

# Guidelines for Developing Innovative Leadership in Response to Sudden Changes at Rajabhat Universities in Bangkok \*

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## Abstract

In the rapidly evolving landscape of higher education, Rajabhat Universities in Bangkok face critical challenges that demand innovative and adaptive leadership. As educational institutions navigate unprecedented changes, effective leadership development becomes essential to fostering resilience and driving transformation. This research aims to examine the characteristics and components essential to innovative leadership and to propose a framework for developing such leadership to respond effectively to immediate and unforeseen changes. Through a comprehensive study of documents and empirical data, including in-depth interviews with administrators from nine successful vocational education institutions, the research constructs a framework encompassing three dimensions of adaptive leadership: personal characteristics, academic and research development, and personnel development.

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The study further refines these insights by developing a questionnaire based on a rating scale, which was distributed to 285 administrators and personnel from three Rajabhat University institutions in Bangkok. Employing a mixed-methods approach, combining quantitative and qualitative research, the study utilized exploratory factor analysis, data triangulation, and expert discussions to validate the proposed guidelines. Findings identified nine key components of adaptive leadership for Rajabhat University administrators: (1) influence through ideological prestige, (2) inspirational motivation, (3) strategic agility and opportunity-seeking, (4) establishment of an educational innovation ecosystem, (5) consideration of individual needs, (6) cultivation of a positive organizational culture, (7) fostering a creative and values-driven atmosphere, (8) development of innovative leadership skills, (9) intellectual stimulation, and (10) advancement of digital career skills.

These findings provide actionable guidelines for enhancing the competencies of Rajabhat University administrators in Bangkok, equipping them with adaptive leadership skills necessary to navigate the "new normal" and future challenges. Implementing these guidelines can help Rajabhat Universities in Bangkok uphold quality standards for higher education qualifications and sustain institutional excellence.

### **Background and Aim**

In the context of higher education, Rajabhat Universities in Bangkok are increasingly confronted with multifaceted challenges driven by rapid technological advancements, evolving societal expectations, and unprecedented global events. These pressures necessitate a paradigm shift in leadership practices, where traditional models of governance are no longer sufficient to address the dynamic nature of contemporary educational environments. The purpose of this research is to identify and elucidate the characteristics and components that constitute innovative leadership within

Rajabhat Universities, thereby establishing a comprehensive framework for the development of adaptive leadership. This framework aims to empower university administrators to navigate immediate and unforeseen challenges effectively, ensuring institutional resilience and sustainability in a volatile educational landscape. By investigating these dimensions, the study seeks to contribute to the ongoing discourse on leadership in higher education, providing actionable insights that enhance the overall effectiveness of Rajabhat Universities in meeting their strategic goals.

### **Materials and Methods**

This research employs a mixed-methods approach to gather a comprehensive understanding of innovative leadership within Rajabhat Universities. Initially, a thorough review of relevant literature was conducted to establish a theoretical foundation and identify the key characteristics of adaptive leadership. Subsequently, qualitative data were collected through in-depth interviews with administrators from nine successful vocational education institutions, enabling the exploration of lived experiences and practical insights regarding leadership challenges and practices. The findings from the qualitative phase informed the development of a structured questionnaire, which was then administered to a sample of 285 administrators and personnel from three Rajabhat Universities in Bangkok. The questionnaire utilized a rating scale to quantitatively assess perceptions of leadership characteristics. Data analysis included exploratory factor analysis to identify underlying structures within the collected data, complemented by data triangulation and discussions with experts to validate the findings. This robust methodological framework ensures a comprehensive examination of the characteristics and components of innovative leadership within the unique context of Rajabhat Universities.

### **Results**

The analysis revealed nine critical components of adaptive leadership pertinent to administrators at Rajabhat Universities. These components include:

(1) Influence through Ideological Prestige – the capacity to inspire trust and credibility; (2) Inspirational Motivation – the ability to foster enthusiasm and a shared vision; (3) Strategic Agility and Opportunity-Seeking – the knack for identifying and leveraging emerging opportunities; (4) Establishment of an Educational Innovation Ecosystem – the creation of an environment conducive to innovative practices; (5) Consideration of Individual Needs – addressing the diverse needs of stakeholders; (6) Cultivation of a Positive Organizational Culture – fostering a supportive and collaborative atmosphere; (7) Fostering a Creative and Values-Driven Atmosphere – promoting creativity aligned with institutional values; (8) Development of Innovative Leadership Skills – enhancing personal capabilities in innovative practices; and (9) Advancement of Digital Career Skills – equipping administrators with the necessary digital competencies. These findings not only elucidate the essential attributes of adaptive leadership but also provide a structured approach for enhancing the capabilities of Rajabhat University administrators

This research underscores the imperative for Rajabhat Universities in Bangkok to cultivate innovative leadership that is responsive to the evolving landscape of higher education. By identifying and articulating the key components of adaptive leadership, this study offers a strategic framework that equips university administrators with the necessary skills and competencies to navigate the complexities of the "new normal." Implementing the proposed guidelines can significantly enhance the leadership capacities of Rajabhat University administrators, thereby facilitating the maintenance of quality standards in higher education and sustaining institutional excellence. Ultimately, fostering adaptive leadership is not merely a response to current challenges but a proactive investment in the future of educational institutions, ensuring they remain at the forefront of transformative change and societal impact.

**Keywords:** Agility and Adaptability, Collaboration and Empowerment, Visionary Leadership

## Introduction

Innovative leaders prioritize and understand the importance of innovation. The drive for innovation, often arising from organizational necessity, is critical for survival. Innovation serves as a primary engine for organizational growth, (Pitchapo & Worapongpat, 2024; Udom, Sajdey & Trangwattana, 2018). achieved by implementing changes that differ from conventional methods, focusing on continuous improvement and development. (Rungrachana & Worapongpat, 2023).

Innovation may take various forms, including products, services, and processes, particularly by evolving conceptual approaches, strategic thinking, and operational methods in diverse fields (Pitchapo & Worapongpat, 2024; Udom, Sajdey & Trangwattana, 2018). Information technology and creativity also play a vital role in fostering organizational innovation (Rungrachana & Worapongpat, 2023).

Currently, innovation is a critical factor driving organizational success across all sectors, especially in an era of rapid and unpredictable changes. Innovative leaders play a crucial role in understanding and driving creative processes that differ from traditional methods, focusing on continuous and sustainable development.

These leaders recognize that innovation is not merely about introducing new technologies or products, but about fundamentally transforming organizational approaches to problem-solving, strategic planning, and value creation. By embracing a dynamic and adaptive mindset, innovative leaders can help their organizations navigate complex and challenging environments, ensuring resilience and competitive advantage. At its core, innovation

encompasses new elements such as services, production processes, management techniques, organizational structures, and labor skills that leverage knowledge and creativity to benefit the economy and society (Nilsaengrat, Khajorn & Sakun, 2021; Phosri & Worapongpat, 2024).

Organizations must sustain innovation through both operational results and process-driven advancements, including problem-solving and interaction processes fostered through networks of key stakeholders (Tasanakit & Silalai, 2023; Kulchatdilok, Phan-ngam & Suebsao, 2023). The continuous flow of knowledge within an organization stimulates creative thinking and the advancement of innovations (Srimora, Nirundorn & Thassopon, 2022).

An organization's ability to develop innovations faster or more effectively can lead to excellence. Consequently, organizations strive to cultivate innovation, establishing dedicated innovation departments to select appropriate creation methods tailored to their structure and purpose (Xunan & Worapongpat, 2023).

Moreover, innovative leaders play a pivotal role in analyzing the elements of innovative leadership among vocational education administrators, aligning roles, behaviors, and characteristics to support goal attainment and student academic achievement (Min & Worapongpat, 2023; Zi Yun & Worapongpat, 2023).

Innovation, in essence, encompasses new elements, such as services, production processes, management techniques, organizational structures, and labor skills that leverage knowledge and creativity to benefit the economy and society (Nilsaengrat, Khajorn & Sakun, 2021; Phosri & Worapongpat, 2024).

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In today's education landscape, administrators are increasingly expected to lead changes that enhance educational quality, reflecting a commitment to reform in response to the pressures of digital transformation (TianShu & Worapongpat, 2022; Dongling & Worapongpat, 2023). As leaders adopt adaptive strategies, they help their organizations survive and thrive amidst intense competition by using leadership skills to inspire collective goals, instill confidence, and cultivate cooperation (Baojanraya, Chotiwongso & Saikham, 2023).

The COVID-19 pandemic has underscored the need for adaptive leadership, particularly in vocational education, where both students and teachers have had to transition to online learning and skill development (Phakamat, 2023). This shift presents an opportunity to reimagine vocational education, with adaptive leaders guiding the transformation through the use of systematic strategies and emergency preparedness (Phunahha & Worapongpat, 2023; Siriwat No et al., 2023).

Ultimately, educational institution administrators are urged to develop academic innovation leadership, which will enable them to guide their organizations toward becoming learning-focused and innovation-driven. Leaders

who exhibit the qualities of academic innovation are better equipped to motivate teachers and support collaborative work that fosters high-quality educational administration (Yuwaree, Rujongsaw & Bovorn, 2023; Muensai, 2023).

In conclusion, the approach to developing innovative leadership in response to immediate and unforeseen changes is essential for enhancing teaching and learning quality at Rajabhat University in Bangkok. This study seeks to explore the factors of academic innovation leadership that contribute to creating innovative learning organizations within the following institutions: 1) Rajabhat University Thonburi, 2) Rajabhat University Bansomdej, and 3) Rajabhat University Phranakhon. Findings will provide a framework for educational administrators to develop academic leadership that supports the evolution of their institutions into effective, innovation-driven learning organizations.

## Objectives

- 1 .To examine the characteristics of innovative leadership and the dynamics of sudden changes at Rajabhat University in Bangkok.
- 2 .To analyze the components of leadership in the context of rapid changes at Rajabhat University in Bangkok.
- 3 .To identify the factors influencing the development of innovative leadership amid sudden changes at Rajabhat University in Bangkok.

## Literature review

For the literature review on innovative leadership and sudden organizational change at Rajabhat University in Bangkok, several key areas are relevant:



## **1. Innovative Leadership**

**Definition and Characteristics:** Innovative leadership involves the capacity to foster creativity, drive change, and effectively implement new ideas within an organization. It requires a combination of vision, strategic planning, and flexibility. Leaders must be able to inspire others, adapt to unforeseen challenges, and maintain resilience under pressure. Studies highlight that innovative leaders possess qualities like open-mindedness, risk-taking, and a focus on long-term growth (Anderson & Sun, 2017).

**Role in Educational Institutions:** In universities, innovative leadership is particularly crucial as it directly impacts teaching quality, learning environments, and institutional development. Research by Fullan (2011) emphasizes that leaders in educational institutions who adopt an innovative approach are better equipped to handle the rapid technological and pedagogical shifts impacting education.

**Strategies and Approaches:** Leaders in academia are often advised to embrace transformational leadership models that support continuous improvement and learning. These models encourage leaders to create supportive environments where staff and faculty feel empowered to contribute to change (Bass & Riggio, 2006).

## **2. Sudden Organizational Change**

**Concept and Implications:** Sudden changes refer to unexpected shifts that require immediate response, often resulting from external pressures such as policy reforms, technological advancements, or socio-economic disruptions. Such changes can affect organizational structure, processes, and personnel roles (Kotter, 1996).

**Impact on Higher Education:** In higher education, sudden changes may arise from shifts in government policies, changes in student demographics, or disruptions due to global events like the COVID-19 pandemic. These shifts

challenge institutions to quickly adapt their curricula, administrative processes, and delivery methods (Sullivan et al., 2020).

Managing Rapid Change: Research emphasizes the importance of agility and strategic flexibility in responding to change. Kotter's (1996) eight-step process for leading change remains widely referenced, underscoring the need for clear communication, fostering a sense of urgency, and building coalitions to support the change initiative.

### **3. Interplay Between Innovative Leadership and Sudden Change**

Adaptive Leadership in Crisis: Adaptive leadership, a concept introduced by Heifetz and Linsky (2002), is particularly relevant as it highlights how leaders can adjust their strategies in response to evolving circumstances. In a university context, adaptive leaders can leverage both innovation and resilience to guide their institutions through disruptive events.

Organizational Learning and Knowledge Creation: Senge (1990) argues that organizations capable of learning and adapting are better positioned to innovate and thrive amidst change. This view is reinforced by studies that show how universities that adopt a learning-oriented culture are better able to sustain long-term innovation.

Challenges in Higher Education: The literature notes several challenges specific to higher education, including resistance to change among faculty, budget constraints, and the complexity of coordinating across departments. Studies indicate that innovative leaders who communicate effectively, involve stakeholders, and support professional development are more successful in overcoming these challenges (Fullan & Scott, 2009).

### **4. Case Studies and Models Relevant to Rajabhat University Context**

Examples from Rajabhat and Other Universities: Case studies from Thai educational institutions, including Rajabhat University, show that innovative leadership can play a critical role in addressing educational reform

requirements and meeting community needs. Studies on Rajabhat University highlight the institution's ongoing efforts to align with national educational goals, which often involve significant changes in curricula, teaching methodologies, and community engagement initiatives (Yamkajorn, 2020).

Frameworks and Models for Educational Innovation: Models like the 4IR (Fourth Industrial Revolution) framework encourage universities to incorporate digital technologies and develop skills in innovation among students and faculty. These frameworks, when applied effectively, can support Rajabhat University's goals of being competitive and relevant in a rapidly changing educational landscape (Schwab, 2016).

### **5. Factors Affecting the Development of Innovative Leadership**

Internal Factors: Key internal factors include organizational culture, resource availability, and the level of support from university administration. Leaders with a proactive and supportive approach to innovation can foster a more adaptable organizational culture (Cameron & Quinn, 2011).

External Influences: External factors such as government policy, community needs, and socio-economic conditions also play a significant role. For instance, policies from the Thai Ministry of Education encouraging digital transformation in education are likely to push universities toward innovation (Office of the Education Council, 2019).

The literature underscores that innovative leadership is essential for universities navigating sudden change, as it enables leaders to implement strategies that sustain academic quality and institutional growth. For Rajabhat University, fostering innovative leadership could prove pivotal in adapting to evolving educational standards, embracing digital transformation, and meeting the diverse needs of students and communities.

## Conceptual Framework

This conceptual framework helps to understand the characteristics of developing innovative leadership necessary for coping with changes in the current era. This framework focuses on the key factors affecting the development of innovative leadership and the strategies that can lead to effective adaptation to changes. The elements are divided as follows:

Support from Senior Management Support from management in terms of resources, budget, and promoting innovative learning has a significant impact on effectively fostering innovative leadership within the organization.

Organizational Culture that Promotes Learning and Innovation Creating a culture that allows faculty and staff to express opinions and experiment with new methods without fear of making mistakes fosters an environment conducive to development and adaptation.

Leaders' Ability to Adapt Quickly Innovative leaders should possess flexibility and the ability to respond to new situations promptly, focusing on rapid problem-solving and effective change management.

Development of Creativity and Innovation Among Leaders Encouraging leaders to identify opportunities and new ways to develop the organization requires creativity and systems thinking to create innovations that address changes.

Learning from Past Changes Synthesizing and learning from past changes and challenges enables the application of those lessons in the future, enhancing preparedness for managing emerging changes.

Building Networks and Collaboration Both Internally and Externally Connecting with networks inside and outside the university provides broader sources of information and innovation support, facilitating quicker and more effective changes.

Utilizing Technology and Digital Transformation Technology acts as a catalyst for change; innovative leaders must be able to apply technology in management and improve work processes for greater efficiency.

Assessing and Analyzing Risks of Change Anticipating and evaluating risks that may arise from changes, along with preparing solutions for potential issues, ensures a smooth transition and reduces uncertainty.

Supporting the Development of New Knowledge and Skills Leaders must develop and enhance new skills for themselves and their staff to accommodate changes and evolve alongside rapidly changing trends.

Strategic Planning for Future Change Management Clear and flexible planning is essential for coping with changes. Leaders must establish sustainable and continuous strategies that support adaptability.

Summary of the Conceptual Framework This framework emphasizes the development of innovative leadership to be prepared for sudden changes, relying on cooperation and support across all dimensions of the organization, including the ongoing promotion of learning and innovation to enhance adaptability.

## Methodology

This study employs a mixed-methods research approach, integrating both quantitative and qualitative methods as follows:

Populations and Sampling The study population comprises educational staff and administrators from Rajabhat Universities in Bangkok for the academic year 2023, including Dhonburi Rajabhat University, Phranakhon Rajabhat University, and Bansomdejchaopraya Rajabhat University. The sample is divided as follows:

Qualitative Sample: Consists of 9 university administrators from three Rajabhat Universities in Bangkok. The sample size is determined by the

snowball sampling method, specifically targeting administrators with a record of exemplary administration and who have previously received awards for quality management in their institutions.

**Quantitative Sample:** Consists of 285 senior administrators and faculty members from three Rajabhat Universities in Bangkok, selected through multistage sampling.

**Research Instruments** The instruments used in this research include:

**Questionnaire:** A 5 -point Likert scale questionnaire covering three areas: personal characteristics, academic and research development, and personnel development. The questionnaire's validity was tested for construct and content validity, with a consistency index (IOC) of .88. It was further tested for reliability using Cronbach's Alpha, achieving a coefficient of .944.

**Semi-Structured Interview Guide:** Used for in-depth interviews with key university administrators.

**Data Collection** Qualitative data were collected through online interviews with 9 experts. Quantitative data were gathered via an online questionnaire, with a total of 285 responses collected, achieving a 100% response rate. Data collection was conducted from January to March 2024.

### **Data Analysis and Synthesis**

**Qualitative Data:** Analyzed using content analysis to identify core themes, with narrative interpretation.

**Quantitative Data:** Analyzed using statistical software for social sciences, calculating percentage distributions, mean, and standard deviation. The data were verified for completeness and accuracy to support the final conclusions and discussions.

### **Research Procedure** The study was conducted in four stages:

**Stage 1 :** Studying the adaptive leadership characteristics of Rajabhat University administrators in Bangkok by reviewing relevant theories and

analyzing documentation to summarize key aspects of innovative leadership and sudden change adaptation.

**Stage 2:** Analyzing the components of adaptive leadership among these administrators through the use of questionnaires and exploratory factor analysis.

**Stage 3:** Verifying the leadership components through data triangulation, comparing findings from stages 1 and 2 to confirm the consistency and coherence of the adaptive leadership characteristics.

**Stage 4:** Presenting development guidelines for innovative leadership to handle sudden changes in Rajabhat Universities in Bangkok, involving a connoisseurship seminar with 9 selected experts, analyzed using content analysis to derive suitable recommendations.

## Results

This research aimed to explore the characteristics and guidelines for developing innovative leadership to address immediate change at Rajabhat Universities in the Bangkok area. The analysis was conducted based on the research objectives as follows:

### 1. Characteristics of Innovative Leadership at Rajabhat Universities

The study identified three key areas that characterize innovative leadership:

#### 1.1 Personal Attributes

Innovative leaders demonstrate proactive work habits and high expectations for performance. They are committed to achieving goals, possess problem-solving skills, and are flexible in adapting to situations. They have a broad vision, are not confined to rigid frameworks, and exhibit creativity. Furthermore, they show respect for personnel, do not wield power autocratically, practice democratic decision-making, and allow team members to participate in the process, providing opportunities for leadership in specific

contexts. They communicate openly and directly, maintain good interpersonal relationships, act judiciously, uphold fairness, and adhere to ethical standards. Additionally, they possess academic and professional knowledge, effectively design curricula, and utilize appropriate educational media, technology, and innovations. They are engaged in inventing and experimenting with new teaching techniques, providing academic guidance, and continuously seeking knowledge to stay updated with changes.

### 1.2 Development of Academic Work and Research

Innovative leaders focus on setting educational goals aligned with 21st-century educational development, emphasizing the involvement of all stakeholders. They prioritize student development to meet standards, analyze the current situation, identify opportunities and obstacles, and develop clear systems and structures for work. They assign tasks suited to faculty capabilities and monitor implementation according to plans. They lead the collaborative curriculum development process that meets the needs of students, the community, and national strategies. They continuously evaluate and monitor progress based on real conditions, using developmental outcomes for performance assessments, and foster teamwork by encouraging participation and accountability among all stakeholders.

### 1.3 Development of Personnel

Leaders should enhance the knowledge and capabilities of instructors through various methods, such as seminars and self-directed learning, inviting external speakers, and organizing study visits to exemplary educational institutions. They should encourage teachers to improve their teaching practices, conduct classroom research, and innovate. Leaders should model new teaching methods and create opportunities for faculty to showcase their academic work in various formats, including annual competitions with awards. This promotes recognition for exemplary teaching practices and encourages



instructors to become academic and professional leaders capable of mentoring others while supporting career advancement and promotion in academia.

## 2. Components of the Guidelines for Developing Innovative Leadership and Immediate Change at Rajabhat Universities in Bangkok

The analysis of the components of innovative leadership and immediate change at Rajabhat Universities in Bangkok yielded the following findings. The exploratory factor analysis based on empirical data revealed the components outlined Support from Senior Management: This component underscores the critical role of higher administration in fostering an environment conducive to innovation and rapid adaptation.

1 . Organizational Culture that Promotes Learning and Innovation: A culture that encourages continuous learning and innovative practices is essential for effective leadership.

2. Leaders' Ability to Adapt Quickly: The capacity of leaders to respond swiftly to changes is vital for organizational resilience.

3. Development of Creativity and Innovation among Leaders: Fostering creativity and innovative thinking is crucial for leadership effectiveness in dynamic environments.

4 . Learning from Past Changes: Utilizing experiences from previous changes can guide future decisions and strategies.

5 . Building Networks and Collaborations Internally and Externally: Collaborative efforts within and outside the institution enhance the capacity for innovation and adaptation.

6. Use of Technology and Digital Transformation: Leaders must leverage technology to facilitate change and improve organizational processes.

7. Risk Assessment and Analysis during Changes: Understanding potential risks associated with changes is essential for effective decision-making.

8 .Support for Developing New Knowledge and Skills: Continuous professional development and skill enhancement are crucial for leaders to remain effective.

9 .Strategic Planning for Future Change: Forward-thinking and strategic planning are necessary to navigate future challenges and opportunities.

These components collectively inform the guidelines for developing innovative leadership that can effectively manage immediate changes within Rajabhat Universities in Bangkok.

3 . Guidelines for Developing Innovative Leadership and Immediate Change at Rajabhat Universities in Bangkok

To foster innovative leadership and effectively manage immediate changes at Rajabhat Universities in Bangkok, the following guidelines are proposed:

**Enhance Executive Support:**

Leadership Training Programs: Implement ongoing training programs focused on leadership development, emphasizing innovative practices and decision-making skills.

Mentorship Initiatives: Establish mentorship programs where experienced leaders guide emerging leaders in navigating challenges and fostering innovation.

**Cultivate a Learning and Innovative Organizational Culture:**

Promote Open Communication: Encourage a culture of transparency and open dialogue, where ideas and feedback can flow freely among all staff levels.

Recognition and Rewards: Create incentive programs that recognize and reward innovative contributions and collaborative efforts within the institution.

### **Develop Adaptive Leadership Skills:**

Simulation and Scenario Planning: Utilize simulation exercises that allow leaders to practice decision-making in various scenarios, enhancing their ability to adapt quickly to changing circumstances.

Regular Assessment: Conduct regular assessments of leaders' adaptability and responsiveness to change, providing constructive feedback for continuous improvement.

### **Foster Creativity and Innovation:**

Innovation Workshops: Organize workshops and brainstorming sessions focused on creative problem-solving and innovative teaching methods.

Encourage Experimentation: Allow faculty and staff to experiment with new ideas and teaching techniques without the fear of failure.

### **Leverage Past Experiences:**

Reflection Sessions: Hold regular reflection sessions to discuss past changes, their outcomes, and lessons learned, ensuring that these insights inform future strategies.

Documentation of Case Studies: Create a repository of case studies highlighting successful and unsuccessful changes, serving as a learning resource for all staff.

### **Build Internal and External Networks:**

Collaboration with Other Institutions: Foster partnerships with other educational institutions and organizations to share best practices and resources.

Engagement with the Community: Actively engage with local communities to identify their needs and incorporate their feedback into the university's strategic planning.

### **Utilize Technology and Digital Tools:**

Digital Training Programs: Provide training for staff on the latest educational technologies and digital tools that can enhance teaching and learning.

Data-Driven Decision Making: Implement data analytics to monitor progress and evaluate the effectiveness of initiatives, enabling informed decision-making.

**Conduct Risk Assessments:**

Establish Risk Management Frameworks: Develop comprehensive frameworks for assessing potential risks associated with changes, ensuring proactive measures are in place.

Regular Risk Analysis: Conduct regular risk assessments to identify new challenges and opportunities, adjusting strategies accordingly.

**Support Professional Development:**

Continuous Learning Opportunities: Offer ongoing professional development programs that encourage faculty and staff to enhance their skills and knowledge.

Funding for Research and Innovation: Allocate resources for faculty to pursue research and innovative projects that contribute to the institution's goals.

**Strategic Planning for Future Changes:**

Involvement of Stakeholders: Engage various stakeholders, including faculty, students, and community members, in the strategic planning process to ensure diverse perspectives are considered.

Long-term Vision and Flexibility: Develop a long-term vision that remains flexible to adapt to future changes in the educational landscape.

By implementing these guidelines, Rajabhat Universities in Bangkok can enhance their innovative leadership capabilities and effectively manage immediate changes, ultimately leading to improved educational outcomes and greater institutional resilience.

## Discussion

This research presents several key points that can be discussed in alignment with previous studies and academic works as follows:

**Influential Leadership:** The element of ideologically-driven influence, or charisma, is identified as a key component of adaptive leadership. Leaders who model exemplary behavior inspire followers to trust and respect them, believing in their integrity and willingness to act ethically. Importantly, the ability to influence followers is also crucial. Hence, the cultivation of a leader's charisma in their followers is not an attainable goal for every leader. This aligns with the research by [10], which indicates that a leader's behavior in establishing influence or charisma focuses on achieving results and fostering positive relationships with teachers and staff, thus creating a cooperative and amicable environment that fosters sincere devotion from followers.

**Inspirational Motivation:** Another component of adaptive leadership is the capacity to inspire followers, motivating them to exert effort in their work by recognizing value and challenge, thereby encouraging teamwork. This is consistent with the findings of [11], which suggest that innovation within organizations can be readily achieved, as leaders are responsible for facilitating this among personnel. According to the transformational leadership theory, leaders must inspire and invigorate their teams, instilling enthusiasm, positive attitudes, self-efficacy, and the capacity to achieve goals, even amidst challenging conditions such as the current COVID-19 pandemic.

**Strategic Adaptability:** The ability to formulate strategies and seek opportunities for adaptability is another aspect of adaptive leadership. Leaders can integrate knowledge, skills, and creative thinking with management capabilities to enhance the quality and efficiency of organizational processes. This is supported by the research of [12], which notes that amid rapid technological advancements and elevated management strategies, those who

aim to lead fulfilling and happy lives must adapt to changes. An effective strategic management model for higher education includes components such as institutional strategic planning, strategy evaluation, direction setting, strategy formulation, strategy implementation, and ongoing strategy refinement.

**Innovation in Education:** The element of fostering an innovative educational organization is another dimension of adaptive leadership. Leaders are expected to consistently generate new ideas and practices to facilitate innovation. This is corroborated by the studies of [10, 13], which found that innovative leaders should proactively promote and develop innovation within their organizations. This entails building collaborative networks among stakeholders, nurturing talent, and recognizing team contributions, all of which are essential for cultivating an effective educational innovation environment.

**Individual Consideration:** This component emphasizes the importance of leaders acknowledging the individuality of their followers, reflecting a strong relationship between leaders and followers. This approach encourages collaborative work and addresses followers' career advancement aspirations. It involves personalized attention and support for less experienced individuals. Research by [10, 14] highlights that educational leaders share similarities with high-level executives in business organizations, requiring decision-making skills in planning, budgeting, personnel development, and fostering collaboration based on an understanding of societal realities.

**Positive Organizational Culture:** The process of cultivating a positive organizational culture is a fundamental factor for leaders aiming to guide their organizations toward achieving goals. Research by [10, 15] shows that during transformative educational changes, leaders must work effectively under pressure and foster a strong organizational culture that is adaptable to change, supported by transparent and fair evaluation systems that align personnel with operational objectives.

**Creative Atmosphere and Shared Values:** Successful leaders create a positive atmosphere and foster shared values within the organization. They exemplify qualities that promote knowledge and skills development aligned with organizational goals. This aligns with research by [16-17], which emphasizes the importance of harnessing talent within organizations to achieve objectives, employing strategic management, and utilizing technology effectively to enhance teamwork and productivity.

**Innovative Leadership:** Innovative leadership entails exhibiting qualities that reflect vision and commitment to change for organizational benefit. This is consistent with findings from [10, 18-19], which state that innovative leaders synthesize skills, knowledge, and diverse ideas across the organization to foster innovation, establishing a unique competitive advantage through ongoing improvement and adaptation, particularly in ICT systems and educational innovation.

**Intellectual Stimulation:** Encouraging followers to approach problems and challenges with new strategies reflects the essence of adaptive leadership. Research by [20] indicates that intellectual stimulation allows leaders to help followers develop critical thinking skills through practical experiences, fostering a creative mindset that can propel the organization toward achieving its goals.

**Digital Skill Development:** Finally, the development of digital skills is critical for providing experiential learning opportunities for personnel and imparting these skills to vocational learners. Research by [21-22] suggests that leaders must offer essential knowledge and skills that enhance individuals' capacities to collaborate effectively in various contexts, ensuring organizational sustainability amidst digital transformation.

## Knowledge Contribution

This research study titled “Guidelines for Developing Innovative Leadership with Immediate Change at Rajabhat Universities in Bangkok” has led to significant findings regarding the characteristics, components, and methods of developing innovative leadership. The following is a summary of the research outcomes and a discussion of their implications:

### 1. Summary of Research Findings

The study identifies three key areas that characterize the development of innovative leadership and immediate change at Rajabhat Universities in Bangkok:

**Personal Characteristics:** This emphasizes the importance of individual traits in fostering innovative leadership capable of adapting to rapid changes.

**Academic and Research Development:** It focuses on the necessity of creating knowledge and innovations within the educational framework to meet societal demands.

**Personnel Development:** This involves enhancing the skills and capabilities of staff to encourage collaboration and foster new innovations.

The components of innovative leadership development include ten crucial elements, totaling 104 items. These components are as follows:

- Ideological Influence and Charisma
- Inspiration and Motivation
- Strategic Adaptability and Opportunity Seeking
- Creation of an Innovative Educational Organization
- Consideration of Individual Needs
- Cultivation of a Positive Organizational Culture
- Development of a Creative Organizational Atmosphere and Shared Values
- Maturity in Innovative Leadership



- Intellectual Stimulation
- Development of Digital Professional Skills
- These elements are visually represented in Figure 1.

## **2. Approaches to Developing Innovative Leadership**

The research outlines several methods for developing adaptive leadership, which include: Continuous personal growth efforts.

Self-development: Continuous personal growth efforts.

Modeling Behavior: Leading by example to inspire others.

Case Studies: Learning from real-world experiences.

Job Instruction: Providing guidance and mentoring in specific roles.

Training Programs: Organizing workshops to enhance knowledge and skills.

Additionally, the development activities encompass mindfulness practices, meditation, knowledge exchange, the use of modern educational technologies and innovations, studying from role models, and experiential learning.

The research further recommends a structured process for developing innovative leadership using the PIER framework, which comprises:

Planning (P): Establishing clear policies and annual plans for leadership development.

Implementation (I): Executing the planned strategies within the organization.

Evaluation (E): Assessing the outcomes and effectiveness of the leadership development initiatives.

Reflection (R): Reflecting on the results to inform future improvements.

By utilizing this PIER process, Rajabhat Universities in Bangkok can systematically create leaders who are equipped to handle immediate changes effectively, ensuring sustainable leadership development over the long term.

The findings of this study underscore the critical role of innovative leadership in adapting to rapid changes within educational institutions. By implementing the identified characteristics, components, and methods, Rajabhat Universities can cultivate capable leaders who not only drive innovation but also respond proactively to the evolving educational landscape. This research contributes valuable insights into enhancing leadership effectiveness and organizational adaptability in the context of higher education.

## Recommendation

Based on the findings from the study “Guidelines for Developing Innovative Leadership with Immediate Change at Rajabhat Universities in Bangkok,” the following recommendations are proposed to enhance innovative leadership and organizational adaptability:

**Implement Comprehensive Training Programs:** Establish regular training sessions focusing on innovative leadership skills, emphasizing the ten components identified in the research. This will ensure that all staff members are equipped with the necessary skills to adapt to rapid changes.

**Encourage Self-Development Initiatives:** Create a culture of continuous self-improvement among staff and faculty, promoting individual responsibility for personal growth through workshops, online courses, and mentorship programs.

**Establish Mentorship Systems:** Pair experienced leaders with emerging leaders to facilitate knowledge transfer and experiential learning, enhancing the leadership capabilities of new administrators.

**Foster a Collaborative Environment:** Develop initiatives that encourage collaboration across departments, promoting teamwork and the sharing of innovative ideas. This can be achieved through interdisciplinary projects and joint research initiatives.

Utilize Technology and Innovation: Invest in modern educational technologies and digital tools that can facilitate learning and communication, allowing staff to explore innovative methods of teaching and administration.

Cultivate a Positive Organizational Culture: Promote values and practices that contribute to a supportive and inclusive organizational culture. This includes recognizing and rewarding innovative contributions and fostering open communication.

Create Feedback Mechanisms: Establish channels for regular feedback from staff and students regarding leadership effectiveness and organizational changes. This feedback should be used to inform future leadership development initiatives.

Integrate the PIER Framework: Adopt the PIER process as a standard practice for planning, implementing, evaluating, and reflecting on leadership development initiatives. This structured approach will help maintain consistency and accountability.

Promote Research and Innovation: Encourage faculty and staff to engage in research that addresses current educational challenges and explores innovative practices, thereby contributing to the body of knowledge in the field.

Develop Clear Policies and Strategies: Ensure that leadership development is aligned with the university's strategic goals by establishing clear policies and long-term plans that support innovative leadership initiatives.

Engage Stakeholders: Involve external stakeholders, including industry partners and community organizations, in leadership development programs to ensure that the training is relevant and meets the needs of the wider community.

These recommendations aim to foster an environment conducive to innovative leadership and adaptability, ultimately enhancing the effectiveness

of Rajabhat Universities in responding to immediate changes and challenges in higher education.

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