Commission on higher Education kingdom of Thailand

Changes in Higher Education in ASEAN and Global Communities

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Leadership and Change Management
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April 5, 2012.
There is a difference between “looking modern” and “being modern.”

Dr. Gerald D. Groves, 2010
The USA would have achieved an additional $1.3-$1.7 trillion in Gross Domestic Product in 2010 if its citizens were better educated.

TODAY'S PERFORMANCE IS A PRODUCT OF YESTERDAY'S LEARNING

TOMORROW'S PERFORMANCE IS A PRODUCT OF TODAY'S LEARNING
A PARADIGM SHIFT IS A CHANGE TO A NEW GAME, A NEW SET OF RULES.
"WHAT WAS GOOD ENOUGH FOR YESTERDAY, IS NOT GOOD ENOUGH FOR TODAY,
WHAT IS GOOD ENOUGH FOR TODAY, WILL CERTAINLY NOT BE GOOD ENOUGH FOR TOMORROW!"

-Dr. Oren Harari in “Mind Matters”
"THINK GLOBAL ACT LOCAL"
“While Taiwan, Singapore, China and India have poured billions into developing world class university education, English-language instruction & high value skills, Thailand has moved little beyond a decades old system that aims mostly to preserve national identity.”

Some Regionalization and Globalization Issues

- Quality of Education
- Mentality/Attitude
- Cultural Imperatives
- Willingness to Change
- Language Skills
- Continuity of Vision
- Leadership
- Talent Management

SUCCESS
A Wake-Up Call: Choose to Win or Choose to Lose!
Zoom Out, Zoom In

Zoom Out:

Sense a change in conditions
Assess: How much time before the risk profile changes?
Assess: Do the new conditions call for disrupting plans? If so, how?

Source:
Zoom In:
Focus on supreme execution of plans and objectives.

GLOBAL COMPETITION

“Thai universities offer narrow fields of study, making it difficult for students to adapt to the Global Economy.”

- Inoib Regel, The World Bank
Lack of Scientists

- **U.S.A.**
  - 100 scientists
  - Per 10,000 people

- **Thailand**
  - 1.27 scientists
  - Per 10,000 people

- **South Korea**
  - 20 scientists
  - Per 10,000 people

- **JAPAN**
  - 100 scientists
  - Per 10,000 people

- **Taiwan**
  - 20 scientists
  - Per 10,000 people

“CREATIVE DESTRUCTION” is where the creativity of the competition destroys the value of what you currently do.

Scholarships

In **2003** – 8.2 billion baht budget to provide 1500 scholarships over 5 years for students to study overseas

In **Malaysia** - 1400 scholarships **per year** from government (JPA scholars) plus Petronas, Telkom, Tenaga and other scholarships.

**Source:** Singapore Straits Times, August 22, 2003.
“Literacy in Thailand was 94% in 2010. But while 71% of students go on to finish secondary school, only 18% of students finish college.”

-Direk Patmasiriwat
Thailand Research Development Institute

Note:

This is far below the State of South Carolina in the USA where only 34% are university graduates. South Carolina is one of the least developed states with one of the highest unemployment rates!
“It is not enough to do your best; you must know what to do, and THEN do your best.”

-W. Edwards Deming
Growing grapes: The Fruit or the Vine?

Al Kharj, Saudi Arabia
“Improving productivity and technology requires investments in institutions that have long gestation periods. Thailand’s commitment to such investment is weaker than those of New Industrialized East Asian Nations when they were at similar levels in their development.”

“We are what we repeatedly do. Excellence is not an act, it is a habit.”

Aristotle
“With the exception of Japan and Korea, most East Asian Countries are struggling to develop the innovation potential of their higher education system.”

“Thai institutions have NOT facilitated the innovation and related technology highlighted by the World Bank as necessary for sustained growth.”

Global Innovation Index, 2009

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>GLOBAL RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>1</td>
</tr>
<tr>
<td>Korea</td>
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<tr>
<td>Japan</td>
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<tr>
<td>Malaysia</td>
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<tr>
<td>China</td>
<td>27</td>
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<tr>
<td>Thailand</td>
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<tr>
<td>Indonesia</td>
<td>71</td>
</tr>
<tr>
<td>Vietnam</td>
<td>73</td>
</tr>
</tbody>
</table>

LESSON:
Lower levels of Innovation limits Foreign Investment Opportunities.

### Innovation Capacity Index, 2009-2010

<table>
<thead>
<tr>
<th>Country</th>
<th>Country Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>6</td>
</tr>
<tr>
<td>Taiwan</td>
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<tr>
<td>Japan</td>
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<td>Korea</td>
<td>19</td>
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<tr>
<td>Malaysia</td>
<td>34</td>
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<tr>
<td><strong>THAILAND</strong></td>
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<td>China</td>
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<td>Philippines</td>
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<td>Indonesia</td>
<td>88</td>
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<tr>
<td>Cambodia</td>
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</tr>
</tbody>
</table>

**Learning:**
Build Partnerships between governments, universities and industry.

TRANSFORMATION

VISION

LEADER

STRUCTURE

PEOPLE

CULTURE

INFRA-STRUCTURE

COMPETENCIES

THINKING PATTERN (VISIONARY-RIGHT BRAIN)

STRATEGY
IN A SUCCESSFUL TRANSFORMATION,
THE CORPORATE VISION FIRST INFORMS THE STRATEGIC AXIS OF THE SYSTEM, AND THEN THE ORGANIZATIONAL AXIS.

SOURCE: ROBERT H. MILES, LEADING CORPORATE TRANSFORMATION, SANFRANCISCO, JOSSEY BASS, 1997, P37
STRATEGY IS NOT ABOUT CONTINUING THE PAST. IT'S ABOUT CREATING THE FUTURE!

- JIM UNDERWOOD IN WHAT'S YOUR CORPORATE I.Q.?, 2004
Strategy One: The “Good Enough” Strategy!

Float all boats to a common level = Raise many of the weak to be “somewhat good”
“Good enough is the enemy of Great!”

Charles Handy
A FOCUS STRATEGY

THE IDEA IS TO OPERATE WHERE YOUR COUNTRY HAS A COMPETITIVE ADVANTAGE AND TO AVOID COMPETING IN SEGMENTS WHERE YOU ARE AT A COMPETITIVE DISADVANTAGE.

Strategies for Competitiveness

Strategy Two: The “Excellence” Strategy

Develop the good to be “outstanding” thereby creating competitive advantage!

See the research of Clifton, Raths and Conchie. Strengths Based Leadership.
Fire Bullets, then Cannon Balls

- Fire Bullets: to understand what works
- Maintain the 20 Mile March: to expand your success.
- Fire Cannon Balls: to concentrate your resources

What is a Bullet?

It helps you to understand what works.

Low Cost

Low Distraction

Low Risk

DYNAMIC VIEW OF COMPETENCY

COMPETITIVE ADVANTAGE
WHAT MAKES YOU DIFFERENT FROM YOUR COMPETITORS?

COMPETITIVE NECESSITY
WHAT MUST YOU HAVE TO COMPETE?

ROUTINE COMPETENCY
WHAT ARE THE ROUTINE ACTIVITIES YOU MUST DO OR OUTSOURCE?

DISTINCTIVE COMPETENCY

ESSENTIAL COMPETENCY

COMPETENCY

CONTACT (OUTSOURCE)

Types of Canon Balls

Type 1 – Uncalibrated Canon Balls
poor aim, low chance for success

Types of Canon Balls

Type 2 – **Calibrated** Canon Balls

good aim, hit the target

“... out of as many as 50,000 open positions for vocational graduates, only 6,000 applications were received by local employers.

Positions for university graduates were much more limited compared with the number of new graduates entering the market each year, with as many as 50% of new graduates unable to find work after completing their degrees.”

A Quick Labor Analysis - Thailand

Action

University Education

Skilled Vocational-Technical Graduates

Unskilled Labor

Status

Unfocused, Lack of Fit in Skills Sets to Market

Oversupply

Not enough STEMS graduates

High Demand

Insufficient Supply

Better Opportunities

More losses to come - commoditized

A Losing “Battle to the Bottom”

Incentivize STEMS options

Increase Focus

Increase Vo-Tech Training

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The Sultanate of Oman has had a Ministry of Vocational Technical Training for decades. It oversees vocational technical education in the country.
The MINNESOTA Model-USA

Vocational-Technical Schools (free to age 21)

Community College (21 in number)

University of Minnesota System

State Universities

Private Colleges and Universities

Dispersed Locations

Larger Regional Locations

Job Skills

One hour drive

Two hour drive
KEY CRITERIA FOR EDUCATIONAL SUCCESS
- READY
- WILLING
- ABLE
THE TECHNOLOGY CLUBS

First Technology Club

Singapore, Japan, Taiwan, Korea

Second Technology Club

China
Malaysia
Indonesia
Thailand
Philippines

Third Technology Club

Vietnam
Cambodia

Members of the second technology group are “users” of technology and innovation rather than the creators of it. This limits income potential and desirability as a site for foreign investment.”

Challenge: to produce the mix of skills of a significantly higher quality.

Source: The World Bank
Focus on STEM Fields

Science
Technology
Engineering
Mathematics

Source: Dr. Gerald Fry. University of Minnesota. Lecture at Chulalongkorn University, 2011.
<table>
<thead>
<tr>
<th>TEST</th>
<th>Subject</th>
<th>Test Takers</th>
<th>Average Score</th>
<th>Maximum Possible</th>
<th>Percent Score</th>
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</thead>
<tbody>
<tr>
<td>PAT-1</td>
<td>Math</td>
<td>200,693</td>
<td>39.64</td>
<td>300.00</td>
<td>13.2%</td>
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<tr>
<td>PAT-2</td>
<td>Science</td>
<td>173,048</td>
<td>91.59</td>
<td>300.00</td>
<td>30.5%</td>
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<tr>
<td>PAT-3</td>
<td>Engineering</td>
<td>39,488</td>
<td>83.45</td>
<td>300.00</td>
<td>27.8%</td>
</tr>
<tr>
<td>PAT-4</td>
<td>Architecture</td>
<td>14,057</td>
<td>122.24</td>
<td>300.00</td>
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<tr>
<td>PAT-5</td>
<td>Teacher Profession</td>
<td>175,548</td>
<td>149.43</td>
<td>300.00</td>
<td>49.81%</td>
</tr>
</tbody>
</table>

Source: “Poor Overall Showing By Students,” The Nation. February 1, 2012, p.15A.
While Thai enrollment has improved, poor science knowledge and problem solving skills are areas of concern. These areas are crucial for national competitiveness!

Think Quality, not Quantity!

“The number of institutions is **NOT** the issue, **Quality** of what is delivered by these institutions is the issue!”

Dr. Gerald Fry, University of Minnesota – Lecture at Chulalongkorn University, 2011.
“China, Finland and Singapore are struggling to return the decision on what to teach, how to teach and when to teach to the teacher.

... The challenge is whether the teacher is professionally qualified to take on this responsibility.”
“East Asian Universities need to ensure the quality of their teaching, curriculum and research by building up the caliber and experience of their faculties.”

The World Bank
Beware of Parkinson’s Law

The danger of beautiful buildings is whether what happens within these buildings is equal in quality to the building itself. - Cyril Northcote Parkinson, 1958.

“To raise the quality of education, you need to focus upon what happens in CLASSROOMS.”

- also the Bangkok Post.
FALSE MEASURES

Body Count
(How Many Enrolled or Graduated)

Certificates, Diplomas, Degrees

Student Scores on Rote Memorization Tests

Number of Majors to Study

Departmental Budget (tuition generated)

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Appropriate Measures

- Quality of Students (Pre & Post Education)
- Quality of Teachers
- Degrees & Skill Sets Offered Match Business Needs
- Percent Focused on Critical Thinking, Problem Solving
- Application Based Learning
- System Flexibility
- Student Placement Success

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ACTION PLANNING EXERCISE
KEEP, STOP, START

1. I WANT TO KEEP DOING, OR DO MORE OF:
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________

2. I WANT TO STOP DOING, OR DO LESS OF:
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________

3. I WANT TO START DOING:
   A. __________________________________________________________
   B. __________________________________________________________
   C. __________________________________________________________

<table>
<thead>
<tr>
<th>HOW WELL DO WE GET WORK DONE?</th>
<th>IS THE ORGANIZATION FOCUSING ON THE RIGHT WORK?</th>
<th>RIGHT</th>
<th>WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELL</td>
<td>WE DO THE RIGHT WORK WELL</td>
<td></td>
<td>WE DO THE WRONG WORK WELL?</td>
</tr>
<tr>
<td>POORLY</td>
<td>WE DO THE RIGHT WORK POORLY</td>
<td></td>
<td>WE DO THE WRONG WORK POORLY?</td>
</tr>
</tbody>
</table>

TIMMS – Test for the International Measurement of Math and Science

“If a child is behind in math and science during grades 4-7, even a “world class” bridge program will not make up the deficiency!”
WHERE TO START?

Qatar Foundation:

University was not enough!

Bridge Programs were insufficient!

Restructure education from the base-
elementary education through
secondary education
Build on Partnerships

The Qatar Foundation created Education City—a world class university from multiple partnerships.

**Computer Science** – Carnegie Mellon Univ.

**Islamic Studies** – Al Azhar Univ. – Cairo

**Diplomatic Studies** – Georgetown Univ.

**Medicine** – Cornell University

**Engineering** – Texas A & M Univ.

**Media and Marketing** – Northwestern Univ.
The “Twinning Concept”

Malaysia  2 years in, 2 years out

Japan - Joint Programs -

Singapore - National Productivity Center – GW University, University of Chicago

Thailand - Sasin Graduate School of Business, Chulalongkorn University
BREAK the CYCLE!

Normal Development Cycle:

AGRICULTURAL \(\rightarrow\) MANUFACTURING \(\rightarrow\) RESEARCH and DEVELOPMENT

INDONESIA – Mr. HABIBI AND BPPT (19 Strategic Industries)

AGRICULTURAL \(\rightarrow\) RESEARCH and DEVELOPMENT \(\rightarrow\) MANUFACTURING
“To solve problems of the digital age, Thai youth must learn skills in: critical thinking, collaborative problem solving and the effective use of internet technologies both in communication and in searching for vital information.”

Look at your Neighbors

Countries implementing programs on creative thinking, innovation and problem-solving:

Japan
Singapore
Malaysia
China
is “knowing what to say to whom, knowing when to say it, and knowing how to say it for maximum effect.” It is procedural— it is about knowing *how to do something* without being able to explain it.

It is knowledge that helps you read situations correctly and get what you want.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Doing things that can’t be done</td>
</tr>
<tr>
<td>Level 6</td>
<td>Doing things that haven’t been done before</td>
</tr>
<tr>
<td>Level 5</td>
<td>Doing things other people are doing</td>
</tr>
<tr>
<td>Level 4</td>
<td>Doing away with things</td>
</tr>
<tr>
<td>Level 3</td>
<td>Doing things better</td>
</tr>
<tr>
<td>Level 2</td>
<td>Doing things right</td>
</tr>
<tr>
<td>Level 1</td>
<td>Doing the right things</td>
</tr>
</tbody>
</table>

THE PAYOFF MATRIX

EASY TO ACCOMPLISH

HIGH IMPACT ON THE NATION

1

DIFFICULT TO ACCOMPLISH

2

LOW IMPACT ON THE NATION

3

4

3 Key Questions for Making Risky Bets

1. What’s the upside, if events turn out well?

2. What’s the downside, if events go very badly?

3. Can you live with the downside?

SIGMOID CURVE

Key Point: Timing of Implementing a Decision is Crucial for Success
“Life is the sum of your choices.”

-Ralph Waldo Emerson