices versus the role HR actually plays. The focus was on confrontational questions, which corresponded to the theories and relationships that the interviewee was given. (A sample of the questions used in the semi-structured interviews is included in Appendix E).

A semi-structured interview is a method used for reconstructing subjective theories. The term 'subjective theory' refers to "the fact that interviewees have a complex stock of knowledge about the topic under study" (Flick 2014, 217). Consistent with the subjective theory concept, standardised semi-structured questions allow for the contents of the study to be reconstructed during the interviews. Semi-structured interviews are flexibly worded, with a guide that includes a mix of structured interview questions (Merriam 2009). Certain topics are raised initially with open questions, but are follow-up with a confrontational question. The specific data required from all respondents were guided by the list of structured questions and specific issues to be explored (Merriam 2009).

The pilot testing of the interview questions was conducted with three experts knowledgeable about SHRM and qualitative research. They helped to refine and improve the interview questions, gave recommendations that provided clarity to the focus of the research topics. (As the interviews were conducted in the Thai language, the experts also assisted with language translation.)

The preparation for the interviews involved the construction of a participant information sheet (see Appendix F) and a consent form (see Appendix G). The participant information sheet provides to the interviewees an overview of the research: introduction, purpose of the research, what participation involves, who is invited to participate in the research, how the information collected will be used, an explanation of confidentiality, and contact details. A consent form was also prepared for the interviewees, which they had signed prior to commencing the interview. The processes

associated with both documents were compliant with the National Statement on Ethical Conduct in Human Research (section 5.1.7 and sections 5.1.18-5.1.21); the Curtin University Human Research Ethics Committee filed a Form C Application, indicating a low risk, and approved the research before the fieldwork began. The participant information sheet and the consent form both indicated that the interviews were conducted in the Thai language (see Appendices H, I, and J). The transcriptions were subsequently transcribed into English and verified by an independent bilingual researcher.

When collecting case study data, there should be an emphasis on details provided by multiple sources to facilitate the understanding of complex work organisations as cultural entities (Bryman and Bell 2011). This approach requires the identification and participation of key informants in the context of conducting an ethnographic study. The key informants or interviewees are those who can direct the researcher to situations or social settings, important events, and individuals likely to be helpful in undertaking the investigation (Bryman and Bell 2011). Consequently, semi-structured interviews were conducted with twenty-four employees: (1) four presidents of public and private universities, who are key to driving organisational strategy, (2) four directors from the main HR offices of public and private universities, to aid in understanding key HR practices at the university level, and (3) eight HR officers working in faculty of science departmental offices and eight HR officers from departmental offices in social science faculties, who could identify key HR practices or HR functions at the faculty level (Bryman and Bell 2011).

This hierarchical array of interviewees represent respondents from macro (university level) and micro (faculty level) domains. The macro domain, represented by responses from interviews with senior management (two interviewees—the HR vice president and HR manager or the HR director), and the micro domain, represented by operational level staff), were observed.

4.7 Data analysis

It is preferable to analyse qualitative research data simultaneously with collection of the data. It is important to recognise that the final outcomes are shaped by the data collected, and therefore, it is important that the analysis accompanies the entire process (Merriam 2009). Maxwell (2013) suggested that data analysis is a part of design, which, in qualitative research design, requires decisions about how the analysis will be conducted. The data analysis in this research uses a series of findings from the data. It presents the connections among Thai HE sector phenomena, and delves into the underlying processes of strategic HRM activities so as to understand the systematic reasons for a particular occurrence or non-occurrence (Sutton and Staw 1995).

Data analysis is the process used to answer the research questions, often segmented for analysis by category, theme, or finding (Merriam 2009). Three strategies are commonly used for qualitative data analysis: (1) transcribing memos, field notes, or transcripts, (2) categorising research responses, and (3) connecting themes (Maxwell 2013). At first, memos may appear to be unrelated to data analysis as they do not reflect research goals, methods and theories, but Maxwell (2013) argues that memos are an important part of analysis. Writing memos captures analytic thinking about data, and facilitates thinking or stimulates analytic insights. Therefore, in this research, the analysis of the data process began with the interview transcripts (in Thai).

Analysing data collected from the relevant interview (which had been translated from Thai to English) involved coding and categorising the responses. Field notes taken during and after the fieldwork were helpful. Coding is a preparatory step to facilitate accessing data, getting it ready for interpretation. (Merriam 2009). The statements from interviews were categorised, and each category constructed was respectful of responses, capturing the meaning of the phenomenon expressed (Merriam 2009).

In this research, pattern coding was chosen as the appropriate coding method. Major themes from the data were developed by searching for rules, causes, and explanations

in the information. Pattern coding is appropriate for examining social networks (HR systems) and patterns of human relationships (HR programs) (Saldaña 2015). A core principle of coding and categorising is that parts of the data and statements are taken out of their context and grouped with other bits of data or statements, before being organised into categories and subcategories based on their relationships (Flick 2014).

As a next step in analysis, theme strategy can be used to develop keywords to form groups of ideas. A 'theme' is an implicit topic that is used to organise a group of repeat ideas or text-based categories (Auerbach and Silverstein 2003). In this case, five core concepts were used as keywords to classify the core research propositions, and to code the research data: HR system, HR policies, strategic intent, HR practices, and HR programs (see Appendix A). The use of research propositions provides direction and emphasises the need to pay direct attention to something that should be examined within the scope of the study (Whetten 1989).

Qualitative content analysis and analytic induction were the data analysis methods applied in this research to develop an understanding of social reality. Qualitative content analysis (or ethnographic content analysis) was first employed to analyse documents and textual material, and to gain an understanding of the context of the documentary items (office documents, policy statements and self-assessment reports for the years 2006–2010). Categories emerged along with a recognition of their significance, within their context (Bryman and Bell 2011). Then, analytic induction took place by reviewing the literature, developing hypotheses, and moving back and forth between data collection and analysis and theory generation. Theoretical sampling enriches the developing theory and is needed to control the process of selecting data in relation to the emerging theory, whereas analytic induction uses the deviant case to control the developing theory and is concerned with securing it by analysing or integrating deviant cases (Flick 2014).

Interpretations are derived from the coded information (Flick 2014). In this case, by involving multiple case studies with multiple data sources, the process of data analysis

allows information to be reviewed, sorted, and aggregated into nodes linked to the key research themes or questions. Explanations evolved using within-case analysis, which is a typical approach to providing a detailed description and understanding of the complexity of each case, and themes within the cases (Creswell 2023). The goal is to analyse the case study data by building an explanation of the cases, precisely because the proposition of this research is to explain and understand HRM phenomena and to generate explanations that address the key research questions (Yin 2014).

This research used a thematic data analysis method for data analysis as a strategy for interpreting various aspects of the research topic. Thematic analysis focuses on a systematic approach to analysing and identify themes in the raw data and involves searching across data sets with the aim of finding repeat patterns for meaning. A step-by-step summary of thematic data analysis is demonstrated in Table 4.1 (Flick 2014; Braun and Clarke 2006).

TABLE 4.1 Summary of step development for thematic data analysis

Step	Description
Step 1: familiarising oneself with the data	After the researcher has collected the data and transcriptions, initial analytic interests or thoughts are noted, and a thorough immersion takes place by repeat reading of the data, searching for meanings and patterns; the processes of notetaking and marking ideas for coding begins.
Step 2: generating initial codes	The codes are developed (see Appendix A for keywords from scholarly databases), and initial codes are identified from the data. Then, a distinction is made between thematic codes (expressed verbally) and latent codes (with underlying meanings). The work is performed systematically to identify passages of text throughout the entire analysis, focusing on the context of the extract, realising that each statement can be coded into various themes. This research uses manual coding (see Appendix K for an example of a transcribed interview with coding).
Step 3: procedure for thematic coding	Initial interpretation takes place for the series of case studies and addresses the cases involved. A short description provides information about the person formulated from responses to the research questions; this helps when summarising the information, focusing on the key points gathered from the interviews. Then, a system of categories is developed to generate thematic domains and categories, initially using a single case. After analysing the first case, the thematic structures identified for each other case are cross-

Step	Description
	checked. In turn, these provide the foundation to analyse the remaining cases, thereby increasing the comparability or distinctiveness of each case.
Step 4: reviewing themes and pattern coding	Pattern codes are explanations or inferential codes (Saldaña 2015), and the technique of pattern matching is particularly useful for analysing case studies (Yin 2014). Theoretical patterns are compared with empirical patterns to confirm the guiding theoretical assumptions. Pattern coding is appropriate for developing major themes from the data, and for examining social networks and patterns of human relations. This coding method is also suitable for laying the groundwork for cross-case analysis by generating common themes and directional processes (Saldaña 2015).
Step 5: producing the report	The results from the pattern matching technique typically strengthens the internal validity of a case study. The outcome of the patterns indicates how and why a specific outcome occurred in each case (Yin 2014). The findings demonstrate patterns within and across themes, and the results within case data reveal any unique patterns in a case. The results of the cross-case analysis are compared and contrasted to identify the key themes in each case, and in this study used to bring focus to the strategic HRM practices, noting group similarities and intergroup differences.

The secondary and other data, including executive reports, were collected from case study organisations and online. The documents and textual material were used to

gain a deeper understanding of the context of the items analysed (office documents, policy statements, and self-assessment reports for the years 2006–2010). This approach allows categories to emerge from the data, with a better recognition of their significance within the context of the source (Bryman and Bell 2011).

4.8 Trustworthiness and triangulation

Trustworthiness was the dominant criterion for evaluating the internal reliability and validity of this qualitative study. Trustworthiness concerns the credibility of the research findings; that is, the extent to which the findings are believable and acceptable (Bryman and Bell 2011). Denzin (1989) suggests a multiple triangulation strategy is a suitable technique for increasing the probability of credible results. By using different sources of data and methods, this strategy facilitates the validation process and reduces the potential of research bias. Indeed, triangulation can strengthen case study design. The Denzin and Lincoln (2003) approach highlights four basic types of triangulation: (1) data, (2) investor, (3) theory, and (4) methodology; this research employed data triangulation to validate findings.

In addition to these four types of triangulation, Flick (1992) suggested a fifth, reflexive triangulation; data produced by different techniques are compared and assimilated in order to generate a detailed understanding of the process being investigated. Flick (2014) suggests that the issues arising from triangulation may lead to three types of results: converging results, complementary results, or contradictions. A better justification for triangulation is results in different terms of focus and level, which means that they complement each other or even seem to contradict each other at first. In these situations, one should not question the conformability of the results; rather one should look for (theoretical) explanations of where this difference comes from and what this diversity may reveal about the research and the issue being studied. As a result, triangulation is most fruitful as a strategy for a more comprehensive understanding and

81

as a challenge to look for more and better explanations. Therefore, this research employed triangulation through a combination of methods, which examined different sources of data and informants within the universities for the purpose of validating the information (Bryman and Bell 2011).

Pre-testing and conducing a pilot study are crucial components of a good study design (Edwin van and Hundley 2002). A pilot study was conducted when developing and testing the adequacy of the central research instrument—the semi-structured interview questions. The initial pilot study used in-depth interviews with experts in qualitative research to establish the issues that needed to be addressed and to identify key issues from which questions for semi-structured interviews could be developed. The final pilot was conducted by two English-language experts from the Department of English in the Faculty of Humanities, who checked the translation of the questions from English to Thai language. Later, transcriptions of the interviews in Thai translated into English and verified by an independent bilingual researcher.

4.9 Units of analysis

This research used purposive sampling; key informants are based on units of analysis. Multiple units of analysis are used in embedded design studies. The units of analysis focus on an embedded design that includes multiple units of analysis and includes main and smaller units at different levels, divided into two groups: organisational and individual level. The objective is to look for consistent patterns across units within a case (Yin 2014). The embedded analysis of specific aspects of the case gleans detailed descriptions from the case, including aspects such as the day-by-day rendering of its activities (Creswell 2018).

The data were analysed within the case studies, relying on the theoretical propositions of AMO and RBV. The analysis in this research emphasises the theoretical orientation guiding the analysis, which are aligned with the theoretical propositions that formed

the design of the case study. This method helps to focus attention on certain data and to ignore other data (Yin 2014).

4.10 Limitations of the methods

There are several limitations regarding the case study method. First, thematic analysis is often used as a basic method of qualitative data analysis. However, in practice, this method is limited by the time-consuming nature of the procedure. The analysis of texts consists of coding statements and narratives into categories. It elaborates on communications and correspondence to find categories across groups, and differences between groups, using distribution codes.

The case studies used in this research originated in public and private Thai universities, but the actual timeline of the data collection in Thailand corresponded with a very real, political crisis that coincided with the study. Parts of the protests took place on various university campuses in Bangkok, which caused the universities to be shut down while the protests were taking place. This affected the procedural aspects of the case study and was an inherent limitation because the target universities willing to participate in this research were mainly in Bangkok.

Chapters 5 to 8 illustrate the context of the conducted study, after the thematic data analysis. Each chapter represents one case study which has been systematically examined using the same research questions, entailing pattern codes and theoretical patterns. Summaries at the end of each chapter sets out the key findings

CHAPTER 5

CASE STUDY A

This chapter focuses dominantly on the first case study undertaken for this research. In each of the four Thai HE institutions, six members of staff were interviewed: two from senior management (organisational level) and four HR officers (employees working on HR-related matters in faculty departments).

Chapters 5 to 8 address one case study. Each chapter is divided into three parts: Part one gives an institutional overview and provides fundamental data, such as the vision, mission, number of students, number of employees, and other relevant data about the individual university. The overview focuses on the institutions Human Resource Management (HRM) Office and data gathered from its annual reports for the period 2013-2016.

Part two presents an analysis of the participant transcripts based on the categories and themes that were identified. Quotes from the interviews are used throughout this section, but not a reproduction of the entire transcript. From each transcript, significant phrases or sentences are presented and then formulated to explore meanings and significance, clustered according to themes. Results are presented for each case analysis, including thematic analysis used to determine the key findings of the research.

The third part discusses the results and is divided into two sections. The findings are first placed within a research outcomes framework, as articulated above in Chapter 3. Second, the findings are compared with the extant research literature (see Chapter 3). The conclusion analyses the various HRM approaches being implemented for that specific case and examines them in terms of their effectiveness. Suggestions are made regarding possible improvements to the models being used, together with appropriate critiques or approvals.

5.1 Institutional Overview

This case study is a well-established public university. It ranked within Thailand's top ten HE institutions, and has a vision that positions it as a 'world-class' university (see Table 5.1 for institutional details). According to the university's vision, knowledge should not only be disseminated, but also generated … the ultimate goal is to improve the very fabric of Thai society in a lasting way. Its mission states that it should innovate, develop leaders, create public awareness, produce research, and use knowledge for the sustainable development of the country. It aims to be a centre of academic excellence. Rankings of world universities places it within the top 100 universities in Asia and top 500 in the world. It is a large institution with several dozen faculties, colleges, and research institutes. To gain admission, students are expected to have previously received the highest grades.

There are more than 7,000 employees: 5,066 (64%) work in administration. The other 2,842 (36%) are classified as 'academics'. Of the staff members classed as academics, 2,097 (74%) hold doctorate degrees, and 745 (26%) do not have a doctorate. Among the 2,097 doctorate-holding academics, 1,711 (82%) hold academic positions. Within the academic ranks, 158 (9%) are professors, 689 (40%) are associate professors, and 864 (50%) are assistant professors.

The student body is comprised of 37,894 individuals, of which 25,568 (67%) are undergraduates. The remaining 12,326 (33%) postgraduates pursuing master's or doctorate degrees. The students are distributed across 450 programs: 71 (16%) are designated as undergraduate degree programs. The remaining 379 (84%) are master's or doctorate postgraduate programs; of these, 88 (23%) are offered in an international language.

The University Council acts as the executive body of the university's governance system. The composition of the University Council includes experienced and

knowledgeable experts from outside the institution; the Council acts as an advisory body to the university president. These experts/members are not full-time staff, and they serve by to providing guidance for long-term planning and 'big picture' thinking.

The president works fulltime and operates as the most senior line manager and operational chief of staff in all matters. Operating under and reporting directly to the president are vice presidents (VPs), one of whom is the VP of personnel management, and it is this position that takes ultimate responsibility for matters pertaining to HRM. This VP has an assistant VP who acts as the head of the HRM Office.

The HRM Office is responsible for the HR philosophy, vision, mission, strategies, and plans. The HRM Office's vision and mission focus on high performance in terms of HRM, and on managing and developing HR systems to promote organisational development. The HRM Office also provides competencies, rules, regulations, and policies for HRM. The HR officers are keen to support the university's mission, by ensuring the HRM office is a high-performance organisation that supports the university's main activities of teaching and learning, research, community services, and the preservation of Thai culture.

The HRM Office is divided into three divisions: personnel system development, personnel administration, and personnel development. The personnel system development division has the responsibility of analysing strategic and HR plans. The personnel administration division is responsible for employee compensation and benefits, recruitment and selection, and career paths. The personnel development division is responsible for analysing individual development needs, including staff training and development.

TABLE 5.1 Institutional Features of Case Study A

Category	An overview of Case Study A
Type of higher Education (HE)	Public university.
Organisation size	Large institution with several dozen faculties, colleges, and research institutes.
University ranking	In the top 100 universities in Asia and top 500 in the world.
Organisational target	Aims to be a centre of academic excellence.
University's vision	Aims to provide knowledge that substantially changes Thai society and culture.
University's mission	To innovate, develop leaders, create public awareness, produce research, and use knowledge for the sustainable development of the country.
Number of employees	Total 7,908 employees, of which 64% are administrative and 36% are academic staff.
Employees' education level	74% of academic staff hold doctorate degrees.
Academic positions	9% professors, 40% associate professors, 50% assistant professors.
Number of students	About 38,000 students: 67% undergraduates and 33% postgraduates (master's or Ph.D.)
Number of programs	450 programs: 60% undergraduate courses, 84% either master's or Ph.D. postgraduate courses, 23% are offered in an international language.

Source: executive summary report 2013-2015 and annual report 2016

5.2 Data Analysis

This section organises the data and transcribes what the key informants said in the interviews. This research uses purposive sampling and divides the key informants into two groups (organisational and individual levels) in terms of the units of analysis, with questions asked to specific and appropriate interviewees to provide the data (key informants); for example, one group included one key informant with experience and awareness and the capacity to discuss HR strategy for driving organisational strategy, another focusing on HR administration at the university level, and third key informants focusing on operational HR in the fields of science or social science and able to identify key HR practices or functions at the faculty level. The responses from strategic HR and senior HR administrators are identified as 'Senior HR Management'. Observations from HR officers at the operational level are labelled as 'HR Operational'.

This section analyses the data and describes them in relation to the categories used in the analysis. Explanations are provided based on the research questions. Pattern coding is appropriate for interrelated and social networks (HR systems), HR plans or organisational goals or objectives for managing HR (HR policies) and patterns of human relationships (HR programs) (Saldaña 2015).

Q1. What are the major HR challenges facing the institution?

Q1.1 Rapid environmental change

In Case Study A, Senior HR management's perceptions acknowledge that staff development needs to take place to cope with an environment that is itself in a constant state of change. Change itself can be a challenge as the university seeks to move forward as a different entity from that which it has been for decades.

"From an HR point of view, the most significant challenge that we encounter is a rapidly changing world." (Senior HR Management).

The findings from the interviews provide insights into how senior manager are concerned that external changes demand internal responses, especially regarding staffing. This means that effective Human Resource Development (HRD) and training are required because of external pressures.

> "Our university was under the government system for a long time, with less emphasis placed on HR development. … The employees have not been given enough training to cope with these rapid changes." (Senior HR Management).

However, the very HRD changes deemed necessary by senior management to cope with external developments face resistance from some staff. Senior management believes that HRD is important to develop and train employees to adjust and cope with rapid change, but the training offered so far has not been effective.

> "The challenge is dealing with HRM/HRD in a fast-changing environment. The lack of appropriate training has resulted in our employees not being able to adapt fast enough to the ever-changing working environment." (Senior HR Management).

Such training has not been appreciated by the participating staff, and often, staff report that their regular duties were already time-consuming enough and that HRD is an unwelcome additional burden.

> "Spending time on training programs disrupts routine work … The workload is not well balanced with the employees available." (HR Operational).

In addition, HRD efforts are further constrained because within the workforce there are different operational contracts, meaning that training requirements are not the same for all staff.

"There are more than six types of employment status that we must manage, and that is difficult for us." (Senior HR Management).

HRM's role in strategic change seems to have limited coverage. First, the HR officials have increased workloads due to the differences in staff contracts, work duties, and performance appraisals, all of which inhibit efficiency.

"We still have a problem regarding the criteria of performance appraisal due to the variety in employment status types. The same criteria are used for different job descriptions." (HR Operational).

Second, employees who remain employed through government contracts are under no obligation to assume new responsibilities, retrain, or participate in HRD programs.

"There are various types of employees in the government bureaucracy system, such as government employees and permanent employees, and these are not flexible with regard to management." (Senior HR Management).

Q1.2 Recruitment of suitable candidates

The interviewees indicated that it was difficult to find suitable candidates for vacant positions and to attract the right candidates to the positions, as recruitment options are limited for a public university. In Case Study A, both senior managers and HR managers expressed concerns that the recruitment practices need to be more strategic.

"Stronger organisational strategies, such as interesting compensation packages, are needed to attract high-performing (highly competent) candidates and to maintain the calibre of the staff by supporting their development goals." (Senior HR Management).

The recruitment process is based on the university's recruitment policies. This may influence the challenge of making the recruitment process faster.

> "It is necessary to centralise certain parts of the recruitment process, such as attitude tests and English proficiency tests, for a faster and more effective recruitment process... The candidates must pass these recruitment tests before participating in the faculty recruitment process." (Senior HR Management).

The issue of old-style government employment contracts being inflexible undermines operational effectiveness. These employees have job security. New employees are offered contracts that are flexible and offer incentives regarding performance, which are identified by management as being essential.

> "Some functions within the HR system are flexible, particularly within the academic track, where each faculty has freedom in terms of recruiting its new teaching staff. Their career paths are still based on the government administration system." (Senior HR Management).

Furthermore, the university's situation is changing from being a government-controlled university to an autonomous university, and flexible contracts are leading to a variety of working conditions, which complicate HR administration tasks.

> "The problem facing the HR system in the faculty is the rules, regulations, and various directives that are changing rapidly and are difficult to understand." (HR Operational).

Recruitment criteria make it more difficult to find suitable candidates.

> The criteria about job specifications within the university include overly strict recruitment policies, which make it difficult to find good candidates; some may not meet university criteria but instead offer

equivalent experience/qualifications. This affects the opportunity to hire well-qualified candidates for the faculty (HR Operational).

However, there is evidence that senior management's perception of the role of strategic HRM in terms of recruitment includes using proactive initiatives to recruit, select, and fund internal staff development to target performance and flexibility and introduce competency criteria (Horwitz, Heng and Quazi 2003).

> "To obtain high-performance staff, we need to have a good recruitment system ... and recruit a candidate with competencies suitable for the job." (Senior HR Management).

> "Recruitment criteria should be flexible for some faculties." (Senior HR Management).

Q1.3 Retaining high-calibre employees

> "Another challenge for academic staff is how to keep our high-calibre staff amid high competition in the international academic world." (Senior HR Management).

In Case Study A, the senior managers express the belief that they must provide a positive workplace environment with opportunities to develop employee knowledge and promote intellectual stimulation. Such a workplace needs to first develop and then retain people possessing the relevant competencies and/or organisational requirements, including specific skills, such as tacit knowledge, a willingness to change, and the ability to spontaneously cooperate with other members of the organisation (Paauwe and Boon 2018). However, there is the challenge of providing an attractive salary with an appropriate benefits systems are required to attract and retain high-performance employees.

> "To recruit high-calibre staff, we need interesting and attractive compensation packages... Attempts have been made to adjust the salary

structure; however, they may not be regarded as being big enough." (Senior HR Management).

The interview responses provide evidence that both senior managers and HRM staff believe that the solutions for retaining high-calibre staff are a positive environment (such as good workplace relationships) and a workplace culture that encourages the development of talented workers.

"Maintaining good workplace relationships and a positive work environment will attract and retain employees, as well as encouraging employee loyalty toward the organisation." (HR Operational).

Providing the chance to develop and enhance career paths was also seen as an opportunity.

"There is a need for systems and regulations regarding career paths for academic support staff to make sure they are motivated to stay with us." (HR Operational).

Q2. How are HR policies formulated?

The institution in Case Study A is a public university which is financially supported by the government, and under government control and regulation. Compared to private universities, public universities have more institutional autonomy and receive preferential treatment from the government (Praphamontripong 2011).

Q2.1 At the organisational level

The interviews reveal evidence that the process of formulating HR policies is initiated by the University Council Committee.

"The University Council Committee is responsible for making decisions on HR policies." (Senior HR Management).

The University Council Committee is headed by a member of the University Council, which is comprised of the president, the VP, the head of the faculty senate (a worker representative from the academic side), the chairman of the administrative staff (a worker representative from the admin side), and external HR expertise in the form of contractors. The committee secretary is the VP of HR.

HR policy formulation, including HRM and HRD policies that the committee formulates, are presented to the University Council and are published on the university website. This HR policy committee is responsible for all HR policy formulation.

> "An HR policy committee, that will support and be responsible for HR duties, is appointed." (Senior HR Management).

The guidelines for formulating HR policies are set by government standards via the Office of the Higher Education Commission (Ministry of Higher Education, Science, Research and Innovation since May 2019).

> "The candidates must pass these recruitment tests before going through the faculty recruitment process." (Senior HR Management).

When considering policy, the committee considers the governmentally mandated guidelines and operationalises the initial guidelines in terms of what are the best practices for the organisation.

> "HR policies should be set up in accordance with the university's strategic plan … it is necessary to review how HR policies and plans help staff to implement the organisational strategy." (Senior HR Management).

Senior management focuses on using government policies, quality assurance, and the university's strategic plan to achieve future strategic organisational targets. The university has strategic actions in place to review the HR policies and plans, which are made at the top level of the organisation.

> "The Total Quality Assurance (TQA) Award lays emphasis on HRM, so we can use it as a guideline." (Senior HR Management).

The HR policy implementation process involves sending policy proposals to the HR committee for review. This HR committee includes a dean, VP, and the senior HR administrator from every faculty; it meets on a regular basis, twice a month.

> "There is the challenge of developing appropriate policy and regulations according to employees' needs." (Senior HR Management).

Q2.2 At the operational level

The results show that at the HR functional level, HR policies for the faculty's organisational strategies and for the implementation of HR practices are developed and take place at the faculty level.

> "The faculty may set policies that are different from those of the university, such as welfare policies regarding the reimbursement of medical expenses." (HR Operational).

In Case Study A, the faculty has management authority to perform HR tasks. This is because each faculty has different activity processes and expectations; for example, the workloads of classroom lecturers from the social science faculty are different from those of classroom lecturers from the medical faculty, who may need to teach in the laboratory as well.

"There is a contrast between a highly demanding policy, i.e., achieving excellence ... and the difficulty it faces in terms of efficiently driving strategy in practice ... because there are various positions in the faculty, and they require different ways of establishing workloads." (HR Operational).

The HR implementation practices at the faculty level are developed from the long-term faculty plan. The dean of each faculty has a four-year tenure (traditionally, one term). Therefore, HR implements practices using the faculty's four-year administrative plan as the guideline for HR practices.

"HR policies are developed within the framework of the faculty's four-year administrative plan and are in line with the organisation's long-term vision." (HR Operational).

"A four-year HRD plan has been set up for both the academic and academic support lines of work, with different training." (HR Operational).

The faculty's four-year administrative plan is formulated to support the university's objectives. To implement organisational policies and procedures, the dean of the faculty delegates HRM policies to the head of HR, who communicates the HR policies to all employees in the faculty. General matters are discussed at the monthly meetings.

"The associate dean for administrative affairs conveys HR policies from the executive committee meetings to the head of HR, who, in turn, informs the staff about urgent matters the following day." (HR Operational).

Then, HR policies are implemented via HR practices though the HR action plan.

> "The HR action plan is determined by the planning division after each annual internal seminar to ensure the practicality of the plan." (HR Operational).

Next, the head of HR announces HR policies through a variety of informal cannels (e.g., emails) and formal channels (e.g., circulating letters) provided by the university.

> "HR heads send circular notices to inform HR officers about the university's HR policies. HR heads normally get circular notifications from the Faculty's In-Out Documents Record Unit." (HR Operational).

Therefore, operational level HR policies are primarily implemented via an internal process using letters and meeting minutes, also throughout the faculty, to inform HR staff about existing HR policies and changes to such policies.

> "The academic staff are informed about HR policies by the department heads after a faculty meeting. The academic support staff are informed through circular notices and the attached minutes of the faculty meeting." (HR Operational).

There are some policies that are established by each faculty. This may imply that each faculty has a certain degree of autonomy, allowing them the freedom to make decisions by themselves. The key decision-making positions are not only those occupied by the senior management of the university, but also those related to faculty senior management.

"One challenge is integrating new strategies and policies with old ones. The faculty dean tends to push forward new strategies without integrating and blending the old strategies with them." (HR Operational).

Q3. What are the processes associated with the implementation of HR programs?

This question seeks to identify the process linking the implementation of HR programs with organisational targets. The first part of the analysis is based on the contingency approach to strategic implementation of HRM at the organisational level (Govindarajan 1988; Inda 2009).

The second part focuses on linking individual performance to organisational strategy (Abell, Felin and Foss 2008) based on ability, motivation, and opportunity (AMO) theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013), as people are linked to strategic needs (Schuler 1992). The results provide a view of HR operational perceptions (including those of the line managers and HR officers) with regard to their ability to apply HR practices, their motivations, and the opportunities they have to perform HR tasks (Bos-Nehles, Van Riemsdijk and Kees Looise 2013). The results from this section will show that the Case Study A university is implementing a High Performance Work Systems (HPWS) and is genuinely seeking to achieve best practice processes for a public university.

Q3.1 Pre-implementation process

The process begins with a senior HR manager, who consults management executives and middle management. They have primary responsibility in the decision-making process. The results from Case Study A demonstrate the perceptions of senior managers when they consider organisational targets and core values, which they use as guidelines to develop new practices.

"To link organisational vision with an employee's routine job, there is a need to assess the organisation's core values regularly to keep up to-

date and increase global competitiveness. We provide initiatives on how to deploy the core values that affect daily work." (Senior HR Management).

There are many issues that need to be considered, such as organisational culture and employee involvement, that may affect the preliminary results in terms of the implementation process. These concerns affect top-down strategic implementation (social interaction norms of the workplace environment) and bottom-up strategic implementation (encouraging employee involvement).

<u>Q3.1.A Internal organisational culture</u>

The interviewees' responses reveal a consensus that it is important to consider Thai culture. When senior management talks about reassessing 'core values', they are referring to social interaction values rather than the core values normally associated with large organisations.

> The second issue is that the words related to the values need to be updated... In the past, it was SOTUS (society, order, tradition, unity, spirit), but at present, we do not use SOTUS anymore; therefore, we need to think about new core values that will survive in the new century (Senior HR Management).

'Core values' used in this context owe more to social interactions than organisational beliefs. However, these social interactions are not to be underestimated in terms of the power they exert over HRM, and the implementation of the programs designed to promote and deliver strategic goals.

Those unfamiliar with Thai (and wider Asian) culture may be surprised at the power that SOTUS has over individuals; these are not merely words respectfully mounted on a wall display, but deeply held beliefs. It is understandable that senior leadership finds these values to be

contrary to the establishment of a modern, healthy workplace environment in which employees feel that their voices are important.

Q3.1.B Encouraging line manager and employee involvement

Zhu et al. (2013) argue that to link HRM with organisational strategy and to provide greater opportunities for achieving bottom-up integration, HR line managers should be involved in strategic decision making in consultation with senior management. The involvement of the senior HR managers in a firm's senior management team provides an important channel for information flow and communication, supporting HRM.

Therefore, the second issue involves implementing organisational targets and core values that address employee involvement in the organisation as implemented by the HR system. The respondents suggest that senior managers are the main change agents of the organisation and are those who can implement HR programs. The interviews revealed that Case Study A university uses encouragement as a factor to motivate employees.

> "We encourage employees to be aware of their involvement in organisational strategy … we deploy employee involvement as it truly contributes to organisational vision." (Senior HR Management).

Senior management believes that employees are important and valued members, and contribute to the collective pursuit of organisational vision and carrying out strategies.

> "Systematic HRD process are set up by linking organisational vision with employees' routine jobs. They should be encouraged

to understand the university's vision and their roles in long-term activity goals." (Senior HR Management).

Case Study A provides evidence that senior management implements HR practices, which encourages the involvement and often vocal participation of the employees in the organisation, predominantly by emphasising their value and explaining their roles within the organisation as a method to achieve overarching organisational vision and HRM goals.

> "Staff should be encouraged to voice their perceptions about their roles in organisational involvement. Staff employee awareness is an important part of organisational strategy." (Senior HR Management).

Senior managers support employee awareness by articulating the university's strategies and talking with employees using informal conversations, which can effectively link organisational strategy to employee behaviour.

> When we talk about the university, we always talk about strategy. But they are not able to integrate admin employees' day-to-day activities with organisational strategy. If employees do not see the link, then it follows that organisational strategy cannot be the driving force (Senior HR Management).

The Case Study A institution focuses on competency concepts, such as teamwork, being service-minded, and knowing the university's history. HR orientation programs serve an important motivating function, by providing information to employees regarding the university's vision, mission, and politics and encourages employees to gain and improve their knowledge, skills, and abilities. If employees have a clear understanding of these attributes, they will attempt to work consciously

to help the university to provide a support system focusing on teaching and conducting research.

> Orientation for academic support staff is one week. It is based on work competency concepts, with a focus on teamwork and being service-minded ... it provides sufficient information, such as information about the history of the university, new teaching skills, evaluation processes and procedures, students' legal rights, students' affairs, and research work (Senior HR Management).

Systems management is the focus of senior manager representatives, who have the authority to make decisions. They need to buy into the idea of linking organisational strategy with employees' routine jobs.

> We are in a transitional period with organisational change ... we have to be careful not to make drastic changes in the HR system. We need to understand and agree on driving factors and be able to communicate to others the benefits as well as risks regarding changes (Senior HR Management).

> We arrange weekly meetings with chief executives in the HR department (HR Operational).

The upward strategic system of implementation is an important mechanism to gain support for HRM from line managers and employees in an organisation. The senior managers in Case Study A encourage the involvement of their subordinates by enhancing employee awareness of the institution, emphasising that they are part of the organisation and contribute to the organisation's vision. Senior management and HR line managers are both responsible for the implementation of practices. The process of implementing HR programs begins with faculty meetings, which are held twice each month.

> "Faculty meetings are arranged twice a month—the second and fourth weeks of the month." (HR Operational).

Q3.2 Implementation processes

The process of implementing HR programs begins with HR policy transformation via organisational level meetings, such as a University Council Committee meeting, an executive committee meeting, an HRM committee meeting, or an HR policy committee meeting.

> "The HR department prepares a policy implementation plan with general operational guidelines. These guidelines can be adapted or changed depending on the circumstances, for example, regarding a new position or a new development policy." (Senior HR Management).

Each faculty also has a process for implementing practices throughout department units. The interviewees' responses indicated that the HR line managers are an important mechanism to implement practices.

Members of the faculty, including the dean, associate deans, department heads, and representatives from external parties, meet to implement HR programs.

> "Faculty meetings are arranged twice a month—second and fourth weeks of the month." (HR Operational).

> "Committee meetings are chaired by the dean and attended by the associate deans, department heads, and representatives from external parties." (HR Operational).

Following a faculty meeting, the head of each department implements the policies through department meetings. At the faculty level, there are two HR line managers: the head of administration and general services, and the head of the personnel division.

> "Similar to other faculties, the HR section has two heads (leaders): one for administration and general services, and the other for personnel affairs. This structure is under revision." (HR Operational).

HR department meetings at the faculty level are scheduled once a month on a reoccurring basis.

> "The HR unit has a formal meeting once a month to convey messages from the executive committee meeting and to discuss urgent matters. Problems in routine work are dealt with informally (during normal working hours)." (HR Operational).

The role of HR line managers is to interact with the HR officers, mostly by circulating documents and approving actions that are undertaken to convert HR policies into HR practices, commonly referred to as the circulation system.

> "The HR officers learn of the university HR policies directly from the head of the HR Office, who gets the information through the better circulation system of the university." (HR Operational).

At the faculty level, strategic HRM practices are disseminated to the schools.

> The associate dean for administrative affairs oversees many work units and calls meetings with the heads of different work units monthly or every two months... If there are important matters, like welfare benefits or urgent issues that affect all individuals in the faculty, the dean might call a faculty-wide meeting (HR Operational).

It is prudent and effective to clarify HR policies regarding the form and content of the contracts that relate to staff work. As Bos-Nehles, Van Riemsdijk and Kees Looise (2013) suggest, to make a line manager effectively implement HRM practices, HRM managers should provide line management with clear and adequate policies and procedures. At the same time, these policies and procedures should avoid restricting the line manager's discretionary powers to

adapt them to individual situations. The results from the interviews indicate that employees are confused about HR policies; each faculty can establish its own HR policies, so employees find it difficult to perform their tasks because such policies are not clearly articulated and disseminated.

Therefore, successful processes implementing HR practices by both HR line managers (HR officers) and senior managers needs to be further considered with regard to the integration of micro- and macro-level theory, and further analysis of the case study is needed with regard to strategic HR systems and HR programs (Beltrán-Martín and Bou-Llusar 2018; Aguinis et al. 2011; Huselid and Becker 2011; Wright and Boswell 2002). The next section analyses three areas of HR policy and related activities: selection, recruitment, and orientation programs.

Q3.2.A Recruitment and selection programs

The implementation process is managed through formal meetings at the university, faculty, and departmental degree/school levels. The recruitment program in Case Study A operates at the university level. However, there is flexibility in terms of selection at the faculty level.

> "Recruitment and general testing is coordinated in the central unit. Then, managing the testing of applicants' specific abilities takes place at the faculty level." (HR Operational).

The recruitment program is centralised; the HRM Office determines staff levels and vacancies. The senior HR manager makes the decision to recruit based on the workforce plan.

> Recruitment can be carried out only when a work unit has a vacancy in terms of an already approved workforce position because the university also has a fairly fixed workforce plan …

The recruitment process starts with the department informing the university of its unfilled position(s) (HR Operational).

There is evidence that centralised recruitment affects the flow and implementation of the recruitment process.

"The recruitment process and testing are now centralised. Too many steps in employee selection procedures lead to a slow hiring process ... setting up of an efficient recruitment system and clear procedures for recruiting new staff is needed." (HR Operational).

In contrast, senior managers perceive the opposite. They believe that the recruitment program is flexible; clearly, senior managers adopt flexible recruitment systems for academic staff because the hiring of academic employees is based on the government's criteria.

"Some functions within HR systems are flexible, such as within the academic track, where each faculty has freedom to recruit its new teaching staff. But, their career path is still based on the government's administrative system." (Senior HR Management).

The recruitment program provides a centralised system for academic support staff, but some recruitment functions allow flexibility at the faculty level. Line managers, or HR officers, also seek wish for more authority to be able to make decisions when recruiting candidates who will perform work functions within their unit. They would like to reduce the number of steps that this process takes, making the approval process more efficient.

Overall, the selection programs observed in Case Study A provides for interaction between the HRM Office at the university level and the HR Department at the faculty level. The interview results evidence some

flexibility in the selection process; the selection processes are set by the university and the faculty units, with centralised and decentralised aspects.

> "There are two parts to the examinations given to candidates: one arranged by the university, and the other by the faculty where exams on specific subjects are arranged." (HR Operational).

The selection process at the faculty level involves interviews conducted by a selection committee. The selection criteria are designed by a recruitment expert who has special skills and knowledge relating to the particular subject tested.

> "The faculties previously design their own written tests, but now they are mainly oral tests." (HR Operational).

> "Candidate interviews are performed as a part of departmental internal affairs—the universities not involved." (HR Operational).

Q3.2.B Orientation programs

The university's orientation program is regarded as being important, providing adequate information to an employee regarding the university, it programs, and objectives.

> It provides sufficient information, such as information related to the university's history, teaching skills, laws, stakeholders, and research proposal guidelines for intensive academic staff orientation … it introduces an organisation competency framework for academic support staff, and it is used as a guideline for encouraging teamwork and service-mindedness (Senior HR Management).

Q3.2.C Performance appraisal programs

To maintain and reach government standards, the HR system encourages employee commitment and supports employee performance evaluation. These activities are part of the performance appraisal program, which attempts to establish employee motivations and involvement by developing the relationship between employer and employee. In addition, moves have been made to transform the organisational strategy towards a focus on employees' work perform in line with their job descriptions.

> Academic staff should work according to their job descriptions ... focusing on teaching and should not engage in so much administrative work. They are encouraged to do research. For academic support staff, we need to compete with the private sector for capable personnel ... (Senior HR Management).

Performance criteria are seen as being important, driving performance. When linking productivity with the organisation's targes, HR strategy needs to determine the most effective drivers, and clearly state the expected levels of responsibility and productivity outcomes rather than focus on workloads.

> Strategic drivers are part of a high-performance based process that needs to determine the outputs and outcomes of productivity, and not workload (counting hours worked), evaluating progress based on productivity not workload (hours) (Senior HR Management).

Unclear performance criteria will be met with confusion and resistance from employees.

> "Linking work contracts to performance evaluations has put pressure on employment security for academic staff." (HR Operational).

The four-pronged approach laid out by senior management points to focusing on HPWS; however, reports from operational staff suggest that

implementing some of the points is not as easy as senior management may believe.

> We still have problems regarding work performance evaluation due to the use of uniform criteria to evaluate the work performance of staff members with very varied work natures... Unclear standards of performance appraisal, such as the job analysis method and what to measure, lead to many problems relating to work performance evaluation. It is also too time-consuming (HR Operational).

As expressed elsewhere in the interviews, the sheer complexity of the many varieties of contracts again make these programs difficult to implement, even for those in senior positions.

> "The new head of the HR department lacks a clear understanding of HR job descriptions and responsibilities and needs a lot of help from the HR officers." (HR Operational).

Q3.3 Outputs of the implementation process

This section uses AMO theory to analyse the outputs produced by implementation of HR programs. AMO identifies A as abilities or skills, such as formal and informal training and education; M as motivation or incentives, such as employment security, information sharing, internal promotion opportunities and fair payment; and O as opportunities to contribute to achieving an organisational competitive advantage through enhancing practices such as formal participation processes, regular communication and information-sharing efforts and autonomy in work-related decision making (Bos-Nehles, Van Riemsdijk and Kees Looise 2013; Delery and Roumpi 2017; Shin and Konrad 2017; Kehoe and Wright 2013).

Q3.3.A Abilities

The interviews revealed that senior HR managers are encouraged to provide the ability to support HR line managers in performing their role

with the aim of accomplishing the organisation's strategy. Senior HR managers support these actions by paying attention to HR policies and plans.

HR policies and plans are prioritised to assist HR line managers in performing training and HRD, as employees who are enhanced have the abilities, skills, and knowledge to perform their jobs and meet the criteria aligned with the standards established to meet the organisation's strategy.

> "It is necessary to update HR awareness and management trends in order to apply them to university policy. This is important to best promote valued leadership qualities: knowledge, strategic vision, and direction." (Senior HR Management).

Senior HR managers should support their HR line managers; for example, by providing scholarships for employees to train and develop their abilities, skills, and knowledge.

> "The university has allocated scholarships for faculty personnel to pursue their master's degrees. The candidates will be selected by an *ad hoc* committee from the faculty." (HR Operational).

> "The faculty provides a budget and support for individuals' training needs." (HR Operational).

Supporting the development of English language skills is consistent with a high-ranking world-class institution.

> "An in-house arrangement of English language training courses for interested faculty members exists to enable them to be able to communicate with foreigners." (HR Operational).

110

Seminars are provided to enhance employee knowledge and bring it up to-date.

> "The faculty offers some group seminars or training (mainly for academic, teaching staff), but less so for academic support staff." (HR Operational).

Also, resources are granted to provide employees with opportunities to pursue self-development. Findings in Case Study A indicate that senior managers pay attention to initiatives supporting employees' self-development.

> "Assignment sheets and self-development documents are needed so staff members can achieve a clear and better understanding of HR policies." (Senior HR Management).

> "To promote self-development, members of both groups of personnel are encouraged to participate in outside training, attend conferences, or present their academic work, in Thailand or overseas, with financial support provided by us." (HR Operational).

Q3.3.B Motivations

The purpose of HRM practices is to enhance and incentivise employees (Delery and Roumpi 2017; Appelbaum et al. 2001). . There are many practices that HR systems can use to manage and enhance employee motivation, such as creating working networks to share information, establishing mentoring programs, or even arranging traditional social exchanges.

Networks are important in Case Study A. The HR system in the Case Study university uses HRM networks to encourage information

111

sharing, thereby motivating employee to perform well. Senior managers encourage employees to interact and exchange knowledge, activities, and practices via the networking loop.

> "A working network is set up among staff which encourages them to interact and exchange knowledge, activities and practices." (Senior HR Management).

Senior managers are aware that networking is an important mechanism to enhance employees' exchange of knowledge, skills, and new information, and to thoroughly discuss issues related to their work.

> "Networking is an important mechanism that allows employees from different departments to interact. It also encourages employees to exchange new perspectives/information through discussions." (Senior HR Management).

There are two network systems in Case Study A university: formal and informal. The formal HR networking between HR directors and HR line managers that takes place once each month. The purpose is to discuss HR strategies, policies, and practices as well as specific problems.

> "Discussions on work problems take place at the monthly meetings. Workshops and training for members of individual networking groups on specific topics of interest are also organised, with financial support." (Senior HR Management).

HR line management at the faculty is informed of HR policies and practices through the formal network meetings. At these meetings, problems related to HRM and the implementation of HR policies are discussed.

> "The meeting between HR directors and these employee networks is also important to ensure that HR policy can be implemented efficiently." (Senior HR Management).

> "The employees learn about HR policies through the network meetings." (HR Operational).

The informal networking loop refers to the interaction between employees who have the same duties and positions, such as HR officers or accountants, who work in from different faculties or units within Case Study A university.

> "Communications with other HR staff through network meeting loops is beneficial." (HR Operational).

This informal network includes regular meetings, which are set up with the goals of discussing both broad and specific problems, sharing experiences related to their tasks, and making them aware of current affairs related to the university.

> "The budget should be managed to provide an incentive for the continuation of network meetings or for inviting outside speakers to come." (Senior HR Management).

> "Most network meetings are arranged between committees and are not really part of the faculty's activities. Some issues must be considered confidential within the HR network." (HR Operational).

Budgetary support can be requested from the HRM Office to set up network loop meetings. The HRM Office allows them to get together at least once a month.

> An informal route is the get-together for the faculty's personnel on every third Friday of the month, which is also attended by the administrative sponsors from that faculty... Another informal channel for communication and discussion is talking over lunch (HR Operational).

Networking loops can result in project proposals, presented to the HRM Office. The project might involve group development or training needs.

> "HRD projects are created for the employees of units and faculties. The workshops, available as part of development programs, are announced in the circular letter." (HR Operational).

The network loops can meet with formal groups, such as the HR division, which usually includes the VP, HR senior managers, HR line managers, and HR officers.

> "Most of the networking loops are set up to deal with a specific issue; for example, the VP sometimes meets with the HR group to discuss and clarify HR strategies, policies, and practices." (HR Operational).

The second strategic form of motivation that Case Study A university uses to support employees is a mentoring program. The mentoring program not only involves developing new employee skills, but also influences new employees' perceptions of their contributions to the organisation.

> "A mentoring program was established to support and guide new employees so that they understand HR policy and the scope of their work ... it can teach and help the next group of new employees." (HR Operational).

<u>Q3.3.C Opportunities</u>

Opportunities refers to the ways that senior managers are supported and the amount of freedom and time they have for HRM activities (Bos-Nehles, Van Riemsdijk and Kees Looise 2013). The institution in Case Study A enhances internal communication processes using updated software programs, which make communication between employees, departments, and faculties more accessible and flexible. Every person in the organisation can access the necessary resources from via the HR database. This information processed enhances HRM effectiveness and efficiency, and increases the organisation's internal strength by responding to environmental opportunities (Porter 1985).

> "A software program ... is used in our department for data processing." (Senior HR Management).

> "There is a central database ... which allows the HR Department and all employees to gain access to information from the same source in order to improve comprehension and communication between them." (Senior HR Management).

Case Study A provides multiple systems that support HRM, such as meetings, circular letters, networking groups, and it makes available email and intranet communications and resources, which enhances the strength of the HRM systems. The HR system relies on various methods and supports multiple activities to ensure channels of information flow, enhancing internal communications and promoting employee contributions to the institution.

Circular letter systems, used as instruments for relaying supportive information, contribute to the meeting processes that transfer HR policies and practices to all employees within the university.

> "The academic staff are informed about HR policies by the heads of department after the faculty meeting. The academic support staff are informed through circular notices and the minutes of the faculty meeting attached to the notices." (HR Operational).

However, the circular letter system needs other channels as additional support to ensure that all employees receive information related to HR policies and practices.

> "HR policies that appear in circulating letters do not receive much attention from the employees. We do not use an email system." (HR Operational).

The Case Study A university provides a database supported intranet system to enhance internal communications.

> "The HR Department provides a policy implementation plan as operation guidelines, which are implemented and formulated through software for data processing." (Senior HR Management).

There is an accessible intranet channel for HR documents.

> We have an intranet link within the university so we can check the accuracy of the information of the person requesting a letter of certification... Information about the university's HR policies is provided, including access to documents, such as the application form for retirement funds, social security, group health insurance ... The Leave of Absence Manual is available through the intranet (HR Operational).

The HRM Office website provides centralised information.

> "Job descriptions and requirements are announced on the HRM Office website" (HR Operational).

Q4. Are existing HR programs related to the central HR problems facing Thai universities?

In Case Study A, three main challenges are identified: addressing external and internal change, developing effective recruitment systems, and retaining high-calibre employees. Several programs are used to address these major challenges.

Q4.1 HR programs related to the challenge of rapid change

The training programs driving and managing the HR system are related to the central HR problem of coping with rapid change.

Q4.1.A HRD and training programs

Providing adequate training and development to cope with rapid change in the external environment is identified as a major challenge. The university provides support systems, such as offering scholarships for the development of employees' skills through training, which enhance the knowledge, skills, and abilities of employees, enabling them to better cope with rapid environmental changes. The faculty also promote the development of English language skills, organises training seminars, and supports employees who focus on their self-development.

Q4.1.B Driving and managing HR programs

It is necessary to promote organisational strategy and the implementation of HR programs while coping with external environmental change. Change agents (including senior management, HR managers, HR line managers, and the dean of the faculty) within an organisation need to pay attention to aspects of these issues that relate to HRM, specifically their important role in managing or interacting with HR offices. If a key agent is unable to allow HRM and HRD to have an important role in accomplishing organisational targets, then

HR programs will likely not succeed. Therefore, senior management's acknowledgement of their role is important for driving and managing HR programs.

Q4.2 HR programs related to the challenge of retaining high-calibre employees

Social interaction programs and social mindedness programs are used to address the challenge of retaining high-calibre employees.

Q4.2.A Social interaction programs

Positive environments are needed to support employees effectively. A social interaction system that HRM uses as part of its strategy to support and retain employees mainly focuses on communication between employees. Case Study A university maintains a positive workplace environment via a variety of communication channels, including intranet access to information and documents, internet communications, as well as formal and informal networking meeting and interactions.

Q4.2.B Social mindedness programs

A social mindedness program encourages employee involvement and the building of teamwork, spirit, and cohesion. Case Study A university believes that employee involvement is important; employees who participate routinely through their job in university sponsored activities, often champion the organisation's strategy, target, and vision. Senior management encourages employees to work together as a team via network meetings. Case Study A university has established a mentor program as the standard method to train new employees.

There is evidence at the individual level that faculties are involved in wage increases.

> "The central budget administration is responsible for wage payments. However, the faculty's HR department decides the percentage of the pay rise." (HR Operational).

Q5. What factors drive/inhibit the implementation of strategic HRM practices?

This section sets out the findings gleaned from the interviews, focusing on key factors that drive and inhibit strategic HRM practices. Different levels can be distinguished within HR systems: HR policies represent an organisation's stated intentions regarding the HR practices that should be implemented, whereas HR practices reflect the actual HR activities (see Q3 for actual HR practices, above) (Boon, Den Hartog and Lepak 2019).

First, with regard to driving strategic HR practices (Q5.1 and Q5.2), the interviewees provide commentary focusing on the need to develop a pool of human capital that contributes to either higher levels of skills in the Thai HE sector or to achieves better alignment between the skills represented in the firm. Second, with regard to factors limiting HR practices (Q5.3 and Q5.4), the information derived from the interviews commented on factors that inhibit strategic HR practices and HR systems.

Q5.1 Encouraging employee involvement

Senior HR managers believe that encouraging employee involvement drives strategic HRM practices, particularly fulfilling the organisational visions and missions. In actual HR practices, senior managers attempt to link the organisation to employees' routine jobs, through formal and informal communication, so that staff feel genuinely involved in achieving organisational goals.

Moreover, senior managers believe that an important precept of the organisation's strategy should be to encourage direct dialogue between the heads of staff and staff members. This notion suggests that HR managers should

119

get to know the employees, which is also fruitful when accurately completing performance appraisal programs ... clearly identifying who is performing well or who needs training. Such informal conversations also directly encourage, support, and facilitate individual development planning.

Q5.2 Effective job descriptions

Senior managers suggest that writing of effective job descriptions is an important factor in terms of driving organisational HR strategy, as it accurately focuses on the skills that academic staff need to support academic management. Senior manager in a public university are also concerned about the challenges to the development and improvement of academic support staff's capabilities, to enhance competition with private university sectors.

> Academic staff should work according to the teacher's job description and should not engage in administrative work ... allowing them to focus on research, teaching, and to modernise their knowledge. And the academic support staff need to be capable of supporting the academic staff, with the same capabilities as private university administrative staff (Senior HR Management).

Effective job descriptions improve the HR system and contribute to many HR programs.

> "The new outline of a work description suggests that it should cover four aspects: (1) day-to-day work routine, (2) job development goal(s), (3) self-development goal(s), and (4) job strategies related to the organisation as a whole." (Senior HR Management).

Senior management has concerns about the lack of clear and accurate job descriptions, which is believed to have profound negative effects regarding effective strategic HR practices for performance appraisal programs. Clearly defined job descriptions support performance appraisal programs. Accurate job

descriptions are especially important for attracting and retaining high-calibre employees.

Q5.3 Different contracts or employment status

Multiple employment contracts and statuses (there are more than six types of employment status) can inhibit strategic HR practices by adversely affecting employee motivation and security.

> "Linking work contracts to performance evaluation has put pressure on academic staff as they feel their employment security is under threat. This diminishes employees' morale and willingness to volunteer." (HR Operational).

Q5.4 Absence of strategic positioning of HR in the organisation

Concerns about HR's position within an institution, compared to other divisions in the institution, appears to inhibit strategic HR practices. HR employees feel that they are unable to convey the importance of HR work to higher levels of administration.

> "Our role is not given enough importance. We should be treated equally and with the same respect... HR has less authority to make decisions on HR matters." (HR Operational).

Lack of cohesion between other administrative departments and HR, fomented perceived lack of value, inhibits their ability to fulfil their role within their department.

> "Employees have less motivation to improve themselves because they feel that the board of executives pays them less attention, or sees HR as being less important than other departments." (HR Operational).

Q6. What is required to support strategic HRM practices?

The responses from the interviewees indicate the importance of senior management and operational management in developing strategic HR programs. First, senior management should be aware of how the HR systems operate and how they can be further developed. HR management should effectively manage change.

Changes should be initially introduced into the systems gradually... We are in a transitional period of organisational change and have to be careful not to make drastic changes to the HR systems... It is necessary to be aware of possible resistance inside the organisation to change (Senior HR Management). Senior HR management is made up of important change agents who drive organisational strategy. The context and reasons for change needs to be explained and needs to communicated clearly to all employees in the organisation ...especially effects on policies, vision, mission, and strategies.

> Change agents are important at this stage. They must understand and agree on drivers, and must be able to communicate with others the benefits as well as the risks of changes... Change agents should clearly communicate and agree on the changes in the policy/system in order to reduce the risk, which could undermine HR management (Senior HR Management).

Senior HR management should communicate HR policies and programs to all divisions and effectively coordinate activities between different divisions of the HR Office and with other departments of the university.

> "The roles and responsibilities of an HR manager include providing clear HR policies, achieving HR practices, and coordinating with both internal and external departments in the organisation." (Senior HR Management).

Senior HR management perceives itself as having specific leadership behaviours and qualities, such as the need for in-depth and up-to-date knowledge related to HRM and HR strategy, as the aim is to apply these characteristics to its work at the university.

> "Important leadership qualities are knowledge, strategic vision, and direction… HR knowledge should be updated, and management trends should be identified and applied to university policy." (Senior HR Management).

Second, operational HR employees believe that they should be made more aware of the roles and responsibilities needed to achieve HR policies and practices. HR officers at the operational level perceive the importance of extending their function beyond a basic understanding of HR rules and regulations to inform others and provide details of information related to HRM.

> "It is important to have a profound understanding of rules, regulations and policies that affect HR development and welfare and to answer all relevant questions raised by staff members." (HR Operational).

HR officers suggest the need to be aware of and be open to new HR programs.

> "Learning more about external and world affairs might be useful for one's work. Most employees, particularly new ones, often have knowledge and skills that are limited to their particular field." (HR Operational).

The soft skills of HR officers are important in terms of developing their function, such as being service-minded.

> "Having a service mind is important … the same as helping and treating everyone equally regardless of the hierarchy." (HR Operational).

HR officers suggest that their role should involve having HRM attitudes that respect other people, including being aware of the need for self-development and up-to-date knowledge relating to HRM.

> "Everyone should have a self-development plan" (HR Operational).

5.3 Within-Case Summary

This section describes and analyses the situations, events, and processes in Case Study A. It contains a conclusion and focuses on the link between HR programs and the HR challenges facing the university in Case Study A, while considering how HR policies and practices are developed and implemented. It concludes by looking at which HR programs have a strategic focus and contribute to an HPWS process. The research examines the HRM role that is required to support strategic HRM practices and summarises the key findings from Case Study A, using pattern coding to reflect the key observations related to interrelated and social networks (HR systems), HR plans or organisational goals or objectives for managing HR (HR policies), patterns of human relationships (HR programs), and strategic HR practices (an HPWS process).

a) The challenges facing Case Study A's HR program

Three major HR challenges face the university in Case Study A: rapid change in the external environment, finding suitable candidates, and retaining high-calibre employees. Rapid change in the external environment presents the challenge of developing appropriate training and an HRD program that properly enhances the knowledge, skills, and abilities of employees. Indeed, organisational strategy and the implementation of training and development programs require an elevated change agent role. Second, when recruiting suitable candidates, restrictive criteria can make it difficult to find potential employees with appropriate qualifications or equivalent experience. Attractive, competitive compensation with benefits should be offered to motivate and attract high-performance employees. Third, it is vital to encourage employee retention and develop in-work progression goals (Sissons and Green 2017). If an organisation can provide a positive environment, perhaps by promoting social interaction and social mindedness programs (encouragements to work together via networks), it will more easily retain talented people to assist the organisation in improving its competitiveness, coping with the changing environment, and ultimately achieving success.

124

b) The development and implementation of HR policies and practices

HR policies are formulated via the HR policy committee at the organisational level. Senior managers use government standards as a guideline. In addition, HR policies are implemented by the HR policy committee at both the organisational and faculty levels. The university in Case Study A provides more flexible opportunities for the various faculties to make decisions and perform HR tasks, because each faculty has different activity processes.

In conclusion, the formulation of HR policies is centralised at the highest organisational level, but policy implementation is more flexible; faculties have a certain degree of autonomy and can act more effectively as change agents to make decisions with senior managers at the organisational level.

c) Which HR programs have a strategic focus and contribute to an HPWS process?

The university in Case Study A uses organisational vision, core values, and core competencies as guidelines when developing new practices. The pre-implementation process addresses interaction norms of the workplace environment (SOTUS) and encourages line managers to get involved with the strategic making process, along with senior management. Approaches to HR programs that have a strategic focus include an orientation process, which provides adequate information and introduces the organisation's competency framework to employees; this can provide a psychologically motivating process, while suggesting guidelines that encourage employee teamwork and a service mindset. Moreover, a flexible recruitment system with clear standards for performance appraisal should be used to give strategic focus.

The university in Case Study A implements SHRM as it seeks to become a centre of academic excellence. Its strategies are designed to promote self-development, aligned with the development of knowledge and skills; this is accomplished by providing the support of resources (such as scholarships) and development channels (like seminars). Motivation results from HR involvement in management system and meetings; providing regular and reliable communication channels; supporting formal and informal network

systems that promote information sharing and the discussion of work-related problems; and permitting autonomy in work-related decision making. These processes contribute to achieving a competitive advantage.

d) The HRM role required to support strategic HRM practices

Case Study A reveals factors driving strategic HR practices with regard to encouraging employee involvement and linking the organisation's visions and missions with employees' routine jobs, through formal and informal conversations, and clear and accurate job descriptions that drive organisational HR strategy. On the other hand, multiple employment contracts and statuses affect employee motivation and security, which diminishes employees' morale and willingness to volunteer. The absence of the strategic positioning of HR in the organisation also inhibits strategic HRM practices.

One HR role characteristic that should be present to enhance strategic HRM is self-awareness with regard to effectively developing and implementing HR systems; moreover, senior managers should perceive themselves as change agents to be able to clearly communicate HR policies and practices.

CHAPTER 6

CASE STUDY B

This chapter, along with Chapters 5, 7, and 8, present one of the four case studies undertaken for this research. It follows the same format as Chapter 5.

6.1 Institutional Overview

Case Study B is a well-established Public University that is ranked in Thailand's top twenty-five, with a specialist focus on all educational matters pertaining to agriculture. As such, it does not rate highly under commonly used university ranking systems. The institutional details are set out in table 6.1. The university's philosophy and vision are targeted toward producing experts in its specialist field and being recognised internationally as a leader in that sector. The university is spread across fourteen faculties and three campuses.

There are 1,718 employees, of which 1,128 (66%) work in administration. The other 590 (34%) are classed as 'academic'. Within this group, 585 (99%) are involved in the teaching of students, and 5 (1%) are classed as researchers. Among these 590 academics, 213 (36%) have Ph.D. degrees, 374 (63%) have master's degrees and 3 individuals (less than 1%) do not have a qualification higher than a bachelor's degree. The job titles given to the academics are distributed as follows: 1 professor (less than 1% of the total), 55 associate professors (9%), 119 assistant professors (20%), and 415 lecturers (70%). Student enrolment is 15,856 (94%) undergraduates enrolled in degree programs, 513 (3%) pursuing master's degrees, and 162 (less than 1%) working towards their Ph.D. degrees. Around 2% of the students (387) are enrolled in a course of study that awards a certificate.

The university has a University Council, which acts as the executive body of the university governance system. The University Council is made up of experienced and knowledgeable experts from outside the institution and acts as an advisory body to the

university president. These experts are not full-time staff, and they exist to provide long-term guidance and 'big picture' thinking.

The president works full time and operates as the most senior line manager and operational chief of staff in all matters. Operating under and reporting directly to the president are vice presidents (VPs).

An official with the job title, assistant VP, is head of the HR section, which is itself divided into five divisions: administrative services, manpower, human resource development, personnel records, and disciplinary and legal.

The HR division has its own philosophy, vision, and mission. Its philosophy speaks of a duty to promote kindness and goodwill. Its vision has a focus on excellence and supporting the university's goal of international recognition. The HR division's mission seeks to use good governance and information technology to produce effective personnel management.

TABLE 6.1 Institutional Features of Case Study B

Category	An overview of Case Study B
Type of Higher Education (HE)	Public university.
Organisation size	Large institution with fourteen faculties and three campuses.
University ranking	In the top 25 universities in Thailand and ranked between 2,000 and 2,600 in the world.
Organisational target	Institution with a specialist focus on all educational matters pertaining to agriculture.
University's vision	Targeted toward producing experts in its specialist field and being recognised internationally as a leader in that sector.

Category	An overview of Case Study B
University's mission	To educate students in knowledge and skills related to agriculture.
Number of employees	1,700 total employees, of which 66% are admin and 34% are academic staff.
Employees' education level	36% of academic staff hold doctorate, 63% master's, and 1% hold bachelor's degrees.
Academic positions	1% are professors, 9% are associate professors, 20% are assistant professors, and 70% are lecturers.
Number of students	16,918 students: 94% undergraduates and 4% postgraduates (master's or Ph.D. students).
Number of programs	103 programs: 59% undergraduate and 41% classed as master''s or Ph.D. postgraduate courses.

Source: executive summary report 2013-2015 and annual report 2016

6.2 Data Analysis This section analyses the data and describes them in relation to the categories used in the analysis. Explanations are provided based on the research questions.

Q1. What are the major HR challenges facing the institution?

Q1.1 Organisational transformation

"We are still in our transformation period ... each year, we focus on how to drive the HR plan forward from our HR four-year master plan." (Senior HR Management).

The challenge of how HRM can support organisational transformation, with regard to developing a new university master plan, establishing the size of the organisation, increasing employee numbers and redesigning HRM, is observed within Case Study B.

> "In the past, we were a small university... Today, our organisation is relatively large, with nearly 7,000 employees." (Senior HR Management).

The organisation is growing. The organisational strategy needs to address the educational environment, which has become more competitive. However, in Case Study B, one senior HR manager is concerned that there are challenges in developing an effective organisational strategy regarding research development given the absence of active research within the university.

> "In reality, tertiary education is quite competitive. We should review why driving forward is quite difficult: why we have a smaller number of researchers and therefore less published work. Academic support may be the problem here." (Senior HR Management).

Caldwell (2001) suggests that transformational change has a dramatic impact on HR policy and practices across the whole organisation. This change requires HRM policies that are linked to or coordinated in a mutually reinforcing manner to support, deliver, or facilitate organisational strategy.

> "We are concerned about how to change work culture or ethics within our workplace to become more punctual like Westerners or the Japanese ... to adjust employee expertise ... to give them the ability to execute their tasks and responsibilities." (Senior HR Management).

Q1.2 The interrelation and alignment between the HR system and organisational strategy

There is the need to develop an interrelated HR system to enhance organisational performance.

> "The system is still mainly at the university level ... we derive our strategies or indicators to support and align with the university's master plan." (Senior HR Management).

Senior HR and operational HR managers indicate how they must provide a systematic process in terms of HRM development and how they should identify how HR practices can be linked to improved organisational performance.

> "About five years ago, they did not make a four-year master plan and did not clearly provide HR systems for recruitment, performance management, training, and motivation ... the system is clearer now." (Senior HR Management).

> "The tasks of HR systems are not interrelated." (HR Operational).

The university in Case Study B has developed a four-year plan. Senior HR management emphasised the need to link HR systems with organisational strategy.

> A four-year master plan for HR has been created, with a more detailed plan for each individual year... The master plan leads to putting things into practice. Regulations must be implemented regarding HR training and the use of Knowledge Management (KM) and other instruments (Senior HR Management).

Senior managers recognised the primary role of HR strategy in linking the HR systems and employees. There is a need to focus on the development of an interrelated HR system in the work processes of the administration.

> "The key issues are work efficiency and employees' ability to respond to organisational strategy ... the HR system is still our biggest challenge as well as the work ability of our personnel." (Senior HR Management).

> "Problems often arise in the work processes of administration." (Senior HR Management).

There is evidence in Case Study B that recruitment strategies must be aligned with the university's targets. However, the recruitment system is disjointed with regard to the university and faculty levels.

> "The university's regulations regarding the number and qualifications of teaching staff are considered to be our major HR problem here." (HR Operational).

Senior management has suggested that the best option for a public university is to follow guidelines that are consistent with government criteria and the university's plan.

> "To obtain qualified candidates, it is important that the recruitment of new HR must be in line with the university's main strategy plan. This also corresponds to the government plan of focusing on the importance of agriculture." (Senior HR Management).

Recruitment is centralised in Case Study B. The recruitment programs are consistent with the university's master plan and are decided by the president.

> "Recruitment is decided at the faculty level but needs to be approved by the university as it has to be in accordance with the university plan as its overall policy." (Senior HR Management).

> "Despite a clear system of recruitment, the final decision is still made by a committee specially appointed for recruitment. A patronage system still exists." (HR Operational).

There is the challenge of aligning the recruitment process with the university's targets for teaching and research performance. Senior managers face challenges about the recruitment criteria at the faculty level.

> "In the past, our HR plan was not clear... At present, our HR plan uses competencies and focuses on HRM and HRD... This means that the implementation of HRM is more systematic ... but, this idea has not yet been communicated downstream to the individual faculty level." (Senior HR Management).

The university's recruitment policy requires new candidates to have Ph.D. degrees, but at the faculty level, the university is hiring master's degree holders and then offering them scholarships to complete Ph.D. degrees.

> "The first requirement for the recruitment of new staff is that they must be Ph.D. holders. Master's degree holders may be recruited in some fields. Potential Ph.D. holders may be offered scholarships and employment upon the completion of their Ph.D. degrees." (Senior HR Management).

> "Our major challenge is we cannot get enough new candidates with Ph.D. degrees. The ratio of Ph.D. holders in our overall academic staff is still in the medium range." (HR Operational).

Q1.3 Retaining talented employees

Another challenge is the retention of young talented employees.

> "We found that 60–70% of our employees are under 40 years of age." (Senior HR Management).

It is also a challenge to place talented employees in the right jobs and to know what talents and capabilities they possess.

> "The HR system is our main challenge. It has affected work systems in terms of the misplacement of effective employees in inappropriate jobs." (Senior HR Management).

Senior management has difficulty knowing how to organise young talented employees who have short-term and temporary contracts.

> "Sometimes we recruit talented employees without recognising their abilities... Other employment incentives are also important. The provision of accommodation, a good working atmosphere, and other welfare benefits are considered a challenge." (Senior HR Management).

In cases of employees with special abilities, there are special procedures in place for recruitment.

> "For young people with outstanding performance, we may recruit them only after special approval of the Faculty Board. This option is also used to hire those who are reaching retirement but have a lot of experience." (Senior HR Management).

Q2. How are HR policies formulated?

The institution in Case Study B is a public university and is subject to government control and regulation. In comparison with private universities, public universities have greater institutional autonomy and receive preferential treatment from the government (Praphamontripong 2011).

Q2.1 At the organisational level

The guidelines for formulating HR policies are set in conformance with government standards via the Office of the Higher Education Commission

(OHEC). Senior management follows the guidelines issued by Office of the Civil Service Commission when formulating its HR plan.

> "We have two separate programs for HRM and HRD... The work division of our programs seeks to comply with OHEC guidelines from the Rector's Office and is communicated downstream to the Personnel Department and HR sections." (Senior HR Management).

> "The Office of the Civil Service Commission guidelines are also used in our HR plan." (Senior HR Management).

The University Council Committee is headed by a member of the University Council, and is comprised of the president, VP, assistant VP, heads of the faculty (dean and vice dean), chairman of the administrative staff (worker representative from the admin side) and an external HR expert. The secretaries of this committee are the assistant VP of HRM and the HR director. The committee prepares the HR policy that is formulated as part of the four-year master plan, which the committee presented to the University Council.

> "At the university level, we have a four-year university master plan, which is designed with clear targets and approved by the University Council... Our master plan covers annual plans. These annual plans are used for planning at the faculty level." (Senior HR Management).

Case Study B formulates a plan aligned with the Thai government targets.

> "Our university's strategic plan is to be an institution with a specialist focus on all matters pertaining to agriculture... The university's aim is similar to the national government target." (Senior HR Management).

The HR plans aim to establish an Asian university of standing in the future.

> "From our four-year HR plan, our target is to be the number one university for agriculture-based research in Asia and then attain an international ranking over the next fifteen years." (Senior HR Management).

> "Lately, HR policy has seen some changes regarding making the courses offered more international. We have, therefore, tried to recruit new teaching staff from abroad." (HR Operational).

The HR office in the Case Study B university have their own visions, showing that they are keen to respond to organisational strategy.

> "HRM should be geared in the direction of national development... The HR division has its own vision in accordance with the university's development." (Senior HR Management).

Senior managers discuss and develop possible targets for the HR plan.

> "Our HR plans are drawn up based brainstorming sessions involving the president, dean, vice dean, curriculum committee chair, and outside HR expertise ... they synthesise and analyse our data to formulate our HR plan targets." (Senior HR Management).

The university in Case Study B develops a four-year master plan to guide HR policy and practices to meet the organisation's strategic purpose.

> "When determining HR policy/practices to meet our strategic purpose, first, we have to see how to deal with HR development in our long-term plans ... the four-year HR plan has the aim of achieving strategic activities." (Senior HR Management).

Within the four-year plan, there are annual plans that provide a path toward the incremental achievement of the overall plan.

> "Our master plan (four-year plan) includes annual plans. These annual plans are used for planning at the faculty level... Projects are then designed to implement these activities with measurable indicators." (Senior HR Management).

The president is the key person responsible for developing and coordinating the master plan.

> "Faculties may choose which guidelines they want to use from the master plan ... an agreement is signed by the president and the dean about what indicators or strategies the faculty will accept." (Senior HR Management).

The president manages the links with the faculties and is responsible for HR policies and regulations with the support of senior managers.

> "Our president announces HR policies ... and identifies a strategic plan to accomplish the university's vision and links it to competencies ... and provides HR policies and regulations." (Senior HR Management).

> "The assistant VP for administration reports directly to the president regarding HRM." (Senior HR Management).

HR policies are forwarded to the HR committee for review. This committee includes the dean, VP (VP for administrative affairs), and an HR senior administrator (vice dean of the planning department) from every faculty.

> "The University Board is our highest executive committee. The director, with a status position equivalent to a faculty dean, is the head of

137

administrative affairs and therefore of personnel as well." (HR Operational).

"The dean of each faculty passes on HR policies to the employees... From the meeting between the board of deans and the academic project directors, agreed policies are passed down to all the faculties to be circulated to faculty members." (Senior HR Management).

"Policies from the university are relayed down to different faculties through the university's administrative committee and to the dean and vice deans/assistant deans." (HR Operational).

Q2.2 HRM at the operational level

HRM comes under the administrative department at the faculty level.

"In this faculty, HRM is regarded as a small work unit with only one full-time employee. This person is responsible for all routine functions directly related to the faculty's HR." (Senior HR Management).

The HR functional level of the faculty implements the university's HR plan through a faculty steering committee, which set up the meeting four times a year.

"At present, HR policy issues are agreed at faculty meetings ... HR programs are directly under the administrative office of the faculty." (HR Operational).

"The committee meets every three months or four times per year." (HR Operational).

The dean of the faculty delegates HRM policies to the vice dean via the faculty steering meeting.

"The dean is the person who makes decisions regarding which HR issues are relevant to be brought up at the monthly meetings of the three committees." (HR Operational).

"At the monthly faculty meeting, a particular HR issue may be formally assigned to a particular vice dean to follow through on." (HR Operational).

HRM policies must be agreed at the faculty meeting and are then proposed to the HRM committee at the university level.

"Decisions made have to be in line with the university's HR policies, for example new recruits for teaching positions have to be Ph.D.-qualified ... but the final decision is made at the university level." (HR Operational).

There are three committees that are responsible for HRM issues: The Faculty Board, the administrative committee (dean, vice deans, and heads of different divisions/departments within the faculty), and the HRD committee.

We employ an HR employee who deals directly with routine/day-to-day work relating to HR in our faculty. This employee is responsible for preparing documents for the three committees mentioned above... First, we have a Faculty Board, comprised of those who are responsible for different courses offered at our faculty. They meet once a month. Second, we have an administrative committee, which deals with practical HR issues. The committee is comprised of the dean, vice deans, the head of the research unit, and the heads of different divisions/departments within the faculty. They meet once a month. Third, we have the HRD committee, which oversees in what direction and how HRD should be carried out (HR Operational).

"All the issues relating to HR policies have to go through the relevant committee first, before being put into practice." (HR Operational).

The HR implementation process at the faculty level are the responsibility of the faculty secretary. The roles of HR officers are assigned by the vice dean, who is assigned HRM tasks directly by the dean; staff from the planning division, who organise the faculty's budget and plan; and the faculty secretary, who announces HR policies and practices.

> "An HR officer is responsible for using the information recorded/collected in HR work assessment." (HR Operational).

> "Besides the vice dean of HR affairs, we also have a planning division. The head of this division is also a member of our HRD committee. An annual budget is allocated for HRD activities, such as fieldwork concerning HR at other universities." (HR Operational).

> The faculty secretary is responsible for implementing policies, drawing up plans of activities, inviting committee members to meet and informing faculty members of current/future activities, as well as asking for their cooperation. Announcements are made using electronic mail (HR Operational).

The dean of the faculty announces HR policies through a variety of channels provided by the university, such as through email, informal means (word of mouth) and formal means (circulation letters).

> "The individuals concerned are personally informed by word of mouth, often followed by official letters... Decisions are sometimes made at the faculty level with no formal meetings." (HR Operational).

> "There are three ways to get communication from the university on HRD/HRM policies: official university memos, communications directly from the director, or through faculty meetings." (HR Operational).

Q3. What are the processes associated with the implementation of HR programs?

140

This question addresses links between organisational targets and implementation of HR programs. The first part of the analysis is based on the contingency approach to strategic implementation at the organisational level (Govindarajan 1988; Inda 2009).

The second part will focus on linking individual performance to organisational strategy (Abell, Felin and Foss 2008) based on AMO (ability, motivation and opportunity) theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013), as people are linked to strategic organisational needs (Schuler 1992). The results will provide a view of HR operational perceptions (including those of line managers and HR officers) regarding their ability to apply HR practices, their motivations, and the opportunities they have to perform HR tasks (Bos-Nehles, Van Riemsdijk and Kees Looise 2013). The results from this section will indicate if the university in Case Study B is implementing an HPWS process and seeking to achieve best practice processes.

Q3.1 Pre-implementation processes

The pre-implementation processes of HR practices are based on the agreed plan for guiding faculty performance, using the university's aims as the framework.

> "The university mission is used as a major framework for HRD. Individual faculties may choose which guidelines they want to use at the faculty level, or they may be committed to using certain guidelines through written agreements made with the university." (Senior HR Management).

Q3.1.A Internal organisational culture

SHRM focuses on intellectual and spiritual staff development through their relationships with others, including co-workers and students. Contemplative education refers to the core values of mindfulness and working with one's heart and soul.

"New lecturers must be able to observe roles in research and teaching... Research is also important, especially when it is related to the local community." (Senior HR Management).

"We will add contemplative education, which our president suggested... It is about mindful awareness ... no matter where you are from or who you are. If you do not have self-understanding, how can you help students to succeed in their studies?" (Senior HR Management).

Senior leadership finds these values to be contrary to the establishment of a social interaction environment in which employees feel that their voices are important.

"We have training about a contemplative education program every year... All the chief executives attend this training ... we do workshops together and meditate." (Senior HR Management).

The university in Case Study B supports a contemplative education program in HR practices, such as orientation, recruitment, and HRD. It believes that enhancing employee involvement is achieved by emphasising links between employees' roles and the university's visions. Senior HR managers believe that if a person can see his/her role clearly, then the whole university can move forward together effectively.

"Contemplative education is also viewed as important for newcomers. This point of view comes from our president... Well-respected persons are incited to give lectures on transformative learning from time to time." (Senior HR Management).

Q3.1.B Encouraging employees to get involved in meeting organisational targets through their roles

The senior HR managers believe that if employees understand their roles, this will guide their behaviour toward contributing to the organisational strategy.

> Attempts have been made to ensure that everyone knows what his/her tasks are and how they are linked to the university's strategy/vision. It would be great if employees clearly understood their roles to be able to move forward and drive the university together (Senior HR Management).

Case Study B applies a centralized performance management system. The president assigns a VP who plays an important role on the HR committee. All processes related to HRM activities are monitored and reviewed by VP. Through individual performance management, there is the opportunity align the employee's tasks with the organisational strategy.

Q3.2 Implementation process

The process of implementing HR programs is based on the agreement plan, which sets out the practices that the faculty will perform yearly. Then, an agreement contract is signed by the president and faculty dean.

> "Each faculty's projects are linked to strategic issues within the university's framework... We can therefore analyse our achievements according to plans and forecast for future activities." (Senior HR Management).

The dean of each faculty has the responsibility to implement the commitment agreement plan in practice. The aim of the implementation process is to link faculty practices with the university plan.

"The university's mission is used as a major framework for HRD. Individual faculties may choose which guidelines they want to use at the faculty level, or they may commit to using certain guidelines through written agreements made with the university." (Senior HR Management).

The planning department has an important role in implementing HR policies at the faculty level, while budget issues are the responsibility of the finance department.

The faculty's planning department is responsible for HR planning for other departments within the faculty. Therefore, we do not assess the HR work of each department but assess directly the work of the planning department instead ... if the HR plan relates to budgets, it is the responsibility of the finance section (HR Operational).

The next section analyses HR policy in four key areas: recruitment and selection, training and HRD, orientation programs, and performance appraisal programs.

Q3.2.A Orientation programs

The orientation program is important as it provides information to employees regarding the president's vision for the organisation.

"We set up one session in the training for newcomers to listen to the president's vision... Then, they can decide what their roles regarding their positions are." (Senior HR Management).

Q3.2 B Recruitment and selection programs

Those who have been with us for less than three years must pass our test in order to demonstrate that they possess the qualities required to be included in the system (Senior HR Management).

Case Study B evidence strategic HR practices in setting up an effective recruitment system. Senior HR managers design the recruitment system, which includes criteria for recruitment, such as the requirement that new academic staff must hold a Ph.D. degree.

> "New recruitment criteria with specific qualifications are proposed to the Rector's Office at the faculty/office level and are screened by the personnel department. The faculty/office will be notified of the decision made by the Rector's Office." (Senior HR Management).

At the faculty level, recruitment determines the staff workload based on full-time equivalent student (FTES) criterion. FTES traditionally refers to an individual student enrolled full time for one academic year.

> "The FTES is used if recruitment for new academic staff is to take place ... the FTES criterion used for new recruitment is outdated. The criterion should be made to be more dynamic and adjustable to suit real practices." (HR Operational).

The HR officers suggest that this measurement needs to be more flexible and up-to-date.

> "Policy-wise, we have tried to move towards a better ratio of employment between the academic and academic support personnel, and we hope to move the ratio from 1:1.5 to 1:1." (HR Operational).

Q3.2.C Training and HRD programs

Training programs are used to better assess and help employees to better see their own roles within the university, consistent with the university's vision.

145

"For newcomers ... the focus is on training ... making sure that they see their roles clearly when moving forward." (Senior HR Management).

At the faculty level, this involves using a bottom-up approach to developing training.

"A bottom-up approach is used. Faculty members are encouraged to develop training projects for themselves. These projects are then incorporated into the faculty's plan for budget allocation. They are then forwarded to the university." (HR Operational).

At the faculty level, training is the responsibility of the faculty's HRD committee, which deals directly with personnel administration and with developing a creative work environment.

"We have an HRD committee ... the responsibility for HRD and HRM still lies with the head of administration, who deals with routine work, and with rules and regulations, too." (HR Operational).

Quality assurance (QA) criteria, as set out by the OHEC, provide the guidelines for the HRD plan.

"We do have QA standards, which are used as a framework for the HRD plan." (HR Operational).

During work evaluations, every member has to write Terms of Reference (TOR) and Internally Displaced Person (IDP), the summary of which is then presented to our HR division and the director for a final decision to be made. For some important issues, decisions are made by the Faculty Committee Board as

it includes experts/advisors from outside the university (HR Operational).

Each faculty member is required to submit a TOR for training development, which provides needs assessment and proposals regarding their achievement or performance targets.

> By submitting a TOR, each faculty member is required to inform us in writing of the specific area of training he/she would like to focus on to increase his/her working capacity. The end-of-year QA will consider his/her success in participating in the training specified in the TOR. Therefore, the TOR can be used as a tool for HRD (HR Operational).

> "Individual participation is seen as important. In TOR assessment, a committee with a representative from every sector is set up to work on the criteria method and system to be used." (HR Operational).

Q3.2.D Performance appraisal programs

Performance appraisal programs are implemented during the regular annual reviews of an employee's job performance. These programs aim to identify those employees who may require further training.

> "Assessment appraisal evaluations are conducted every year … to review any obstacles to work competency. Workshops are then carried out to promote higher work competency, for instance, training in contemplative education for administrators." (Senior HR Management).

Case Study B has two standards to follow: university performance criteria established by the executive board and governmental criteria. The performance criteria are standard across Case Study B university;

as already outlined, the VP is responsible for performance appraisal at the faculty level.

> "For work appraisal and work promotion, we still use the university's central criteria of practice." (HR Operational).

> "The VP is involved in performance appraisal." (HR Operational).

Performance appraisal at the faculty level is undertaken by a faculty committee that evaluates employee tasks. The results of the performance appraisal are then forwarded to the HRM Office.

> "The assessment of new recruits is now done at the faculty level." (HR Operational).

> "We have our own committee to evaluate the work performance of our staff, both academic and academic support members... The results of the work appraisal are presented to the university's central HR unit for final decisions to be made." (HR Operational).

Performance appraisal can be used to motivate and improve employee commitment.

> "A clear system of work evaluation/appraisal is needed, as well as a better system of administration to make it less bureaucratic." (HR Operational).

> "Systematic work appraisal is needed. At present, staff members are self-appraised. Work competency should be evaluated by someone else... A clear system of work appraisal will lead to good results in HRD and HRM." (HR Operational).

However, both senior managers and HR operational employees are aware that there is a need to improve the performance appraisal system to make it more accountable in terms of what to measure, how to achieve performance evaluation objectives, and how to make the measures meaningful and understandable for employees and their managers.

> "Performance appraisal is an area that should be developed. It should be made more accountable... The new appraisal system is more organised, but there are still changes to be made." (Senior HR Management).

To develop accountability in the performance appraisal program, the university links employee's motivation to performance with incentives, such as pay increases, that are dependent on the employee's results from the program.

> "Fair and accountable work appraisal is very important and motivating. Faculty members should be able to assess their salaries based on their work performance." (HR Operational).

Q3.3 HR program outputs

This section demonstrates the outputs of the HR programs based on AMO theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013; Delery and Roumpi 2017; Shin and Konrad 2017; Kehoe and Wright 2013).

Q3.3.A Abilities

The university in Case Study B supports HR training in contemplative learning by hiring consultants and offering training sessions. This enhances employees' contemplation, such as intrapersonal cognition,

with compassion and learning to engage in self-emotion critique and reflection.

> Contemplative education is also viewed as important. Well-respected persons are invited to give lectures on transformative learning from time to time... Everyone in every sector has a role to play in moving our strategic policies forward. The university congress should pay a high level of interest to issues relating to HR (Senior HR Management).

> "Our part is to facilitate this through consultation or research budgeting." (Senior HR Management).

Training programs are provided to employees to enhance employee development.

> "They have accomplished training projects and development... The weaknesses and strengths of individuals, as well as those of the organisation, are considered in the project design. The developed project is then used for training." (HR Operational).

A development fund has been established to give financial support for academics to further their studies and to undertake research. The financial support encourages employees to submit additional research for publication. These programs largely focus on overcoming the challenges in developing an effective organisational strategy and HR plan.

> "With regard to work incentives for the teaching group, we provide financial support for them to do more research. For teaching support, financial assistance is given if they want to participate in training overseas." (HR Operational).

Q3.3.B Motivations

HR system practices support employee motivation by encouraging sharing knowledge and experience, and by providing financial support. First, senior managers motivate employees to get involved in activities that facilitate exchanging knowledge/information with others within the university. Knowledge management (KM) activities provide the transfer of knowledge, experience, and information.

> "We attempt to motivate senior employees to get involved with HR activities, such as KM … to understand the policies … Senior employees should be able to transfer knowledge and guidance." (Senior HR Management).

In addition, the university provides communication channels, through which policies are transferred down to faculty members via meetings that are held twice a year.

> "All employees meet at the general convention, which is held twice a year." (HR Operational).

Research is supported through the provision of access to external Ph.D. programs and by providing financial incentives for publications.

> "We have a good incentive system for HRD. We allocate a large proportion of our budget to the promotion of academic positions." (HR Operational).

Q3.3.C Opportunities

Senior managers are aware that HR networking is an important mechanism for sharing HR policy information within and outside of the

university. This is the opportunity to improve participation in and understanding of HR programs.

> "Our HR polices for the sustainable development of employees involve supporting their network ... collaborating within and outside the organisation ... the HR director networking with other public universities." (Senior HR Management).

A variety of channels exist to support HRM communications processes, such as meetings, circular letters, networking groups, emails, social media, and making intranet sources available. This improves information flow and communications.

> The committee meets every three months (four times per year). The outcomes of such meetings are then circulated via email, as well as through direct communications. HR news from the central HR unit is circulated by email to all faculty members. Important issues related to this news are selected for discussed during the next meeting (HR Operational).

> "We use the intranet for communication." (HR Operational).

> "Circulating official letters to faculty members is the most suitable way for keeping them informed." (Senior HR Management).

> "With regard to the social media, about 80% of our personnel use Facebook to communicate." (HR Operational).

Q4. Are existing HR programs related to the central HR problems facing Thai universities?

The university in Case Study B faces three main organisational challenges; addressing organisational transformation, developing interrelated HR systems, and retaining talented employees. Several programs are used to address these major challenges.

Q4.1 HR programs related to supporting organisational transformation

Communication and involvement, HRD, and work-life balance programs are related to addressing organisational transformation.

Q4.1.A Communication and involvement programs

The challenge of communicating with employees across the organisation to help them understand how transformation will affect their roles, is identified in Case Study B.

Q4.1.B HRD programs

Organisational transformation requires the HRD systems to set organisational targets and to link employee tasks with these aims. The purpose is to enable employees to understand their roles and to support these targets.

Q4.1.C Work-life balance program

Senior managers perceive supporting employee involvement as crucial to achieving a balance between one's work life and personal life. Work life balance impacts job performance (Johari, Yean Tan and Tjik Zulkarnain 2018). Senior managers support improvements in the working environment to improve employee well-being.

> "Everyone should not only work efficiently but also be happy." (Senior HR Management).

Q4.2 HR programs related to the challenge of interrelating HR systems

Communication programs and job design programs exist, which are used to cope with the challenge of linking HR systems to organisational performance.

Q4.2.A Communication programs

Senior HR managers believe that the HRM systems should address the social needs of the workforce. Communication plays a key role in providing updated and sufficient information to develop an understanding among employees regarding the links between HR programs and organisational goals.

Q4.2.B Job design programs

Chadwick (2010) suggests that senior managers should consider the links between HR systems and employee performance. Employees' roles and responsibilities are developed and evaluated through job analysis. Job design is the process of defining the extent of the work that will be performed. (Hauff 2019).

> "A shortage of workers is observed in many departments. I feel that this is not the real problem here, but instead it is the work management in each work section." (Senior HR Management).

Q4.3 HR programs related to retaining talented employees

Social interaction programs and involvement programs are used to assist in retaining high-calibre employees.

Q4.3.A Social interaction programs

Senior managers use KM as a tool in HR development to address workforce skills and abilities.

> "Of our employees, ... One issue we need to be concerned about is how to support the majority of our employees, who are aged under 40, as they are our main workforce... We can use our

senior employees to share knowledge with young employees."
(Senior HR Management).

The HR division has a group discussion system for specific issues; such conversations are normally carried out at KM meetings, which occur on a regular basis (once a month). Small group meetings are conducted both formally and informally.

Q4.3.B Involvement programs

Saks and Gruman (2018) suggest that work-related resources are important for developing the engagement of new staff. Work involvement programs can be expanded to assist new employees to integrate within the organisation.

Q5. What factors drive/inhibit strategic HRM practices?

This section discusses the factors that drive and inhibit strategic HRM practices, as revealed during the interviews. Different levels can be distinguished within HR systems: HR policies represent an organisation's stated intentions about HR practices to be implemented, whereas HR practices reflect the actual HR activities (see Q3 for actual HR practices) (Boon, Den Hartog and Lepak 2019).

First, in terms of driving strategic HR practices (Q5.1 and Q5.2), the interviewers discuss strategic intent, which is reflected in the need to develop a pool of human capital that either contributes to higher levels of skills in the Thai HE sector or achieves better alignment between the skills represented in the firm. Second, concerns factors that limit HR practices (Q5.3 and Q5.4) related to strategic HR practices and HR systems.

<u>Q5.1 Encouraging employee teamwork</u>

Senior HR managers believe that an effective HR system is a key factor in driving strategic HRM practices.

> "We have problems in the organisation with systems issues." (Senior HR Management).

There is the need to support employees working together through common goals and objectives. Case Study B should promote teamwork in the workplace, which is defined as coordinated efforts by individuals working together and the integration of different practices with different goals to undertake a single task.

> "There should be individual HR development, as well as group or even whole organisation development. Within the same faculty, the work of individual members should be integrated." (HR Operational).

> "What should be accomplished is group/team working, not only within each sector, but in the whole organisation." (HR Operational).

HR operational employees believe that teamwork is the factor driving strategic HRM.

> "Outsourcing a professional administration team may be a good strategy." (HR Operational).

<u>Q5.2 Positive workplace environment</u>

A key factor driving strategic HRM is providing flexibility at work and happiness in the workplace. Akingbola (2013) posits that facilitating flexibility, particularly to help employees to cope with change and to adapt to changes in the work environment, is a key facet of developing HR practices aligned with the organisation's current strategy. Effective senior managers perceive the need

to develop work flexibility to cope with organisational transformation, thereby supporting efforts to achieve organisational goals.

> "To be happy while working may require work flexibility and better welfare. This is our overall aim." (Senior HR Management).

Another key factor driving HR strategic involvement is employee happiness. Huang et al. (2016) suggest that happier workers tend to be more productive and perform better. Employee happiness contributes to satisfaction and the quality of life, and work. If employees feel happy, they are likely to be motivated to become more involved in organisational transformation and to perform in ways that enhance the organisation's mission.

> "Once recruited to work with us, we would like to see that they are happy working ... If they are happy and feel part of the organisation, targets can be met more quickly." (HR Operational).

Q5.3 Different contract and employment status

A variety of employee contracts and employment statuses exist, such as temporary and permanent employment statuses and the hiring of project-based staff. Both senior HR managers and HR operational employees are concerned that there are challenges to hiring contract staff, especially related to time extensions or moving them to undertake new projects.

> We have a problem with temporary employees hired for project-based duties or who are independent contractors. Such a contract typically contains payment terms based on the total fee for the project. These terms require setting out a planned timeframe for the project, and the employment relationship should end upon completion. Often, a project keeps getting extended or the contractor is rehired to work on a new project (Senior HR Management).

"HR can be divided into two groups: academic and academic support staff. The problems these two groups face may be different at a certain level. The system for academic staff is more stable." (HR Operational).

Q5.4 The absence of the strategic positioning of HR within the organisation

HR rarely finds strategic relevance for HRM in the organisation.

"HR issues are rarely discussed at faculty meetings." (HR Operational).

HR operational employees believe that HR should be involved with strategic planning and practices, and with appraisal systems.

"There is no good strategic plan at present. What we have is not practical. It could be due to the way it was drawn up, with no participation from concerned parties and an unclear/weak system of work appraisal." (HR Operational).

Q6. What is required to support strategic HRM practices?

The interviewees articulated the importance of senior management and operational HR management in developing strategic orientation in HR programs. A major insight is that senior management should integrate employees with organisational development.

The role of those who are related to HR is to find an appropriate approach, methodology, and criteria to support the university's administration… A proper system/approach should be created to develop the whole organisation as well as individual employees, such as when targets are not met or with regard to making better decisions (Senior HR Management).

Senior managers require a clear understanding of HR policies, how to achieve HR practices, and how to coordinate these with the responsibilities and goals of all university employees.

"All staff members should not only know what HR policies are, but understand HR practices as well... They should understand HRM and HRD, as well as the whole system, which comprises different individuals." (Senior HR Management).

Senior HR management needs to understand the context of HR policies as they need to communicate clearly with all employees in the organisation.

"A better system of communication needs to exist between policymakers and the executers who put the policies into practice... The role of HR managers should be to oversee the flow of information and HR activities, and to execute and support other issues relating to HR." (Senior HR Management).

Also of major significance, HR officers at the operational level perceived the importance of extending their function to support employees so that can accomplish organisational targets.

"No clear vision on HRD has been laid out. No clear direction for the future. The lack of administrative training/experience among our administrators is our problem at present." (HR Operational).

Small group meetings and KM activities are identified as useful for encouraging employee involvement with organisational activities.

"Greater understanding among employees should lead to targets being achieved... A good example is the work assessment process. We try to make our employees understand the process more clearly through small group meetings and KM activities." (HR Operational).

HR officers suggest the need to be aware of and open to new HR programs.

"Participation is very important for HRM." (HR Operational).

In addition, HR officers believe that HRM will enable the development of employee involvement and interconnections; moreover, the HR Department should be primarily responsible for achieving this goal.

HR systems should be developed ... the role of the HR team should be made clearer and more official... We work with humans ... relationships are important ... building employee involvement and interconnections is our job (HR Operational).

> "We aim to be a role model for promoting trust, and we want to be acknowledged and to participate ... the HR Department should not fall under another department." (HR Operational).

6.3 Within-Case Summary

This section describes and analyses the situation, events, and processes in Case Study B. It uses the same analytical processes (pattern coding) described in Case Study A (see 5.3 above).

a) The challenges facing Case Study B's HR program

Four major HR challenges face Case Study B university: organisational transformation, the interrelation between the HR system and organisational strategy, accessing suitable candidates, and retaining young talented employees.

Coping with organisational transformation is a central HR problem facing Case Study B's university. Communication and involvement, HRD, and work-life balance programs are HR programs that address organisational transformation by linking employees' roles to the university's vision and goals. Both senior managers and HR operational employees are open to the use of KM activities to exchange knowledge and information. Additionally, the interrelationship between HRM and organisational strategy requires communication and job design programs, which play important roles in terms of interconnections and providing updated and sufficient information about

the extent of employees' work. A third concern for Case Study B, is that HR finds it difficult to implement the university's targets and recruitment policies and criteria. The last challenge identified is related to retaining young talented employees, who often have a temporary employment status and are initially hired with project-based employee contracts.

b) The development and implementation of HR policies and practices

HR policies are formulated by the HR policy committee at the organisational level. Senior managers use government standards as a guideline. A four-year master plan is formulated and implemented by the University Council, and the annual plan provides guidelines at the faculty level. HR policies must be agreed upon at faculty meetings and then proposed to the HR committee at the university level. HR implementation practices at the faculty level are the responsibility of the faculty secretary. The roles of HR officers are assigned in each faculty meeting.

Two factors identified as inhibiting strategic HRM practices were the variety of employment contracts and the perception that the parent organisation did not recognise the importance of HR staff. HR operational employees suggest implementing more strategic HRM plans and practices and increasing involvement, particularly as part the appraisal system.

c) Which HR programs have a strategic focus and contribute to an HPWS process?

The university in Case Study B uses contemplative practices and encourages employees to become involved in meeting organisational targets as part of their on-going work-related roles. HR programs that have a strategic focus include the orientation process, which provides employees with information about HR practices, and it allows employees to hear, interpret, and respond to the president's visions for the institution. Flexibility in recruitment and selection, with a bottom up HRD approach, and the

assessment of training should each contribute to HR programs and advance HR's strategic focus.

The university in Case Study B implements an HPWS and seeks to become a public university with a specialist focus on agriculture, based on an enhanced ability for self-development, and the development of knowledge and skills made possible with supportive resources, such as training projects and financial aid. Motivation results from KM activities, communication channels, and incentive systems (promotions). Case Study B provides an example of an employee network system that facilitates information sharing.

d) The HRM role required to support strategic HRM practices

Promoting employees to become more self-aware of their roles and responsibilities to achieve effective HR policies and practices, is on HR characteristic that could better to enhance strategic HRM. Indeed, more attention needs to be paid to HRM in the organisation. Moreover, senior managers should develop appropriate HR systems and criteria for HR programs, and clearly communicate HR policies and practices.

CHAPTER 7

CASE STUDY C

This chapter, along with Chapters 5, 6, and 8, present one of the four case studies undertaken for this research. It follows the same format as Chapter 5.

7.1 Institutional Overview

The institution is a private university with the primary aim of educating and graduating students who are employable and able to pursue careers as independent professionals. This university is a well-established institution that is ranked in Thailand's top thirty, with a specialist focus on science, technology, design, and management. The institutional details are set out in Table 7.1. Its philosophy and vision are targeted towards producing graduates who have up-to-date knowledge in their areas of study and can pass on academic knowledge and values to society. The university is spread across twenty-seven faculties and three institutions.

There are 4,719 employees: 74% have administrative duties, 26% are academics. Of the academic employees: 27% hold Ph.D. degrees, 54% master's, 13% bachelor's, 5% have qualifications lower than a bachelor's, and 1% hold a higher graduate diploma or graduate diploma degrees. The job titles given to the academics are distributed as follows: 2% professors, 5% associate professors, 13% assistant professors, and 80% lecturers.

There are 22,697 students enrolled: 93% undergraduates, 6% pursuing master's degrees, 1% are working toward their Ph.D. degrees, and about 2% are enrolled on a course that awards a certificate. The students are distributed across 42 programs: 22 (52%) undergraduate and the remaining 20 (48%) master's or Ph.D. postgraduate.

The university has a University Council, which acts as the executive body of the university governance system. The president works full time and operates as the most

senior line manager and operational chief of staff in all matters. Operating under and reporting directly to the president are vice presidents (VPs). The Vice President for Administrative Affairs and has ultimate responsibility for matters pertaining to HRM and HRD; the Director of HRM reports to this VP. Another HR officer acts as the head of the HRM Office, and a deputy director acts as the head of the HRD Office.

HR is separated into two divisions: personnel and HRD. The HRM and HRD Offices have their own philosophy, vision, and mission. Their philosophy recognises that HR is the most important area for the organisation, while their vision focuses on achieving the university's goal and providing employees with a quality of life that makes them happy. Their mission is to support university operations with effective HR programs, relating to recruitment, retaining high-calibre employees, career management, and promoting a healthy quality of work-life balance.

TABLE 7.1 Institutional Features of Case Study C

Category	An overview of Case Study C
Type of HE	Private university.
Organisation size	Large institution with twenty-three faculties and seven institutions.
University ranking	In the top 30 universities in Thailand and ranked 3,099 in the world.
Organisational target	Institution with a specialist focus on science, technology, design, and management.
University's vision and mission	Targeted toward developing the organisation and maintaining high quality standards.
Number of employees	1,700 employees: 66% administrative and 34% academic staff.
Employees' education level	Academic staff: 27% hold doctorates, 54% master's, and 13% bachelor's degrees.

Category	An overview of Case Study C
Academic positions	Academic position: 2% professors, 5% associate professors, 13% assistant professors, and 80% lecturers.
Number of students	Total enrolment 22,697 students: 93% undergraduates, 7% postgraduates (master's or Ph.D.), and 2% have a diploma.
Number of programs	Total 42 course programs: 52% undergraduate, and 48 master's or Ph.D. postgraduate courses.

Source: executive summary report 2013-2015 and annual report 2016

7.2 Data Analysis

This section organises the data and transcribes what the key informants said in the interviews. The data analysis process mirrors that described for Case Study A (see Section 5.2).

Q1. What are the major HR challenges facing the institution?

Q1.1 Educational quality standards

The Case Study C university focuses on teaching rather than research. However, the university needs to attain high standards regarding its faculty members to obtain a high academic ranking and Ph.D. funding.

> "Academic staff focus on teaching more than research. This can cause problems when the staff apply for higher academic positions." (Senior HR Management).

Both senior HR managers and HR operational employees use the criteria from the quality standards set by the government as the guideline for HR practices.

"Academic staff evaluations are set up based on the Office of the Higher Education Commission's (OHEC) and the Office for National Education Standards and Quality Assessment's (ONESQA) criteria for work progress. Teaching staff with academic positions (assistant professors, associate professors, etc.) must demonstrate good work progress." (Senior HR Management).

"The recruitment of academic staff must be based upon their qualifications, as defined by the OHEC and ONESQA... The recruitment procedure must conform with the standards of the HR Office." (HR Operational).

However, the university in Case Study C finds it difficult to fulfil government requirements and HE quality standards due to shortages of suitable academics with a Ph.D. in some disciplines.

"It is difficult to find suitable Ph.D. candidates for jobs." (Senior HR Management).

"Recruitment priority is given to Ph.D. degree holders in subjects where there is a shortage of Ph.D." candidates (Senior HR Management).

"Our faculty has a shortage of workers ... especially working in the laboratory." (HR Operational).

Q1.2 Retaining high-calibre employees

The challenge of designing competitive compensation is highlighted in Case Study C; senior managers express the belief that they must provide an attractive salary structure to retain high-calibre staff.

"We need to retain good staff. We try to increase their salaries/give them competitive salaries... Retaining good staff is harder in practice than in theory." (Senior HR Management).

Senior HR managers find it difficult to attract talented employees when offering lower average payment for positions compared to those that are better paid in other private universities.

"It is difficult to offer them competitive payment." (Senior HR Management).

"Employees' salary levels are relatively lower than those in other private universities... Compulsory workloads are smaller here than in other universities (18 credits versus 24 credits for teaching staff). Support staff also get an extra bonus." (Senior HR Management).

Q1.3 Internal communications and organisational consistency

Senior HR managers suggest that since Case Study C is a large organisation with 17 divisions and 60 subdivisions, its size may result in challenges related to the internal conflicts that occur in such organisations about different targets, plans, and standards.

"The university is a large organisation and normally faces internal conflicts as well as conflicts between itself and other institutions under/associated with it." (Senior HR Management).

Different internal HR plans are used in each faculty, as well as by the HR Office and HR Department of each faculty. The university in Case Study C allows the management teams of the different faculties to have some flexibility, such as being able to determine their own policies. This is because the culture and performance appraisal criteria of each faculty are different and need greater flexibility with regard to development of their staff.

167

"The faculty's HR development plan may not be the same as the individual development plan of the HR Office .... and it may vary from faculty to faculty... Performance appraisals are also different across faculties." (Senior HR Management).

Internal inconsistency arises in relation to different plans at the university and faculty levels. A faculty sets its own HR plan, which may not coincide with the university's targets.

"In fact, we arranged competency training at our faculty before the university did. This is because we need to follow OHEC and ONESQA competency standards when setting the faculty's competencies ... a specialist was invited to coach us on competency-related issues." (HR Operational).

In addition, Case Study C also reveals differences in terms of personnel career preferences.

"Different personal career preferences and skills/capabilities exist. Some want to teach, while some want to do research or have an administrative role." (Senior HR Management).

"Academic staff focus on teaching more than research. This can cause problems ... when the staff apply for higher academic positions." (Senior HR Management).

It is difficult to manage a variety of individual skills and capabilities when trying to accomplish different faculty targets that focus on the university's aim of achieving a high ranking by encouraging more publications in high-quality academic journals.

"We are lacking staff with dual competencies: teaching and research. Some faculties give more weight to teaching, resulting in heavy teaching workload. Those faculties seem to regard themselves as teaching schools rather than research schools." (Senior HR Management).

Q2. How are HR policies formulated?

Case Study C is a private university that operates as an educational non-profit organisation and is fully accredited by the Thai government's Commission on Higher Education of the Ministry of Education. Compared with public universities, the private sector's role has become increasingly important. Making sound government HE policies for private HE institutions, and ensuring these institutions have a good understanding of the policies and standards, has become a major challenge for policymakers and scholars (Praphamontripong 2011).

Q2.1 At the organisational level

The university in Case Study C develops an HR plan that follows Thai government targets for private institutions. Senior management follows the guidelines for formulating HR policies set by the OHEC and ONESQA.

"The university has a roadmap for development to answer Key Performance Indicator (KPI) and QA needs … and to set up development policies according to KPI and QA guidelines." (Senior HR Management).

The president is the main authority for formulating and making decisions about university HRM policies and plans.

"The main policies in Case Study C come from the president … formulated his policies so staff the KPI." (Senior HR Management).

In Case Study C, HR policy formulation uses a decentralised system that provides flexible processes for the planning and decision making of all faculties, but the various faculties' policies and plans must align with each other and contribute overall to the university's policies and plan.

> "The HR system here is separated into an HRM section responsible for routine work and an HRD section responsible for planning in line with the university's policies... We receive HR policies from the president." (Senior HR Management).

The HR policy implementation process is initiated by the faculty dean or vice dean in meetings that are scheduled four times per year.

> "Action plans are formulated by the faculty dean or vice dean, who attend the meetings ... the monthly HR committee implements HR policies." (Senior HR Management).

Q2.2 HRM processes at the operational level

The HR programs in Case Study C are independent and varied. At the university level, there are two departments: HRM and HRD. The HRD Office is included under the HRM Department. Each faculty has an HR committee, which typically includes the VP for administrative affairs, a dean, a vice dean, and faculty staff.

> "HRM and HRD are under the VP for administrative affairs. They convey HR information/matters to different faculty deans ... the HRD head is the secretary, and the planning committee includes other members from HRM as well as academic staff." (Senior HR Management).

The HR implementation practices at the faculty level relies on a committee system, and the dean is included as part of the committee. The dean passes on information regarding HR policies at the faculty meetings; then, the committee members adjust the faculty's HR policies to comply with the university's policies.

> When the university's policies are announced ... the faculty receives the information through meetings that occur every two months ... the dean will inform the Faculty Board about the university's policies on a monthly basis ... then, the committee will implement university policies within the faculty (HR Operational).

Each faculty has its own policies, but the formulation and implementation of these HR policies are developed based on the university's and president's visions.

> We need to challenge our employees to develop innovations and reach high standards, which are our university's vision... Our president says that education is innovation; therefore, we run our programs to build ... learning innovation and new practices ... we develop a management system to enhance customer satisfaction (HR Operational).

Q3. What are the processes associated with the implementation of HR programs?

This question explores links between organisational targets and HR programs. The first part of the analysis is based on the contingency approach to strategic implementation at the organisational level (Govindarajan 1988; Inda 2009).

The second part will focus on linking individual performance to organisational strategy (Abell, Felin and Foss 2008) based on AMO (ability, motivation and opportunity) theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013), as people are linked to strategic organisational needs (Schuler 1992). The results will provide a view of HR operational perceptions (including those of line managers and HR officers) in regard to their ability to apply HR practices, their motivations and the opportunities they have to perform HR tasks (Bos-Nehles, Van Riemsdijk and Kees Looise 2013). The results from this section

will indicate if the university in Case Study C is implementing an HPWS process and seeking to achieve best practice processes.

<u>Q3.1 Pre-implementation processes</u>

The pre-implementation processes of HR practices are based on government criteria from the OHEC and ONESQA and decision making by the president. Several issues need to be considered that may affect the preliminary results regarding the implementation processes, such as the workings of the oversight committee and commitment systems employed.

<u>Q3.1.A Committee system</u>

HRM communication is based on a committee. The committee members come from different relevant groups of interest, such as the Education Board and the various faculties.

> "The committee members are from different relevant groups of interest, such as the Education Board, the different faculties." (Senior HR Management).

Case Study C uses a committee system for bottom-up communication.

> "Any requests are processed with a bottom-up approach through the committee that considers employee's appeals, then once processed, submits the appeal to the president." (Senior HR Management).

All HR problems at the faculty, work unit or individual levels are handled by the HRM division. If a problem cannot be resolved, the HR director will report the problem to the university president via the VP for administrative affairs.

"HR proposes ideas and problems at the monthly executive board meeting. The board consists of the university president and the faculty deans." (Senior HR Management).

Case Study C focuses on using HR policies to increase the number of academic positions among the academic staff. Senior HR managers have consistently encouraged academic staff to pursue higher academic positions, and they use new regulations that are compulsively enforced within a fixed time frame. Senior HR managers believe that a commitment system is an effective tool for urging academic employees to earn their promotions to higher academic positions.

"The new policy puts more emphasis on research. To gain higher academic positions, staff must conduct more research." (Senior HR Management).

Q3.2 Implementation processes

This section analyses HR policy in four areas: career management, recruitment, HRD, and meeting programs.

Q3.2.A Career management programs

Case Study C develops a career advancement plan to encourage employees engage in self-development and improve.

"Career advancement plans should be developed to encourage teaching/academic staff to be more self-motivated and to build their capacities ... and to encourage all staff to better themselves at work. Career-development courses should also be provided." (Senior HR Management).

The implementation process for motivating employees includes disciplinary regulations and compensation payments to control and stimulate employees; these are tools encouraging pursuit of advanced knowledge and capacity improvements. This control aims to fulfil the government criteria for increasing academic status.

> "We have a budget to support employee self-development ... we just modify the regulation regarding compensation payments to motivate... We also have disciplinary regulations to stimulate them... If an employee does not improve his/her status, such as progressing from being an assistant professor to an associate professor, he/she will be disciplined." (Senior HR Management).

> "At present, no individual development plans are implemented. However, career development plans are in progress. We are starting at the executive/administrative level." (Senior HR Management).

Q3.2.B Recruitment programs

The final recruitment decision is made by an HR committee. HRM is responsible for the recruitment process, monitoring employee rules and regulations, and overall general welfare. Senior HR managers and HR officers use the centralised recruitment policies from the HR centre. The senior HR managers consider the size of the workforce, which is based on employee workload.

> "We have recruitment policies to prevent hiring new, additional employees if it is not necessary. We only recruit when a replacement is needed... We take the workload of the remaining employees into consideration." (Senior HR Management).

174

The university in Case Study C uses a bottom-up system, with information being passed from the faculty to the HRM Office. The HR officers are required to send job specifications to the HR centre. The decision-making is initiated by the Rector's Office, taking into consideration workforce ratio planning (hours per person), and then the faculty committee performs the process for selecting and testing candidates. Recruitment or other HR issues that are directly related to the faculty are performed by said faculty.

> The applicants must do it at the HR centre. Then, we assign our staff to select potential applicants at the centre … together with the job vacancy, the qualifications required for such a post must also be specified. When the HR centre acknowledges our request, it will coordinate with the personnel division to disseminate this recruitment announcement (HR Operational).

> "The faculty cannot do much with the workforce ratio planning. We can request personnel for ten new posts, but we may get less than that." (HR Operational).

The institution in Case Study C uses a mixed generations recruitment policy, hiring a variety of younger and older workers, including those over 60 years old. HE operational employees suggest that older workers can provide the organisation with an advantage by mentoring and knowledge-sharing systems.

> We have a mixed generations recruitment policy. The outstanding capacities of each generation provide benefits to the faculty. We will make the best use of the capacities of each generation to contribute to the faculty's HRD (HR Operational).

Both senior HR managers and HR operational employees suggest that the strategic recruitment used in Case Study C focuses on hiring younger workers who are excellent students and have a high-

performance capacity. They belief this strategy provides possible gains by obtaining high-calibre and talented employees.

> Our faculty carefully picks graduates with excellent academic records and the potential to become teaching staff. Our faculty, especially the dean, keeps an eye on excellent students; then, when they graduate, we recruit them to work with us at the faculty (Senior HR Management).

> "I suggest the recruitment strategy should focus on employing bachelor's degree students who have a high-performance capacity ... this would make it possible to recruit high-calibre and talented employees." (HR Operational).

Q3.2.C HRD programs

The VP for administrative affairs mainly responds to the university's strategic plans. In Case Study C, the Rector's Office coordinates the work of HRM and HRD regarding personnel management. For example, HRD requests information from HRM about the pilot project on competency development. HRD then identifies problems to be reported to the committee.

> HRD is focusing on individual development plans... There is an HR committee, which is chaired by the VP for administrative affairs, with the head of HRD as the secretary, and other committee members from HRM, as well as academic staff (Senior HR Management).

> Actually, the HRD unit is hardly ever in contact with the faculty. In my opinion, the role of the HRD unit is to enhance staff capacities by arranging training for administrators, teaching staff, or supporting officers, while the role of the HR unit is to handle the workforce planning and analysis (HR Operational).

HRM and HRD convey HR information/matters to different faculty deans with recommendation for training and HRD courses. The HRD

Office provides a lot of training courses, such as those in educational development centres and educational support centres. Each faculty must implement competency development policies, and the Faculty Board and HRM will work on core competencies.

> "The main focus of KPI guidelines for academic staff is self-motivation/competency building." (Senior HR Management).

> "The HR system operates according to the roadmap for achieving the HR development goals. The time taken to achieve such goals varies depending on the person and his/her position and responsibilities." (Senior HR Management).

The training system is implemented through HR policies that encourage employees to attend training programs or seminars at least once per year.

> "We create a policy that encourages all staff to attend at least one seminar per year. However, most of them attend more internal and external seminars than that... The number of seminars attended is a part of performance appraisals." (HR Operational).

Case Study C provides sabbatical leave and seminars for employee development in order to fulfil the organisational requirement of meeting government criteria and education quality standards.

> "Funding/scholarships are provided for staff (both academic and non-academic) who would like to pursue an academic career." (Senior HR Management).

Priority in terms of recruitment is given to Ph.D. degree holders. In disciplines where there is a shortage of Ph.D. candidates, the university will provide funding for sabbatical leave to academic staff who have been working at the university at least two years (Senior HR Management).

Q3.2.D Consultation and co-ordination

The university in Case Study C uses a meeting system to develop strategic HRM processes. There are various committees in Case Study C, which are set up based on the responsibilities assigned by the president and Chief Executive Officer (CEO). Senior HR managers suggest that meetings are used as a channel for sharing and implementing HR policies and practices. Information about best practices and successful performance within faculties is shared, with suggestions how to accomplish HR's and university's plans. Positive examples inspire other faculties to follow suit.

> "Any successful programs are shared in the meeting … faculty deans can share information and suggestions for future programs or development plans." (Senior HR Management).

> "The executive committee meeting is not formal, but rather it is a forum for information sharing and keeping up-to-date… Information shared at the meeting can be an inspiring factor for some faculties to duplicate." (Senior HR Management).

Q3.3 HR program outputs

This section demonstrates the outputs of the HR programs based on AMO theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013; Delery and Roumpi 2017; Shin and Konrad 2017; Kehoe and Wright 2013).

Q3.3.A Abilities

Case Study C provides a budget for the publication of journal articles, which aims to improve academic employees' performance in accordance with university ranking indicators and government standards.

> "Funding, financial support, is provided for research and presentation of a staff member's academic work (such as publication expenses or conference registration fees)." (Senior HR Management).

HR operational employees suggest providing a training budget. This budget will support employees by providing opportunities to improve their knowledge, skills, and abilities.

> "A training budget is provided for all faculty staff... This allows our staff to get support to attend the training not just once, but twice... It is very useful for them ... additional training is part of self-knowledge and improvement." (HR Operational).

Senior HR managers and HR operational employees are improving the HR process to provide one-stop service to enable employees to work efficiently and provide quality services. One-stop service is a strategic HRM tool and focuses on working as a team, meaning that the individual members can replace each other in the case of absenteeism.

> To overcome slow processing times and coordination issues, we have adopted a one-stop service system. Each HR staff member for each faculty handles everything from recruitment to employment, welfare, and retirement. Hence, each HR employee has an identical role, and they can replace one another if need be (Senior HR Management).

179

A work system that allows a staff member to replace an absent co-worker must be initiated. This system requires the clear identification of someone as the main person responsible for a certain task, and another person as the second responsible person (HR Operational).

Q3.3.B Motivations

Motivations refer to HRM practices that enhance and incentivise employees (Delery and Roumpi 2017; Appelbaum et al. 2001). HRM should allow senior HR managers to guide line managers (Bos-Nehles, Van Riemsdijk and Kees Looise 2013).

There are several HR system practices that manage and enhance employee motivation, such as self-assessment, communication sharing, and financial support. Senior managers first use goal setting, which motivates employees to set their own objectives with regard to what they hope to accomplish. Case Study C emphasises attributes and goals that should be understood and supported by managers and subordinates.

> "The president motivates employees to consider their individual development plans. All staff are encouraged to write self-assessments and to outline their future plans, and then to see how the university can help them." (Senior HR Management).

Second, Case Study C uses communication channels, such as Facebook and email, for information transfer or for communicating directly with the president.

> "We provide an e-learning system … communication in the form of social networks… The easiest means to communicate directly with the university president/chancellor is through Facebook." (Senior HR Management).

The HR policies and practices are accessible by employees through both the internet and intranet. They mostly communicate through email, and senior managers constantly publish up-to-date information on the HR website.

> "We use both the internet and intranet for communication… All communications with employees are now carried out through email, with no more circular documents." (Senior HR Management).

Third, both senior managers and HR operational employees perceive that the university in Case Study C provides rewards for employees who develop their knowledge, skills and abilities, improve their performance, and contribute to the organisation's goals.

> "We enrol staff in Ph.D. programs. Support staff also get extra bonuses." (Senior HR Management).

Q3.3.C Opportunities

Senior managers suggest that career development plans provide support for employee self-development. Different career preferences are designed by the CEO, with a variety of choices for career paths and career development; for example, administrative staff can become lecturers if they have the capability to teach.

> "We encourage all staff to better themselves at work by providing career development courses … and different personal career preferences and skills/capabilities. Some want to teach, and others want to do research or have an administrative role." (Senior HR Management).

"Staff can choose their own career paths, which encourages/stimulates them to have fun at work/in their jobs. This results in a better quality of work in the end." (Senior HR Management).

The university in Case Study C provides on-the-job training, such as coaching and mentoring programs. HR operational employees suggest a mentoring system to assist new and inexperienced employees.

The head of each department will assign one member of the teaching staff as a coach for the new staff ... a training course must have two course coordinators... We will not let the new staff work alone, because they have never had this experience and may not be able to handle it on their own (HR Operational).

This system provides opportunities for junior staff to work together and assist senior employees in all their work functions, such as teaching, research, and laboratory work, for one to two years. Over time, the new staff will clearly understand how to perform their work, and they will be able to replace the senior employees. If one of them is absent, the other will be able to take his/her place. Each job will always have a back-up team.

"For the laboratory staff, there are operational manuals with clear instructions on how to work in the laboratory and how to prepare substances for a certain purpose." (HR Operational).

The university in Case Study C conducts performance appraisal using 360-degree appraisal. HR operational employees believe that this provides the opportunity for supervisors and employees to engage in two-way communication. That is, the employer/supervisor prepares a report on an employee's strengths and weaknesses, and the employee is able to give feedback to the supervisor.

182

> Performance appraisal must be conducted clearly and transparently ... staff performance will be reviewed using a 360-degree system... This performance appraisal should be conducted by both groups—superiors evaluate their subordinates, and the subordinates evaluate and give feedback to their superiors (HR Operational).

Q4. Are existing HR programs related to the central HR problems facing Thai universities?

The institution in Case Study C faces three main organisational challenges: addressing educational quality standards, retaining high-calibre employees, and promoting beneficial internal relationships. Several programs are used to address these major challenges.

Q4.1 HR programs related to the challenge of educational quality standards

Risk management programs, HRD programs, and recruitment programs are related to addressing the issue of educational quality standards.

Q4.1.A Risk management programs

The university in Case Study C appoints a risk management committee to drive HR strategy and the HRD plan with the aims of making sure that policies are implemented correctly and in accordance with the chancellor's vision, KPI guidelines, and governmental criteria and indicators.

Q4.1.B HRD programs

In Case Study C, emphasis is placed on using HRD programs to improve employee performance. A variety of activities are used, such as self-assessment (which encourages employees to outline their own future plans and understand organisational requirements), mentoring and coaching (which support the knowledge-sharing system) and

183

funding for sabbatical leaves (which provides opportunities to obtain a higher level of education).

Q4.1.C Recruitment programs

Senior HR managers suggest hiring high-calibre or talented employees to obtain organisational and educational quality standards. In Case Study C, high-performing students who graduate from the university are directly recruited and given funding for future higher education.

Q4.2 HR programs related to the challenge of retaining high-calibre employees

Promoting social interaction and social mindedness, with rewards and motivational programs, are used to cope with the challenge of retaining high-calibre employees.

Q4.2.A Social interaction programs

Case Study C emphasises the importance of providing a happy and friendly atmosphere in the workplace. HR operational employees recognise that if a faculty creates a friendly atmosphere in the workplace which makes the staff feel comfortable at work, the employees will be loyal and will, of course, perform better in their jobs than if they are forcefully pushed to do so.

Q4.2.B Social mindedness programs

Senior HR managers are concerned about encouraging employees to work freely, and to innovate and enjoy their work. Both senior managers and HR operational employees believe that if employees are happy in their jobs, they will perform at an extraordinary level to achieve the best outcomes. Therefore, it is important to have a positive attitude toward staff, employ good governance, and treat all employees fairly/equally.

184

Q4.2.C Rewards and motivation programs

The university in Case Study C provides rewards for all employees to encourage them to improve their performance and contribute to the organisation's goals. The faculties make agreements with the president to reward employees frequently as these tools keep employees happy and improve their performance.

Q4.3 HR programs related to internal relationships

A teamwork program is used to deal with internal relationships.

Q4.3.A Teamwork program

Senior HR managers support the idea of employees working in a team and make sure that every team member possesses team spirit. One benefit of teamwork is that team members can brainstorm ideas to minimise weaknesses, which leads to the accomplishment of organisational missions. In addition, senior HR managers develop a teamwork strategy with core values and core competencies that emphasise unity, which the university believes will lead to successful internal relationships and HR development.

Q5. What factors drive/inhibit strategic HRM practices?

This section discusses the interviews in terms of the factors that drive and inhibit strategic HRM practices.

First, in terms of driving strategic HR practices (Q5.1 and Q5.2), the interviewers discuss strategic intent, which is reflected in the need to develop a pool of human capital that has higher levels of skills than that in the Thai HE sector or achieves better alignment between the skills represented in the firm. Second, in terms of factors

limiting HR practices (Q5.3), the information was derived from the interviews that discussed those factors that inhibit strategic HR practices and HR systems.

<u>Q5.1 Up-to-date information and communication</u>

Senior HR managers believe that two factors drive organisational strategy: effective communication and up-to-date information. The university in Case Study C regularly shares information between employees via the HRM and HRD website.

> "We provide up-to-date rules and regulations." (Senior HR Management).

> "We constantly update our HR website." (Senior HR Management).

The institution in Case Study C uses the internet for internal communication and to support two-way communication between the president and employees, such as anonymous comments and complaints about HR affairs that can be made via a suggestion box.

> "We provide an anonymous suggestion/complaint box via the website … It does not have to be only an HR topic." (Senior HR Management).

<u>Q5.2 Awareness of employee roles and duties</u>

Senior HR managers encourage employees to work based on their duties and functions. Both senior HR managers and HR operational employees believe that effective job descriptions are an HR strategy that can help employees understand their roles, tasks, and responsibilities that they are expected to perform.

> "It is about encouraging employees' devotion to performing their duties and functions." (Senior HR Management).

"The staff pay attention to their job descriptions so that they understand the roles, tasks, and responsibilities that they are expected to perform." (HR Operational).

Q5.3 Lack of communication and coordination

Senior HR managers are concerned that poor communications inhibit the exchange of information/knowledge between the HRM and HRD Offices. Strategic HR system practices require effective internal coordination and communication.

"There is a lack of, or insufficient, internal coordination and communication between HRM and HRD." (Senior HR Management).

There are information gaps about data concerning employee development, such as who completed a training program or what are areas that employees want to develop and receive training on. Due to the separation of the HRM and the HRD units, there are a few difficulties in terms of integrating the operations of these two units. To address these issues, the university in Case Study C provides channels to improve communication, with a software linkage between HRM and HRD.

Q6. What is required to support strategic HRM practices?

The results from the interviewees reveal the importance for senior management and operational HR management in developing strategic orientation in HR programs. First, senior management should practice ethical management and equal treatment.

"HRM should use an ethical and moral system where everyone is treated equally ... This equal treatment will support the achievement of the organisational goals." (Senior HR Management).

Senior managers should focus on supporting, mentoring, and coordinating roles to encourage employees' devotion to their work.

> "Good leadership skills are the most important for HRM. HR tries to play supporting, mentoring, and coordinating roles." (Senior HR Management).

> "How can staff be encouraged to show devotion to their work without being forced?" (Senior HR Management).

> "The role of HR is to connect university executives and employees." (Senior HR Management).

7.3 Within-Case Summary

This section describes and analyses the situation, events, and processes in Case Study C. It uses the same analytical processes (pattern coding) described in Case Study A.

<u>a) The challenges facing Case Study C's HR program</u>

Three major HR challenges confront the university in Case Study C: educational quality standards, retaining high-calibre employees, and building beneficial internal relationships.

First, both public and private universities are subject to the same educational quality standard, but the reality is that public universities have more institutional autonomy and receive preferential treatment from the government (Praphamontripong 2011). Consequently, candidates with suitable qualifications prefer to apply to a public university (Case Study A and B). The recruitment programs are related to the educational quality standards that are a central HR problem faced by the institution in Case Study C. These programs address HR strategy and aim to meet government requirements and HE quality standards by using control systems to ensure that plans are carried out, encouraging an HRD system, and recruiting high-calibre talent.

Second, it is difficult to provide salaries and benefits that are comparable with those of other employers (equal or above the standard offer) in the national and international market. The retention of high-calibre employees requires a positive work environment, which encourages employees to work freely, to innovate and enjoy their work, and to rewards them frequently.

Third, teamwork programs are used to address the challenge of building beneficial internal relationships. Good teamwork means that employees are more connected in their roles and can work closely together to achieve better outcomes. However, this is particularly difficult for the university in Case Study C, as it is a large organisation with a variety of faculties and internal conflicts. Case Study C supports employees acquiring the ability to work well in teams using a committee system.

b) The development and implementation of HR policies and practices

HR policies are formulated based on government standards. HR policies are established in accordance with the regulations of the OHEC and ONESQA to obtain more evaluation points for the university. The president is the main authority, ultimately responsible for making decisions regarding the organisational and HRM plans. Senior HR managers have responsibility to correspond every three months with the faculty dean or vice dean to formulate HR action plans and convoy HR information/matters. HR central division develops the HR system and programs. All faculties have an HR committee to implement HR policies and practices, which includes the VP for administrative affairs, dean, vice dean, and faculty staff.

c) HR programs that have a strategic focus and contribute to a best practice

Case Study C uses a committee system to support employee communication and networking, and it encourages academic staff to meet the requirements needed for promotion to higher academic positions, which fulfils organisational targets. The approach to HR programs has a strategic focus, as do the career management processes, which emphasise enhanced employee improvement and self-development.

189

The bottom-up recruitment planning approach has a strategic focus in terms of hiring excellent students to provide high-calibre talent. Also, the appointment of workers over 60 years old provides value to the organisation, beneficial aspects of the university's mentoring and knowledge-sharing system. Work is coordinated by the HRM and HRD Offices, and a variety of committees share and implement HR policies and practices via meeting programs that have a strategic focus.

Case Study C provide evidence of best practice that link HR practices and organisational outcome which are represented in the top 30 universities in Thailand. Case Study C implements a HPWS to achieve a specialist focus on science, technology, design, and management as a private university. The HPWS is based on supporting employee opportunities to improve their knowledge, skills, and abilities; it supports and motivates academic employees' performance to meet university ranking and government standard indicators. Self-assessment, communication sharing, and financial support provide the motivation. Case Study C demonstrates a variety of career path choices for career development, with coaching and mentoring programs, as well as through a clear and transparent 360-degree performance appraisal system.

d) HRM and strategic HRM practices

Case Study C reveals factors driving strategic HR practices in relation to providing up-to-date information and communication and encouraging employees to be aware of their roles and duties. On the other hand, a lack of effective communication and coordination was identified, which inhibits strategic HRM practices. In addition, the interviews revealed that HR functions should be better developed to enhance strategic HRM based are ethical management and equal treatment, to play important roles in supporting, mentoring, and coordinating their employees' performance.

CHAPTER 8

CASE STUDY D

This chapter, along with Chapters 5, 6, and 7, present one of the four case studies undertaken for this research. It follows the same format as Chapter 5.

8.1 Institutional Overview

The institution is a well-established private university that is ranked in Thailand's top thirty universities, with a specialist focus on business, entrepreneurship, and trading. The institutional details are set out in Table 8.1. Its philosophy and vision are targeted toward producing graduates in its specialist fields and being recognised nationally and internationally in this sector as the leading university within ASEAN. The university is spread across nine faculties and two institutes.

There are 997 employees: 47% administrative and 53% academic staff. Of the academic employees, 32% hold Ph.D. degrees and 66% hold master's degrees. Academic job titles are distributed as follows: 1% professors, 3% associate professors, 30% assistant professors, and 66% lecturers.

Total student enrolment is 19,081 students: 90% undergraduates, 10% pursuing master's degrees, and 1% working towards Ph.D. degrees. The students are distributed across 131 programs, of which 89 (68%) are designated as undergraduate courses. The remaining 28 (21%) are classed as either master's or Ph.D. postgraduate courses, and 14 (11%) are offered in an international language.

The university has a University Council, which acts as the executive body of the university governance system. The president works full time and operates as the most senior line manager and operational chief of staff in all matters. Operating under and reporting directly to the president are vice presidents (VPs). The VP for administrative

affairs is head of the HRM Office, which is itself separated into three divisions: HRM, HRD and welfare.

TABLE 8.1 Institutional Features of Case Study D

Category	An overview of Case Study D
Type of HE	Private university.
Organisation size	Large institution with nine faculties and two institutes.
University ranking	In the top 35 universities in Thailand and ranked between 2,500 and 3,000 in the world.
Organisational target	An institution with a specialist focus on all educational matters pertaining to business, entrepreneurship, and trading.
University's vision	To be a leading institution with a specialist focus on all matters pertaining to business, entrepreneurship, and trading within Association of Southeast Asian Nations (ASEAN).
University's mission	To be recognised for academic quality and well-known for its specialist focus.
Number of employees	Total 997 employees: 53% administrative and 47% academic staff.
Employees' education level	Academic staff: 32% hold doctorate and 66% of hold master's degrees.
Academic positions	Academic positions: 2% professors, 3% associate professors, and 30% assistant professors.
Number of students	Total student enrolment 19,081 students: 90% undergraduates and 10% postgraduates (master's or Ph.D.).

Category	An overview of Case Study D
Number of programs	Total programs 131: 68% undergraduate, 21% master's or Ph.D. postgraduate courses, and 11% offered in an international language.

8.2 Data Analysis

This section organises the data and transcribes what the key informants said in the interviews. The data analysis process mirrors that described for Case Study A.

Q1. What are the major HR challenges facing the institution?

Q1.1 Government criteria and education quality

Praphamontripong (2011) suggests that government policies influence many aspects of the character of private higher education in Thailand. The university in Case Study D works within an academic policies and quality framework established by the national Office of the Higher Education Commission (OHEC) and the Office of National Education Standards and Quality Assessment (ONESQA). The framework includes academic legislation, procedures, and review mechanisms for assuring academic quality and standards. Case Study D is faced with transforming the university into a research institution more aligned with OHEC policies. This affects HRM and HRD; for example, many of the university's staff do not meet the quality level criteria as required by the government standards.

"We lack academic staff with Ph.D. degrees." (Senior HR Management).

Both senior HR managers and HR operational employees suggest that one of the HR challenges facing Case Study D is focusing on how to achieve the university's targets while meeting government standard requirements.

193

"We realise that one of the problems that we have discussed comes from the fact that we have paid attention to how to achieve the university's mission. Thus, when the OHEC and ONESQA require us to pursue the standards on education quality, it is a challenge to focus on these." (HR Operational).

Senior HR managers have difficulty implementing the university's policies, which are based on the OHEC and ONESQA requirements. They find the requirements difficult to follow and unclear.

"The policy is established to satisfy the criteria of the ONESQA, which appear to focus on the process rather than on efficient outcomes/results. For example, according to the ONESQA, it is considered inefficient to spend 70% of the whole budget on achieving a specified goal." (Senior HR Management).

"For those who do routine work, the work quality indicator is used... For teaching staff, the criterion is not clear." (Senior HR Management).

Q1.2 HR systems are fragmented

Turnover by administrators affects the continuation of policies. The policies should continue no matter who forms and organises the next board of administrators or the university executive committee.

"Changes in administrators' terms of office are an obstacle in terms of policy continuation... Changing the terms of office of administrators leads to the discontinuity of practices." (Senior HR Management).

Senior managers suggest that turnover of administrators challenge policy implementation and HR practices.

> "Policy implementation may be difficult due to changes in administration, and reviewing rules and regulations to make sure they are up to date is necessary." (Senior HR Management).

The policies and HR practices are not interrelated. Senior HR managers express the belief that effective HR systems should identify how HR practices can interrelate to enhance organisational performance.

<u>Q1.3 Encouraging employee loyalty</u>

HR operational employees suggest that one challenge that the university faces is how to increase loyalty among its employees and increase staff retention. It needs to treat employees with respect and consideration and encourage them to stay with the organisation. It is important to manage everyone fairly and with increased accountability. Senior HR management has paid attention to and is aware of the importance of providing a strong HR system, which will help to retain high-calibre staff and minimise a future brain drain.

> "A strong system should be created to retain our high-calibre staff and minimise a future brain drain... Currently, a private university cannot compete with a public university in terms of the payment of high-calibre staff." (Senior HR Management).

Q2. How are HR policies formulated?

The institution in Case Study D is a private university, which operates as an educational non-profit organisation and is fully accredited by the Thai government's Commission on Higher Education of the Ministry of Education. Compared to public universities, the private sector's role has become increasingly important; better understanding and making sound government HE policies for private HE institutions has become a major challenge for policymakers and scholars (Praphamontripong 2011).

<u>Q2.1 At the organisational level</u>

Senior management welcomes the guidelines for formulating HR policies set by the OHEC and ONESQA. The interviews found that the formulation of HR policies is initiated by the University Council Committee.

> "It is necessary to establish HR policies that are in accordance with the regulations of the OHEC and ONESQA in order to get more evaluation points for the university." (Senior HR Management).

The University Council Committee is headed by experienced, well-known, and knowledgeable experts from outside the institution. The University Executive Board comprises the president, the VP, the assistant VP, the heads of the faculty (dean and vice dean), the chairman of the administrative staff (a worker representative from the admin side) and outside HR expertise as contractors. The secretaries of this committee are the VP of administrative affairs and the HR director.

> "HR policy is jointly determined by the university Council and the University Executive Board at the annual meeting. The University Executive Board consists of all the faculty deans, the president, the VPs, and the assistant VPs. It is, therefore, top-down in nature." (Senior HR Management).

In terms of HR policy formulation, HR policy is decided on and relayed by the University Executive Board and the university chancellor. The director of the HRM Office formulates the HR plan.

> "The head of the HRM Office drafts the HR policy... A policy is used once it is approved by the University Executive Board." (Senior HR Management).

According to the university structure, the HR department is not administrative but is under the authority of the VP of administrative affairs.

> "With regard to decision-making, the authority of the HR department head is not clear." (Senior HR Management).

The HRM Office within Case Study D is divided into three main divisions: HRM, HRD, and welfare. The HRM Office mainly has the responsibility of drawing up the HRM and HRD plans. In Case Study D, the welfare division is important at the management level.

> "We do have an HRD plan, which requires that staff undergo training in order to receive a new salary structure." (Senior HR Management).

> "The university has a welfare section to oversee legal and regulation matters." (Senior HR Management).

The process of implementing HR policies involves sending policy proposals to the University Executive Board to be approved. Then, the HR director reviews the policy proposals with the faculty deans.

> "Some policies might need to be revised again by the HRM Office before being resubmitted to the board ... the HR director also conducts informal meetings/discussions with the faculty deans on HR policies." (Senior HR Management).

Senior HR managers believe that the informal meetings between the HR director and faculty deans encourage involvement, with the participation of all those who have the responsibility to announce HR policies and practices at the faculty level. These meetings mostly use voting to solve any issues that they discuss. They have found that voting is the best solution for implementing HR policies at the faculty level.

"A policy is determined jointly with participation from all the administrators. It also means that the policy is made known to every faculty." (Senior HR Management).

Q2.2 At the operational level

The faculty dean and secretary are the key people with responsibility for HRM at the faculty level, and they communicate HR policies and other agendas related to HRM, HRD, and welfare from the University Executive Board Committee.

"It is necessary to define the responsibilities of the faculty secretaries. These may vary from faculty to faculty." (Senior HR Management).

In Case Study D, the results show that in relation to the HR functional level, the faculty level develops HR policies and strategies to enhance the organisation's strategy.

"In response to the university's strategy on HRD, the faculty determines its own HR strategy, which can be applied to the faculty's staff in both academic and academic support classes." (HR Operational).

The faculty includes the university's strategic plan in its HR strategies, policies, and practices. It is important that the dean is aware that HRD must be in accordance with both the faculty's and the university's visions and strategies.

Data are top-down as the university plan becomes the faculty plans. Our faculty curriculum must be designed not only to suit the faculty but also the theme of the university... In terms of the strategic implementation of HRM and HRD, another challenge for the dean is finding the best and most practical solutions to cope with such development, which must be in line with both the faculty's and the university's visions and strategies (HR Operational).

HR at the faculty level does not have a formal HR division. HR policies come from the University Executive Board. HR operational employees suggest that there is the need to have a VP for HRM and that HRM should play an important role within the organisation.

> "HR is a small part of the university's vision, and our implementation (HR at the faculty level) addresses personnel development and improved managerial efficiency." (HR Operational).

HR policies are developed in faculty meetings. HRM within the faculty is under the Administration Office of the faculty, the planning division, or the VP of administration. The planning division is related to HRM and has two sections: a planning section and an information section. The planning section deals with HR strategy, and the information section deals with the HR database.

> "At present, HR policy issues are agreed at faculty meetings ... HR programs are directly under the Administrative Office of the faculty." (HR Operational).

> HR works under the responsibility of the planning division and is involved with other divisions... Although the planning section does not directly deal with HR matters, it deals with HR strategies. The information section owns the rights to access the entire database of the university: the number of students registered, the number of teaching staff, etc., so that it can calculate and work on an analysis of the workforce planning (HR Operational).

Q3. What are the processes associated with the implementation of HR programs?

The results for this question are identified based on the process of linking organisational targets with the implementation of HR programs. The first part of the analysis is based on the contingency approach to strategic implementation at the organisational level (Govindarajan 1988; Inda 2009).

The second part will focus on linking individual performance to organisational strategy (Abell, Felin and Foss 2008) based on AMO (ability, motivation and opportunity) theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013), as people are linked to strategic needs (Schuler 1992). The results will provide a view of HR operational employees' perceptions (including those of line managers and HR officers) in regard to their ability to apply HR practices, their motivations and the opportunities they have to perform HR tasks (Bos-Nehles, Van Riemsdijk and Kees Looise 2013). The results from this section show that Case Study D is implementing an HPWS and seeking to achieve best practice processes for a private university.

Q3.1 Pre-implementation process

The pre-implementation HR practices of Case Study D use government criteria of the OHEC and ONESQA and HR policies from the University Executive Board as the main framework to guide policy. There are issues that need to be considered that may affect the preliminary results regarding the implementation process, such as a positive work environment and encouraging employees to get involved with meeting organisational targets.

Q3.1.A A positive environment

The university in Case Study D emphasises creating a positive environment resulting from a culture of interactions between management and employees, as well as between employees. To provide a positive environment that promotes an academic atmosphere and creates good relationships between employers and employees, emphasis is placed on how to treat every employee fairly.

> "The university needs to know how to treat everyone working for the university equally." (HR Operational).

The senior HR managers emphasise encouraging employee involvement and believe that employee participation fosters a team approach in which working together uses diverse skill sets to achieve a common goal.

> "We foresee that more work will involve group/team efforts." (Senior HR Management).

Q3.2 Implementation process

The institution in Case Study D formulates HR strategies, policies, and practices related to the organisational strategy through discussions.

> "Discussions have been held on HR and organisational strategy. The HR system is normally set up first, followed by the strategy." (Senior HR Management).

The roles of HRM mainly involve responding to general administrative and general staff. The faculty secretary is mainly responsible for HRM in the faculty.

> "HR looks after general administrative and general staff... The faculty secretary deals with all communication addressed to the faculty, similar to an office manager." (Senior HR Management).

Exchanges between employees and the organisation initiate with the VP for administration, who interacts with the faculty dean and HR operational employees.

> The VP for administration is primarily responsible for the university's administrative services and HRM. He/she has an assistant VP to assist and support his/her work. In practice, the president will give equal authority to the VPs and deans ... this shows the intention of the

201

president to enhance the university management system and its HRD, which are the core of organisational dynamics (HR Operational).

The results from the interviews reveal that at the operational level, the faculty dean and HR operational employees are responsible for making and managing the strategic plans and faculty visions, based on the university's strategy which focuses on becoming a leading specialist university.

> According to the university's work plan, the role of the university is to define the organisation's direction and strategy as well as oversee the faculties' implementation of the university's strategy... It is fortunate that the visions of my faculty correspond well with the university's strategy—becoming a leading specialist university (HR Operational).

Therefore, the successful process implementation of HR practices by both HR line managers, or HR officers, and senior managers needs to be given further consideration with regard to the integration of micro- and macro-level theory and strategic HR systems and programs (Beltrán-Martín and Bou-Llusar 2018; Aguinis et al. 2011; Huselid and Becker 2011; Wright and Boswell 2002). The next section analyses HR policy in four areas: recruitment and selection, training and HRD, orientation programs and performance appraisal programs.

Q3.2.A Recruitment and selection programs

The interviews in Case Study D reveal that recruitment programs are using the government criteria as guidelines, and implement HR strategies, policies, and practices in line with organisational strategy. The strategy performance observed in Case Study D is an attempt to meet the academic employee standards and the Ph.D. requirements of the government criteria while acting in accordance with the university's strategy of aiming to be the leading university for business, entrepreneurship, and trading in ASEAN and a world-class university in the future.

HR practices must be flexible and adaptable to different circumstances. For example, in the case that no suitable Ph.D. candidates can be recruited, candidates with suitable master's degrees may be recruited with the condition that they must enrol in a Ph.D. program within two years of accepting the position (Senior HR Management).

However, this requirement results in difficulties for the recruitment program in terms of obtaining suitable Ph.D. candidates. Senior managers suggest that HR policies and practices must be flexible and adaptable to different circumstances.

"There are definite plans to review whether the policy of recruiting only Ph.D. holders or master's degree holders should be applied to every faculty. This policy may not be appropriate for some faculties with a focus on practical learning." (Senior HR Management).

Therefore, the recruitment policies observed in Case Study D adjust the requirement to be able to recruit candidates that hold master's degrees, but these candidates must commit to pursuing a Ph.D. degree within the next two year following their appointments. Moreover, the university that the candidate chooses for studies must be a top-ranked university in the USA, the UK, or Canada. The senior HR managers believe that hiring employees that have studied in highly ranked universities abroad will increase the level of human capital, which will improve organisational performance because of the new knowledge and skills acquired elsewhere.

The HR recruitment policy gives priority to Ph.D. degree holders for academic positions. If the successful candidate has only a master's degree, he/she must enrol on a Ph.D. program within two years of accepting the position and at a top-ranked university in the USA, the UK, or Canada. They are encouraged

203

to choose different universities to broaden their perspectives and bring back something new, and with different skills to use when working for us (Senior HR Management).

The implementation of the recruitment programs at the faculty level is initiated by the need to obtain more staff. The faculty HR officer or the person responsible for HRM will send the request to the HRM Office. The HR director will forecast the demand for employees with the planning division and compare the vacancies with the availability of employees.

> If a faculty's unit would like more manpower, it must send out a request for staff to the central office of the university through this division. This division then conducts a workforce analysis before forwarding the request to the university's HR Department. As part of this process, the HR Department seems to provide acknowledgement of the faculty's request for additional staff (HR Operational).

At the faculty level, the dean does not have the authority to make final decisions on several HR issues. If there is not enough work responsibility, then the HRM Office will pass on the request to the president for official approval. HR operational employees perceive that the HR system of the university in Case Study D is quite centralised. All the qualifications that are required for a particular position must be mutually agreed on by a selection committee and clearly specified in the announcement.

> The selection process must include the appointment of a selection committee, written and practical exams, an interview, and a psychological test. The selection committee is encouraged to focus on the provable potential of candidates who can respond well to the faculty's goals, rather than on individual connections (HR Operational).

While the HR committee organises the recruitment system, the HR team of the welfare division is responsible for clarifying and informing the recruitment committee about all legal requirements and regulations

related to a certain vacancy. For vacancies, such as those for teaching staff, officers and operations staff, the faculty has full selection authority. When the faculty successfully makes a decision, the HR team works on the employment contract and other related matters with the successful candidate.

> "After receiving official endorsement from the president, the faculty will pass it to the HR team, who will issue a vacancy announcement... Then, the new staff member can start his/her work at the faculty on the date indicated in the contract" (HR Operational).

Q3.2.B Training and HRD programs

The university in Case Study D uses an HRD teamwork method for academic support staff. This method aims to get all employees working as a team and is related to achieving strategic HRM objectives. The training method also aims to meet the university's targets regarding its focus on ASEAN and becoming a world-class university. Therefore, the staff members are encouraged to improve their English knowledge and skills.

> For academic support staff, we also have clean career paths for them to follow ... non-teaching staff are also encouraged to improve their knowledge and skills, such as English ... an HR corner should be made available. HRD should be taken into consideration, including issues regarding the university's ability to pay and ensure equality within the university (HR Operational).

Both HR senior managers and HR operational employees use the system support in the form of training and HRD programs, such as mentoring, visiting professors, and sabbatical leave, to improve academic employee performance. Sabbatical leave provides a period in

205

which an employee can take an extended break from work, with the aim of encouraging continuous learning and professional development.

> I train the faculty's staff to work effectively and collaboratively. I do not really teach them but perform the actions to demonstrate. Once they learn from the performance, they should be able to work on their own. This method will strengthen their working capacities and thinking processes effectively (HR Operational).

> "We organise forums for the exchange of ideas and learning with visiting professors from overseas. Our members also go overseas for short training periods." (HR Operational).

Q3.2.D Performance appraisal programs

The process implementing the performance appraisal system is initiated by the VP for administrative affairs, who appoints a board for performance evaluation; members include the head of the department and teaching staff/lecturer representatives. The board is responsible for annually compiling reviews of all the staff.

> "The review of our present HR system has led us to realise that work performance appraisal should be based on group/teamwork, not individual tasks. We foresee that more work will involve group/team efforts." (Senior HR Management).

Performance evaluation is conducted systematically at the faculty level; decisions are made by consensus agreement when the committee meets. Each staff member is required to prepare his/her individual performance report to be submitted to the committee (including the head of department and the representative of the academic staff), and during the

year, the committee collects data on the faculty's staff members for review.

> Work assessment is approved by the faculty admin committee. Individual teaching staff must write out their own workloads covering three work categories: teaching, research, and community service. These workload sheets are checked by the department head before being passed to the faculty admin committee for their decision (HR Operational).

The committee sends the yearly workload data to another committee (the board of performance evaluation), which is set up to rate employee performance. Then, it will send the evaluation results to the dean for consideration.

> "A committee is set up to assess the workloads of department heads, associate heads, and department secretaries. Final decisions are made by the faculty dean." (HR Operational).

HR operational employees perceive that salary adjustments are a form of management control.

> "Decision-making authority to determine salary increase percentages is only given to the dean ... approval from the board is not required... Salaries, from my viewpoint, are an HRM tool." (HR Operational).

Q3.3 Outputs of the implementation process

This section discusses the outputs that result from implementation of HR programs based on AMO theory (Bos-Nehles, Van Riemsdijk and Kees Looise 2013; Delery and Roumpi 2017; Shin and Konrad 2017; Kehoe and Wright 2013).

Q3.3.A Abilities

The results from the interviews indicate that the university in Case Study D aims to link employee performance with the organisation's strategy. Senior HR managers and HR operational employees are aware of the roles they must perform and are encouraged to enhance their abilities, skills, and knowledge to meet the criteria and standards and contribute to the organisational strategy.

> "Staff are encouraged to participate in up-to-date training courses, both in and outside the university, that are related to their jobs and responsibilities." (Senior HR Management).

> At the faculty level, we are allowed to develop our own strategy based on the administration's plan, but it must be consistent with the university targets... Thus, it is the faculty's responsibility to find its own strategy that corresponds to both the faculty's visions/core values and the university's strategy (HR Operational).

There are HR practices that indicate that senior HR managers provide financial support for training across the staff to all members (both academic and administrative staff).

> "The university has financial support for HRD. At the faculty level, we also provide some financial support for further training. The support varies on a case-by-case basis." (Senior HR Management).

> "Various types of support are available for all levels of staff (non-academic and academic)." (Senior HR Management).

Both senior HR managers and HR operational employees perceive that the university in Case Study D provides an HRD system (training

course) and informal support (sharing knowledge and skills) to enhance employees' abilities for both academic and non-academic staff.

> "We provide support for possible promotions ... such as English improvement or computer training courses." (Senior HR Management).

> "Non-teaching staff are also encouraged to improve their knowledge and skills, such as English... We organise get-together activities for the teaching staff. A coffee corner is provided, sometimes with invited guests." (HR Operational).

Q3.3.B Motivations

The institution in Case Study D uses salary structures and rewards for academic staff and motivates employees' self-development with incentive payments.

> "We have an HRD plan, which requires that staff must undergo training in order to receive a new salary structure." (Senior HR Management).

Managing the salary structure involves: (1) reviewing and updating the existing salary structure, (2) exploring the possibility of shifting from one compensation package to another, and (3) explaining to employees the criteria to qualify for a shift in their compensation package.

> "For young researchers, we provide academic mentors as well as a rewards system to motivate and support research work. However, this system of support is found not only in HR

initiatives, but it is also integrated into other work units." (Senior HR Management).

The university in Case Study D uses a compensation package to motivate academic staff to set targets and improve their knowledge, skills, and abilities. The possible compensation package includes a salary that is 30% higher than public universities.

> For the teaching staff, payments are classified into four levels (quartiles) based on the academic positions of the professorship. With this system, each teaching member knows what his/her actual position is, and what the next level is to move up the pay echelon. Our salaries are about 30% higher than those in the government sector (HR Operational).

The university in Case Study D helps non-academic staff to consider their career paths. This method motives employees to choose their career paths based on their interests.

> "We do have training for non-teaching staff to help them follow their career paths" (HR Operational).

Q3.3.C Opportunities

The institution in Case Study D enhances the system of internal communication processes using top-down and bottom-up channels. Senior managers provide a suggestion and feedback box for all employees. They believe that this is a way to engage employees, and the feedback is useful.

> "The president provides a channel to get feedback from university members. Some feedback can be implemented straight away, and some needs revision." (Senior HR Management).

Case Study D provides evidence of multiple communication systems that support HRM (such as meetings, intranet, email, and Facebook), as well as informal communication channels (such as word of mouth and lunch meetings).

> "HR policies are announced and can be accessed through the intranet." (Senior HR Management).

> HR policies are directly transferred to staff members via the internet and word of mouth. The faculty uses email to communicate with its teaching staff. Meetings where HR rules and regulations are discussed, are also communication venues. The faculty administrative committee meets monthly, and all the teaching staff meet each semester. Non-teaching staff use informal meetings, such as conversations at lunchtime. In sum, our communication is carried out through meetings, email, and Facebook (HR Operational).

> "In addition, the faculty is pleased to hear staff voices through all communication channels: email and onsite virtual meetings … meetings at all levels (executive meetings, division meetings and sub-committee meetings)." (HR Operational).

Q4. Are existing HR programs related to the central HR problems facing Thai universities?

Three main challenges are identified in Case Study D: meeting government criteria and education quality requirements, developing a cohesive HR system, and encouraging employee loyalty. Several programs are used to address these major challenges.

Q4.1 HR programs related to government criteria and education quality

Recruitment programs, HRD programs, and consultant programs related to the central HR's problem of meeting government criteria and education quality standards.

<u>Q4.1.A Recruitment programs</u>

The institution in Case Study D is a private university. The university's target is to be a top-ranking Asian and world-class university. Yet, the university needs to adhere strictly to government standards, predominantly those enunciated by the OHEC and ONESQA. Therefore, to achieve the university's target, specific job requirements have been put into place related to the recruitment of new employees, and the selection criteria focusing on Ph.D. candidates.

> "To achieve a world-class university ranking ... all HR practices should meet the OHEC and ONESQA standards." (Senior HR Management).

Senior managers believe that hiring candidates with Ph.D. qualifications makes it possible to meet government criteria and education quality requirements. However, flexibility in the recruitment strategy takes priority in the recruitment strategy (as mentioned in Q3.2 A). Financial motivation is also used as a strategic HRM tool to make sure that all the requirements are accomplished, and to compel academic employees and candidates to perform, to meet the qualification requirements.

> "Therefore, we only recruit Ph.D. graduates and encourage them, through financial support, to get more of their work published in various journals." (Senior HR Management).

<u>Q4.1.B HRD programs</u>

Both senior HR managers and HR operational employees are aware that the university in Case Study D provides sabbatical leave and financial

support to attend seminars for employee development, intended to meet the government criteria and education quality requirements.

> "Academic training/development (for instance, sabbatical leaves) and research are the responsibility of the vice rector/president of academic affairs." (Senior HR Management).

> "The faculty seminar is the platform that brings everyone into the discussion, particularly with regard to the faculty's strategies and development projects. This seminar is a tactic to call for staff engagement." (HR Operational).

Although the strategic implementation of HRD in Case Study D depends very much on high-level university administrators, it impacts staff at all levels. Thus, HR operational employees suggest that it is important that the dean is the key person who collaborates and implements HRD strategy.

> "Another challenge for the dean is finding the best and most practical solutions for coping with HRD, which must be in line with both the faculty's and the university's visions and strategies." (HR Operational).

The faculty dean implements HRD strategy based on aligning the faculty's visions with the university's visions and core competencies. HR operational staff believe that HRD programs can enhance employees' capacities, which will serve the faculty's core competencies.

> It is necessary to sharpen the visions and core competencies of the organisation... We should make sure that the faculty's visions align with its core competencies as they will be a significant target for our teaching staff/lecturers' development plans. Teaching staff who receive support from the faculty to

213

attend a seminar or go on sabbatical leave must resume their work at the faculty with an increased capacity that can serve the faculty's core competencies (HR Operational).

Q4.1.C Consultant programs

In Case Study D, consultants are responsible for implementing and improving the HR system. The consultants come from external organisations. Senior managers believe the consultants play a vital role in fulfilling the government criteria and education quality requirements.

> "Consultants have been hired to review the whole HR system and to determine HR strategies in order to prevent any problems in the future. Some issues are still under debate." (Senior HR Management).

The consultants are hired to review the existing HR systems. The consultants are selected partly based on their experience and involvement as university stakeholders. The process to determine the consultant's participation is initially discussed with university stakeholders, focusing chiefly on up-to-date systematic HR strategies, policies, and practices which would enable Case Study D to accomplish its organisational goals effectively. Also considered are HR strategies to prevent any problems in the future and how to achieve world class university ranking. HR practices are constantly monitored and reviewed so that they are consistent with the standards set by government.

Q4.2 HR programs related to the challenge of the interrelation of HR systems

> Communication programs are used to cope with the challenge of interrelating HR systems to enhance organisational performance

.

Q4.2.A Communication programs

The main challenge regarding the interrelation of HR systems in Case Study D focuses on how to continue HR policies and plans when there are changes in key administrative personnel. Communication plays a key role in interconnections between different levels of management, such as between the faculty and university levels, or among employees.

> "We encourage better communication between directors and the team members/staff." (Senior HR Management).

The dean takes these interconnected relationships into consideration and tries to increase staff engagement. HR operational employees play an active role in ensuring the value of these interactions by providing relevant information, which contributes to greater understanding among employees.

> The faculty makes an effort to increase staff engagement... I do not mind if he/she raises an argument with me. It is a challenge to pick a contentious staff member to work together with me ... It may take some time to communicate and clarify what we are doing to achieve a mutual understanding (HR Operational).

HR operational employees use informal communication techniques to make collaborative workers secretly become part of a group to give and receive information. This technique takes advantage of the relationship between the staff and staff members' personalities.

> If I want to communicate with staff member A who has come into conflict with me, and I know that he/she is close to staff member B, so I will pass my message through staff member B... Another optional form of indirect communication is to pass my message to a staff member with the potential that my words are passed to a certain staff member with whom I really want to communicate (HR Operational).

Q4.3 HR programs related to encouraging employee loyalty

Positive and supportive work environments, with a respectful performance appraisal program, are used to motivate employee loyalty.

Q4.3.A Positive work environment and a supporting work environment

HR operational employees suggest motivating and building employee loyalty in the workplace, as well as creating a supportive work environment, to achieve the organisation's goals.

"Our faculty has its own HRD plan, with support activities to make our members feel at home" (HR Operational).

The university in Case Study D encourages the creation of a positive work environment by providing a variety of communication channels and developing feelings of loyalty by developing positive attitudes among employees.

"The role of creating a happy workplace … involves employees feeling happy … encourages loyalty" (HR Operational).

HR operational employees believe that a friendly management will motivate employee engagement and loyalty. The university in Case Study D provides a positive atmosphere related to interpersonal relationships within the workspace. The HR operational employees suggest that supporting employee loyalty and involvement, establishing effective support policies and systems, and encouraging staff members to express their opinions and exchange ideas freely, do promote collaboration in the workplace.

We should focus on collaborative work performance based on trust and transparency. I keep monitoring staff performance and try to get an understanding of the individual … what he/she is

doing ... in an informal and friendly way. I consider this practice as one of the key success factors that brings improvements to the administrative system as well as into the workplace environment (HR Operational).

Q4.3.B Performance appraisal programs

HR operational employees believe that it is important to ensure accurate reviews within the performance appraisal system. Accurate measurement processes and fair compensation will increase employee loyalty.

"To encourage employee's loyal to their work duties ... the organisation performance assessment must be clear, and someone must be accountable for it." (HR Operational).

Q5. What factors drive/inhibit strategic HRM practices?

This section focuses on factors that drive and inhibit strategic HRM practices, in the context of the findings revealed by the interviews with Case Study D university personnel.

The first focus are the key strategic objectives that drive HR practices (Q5.1). The interviewees noted the strategic intent, which is to develop a pool of human capital, which has higher levels of skills than required in the Thai HE sector or achieves better alignment between the skills required in the sector. The second focus is on the factors limiting HR practices (Q5.2), as derived from the interviews.

Q5.1 Encouraging employee involvement

Both senior HR managers and HR operational employees are aware that it is important to encourage the involvement of all employees and to provide HRM support, such as inviting outside experts or external consultants as mentors for the implementation and improvement of HR systems, offering motivation incentives to increase team and individual performance, and encouraging two-

217

way communications that provide sufficient and up-to-date information and elicits participation from all employees.

> "We invite external consultants or University Council members who have knowledge about HR to speak about/explain HR policy to the University Executive Board." (Senior HR Management).

> "Based on evaluations, annual pay rises are implemented for both team and individual performance. Special bonuses may be used to act as incentives." (Senior HR Management).

> The question is how to manage the workforce to make it highly efficient … participation from every member should be encouraged. Staff meetings with the presence of the faculty dean should be organised so all members are informed of problems and given advice of how to solve them (HR Operational).

Q5.2 Absence of strategic positioning of HR in the organisation

There are two factors that inhibit strategic HRM practices in Case Study D. One is the turnover of office administrators who have come to the end of their term; this has disrupted the application of HR policies and HR practices.

> "It takes time for new administrators to understand HR policies clearly." (Senior HR Management).

There is uncertainty about HR's position and status both at the central university level and at the faculty level. Some faculties have deans that are responsible for HRM, and others have secretaries.

Q6. What is required to support strategic HRM practices?

The interviewees' comments indicate their perceptions regarding the important roles that senior management and operational HR management play in developing strategic

programs. First, senior management needs to finalise decisions related to the formulation of HR strategies, policies, and practices, including how to align them with the institution's organisational strategy. The main responsibility of both senior HR managers and HR operational employees is to support the president's work, which relates to HRM through HR systems.

> "The organisational strategy is developed, and HRM must respond to accomplish this strategy ... the HR system should be set up first, then followed by the strategy." (Senior HR Management).

> "Final decisions on HR issues should be made by the president. Due to his heavy workload, he often needs to be reminded of the issues. Problems are often dealt with too late. A better responsibility system should make HR's work easier." (HR Operational).

Second, senior HR managers have important roles and responsibilities in terms of reviewing HR policies and practices to achieve the organisation's targets.

> To achieve a world-class university ranking, all HR practices should be constantly monitored and reviewed to ensure that they are meet the OHEC and ONESQA standards... The review of our present HR system has led us to consider that work performance appraisal should be based on group/teamwork, not individual tasks (Senior HR Management).

Third, taking into account that the Case Study D institution is a private university, it is important to consider how to develop the university's brand and logo, and the role of employees to achieve this objective. Senior HR managers and HR operational employees are aware of the importance of core competencies, HR strategy, and the organisation's mission in terms of reflecting the university's name, logo, and brand. Senior managers enhance communication techniques, and HR operational employees believe that key performance indicators can encourage employee involvement.

"In terms of developing HR policies and practices … more frequent communication should be performed. The branding must reflect our core competencies." (Senior HR Management).

"We must identify our core competencies for the re-branding of our organisation… The branding must reflect our core competencies … and how the university will evolve in the future. The university motto and logo will be designed to reflect core values/competencies." (Senior HR Management).

"One university strategy being raised by the president is branding. From my point of view, a passionate brand is the key to this strategy… The implementation of this strategy will inevitably connect to the HR strategy, the organisation's missions and also to the key performance indicators (KPIs)." (HR Operational).

8.3 Within-Case Summary

This section contains the conclusion of the findings that examine the link between HR programs and the HR challenges facing Case Study D. The case study demonstrated how HR policies and practices are developed and outlined their implementation. The analysis examined the role of HRM in supporting strategic HRM practices. The key findings from the case study are outlined, including the coordination and social networks (HR systems), HR plans or organisational goals or objectives for managing HR (HR policies), patterns of human relationships (HR programs) and strategic HR practices (an HPWS process).

a) The challenges facing Case Study D's HR program

Case Study D presents a well-known university ranked in the top thirty-five universities in Thailand in 2015. Three major HR challenges face the university in Case Study D:

adapting to government criteria and education quality requirements, the relationships between the HR systems, and encouraging employee loyalty.

One of the major challenges focuses on employee recruitment, HRD, and consultant programs, particularly as these issues relate to meeting government criteria, rankings, and education quality requirements. These HR programs address developing appropriate HR practices that must be flexible and adaptable to different recruitment circumstances. Both senior managers and HR operational employees suggest using HRD programs and offering sabbatical leave to enhance the knowledge, skills, and abilities of employees. Moreover, senior managers believe that consultants play a vital role in meeting the government criteria and education quality requirements. Second, senior managers suggest that frequent turnover of administrators challenges policy implementation and HR practices. Third, HR operational employees suggest that it is important to motivate and build employee loyalty in the workplace by creating a pleasant work environment using a variety of communication channels, promoting shared work assignments based on trust and transparency, providing a friendly environment and management that encourages all staff to express their opinions and exchange ideas freely, to promote collaboration in the workplace, and using clear and accountable performance assessments to build employee loyalty.

b) The development and implementation of HR policies and practices

The formulation of HR policies is aligned with the OHEC and ONESQA regulations, with the aim of obtaining more evaluation points for the university. It is initiated by the University Council Committee, and then relayed to and decided on by the University Executive Board. The director of the HRM Office formulates an HR plan.

The HR policy implementation process sends policy proposals to the University Executive Board to be approved. Then, the HR director reviews the policy proposals with the faculty deans. The faculty dean and secretary are responsible for announcing HR policies and practices at the faculty level. Voting in meetings is mostly used to find

solutions for issues that are discussed, and the results are ultimately used to develop HR policies for the faculty.

c) Which HR programs have a strategic focus?

The university in Case Study B creates a positive environment with an emphasis on treating every employee fairly, while fostering a team approach gain the benefits of diverse skill sets to achieve a common goal. HR programs with a strategic focus include flexible, adaptable recruitment and selection processes, which respond to the forecasted demand for employees, while considering all the legal requirements and regulations related to a certain vacancy. Proposals are passed as a request to the president for official approval. There is the suggestion that recruitment and selection should be even more flexible and adaptable to different circumstances. There is a training and selection program approach to HRM mentors, including the use of visiting professors; sabbatical leave support is provided to academic employees seeking advanced education to improve their reputational status and performance. In addition, a team working HRD method is in place for academic support staff. The performance appraisal process uses a board to evaluate performance and to compile a review a staff member's annual work performance, rate the employee's performance, and then send the evaluation to the dean for consideration and finally to the VP for administrative affairs for approval.

The university in Case Study D seeks to achieve a specialist focus on all matters pertaining to business, entrepreneurship, and trading by enhancing an employee's ability to engage in self-development, and the development of knowledge and skills, by managing salary structures (such as offering attractive, up-to-date compensation packages). Motivating employees to improve their performance is the desired result, achieved by supporting employees to improve their knowledge, skills, and abilities; by encouraging employees to consider their individual career paths (while focusing on individual employees' interests); and by offering salaries that are 30% higher than those in public universities. The institution in Case Study D also provides multiple

communication systems to share work-related information, such as a feedback box, meetings, intranet, email, Facebook, and lunch meetings.

<u>d) The HRM role required to support strategic HRM practices</u>

One HR role that should be emphasised is the importance of supporting the president's work by developing HR programs. The key consideration is how to effectively align HR strategies, policies, and practices with the organisational strategy. Another main responsibility of both senior HR manager and HR operational employees is reviewing HR policies and practices to achieve the organisation's targets. And, at Case Study D university, HR has an important role in promoting the university's logo and brand to the employees, utilising communication techniques, and encouraging employee involvement in promoting the logo and brand beyond the university's campus.

CHAPTER 9

DISCUSSION AND CONCLUSION

9.1 Introduction

This thesis investigates the challenges of SHRM in the context of the Thai higher education (HE) sector. The central aim of this research is to investigate the extent to which strategic HRM policies and practices are present in Thai HE, specifically universities. The goals of this research are six fold: first, to identify the main HR challenges facing Thai universities; second, to identify barriers impeding the development and implementation of strategic HRM in Thai universities; third, to examine HRM policies in Thai universities from a strategic HRM perspective; fourth, to identify the relationship between HRM strategies, policies, practices and organisational strategies in HE institutions; fifth, to analyse the formulation and implementation of HRM policies; and sixth, to develop recommendations for HRM program development in Thai universities.

Chapters 5 to 8 presented and discussed the research results and revealed that a deeper investigation is needed to provide further insight into the issues of SHRM in the Thai HE sector to generate a better understanding of how Thai universities develop and assess strategic HRM programs. This final chapter discusses thematic pattern matching across the case studies. The results from pattern matching can help a case study strengthen its internal validity. The pattern demonstrates how and why the outcome occurred (Yin 2014). This final chapter also summarises the main research conclusions and theoretical implications, and then discusses the relationship between HR practices and organisational performance. Finally, this chapter identifies the contributions arising from this thesis, outlines the study's limitations and provides suggestions for future research. A conclusion is drawn at the end of the chapter.

Table 9.1 The Case Studies overview

Category	Case Study A	Case Study B	Case Study C	Case Study D
Types of organization	Public university.	Public university.	Private university.	Private University
Organization size	Large	Large	Large	Large
University's vision positions	World-class organization	Specialist field in Thailand and achieve recognition internationally	Maintaining high quality standards in Thailand.	Specialist field in Thailand and achieve recognition within ASEAN
Performance outcome	In the top 100 universities in Asia and top 500 in the world	In the top 25 universities in Thailand and ranked between 2,000 and 2,600 in the world	In the top 24 universities in Thailand and ranked 3,100 in the world.	In the top 35 universities in Thailand and ranked between 2,500 and 3,000 in the world
Type of students	67% undergraduates, and 33% postgraduates (master's or Ph.D. students)	94% undergraduates, and 4% postgraduates (master's or Ph.D. students).	93% undergraduates, 7% postgraduates (master's or Ph.D. students), and 2% have a diploma	90% undergraduates, and 10% postgraduates (master's or Ph.D. students)
Number of programs	450 programs, 60% undergraduate courses	103 programs, 59% undergraduate courses	42 programs, 52% undergraduate courses	131 programs, 68% undergraduate courses

Category	Case Study A	Case Study B	Case Study C	Case Study D
Type of employees	64% administrative, 36% academic staff	66% administrative, 34% academic staff	66% administrative, 34% academic staff	53% administrative, 47% academic staff
Employees' education level	74% of academic staff hold doctorate degrees	36% of academic staff hold doctorate, 63% master's, and 1% bachelor's degrees	27% of academic staff hold doctorate, 54% master's, and 13% bachelor's degrees	32% of academic staff hold doctorate and 66% hold master's degrees
Employee's academic positions	9% professors, 40% associate professors, and 50% assistant professors	1% professors, 9% associate professors, 20% assistant professors, and 70% lecturers	2% professors, 5% associate professors, 13% assistant professors, 80% lecturers	2% professors, 3% associate professors, 30% assistant professors

9.2 Discussion

This chapter employs a comparative design to compare and contrast the findings derived from each case. To help understand the nature of this research, Table 9.1 provides an overview of the case studies and demonstrates the organisational performance of the four cases included in this research.

Of the four cases studied, two were public universities (Case Studies A and B), and two were private universities (Case Studies C and D). They are all large organisations with more than 500 employees (Gray, Densten and Sarros 2003) and focus predominately on undergraduate programs. Table 9.1 provides the universities' visions, rankings, and positions of academic staff, which are trusted indicators that measure an institution's performance. Organisational targets are stated in vision statements, and this provides different strategic intents at the organisational level. Organisational strategic intent is the guiding principle that will encompass the employees' self-directions in achieving higher-level skills and aligning with the strategic needs of the organisation (Wright, Dunford and Snell 2001; Arthur and Boyles 2007). The organisations' stated intention is the announced target position to generate a competitive advantage through the resources and constraints of human capital through HRM practices (Delery and Roumpi 2017; Boon, Den Hartog and Lepak 2019; see Appendix A for a description of the strategic intent in the keywords used in the scholarly databases).

Case Study A intends to achieve a world-class university ranking, Case Studies B and D aim to become leading universities in the specialist field in Thailand that develop particular subjects for students to have the necessary knowledge, skills, and abilities to find employment and Case Study C focuses on ensuring that the university's standards are maintained. Regarding university standards in Thailand, all HE institutions are under the jurisdiction of the central government (Office of the Higher Education Commission, Ministry of Education). Consequently, all four case studies demonstrated performance outcomes that achieved organisational targets. Case Study

A achieved a high rank, within the top 500, of world-class universities (QS World University Ranking for the years 2008–2012). Case Studies B, C, and D achieved the 25th, 30ᵗʰ, and 35th university rankings in Thailand, respectively (Asian University Rankings for the year 2012). Case Studies B and C represent the specialist university field in Thailand. Therefore, it is worthwhile to investigate the extent of SHRM focus or its actions to achieve organisational purpose through HRM practices, as central government regulations determine and control HR strategies and processes.

This research uses the university international and national ranking measurement to assess performance outcomes. The public institution case studies are represented by Case Study A as a high-performance organization, while Case Study B does not rate highly under commonly used world-class or Thailand university ranking systems. The private institution case studies are represented by Case Study C as a high-performance organization, and Case Study D as not rated highly under commonly used world-class and Thailand university ranking systems.

9.3 Addressing the Research Objectives

To achieve the research aims stated above, six research questions were developed and addressed in Chapters 5 through 8. Each of the case studies demonstrates how SHRM in the Thai HE sector is viewed subjectively by HR managers and HR workers as social actors. Vice presidents, HR directors, deans, vice deans or HR officers (based on HR managerial hierarchies) are social actors and interpret SHRM from their points of view (Boon, Den Hartog and Lepak 2019). Table 9.2 demonstrates the HR strategy work system process which underlying thematic pattern matching across case studies and presents a summary of the key findings by revisiting the research objectives. The descriptions employed an inductive approach to gain an understanding of the meanings that social actors attach to an event and to better understand the nature of a problem. The explanations focus on an interpretivism perspective to describe the meanings of HR strategies and programs, highlighting the challenges of developing and

implementing SHRM in the Thai HE sector (Bryman and Bell 2011), while using outlined theories to guide and inform the research objectives.

Table 9.2 The HR strategy work system process

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
HR management hierarchy	Vice president of administrative affairs, chief HR officer, faculty dean, head of HR department, and HR officers	Vice president of administrative affairs, chief HR officer, faculty dean, vice dean of planning department and faculty secretary	President, vice president of administrative affairs, chief HRM and HRD officer, faculty dean, and vice dean	Vice president of administrative affairs, chief HR officer, faculty dean, and faculty secretary
The office of HRM at the university level	Yes	Yes	Yes	Yes
HR department at the Faculty level	Yes	Not applicable	Not applicable	Not applicable
Divisional HR office structure	HRM, HRD, and HR information system	HRM, workforce, HRD, HR information system and welfare	HRM and HRD	HRM, HRD and welfare
HR philosophy	Yes	Yes	Yes	Not applicable
HR visions	Yes	Yes	Yes	Not applicable
HR missions	Yes	Yes	Yes	Not applicable
HR strategy and plan	Yes	Yes	Yes	Not applicable

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
First objective: **Identify main HR challenges**	External environment -Rapid change Internal environment -Finding suitable candidates -Retaining high-calibre employees	External environment -Organizational transformation Internal environment -The interrelationship between the HR system and organizational strategy -Accessing suitable candidates and retaining young talented employees	External environment -Educational quality standards Internal environment -Retaining high-calibre employees -Different internal HR plans in each faculty affect internal relationships	Internal environment -Government criteria and education quality Internal environment -HR systems relations such as HR policies and HR practices are not interrelated -Encouraging employee loyalty to retaining high-calibre employees
Second objective: **Identify factors that drive or inhibit strategic HRM practices**.	Driving -Encouraging employee involvement -Effective job descriptions	Driving -Encouraging employee teamwork -Positive workplace environment	Driving -Up-to-date information and communication -Awareness of employee roles and duties	Driving -Encouraging employee involvement

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Second objective: (Continued) **Identify factors driving or inhibiting strategic HRM practices**	Inhibiting -Different contracts or employment statuse -Absence of strategic positioning of HR in the organization	Inhibiting -Different contracts or employment statuses -The absence of strategic positioning of HR in the organization	Inhibiting -Lack of communication and coordination	Inhibiting -Absence of strategic positioning of HR in the organization
Third objective: **Explore HR policy formulation**	HR policies formulation is centralization, but HR policies implementation is more flexible at the faculty levels and transformation planned during meetings.	Senior managers use government standards as guidelines and the annual plan is used as guidelines at the faculty level.	HR policy formulation is decentralization based on government standards and the president's decisions.	HR policy formulation is centralization and decided on by the University Executive Board and the university chancellor. The director of the HRM Office formulates the HR plan.

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Forth objective: **HR programs that contribute to HPWS process**	Pre-implementation process -Internal organization culture -Encourages the involvement Implementation process -Orientation programs to provide adequate information -Flexible recruitment programs. -Clear standards for performance appraisal	Pre-implementation process -Internal organization culture -Encourages the involvement Implementation process - Orientation programs to interpret and respond to the president's visions -Flexible recruitment and selection programs -A bottom-up HRD approach	Pre-implementation process -Employee communication and networking -Encourages commitment Implementation process -Career management programs to enhanced employee improvement and self-development -Recruitment high-calibre talent students -Mentoring and knowledge-sharing system	Pre-implementation process -Positive environment -Encouraging employee involvement to meet organizational targets Implementation process -Recruitment programs use government criteria as a guideline and to implement HR strategies. -Training and HRD programs to improve employee skills and knowledge

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Forth objective: (continued) **HR programs that contribute to HPWS process**		- Training programs to develop employee's roles within the university's vision - Performance appraisal programs to review employees' job performance	-Meeting programs are used as a channel for sharing and implementing HR policies and practices.	-Performance appraisal programs through the board for performance evaluation that respond for responsible for compiling reviews of all the staff in a year.
	HPWS outputs -**Ability** for self-development system -**Motivation** through involvement, meetings, and network systems	HPWS outputs -**Ability** for self-development system -**Motivation** through KM activities, communication channels and incentive systems (promotions)	HPWS outputs -**Ability** for publication of more journal articles and enable to work as a team -**Motivation** through self-assessment, communication sharing, and financial support	HPWS outputs -**Ability** that enables employees to perform their roles with the aim to accomplish the organization's strategy -**Motivation** uses salary structures, compensation

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Forth objective: **HR programs that contribute to HPWS process**	-**Provide opportunity** to participation, communication, information–sharing, and autonomy in work-related decision making	- **Provide opportunity** for employee network system and information sharing	-**Provide opportunities** for self-development with career development plans, provides on-the-job training and **teamwork**.	package, rewards, and self-development with salary payments. -**Provide opportunities** that enhance the system of internal communication processes using top-down and bottom-up channels

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Fifth objective: **Existing HR programs relate to central HR problems**	**Challenge of rapid change** -HRD and training programs which enhance the knowledge, skills, and abilities of employees - Drive organizational strategy and the implementation of HR programs	**Challenge to support organizational transformation** -Communication and involvement to help employees understand how transformation will affect their roles -HRD systems to set organizational targets and to link employee tasks with these aims -Work-life balance programs that support improvements in the working environment and to improve employee well-being	**Challenge of educational quality standards** -Risk management programs to ensure HR strategy and HRD plan are implemented correctly -HRD programs to improve employee performance -Recruitment programs for hiring high-calibre or talented employees	**Challenge of government criteria and education quality** -Recruitment programs ensure candidates meet qualification requirements -HRD programs for employee development to meet the government criteria and education quality requirements -Consultant programs for implementing and improving the HR system

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Fifth objective: (continued) **Existing HR programs related to the central HR problems**	**Challenge of retaining high-calibre employees** -Social interaction programs to provide positive environment to support employees. -Social mindedness programs to encourage employee involvement and to build teamwork and spirit of cohesion	**Challenge of interrelating HR systems** -Communication programs to provide up-dated, accurate, and sufficient information -Job design programs that define the scope of work to be performed	**Challenge of retaining high-calibre employees** -Social interaction programs to provide a happy and friendly atmosphere in the workplace -Social mindedness programs that encourage employees to work freely, innovate, and enjoy their work -Rewards and motivation programs by agreement of the president to keep employees happy and improve their performance	**Challenge of interrelating HR systems** -Communication programs that increase staff engagement

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Fifth objective: (continued) **Existing HR programs relate to central HR problems**		**Challenge to retain talented employees** - Social interaction programs to transfer knowledge - Involvement programs to develop engagement of new staff	**Challenge of internal communications and organizational consistency** -Teamwork programs that develop teamwork strategy with core values and core competencies	**Challenge to encourage employee loyalty** -Positive work environment and atmosphere programs to promote collaboration in the workplace -Performance appraisal programs to ensure accurate reviews within the performance appraisal system

Research objective	Case Study A	Case Study B	Case Study C	Case Study D
Six objective: **HR roles required to enhance strategic HRM**	-Self-awareness to effectively develop and implement HR systems -Senior managers should perceive themselves as change agents to be able to clearly communicate HR policies and practices.	-Self-awareness with regard to roles -Responsibilities to achieve effective HR policies and practices -Develop appropriate HR systems and criteria for HR programs -Clearly communicate HR policies and practices	- Emphasis ethical management and equal treatment -Support, mentor, and coordinate roles to encourage employees' devotion to work	-Focus on formulating HR strategies, policies, and practices aligned with organizational strategy -Review and reform HR policies and practices to achieve organization's targets -Consider how to promote university's brand and logo to employees

9.3.1 First objective and finding: To identify the main HR challenges facing Thai universities

Table 9.2 sets out various the HR strategy work system processes that address the main HR challenges found in Case Studies A, B, C, and D, which are most likely found in HE institutions throughout Thailand. The dominant, consistent focus is how to enhance resources that are valuable, rare, and difficult to imitate (such as recruiting high-calibre suitable, young, talented employees) and how to best interrelate HR systems within the same institution.

The first objective was accomplished by answering the research question: What are the major challenges? The first finding was that simply identifying an HR challenge is inevitably embedded in the context of external and internal environments and must focus on indicating the relationship between organisational performance and HRM strategy. The findings provide a better understanding of the main HR challenges facing Thai universities and the internal environment with regards to the barriers to supporting the development and implementation of strategic HRM in Thai universities from an SHRM perspective (Guest 2011).

The second finding identified HR challenges that cause a significant impact on HRM as they seek to support and advance the attainment of organisational goals. The context of an organisation, from an HRM point of view, must consider the demands of its competitive advantage and the institutional environment (Paauwe and Boon 2018). All Thai HE institutions must adhere to government policies, which creates additional pressure to succeed in that highly competitive HE market (Tasopoulou et al. 2017). Government policies influence many aspects of HE's public and private management and operation; however, they are not the primary HR challenge in Thailand, but set a context for HR policy development.

The findings indicate that all four case studies address the main goal of improving organisational performance, by focusing on how to become high-quality undergraduate educational institutions. HR managers are concerned with HR challenges based on the impact of HRM and HR systems as well as the paradigm of aligning HRM support with organisational goals. The major HR challenges facing Thai universities are related to organisational visions, which contribute to identifying the boundaries of the challenging HR practices deployed to meet the organisational targets.

Table 9.2 identify specific internal and external HR challenges: External challenges are rapid change, organisation transformation, government criteria, and education quality. Internal challenges include finding suitable candidates, retaining high-calibre and young talented employees, and interrelating HR systems within the same institution.

9.3.2 Second objective and finding: To identify barriers to supporting the development and implementation of strategic HRM in Thai universities

Table 9.2 sets out the HR work system processes intended to address the main factors driving or inhibiting strategic HRM practices. The interviews with the four case studies explored factors related to the development and implementation of strategic HRM in Thai HE: encouraging employee involvement and teamwork, making employees keenly awareness of their roles and duties, providing clear and accurate job descriptions, and promoting communications that enables the flow of important. Factors that inhibit strategic implementation and development include using different contracts or employment statuses, failing to position HR strategically in the organisation, not interrelating the various HR offices operating within the same institution, and lacking reliable, efficient communication systems.

What factors drive or inhibit strategic HRM practices? The first finding provides the foundation for designing HR policies that can be explained in terms of the factors that

support or inhibit strategic HRM. The context of driving or inhibiting factors provide the foundation for pursuing SHRM outcomes, by formulating a strategic HR plan and implementing strategic HR policies. HR planning should optimally be organised in ways to overcome barriers to the effective development and implementation of SHRM. Fundamentally, strategic HR policies should integrate HR planning with organisational strategies and provide guidelines on how the strategic policies should be applied and implemented in the HRM area (Armstrong 2011). The context of driving strategic HRM practices within HR planning is reflected in the strategic intent and provides insight into the process of developing and achieving successful outcomes.

Case Study C demonstrated the link between HR planning development and HR practice implementation for particular purposes, such as enabling senior HR management to cope effectively with the challenge of internal conflicts that occur from having various and different faculty targets, plans, and standards. While different internal HR plans may give rise to more flexible management, they may cause employees feel uncertain regarding the plans or targets that require their focus. Consequently, senior HR managers need to develop teamwork strategies to cope with the challenge of internal inconsistency. Indeed, it is useful to identify the barriers to the development and implementation of strategic HRM, and to reformulate consistent planning that reinforces appropriate plans (aligned with the organisational targets) by enhancing employee performance, i.e., by eliminating barriers that prevent the achievement of successful outcomes. Organisations are more likely to overcome these barriers by developing concrete HPM systems and plans, and by effectively implementing HR policies and HR practices ... these are the most important functions for HR offices and departments within the HE sector.

It is important to distinguish between strategic and non-strategic elements of HR practices, (Wright and McMahan 1992). To do this, it is necessary to assess the actual HR practices rather than the stated HR policies (Huselid and Becker 2000). Furthermore, it is worthwhile

to classify successful SHRM outcomes within the case studies. This finding provides evidence of the relationship between the strategic intent of HRM (stated in the intention needed to drive and the inhibiting factors that must be avoided) and the actual practices designed to support organisational strategy (discussed in the third objective).

The context of SHRM in this research focuses on the integration of HR policies and practices congruent with organisational strategy as a means to enable organisations to achieve their goals. Therefore, any actual HR practices that are congruent with HR policies, which are stated as strategic intents and guidelines, ensure that organisations are able to achieve success, are implied to be strategic HR practices.

9.3.3 Third objective and finding: To examine HRM policies in Thai universities from a strategic HRM perspective.

The third objective was to explore: How are HRM policies formulated? The first finding revealed the general perception that although public and private universities are subject to the same government policies, public universities have more institutional autonomy and receive preferential treatment from the government (Praphamontripong 2011). All of case study institutions rely on central government regulations to formulate central evaluative criteria and educational guidelines, and to determine and control HR strategies.

Across institutions, HR policy formulation in the Thai HE sector is mainly developed using a broad committee process at the organisational level, initiated by the oversight University Council. A cross-case comparison analysis showed that there were only slight differences in HR policy formulation at private universities, including the president's role in decision-making regarding HR policies. The evidence from the results shows that HRM policies are formulated at the organisational level, which provides a profound contribution to gaining insight into the process of HR policy formulation.

The second finding discovered was that HR managers play a critical role as change agents and are often the source of policies and actions intended to provide competitive, marketplace advantages (Freeman et al. 2021), due to their HRM role in formulating HR strategic policies. This finding is related to converting strategic HRM policies into actions aligned with organisational targets. The pieces of evidence collected from the interviews (see Table 9.2) indicate that HR departments in the HE sector have different presences at the faculty level. Case Study A (the university with the highest world ranking) presented a strong stand-alone HR office at the organisational level; the boundaries within its HR system permit a hierarchy of HR practices for faculty departments, but these qualities were not demonstrated in the other case studies. In Case Studies B, C, and D, HR departments at the faculty level were placed under other departments, most commonly under finance or administration, or in some case studies there were no HR departments at the faculty level. Furthermore, Case Study C, which was a high-performing private university, provided evidence of the importance of acting as a change agent. Case Study C did not have an HR department at the faculty level; however, the university appointed academic staff to undertake the task of HR manager, and some faculties had HR assistants (Case Studies B and D did not appoint change agents at the faculty level). These findings contribute to better understanding how to link strategic HR policies to achieve organisational targets. The HE sector should consider the importance of HR departments and provide representative HRM change agents at the faculty level.

HR managers play a critical role as change agents to convert strategic HRM policies into actions that link with organisational targets and enhance strategic intent through the actual practices that are designed to ensure that organisations achieve success.

9.3.4 Fourth objective and finding; To identify the relationship between HRM strategy, policies, and practices and organization strategy in higher education institutions.

The fourth objective addresses the following research question: What are the processes associated with the implementation of HRM programs? The first finding came from using the high-performance work systems (HPWS) processes to link HR practices and organisational strategy. Examining an HR system is the best way to understand and distinguish whether the features of strategic HRM and organisational contexts are consistent with internally coherent organisational conditions and the environment (Lepak et al. 2006), thus providing a sustained competitive advantage. The components of the HPWS process include pre-implementation and implementation programs and then the HPWS outputs of the process. Pre-implementation is concerned with the effect of an HR system, including the factors that senior and middle managers must consider during the implementation process.

This research used the AMO theory (Ability, Motivation, and Opportunity) to reflect HR practice actions and HPWS outputs that contribute to how HR practices implement HR policies. This finding provides evidence that reflects the HR practices needed to generate competitive advantages and the HR systems that can translate the demands of the organisational environment (Jiang, Takeuchi and Lepak 2013). The results of the HR strategy work system process, comparison in Table 9.2, show that the private university case studies have the same top-down strategic implementation concerning the intervention of internal organisational culture and encouraging involvement (pre-implementation process). Private universities emphasis organisational culture as the core value that affects the social interactions within an organisation, and they state those programs designed to promote and deliver strategic goals. For example, Case Study B support a culture of contemplative education programs in HR functions, such as orientation recruitment HRD and performance appraisal (implementation process). The university believed that this culture was important in contributing to the creation of mindfulness and in working with one's heart and soul. Such culture programs enhance employee involvement and link

employee roles with the university's vision. Furthermore, a contemplative education program creates an HR strategy of employee involvement to enhance employees' ability for self-development; motivate through knowledge management activities, communication channels and incentive systems; and provide opportunities for employee networking and information sharing. This Ability-Motivation-Opportunity (AMO) model reflects the HPWS, which translates the demands of the external and internal organisational environments (organisational transformation, the interrelationship between the HR system and organisational strategy). The results from Case Study B provide an explanation to understand the relationship between HRM strategy, policies, practices, and organisational strategy in HE institutions. In conclusion the internal organisation culture is the core value that affect in the social interaction within the organization and empower the programs designed to promote and deliver strategic goals.

Second, to identify the processes associated with the implementation of HRM programs, this research analysed how HR systems and HR programs are related to positive organisational strategies and focused on integrating the micro (functional HRM) and macro (organisation). This research contributes to distinguishing between strategic and nonstrategic HR practices. Implementing an HR strategy based on an integrative focus across various HR systems would be the best way to clarify and identify functional perspectives and strategic orientations (Wright and Boswell 2002). The organisational strategies in the case studies are demonstrated in the main HR challenge, which was determined by the demand for a competitive advantage and by the institutional environment (see the first objective above). The findings found a link between HR challenges and HPWS outputs: HR practices demonstrated within the case studies showed that HR challenges affect the HR policies and practices which are used to cope with problems in the external and internal environments.

Micro components of the Thai HE SHRM level affect HE employees in the organisation (Collins 2021) and the implementation of HPWS demonstrated the role of HR practices in enhancing employees' abilities, motivating employees to increase contributions to the organisation, and supporting employees' knowledge, skills, and abilities. For example, Case Studies A and C represented high-performance organisations. Case Study A implemented HRD to improve recruitment, selection, and orientation programs and provided evidence that those programs have strategic focuses and processes that help cope with the challenging effects of HRM (dealing with rapid changes in external environments, finding suitable candidates, and encouraging employee retention). Additionally, senior managers support HRD programs by providing scholarships or financial support for external training, English language training, and seminars for employees to develop their abilities, skills, and knowledge (enhancing abilities). Recruitment and selection programs are managed through meetings and networking systems (enhancing motivation). Orientation programs provide various channels so employees are familiarized with HR policies and practices and receive information and insights regarding the university and its objectives (enhancing opportunities). In addition, Case Study C supported employee research skills, improved employee research knowledge, and provided a one-stop service system to enable employees to work efficiently and provide quality service. To some extent, these features and services make private universities more expensive than public universities (enhancing abilities). To achieve its goals, the HR office encourages employees to write self-assessments which help the university to provide additional support, such as developing career paths to support employee self-development within different career preferences (enhancing opportunities and motivating performance improvement). The AMO framework relates to the organisational strategy of Case Study C, which provides a system to enhance research skills and a one–stop service system to cope with the main HR challenges of achieving the educational quality standard. Therefore, this reflect how HR program integrates HR policies and practices (micro domain) congruent with

organisational strategy (macro domain), as a way to enable the firm to achieve its goals. In conclusion, the finding provide evidences of the approach of Thai universities HPWS is addressed the aspects of the AMO model that demonstrates how SHRM can enhance organisational performance and improve competitiveness and the role of HR practice. HPWS (such as ability-enhancing or skill and knowledge enhancing such as HRD programs by providing scholarships or financial support for external training, English language training and seminars for employees to develop their abilities, motivation-enhancing through meetings and networking systems and opportunity-enhancing or empowerment-enhancing with the programs of develop career paths and career management systems to support employee self-development within different career preferences) can contribute to encourage employee involvement and cope with the challenging effects of HRM (dealing with rapid changes in external environments, finding suitable candidates and encouraging employee retention).

9.3.5 Fifth objective and finding: To analyse the formulation and implementation of HRM policy.

The fifth objective involved the examination of existing HRM programs related to the central HR problems facing Thai universities. All four Case Studies discussed HR policies formulated in accordance with government regulation, generally initiated by the University Council Committee and decided by the university executive board (organizational level), which is finally translated into HR policies that are presented to all faculties within the university. Government regulations play an important role in controlling two major aspects of Thai HE institutions: internal quality assurance and external quality assessment (Office of the Education Council 2004).

The finding from the interviews provide evidence that the approach of SHRM, in which HRM is involved for strategy formulation, is to emphasise goals intended to achieve the primary challenge—meeting governmental criteria and educational quality requirements.

For example, Case Studies A, B, and D have quite similar institution targets. Each state their organizations' vision as positioning to attain favourable, reputation-based international-level comparative assessment. Consequently, these Thai HE institutions have similar HR policy purposes, with an emphasis on encouraging employee involvement as the strategic opportunity to leverage strengths, to achieve organisation goals, and thereby meet governmental guidelines and regulations (which were initially used to determine and control HR strategies). Encouraging employee involvement in programs is the source of competitive advantage. The policies and practices align employees' tasks with the organization's strategy and accomplishes the government standard requirement to compete at international levels (see the indicators and the components of internal quality assurance for HE institutions at Chapter 2).

In addition, the senior HR managers from Thai HE institutions have similar objectives in that HR's positioning, compared to other divisions, appear to inhibit strategic HR practices and cannot convey the importance of HR to senior management. HR operational employees indicated concern over the lack of cohesion between administrative departments regarding HR policies and programs.

Notably, there were difference between Case Study A and B in practices used to motivate employee involvement. In Case Study A, senior HR managers attempt to link the organization visions and missions with employee's routine job roles/duties and used informal communication systems as part of their strategy; Case Study A promoted direct dialogue between department heads and staff members. Case Study B developed support programs that involved employees working together towards common goals and objectives.

However, Case Studies C and D identified the pressure to meet government criteria and educational quality standards as the major HR challenge. The finding highlighted strategic

HRM systems within Thai HE institutions, such as a system relying on a risk management committee to drive HR strategy by monitoring HR practices to make sure that HR policies are implemented correctly according to HR policies and plan. Case Study D has consultants, appointed externally, who are responsible for implementing and improving the HR system. Senior HR managers play a vital role in fulfilling the government criteria and education quality requirements. Therefore, the employee involvement program has a competitive implication for HR policy formulation to meet organisation target that aims to compete the challenge at international level; its contribution suggests a conceptual framework for the strategic formulation of HRM policy by initially defining the mission of their organization.

To accomplish organisation targets of formulating appropriate strategy, HR office must identify driving forces that push appropriate HR policies and inhibit obstructs to the development of HR planning and policy implementation. The outcomes from analyses the factors that driving and inhibiting strategic HRM practices provide profound to understand clearly on how HRM formulate and implement appropriate HR policies and practices in terms of transform strategic HR policies to suitable HR systems and programs.

Second, the findings revealed several programs that utilise and implement HR policies to cope with the central HR problem. All of the Case Study universities have the major HR challenges: retaining high-calibre or talented employee and encouraging employee loyalty. Thai HE institutions do undertake to address these challenges by implementing workplace social interaction programs, providing a positive work environment, enhancing employee collaboration, transferring and sharing relevant experiences and knowledge relevant. The effectiveness of HR policies implementation in this research is measured by the organisation's performance outcomes, which were good for Case Studies A and C. Case Study A university provides both social interaction programs (using a variety of channels in its robust communication system) and social-minded programs (focusing on a system of teamwork and networking), with ultimate goal of recruiting and retaining high-calibre

staff. Case Study C, a private university, also provides both social interaction programs (emphasising a happy, friendly atmosphere system) intended to provide employees with a good quality-of-life, and a social-minded program (via a well-managed governance system centred on treating employee equally/fairly) in order to retain talented employees. These examples of actual HRM systems used in the Thai HE sector and provide evidence and rich insights of how HRM practices can lead to sustainable competitive advantages.

The university performance indicators, which are multi-dimensional, give rise to organisational targets, such as university rankings (national, regional, and international), staff qualifications (academic status and position attained, and level of education), research (dominantly reflected by publication in reputable academic or research journals), and value of the degree (indicated by the percentage of undergraduate students who become employed upon graduation).

9.3.6 Sixth objective and finding; To develop recommendations around HRM program development in Thai universities.

The research found that senior managers in public university have similar recommendations, such as the importance of gaining self-awareness of the role HR programs play and HRM' responsibilities related to the effective development and implementation of HR systems aligned with organisational objectives and criteria. Embodied in this awareness is HR managers' important role as change agents to convert strategic HRM policies into actions that link organisational targets, involving clear communicate of HR policies and practices reflecting the strategic intent. The senior managers in private university seemed to focus on ethical management and equal treatment of employees in order to achieve the organization's targets. One university even developed HR practices to promote the university's branding and logo through its employees. Overall, HR managers reflected an awareness of their important role in

259

supporting, mentoring, and coordinating employees' performance, while simultaneously encouraging employees' devotion to their work.

9.4 Research Contribution

The discovering of strategic HRM policies and practices present in the Thai HE sector in this research leads to the generation of three research contributions.

9.4.1 Theoretical Contributions

Discovering that the main HR challenge is human capital, as the source of competitive advantage within Thai higher education sector, provides signs of achievement in the resource-based theory (RBT). As seen from the results, all of the case studies evidenced awareness that high quality employees are the source of their strategic capability and affect the level of achievements tied to the organisation's visions (Coff and Kryscynski 2011).

Each organisation vision's state the objectives which that organisation would like to achieve. Case studies in this research are dominantly concerned about accessing/recruiting suitable candidates and retaining high calibre, talented employees. That is, the organisation strategies are determined by its human capital. Establishing the position of organisation visions and missions depend on the number and quality of high-calibre and talented employee.

Jiang et al. (2012) argue that although prior research has shown the mechanisms through which HRM relate to some organisational outcomes, it remains unclear on how HRM is related to other, different organisational outcomes. Wright and McMahan (2011) noted that a few studies provided strong insight into how valuable resource are acquired and developed, in the context of strategic RBT organisational models.

This research examined the link between HRM programs and the HR challenges facing Thai universities. The investigation was able to offer clearer explanations shaped by the contexts and approaches of the various HR programs, by recognizing the alignment of HR policies and HR practices within the of RBT and AMO theory. Wright and Boswell (2002) argue that classifying extant HR policies and practices within the organisational context helps to highlight the challenges of strategic HRM. The findings add a cumulative body of knowledge and assessed in relation to its theoretical perspective from which HR programs are an additional source of competitive advantage. HR programs can be used as effective tools that arrange sets of concepts to define and explain how Thai higher education institutes SHRM practices to support organisational objectives and provides sign of achievement revealed in the AMO approach. Shaw et al. 2023) suggest the philosophy of AMO theory is the connective key, focusing on internal interactions and three dimensions of HR bundles (skill and ability, motivation and opportunity enhancing performance) to determine and express the significant value-added contributions that arises. Therefore, to advance a rigorous understanding of SHRM research need to refrain from over-relying on RBT to explain strategic HRM (Stone 2007), AMO theory is useful to suggest which development programs that are conducted are best designed to support strategic change (Huselid 1995; Li et al 2022).

The investigation highlighted the importance of HR strategies to attract and retain high-calibre employees. The evidence suggests that SHRM is found inevitably connected to communication program, such as links between HR plaining development and HR practices implementation, for particular purposes. HPWS in the case study relied on communication programs to develop network systems as the source of competitive advantage: using information flow systems (such as explaining and implementing policies during faculty or department meetings),

261

informal discussions (talking over lunch), and using internet and intranet systems. Effective communication programs (based on AMO theory) enhance employees involvement by sharing information within formal and informal network programs, encouraging employee involvement, and effectively coordinating communications and procedures between different divisions of the HR Office and other departments of the university.

It is beneficial for senior HR managers to support the effective implementation of HR policies and HR practices related to communication programs, as these efforts contribute significantly to successful formulation of appropriate plans and drive effective employee performance. Of course, communication program must be aligned with organisational targets, such as coping with organisation changes, internal inconsistencies, and retaining high-calibre employees. A distinguishing feature of the processes associated with the implementation of HRM programs is that they contribute to determining how HR practices implement HR policies and achieve HR outcomes (cope with HR challenges), identify how HR practices interact within HR systems, and which practices are essential (considered to be a source of sustained competitive advantage). Each of these helps to translate the demands of organisational environments and achieve organisational goals though SHRM.

This explanation contributes to understand how HR systems and programs achieve organisational performance through HR practices and establishes the link between HR practices and organisational performance. The evidence fully captures the process linking HRM to organisational outcome which categorised HR outcomes (HR strategy that enhance employee skills and abilities, employee attitudes, and behaviours), operational outcomes (HR programs that that install systems to operate productivity and enhance the quality of service), and financially driven outcomes, such as improving competitive position based on improved university ranking

(Jiang et al. 2012). These research findings have implications, assisting the understanding and application of HR programs in the Thai HE sector, while continuing to be geared towards realising organisational objectives.

9.4.2 Conceptual Contributions

Based on finding and analysis of this thesis, a conceptual framework that examines the interaction between HR practices with the HR policies was developed in chapter three. The framework should be used to understand how HR combined practices in the overall system effect outcomes (Boon, Den Hartog and Lepak 2019). The conceptual framework suggests that SHRM can be understood under HPWS concept that link HR practices and organisational strategy. It is argued that the AMO theory to reflect HPWS outputs. It provides in depth explanation on how SHRM policies and practices are interrelated and how the HR programs are implemented.

The research findings explicitly show that HPWS contains contextualized views on the processes associated with the implementation of strategic HR programs, such as an organisation's cultural precepts (for example, SOTUS) or contemplative educational programs. Those organisational contexts are consistent with internally coherent organisational conditions and the environment (Lepak et al. 2006); thus senior and middle HR managers must consider the intervention of internal organisational culture which affects the social interactions within an organisation during the implementation process. The internal organisation culture also influences HR programs designed to promote and deliver strategic goals. The organisation's culture programs contribute to employee involvement as the output of implementation of strategic HR programs. Based on AMO approach explanation, an employee involvement program can effectively implement the

organisational culture (thereby enhancing employees' self-development) and serve to motivate employees (using knowledge management activities, communication channels, and incentive systems which provide opportunities for employees to network and share information. These features of HPWS have been explained based on RBT and AMO to reflect the results/outputs of the implementation of strategic HR programs that contribute to achieving the organisational vision and goals (Li et al 2022).

In addition, the research findings provide explanations that contribute to "Western" theories of HR strategies, adapted to explain Thai phenomena. Sparrow, Schuler, and Jackson (1994) compared HR policies and HR practices within a variety organization from twelve countries. The findings discovered that although HR practices have some cross-cultural variations, they can all fit under a common policy "umbrella".

All Thai universities apply and assess strategic HR under challenges or adhering to the same governmental regulations and guidelines, such as National Education Act 1999 (Commission on Higher Education 2008). This suggests that examining whether or how "Western" HR strategies/programs translate to Thai environments, may not be applicable. Moreover, the context, given the specific nature of HRM in Asia, contributes to the development of relevant policies and practices and theories of HRM (Budhwar and Debrah 2009). It is a challenge to explore Western theories and models to explain how Western HR strategies/programs apply to Thai organizations.

9.4.3 Methodological Contribution

Multi-level analysis in strategic context is regularly used to identify HRM activities and strategy as the source of human advantage within the context of the organisation (Boxall 1996). The level of HRM strategy provides the view where data is collected from multiple sources in order to maintain a consistent level of analysis (Guest 2001). Lepak et al. (2006) argue that the measurement within HR system strategy can examine systems of HR practices and determine the role of HR in implementing activities undertaken to realise organisational objectives. The methodological relationships between HR systems and organisation performance in this research were highlighted in order to clarify SHRM multi-level outcomes and to emphasise the links across different levels of analysis.

Semi-structured interviews were performed with experts from within the organisation's HR managerial hierarchies (Cooke, Veen and Wood 2017) knowledgeable about SHRM, understand their day-to-day tasks, have experiences with HR programs, and interrelate social networks of HR systems and patterns of HRM relationships within the organisation (Saldaña 2015), specifically: (1) senior management (referred to as 'organizational level' staff), (2) senior HR management staff (university presidents and HR directors), who provide insights into the challenges of HRM, HR strategy, HR strategic intent and the transformation of HR policies, and (3) HR operational' staff (referred to as 'individual level' staff, such as HR officers in faculty departments) with hands-on views of HR practices at the functional level of the implementation of HRM and HR policies.

This research added the value of knowledge in micro and macro domains as a foundation of unit of analysis. Abell, Felin, and Foss (2008) argue that micro foundations are an important emerging theme in strategic management. Strategy

needs to clearly build on an individual level foundation for understanding at the organisation level The present findings contribute to an explanation of theoretical mechanism of this strategic foundation. It would be incomplete if micro level consideration of individual action and strategic interaction were not included.

There are no empirical studies that analyse the relationships between the AMO components at the individual and the organizational levels in a single and integrative model. Adopting a multilevel theoretical approach contributes to clarify and provide solutions to some of the methodological limitation and pitfalls in SHRM. The micro and macro domain provide cogent arguments that contribute to making a clear distinction between intended strategic HR practices and identify and actual HR practices in HR systems (Beltrán-Martín and Bou-Llusar 2018; Wright and Boswell 2002).

9.4.4 Thai Higher Education Policymakers Contribution

Thai higher education policymakers are confronted with the task of addressing the impact of globalization by reforming the HE sector to align with global trends and to develop more effective modes of performance. Table 9.3 demonstrates findings of this study, focusing on specific HR practices and HPWS that are intended to support organisation improvement initiatives, and lead to stronger performance and outcomes which are aligned with reforms within the Thai HE system (2020-2027) (see Appendix E) (Office of National Higher Education Science Research and Innovation Policy Council, 2023).

TABLE 9.3 Research findings in term of HR practices and HPWS which are aligned with Thai HE system reforms (2020–2027)

Research findings in term of HR practices and HPWS	Thai HE system reforms (2020–2027)
A majority of the case studies attempt to cope with globalisation and lead to changes in HR programs focusing on HRD, particularly with regard to the recruiting suitable candidates, retaining high-calibre employees, developing accountability in performance appraisals, enhancing communication systems (chiefly by implementing policies using various internal process, including formal circulation of letters and meeting minutes), and creating a positive workplace environment.	**1. Higher Education, Science, Research and Innovation Structure** 1.1 The new system should be flexible and capable of responding to uncertainties and change in a timely manner.

Research findings in term of HR practices and HPWS	Thai HE system reforms (2020–2027)
A majority of the case studies expressed concerns regarding how to support employee development intended to meet governmental criteria and educational quality requirements and assessments, particularly assessments focusing on institutional achievements in research and innovation. Internal institutional systems should better support HR programs addressing: more effective job descriptions; employee recruitment and orientation programs; HRD programs focusing on coaching and mentoring; employee development focusing on individual performance appraisal, career development plans; collaborative teamwork (including internal communication systems); ensuring internal organisational fairness and consistency; and enhancing research budgets with rewards systems (with financial incentives for publications); and rewards to employees for loyalty / commitment.	1.2 To address institutional research and innovation, there should be organizational systems designated for each of the following roles: policy and strategy, budget allocation, and grant provision.

Research findings in term of HR practices and HPWS	Thai HE system reforms (2020–2027)
Lack of fundings to support Thai HE sector is a critical challenge causing a majority of the case study universities to focus on how to provide and allocate budgets intended to create HRD programs that most effectively support all levels of employees.	**2. Policy, Strategy and Plan Management** 2.1 Strategic objectives that identify demand-driven principles and macro socioeconomic strategies in line with National Strategy. Cluster/Sectoral Platform Management should be established to facilitate efficient budget allocation and utilization.
More than half of the case studies' University Council encountered challenges related to retaining high-calibre employee, using social mindedness programs and ensuring employee equity in the workplace. Trustworthiness considered as a key factor promoting improvements in administrative systems and enhancing workplace atmosphere and employee loyalty.	**4. Monitoring and Evaluation** 4.1 Monitoring and evaluation systems should be designed to promote result-based accountability and trust in governance.

Research findings in term of HR practices and HPWS	Thai HE system reforms (2020–2027)
A majority of the case studies were concerned with how to provide more effective channels to get informative feedback from university members and implemented improvements in communication systems to encourage information sharing. Communication channels include; feedback box; online and onsite meetings; and using intranet, email, and Facebook.	4.2 Mechanisms to provide feedback should be put in place to support double loop learning.
A majority of the case studies were concerned with on how to provide an internal communication system whereby every person in the organisation can access necessary resources.	**5. Data Integration** Ease of access and up-to-date reliability should be considered.

9.5 Research Limitations

This thesis has several limitations. First, the context information on HRM processes and programs within organisation was limited, especially in private universities whose staff are reluctant divulge organisational and strategic information. The difficulty in eliciting information and data may limit analysis, and it is possible that relevant data or information was unintentionally neglect.

Second, with all interviews, the researcher faced the inherent difficulties of interacting with and conducting semi-structured interview with HR managers and officials … eliciting

270

information and receiving truly responsive answers. At times, was a cultural reticence to disclose information, so it took time and patience to keep the interviews linked to the research objectives while eliciting insights and responses.

Third, there was the challenge implicit in in cross-language qualitative research ... the time-consuming process to translate and interpret (the thesis research data was collected exclusively in Thai, so transcriptions had to be subsequently transcribed into English). During data analysis, the researcher attentively developed a uniform schema of categories that reviewed the methods literature to address cross-language and underlying meanings (Squires 2009). Consequently, the researcher adopted the technique of explicative content analysis, which is based on the belief that thematic analysis is an accurate systematic approach to analysing and identify themes of raw data, and involves searching across data sets to find repeat patterns of meaning (Flick 2014).

Of most significance, the on-going, changes and modifications of governmental and institutional policies to promote quality control of higher education institutions in Thailand (throughout the globe) may present different results from this completed study.

9.6 Future Research

Based on key finding and limitation of the study, possible future research is recommended. First, Jiang, Takeuchi, and Lepak (2013) have suggested a new perspective about SHRM research. Their valuable insights into aspects of the mediating mechanisms of the HR systems-performance relationship highlight AMO theory to explore whether HR systems at different levels function similarly to influence performance outcomes. They argue that further research is needed to understand the cause of discrepancy between HR systems operationalized at different levels of analysis, which theoretical problems aimed at expanding knowledge in the direct influence of perceived HR systems on employee outcomes. Future research must focus on identifying how employee have been treated over

time, including relationship between managers and employees as well as the relationship among the employees (in teams or between co-workers) to consider support mechanisms that might foster similarity or disparity in perceptions of HR practices. Therefore, it will be interesting to extend a deeper understanding through quantitative study about the mediate role of employees in the relationship between HR systems and organisational performance. The mixed-methods are suggested in further support researcher to get clearer picture of the strengths and features of qualitative research (Flick 2014). On the other hand, longitudinal studies employ continuous or repeated measures to examine changes over periods of time.

Second, the present finding addressed HPWS in the higher education sectors as it was discovered by AMO to reflect strategic HR practice actions and HPWS outputs. The results demonstrate clear theoretical and conceptual contributions to implementation of strategic HR systems based on AMO of HR practices, contributing to the achievement of organisational outcomes. For instance, Li et al (2022) suggested that AMO model enhancing SHRM can influence performance through different path in different enterprises life cycle (scientific and technological enterprise). Using RBT and AMO theories contribute to clearer understanding of the complementarity characteristics within SHRM and clarify what and how AMO enhancing SHRM generates competitive advantage organisation performance (Rahman et al. 2023) and sustainability (Faisal 2023). Therefore, it is worthwhile for further research to consider applying AMO model through different path in different sectors.

Third, the research highlighted a key aspect within private universities (they often have decentralized policy and decision-making), whereas public universities generally persist in their more centralized approach. Lengnick-Hall et al. (2009) have noted that self-managed teams and decentralization of decision-making of HR practices enhance organisation performance. They also argue that the literature in SHRM needs to further emphasis on

identify leverage strategic concentrating as it providing a strategic focus for efforts of individuals, units, and the entire organisation. This leads to the inquiry as to whether strategic human resource practices can demonstrate that decentralization is a better system for policy management. Those in support of decentralization guarantee it offers multiple advantages; however, broader research is necessary to confirm this.

Fourth, empirical studies have addressed the reliance on external consultant programs of SHRM in the higher education sector (Kroon and Paauwe 2014; Sheehan 2009; Paauwe and Boselie 2003). Often, a university may consider hiring consultants to build its strategic human resource management (HRM) program. Indeed, to keep up with the ever-growing academic globalization, more reliable and professional advice is needed. Thus, the university should incorporate this program into their existing system and gain professional advice, buffered by a broader, external perspective.

Last, the source of data from this research needs to be extended: increasing the number of universities included in the research; expanding the number of employees from various HR units; and expanding stakeholders to include government, employers, and staff unions (Faisal 2023). The researcher interviewed HR staff to gain knowledge about the organisation's HR systems, policies, and practices. Although this information was comprehensive, it was only from this one department and limited in scope. To gain a more comprehensive understanding of the effect of HR systems on firm performance and the relationship between the two, data from other departments should be included in further research. Human resource management (HRM) is gaining popularity in public management.

9.7 Concluding Remarks

This research has made threefold contribution; theoretical, conceptual, and methodological. First, the study reveals integrated RBT and AMO have worthwhile frameworks for explaining the relationship of the extent to which SHRM policies and practices are present in the Thai higher education system. Second, features of HPWS have been assessed and explained with regards to RBT and AMO. The results indicate that the implementation of strategic HR programs contribute to achieving organisational outcomes. Third, exploring the micro and macro levels of a multilevel theory helps to overcome some of the methodological limitations, as well as to draw a line between intended and actual human resource practices in various HR systems. This study offers several suggestions concerning how HR programs should be designed and implemented, and further research paths to explore. It also provides guidelines for establishing new research initiatives.

REFERENCES

Abell, Peter, Teppo Felin, and Nicolai Foss. 2008. "Building Micro-Foundations for the Routines, Capabilities, and Performance Links." *Managerial and Decision Economics* 29(6): 489–502. https://doi.org/10.1002/mde.1413

Aguinis, Herman, Brian K. Boyd, Charles A. Pierce, and Jeremy C. Short. 2011. "Walking New Avenues in Management Research Methods and Theories: Bridging Micro and Macro Domains." *Journal of Management* 37(2): 395–403. https://doi.org/10.1177/0149206310382456

Akingbola, Kunle. 2013. "Contingency, Fit and Flexibility of HRM in Nonprofit Organisations." Empl*oyee Relations* 35(5): 479–94. https://doi.org/http://dx.doi.org/10.1108/ER-01-2012-0009

Anand, Gopesh, and Peter T. Ward. 2004. "Fit, Flexibility and Performance in Manufacturing: Coping with Dynamic Environments." *Production and Operations Management* 13(4): 369–85. https://doi.org/10.1111/j.1937-5956.2004.tb00224.x

Appelbaum, Eileen, Thomas Bailey, Peter Berg, and Arne L. Kalleberg. 2001. "Do High Performance Work Systems Pay Off?" In *The Transformation of Work*, 85–107. Emerald Group Publishing Limited. https://doi.org/nt:https://doi.org/10.1016/S0277-2833(01)80022-4

Aramnet, Chuleeporn. 2016. "Thai Education Reforms Slammed as 'Expensive and Damaging Failure." *The Nation*. http://www.nationmultimedia.com/national/Thai-education-reforms-slammed-as-expensive-and-da-30293645.html

Armstrong, Michael. 2008. *Strategic Human Resource Management: A Guide to Action*. 4th ed. London: Kogan Page.

Armstrong, Michael. 2011. *Armstrong's Handbook of Strategic Human Resource Management*. 5th ed. London: Kogan Page.

Arthur, Jeffrey B. 1994. "Effects of Human Resource Systems on Manufacturing Performance and Turnover." *The Academy of Management Journal* 37(3): 670–87. https://doi.org/10.2307/256705

Arthur, Jeffrey B., and Trish Boyles. 2007. "Validating the Human Resource System Structure: A Levels-Based Strategic HRM Approach." *Human Resource*

Management Review 17(1): 77–92.
https://doi.org/http://dx.doi.org/10.1016/j.hrmr.2007.02.001

ASEM Education. 2021. "Thailand-Higher Education System." https://asem-
education.org/compendiums/220-thailand/

Auerbach, Carl, and Louise B. Silverstein. 2003. *Qualitative Data: An Introduction to
Coding and Analysis.* New York: NYU Press.

Baczek, Kamila. 2013. "Effective Leadership in Thailand: Exploratory Factor Analysis of
Creativity, Need for Achievement, Emotional Intelligence, and Diversity."
http://www.lse.ac.uk/asiaResearchCentre/_files/ThaiGovScholarKamilaBaczek.pdf

Barney, Jay B. 1997. *Gaining and Sustaining Competitive Advantage.* Reading, MA:
Addison-Wesley.

Barney, Jay B., and Alison Mackey. 2016. "Text and Metatext in the Resource-Based
View." *Human Resource Management Journal* 26(4): 369–78.
https://doi.org/10.1111/1748-8583.12123

Barney, Jay B., David J. Ketchen, and Mike Wright. 2011. "The Future of Resource-Based
Theory: Revitalization or Decline?" *Journal of Management* 37(5): 1299–1315

Barney, Jay, Mike Wright, and David J. Ketchen. 2001. "The Resource-Based View of the
Firm: Ten Years after 1991." *Journal of Management* 27(6): 625-41.
https://doi.org/10.1177/014920630102700601

Barney, Jay. 1991. "Firm Resources and Sustained Competitive Advantage." *Journal of
Management* 17(1): 99–120.

Batt, Rosemary, and Alexander J. S. Colvin. 2011. "An Employment Systems Approach to
Turnover: Human Resources Practices, Quits, Dismissals, and Performance." *The
Academy of Management Journal* 54(4): 695–717.
https://doi.org/10.5465/AMJ.2011.64869448

Becker, Brian E., and Mark A. Huselid. 2006. "Strategic Human Resources Management:
Where Do We Go from Here?" *Journal of Management* 32(6): 898–925.
https://doi.org/10.1177/0149206306293668

Becker, Brian, and Barry Gerhart. 1996. "The Impact of Human Resource Management on Organisational Performance: Progress and Prospects." *The Academy of Management Journal* 39(4): 779–801. https://doi.org/10.2307/256712

Bell, Emma, and Jane Davison. 2013. "Visual Management Studies: Empirical and Theoretical Approaches." *International Journal of Management Reviews* 15(2): 167–84. https://doi.org/10.1111/j.1468-2370.2012.00342.x

Beltrán-Martín, Inmaculada, and Juan Carlos Bou-Llusar. 2018. "Examining the Intermediate Role of Employee Abilities, Motivation and Opportunities to Participate in the Relationship between HR Bundles and Employee Performance." *BRQ Business Research Quarterly* 21(2): 99–110. https://doi.org/https://doi.org/10.1016/j.brq.2018.02.001

Birnbaum, Robert. 1988. *How Colleges Work: The Cybernetics of Academic Organisation and Leadership.* Jossey Bass.

Bolden, R., G. Petrov, J. Gosling, and A. Bryman. 2009. "Leadership in Higher Education: Facts, Fictions and Futures - Introduction to the Special Issue." *Leadership* 5(3): 291–98. http://www.scopus.com/inward/record.url?eid=2-s2.0-69949119286&partnerID=40&md5=61e19b34396aab17482871de2d307288

Boon, C., Deanne N. Den Hartog, and David P. Lepak. 2019. "A Systematic Review of Human Resource Management Systems and Their Measurement." *Journal of Management* 45(6): 2498–2537. https://doi.org/10.1177/0149206318818718

Boselie, Paul, Graham Dietz, and Corine Boon. 2005. "Commonalities and Contradictions in HRM and Performance Research." *Human Resource Management Journal* 15(3): 67–94.

Bos-Nehles, Anna C., Maarten J. Van Riemsdijk, and Jan Kees Looise. 2013. "Employee Perceptions of Line Management Performance: Applying the Amo Theory to Explain the Effectiveness of Line Managers' HRM Implementation." *Human Resource Management* 52(6): 861–77. https://doi.org/10.1002/hrm.21578

Bos-Nehles, Anna C., Maarten J. Van Riemsdijk, and Jan Kees Looise. 2013. "Employee Perceptions of Line Management Performance: Applying the AMO Theory to Explain the Effectiveness of Line Managers' HRM Implementation." *Human Resource Management* 52(6): 861–77. https://doi.org/10.1002/hrm.21578

Boudreau, John W., and Peter M. Ramstad. 2005. "Talentship, Talent Segmentation, and Sustainability: A New Hr Decision Science Paradigm for a New Strategy Definition." *Human Resource Management* 44 (2): 129-136. https://doi.org/10.1002/hrm.20054

Bowen, David E., and Cheri Ostroff. 2004. "Understanding Hrm-Firm Performance Linkages: The Role of the "Strength" of the HRM System." *The Academy of Management Review* 29(2): 203-221. https://doi.org/10.2307/20159029

Boxall, Peter F., and John Purcell. 2008. *Strategy and Human Resource Management.* 2nd ed. New York: Palgrave Macmillan.

Boxall, Peter F., John Purcell, and Patrick M. Wright. 2007. *The Oxford Handbook of Human Resource Management.* Oxford: Oxford University Press.

Boxall, Peter, and John Purcell. 2000. "Strategic Human Resource Management: Where Have We Come from and Where Should We Be Going?" *International Journal of Management Reviews* 2(2): 183–203. https://doi.org/10.1111/1468-2370.00037

Boxall, Peter, and Keith Macky. 2009. "Research and Theory on High-Performance Work Systems: Progressing the High-Involvement Stream." *Human Resource Management Journal* 19(1): 3–23. https://doi.org/doi:10.1111/j.1748-8583.2008.00082.x

Boxall, Peter. 1996. "The Strategic HRM Debate and the Resource-Based View of the Firm." *Human Resource Management Journal* 6 (3): 59–75. https://doi.org/10.1111/j.1748-8583.1996.tb00412.x

Brewer, Peggy D., and L. Brewer Kristen. 2010. "Knowledge Management, Human Resource Management, and Higher Education: A Theoretical Model." *Journal of Education for Business* 85(6): 330–35. http://search.proquest.com/docview/759962995?accountid=10382

Brimble, Peter, and Richard F. Doner. 2007. "University–Industry Linkages and Economic Development: The Case of Thailand." *World Development* 35(6): 1021-1036. https://doi.org/10.1016/j.worlddev.2006.05.009

Bryman, Alan, and Emma Bell. 2011. *Business Research Methods.* 3rd ed. New York: Oxford University Press.

Bryman, Alan. 1989. *Research Methods and Organisation Studies.* London: Routledge.

Budhwar, Pawan, and Yaw A. Debrah. 2009. "Future Research on Human Resource Management Systems in Asia." *Asia Pacific Journal of Management* 26(2): 197–218. https://doi.org/10.1007/s10490-008-9103-6

Bureau of International Cooperation Strategy, The Office of the Higher Education Commission. 2014. *History of Thai Higher Education.* http://inter.mua.go.th/history-of-thai-higher-education/

Caldwell, Raymond. 2001. "Champions, Adapters, Consultants and Synergists: The New Change Agents in HRM." *Human Resource Management Journal* 11(3): 39–52. https://doi.org/10.1111/j.1748-8583.2001.tb00044.x

Campion, Michael A., Alexis A. Fink, Brian J. Ruggeberg, Linda Carr, Geneva M. Phillips, and Ronald B. Odman. 2011. "Doing Competencies Well: Best Practices in Competency Modeling." *Personnel Psychology* 64(1): 225–62.

Cerych, Ladislav, and Paul A. Sabatier. 1986. *Great Expectations and Mixed Performance: The Implementation of Higher Education Reforms in Europe.* Trentham Books.

Chadwick, Clint. 2010. "Theoretic Insights on the Nature of Performance Synergies in Human Resource Systems: Toward Greater Precision." *Human Resource Management Review* 20(2): 85–101. https://doi.org/https://doi.org/10.1016/j.hrmr.2009.06.001

Chapman, David W., and Samira Lindner. 2016. "Degrees of Integrity: The Threat of Corruption in Higher Education." *Studies in Higher Education* 41(2): 247–268.

Chareonwongsak, Kriengsak. 2000. "Reshaping Universities for the Future." *Foresight* 2(1): 113–23. https://doi.org/doi:10.1108/14636680010802519

Child, John. 1972. "Organisational Structure, Environment and Performance: The Role of Strategic Choice." *Sociology* 6(1): 1–22. https://doi.org/10.1177/003803857200600101

Clark, Burton R. 1997. "Common Problems and Adaptive Responses in the Universities of the World: Organizing for Change." *Higher Education Policy* 10(3-1): 291–95.

Colbert, Barry A. 2004. "The Complex Resource-Based View: Implications for Theory and Practice in Strategic Human Resource Management." *The Academy of Management Review* 29(3): 341-358. https://doi.org/10.2307/20159047

Collins, Christopher J. 2021. "Expanding the Resource Based View Model of Strategic Human Resource Management." *International Journal of Human Resource Management* 32(2): 331–58, DOI: 10.1080/09585192.2019.1711442

Colquitt, Jason A., and Cindy P. Zapata-Phelan. 2007. "Trends in Theory Building and Theory Testing: A Five-Decade Study of the Academy of Management Journal." *Academy of Management Journal* 50(6): 1281–1303.

Commission on Higher Education, Ministry of Education. 2008. *Manual for the Internal Quality Assurance for Higher Education Institutions.* Bangkok, Thailand: Commission on Higher Education, Ministry of Education.

Commission on Higher Education. 2008b. *Number of Total Enrollment Classified by Type of Institution and Level of Education in Academic Year 2008.* Bangkok, Thailand: Commission on Higher Education, Ministry of Education. http://inter.mua.go.th/main2/article.php?id=55

Commission on Higher Education. 2013. *Higher Education Institutes under the Ministry of Education.* Bangkok, Thailand: Commission on Higher Education, Ministry of Education. www.mua.go.th/know_ohec/university_mua.xlsx

Commission on Higher Education. 2014. *Manual for the Internal Quality Assurance for Higher Education Institutions.* Bangkok, Thailand: Commission on Higher Education, Ministry of Education. http://dqe.mhesi.go.th/bhes2/56-12-27%20Manual%20for%20the%20Internal%20Final.pdf.

Cooke, Fang Lee, Alex Veen, and Geoffrey Wood. 2017. "What Do We Know About Cross-Country Comparative Studies in HRM? A Critical Review of Literature in the Period of 2000-2014." *International Journal of Human Resource Management* 28(1): 196–233. https://doi.org/10.1080/09585192.2016.1245671

Corley, Kevin G., and Dennis A. Gioia. 2011. "Building Theory About Theory Building: What Constitutes a Theoretical Contribution?" *The Academy of Management Review* 36(1): 12–32. https://doi.org/10.5465/amr.2011.55662499

Creswell, John W., and Cheryl N. Poth. 2018. *Qualitative inquiry and research design: Choosing among five approaches.* 4th ed. Thousand Oaks, CA: Sage Publications.

Creswell, John W, and J. David Creswell. 2023. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 6th ed. Thousand Oaks, CA: Sage Publications.

Cummings, Larry L., and Donald P. Schwab. 1973. *Performance in Organisations: Determinants & Appraisal.* Good Year Books.

CUPA-HR, College and University Professional Association for Human Resources 2010. *Administrative Compensation Survey for 2009-2018.* http://www.cupahr.org/surveys/files/salary0910/AdComp10ExecutiveSummary.pdf

Dany, Francoise, Zied Guedri, and Florian Hatt. 2008. "New Insights into the Link between Hrm Integration and Organisational Performance: The Moderating Role of Influence Distribution between HRM Specialists and Line Managers." *International Journal of Human Resource Management* 19(11): 2095–2112.

Decramer, Adelien, Carine Smolders, Alex Vanderstraeten, and Johan Christiaens. 2012. "The Impact of Institutional Pressures on Employee Performance Management Systems in Higher Education in the Low Countries." *British Journal of Management* 23: 88-103. https://doi.org/10.1111/j.1467-8551.2012.00820.x

Delaney, John T., and Mark A. Huselid. 1996. "The Impact of Human Resource Management Practices on Perceptions of Organisational Performance." *The Academy of Management Journal* 39(4): 949–69. doi: 10.2307/256718

Delery, John E., and Dorothea Roumpi. 2017. "Strategic Human Resource Management, Human Capital and Competitive Advantage: Is the Field Going in Circles?" *Human Resource Management Journal* 27(1): 1–21.

Delery, John E., and Jason D. Shaw. 2001. "The Strategic Management of People in Work Organisations: Review, Synthesis, and Extension." In *Research in Personnel and Human Resources Management.* 165–197. https://doi.org/doi:10.1016/S0742-7301(01)20003-6

Delery, John E. 1998. "Issues of Fit in Strategic Human Resource Management: Implications for Research." *Human Resource Management Review* 8(3): 289. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=1761543&site=ehost-live

Delery, John E., and D. Harold Doty. 1996. "Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency, and Configurational Performance Predictions." *The Academy of Management Journal* 39(4): 802–835. http://www.jstor.org/stable/256713

Denzin, Norman K., and Yvonna S. Lincoln. 2003. *The Landscape of Qualitative Research: Theories and Issue.* Thousand Oaks, CA: Sage Publications.

Denzin, Norman K. 1989. *The Research Act: A Theoretical Introduction to Sociological Methods.* 3rd ed. New Jersey: Prentice Hall.

Dyer, Lee, and Todd Reeves. 1995. "Human Resource Strategies and Firm Performance: What Do We Know and Where Do We Need to Go?" *International Journal of Human Resource Management* 6(3): 656-670. DOI: 10.1080/09585199500000041

Edwin van, Teijlingen, and Vanora Hundley. 2002. "The Importance of Pilot Studies." *Nursing Standard* (through 2013) 16(40): 33–6. https://search.proquest.com/docview/219814873?accountid=10382

Eisenhardt, Kathleen M., and Melissa E. Graebner. 2007. "Theory Building from Cases: Opportunities and Challenges." *The Academy of Management Journal* 50(1): 25–32. https://doi.org/10.2307/20159839.

Eisenhardt, Kathleen M., Melissa E. Graebner, and Scott Sonenshein. 2016. "Grand Challenges and Inductive Methods: Rigor without Rigor Mortis." *The Academy of Management Journal* 59(4): 1113–1123. https://doi.org/10.5465/amj.2016.4004

Evans, Alvin, and Edna Chun. 2012. *Creating a Tipping Point: Strategic Human Resources in Higher Education: Ashe Higher Education Report*, Vol. 38, no,1. John Wiley & Sons.

Fahy, John. 2002. "A Resource-Based Analysis of Sustainable Competitive Advantage in a Global Environment." *International Business Review* 11(1): 57–77. https://doi.org/10.1016/s0969-5931(01)00047-6

Faisal, Shaha. 2023. "Twenty-Years Journey of Sustainable Human Resource Management Research: A Bibliometric Analysis." *Administrative Sciences* 13 (6): 139. https://doi.org/https://doi.org/10.3390/admsci13060139.

Felin, Teppo, and Nicolai J. Foss. 2005. "Strategic Organisation: A Field in Search of Micro-Foundations." *Strategic Organisation* 3(4): 441–55. https://doi.org/10.1177/1476127005055796

Felin, Teppo, and William S. Hesterly. 2007. "The Knowledge-Based View, Nested Heterogeneity, and New Value Creation: Philosophical Considerations on the Locus of Knowledge." *The Academy of Management Review* 32(1): 195–218.

Ferris, Gerald R., Angela T. Hall, M.T. Royle, and Joseph J. Martocchio. 2004. "Theoretical Development in the Field of Human Resources Management: Issues and Challenges for the Future." *Organisational Analysis* 12(3): 231–54.

Ferris, Gerald R., Wayne A. Hochwater, M. Ronald Buckley, Gloria Harrell-Cook, and Dwight D. Frink. 1999. "Human Resources Management: Some New Directions." *Journal of Management* 25(3): 385–415.

Fisher, Cynthia D. 1989. "Current and Recurrent Challenges in HRM." *Journal of Management* 15(2): 157.

Fisher, Gregory B., and Charmine E.J. Hartel. 2003. "Cross-Cultural Effectiveness of Western Expatriate-Thai Client Interactions: Lessons Learned for IHRM Research and Theory." *Cross Cultural Management* 10(4): 4–28. http://search.proquest.com/docview/203526004?accountid=10382

Flick, Uwe. 2014. *An Introduction to Qualitative Research.* 5th ed. London: Sage Publications.

Fombrun, Charles J., Noel M. Tichy, and Mary Anne Devanna. 1984. *Strategic Human Resource Management.* New York: Wiley.

Foss, Nicolai J. 2011. "Invited Editorial: Why Micro-Foundations for Resource-Based Theory Are Needed and What They May Look Like." *Journal of Management* 37(5): 1413–1428. https://doi.org/10.1177/0149206310390218

Freeman, R. Edward, Sergiy D. Dmytriyev, and Robert A. Phillips. 2021. "Stakeholder Theory and the Resource-Based View of the Firm." *Journal of Management* 47(7): 1757–1770. https://doi.org/10.1177/0149206321993576

Fry, Gerald W. 2002. "The Evolution of Educational Reform in Thailand." In *Second International Forum on education reform: Key Factors in Effective Implementation*

to the Office of the National Education Commission. Bangkok: Office of the Prime Minister, Kingdom of Thailand. 2002.

Gavetti, Giovanni. 2005. "Cognition and Hierarchy: Rethinking the Microfoundations of Capabilities' Development." *Organisation Science* 16(6): 599–617.

Ge, Ling. 2008. "Strategic Choices for Business Process Sourcing." 3320879, The University of Texas at Austin: USA. http://search.proquest.com/docview/304474201?accountid=10382

Gordon, George., and Celia Whitchurch. 2007. "Managing Human Resources in Higher Education: The Implications of a Diversifying Workforce." *Higher Education Management and Policy* 19(2): 1–21.

Govindarajan, Vijay. 1988. "A Contingency Approach to Strategy Implementation at the Business-Unit Level: Integrating Administrative Mechanisms with Strategy." *The Academy of Management Journal* 31(4): 828–53. https://doi.org/10.2307/256341.

Grant, Robert M. 1991. "The Resource-Based Theory of Competitive Advantage: Implications for Strategy Formulation." *California Management Review* 33(3): 114–35.

Grünbaum, Niels N. 2007. "Identification of Ambiguity in the Case Study Research Typology: What Is a Unit of Analysis?" *Qualitative Market Research* 10(1): 78–97. https://doi.org/http://dx.doi.org/10.1108/13522750710720413

Guest, David E. 1997. "Human Resource Management and Performance: A Review and Research Agenda." *International Journal of Human Resource Management* 8(3): 263–276.

Guest, David E. 2001. "Human Resource Management: When Research Confronts Theory." *International Journal of Human Resource Management* 12(7): 1092–1106. https://doi.org/10.1080/09585190110067837

Guest, David E. 2011. "Human Resource Management and Performance: Still Searching for Some Answers." *Human Resource Management Journal* 21(1): 3–13. https://doi.org/10.1111/j.1748-8583.2010.00164.x

Guest, David E., and Neil Conway. 2011. "The Impact of Hr Practices, Hr Effectiveness and a 'Strong Hr System' on Organisational Outcomes: A Stakeholder Perspective."

International Journal of Human Resource Management 22(8): 1686–1702. https://doi.org/10.1080/09585192.2011.565657

Hamadamin, Halbast Hussein, and Tarik Atan. 2019. "The Impact of Strategic Human Resource Management Practices on Competitive Advantage Sustainability: The Mediation of Human Capital Development and Employee Commitment." *Sustainability* 11(20): 5782. https://doi.org/10.3390/su11205782

Hauff, Sven. 2019. "Analytical Strategies in HRM Systems Research: A Comparative Analysis and Some Recommendations." *International Journal of Human Resource Management* 32(9): 1–30. https://doi.org/10.1080/09585192.2018.1547779

Hendry, Chris., and Andrew. Pettigrew. 1986. "The Practice of Strategic Human Resource Management." *Personnel Review* 15(5): 3–8.

Higher Education Information, Thailand. 2016. *The Numbers of Academic Staff in Higher Education.* http://www.info.mua.go.th/information/show_all_statdata_table.php?data_show=4

Hitt, Michael A., Leonard Biermant, Katsuhiko Shimizu, and Rahul Kochhar. 2001. "Direct and Moderating Effects of Human Capital on Strategy and Performance in Professional Service Firms: A Resource-Based Perspective." *The Academy of Management Journal* 44(1): 13–28.

Hitt, Michael A., Paul W. Beamish, Susan E. Jackson, and John E. Mathieu. 2007. "Building Theoretical and Empirical Bridges across Levels: Multilevel Research in Management." *The Academy of Management Journal* 50(6): 1385–1399.

Horwitz, Frank M., Chan Teng Heng, and Hesan Ahmed Quazi. 2003. "Finders, Keepers? Attracting, Motivating and Retaining Knowledge Workers." *Human Resource Management Journal* 13(4): 23–44. https://doi.org/10.1111/j.1748-8583.2003.tb00103.x

Huang, Liang-Chih, David Ahlstrom, Amber Yun-Ping Lee, Shu-Yuan Chen, and Meng-Jung Hsieh. 2016. "High Performance Work Systems, Employee Well-Being, and Job Involvement: An Empirical Study." *Personnel Review* 45(2): 296–314. https://doi.org/http://dx.doi.org/10.1108/PR-09-2014-0201

Huselid, Mark A. 1995. "The Impact of Human Resource Management Practices on Turnover, Productivity, and Corporate Financial Performance." *The Academy of Management Journal* 38(3): 635–672. http://www.jstor.org/stable/256741

Huselid, Mark A., and Brian E. Becker. 2000. "Comment on 'Measurement Error in Research on Human Resources and Firm Performance: How Much Error Is There and How Does It Influence Effectsize Estimates?'." *Personnel Psychology* 53(4): 835–854. https://doi.org/10.1111/j.1744-6570.2000.tb02419.x

Huselid, Mark A., and Brian E. Becker. 2011. "Bridging Micro and Macro Domains: Workforce Differentiation and Strategic Human Resource Management." *Journal of Management* 37(2): 421–28.

Inda, Taweewan. 2009. *The Development of Effective Strategic Implementation Model in the Govermental Higher Education Institutions.* Bangkok: Silpakorn University. http://www.thapra.lib.su.ac.th/thesis/showthesis_th.asp?id=0000003780

Intrawong, Watcharapong. 2009. *The Influence of Human Resource Practices on Performance of Thai Academics in Higher Education Institutions.* Bangkok: National Institute of Development Administration. http://libdcms.nida.ac.th/thesis6/2552/b163793.pdf

Jackson, Susan E., and Randall S. Schuler. 1995. "Understanding Human Resource Management in the Context of Organisations and Their Environments." *Annual Review of Psychology* 46(1): 237. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9503030433&site=ehost-live.

Jackson, Susan E., Randall S. Schuler, and Kaifeng Jiang. 2014. "An Aspirational Framework for Strategic Human Resource Management." *Academy of Management Annals* 8(1): 1–56. https://doi.org/10.1080/19416520.2014.872335

Jiang, K., D.P. Lepak, J. Hu, and J.C. Baer. 2012. "How Does Human Resource Management Influence Organisational Outcomes? A Meta-Analytic Investigation of Mediating Mechanisms." *The Academy of Management Journal* 55(6): 1264–1294. doi: 10.5465/amj.2011.0088

Jiang, Kaifeng, and Jake Messersmith. 2018. "On the Shoulders of Giants: A Meta-Review of Strategic Human Resource Management." *International Journal of Human Resource Management*: 29(1): 1–28. https://doi.org/10.1080/09585192.2017.1384930

Jiang, Kaifeng, David P. Lepak, Kyongji Han, Ying Hong, Andrea Kim, and Anne-Laure Winkler. 2012. "Clarifying the Construct of Human Resource Systems: Relating Human Resource Management to Employee Performance." *Human Resource Management Review* 22(2): 73–85. https://doi.org/http://dx.doi.org/10.1016/j.hrmr.2011.11.005

Jiang, Kaifeng, Riki Takeuchi, and David P. Lepak. 2013. "Where Do We Go from Here? New Perspectives on the Black Box in Strategic Human Resource Management Research." *Journal of Management Studies* 50(8): 1448–1480. https://doi.org/10.1111/joms.12057

Jiang, Kaifeng., David P. Lepak, Jia Hu, and Judith C. Baer. 2012. "How Does Human Resource Management Influence Organisational Outcomes? A Meta-Analytic Investigation of Mediating Mechanisms." *The Academy of Management Journal* 55(6): 1264–1294. https://doi.org/10.5465/amj.2011.0088

Johari, Johanim, Fee Yean Tan, and Zati Iwani Tjik Zulkarnain. 2018. "Autonomy, Workload, Work-Life Balance and Job Performance among Teachers." *International Journal of Educational Management* 32(1): 107–20. https://doi.org/http://dx.doi.org/10.1108/IJEM-10-2016-0226

Kairuz, Therése, Lynn Andriés, Tracy Nickloes, and Ilse Truter. 2016. "Consequences of Kpis and Performance Management in Higher Education." *International Journal of Educational Management* 30(6): 881-893. https://doi.org/http://dx.doi.org/10.1108/IJEM-05-2015-0067

Kamolpun, Somkiat. 2015. *The Impact of ASEAN Economic Integration on the Thai Higher Education Policy and Plan.* University of Pittsburgh.

Kaufman, Bruce E. 2015. "The RBV Theory Foundation of Strategic HRM: Critical Flaws, Problems for Research and Practice, and an Alternative Economics Paradigm." *Human Resource Management Journal* 25(4): 516–540. https://doi.org/10.1111/1748-8583.12085

Kehoe, Rebecca R., and Patrick M. Wright. 2013. "The Impact of High-Performance Human Resource Practices on Employees' Attitudes and Behaviors." *Journal of Management* 39(2): 366–91. https://doi.org/10.1177/0149206310365901

Kehoe, Rebecca R., and Patrick M. Wright. 2013. "The Impact of High-Performance Human Resource Practices on Employees' Attitudes and Behaviors." *Journal of Management* 39(2): 366–91. https://doi.org/10.1177/0149206310365901

Kirtikara, Krissanapong. 2001. *Higher Education in Thailand and the National Reform Roadmap.* The Thai–US Education Roundtable, Bangkok, 9 January 2001.

Kokkaew, Nakhon, and Somjintana Koompai. 2012. *Current Practices of Human Resource Management (HRM) in Thai Construction Industry: A Risk and Opportunity Perspective.* Vol. 1.

Kristof, Amy L. 1996. "Person-Organisation Fit: An Integrative Review of Its Conceptualizations, Measurement, and Implications." *Personnel Psychology* 49(1): 1–49.

Kristof-Brown, Amy L., Ryan D. Zimmerman, and Erin C. Johnson. 2005. "Consequences of Individuals' Fit at Work: A Meta-Analysis of Person–Job, Person-Organisation, Person-Group, and Person-Supervisor Fit." *Personnel Psychology* 58 (2): 281–342. https://doi.org/10.1111/j.1744-6570.2005.00672.x

Kowsuvon, Kunsiree, and John Burgess. "The Challenges of Strategic HRM Programs in Thai Higher Education sector." Presented at *Curtin Business School Higher Degree by Research Students' Colloquium,* Australia. August 31, 2015.

Kowsuvon, Kunsiree, and John Burgess. 2016. "The Challenges of Strategic HRM Programs in Thai Higher Education sector," In *Flexible Work Organisations: The Challenges of Capacity Building in Asia*, edited by Sushil Sushil, Julia Connell and John Burgess, 135–148. New Delhi: Springer India, 2016. https://doi.org/10.1007/978-81-322-2834-9_9

Lado, Augustine A., and Mary C. Wilson. 1994. "Human Resource Systems and Sustained Competitive Advantage: A Competency-Based Perspective." *The Academy of Management Review* 19(4): 699–727. http://www.jstor.org/stable/258742

Lawler, John, and Vinita Atmiyanandana. 2003. "HRM in Thailand: A Post-1997 Update." *Asia Pacific Business Review* 9(4): 165–85. https://doi.org/10.1080/13602380312331288760

Lengnick-Hall, Cynthia A., and Mark L. Lengnick-Hall. 1988. "Strategic Human Resources Management: A Review of the Literature and a Proposed Typology." *The Academy of Management Review* 13(3): 454–70.

Lepak, David P., and Scott, A. Snell. 2002. "Examining the Human Resource Architecture: The Relationships among Human Capital, Employment, and Human Resource Configurations." *Journal of Management* 28(4): 517–543.

Lepak, David P., Hui Liao, Yunhyung Chung, and Erika E. Harden. 2006. "A Conceptual Review of Human Resource Management Systems in Strategic Human Resource Management Research." In *Research in Personnel and Human Resources Management*. 217–271. Emerald Group Publishing Limited.

Li, Shuwen, Ruiqain Jia, Juergen H. Seufert, Wenan Hu, and Jinlian Luo. 2022. "The Impact of Ability-, Motivation- and Opportunity-Enhancing Strategic Human Resource Management on Performance: The Mediating Roles of Emotional Capability and Intellectual Capital." *Asia Pacific Journal of Human Resources* 60 (3): 453–478. https://doi.org/https://doi.org/10.1111/1744-7941.12293

Liefner, Ingo, and Daniel Schiller. 2008. "Academic Capabilities in Developing Countries: A Conceptual Framework with Empirical Illustrations from Thailand." *Research Policy* 37(2): 276–293. https://doi.org/10.1016/j.respol.2007.08.007

Loveridge, Ray. 2002. "Incorporating the Multinational: Socio-Technical Interfaces between the MNC Affiliate and the Host Country." *Asian Business & Management* 1(2): 153–87.

Mair, Johanna, and Oliver Schoen. 2007. "Successful Social Entrepreneurial Business Models in the Context of Developing Economies: An Explorative Study." *International Journal of Emerging Markets* 2(1): 54–68. https://doi.org/doi:10.1108/17468800710718895.

Martin-Alcazar, Fernando, Pedro M Romero-Fernandez, and Gonzalo Sánchez-Gardey. 2005. "Strategic Human Resource Management: Integrating the Universalistic, Contingent, Configurational and Contextual Perspectives." *International Journal of Human Resource Management* 16(5): 633–59.

Martín-Alcázar, Fernando, Pedro M. Romero-Fernández, and Gonzalo Sánchez-Gardey. 2008. "Human Resource Management as a Field of Research*." *British Journal of Management* 19(2): 103–19. https://doi.org/10.1111/j.1467-8551.2007.00540.x

Maxwell, Joseph Alex. 2013. *Qualitative Research Design: An Interactive Approach.* 3rd ed. Thousand Oaks: Sage Publications.

Merriam, Sharan B. 2009. *Qualitative Research: A Guide to Design and Implementation.* The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass.

Miller, Kristel, Rodney McAdam, Sandra Moffett, and Michael Brennan. 2011. "An Exploratory Study of Retaining and Maintaining Knowledge in University Technology Transfer Processes." *International Journal of Entrepreneurial Behaviour & Research* 17(6): 663–84. https://doi.org/10.1108/13552551111174729

Ministry of Education, Office of the Higher Education Commission. 2014. *Manual for the Internal Quality Assurance for Higher Education Institutions: Office of the Higher Education Commission (OHEC).* Bangkok: Office of the Higher Education Commission. http://web.sut.ac.th/qa/pdf/inqa4/manual_iqa.pdf

Mintzberg, Henry. 1987. "Crafting Strategy." Harvard Business Review 65 (4): 66-75. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=4076026&site=ehost-live

Nguyen, N. 2014. *Thai Workforce-Ready for ASEAN Economic Community 2015.* Retrieved.

Nilphan, Pad. 2005. *Internationalising Thai Higher Education: Examining Policy Implementation.* University of Leeds.

Nyberg, Anthony J., Thomas P. Moliterno, Donald Hale, Jr., and David P. Lepak. 2014. "Resource-Based Perspectives on Unit-Level Human Capital: A Review and Integration." *Journal of Management* 40(1): 316–346.

Office for National Education Commission. 1999. *National Education Act of B.E. 2542 (1999).* Bangkok: Office of Prime Minister. http://planipolis.iiep.unesco.org/upload/Thailand/Thailand_Education_Act_1999.pdf

Office of National Higher Education Science Research and Innovation Policy Council. 2023. *System Reform.* https://www.nxpo.or.th/th/en/system-reform/

Office of the Education Council. 2004. *Education in Thailand.* Bangkok: Amarin Printing and Publishing.

Office of the Prime Minister. 2011. *Summary of the Eleventh National Economic and Social Development Plan (2012-2016).* Bangkok: Office of the National Economic and Social Development Board. http://www.nesdb.go.th/nesdb_en/ewt_dl_link.php?nid=3786

ONESQA, the Office for National Education Standards and Quality Assessment (Public Organisation). 2013. *Executive Summary University Report.* http://www.onesqa.or.th/onesqa/th/Report/unversity.php?PageShow=2&SystemModuleKeyQuery=Advance&SystemModuleKey=product&inputMinistryID=0&inputProvinceID=&inputAssess=2&inputRound=2&inputArrange=3&inputGroup=0&inputSchoolName=.

Ordonez de Pablos, P. 2005. "Strategic Human Resource Management and Organisational Competitiveness: The Importance of Fit and Flexibility." *International Journal of Human Resources Development and Management* 5(1): 1–15.

Ostroff, Cheri, and David E. Bowen. 2016. "Reflections on the 2014 Decade Award: Is There Strength in the Construct of Hr System Strength?" *The Academy of Management Review* 41(2): 196-214. https://doi.org/10.5465/amr.2015.0323

Paauwe, Jaap, and Corine Boon. 2018. "Strategic HRM: A Critical Review." In *Human Resource Management.* 38–54. Routledge.

Paauwe, Jaap, and Paul Boselie. 2005. "HRM and Performance: What Next?" *Human Resource Management Journal* 15(4): 68–83.

Paauwe, Jaap. 2009. "HRM and Performance: Achievements, Methodological Issues and Prospects." *Journal of Management Studies* 46(1): 129–142.

Paweenawat, Sasiwimon Warunsiri, and Jessica Vechbanyongratana. 2015. "Wage Consequences of Rapid Tertiary Education Expansion in a Developing Economy: The Case of Thailand." *The Developing Economies* 53(3): 218–231. https://doi.org/10.1111/deve.12078

Penrose, Edith T. 1980. *The Theory of the Growth of the Firm.* 2nd ed. Oxford Blackwell.

Peteraf, Margaret A. 1993. "The Cornerstones of Competitive Advantage: A Resource-Based View." *Strategic Management Journal* 14(3): 179–191. https://doi.org/10.1002/smj.4250140303

Phinaitrup, Boon Annan 2000. "Human Resource Development in Thai Higher
Education." *Human Resource Development International* 3(2): 147–151.
https://doi.org/10.1080/136788600402618

Pimpa, Nattavud. 2011. "Strategies for Higher Education Reform in Thailand." In *Higher
Education in the Asia-Pacific*. 273-289. Springer.

Popescu, Manoela, and Luminiţa Cecilia Crenicean. 2012. "Innovation and Change in
Education –Economic Growth Goal in Romania in the Context of Knowledge-
Based Economy." Procedia - Social and Behavioral Sciences 46 (0): 3982-3988.
https://doi.org/10.1016/j.sbspro.2012.06.183.

Porter, Michael. 1985. *Competitive Advantage: Creating and Sustaining Superior
Performance*. New York: Free Press.

Powell, Thomas C. 2001. "Competitive Advantage: Logical and Philosophical
Considerations." *Strategic Management Journal* 22(9): 875–88.
https://doi.org/10.1002/smj.173

Praphamontripong, Prachayani. 2011. "Government Policies and Institutional Diversity of
Private Higher Education: Thailand in Regional Perspective." *Journal of
Comparative Policy Analysis: Research and Practice* 13(4): 411–424.
https://doi.org/10.1080/13876988.2011.583109

Priem, Richard L., and John E. Butler. 2001. "Is the Resource-Based 'View' a Useful
Perspective for Strategic Management Research?" *The Academy of Management
Review* 26(1): 22–40. http://www.jstor.org/stable/259392

Pundit, Bangkok. 2013. *Why It Will Be Difficult to Reform Thailand's Education Sector*.
https://asiancorrespondent.com/2013/03/why-it-will-be-difficult-to-reform-thailands-
education-sector/

QS, Quacquarelli Symonds Limited 2012b. *QS University Rankings: Asia–2012.* 2013
http://www.topuniversities.com/university-rankings/asian-university-rankings/2012

QS, Quacquarelli Symonds Limited. 2012. *QS World University Ranking*.
http://www.topuniversities.com/university-rankings/world-university-rankings

Rahman, Mostafizur, Sazali Abd Wahab, and Ahmad Shaharudin Abdul Latiff. 2023.
"The Underlying Theories of Organizational Sustainability: The Motivation

Perspective." *Journal of Business and Management Studies* 5(1): 181–193. https://doi.org/10.32996/jbms.2023.5.1.18

Regional Office for Asia and the Pacific, International Labour Organisation. 2013. *Thailand: A Labour Market Profile.* Bangkok: ILO.

Rogers, Edward W., and Patrick M. Wright. 1998. "Measuring Organisational Performance in Strategic Human Resource Management: Problems, Prospects and Performance Information Markets." *Human Resource Management Review* 8(3): 311–331. doi: https://doi.org/10.1016/S1053-4822(98)90007-9

Roongrerngsuke, Siriyupa. 2010. *Best HR Practices in Thailand.* Nation News Network, Co. Ltd. https://www.rsm.global/thailand/insights/human-resources-recruitment/human-resource-management-thailand

Rukspollmuang, C. 2010. "Thailand." In *International Encyclopedia of Education* (3rd ed.), Peterson Penelope, Eva Baker and Barry McGaw, eds., 847–857. https://doi.org/10.1016/b978-0-08-044894-7.01577-3

Runckel, Christopher W. 2011. *Education in Thailand.* http://www.business-in-asia.com/thailand/education_in_thailand.html

Saks, Alan M., and Jamie A. Gruman. 2018. "Socialization Resources Theory and Newcomers' Work Engagement." *Career Development International* 23(1): 12–32. https://doi.org/http://dx.doi.org/10.1108/CDI-12-2016-0214

Saldaña, Johnny. 2015. *The Coding Manual for Qualitative Researchers.* Sage.

Schuler, Randall S. 1992. "Strategic Human Resources Management: Linking the People with the Strategic Needs of the Business." *Organisational Dynamics* 21(1): 18–32. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9607245436&site=ehost-live.

Schuler, Randall S., and James W. Walker. 1990. "Human Resources Strategy: Focusing on Issues and Actions." *Organisational Dynamics* 19(1): 4–19. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9607245395&site=ehost-live

Schuler, Randall S., and Susan E. Jackson. 2007. *Strategic Human Resource Management: Global Perspectives.* Malden, MA: Blackwell.

Schuler, Randall S., and Susan E. Jackson. 1987. "Linking Competitive Strategies with Human Resource Management Practices." *The Academy of Management Executive* (1987-1989) 1(3): 207–19. http://www.jstor.org/stable/4164753.

Shin, Duckjung, and Alison M Konrad. 2017. "Causality between High-Performance Work Systems and Organisational Performance." *Journal of Management* 43(4): 973–97.

Siengthai, Sununta, and Clemens Bechter. 2005. "Human Resource Management in Thailand: A Strategic Transition for Firm Competitiveness." *Research and Practice in Human Resource Management* 13(1): 18–29.

Sinhaneti, Kantatip. 2011. "Emerging Trends of Thai Higher Education and a Case Study of Shinawatra University in Coping with Global Challenges." Online Submission.

Sissons, Paul, and Anne E. Green. 2017. "More Than a Match? Assessing the HRM Challenge of Engaging Employers to Support Retention and Progression." *Human Resource Management Journal* 27(4): 565–80. https://doi.org/10.1111/1748-8583.12161

Sparrow, Paul, Randall S. Schuler, and Susan E. Jackson. 1994. "Convergence or Divergence: Human Resource Practices and Policies for Competitive Advantage Worldwide." *International Journal of Human Resource Management* 5(2): 267–299. https://doi.org/10.1080/09585199400000019

Stake, Robert E. 1995. *The Art of Case Study Research.* Thousand Oaks: Sage Publications.

Su, Zhong-Xing, and Patrick M. Wright. 2011. "The Effective Human Resource Management System in Transitional China: A Hybrid of Commitment and Control Practices." *The International Journal of Human Resource Management* 23(10): 2065–2086. https://doi.org/10.1080/09585192.2011.610335

Sundralingam, Kavitha. 2013. "Teach Thais to Think" http://www.asianscientist.com/2013/10/academia/teach-thais-to-think-2013/.

Sutton, Robert I, and Barry M Staw. 1995. "What Theory Is Not." *Administrative Science Quarterly*: 371–384.

Tangkitvanich, Somkiat. 2013. "Setting up Future Failure." *Bangkok Post*, 2013 May 27.

Tangthong, Sorasak, Jirasek Trimetsoontorn, and Nutthawut Rojniruntikul. 2014. "HRM Practices and Employee Retention in Thailand—A Literature Review." *International Journal of Trade, Economics and Finance* 5(2): 162.

Tasopoulou, Konstantina, Konstantina Tasopoulou, George Tsiotras, and George Tsiotras. 2017. "Benchmarking Towards Excellence in Higher Education." *Benchmarking: An International Journal* 24(3): 617–634.

Taylor, John. 2006. "Managing the Unmanageable: The Management of Research in Research-Intensive Universities." *Higher Education Management and Policy* 18(2): 1–25.

Teece, David J. 2007. "Explicating Dynamic Capabilities: The Nature and Microfoundations of (Sustainable) Enterprise Performance." *Strategic Management Journal* 28(13): 1319–1350. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=27296279&site=ehost-live.

Tilak, Jandhyala BG. 2005. "Global Trends in Funding Higher Education." *IAU Horizons* 11(1): 1–2.

Travers, Max. 2001. *Qualitative Research through Case Studies.* London, United Kingdom: Sage Publications.

UNESCO, The United Nations Educational, Scientific and Cultural Organisation 2012. *Higher Education in Thailand.* http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions/dynamic-single-view/news/thailand

Wernerfelt, Birger. 1984. "A Resource-Based View of the Firm." *Strategic Management Journal* 5(2): 171–80. https://doi.org/10.1002/smj.4250050207

Wernerfelt, Birger. 1995. "The Resource-Based View of the Firm: Ten Years After." *Strategic Management Journal* 16 (3): 171–74. https://doi.org/10.1002/smj.4250160303

Whetten, David A. 1989. "What Constitutes a Theoretical Contribution?" *Academy of Management Review* 14 (4): 490–95. https://doi.org/10.2307/258554

Witte, Johanna. 2000. "Education in Thailand after the Crisis: A Balancing Act between Globalization and National Self-Contemplation." *International Journal for Academic Development* 20 (3): 223–45.

World Bank. 2009. *Thailand - Towards a Competitive Higher Education System in a Global Economy*. Washington D.C.: World Bank. http://documents.worldbank.org/curated/en/2009/01/11377079/thailand-towards-competitive-higher-education-system-global-economy

Wright, Patrick M., and Wendy R. Boswell. 2002. "Desegregating HRM: A Review and Synthesis of Micro and Macro Human Resource Management Research." *Journal of Management* 28 (3): 247–76.

Wright, Patrick M. 1998. "Introduction: Strategic Human Resource Management Research in the 21st Century." *Human Resource Management Review* 8 (3): 187–191.

Wright, Patrick M., and Gary C. McMahan. 1992. "Theoretical Perspectives for Strategic Human Resource Management." *Journal of Management* 18 (2): 295–320.

Wright, Patrick M., and Scott A. Snell. 1998. "Toward a Unifying Framework for Exploring Fit and Flexibility in Strategic Human Resource Management." *The Academy of Management Review* 23 (4): 756–72.

Wright, Patrick M., Anthony J. Nyberg, and Robert E. Ployhart. 2018. "A Research Revolution in SHRM: New Challenges and New Research Directions." In *Research in Personnel and Human Resources Management*, 141-61.

Wright, Patrick M., Benjamin B. Dunford, and Scott A. Snell. 2001. "Human Resources and the Resource Based View of the Firm." *Journal of Management* 27 (6): 701–21.

Wright, Patrick M., Gary C. McMahan, and Abagail McWilliams. 1994. "Human Resources and Sustained Competitive Advantage: A Resource-Based Perspective." *International Journal of Human Resource Management* 5 (2): 301–326. https://doi.org/10.1080/09585199400000020

Wright, Patrick M., Scott A. Snell, and Lee Dyer. 2005. "New Models of Strategic Hrm in a Global Context." *International Journal of Human Resource Management* 16 (6): 875–81. doi: 10.1080/09585190500120814

Yildiz, Suleyman Murat, and Ali Kara. 2017. "A Unidimensional Instrument for Measuring Internal Marketing Concept in the Higher Education Sector: Im-11 Scale." *Quality Assurance in Education* 25 (3).

Yin, Robert K. 2018. *Case Study Research and Application: Design and Methods.* 6th ed. Thousand Oaks, Calif: Sage Publications.

Yin, Robert K. 2014. *Case Study Research: Design and Methods.* 6th ed. Thousand Oaks, CA: Sage Publications.

Youndt, Mark A., Scott A. Snell, James W. Dean, Jr., and David P. Lepak. 1996. "Human Resource Management, Manufacturing Strategy, and Firm Performance." *The Academy of Management Journal* 39 (4): 836–866. https://doi.org/10.2307/256714

Younis, Talib, and Ian Davidson. 1990. "The Study of Implementation." *Implementation in Public Policy*: 3–14.

Zhu, Cherrie Jiuhua, Brian K. Cooper, Stanley Bruce Thomson, Helen De Cieri, and Shuming Zhao. 2013. "Strategic Integration of HRM and Firm Performance in a Changing Environment in China: The Impact of Organisational Effectiveness as a Mediator." *International Journal of Human Resource Management* 24, no. 15: 2985–3001. https://doi.org/10.1080/09585192.2013.763845

Ziderman, Adrian. 2015. "Student Loans in Thailand: From Social Targeting to Cost Sharing." *International Higher Education* (42).

APPENDIX

APPENDIX A: The key words through scholarly data bases

Key words	Concept explored	Author
HR system	View HR system as work systems to enhance performance. And work systems are often referred to as HPWs, where it is understood that the practices are adopted in order to foster high performance	Appelbaum et al. (2001)
	Multiple system of HR practices used the term "strategic" to refer to research demonstrating the impact of HRM on a strategic goal to strategic choices made within firms as they impact on HRM systems (Strategic fit). And associated with "macro" HRM as a broader more encompassing term that reflects a more organisationally focused examination of HRM. As well as use the term "micro" HRM to refer to the more functionally oriented view of HRM. To understand the various categories of research that currently exist within the realm of HRM.	Wright and Boswell (2002)
	HR system is a bundle of HR practices or HR policies oriented toward some overarching goal) HR systems should be targeted toward some strategic objective and operate by influencing (1) employee knowledge, skills, and abilities, (2) employee motivation and effort, and (3) opportunities for employees to contribute. Methodologically, they	Lepak et al. (2006)

Key words	Concept explored	Author
	explore issues related to the relationships among policies and practices, sampling issues, identifying the appropriate referent group(s), and who should serve as key informants for HR system studies.	
	Called the HR systems structure (five components; HR principles, policies, programs, practices and climate) – use levels-based HR systems approach for validating..	Arthur and Boyles (2007)
HR system	concept of a 'strong' HR system and have hypothesised that a strong HR system is more likely to be associated with high performance. concept of strength of the HR system. Measurement of agreement between CEOs and HR managers as an indicator of consensus which, along with distinctiveness and consistency they identify as key features of a strong HR system. The result shows that a strong HR system, did not have any significant association with any outcomes. Future research should seek to combine all three. In doing so, there is also a case for more qualitative research exploring how different stakeholders arrive at judgements of HR effectiveness.	Guest and Conway (2011)
	System in HE sector in low countries refers to employee performance management systems (involve three stages: goal setting, monitoring and evaluation) based on HRM theory framework, RBT, and institutional theory.	Decramer et al. (2012)

Key words	Concept explored	Author
	Examines the relationship between institutional pressures and the adoption of internally consistent employee performance management systems in academic units of universities. They use the system approach, which views HRM as a bundle or a coherent system of mutually enforcing practices, which are believed to enhance employees' levels of skills, motivation, information and empowerment (Appelbaum et al., 2000).	
	HR system refers to high performance approach included ability-enhancing practices, motivation-enhancing practices, and opportunity-enhancing practices.	Kehoe and Wright (2013)
	HR system - systems of 'interrelated and internally consistent' practices. HR practices concern as system includes; ability-enhancing, motivation-enhancing, and opportunity-enhancing HRM practices interact in an intricate manner to influence organisational effectiveness.	Delery and Roumpi (2017)
HR policies	HR policies represent the firm or business unit's stated intentions about the kinds of HR programs, processes, and techniques that should be carried out in the organisation.	Wright and Boswell (2002)
	HR policies or practices required for the fundamental logic of HR systems. The underlying policies that comprise these systems as well as the practices that should be measured to capture these policies and systems. So, they discuss how the	Lepak et al. (2006)

Key words	Concept explored	Author
	objectives of HR policy domains are achieved through the use of specific combinations of HR policies and practices. HR policies are reflect an employee-focused program that influences the choice of HR practices HR systems directly influence employees' ability to perform by influencing their knowledge, skills, and abilities. Second, HR systems directly and indirectly influences employees' motivation to perform by shaping their climate perceptions as well as providing direct incentives and rewards to work toward certain work roles, therefore providing guidance regarding what behaviors are expected, supported, and rewarded in the organisation.	
	HR policies refers to organisational goals or objectives for managing human resources and incorporates the relative emphasis firms place on program choices in areas such as staffing, training, rewards, and job design.	Arthur and Boyles (2007)
	HRM policies present an organisation's stated intention. Strategic HR policies are expected to integrate HR planning with organisational strategy and provide a view on how strategic policies should be implemented and formulated in the field of HRM. Concerning with implementation and formulation. Implementation converting strategic plan in to action & then into results (Armstrong 2011: 39).	Armstrong (2011).

Key words	Concept explored	Author
	Formulation a rational process of deliberate calculation (Armstrong 2011: 36).	
Strategic intent	Theorists focus on the need to develop a pool of human capital that has either higher levels of skills (general and/or firm specific), or achieving a better alignment between the skills represented in the firm and those required by its strategic intent. And must constantly be monitored for its match with the strategic needs of the firm	Wright, Dunford, and Snell (2001)
	HR principles- define as the stated values, beliefs, and norms regarding what drives employee performance and how organisational resources and rewards should be allocated (similar to HR system architecture (Becker and Gerhart 1996), which defined as the guiding principles based on HR decision influence on organisational outcome). Discussion about different types of management theories about how best to manage people at work.	Arthur and Boyles (2007)
	It is one of the attitudinal outcome of affective organisational commitment and the behavioural as outcomes of organisational citizenship behaviour, intent to remain with the organisation. Organisational citizenship behaviour, intent to remain with the organisation, and attendance at work are likely represent behavioural manifestations of employees' affective commitment to the organisation	Kehoe and Wright (2013)

Key words	Concept explored	Author
	Argue that future research should also explore the relative effectiveness of investing in practices with the intent of enhancing supply-side and demand-side constraints. The study explains the potential impact of HPWPs on supply-side mobility constraints such as organisational commitment and job satisfaction are two of the most oft-cited predictors of employee turnover intentions and actual turnover. it reflects an individual's perceptions before he or she enters the employment relationship.	Delery and Roumpi (2017)

APPENDIX B: **Conceptual context of RBT theory as a framework for explanation in Thai HE phenomena**.

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
Priem and Butler (2001)	RBV as a theoretical system and potential contributions to strategic management.	All members of the top management team are profitable to provide statements to describe relationship that occur.	-Identifying specific resources that may be particularly effective for certain actors in certain contexts, and establishing boundaries contributions of the RBV in strategic management. -anything associated with the firm can be a resource. Categories of resources might be operationally valid with need to be clearer concerning the particular level at which prescriptions can be made. Thus, some resources	-context for the RBV using contingency approach to determine resources valuable would be helpful step in clarify the role and contributions of the RBV in strategy research. -understand behavioural dimensions and casual relationship can be offered meaningful prescriptions in future RBV research. -strategic management requires explicit

304

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
			maybe less interest to strategy, it depends on whether the resource can be manipulated and part on the group. -categorize strategic research programs. And evaluate the RBV as theoretical system.	attention to both the internal and the external to resources and products. And the RBV fulfil its potential in strategic management in emphasis on integrated with environmental demand model such as strategy requires general management skills.
Wright, Dunford, and Snell (2001)	The RBV of the firm has influence on the strategic HRM regards to the HR's role in supporting business strategy and HR could have	Examination of the RBV on most models of SHRM based on fit assume that 1) a certain business strategy demands a unique set of	-concept of HR architecture within the field of strategic HRM for RBV as sustainable competitive advantage requires superior position on all three basic strategic	-growing acceptance of internal resources of competitive advantage brought legitimacy to HR's statement that people are strategically

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
	implications for strategy formulation and implementation. Therefore, the field of strategic HRM was not directly born of the RBV, but it has clearly been instrumental to its development.	behaviors and attitudes from employees and 2) certain human resource policies produce a unique set of responses from employees.	components; 1) human capital pool and those required by its strategic intent, 2) employee behaviour and recognises individuals who possess willing (perception and emotional) to engage in behaviour that benefit the firm, 3) people management systems that impact employees.	important to firm success. -the RBV has significantly provided a theoretical bridge between the field of strategy and strategic HRM, by turning attention towards the internal resources, capabilities, and competencies of the firms.
Barney, Ketchen, and Wright (2011)	Resource-based theory (RBT) is one of the most prominent and powerful theories for describing,	Managers and entrepreneurs represent the concept of resource can be used to extend RBT and	-concept of foothold as identifying the contingencies that lead firms to use their resources within competitive	-integrate RBT with other perspectives and theories, can clarify the fundamental issues within RBT

306

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
	explaining, and predicting organisational relationships.	context of process of resources and capabilities are developing.	dynamic as the situation of a position that a firm intentionally establish to achieve a sustained competitive advantage and the resources enhance the foothold's potential strength.	and the strategic management field. -combination measurement and micro-foundations (multilevel) methodological issue for RBT are suggested.
Foss (2011)	-Clarify nature of micro-foundations for strategic management is typically understood as foundations and entail explanation that are roots individual action and interaction. -micro-foundations	Organisation members that relevant level in terms of individual decision making, action, and interaction causality.	-Five nature of micro foundations require; 1)take heterogeneity to explain firm-level performance (Felin and Hesterly 2007), 2)address macro-constructs in terms of individual behaviours (Gavetti 2005), 3)explain how the links between macro variables are	-the best understand complex phenomenon, collective-level should be sought at the level structure, behaviour and laws of component parts plus individual relations.

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
	provide alternative explanations that seek to explain differential firm performance in heterogeneous routines and capacities, provide views on manager directly intervene or influence capabilities as fundamental mandate of strategic management, and explanation based on internal analysis of system behaviour in terms of action and orientations of lower-units can be expected		mediated by micro-mechanisms related to behaviours, 4) provide information for potential psychological dimensions of strategic management (Abell, Felin and Foss 2008), 5) understand how strategic dynamics may be rooted in individual characteristics and behaviours (Teece 2007).	

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
	to give greater predictability.			
Barney and Mackey (2016)	RBT within research and practice in strategic HRM. RBT is its main descriptive theory primarily interested in studying firm activities and resources that can generate competitive advantage.	An important task for HR managers to give ask the question of value with respect to each of their practices. And identifying the value of a firm's resources and capabilities by forcing managers to rigorously address the value of each of its resources and capabilities	- primarily interested in studying firm activities and resources that can generate competitive advantage - HR programs able to add value to organisation associate with positive firm outcome.	- argue Kaufman (2015) of the strategic factor market (SFM) logic and the VRIO model - programs or other substitute type activities matter are essential to the firm's success - imitating valuable HR practices can be a source of competitive parity. - rules for riches are instructions, directions, procedures, systems, formulas, heuristics or guidelines for

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
				generating sustained competitive advantages applicable to any individual or firm.

Source: (Barney, Ketchen and Wright 2011; Barney and Mackey 2016; Foss 2011; Priem and Butler 2001; Wright, Dunford and Snell 2001)

APPENDIX C: **The conceptual context of HPWS as a framework for explanation in Thai HE phenomena**.

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
Kehoe and Wright (2013)	examined the relationships between employees' perceptions of high-performance HR practice use in their job groups and employee absenteeism, and organisational citizenship behaviour.	surveys of individual level of employees at a large multiunit food service organisation.	They constructed a list of 15 HR practices reflecting a high-performance HR approach for this study and address the aspects of the AMO model; Ability-enhancing practices, Motivation-enhancing practices, and Opportunity-enhancing practices. - SHRM approach to HR practices focus on the	Results indicate that; -employees' perceptions of high-performance HR practice use at the job group level positively related to all dependent variables -employees' perceptions of high-performance HR practice use at the job group level positively related to all dependent variables and that affective organisational commitment partially mediated the relationship between HR practice

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
			characteristics of an optimal HR system for attaining competitive advantage.	perceptions and organisational citizenship behaviour and fully mediated the relationship.
Delery and Roumpi (2017)	the conceptual logic linking human resource management (HRM) practices and firm outcomes.	managers will provide the answer on how to create competitive advantage, and the answer to question (what can firm leaders do in order to create sustainable competitive advantage) may be found in the adoption systems of HRM practices appropriate for	Explain aspect of AMO. Ability is employees' knowledge, skills, abilities and other characteristics (KSAOs), Motivation is the direction of the effort that the workforce exerts, and Opportunity focus on opportunity-enhancing HPWPs.	argue that HRM practices can contribute to a firm's sustainable competitive advantage not only by enhancing employees' ability, and offering motivation and opportunities, but also by shaping supply-side and demand-side mobility constraints -argued for more attention to HRM practices, and systems, given they provide a more practical approach for firms to

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
		their particular competitive environment.		gain, create and utilise strategic human capital resources and, ultimately, contribute to a firm's competitive advantage.
Shin and Konrad (2017)	addresses concerns theories linking HPWS to performance have included the RBT of the firm and the behavioural perspective (AMO).	test the causal associations between HPWS and performance using a large longitudinal data set and national in scope with more than 6,000 employers taking part with three time points and a large sample size.	examining the causal relationship between HPWS and performance as well as mediators and moderators of that relationship such as why firm performance leads to HPWS, examine the feedback loop between HPWS and performance in a very limited way, and considered to understand the	-suggest that in HPWS, individual practices are organized as a whole, and their combined effects produce a general pattern of reciprocal causation between HPWS and performance. -using HPWS to solve financial performance problems requires consideration of strategy, the business environment, and internal HR capabilities.

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
			impact of performance on HPWS.	
Beltrán-Martín and Bou-Llusar (2018)	Explain the effect of HR practices on employee performance. Construct an integrative model to analyse the contribution of employee AMO to participate in the relationship between HRM and employee performance.	Test multilevel model that analyses the top-down influence of three HR bundles (skill, motivation, opportunity-enhancing) performance) on employee AMO and the bottom-up contribution of the relationship between employee A,M,O-paticipation	Employee performance depends on Ability, Motivation, Opportunities to participate (Cummings and Schwab 1973). -using the three dimensions of the HR system instead of a undimensional measure has allowed us to examine the differential influence of the three HR bundles on different types of employee	The results provide evidence that skill-enhancing and opportunity-enhancing HR bundle increase both employee abilities and motivation. The opportunity-HR bundle contributes to increasing employee opportunities to participate. -results suggest that there is a relationship between the AMO components at the firm level with their counterparts at the individual level of analysis.

Author	The issue under theory	Social representation	theoretical conception	Suggestion and argument
		and employee performance. -collect data from HR managers, R&D managers and R&D employees in a sample of Spanish firms	variables. Earlier studies that differentiated among the skill-enhancing, motivation-enhancing and opportunity-enhancing HR bundles	-

Source:(Beltrán-Martín and Bou-Llusar 2018; Cummings and Schwab 1973; Delery and Roumpi 2017; Kehoe and Wright 2013; Shin and Konrad 2017)

APPENDIX D: Empirical research for strategic HRM

Author	Strategic context	Social represent	Level of HRM strategy	Theory Building focus	strategic RBT perspective
Boxall (1996)	Strategic choices as a set of fundamental or critical choices about the ends and means of a business.	HR advantage within the context of the firm.	Organisational (organisational form, the multidivisional firm)	The relationship between strategic management and employee relations in the firm.	- high commitment - employee relations in the firm
Delery (1998)	Strategic fit as how HR practices work together as a system to achieve organisational objective.	Line manager	Horizontal notion of fit (internal resource) shift focus on individual HRM practices to the entire HRM system.	-The RBT provide explanation on how importance HR to the firm competitiveness.	- knowledge, skills, and abilities - firm's human capital - effective HRM system
Wright and Snell (1998)	Fit and flexibility in Strategic HRM.	employee skills, and employee behaviour.	Organisational, group, and individual	Vertical and horizontal fit, and flexibility relating to the role of Strategic HRM in firm performance.	- ability to meet a variety of needs in a dynamic environment (Flexibility) - skills and competencies of the workforce.

Author	Strategic context	Social represent	Level of HRM strategy	Theory Building focus	strategic RBT perspective
					- organic administration system - adapt to some change in the environment
Boxall and Purcell (2000)	The policies and practices of firms are heavily shaped by contextual contingencies, including national, sectoral and organisational factors.	Organisation and employee	Organisational and environmental	Relationship between business capabilities and core/periphery model of employment.	Intellectual capital, Learning process, and organisational adaptability.
Colbert (2004)	The principle s level of the HR system architecture.	Worker in the organisation	Organisational, group, and individual	-The level of abstraction in the HR system and system interaction. -Complex RBT approach.	physical, human, and organisational resources in ways that add unique value and are difficult for competitors to imitate

Author	Strategic context	Social represent	Level of HRM strategy	Theory Building focus	strategic RBT perspective
Bowen and Ostroff (2004)	- HR system that result in a strong organisational climate.	HR directors and top managers	Higher level in the organisation.	- linkages between HRM and firm performance.	the strength of the HRM system.
Becker and Huselid (2006)	- HR architecture in HR-centric paradigm - The nature of fit and contingency such as strategic capabilities can more usefully be integrated into SHRM theory if they are linked directly to strategy implementation.	Senior HR and line manager.	HR performance (cause and consequence of workforce performance).	- Relationship between a firm's HR architecture and firm performance. Strategy implementation as a nature of fit.	HR's potential role as a strategic asset in the firm.

Source: (Boxall 1996; Delery 1998; Wright 1998; Boxall and Purcell 2000; Colbert 2004;

Bowen and Ostroff 2004; Becker and Huselid 2006)

Appendix E: **Higher Education Science Research and Innovation Policy System Reform.**

E-document officially published by the Office of National Higher Education Science Research and Innovation Policy Council (2023) under the Ministry of Higher Education, Science, Research, and Innovation (MHESI) after Thailand Science, Research, and Innovation (TSRI). Higher Education, Science, Research, and Innovation Plans and Strategies 2020–2027.

System reform is necessary in order for Thailand to achieve the goals set by the Higher Education, Science, Research and Innovation Policy and Strategy (2020-2027) in terms of producing quality manpower and employing knowledge and innovation to attain sustainable development and developed nation status. The reform is being implemented according to the following guidelines:

1. Higher Education, Science, Research and Innovation Structure

- The new system should be flexible in order to respond to changes and uncertainties in a timely manner and focus on competitiveness enhancement utilizing people-public-private partnership mechanism.

- In the research and innovation system, there should be organizations specifically designated for each of the following roles: policy and strategy, budget allocation and grant provision. Undesignated organizations can undertake more than one role in order to strengthen the research and innovation system.

- To diversify the areas for granting and avoid the domination of the single funding agency system, new units to provide grants for area-based development and

industrial competitiveness should be established as autonomous units under the Ministry of Higher Education, Science, Research and Innovation.

2. Policy, Strategy and Plan Management

- Policy, Strategy and Plan of Higher Education, Science, Research and Innovation should align with the National Strategy and aim at reaching evidence-based policy that can be applied to all stakeholders.

- Policy and strategy should be designed with participation of stakeholders and to connect to action plans of each area. Higher Education Plan and Science, Research and Innovation Plan must align but not overlap, and responsible organizations should be identified so that action plans can be further elaborated, and funding can be properly allocated.

- Strategic objectives and key issues should be identified based on the demand-driven principle and macro socioeconomic strategy and in line with the National Strategy. Cluster/Sectoral Platform Management – a collaborative network of funding agency, implementing agencies and users – should be established to facilitate efficient budget allocation and utilization.

3. Budget Allocation and Management

- Budget framework and allocation should be in line with the National Strategy, Higher Education, Science, Research and Innovation Policy, Higher Education Plan and Science, Research and Innovation Plan, and reflect the national budget,

i.e. within and outside the Ministry of Higher Education, Science, Research and Innovation.

- Budget review process must be carried out with the Bureau of the Budget with the result-based and performance-based budgeting principle.

- Science, research and innovation fund shall be allocated in either of the following manners:

    o Direct to designated implementing organizations in the form of multi-year block grant for projects of the following types: large-scale projects, infrastructure development projects and integrated projects comprising various components (e.g. technology transfer and standard setting) or multiple stakeholders; or

    o Through a granting agency via calls for proposals.

- Higher education fund could be established at the later stage to achieve excellence in higher education and promote highly skilled manpower development to meet the demands of the country.

- A management platform should be designed and established to promote accountability and underpin result-based & performance-based budgeting concept.

- Transition to the new budget allocation system should be implemented gradually, allowing organizations to prepare themselves to deal with the changes introduced.

4. Monitoring and Evaluation

- Monitoring and evaluation system should be designed to promote result-based accountability and trust in governance.

- Mechanisms to provide feedback should be put in place to support double loop learning.

5. Data Integration

- Database should be designed and established following these criteria: identify goals, objectives and data users; create mutual understanding among concerned organizations; set up a data portal; aim for comprehensive data sources; and align with the budget allocation process.

- Database should cover various aspects of policy, e.g. industry, investment, knowledge domain, for instance.

- Big data analytics should be incorporated.

- Right of access should be taken into account.

Appendix F: The questions for semi-structured interviews

Date of interview	_____/ _____/ _____
Type of university	☐ Public university ☐ Private university
Type of faculty	☐ Science faculty (technology science and health science) ☐ Social science faculty (humanities, arts and social science)

President (key driving organisation strategy)

- In your opinion, how are the situations of the Thai higher education and what are the systems of the universities in Thailand?
- What are/were the problems that university being/been faced with?
- How the problems effect HR systems in university?
- What are the majors HR challenges that university need to be done or achieve successfully?
- Are potential human resources important considerations in the development and execution of organisation's strategic business plan? And how university develop strategic HRM practices according to organisation's plan and government regulations?
- How HR systems and HR functions accomplish strategic goals? And which HR systems and HR functions achieved to it?
- How university formulates HR strategies, policies, and practices for organisation strategies? What should be? And which HR strategies, policies and practices accomplished to it?
- In your opinion, what are your roles and responsibilities to achieve HR policies and HR practices should be and the role it actually plays?

HR director (Key HR practices of university level)

- What are the problems facing HR systems in university?
- How university develops and enhances strategic HRM practices? And what should be?
- How university enables HR strategies, policies and practices to be implemented according to organisation strategic plan? And what should be?
- How university HR policies and HR practices perceived by employee? And what should be?
- What factors drive and inhibit strategic HRM practices?

- In your opinion, what are your roles and responsibilities to achieve HR policies and HR practices should be and the role it actually plays?

HR officer (Key HR practices or functional HR of faculty level)

- What are the problems facing HR systems and HR functions in faculty?
- How faculty develops and enhances strategic HRM practices? And what should be?
- Why do HR policies and HR practices not converge?
- What are the majors HR challenges that faculty need to be done or achieve successfully?
- Would you please explain and identify of what HR functions in the faculty needs more focused on?
- How faculty develops HR policies and practices for faculty's organisation strategies? And which HR policies and HR practices accomplished to it?
- How faculty translates university strategic plan in to HR strategies, policies and practices within faculty? And what should be?
- How faculty HR policies and HR practices perceived by employee? How HR interface between employee and organisation exchange?
- In your opinion, what are your roles and responsibilities to achieve HR policies and HR practices should be and the role it actually plays?

Appendix G: A participant information sheet

Project title: The challenges of strategic HRM in the Thai higher education sector.

Researcher: Kunsiree Kowsuvon

Date: _____/_____/_____

Introduction

You are invited to participate in the research project for the challenges of strategic HRM in the Thai higher education sector. The research is part of Kunsiree Kowsuvon's studies at Curtin University, supervised by Professor John Burgess and Dr Jane Coffey from the Management school. Please take time to read the following information carefully. Please do ask the researcher if there is anything that is not clear, or if you would like more information. Please take time to consider whether you wish to take part.

What is the purpose of this research?

The purpose of this research is to analyse the application and assessment of strategic HRM practices in Thai higher education. The research also concerns the design and implementation of HR programs in the Thai higher education sector. Participants in this study are invited from four universities, two public and two private universities in the Thai higher education sector. The four selected universities, which already are externally approved for all indicators and criteria of standard for external quality assurance 2006-2010, or top 300 Asian university ranking 2012, or top 500 QS world university ranking 2008-2012. Each university divides into two science faculties and two social science faculties. I selected these faculties based on internal quality assurance scores.

What does participation involve?

You are invited to take part in a semi-structured interview which aims to investigate the extent to which strategic HRM policies and practices are present in the universities. The interviews are conducted with six employees from each of the universities and will take one hour to complete.

Who can participate in this research?

You are invited to participate because you have the relevant qualification experience to help with this research. If you would like to participate, please complete the attached Consent Form and inset the form into the envelope provided. And then please contact me via phone (+6684 171 1311) or email (kunsiree.kowsuvon@postgrad.curtin.edu.au). I will then collect the form. If appropriate, I will contact you to arrange a time convenient to you for the interview.

How will the information collected be used?

Official documents and interview data sources will be used in this research. The official documents are concerned with the HR policies and practices, which are utilised by the university such as policies statements, annual progress reports for internal assurance, and self-assessment, report for external qualities assurance. All documents will be collected with your permission.

Interviews will be audio recorded or note record (with your permission). The data and information will be presented in the thesis and journal articles. Interviews will be conducted using email and Skype in the case that permission is not obtained to undertake the interview directly.

Will my taking part in this research be kept confidential?

All the printed data gathered will be kept securely on an external hard disk which will only be accessible using passwords shared by the candidate, immediate supervisors and thesis committee members. All printed data, after being transferred into electronic form, will be destroyed on completion of the thesis. The maximum period of electronic data retention will be five years after submission of the thesis for review and verification purposes.

An independent bilingual researcher will verify interviews in Thai. Transcriptions will be transcribed into English and verified by an independent bilingual researcher. You will be able to review the recording to edit or erase your contribution. Direct quotes may be used in the thesis and journal articles. However, the target universities and participants will not be named, and you will not be able to be recognised by your comments. No institution or individual will be directly or indirectly identified in the research. Any information which may identify the person(s) taking part in the documents and recorded interview will be removed at the point of transcription. The data will be stored securely at Curtin University for five years after publication of the thesis. The results of the study will be available to participants at the conclusion of the study.

Thank you for considering this invitation.

Contact details

If you need any further information, please contact:

Kunsiree Kowsuvon

Tel: (66) 041711311

Email: kunsiree.kowsuvon@postgrad.curtin.edu.au

You can also contact the supervisor and co-supervisor of this research.

Professor John Burgess

Email: John.Burgess@curtin.edu.au

Dr Jane Coffey

Email: Jane.Coffey@cbs.curtin.edu.au

This study has been approved under Curtin University's process for lower risk Studies (Approval Number SOM 15-13). This process complies with the National Statement on Ethical Conduct in Human Research (Chapter 5.1.7 and Chapters 5.1.18-5.1.21).

For further information on this study contact the researchers named above or the Curtin University Human Research Ethics Committee. c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 or by telephoning 9266 9223 or by emailing hrec@curtin.edu.au.

Appendix H: A consent form

Project title: The challenges of strategic HRM in the Thai higher education sector.

Researcher: Kunsiree Kowsuvon

Supervised by: Professor John Burgess and Dr Jane Coffey

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research, as provided in the information sheet.	☐
2.	I have been given the opportunity to ask questions about the research and my participation.	☐
3.	I voluntarily agree to participate in the research study.	☐
4.	I understand I can withdraw at any time without prejudice.	☐
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, storage of data, future use of data, etc.) to me.	☐
6.	Select only **one** of the following; • I allow audio recording. • I allow using note taking. • I allow using both audio recording and note taking. • Interviews will be conducted using email ☐ Skype ☐	☐ ☐ ☐ both ☐

7.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

This study has been approved under Curtin University's process for lower risk Studies (Approval Number SOM 15-13). This process complies with the National Statement on Ethical Conduct in Human Research (Chapter 5.1.7 and Chapters 5.1.18-5.1.21).

For further information on this study contact the researchers named above or the Curtin University Human Research Ethics Committee. c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 or by telephoning 9266 9223 or by emailing hrec@curtin.edu.au.

Participant:

_____   _____   _____

Name of Participant   Signature   Date

Researcher:

_____   _____   _____

Name of Participant   Signature   Date

Appendix I: The questions for semi-structured interviews in Thai

รายการคำถามสำหรับการสัมภาษณ์แบบกึ่งโครงสร้าง **(semi-structured interviews)**

วันที่สัมภาษณ์	_____/ _____/ _____
ประเภทของมหาวิทยาลัย	☐ ภาครัฐ ☐ ภาคเอกชน
ประเภทของคณะ	☐ กลุ่มวิทยาศาสตร์ (วิทยาศาสตร์เทคโนโลยีและวิทยาศาสตร์สุขภาพ) ☐ กลุ่มสังคมศาสตร์ (มนุษยศาสตร์, ศิลปะและสังคมศาสตร์)

อธิการบดี (บุคคลหลักในการขับเคลื่อนยุทธศาสตร์ขององค์กร)

1. อะไรคือปัญหาที่มหาวิทยาลัยกำลังประสบหรือได้ประสบมา?

2. ปัญหาเหล่านี้มีผลกระทบต่อระบบทรัพยากรมนุษย์ (HR systems) ของมหาวิทยาลัยอย่างไรบ้าง?

3. อะไรคือความท้าทายหลักในด้านทรัพยากรมนุษย์ (HR challenges) ที่มหาวิทยาลัยเห็นว่าจำเป็นที่จะต้อง
    ดำเนินการให้บรรลุเป้าหมาย?

4. ศักยภาพของทรัพยากรมนุษย์เป็นสิ่งสำคัญสำหรับการพัฒนาและบริหารแผนยุทธศาสตร์ขององค์กรหรือไม่? และ
    มหาวิทยาลัยจะพัฒนากลยุทธ์แนวปฏิบัติการจัดการทรัพยากรมนุษย์ (HRM practices)ให้สอดคล้องกับแผนยุทศา
    สตร์ของมหาวิทยาลัย และข้อบังคับของรัฐบาลได้อย่างไร?

5. ระบบทรัพยากรมนุษย์ (HR systems) และหน้าที่ทรัพยากรมนุษย์ (HR functions) มีส่วนต่อในการบรรลุเป้าหมาย
    ของยุทธศาสตร์ขององค์กรได้อย่างไร? และระบบทรัพยากรมนุษย์ (HR systems) ระบบไหนที่ท่านเห็นว่าสำคัญต่อ
    การบรรลุเป้าหมายดังกล่าว?

6. มหาวิทยาลัยมีการวางกลยุทธ์ด้านทรัพยากรมนุษย์(HR strategies) นโยบายด้านทรัพยากรมนุษย์ (HR policies)
    และแนวปฏิบัติด้านทรัพยากรมนุษย์ (HR practices) สำหรับยุทธศาสตร์ของมหาวิทยาลัยไว้อย่างไร? เช่น
    อะไรบ้าง? และกลยุทธ์(HR strategies) นโยบาย (HR policies) และแนวปฏิบัติ (HR practices) ไหนที่ท่านเห็นว่า
    สามารถนำไปสู่เป้าหมายได้อย่างแท้จริง?

7. ในมุมมองของท่าน ท่านคิดว่าบทบาทหน้าที่และความรับผิดชอบของท่านในการบรรลุเป้าหมาย นโยบาย (HR
    policies) และแนวปฏิบัติ (HR practices) ในด้านทรัพยากรมนุษย์ในขณะนี้เป็นอย่างไร? และต่อไปควรจะแตกต่าง
    จากที่เป็นอยู่อย่างไร?

ผู้อำนวยการทรัพยากรมนุษย์ (บุคคลหลักของแนวปฏิบัติทรัพยากรมนุษย์ในระดับมหาวิทยาลัย)

1. อะไรคือปัญหาที่ระบบทรัพยากรมนุษย์ (HR systems) ของมหาวิทยาลัยกำลังเผชิญอยู่?

2. มหาวิทยาลัยมีการพัฒนาและส่งเสริมกลยุทธ์แนวปฏิบัติการจัดการทรัพยากรมนุษย์ (HRM practices) อย่างไร?
    และท่านคิดว่าแนวทางการพัฒนาและส่งเสริมควรจะเป็นอย่างไร?

3. มหาวิทยาลัยมีการขับเคลื่อนกลยุทธ์ด้านทรัพยากรมนุษย์(HR strategies) นโยบายด้านทรัพยากรมนุษย์ (HR
    policies) และแนวปฏิบัติด้านทรัพยากรมนุษย์ (HR practices)ให้บรรลุเป้าหมายตามแผนยุทธศาสตร์ขององค์กร
    อย่างไร? และท่านคิดว่าแนวทางการขับเคลื่อนควรจะเป็นอย่างไร?

4. พนักงานมหาวิทยาลัยมีการรับรู้นโยบายทรัพยากรมนุษย์ (HR policies) และแนวปฏิบัติทรัพยากรมนุษย์ (HR
    practices) ได้อย่างไร? และท่านคิดว่าแนวทางการรับรู้ควรจะเป็นอย่างไร?

5. ปัจจัยอะไรที่เป็นตัวขับเคลื่อนและขัดขวางกลยุทธ์แนวการปฏิบัติการจัดการทรัพยากรมนุษย์ (HRM practices)?

6. ในมุมมองของท่าน ท่านคิดว่าบทบาทหน้าที่และความรับผิดชอบของท่านในการบรรลุเป้าหมาย นโยบาย (HR policies) และแนวปฏิบัติ (HR practices) ในด้านทรัพยากรมนุษย์ในขณะนี้เป็นอย่างไร? และท่านคิดว่าควรจะแตกต่างจากที่เป็นอยู่อย่างไร?
เจ้าหน้าที่ทรัพยากรมนุษย์ (บุคคลหลักของแนวปฏิบัติทรัพยากรมนุษย์ในระดับคณะ)
1. อะไรคือปัญหาของระบบ (HR systems) และหน้าที่ทรัพยากรมนุษย์ (HR functions)ในระดับคณะ?
2. คณะได้มีการพัฒนาและส่งเสริมกลยุทธแนวปฏิบัติการจัดการทรัพยากรมนุษย์ (HRM practices) อย่างไร? และท่านคิดว่าแนวทางการพัฒนาและส่งเสริมควรจะเป็นอย่างไร?
3. อะไรเป็นสาเหตุของความไม่สอดคล้องของนโยบายทรัพยากรมนุษย์ (HR policies) และแนวปฏิบัติในด้านทรัพยากรมนุษย์ (HR practices)?
4. อะไรคือความท้าทายหลักในด้านทรัพยากรมนุษย์ (HR challenges) ที่คณะเห็นว่าจำเป็นที่จะต้องดำเนินการให้บรรลุเป้าหมาย?
5. กรุณาอธิบายและระบุบทบาทหน้าที่ด้านทรัพยากรมนุษย์ (HR functions) ที่คณะจำเป็นต้องมุ่งเน้น?
6. คณะมีการพัฒนากลยุทธ์ในองค์กรของคณะในด้านนโยบาย (HR policies) และแนวปฏิบัติ (HR practices) ด้านทรัพยากรมนุษย์อย่างไร? และนโยบาย (HR policies) และแนวปฏิบัติ (HR practices) ไหนที่ท่านคิดว่าสำคัญต่อการบรรลุเป้าหมายดังกล่าว?
7. คณะมีการตอบสนองต่อแผนกลยุทธ์ของมหาวิทยาลัย เกี่ยวกับกลยุทธ์ด้านทรัพยากรมนุษย์(HR strategies) นโยบายด้านทรัพยากรมนุษย์ (HR policies) และแนวปฏิบัติด้านทรัพยากรมนุษย์ (HR practices)ของมหาวิทยาลัยอย่างไร? และท่านคิดว่าแนวทางการตอบสนองควรจะเป็นอย่างไร?
8. พนักงานมหาวิทยาลัยมีการรับรู้โยบายทรัพยากรมนุษย์ (HR policies) และแนวปฏิบัติด้านทรัพยากรมนุษย์ (HR practices) ได้อย่างไร? และหน่วยงานที่ดูแลด้านทรัพยากรมนุษย์ได้มีการเชื่อมโยงความสัมพันธ์ระหว่างพนักงานและองค์กรอย่างไรบ้าง?
9. ในมุมมองของท่าน ท่านคิดว่าบทบาทหน้าที่และความรับผิดชอบของท่านในการบรรลุเป้าหมาย นโยบาย (HR policies) และแนวปฏิบัติ (HR practices) ในด้านทรัพยากรมนุษย์ในขณะนี้เป็นอย่างไร? และท่านคิดว่าควรจะแตกต่างจากที่เป็นอยู่อย่างไร?

Appendix J: A participant information sheet in Thai

ชื่องานวิจัย: ความท้าทายของกลยุทธ์การบริหารทรัพยากรมนุษย์ในระดับอุดมศึกษาของประเทศไทย

ผู้วิจัย: กุลสิรี โค้วสุวรรณ์

วันที่: _____/_____/_____

คำนำ

ขอความอนุเคราะห์โดยร่วมให้ข้อมูลโครงการศึกษาวิจัยหัวข้อ ความท้าทายของกลยุทธ์การบริหารทรัพยากรมนุษย์ใน
ระดับอุดมศึกษาของประเทศไทย ซึ่งเป็นส่วนหนึ่งของการศึกษาในระดับปริญญาเอกของนางสาว กุลสิรี โค้วสุวรรณ์ ที่ Curtin
University ภายใต้การดูแลของศาสตราจารย์จอห์น เบอร์เกส (Professor John Burgess) และ ด๊อกเตอร์เจน คอฟฟี่ (Dr Jane
Coffey) สังกัดคณะการจัดการ (Management School)

ขอความกรุณาสละเวลาอ่านข้อมูลต่อไปนี้อย่างละเอียดรอบคอบและสอบถามข้อมูลเพิ่มเติมหรือข้อมูลที่ไม่ชัดเจนจากผู้วิจัย การให้
ความร่วมมือโดยการมีส่วนร่วมในงานศึกษาวิจัยครั้งนี้จะเป็นประโยชน์อย่างสูงต่อการสนับสนุนพัฒนาระบบการจัดการทรัพยากร
มนุษย์ในสถาบันอุดมศึกษา

จุดประสงค์โครงการศึกษาวิจัย

จุดประสงค์ของโครงการศึกษาวิจัยนี้ คือการวิเคราะห์การออกแบบกลยุทธ์ การดำเนินการและการประเมินแนวปะฏิบัติ การ
บริหารทรัพยากรมนุษย์ในระดับอุดมศึกษาในประเทศไทย

ผู้เข้าร่วมโครงการศึกษาวิจัยนี้ มาจากมหาวิทยาลัย 4 แห่งในประเทศไทย ซึ่งแบ่งเป็นมหาวิทยาลัยของรัฐ 2 แห่งและ
มหาวิทยาลัยเอกชน 2 แห่ง โดยมหาวิยาลัย 4 แห่งดังกล่าว จะเป็นมหาวิทยาลัยที่ได้ผ่านการตรวจสอบการประกันคุณภาพ
การศึกษาภายนอกปี พ.ศ.2549-2553 หรือเป็นมหาวิยาลัยที่อยู่ในอันดับ 300แรกของมหาวิทยาลัยในภาคพื้นเอเชีย ประจำปี
พ.ศ.2555 หรือเป็นมหาวิทยาลัยที่อยู่ในอันดับ 500 แรกของมหาวิทยาลัยโลกปีพ.ศ. 2511-2515 ทั้งนี้ในแต่ละมหาวิทยาลัยจะ
แยกออกเป็น 2 กลุ่มคณะคือ กลุ่มคณะวิทยาศาสตร์ และกลุ่มคณะสังคมศาสตร์โดยมี เกณฑ์การคัดเลือกกลุ่มคณะดังกล่าว มา
จากคะแนนที่ได้รับจากการประเมินคุณภาพการศึกษาภายใน

การมีส่วนร่วมในงานวิจัย

การมีส่วนร่วมในงานศึกษาวิจัยครั้งนี้จะเป็นการให้สัมภาษณ์แบบกึ่งโครงสร้าง (Semi-structured interview) ซึ่งมุ่งเน้นศึกษาเกี่ยวกับขอบเขตนโยบาย กลยุทธ์การบริหารทรัพยากรมนุษย์และแนวปฏิบัติที่กำลังดำเนินการอยู่ในแต่ละมหาวิทยาลัย โดยกำหนดสัมภาษณ์ผู้มีหน้าที่ในด้านดังกล่าว 6 ท่านในแต่ละมหาวิทยาลัย โดยคาดว่าจะใช้เวลาประมาณ 1 ชั่วโมงในการสัมภาษณ์

ผู้มีส่วนร่วมในการวิจัย

เนื่องจากเห็นว่าท่านมีประสบการณ์และมีคุณสมบัติ รวมทั้งหน้าที่เกี่ยวข้องโดยตรงกับประเด็นศึกษาของงานวิจัย จึงขอความอนุเคราะห์ข้อมูลและเรียนเชิญท่านเข้าร่วมในการให้สัมภาษณ์และให้ข้อมูล หากท่านยินดีที่จะให้ความร่วมมือในการศึกษาวิจัยครั้งนี้ ขอความกรุณากรอกแบบฟอร์มการให้ความยินยอม ในซองเอกสารที่แนบมา และโปรดกรุณาแจ้งให้ผู้วิจัยทราบโดยทางโทรศัพท์ (084171 1311) หรือ email (kunsiree.kowsuvon@postgrad.curtin.edu.au) เพื่อที่ผู้วิจัยจะได้ติดต่อขอรับเอกสารดังกล่าว พร้อมทั้งนัดหมายวันเวลาที่ท่านสะดวกสำหรับการสัมภาษณ์ต่อไป

การนำข้อมูลไปใช้

เอกสารที่เป็นทางการและข้อมูลที่ได้จากการสัมภาษณ์จะถูกนำไปใช้ในการศึกษาวิจัยเพื่อการศึกษาในระดับปริญญาเอก โดยเอกสารทางการในที่นี้หมายถึงเอกสารที่เกี่ยวข้องกับนโยบายและแนวปฏิบัติ การบริหารทรัพยากรมนุษย์ของมหาวิทยาลัย เช่น คำแถลงนโยบาย รายงานประจำปีสำหรับการประกันคุณภาพภายใน รายงานการประเมินตนเอง (self-assessment) รายงานสำหรับการประกันคุณภาพการศึกษาภายนอก โดยที่เอกสารทุกฉบับที่รวบรวมมาใช้ประโยชน์ในงานศึกษาวิจัยครั้งนี้จะผ่านความเห็นชอบจากท่านก่อน และท่านจะเป็นผู้กำหนดว่าการสัมภาษณ์จะอยู่ในรูปแบบให้บันทึกเสียง หรือบันทึกข้อความ โดยที่ข้อมูลดังกล่าวจะถูกนำเสนอในวิทยานิพนธ์และบทความวารสารทางวิชาการ การสัมภาษณ์อาจจะใช้ email หรือ Skype ในกรณีที่ท่านไม่สะดวกให้การสัมภาษณ์โดยตรง

การเก็บข้อมูลเป็นความลับ

ข้อมูลที่จะถูกนำมาตีพิมพ์ทุกอย่างที่รวบรวมมานั้น จะถูกเก็บรักษาเป็นอย่างดี โดยการบันทึกลงบนแผ่นดิสก์ ซึ่งจะสามารถเปิดอ่านได้เฉพาะผู้วิจัย อาจารย์ที่ปรึกษาและคณะกรรมการวิทยานิพนธ์เท่านั้น

ข้อมูลที่ทำการตีพิมพ์ทุกอย่างที่ถูกบันทึกลงในแผ่นดิสก์แล้วจะถูกทำลายเมื่อการทำรายงานวิทยานิพนธ์สิ้นสุดลง ซึ่งจะอยู่ในระยะเวลาสูงสุดไม่เกิน 7 ปี หลังจากการยื่นเสนอวิทยานิพนธ์เพื่อพิจารณาความถูกต้อง

โดยมีนักวิจัยอิสระ ที่มีความเชี่ยวชาญทางด้านภาษา จะเป็นผู้ตรวจสอบความถูกต้องบทสัมภาษณ์ทั้งในบทภาษาไทยและ ภาษาอังกฤษ ซึ่งท่านจะสามารถตรวจสอบข้อความในบทสัมภาษณ์ เพื่อเสนอให้ทำการปรับปรุงเปลี่ยนแปลง แก้ไขหรือตัดตอน ส่วนใดส่วนหนึ่งได้ คำพูดที่ได้จากการสัมภาษณ์โดยตรงของท่าน อาจจะถูกนำไปอ้างอิงในวิทยานิพนธ์และบทความวารสารทาง วิชาการ ทั้งนี้จะไม่มีการระบุชื่อสถาบันที่ท่านสังกัดรวมทั้งชื่อของผู้ให้สัมภาษณ์ การแสดงความคิดเห็นใด ๆ จะไม่สามารถถูก นำมาเชื่อมโยงถึงผู้ให้สัมภาษณ์ได้ รวมทั้งข้อมูลใด ๆ ก็ตามที่ปรากฏในเอกสารที่ตีพิมพ์และในบทสัมภาษณ์ที่อาจจะเป็นตัวบ่งชี้ ถึงบุคคลที่ให้สัมภาษณ์ จะถูกตัดออกในขั้นตอนการถ่ายทอดข้อความจากภาษาไทยเป็นภาษาอังกฤษ ข้อมูลทุกอย่างจะถูกเก็บ เป็นความลับที่มหาวิทยาลัย Curtin เป็นเวลา 7 ปี หลังจากการตีพิมพ์วิทยานิพนธ์ ในฐานะผู้มีส่วนร่วมในการให้ข้อมูลเพื่อการ ศึกษาวิจัย ท่านจะได้รับรายงานผลการศึกษาวิจัย หลังจากที่ผู้วิจัยจบการศึกษาเรียบร้อยแล้ว

ผู้วิจัยจึงขอกราบขอบพระคุณท่านที่ได้ให้ความกรุณาในการพิจารณาทบทวนการขอความอนุเคราะห์เข้าเป็นผู้มีส่วนร่วมในการให้ ข้อมูลเพื่อการศึกษาวิจัยในครั้งนี้

รายละเอียดเกี่ยวกับการติดต่อ

หากท่านต้องการข้อมูลเพิ่มเติมเกี่ยวกับผู้ศึกษาวิจัย กรุณาติดต่อ:

นางสาวกุลสิรี โค้วสุวรรณ์

สถานที่ทำงานปัจจุบัน: ผู้ช่วยศาสตราจารย์ประจำภาควิชาการจัดการ คณะบริหารธุรกิจ มหาวิทยาลัยเชียงใหม่ จังหวัดเชียงใหม่ 50200 (อยู่ระหว่างลาศึกษาต่อระดับปริญญาเอก)

เบอร์โทร: 0841711311

Email: kunsiree.kowsuvon@postgrad.curtin.edu.au

ท่านสามารถติดต่ออาจารย์ที่ปรึกษา (Professor John Burgess) และอาจารย์ที่ปรึกษาร่วม (Dr Jane Coffey) ของงานศึกษาวิจัย ที่

Professor John Burgess

Email: John.Burgess@curtin.edu.au

Dr Jane Coffey

Email: Jane.Coffey@cbs.curtin.edu.au

งานศึกษาวิจัยนี้ ได้รับอนุมัติจาก Curtin University ตามระเบียบว่าด้วยงานศึกษาวิจัยที่มีความเสี่ยงต่ำ (หมายเลขอนุมัติ SOM 15-13) ซึ่งสอดคล้องกับ ระเบียบแห่งชาติว่าด้วยจริยธรรมเกี่ยวกับการวิจัยในคน (บทที่ 5.1.7 และบทที่ 5.1.18-5.1.21).

หากท่านต้องการข้อมูลเพิ่มเติมเกี่ยวกับโครงการศึกษาวิจัย กรุณาติดต่อผู้วิจัยตามชื่อที่ระบุไว้ในเอกสารนี้ หรือคณะกรรมการจริยธรรมการวิจัยในคน c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 หรือทางโทรศัพท์หมายเลข 9266 9223 หรือทาง emailing hrec@curtin.edu.au.

Appendix K: A consent form in Thai

ชื่องานวิทยานิพนธ์: ความท้าทายของกลยุทธ์การบริหารทรัพยากรมนุษย์ในระดับอุดมศึกษาของประเทศไทย

ผู้วิจัย: นางสาวกุลสิรี โค้วสุวรรณ์

อาจารย์ที่ปรึกษา: ศาสตราจารย์จอห์น เบอร์เกส (Professor John Burgess) และ ด๊อกเตอร์เจน คอฟฟี (Dr Jane Coffey)

ข้าพเจ้า ผู้ที่ได้ลงนามในเอกสารฉบับนี้ ขอยืนยันว่า (กรุณาทำเครื่องหมาย กากบาท X ลงในช่องว่าง):

1.	ข้าพเจ้าได้อ่านและเข้าใจข้อมูลเกี่ยวกับงานวิจัยที่ผู้วิจัยได้จัดทำสำหรับผู้มีส่วนร่วมในงานวิจัย	☐
2.	ข้าพเจ้าได้มีโอกาสซักถามเกี่ยวกับงานวิจัยและการมีส่วนร่วมในงานวิจัยของข้าพเจ้า	☐
3.	ข้าพเจ้าสมัครใจที่จะเข้าร่วมในงานวิจัย	☐
4.	ข้าพเจ้าเข้าใจว่า ข้าพเจ้าสามารถถอนตัวจากงานวิจัยได้ทุกขณะ โดยไม่มีผลกระทบตามมา	☐
5.	ข้าพเจ้าได้รับฟังคำอธิบายเกี่ยวกับกระบวนการปกปิดข้อมูลเป็นความลับ (เช่น การระบุชื่อ, การเก็บข้อมูล, การนำข้อมูลไปใช้, ฯลฯ)	☐
6.	กรุณาเลือกวิธีการให้ข้อมูลเพียง **หนึ่ง** วิธีเท่านั้น;	
	• ข้าพเจ้ายินยอมให้มีการบันทึกเสียง	☐
	• ข้าพเจ้ายินยอมให้มีการบันทึกข้อความ	☐
	• ข้าพเจ้ายินยอมให้มีการบันทึกเสียงและบันทึกข้อความ	☐
	• ข้าพเจ้ายินยอมให้มีการสัมภาษณ์ทาง email Skype	*ทั้งทาง* email ☐ *และ* skype ☐
7.	ข้าพเจ้ายินยอมที่จะลงนามและวันที่ในเอกสารให้ความยินยอมนี้พร้อมกับผู้วิจัย	☐

งานศึกษาวิจัยนี้ ได้รับอนุมัติจาก Curtin University ตามระเบียบว่าด้วยงานวิจัยที่มีความเสี่ยงต่ำ (หมายเลขอนุมัติ SOM 15-13) ซึ่งสอดคล้องกับ ระเบียบแห่งชาติว่าด้วยจริยธรรมเกี่ยวกับการวิจัยในคน (บทที่ 5.1.7 และบทที่ 5.1.18-5.1.21).

หากท่านต้องการข้อมูลเพิ่มเติมเกี่ยวกับโครงการศึกษาวิจัย กรุณาติดต่อผู้วิจัยตามชื่อที่ระบุไว้ในเอกสารนี้ หรือคณะกรรมการจริยธรรมการศึกษาวิจัยในคน c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 หรือทางโทรศัพท์หมายเลข 9266 9223 หรือทาง emailing hrec@curtin.edu.au.

ผู้มีส่วนร่วม:

_____   _____   _____
ชื่อ   ลายเซ็นต์   วันที่

ผู้วิจัย:

_____   _____   _____
ชื่อ   ลายเซ็นต์   วันที่

Appendix L: An example of a transcribed interview with coding

Core Concepts	Textual data	Translation summary (nodding)
1.What are/were the problems that university being/been faced with?		
Strategic purpose **-process**	อันนี้เป็นปัญหาใหญ่ที่เรารู้สึก รู้สึกว่ายุทธศาสตร์ วันนี้ เวลาพูดถึง ม. มักจะพูดถึงยุทธศาสตร์อยู่เรื่อย ๆ แต่คน จะไม่รู้สึกว่าตัวเองเกี่ยวข้องกับยุทธศาสตร์ยังไง เช่นว่า ยุทธศาสตร์ท่านผู้บริหารจะว่าไง ก็ว่าไป เราก็ทำงาน ต่อไปเรื่อย ๆ มันไม่ได้ยึดโยงกัน มันคงต้องโยงกัน ไม่งั้น ยุทธศาสตร์มันก็เคลื่อนไม่ได้	Encourage employees to be aware of their involvement in the organisation strategy.
HR Practices **-strategic** **activities**	เราอาจจะเน้น HRD แต่ไปไม่ถึง คือ ในลักษณะเข้าไปนั่ง ฟังเฉย ๆ ยิ่งเราอยู่สถาบันการศึกษา เราก็เห็นชัด การที่ lecture mode ไม่ได้ทำให้คนเรียนรู้เท่าไหร่ วันนี้เวลา อยากจะสอนหนังสือให้ดีสุดท้ายต้องให้ลูกศิษย์เราทำงาน	There is a need to integrate knowledge in theory into practice to achieve effective HRD outcome.
HR program	แล้วมานั่งคุยกันว่างานที่เกิดขึ้นเป็นอย่างไร ถ้าให้เขานั่ง ฟังเราเฉย ๆ มันจะได้อะไรน้อยมาก ที่นี้ HRD ของเราที่ ผ่านมานั้นจะเป็นเรื่องของการ passive learning มากกว่า active learning เหมือนกับว่าใส่ไปแล้ว มันไม่เกิดผลผล เท่าไหร่ อาจจะเป็น อีกประเด็นหนึ่งในแง่ที่เราพัฒนาเอง พัฒนาไปอย่างนั้น ......เรื่องที่ส่งไปอบรมมันโยงกับงาน หรือเปล่า มันจะช่วยทำให้งานเขาดีขึ้นหรือเปล่า บางทีก็ ไม่ได้มี แต่อยากให้ไปอบรมก็ ไป ๆ แบบนี้	The HRD training is sometimes not relevant, or trainees cannot identify its relevant to their works. This passive learning resulting in ineffective training outcome.
HR practices **-Strategic** **activities**	ตอนนี้เราพยายามทำอย่างไรให้เขารู้สึกตระหนักให้เขารู้ว่า เขา link นะ เขารู้ว่าเขามีส่วนทำให้เรื่องนี้เป็นจริง เพราะฉะนั้นเราก็จะเริ่มโยงเรื่องของวิสัยทัศน์ พันธกิจ เข้า มากับตัวงานประจำเขา ว่าวิสัยทัศน์กับงานประจำเขามัน เชื่อมโยงกันอย่างไร โดยเฉพาะตำแหน่งสูง ๆ เพราะ ตำแหน่งสูง ๆ มีส่วนอย่างมาก ระดับ ผอ.... ท่านมีส่วน อย่างมากที่จะทำให้สิ่งเหล่านั้นเป็นจริง เพราะฉะนั้นท่านก็ จะต้องเห็นภาพว่าท่านมีส่วนในการขับเคลื่อนเรื่องเหล่านี้ อย่างไร	Encourage staff awareness that they are parts of organisation strategy. Link organisation vision and mission with employees' routine job especially in a chief executive level.