

A FRAMEWORK FOR UNDERSTANDING LEADERSHIP IN A UNIVERSITY IN
TRANSITION IN CAMBODIA

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APPROVAL SHEET

This dissertation hereto entitled:

**"A FRAMEWORK FOR UNDERSTANDING LEADERSHIP AT A
UNIVERSITY IN TRANSITION IN CAMBODIA"**

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ABSTRACT

This dissertation is an in-depth single case study using qualitative methods on leadership style and practices in the context of a Cambodian public higher education institution experiencing transition. The university, under the leadership of a new president, is aiming to become Cambodia's flagship university through the quality of its teaching and research and by producing well-qualified graduates who can respond to Cambodia's many development needs. The dissertation investigates three main areas, mainly through researching the views of stakeholders. The three main areas investigated are: the reasons motivating leaders to bring change in the university, the styles and practices of leaders in the university as they try to bring change, and the progress of this change.

The theoretical basis for the dissertation was influenced by the organizational change model developed by Kotter (1996) and by the leadership frame approach developed by Bolman and Deal (2008). The Cambodian context also contributed to the theoretical basis as aspects of leadership theories developed in Western countries do not always apply well in other countries such as Cambodia as local approaches to leadership such as patron-client relationships must also be considered.

A triangulated data collection method of interviews, documents and observations was used to collect the case evidence. Seventeen participants, most of who were in leadership positions, participated in the interviews. They included senior leadership staff, foreign advisors and academics, and Cambodian academic staff and students.

The study found that institutional internal reasons for changes such as the weakness of the old system and the pressure from younger academics influenced change and that external reasons for changes such as Cambodian government policies and the pressures of regionalization and globalization did too.

The data from the research were compared and contrasted with Bolman and Deal's work on leadership which is a synthesis of many leadership approaches as well as Kotter's framework for leading organizational change. The findings show that leaders used many working strategies that share similarities with Bolman and Deal's four-frame approach to leadership as applied to leading university change. These included: the university structural frame, the university human resources frame, the university political frame and the university symbolic frame. Kotter's eight step process of leading change was used to judge the progress of change. The steps include: identifying and communicating reasons for changes, building a leadership team and spirituality, creating a shared vision, developing working strategies, empowering people to move forward, overcoming leadership challenges, celebrating wins, and establishing an innovative culture.

In reframing an academic institution for change, the leaders at the university used many different working strategies that were similar to Bolman and Deal's four-frame approach and took steps similar to those proposed by Kotter. However, they used some strategies more than others. For example, leaders at the university were quite successful in communicating a vision for change but have not have had as much success in establishing an innovative culture in the university.

A new framework of understanding transitional educational leadership in the Cambodian context was developed from the empirical research findings. The framework provides an understanding and explanation of various aspects of leading change at a public university in Cambodia. In addition, this framework gives insights which can serve as a guide for leading comprehensive change in public higher education institutions in Cambodia.

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CHAPTER 1

THE PROBLEM AND A REVIEW OF RELATED LITURATURE

INTRODUCTION

Cambodia is a unique country with a long history and it has experienced many transitions ranging from its prosperous time during the Angkor period to social collapse and starvation during the time of the Pol Pot regime in the 1970s. Although Cambodia is a beautiful land with rich natural resources, and has a rich civilization and culture going back to the ancient past, the county and its people do not enjoy much of what they have and they have suffered much through loss and destruction. Cambodia's historical events and radical change have greatly impacted on all aspects of life and society. The deep scar and legacy of the traumatic events of the Pol Pot regime are beyond estimation. Because of the state of isolation and the destruction of resources during brutal Khmer Rouge regime (1975-1979), Cambodia is still behind in reaching its development goals and is not as developed as other countries in the region (Coyne, 1997, Pit & Ford, 2004). It is taking many years for the nation to build up its resources with assistance from its development partners.

In its present state, Cambodia is no longer isolated in terms of its social, cultural, and economic systems, and it is preparing for another state of transition in the arena of regional and global integration and competition. Cambodia is in the process of “transition from low-income to achieving a lower-middle income status in the near future” (Rectangular Strategy, p. 1). And, its ambition is to reach “the status of an upper-middle income country by 2030 and a high-income country by 2050” (Rectangular Strategy, p.6).

In the forefront of Association of Southeast Asian Nations (ASEAN) integration, Cambodia is not unlike the other countries in the region as it is currently facing many challenges in preparing capable citizens who can integrate into a more competitive labor market (Eng,

2010). Among the most important tasks of political and educational leaders is to make sure that citizens are ready to effectively enter this regional and global integration and competition. It is possible to foresee that borderless social, cultural and economic integration has the potential to provide both advantages and disadvantages for each country. Accordingly, great concern has to be paid to how to prepare citizens to function effectively in the regional and global living and working environment.

The state of borderless of labor markets, integration and competition demands quality in labor workforces with global skills for living and working. Higher education systems (HES) play critical roles as they not only have to fulfill the local needs but they also have to consider the competitive markets in the region. Accordingly, the urgent need for Cambodian higher education institutions (HEIs) is to make adaptive changes to strengthen its system to produce qualified human resources in response to the country's needs (Ahrens, 2011; Pit & Ford, 2004; Eng, 2009; Ford, 2013; Stoddart, 2012). In a recent speech, the Cambodian Prime Minister, Samdech Hun Sen, emphasized that "Cambodia needs to uplift its higher-education system in order to boost the country's economic competitiveness" (Destination Justice, 2014).

To achieve its overall object, the Royal Government of Cambodian has developed policy documents and strategic plans to address the many development needs of Cambodia in the context of regional integration and globalization (i.e. Cambodia Vision 2030, Industrial Development Policy, Rectangular Strategy III). Among the other strategies, human resource development is one of the four priority areas of the Rectangular Strategy. Its target is to build the quality of human resources for competitiveness in the regional labor market through: 'Training for skilled and productive labor', 'Developing regulatory frameworks, Building educational and vocational training institutions', 'Encouraging private sector participation', and 'Strengthening

the quality of education and promoting scientific research, technology development and innovation' (Rectangular Strategy III, p. 7).

In the context of transition, Cambodia needs to have a high quality of human resources for its development and sustainability. A new generation of Cambodians is now at the forefront of changing the face of the country through development. They need the knowledge and skills which are critical for citizenship and leadership to help national reconciliation and aid in the development of society. HEI's are crucial for the nurture of such important knowledge and skills in the younger generation. Due to a great loss of leaders, scholars and experts during the genocidal regime of Pol Pot, the new generation is at the forefront of the nation's development.

There is much discussion among educational leaders and stakeholders on what knowledge and skills are needed for this generation and how HEIs prepare them to be resourceful citizens. Anecdotal evidence and academic research reveal that the knowledge and skills provided by many Cambodian university educational programs are misaligned with personal, economic and social development goals (Ford, 2013; Eng, 2009). Thus, a great deal of concern, effort, and attention has been paid to the quality of HEIs' products who are the nation's human capital. In aligning with the country's development goal and transition, the new vision of Cambodian HE in preparation and adaptation into these new arenas is "...a quality higher education system and higher education mechanism that ensure all eligible and qualified students have an opportunity to access quality higher education programs which respond to the needs of socio-economic development and labor market" (Higher Education Vision, 2003, p.4).

The current challenges and issues are the brutal facts for HEIs to take action in response to the current situation. Flexibility and adaptability of HEIs to external and internal circumstances are really necessary for any university to ensure its effectiveness and quality of educational outcomes. A report released by Asian Development Bank (2011) identified several

educational issues faced by the countries in the region. It concluded that one of the key strategies in helping countries develop their HE systems is to strengthen university leaders' capacity (ADB, 2011). Educational leadership is mainly about institutional development and changes in order to develop educational strength. First and foremost, educational leaders must prioritize the quality of students' learning so that they meet the demands of the constant change, nationally and internationally. Educational leadership is one of the most important tools to lead HEIs toward positive changes and development. In their positions of authority, leaders have the main responsibilities to develop and sustain their institutions and provide the quality of education to develop human resources for the nation.

Against the background of Cambodia's historical events especially in its recent past and the transitions it now faces, the basic focus of this research dissertation is how Cambodian HEI leaders in one Cambodian public university are responding to "transitioning to the next higher stage of development" (Rectangular Strategy III, p. 8). Internationally, educational leadership is recognized as a strong influential factor on every aspect of an educational institution's operation and management and some have argued that it is the major influential force in educational development and innovation (Lunenburg & Ornstein, 2012; Senge, 2012; Bolman & Deal, 2008).

However, up to this date, there is still a lack of consensus about a theory of educational leadership that is universal in application. Some scholars have suggested that there needs to be flexibility in the application of leadership theories to specific situations (Lewis and Roger, 2008; Roger, 2008; Dimmock & Walker, 2005). They pointed out that educational leadership needs to be 'culturally sensitive' and shaped by the situational and cultural context. Dimmock and Walker (2005) stated that "...leadership studies are needed that identify the particularity and diversity of culture and contextual conditions within which the leadership take place..." (p.2). They added that "Educational leadership is a socially bound process...It thus manifests itself in different

ways in different settings” (Dimmock & Walker, 2005, 1). Although there is a rich international literature in educational leadership especially in the Western world, the adaptation of these theories into Eastern cultures needs to happen (Dimmock & Walker, 2005). Another important point is that educational leadership theories and concepts derive from the business sector, so the application of business concepts to education organizations without adjustment is dangerous because these two types of organization are different in terms of purposes (Senge, 2012).

There are few empirical studies on leadership that have been conducted in the Cambodian context and research leadership styles in HEIs. As will be seen in the literature review, studies conducted by Eckstein, Khalid and Li (2009) and by Zepp (1998) found different understandings regarding leadership concepts and their application between the West and Cambodia. Culture and societal context influence the way leadership is being exercised and the behavior and belief of the leaders and followers. One non-empirical study of higher education in Cambodia suggested that leadership styles in Cambodia were influenced by the cultural context of “indirect communication, hierarchy, fatalistic beliefs, shame based morality” of social code and structure (Colletta, cited in Ford, 2002, p.9) which has led to behaviors of “patronage, autocratic control, impunity and saving face” (Ford, 2002. p.10). These contrast with Western leadership styles which are often more egalitarian in approach.

Furthermore, in Cambodia there is still little research on leadership styles in the context of organizational development and change or on the progress of change in Cambodian HEIs. In addition, as research which has been conducted in different countries and contexts has revealed different findings about leadership styles, this study on one aspect of leadership in Cambodia will help, in a small way, to building up an overall picture of leadership styles throughout the world. In such a case as Cambodia, a resource-poor country with a unique culture and which is in the process of making new transitions, the existing literature has not yet explored the styles of

Cambodian HEI leaders or discussed the suitability of those styles to Cambodian culture and Cambodia's educational needs.

Accordingly, this dissertation attempts to explore through a research case study the leadership styles and strategies of Cambodian HEI leaders at one prominent Cambodian university as well as the motivation for bringing change and the progress of the changes. The university where the research was done was established in 1960 and developed strongly over the next ten years until the war in the 1970s. After the war ceased, it reopened again in the early 1980s with tiny human resources and infrastructure. The university has continued to grow in the past decades until the recent creation of the university's new direction to transform it to be the country's 'flagship university'. The appointment of a new president of the university in 2013 was partly with the aim to lead institutional transition so that it would become Cambodia's leading university with top-class faculties. The findings of this proposed study in this unique context of Cambodia will add to the existing literature on higher educational leadership.

A REVIEW OF RELATED LITERATURE

This section reviews major leadership theories, educational leadership theories and leadership styles in academic organizations in transition. The work of Bolman and Deal (2008) is central to this section as their work on four frames or lenses that leaders can use synthesizes many leadership theories which are discussed in this section into a focused approach.

The section is divided into sub-sections based on the themes that emerged from the literature review. It begins by discussing the definition of leadership and description of some leadership theories. The main discussion sections include: general leadership theory, Bolman and Deal's (2008) reframing organizational leadership, educational leadership, Bolman and Deal's reframing organizational leadership model applied in higher educational institutions and Kotter's (1996) leading organizational change model. Lastly, the conceptual framework of '*Leadershi in*

a University in Transition’ is developed based on the themes that emerged from the literature review.

Leadership Definition

Leadership is defined as “the state or position of being a leader” (Oxford Advanced learner dictionary). Morrill (2007) views leadership is “...a highly complex combination of many factors, characteristics, and circumstances that decidedly cannot be reduced to one dimension or defined by single method” (p.xi). Bolman and Gallos (2011) defined leadership as “... a social process that involves relationships of influence, learning and exchange. How leaders think about others and their situation, learn from their experiences, and translate that into effective action make all the difference” (p.10). Cowley defined leadership by reflecting on the functions of the leaders, which means that “the leader is the one who succeeds in getting others to follow...Leadership is taking risks, making mistakes and learning from those mistakes. Leadership provides the very foundation for a sound educational program. When leadership is right, people are inspired to do their best” (Cited in Gorton & Alston, 2009, p. 5).

The literature on leadership is huge, but most leadership theorists probably acknowledge that three interrelated basic dimensions of leadership must be taken into account in leadership theory. These are: “leadership as influence”; ‘leadership as values’; and ‘leadership as vision’(Bush, 2003; Bush,1998).These are explained further below.

Leadership as Influence.

The most commonsense definition and core element of leadership is the process of influence exercised by groups or individuals for attaining organizational vision, goals and making positive changes (Lunenburg & Ornstein, 2012; Bolman & Gallos, 2011; Bush, 2011; Bush, 2008; Morrill, 2007; Yukl, 2002). Influence happens between the leaders and followers in various formal and informal ways (Lunenburg & Ornstein, 2012). In this process, there are two

kinds of leadership: formal and informal. The formal leader has been given authority or power, whereas the informal leaders have no power position but they use their special skills to influence subordinates or other workers (Russell, 2008; Lunenburg & Ornstein, 2012).

Leadership as Values.

Values are at the heart and are a core element of leadership and organizational identity (Morrill, 2007; Bush, 2003; Wasserberg, 2000; Greenfield & Ribbins, 1993). Values are guiding principles and underlie the standards of practice in the organization; leaders play a vital role to model and spread the value system across the organization (Palestini, 2009). Leaders are expected to ground their actions in clear personal, professional and educational values. Greenfield and Ribbins stated that “leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability” (Cited in Bush, 2003, pp.5-6). Good educational leaders are those who can communicate their personal and education values which represent their moral purposes for the educational institution (Day, 2001).

Leadership as Vision.

Leadership is about pursuing organizational vision (Blanchard, 2011; Morrill, 2007; Bush, 2003). Vision provides a picture of the future, and an ideal image of excellence and a distinctive pattern (Ramsden, cited in Morrill, 2007). Organizational vision is not just a statement; it includes meaning, a sense of purpose and a compelling direction. It is a guiding star which lights the path an organization must go in its long run. Leadership is about attaining the vision, creating the vision, communicating the vision, and aligning and inspiring the organization members to achieve the vision (Caldwell and Millikan cited in Bears et al., 1992).

Major Leadership Theories

The research focus of this dissertation draws on the synthesis of leadership research theories constructed by Bolman and Deal (2008). Lee Bolman and Terrance Deal are two American academics who have been leaders in field of leadership theory and practice since the 1980s. Their most important work, *Reframing Organizations: Artistry, Choice and Leadership*, was first published in 1984 and revised additions have been regularly printed since then. It is regarded as a classic in the field of leadership and organizational theory and practice. To provide a background to their synthesis of leadership theories and practice, a short survey of classical and contemporary leadership theories is outlined below.

The initial developed theory of ‘the great man theory’ is the start of the modern field, enquiry and debate on leadership. The argument of the ‘great man theory’ that leaders are born not made led to scholars setting out a different view: that leadership skills can be learned. Later on, leadership theorists argued that no one theory of leadership fitted all circumstances and that situational and cultural contexts had a large influence on leadership style. Underpinning this lack of consensus on leadership, further empirical studies and theories have been continuously developed which led to broadening the field in recent decades. Table 1.1 below provides a brief summary of some influential leadership theories described in chronological order based on reading the literature. The original sources are listed in the reference list.

Table 1.1
Chronological Development of Leadership Theories.

Leadership Theory/Model	Leadership Characteristics/Focus	Main Writers
Great man	Leadership skills and characteristics are inherited; leaders are born not made.	Bernard (1926)
Behavioral	Leadership behaviors or styles are influenced by leaders’ traits and characteristics; leadership knowledge and skill can be learned; leaders are made not born	Skinner, 1967 Bandura, 1986

Situational/ Contingency	Adapt leadership to situation and followers' level of maturity and development; leadership focus on tasks and relationships	Hersey & Blenchar, 1969 Fieldler, 1993 House, 1977 Hersey, Blenchar, 1982
Path-Goal	Leader creates the path and helps the subordinate to achieve the goal; gives attention to direction and seeks to mobilize effort	House, 1971
Trait	Personal characteristics and traits of leaders match with leadership criteria and situations; leaders are born not made.	Stodgill, 1963, 1989
Transactional	Exchange relationship of the leaders and follower for job accomplishment and reward and/or incentive.	Burns, 1978 Bass, 1998
Transformational	Leadership focus on caring, encouraging, inspiring the follower toward vision	Burns, 1998 Bass, 1988
Learning organization	Building learning organizations through the leadership style as designer, teacher, and steward	Senge, 1990
Servant	Serve the needs of the people and organization	Greenleaf, 2002
Charismatic	Extraordinary charisma of individual to gain support, belief and trust from the follower	Weber, 1968 House, 1977
Laissez-Faire	Leadership that avoids making decisions and taking positions.	Bass & Avolio, 1997
Visionary	Future focus, institutional direction and vision	Sashkin, 1988 Powe, 1992
Typology	Leadership style ranging from formal to cultural models	Bush, 2003
Authentic	The importance of self-awareness in the leader and the need for the leader to be true to him/herself	George, 2003
Service	Leadership is a profession of service and selfless action; leadership is an act of providing service to the public, and those they serve	Farnsworth, 2007
Strategic	Leadership and strategy to "clarify purposes and priorities, mobilize motivation and resources and set direction for the future".	Morrill, 2007

Complex	Leadership involves interdependent actions through a network of agents who interact with each other	Uhl-Bien et al, 2007
Spirituality and leadership	Relationship and connectivity building; meaning and purpose; ethical and moral dimensions	Gilley, 1997; Thompson, 2008
Reframing organizations	Leadership in organizational development and change through four frames: Structural, Human Resource, Political and Symbolic leadership	Bolman & Deal, 2008
Cultural	Culture and leadership are intertwined; the understanding and practice of leadership is based on the context in which leadership occurs	Schein, 2010
Collaborative/ Team/Distributed	Involvement of subordinates in the decision making; share decision making; collaborative focus and relationships; team building, performance and development; shared or collective leadership by multiple individuals with expertise at different levels for collaborative working.	Archer & Cameron, 2013
Global Leader	Recognizing the impact of globalization for their sector	Mendenhall, et. al, 2013

Several of the major approaches to leadership are described below.

Contingency/Situational Leadership (Hersey and Blanchard, 1969).

This approach to leadership emphasizes that the type of leadership provided should, at least partly, be influenced by where followers are at in their life-cycle such as their level of maturity, commitment and capacity. The levels of followers' development and situation determine leaders' leadership style, which is categorized as 'directing', 'coaching', 'supporting' and 'delegating'. Leaders must be aware of the situation and be flexible in their practice of leadership.

Servant Leadership (Greenleaf, 1977).

Servant leadership is one of the most impressive leadership styles in that it encourages leaders in their work to serve rather than be served. The success of leadership is determined by the extent to which leaders meet the needs of an organization and its staff. Leading and serving are perceived as two sides of the same coins, in that the main functions of the leadership are to lead and to serve. The leaders first take the role as the servants who work to serve the organization, to achieve the organization vision and meet the people's needs. The leaders work to create a good working environment, trust, cooperation and reciprocal service. Blanchard (2011) indicated the value of a 'servant's heart' in servant leadership which results in 'love in action' through: patience, kindness, generosity, courtesy, humility, unselfishness, good-temper, guilelessness and sincerity.

Transactional Leadership (Burns, 1978; Bass, 1988).

According to this theory, leadership takes the form of exchange relationship between leaders and followers, in that leaders and followers depend on each other. Based on the exchange services and purposes, four leadership strategies of 'contingent reward', 'management by exception (active)', 'management by exception (passive)' and 'laissez faire' are practiced by the leadership to get followers to complete the task. The leadership focus is on organizational structure and purpose. The main job of the leaders is to match the reward or punishment for the followers in performing the tasks. A task-oriented approach rather than a people-oriented one is employed by transactional leaders.

Transformational Leadership (Burns, 1978; Bass, 1998).

Transformational leaders adapt four strategies: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The effectiveness of leadership is based on creativity, goal-setting, vision, and commitment. The leader's role

includes encouraging, caring, inspiring the follower toward the fulfillment of the organization's vision, and achieving the required results by proactively transforming the work environment and relationships, as well as cultivating the followers so that there is a shift in their values, beliefs, and commitments. To do so, leaders play critical roles in helping staff members be aware of their tasks, and the need for personal growth development, commitment, and accomplishment. In addition, leaders inspire staff to transcend their own self-interests for the good of the organization (Bass, 1988; Burns, 1978).

Moral Leadership (Sergiovanni, 1990).

In the moral model of leadership, group identity, beliefs, feelings, meaning, values, shared norms, commitment, and cultural symbols are highly valued as the sources of motivation, rather than the basic, extrinsic needs and motives. Moral leadership focuses on purpose, ethics, beliefs and people, as well as feelings, shared norms, values and cultural symbols. Leadership takes the form of social capital and invests in intellectual development by creating learning communities within organizations and the integration of intellectual, emotional, and spiritual aspects of staff (Harris, et al., 2003).

Learning Organization Leadership (Senge, 1990).

The learning organization is ‘...an organization in which people at all levels are collectively, continually enhancing their capacity to create things they really want to create’ (Senge 1990, p.1). The heart of success of the organization depends largely on the capacity of the individuals and organization to keep on learning to expand their capacity (Senge, 1990). Senge (1990) identified three important roles of learning organization leaders: organizational designer, teacher, and steward. The first role of learning organization leaders is that of designer of the organization, in that, leaders have the role of designing and building organizations through the combination of vision, goals, and core values. They address five important components of

organizational life: personal mastery, shared values, system's thinking, mental models and team learning. Senge (2010) stated that 'shared vision' results in everyone having a 'similar picture and are committed to one another' He added that "shared vision is very important for learning organizations as it provides the focus and energy for learning" that would lead to "expanding the ability to create" (p.209). Leaders play a critical role in creating an organizational shared vision by helping to integrate or align each individual's vision with the vision of the organization. To do so, the leaders help organizational members develop the image of the future together, along with the values, principles and practices that are needed to achieve collectively the organization's vision.

The second role of leaders in the learning organization is as teachers of the organization. The critical roles of learning organizational leaders is to shape or align individual members with organizational core values, vision, goal, and mission by spreading, modeling, or even teaching. Leader-teachers use their leadership skills to engage all members, to develop great aspiration and dynamic force for all level group leaders and members to put every effort to achieve collectively organizational vision. Further, learning organization leaders play a significant role in establishing the context and environment for members of the organization, including staff and students to collectively learn and reflect and develop their knowledge and skills. An educational institution that is truly a learning organization when it provides all members with the tools to help them cultivate their capacity to think, imagine, create, motivate themselves, enter the community, work collaboratively and communicate effectively.

Lastly, the role of leaders in the learning organization is as stewards. According to Senge (2006) 'Stewardship' is about '...serving a larger purpose' (p.334). Similar to the servant leadership concepts, steward-leaders see themselves as servants of their organization and people. Their leadership begin with the commitment to serve the people and organization, then they lead

to achieve the organization collective goals. Steward leaders see their leadership roles as ‘responsibilities’ but not their ‘possession’. Their commitment and inspiration come from their own depth vision, certainty, and life-purpose to work and to serve the organization. The paradox of steward leadership in the process of transition is both ‘conservation’ and ‘change’ (Senge, 2006, p.335). One of the main role of steward-leaders is to help people see the current facts and to make clarity of what need to ‘change’ and what to ‘conserve’ to enabling the ‘change’. According to Senge (2006), one of the key roles of leaders is to help people to confront the brutal facts about weaknesses in organizations and help people overcome their fears and work to achieve intended change (Senge, 2006).

Typology Leadership Models (Bush, 2003).

Bush (2003) indicated six typology models in leading an educational organization. They are: formal, collegial, political, subjective, ambiguity, and cultural models, ranging from the formal hierarchical systems to the least formal. The formal models leaders use the hierarchical systems and legitimized authority of formal position in organizational operations and activities. Collegial models leaders seek consensus through discussion and share power and understanding among the members rather than use rational and formal authority. Political model leaders use the strategies of negotiation and bargaining for the development of organizations’ policy and decisions. Subjective model leaders perceive that organization consists of a mix of people with various backgrounds and values and organizations have different meanings for each of their members. Ambiguity model leaders do not have organizational objectives because they assume the effect of the ever-changing and unpredictable environment on their organizations. Further, cultural model leaders perceive that ideology, values, and beliefs are at the heart of organizations (Bush, 2003). Those models have their own weakness and strengths in the leading and managing of educational organizations. Therefore, the application of each model is based on the situation,

time, tasks and events. The belief is that organizational goals, tasks and problems may require more than a single model to deal with them. As Bush (2003) stated: “The six models differ along crucial dimensions but taken together they do provide a comprehensive picture of the nature of management in educational institutions” (p.179).

Spirituality and Leadership (Gilley, 1997; Thompson, 2008).

Spiritual leadership refers to connection to the deepest selves of leaders (Houston quoted in Cole, 2008). According to this understanding of leadership, a core element of leadership involves developing the inner strength and spiritual work and life of leaders and staff (Metzger, cited in Cole, 2008). It includes the “inner world” of individual leaders and is rooted in “heart and consciousness and spirituality,” (Thompson, quoted in Cole, 2008, p.4). Stephen and Houston (cited in Cole, 2008) describe the spiritual of leadership as referring to the ways of thinking, being, and doing that are life-sustaining and life enhancing both for individuals and organizations. Enlightened leadership creates the means to bring more wisdom to the world and shape a future for organizations and people.

Gilley (1997) distinguished the brain from spirituality in which “...spirituality isn’t brain stuff. It’s heart and soul stuff...Spirit is the place of loving, peaceful, caring, trusting and connecting” (p.22). According to Thompson (2008), spirituality can be developed by: “renewal of energy and purpose; and fuller access to the true dimensions of the inner work that educational leaders engage in” (p.164). Cultivating the spirituality of leadership requires every leader to fill themselves with love, energy, consciousness, creativity, enthusiasm, joy, purpose. According to those who emphasize the connection between spirituality and leadership, effective leaders lead deeply from inside and work becomes an integral part of the meaning of life (Bolman & Deal, 2011; Bolman & Deal, 2008; Cole, 2008; Farnsworth, 2009; Greenleaf, 2002; Palestini, 2009; Gilley, 1997).

Thompson (quoted in Cole, 2008) stated that “leadership today is spirituality” (p.5), and Thompson (2008) added that “without intuition or spiritual sensing there can be no spiritual leadership. He further argued that “without some measure of humility, there can be no spiritual sensing” (p.164). Therefore, leadership flows from the internal, from the purpose and meaning that lie in the leader. Therefore leaders need to listen to the calling inside of character, identity, integrity and wisdom as their own inner resource to guide this journey (Markova, quoted in Cole, 2008, p.3).

Cultural Leadership (Dimmock and Walker, 2005; Schein, 2010).

Leadership and culture are intertwined. A numbers of studies have revealed that leadership practice varies across nations (Hallinger & Leithwood, 1998; Dimmock & Walker, 2005). Leadership is contextual whether it is at the organizational, local community or societal levels (Dimmock & Walker, 2005). The leadership practice and behavior are shaped by the cultural context; its influence on leadership is multidimensional (Dimmock & Walker, 2005). Cultural patterns of thinking, norms, feelings, values, meanings, acting, belief and religion have a great impact on leadership styles (Hofstede, 1991). McMahon and Woodman (1996) added that “culture will simultaneously influence, and be influenced by, organizational structures and processes, since both are subject to people’s thoughts and actions”. Moreover, “culture is the way in which a group of people solves problems and reconciles dilemmas”, and “cultures distinguish themselves from others in how different groups of people approach and solve problems” (Hofstede; Trompenaars & Hampden-Turner cited in Dimmock & Walker, 2005, p.43). Therefore, to fully understand the meaning of leadership and its practice there needs to be understanding of the culture of the nation, group or people.

Distributed Leadership/Cooperative Leadership (Archer and Cameron, 2013).

This leadership theory emphasizes shared leadership and distributed leadership among organizational members to achieve the common goals, in that leadership takes the form of power with rather power over. Leadership is distributed through interaction, interpersonal relationships and collective understanding among individuals (Grown, cited in Harris, et al., 2003). The information is shared and interchanged formally and informally among group members. The working environment promotes togetherness, collaboration, the construction of meaning, and the construction of collective knowledge. Together these things become shared-values within the organization (Lambert, cited in Harris, et al., 2003). The importance of encouragement and support among group members to achieve the collective goals is also emphasized.

Reframing Organizational Leadership (Bolman and Deal, 2008).

To this point, this chapter has surveyed some of the major leadership theories. This section seeks to combine the insights of many of these theories into a whole by using the reframing organizational leadership theory of Bolman and Deal (2008). Bolman and Deal (2008) surveyed the huge field of leadership and organizational theory and developed four main frames of the organization which are the: 'structural frame', 'human resource frame', 'political frame', and 'symbolic frame' within which they placed existing theories of leadership. Four frame leadership theory is a broad theory which incorporates other theories is a more complete synthesis than a single leadership theory. Also, the four frame model includes a significant approach to organizational transformation that includes the four frames of leadership functions of building organizational structures, delegating organizational resources, building up human resources, and creating new symbols and culture for change.

It is a theory for organizational structure and development which consists of a mix of metaphors: windows, maps, tools, lenses, orientation, filters, prisms, and perspectives (Bolman

& Deal 2008). Organizational leaders use the frames to determine what to see and what to do. The multi-frame approach provides the leaders with resources for clear judgment, decision making and actions which contribute to the effectiveness of leadership in organizational development and transformation. Due to the complex nature of the organization, Bolman and Deal (2008) suggested that the effectiveness of leadership is related to the leaders' leadership abilities in applying multi-frame skills in viewing organizations and diagnosing situations. To effectively frame the organization, the leaders need to use more than one lens to see the bigger picture of the organization. Also, leaders need to know how to frame and break the old frame and reframe them when the initial frames do not work effectively.

The four frame leadership model combines the leadership and management roles in the organization. The structural and political leadership frames cover the main scientific management aspects of work effectiveness of the organization operation through building a clear organization structure, task and resource management and conflict management. The leadership styles associated with structural and political frame leadership tend to adopt a 'task oriented' approach. And, the human resource and symbolic leadership tend to be a 'people oriented' and 'culture building' approaches by which leadership functions in creating change and development in the organization. The four frame leadership model of Bolman and Deal is described in more detail below.

Structural Frame Leadership.

Structural frame leaders take a critical role in the organizational social architecture to effectively design a clear and workable structure (Bolman & Gallos, 2011; Bolman & Deal, 2008). To have an effective design, the leaders need to analyze both internal factors such as an organization's goals, strategies, technology, people, and environment, and external factors such as the effects of globalization, competition, technology, customer expectations, and workforce

dynamics. Available resources, including workforce skills and talent, time, budget and contingencies, as well as the nature of environment in which the organization operates in trying to achieve desired objectives, must be considered for organizational structural design (Bolman & Deal, 2008). One of the main challenges of structural leaders is to divide the individual roles based on one's expertise, knowledge and skills and then integrate them together. Each staff member needs to have clear routine tasks, duties, responsibilities, roles, yet each function is systematically interrelated and interdependent to achieve the organization's common goals.

Structural academic leaders are 'the clock builders' and 'social architects' who focus on designing and building an effective work organization through establishing centralized planning and resource allocation but who decentralize operating decisions (Bolman & Deal, 2008). The success of structural leaders depends on their capacity to make the right design, and then to get their structural changes implemented. Skills such as 'rethink the relationship of structure, strategy, and environment'; 'focus on implementation' and 'experiment' are important for structural leaders (Bolman & Deal, 2008, pp.359-360).

Political Frame Leadership.

Bolman and Deal (2008) stated that "organizations are filled with people who have their own interpretations of what is and should be happening" (p.19). Therefore, political leaders need to have a variety of strategies and skills to deal with issues of relationships, values, identity, beliefs and interests that can possibly create tension and conflict when each individual is different. If an educational organization does not deal with these issues it will have conflict, low school productivities/achievement, a negative working environment, as well as low professional morale and ethics.

According to Bacharach (cited in Busher, 2006), educational institutions can be perceived as 'political systems' with all 'participants conceived as political actors with their own

needs/values, objectives, strategies'. Within this environment 'decision-making is the primary arena of political conflict' (p.10). Therefore, academic leaders need the skills of negotiation as they are expected to play roles "as negotiator to the often-conflicting interests of parents, teachers, students, district office officials, unions and state and federal agencies, and they need to be sensitive to the widening range of student needs" (Marzano, et, al., 2005). Further, academic leaders must lead the organization to where it needs to go (Bolman & Deal, 2008, p. 363). They need to communicate clearly the organizational goals with all the political actors. In addition, they need to 'assess the distribution of power and interests', 'build linkages to key stakeholders'; 'persuade first, negotiate second, and coerce only if necessary' (Bolman & Deal, 2008, p.364-366). In such an organizational arena, an academic leader plays a critical role as a 'politician' using the skills of "diagnosing political realities, setting agendas, building networking, negotiation and making choices that are both effective and ethical" (p.xi).

Human Resource Frame Leadership.

Successful organizations meet the goals and needs of both the organization and its staff. Basically, the organization needs people's ideas, energy and talent whereas people need careers, benefits, and opportunities. In terms of these exchange needs, people invest their time, skills, attitudes, energy and commitment in the organization, and in turn they gain both intrinsic and extrinsic rewards (Bolman & Deal, 2008; Gilley, 1997). Therefore, both sides need to clearly communicate and understand each other needs and be committed to work to achieve each side's potentials and goals in order to avoid conflicts (Gilley, 1997; Follet cited in Farnsworth, 2007, p.36). When both sides fit well, there are positive results for both sides, yet if not, one or both sides become victims (Bolman & Deal, 2008).

Naturally, each employee has hopes, dreams, fears, hurts and pains (Gilley, 1997, p.8). Therefore, they feel they need to belong to the place (Palestini, 2009) to boost their enthusiasm,

excitement, initiative, love and care for their work (Gilley, 1997, p.5). To achieve this outcome, human resource leaders must have "...the capacity to encourage people to bring their best talents and selves to their work", and 'hire the right people in the right place' (Bolman & Deal, pp.93-94). Therefore, it is critically important that human resource leaders establish a positive working environment by promoting openness and transparency, caring, mutuality, listening, coaching, participation, empowerment, trust, support, and love (Bolman & Gallos, 2011; Senge, 2012, Bonstingle, 2001; Bolman & Deal, 2008). The effectiveness of human resource academic leaders depends on their ability to understand a number of human related factors such as the diversity of people in term of their values, attitudes, interests gifts, talents, and skills and then use them for the benefit of the educational institution (Palestini, 2009; Bolman and Deal, 2008; Hoyle, et al., cited in Busher, 2006; Gilley, 1997).

Human resource leaders take critical roles as servants, catalysts, and coaches whose responsibilities are to align the needs of individuals and the organization (Bolam & Galoos, 2011; Bolman & Deal, 2008). The leaders as a 'servant' tries to understand "the best interest of both people and institution, seeking ways to bring them into a more harmonious alignment". The second role is as a 'catalyst' in that the leader's job is 'empowerment—helping people get information, resources, and leeway as they need'. The last role is as a 'coach'. A coach "teaches, mentors and provides developmental opportunities to sharpen skills and understandings" (p.92). Academic leaders must first understand the needs of people and serve them, then mentor, coach and motivate them to use the best of their knowledge, skills and talent to fulfill the needs of the institution.

Symbolic Frame Leadership.

Bolman and Deal (2008) state: "An organization's culture is revealed and communicated through its symbols" (p.254). Symbols cover all the important aspects of organization including

myth, vision, values, heroes and heroines, logos, fairy tales and stories (Cohen, 1969), ritual and ceremonies, faith and hope (Ortner, 1973), as well as metaphor and humor (Bolman & Deal, 2008, p.254). According to Bolman and Deal (2008), symbolic forms take the role in building organizational strength through the creation of organizational culture, unique identity, character, meaning and systems. They added that “Meaning and belief, and faith are its central concerns. Meaning is not given to us; we have to create it” (Bolman & Deal, 2008, p.248). Symbols contain ‘powerful intellectual and emotional messages; they speak to both the mind and the heart’ (Bolman & Deal, 2008, p.248). People can have different perspectives of the same event and different interpretations and this means that multiple interpretations of events and actions, uncertainty and ambiguity are the issues to deal within the symbolic frame in organizations (Bolman & Deal, 2008).

Using the symbolic frame approach, an organization can be viewed as being like a theater and or a temple. As a theater, it creates a stage where “...actors play their roles and hope to communicate the right impression to their audience. As a temple, an organization is a community of faith, bonded by shared beliefs, traditions, myths, rituals and ceremonies” (Bolman and Deal, 2008, p.367). Symbolic academic leaders are those who lead by example, action and words, ‘capture attention’, ‘frame experience’, ‘communicate a vision’, ‘tell stories’, ‘respect and use history’, and “interpret experience so as to impart meaning and purpose through phrases of beauty and passion” (Bolman and Deal, 2008, p.367).

Kotter’s Model of Leading Organizational Change

One of the three main questions that this dissertation addresses is on the progress of change at a Cambodian university. One helpful way to address this question is by using the work of John Kotter who is a leader in the field of leadership and organizational change. Kotter (1996) developed a organizational change model followed the three steps models of changes developed

by Lewin of unfreezing, moving, and refreezing (Kotter, 1996). According to Lunenburge and Ornstein (2012), Kotter's approach provides educational leaders with more details in leading changes in the organization, in that, his first four steps covers Lewin's 'unfreezing', the following three steps represent 'movement', and the last two steps covers Lewin's 'refreezing' state. The table below gives brief descriptions of each step strategies.

Table 1.2

The eight steps of leading organizational change and their brief description strategies

Step	Descriptions
1. Establish a sense of urgency	Unfreeze the organization by creating a compelling reason for why change is needed.
2. Create the guiding coalition	Create a cross-functional, cross-level group of people with enough power to lead the change
3. Develop a vision and strategy	Create a vision and strategic plan to guide the change process
4. Communicate the change vision	Create and implement a communication strategy that consistently communicate the new vision and strategy plan
5. Empower broad based action	Eliminate barriers to change, and use target elements of change to transform the organization. Encourage risk taking and creative problem solving
6. Generate short-term wins	Plan for and create a short-term 'wins' or improvements. Recognize and reward people who contribute to the wins
7. Consolidate gains and produce more change	The guiding coalition uses credibility from short-term wins to create more change. Additional people are brought into the change process as change cascades throughout the organization. Attempts are made to reinvigorate the change process.
8. Anchor new approaches in the culture	Reinforce the changes by highlighting connections between new behaviors and processes and organizational success. Develop methods to ensue leadership.

Adapted from John P. Kotter, Leading Change (cited in Lunenburge & Ornstein, 2012, p.192)

Kotter's (1996) eight steps of leading organizational changes are described below:

Step 1: Establishing a Sense of Urgency.

Kotter (1996) identified the first role of leaders in the leading organizational change is to define reality. The leaders identify the current organizational health and situation and establish a sense of urgency by demonstrating the need to achieve changes (Kotter, 1996). They give wake-up calls for change by demonstrating the ‘brutal facts’ and eliminating fear in the institution. Leading in the context of transition is the leading to confront the ‘brutal facts’, eliminate ‘the fear’ and create the path of ‘courage’ to achieve institution changes (Collins, 2000, Covey & Whitman, 2009; Gray & Stresly, 2010). The early state of the institutional transition depends on the leaders whose voice the call for changes (Greenleaf cited in Farnsworth, 2007).

Step 2: Building a Guiding Coalition.

According to Kotter (1996), the second step of leading institutional change is to form groups of leaders with the influence and energy to lead the change. Those who are in the leadership team need to have ‘position power’, ‘expertise’, ‘credibility’ and ‘leadership’ to ensure institutional success (Kotter, cited in Appelbaum, 2012). He added that sustained changes depend on the involvement and actions of the key influencers and stakeholders.

Step 3: Creating an Uplifting Vision and Strategies.

Kotter (1996) identifies the first roles of the ‘guiding coalition’ are to create the vision and formulate the working strategies for the institutional changes. He stated that every organization must be able to answer these questions “Who we are?” and “Why we are here?” to formulate the vision. The vision provides the people directions and reasons for changes. Having created the vision, engaged in strategic planning, established the time frame and decided on the persons in change, target goals then need to be collaboratively established and implemented (Senge, 2012; Gray & Streshly, 2010; Bonstigle, 2001). The development of the strategic planning is to provide the road maps for institutional changes.

Step 4: Communicating a Vision and Strategies.

Communicating the vision and strategies are about telling and convincing the people why changes are necessary and how to achieve the goals (Kotter, 1996). Senge (2012) identified one of the main roles of the leaders is to align individuals' vision with the institution's vision by helping them to see the big picture of the institution in the future and to collectively work to achieve the shared vision. Kotter (1996) suggested the effective ways for the leaders to communicate the vision include "simplicity; metaphor, analogy, and example; multiple forums; repetition; leadership by example; explanation of seeming inconsistencies; and give and take" (p.90). Further, the leaders need to clarify misconceptions and flexibly handle issues in the change process (Chamley et al., cited in Lunenburg and Ornstein, 2012).

Step 5: Removing Obstacles and Empowering People to Move Forward.

According to Kotter (Cited in Appelbaum et al., 2012) the leaders empower people through the development of "structure, skills, systems, and supervision" (p. 771). Having developed and communicated the vision and strategies, leaders need to 'translate strategy into action', in that, the leaders create effective systems and empower people to work in the system (Bolman & Gallos, 2011; Morril, 2010; Bolman & Deal, 2008; Kotter, 1996). Kotter (1996) suggested that a period of change requires having a less controlling and more permission giving environment. He adds that leaders empower people to act upon the vision when they entrust that vision to middle level managers and front-line staff.

Step 6: Generating Early Wins.

According to Kotter (1996) a good short term win consist of three characteristics 'visible', 'unambiguous' and 'related to change effort' (pp.121-122). To generate short-term wins, the leaders need to understand how to employ a sense of urgency (Kotter, 1996). A short-term win celebration is a source of motivation and encourages people to continue the journey.

Kotter writes: “Seeing the change happening and working and recognizing the work being done by people towards achieving the long-term goals is critical” (cited in Appelbaum et al., 2012, p.772). Giving credit to employees who contribute to the short term wins not only encourages them to continue in the journey but also invites more people to take the journey.

Step 7: Keep Going When the Going Gets Tough.

According to Kotter (1996), leaders generally encounter some challenges during the progress of change as he stated that “resistance is always waiting to reassert itself” (p.132). This state requires the leaders’ skills and commitment to cope with those challenges and moving forward.

In this state, leaders make use of the first success to produce more change. The declaration of the first victory enables the leader to handle other issues in the system and structure (Kotter, cited in Appelbaum et al., 2012) since change is “associated with continuous improvement methods” (Choi, cited in Appelbaum et.al, 2012, p. 774). Also, the first success can be used as the measurement to verify the credibility of the vision and strategies (Pfeifer cited in Appelbaum et.al, 2012). However, Kotter (cited in Appelbaum et.al, 2012) warned that too early declarations of victory can kill the momentum particularly when “the urgency level is not intense enough, the guiding coalition is not powerful enough, and the vision is not clear enough” (p.774).

Step 8: Anchoring New Approaches to the Culture.

Kotter (1996) asserted that institutions can have only short term success in achieving change goals if they lack of strategies to sustain changes and to produce more changes. He pointed out that changes can be sustained when institutions develop their culture and values toward anchoring the forward progress of change. In so doing, the institution employs two strategies. The first strategy is introducing the new paradigm to anchor organizational changes.

The second strategy is to anchor the new approach in the existing culture and values of an organization.

How the Eight Steps of Leading Change Fit into the Reframing Organizations Model

As discussed, the ‘Reframing Organizational Leadership’ model provides the leaders the tools and orientations to determine what to see and what to do in the four broad areas of the organization. Further, as has just been discussed, Kotter’s ‘Leading Organizational Change’ provides leaders with a clear and systematic approach of leading change in organizations. Kotter’s eight-step ‘model of successive change’ (Bolman and Deal, 2008, p.395) illustrates how leaders initiate the change process and then lead it through to the final step of sustaining change in the organization. Kotter’s steps present a ‘dynamic process moving through time, though not necessarily in a linear sequence’ (Bolman and Deal, 2008, p.394) because steps often overlap with one another and earlier steps need to be reinforced and re-emphasized. Bolman and Deal (2008) incorporate their four frame model within Kotter’s eight-steps to show how they are complementary in approach and they suggest that Kotter’s steps are particularly helpful for understanding the progress of change. Kotter’s eight step process of change will be used in chapter three of this dissertation as an aid to understand the progress of change in the Cambodian university being studied. The table below illustrates how Kotter’s eight steps in leading change fit with Bolman and Deal’s four frames.

Table 1.3
‘Reframing Kotter’s change stages’

KOTTER’S STAGE OF CHANGE	Reframing Kotter’s change stages			
	STRUCTURAL FRAME	HUMAN RESOURCE FRAME	POLITICAL FRAME	SYMBOLIC FRAME
1. Sense of urgency		Involve people throughout organization, solicit input	Network with key players; use power base	Tell a compelling story

2.Guiding team	Developing coordination strategy	Run team-building exercises for guiding team	Stack team with credible, influential members	Put commanding officer on team
3. Uplifting vision and strategy	Build implementation plan		Map political terrain; develop agenda	Craft a hopeful vision of future rooted in organization history
4.Communicate vision and strategy through words, deeds, and symbols	Create structure to support change process	Hold meetings to communicate direction, get feedback	Create arenas; build alliance; defuse opposition	Visible leadership involvement; kickoff ceremonies
5. Remove obstacles and empower people to move forward	Remove or alter structures and procedures that support the old ways	Provide training resources, and support		Stage public hangings of counterrevolutionaries
6. Early wins	Plan for short-term victories		Invest resources and power to ensure early wins	Celebrate and communicate early signs of progress
7. Keep going when going gets tough	Keep people on plan			Hold revival meetings
8. New culture to support new ways	Align structure to new culture	Create a “culture” team; broad involvement in developing culture		Mourn the past; celebrate heroes of the revolution; share stories of the journey

‘Reframing Kotter’s change stages’ adapted from Bolman and Deal (2008), p.395.

Educational Leadership Theories

To this point, major leadership theories such as transformational leadership theory have been described. In addition, the approach of Bolman and Deal (2008) has been used to show how these various theories can be fitted into the structural, human resource, political and symbolic frames of reference. Bolman and Deal (2008) argue that leaders, at various times, need to draw on all these leadership frames if they want to be successful leaders and strengthen their organizations. This new section will show how educational leadership theory has applied general leadership theory to educational environments including higher education institutions (HEIs) and shows the relevance of Bolman and Deal's frame approach in educational institutions.

Educational leadership theory has not yet fully developed as its own discipline although this is beginning to change in the twenty-first century. The borrowing of theories and concepts from business leadership and management has raised many concerns among different scholars in the field as business and educational organizations are different in terms of purpose and operation (Senge, 2012, Bottery, cited in Dimmock & Walker, 2005, Bush, 2003). They commonly agree that as educational institutions are often non-profit organizations, they exist to provide education as a social service whereas business organizations' primary purpose is to make profit. Therefore, it is dangerous to adopt business management concepts into educational institutions without amendment.

Prior to the development of the educational leadership discipline, the field of educational administration was developed to inform administrative practice of institutions (Willower cited in Oplatka & Addi-Raccah, 2009, p. 402). When the theories of educational leadership developed, there was a 'paradigm shift' from 'educational administration' to 'educational management' (Gunter, 2004; Bolam, 2004). Since then educational leadership has been continuously developed as a broad field of its own concerning the operation and management educational

organization (Bush, 1999). However, until now, there still continues to be debate on educational leadership theory and practice. As Allix and Gronn (cited in Oplatka & Addi-Raccah, 2009) have argued, “leadership remains, in large part, a theoretical enigma and paradox” (p.403).

Because many different types of general leadership theory have been used in regard to educational leadership, this section will focus on how only one leadership theory has been applied in an educational context. This theory, servant leadership theory, which was developed by Greenleaf and others has been very influential in educational leadership theory. Servant leadership emphasizes the importance of leaders using their power to serve the needs of their staff and clients. As an illustration, Lunenburg and Ornstein (2012) cited the words of one school principal who said that educational leaders must not only have knowledge and skill in research or other academic work but they must care deeply about the students, community and society as the whole. Educational leadership is about responsibilities not about position and power (Drucker, cited in Lawrence, 2013). Covey (cited in Farnsworth, 2007) perceived the life of leadership “as a mission, not as a career” which consists of “values, goals, competence and spirit” (p.17). As Farnsworth stated, the products of educational institution are “human growth and improvement of the human condition—economically, intellectually and socially” (p.16). In the words of one educational leader: “I make decisions that affect people’s lives and livelihoods. In making those decisions, I struggle to do my best to determine what’s right and to act accordingly...” (Sheff-Kohn cited in Cole, 2008, p.4)

Greenleaf (cited in Farnsworth, 2007) said leading and serving are the two sides of the same coin. The leadership role, first, is to serve the need of the people and the organization. In the servant leadership style, Greenleaf, identified ten critical characteristics of leaders, they are: “listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of the people and community building” (Farnsworth, 2007, p.19).

Among the ten, he classified the last three characteristics of stewardship, commitment to the growth of the people and community building as being particularly important responsibilities for leaders. As other educational leaders have stated, to be educational leaders is “to be leaders of their students, their fellow professionals, their wider communities—and indeed of their societies as a whole in the collective pursuit of a greater social good as professionals, community workers, and citizens.” (Hargreaves et al, quoted in Cole, 2008, p. 2). The leaders are the “symbolic soul of the group” (Chopra, 2002) and they are the ones who can make the choice to “step out of the darkness,” and Chopra added that only one who can find wisdom in the midst of chaos will be remembered as a leader” (Chopra cited in Houston, 2008, p.7). Houston (2008), reminded his readers that the educational leaders’ job is “to turn lights on, not off”, to “create the environment through trust and forgiveness”; and to “make a difference in their organization... and make a difference in the lives of those around them” (Houston, 2008, p.11). He added that “enlightened and empowered leaders do the right things in the right way and for the right reasons” (p.11) and added that the critical role of educational leader is to “build a future through the children of our community” (Houston, 2008, p.11).

Farnsworth (2009) has said that educational leaders should be “professionally selfless” (p.xi) and while he argued that educational leaders should be selfless, leaders should also be savvy (wise and clever) in the way they used their power to serve others. He argues that vision is also very important in achieving stronger organizations and communities. But achieving the vision “will not happen unless you commit yourself to becoming a savvy servant—not just to your faculty, but to your students, to your community, and to society as a whole”(p.xiii). In contrast, leaders who lack these professional qualities may “...use their positions for ego enhancement, personal gain, and exercise of power at the expense of those being served” (Farnsworth, 2009, p.xi). Further, in the context of an educational organization where the

principle of ‘service –orientation’ is absent, the organization environment may lead to “...greater contention, ethical ambiguity, departmental tribalism, and general selfishness...” (Farnsworth, 2009, p.xii).

Higher education institutions are no longer single autonomous institutions as they are part of complex social systems and they are not free from political, social, economic influences or interventions (English, 2006). External and internal factors greatly influence institutions’ operation and management. Also, the social greater social complexity and innovation greatly affect HEIs and their leadership and management. Accordingly, servant leadership needs to become more savvy and sophisticated due to these social and cultural factors (Storey, 2011, p. 14). The demands on HEI leaders are ever increasing as leaders are required to engage in behaviors such as meaning-making and be representatives or ambassadors of the institution and provide strong strategic leadership (Storey, 2011). And, in such a leadership context, servant leaders need to be aware of these external and internal forces, and be flexible, adaptive and creative in their problem solving skills (Thompson, 2008).

HEIs are very important organizations because they train people who will become the leaders of the leaders. Within HEIs there are a range of levels of leadership positions in different sections including faculties, departments, centers, programs offices and units. Therefore, developing all levels of leaders is critically important to accelerate organizational development and change. A growing community of servant leaders can take place through teaching, reflecting, learning and sharing experiences to produce all levels of leaders to get things done. The success of educational organizations depends largely on the capacity of leaders at all levels to lead effectively (Noel & Cohen, 2007). Noel and Cohen added that winning organizations “...must have a constant supply of new people with ideas, values, energy and edge. They need leaders.

Therefore, if servant leaders are to be successful, they must develop others to be leaders”, and through that, to “regenerate leadership at all levels” (p.53).

Reframing Organizational Leadership Model Applied in Higher Educational Institutions

As discussed, the reframing organizational leadership model has been applied in various organizations including educational organizations. The four-frame leadership model of structural, political, human resource and symbolic frames provide tools or lenses helping the leaders to view the organization and frame their thoughts and actions. Research on the reframing organizational leadership style in academic organizations has been increasing to determine the leadership style of leaders in regards to the four broad frame areas and the relationship of their leadership style to organizational development. In 2004, Chang identified 26 research studies that had used Bolman and Deal’s four frames approach to research leadership and organizational effectiveness in educational institutions (Chang, 2004, pp. 38-43). Of these, 16 conducted qualitative and or quantitative research in higher education institutions. Chang’s research concluded that department chairs who used all four frames were able to more effectively introduce instructional technology use into their departments than leaders who did not (Chang, 2004, p. 152) His findings were similar to those who used four frame analysis in other HEIs to gauge effectiveness of leadership (Chang, 2004, pp. 38-43).

University or HEIs share common features with other organizations in the broad dimensions of organization: structural, human resource, political and symbolic (Bolman & Gallos, 2011; Bolman & Deal, 2008). Bolman and Gallos (2011) and Bolman and Deal (2008) pointed out that the four frame models can also be applied in academic institutions such as the university. Academic leaders play critical roles in building up these four dimensions for organizational operation, development and transformation. To make organizations run smoothly requires that leaders use these four frames so that HEIs work effectively and people work

collaboratively together. However, if these systems do not work well, leaders need to examine what happens within them and bring about change in the organization.

As has already been mentioned earlier in the thesis, HEIs face a rapidly changing globalized world and need to continuously adapt to meet the needs of their students and society. Organizational change is a complex systemic undertaking. If HEIs are to transition successfully to meet challenges then it is crucial that the four dimensions of structural, human resource, political and symbolic frames be used.

Bolman and Gallos (2011) in writing about leadership and change in the HEIs identify the critical roles academic leaders play in building the academic system and culture to promote teaching and learning, research and community service. Leading the academic institution, the leaders need to have ‘intellectual’ capacity of a ‘conceptual road map’; and ‘personal and behavioral’ qualities of ‘courage, passion, confidence, flexibility, resourcefulness and creativity’ (Bolman & Gallos, 2011, p. 9). Reframing an academic institution requires the leaders’ courage and skills to break the old frame and initiate change through reframing the organization. The effectiveness of educational leadership depends on the capacity to see the usefulness of multiple frames and to “bring institutional clarity, manage difference, foster productive work relationships, and enact a powerful vision” (Bolman & Gallos, 2011, p.10). In educational institutions, academic leaders who have success in strengthening their academic department or institution need to function effectively in the four frame areas.

Bolman and Gallos (2011) describe this in the following ways. Effective academic structural leaders “...create an appropriate set of campus arrangements and reporting relationships that offer clarity to key constituents and facilitate the work of faculty, students, staff and volunteers” (p.11)...Human resource academic leaders “...create caring and productive campus environments where all find ways to channel their full talents to the mission at hand and

to work cooperatively with important others” (p.12)... Political academic leaders “are compassionate politicians who respect differences, manage them productively, and respond ethically and responsibly to the needs of multiple constituencies without losing sight of institutional goals and priorities” (p.12)... Symbolic academic leaders creatively use symbols and stories and other creative means as “Good theater fuels the moral imagination, and successful campus leaders infuse everyday efforts with energy and soul” (p.12).

Of course, none of these things can be achieved without change in academic organizations and often people fight against change because they believe it is not good for the organization or because they think change will not benefit them. Leaders need strategies too for dealing with opposition to change. As seen in Table 1.2 “Reframing Organizational Change” below, Bolman and Deal have helpfully outlined the barriers to change which fit with the four frames and the essential strategies for overcoming these barriers.

Table 1. 4
‘Reframing Organizational Change’

Reframing Organizational Change		
FRAME	BARRIERS TO CHANGE	ESSENTIAL STRATEGIES
Structural	Loss of direction, clarity, and stability; confusion, chaos	Communicating, realigning, and renegotiating formal patterns and policies
Human resources	Anxiety, uncertainty; people feel incompetent and needy	Training to development new skills; participation and involvement; psychological support
Political	Disempowerment; conflict between winners and losers	Create arenas where issues can be renegotiated and new coalitions formed
Symbolic	Loss of meaning and purpose; clinging to the past	Create transition rituals; mourn the past, celebrate the future

Source: Bolman and Deal (2008), *Reframing Organizations* (p.379)

Educational Leadership at a University in Transition.

Higher education academic leadership in the international environment is becoming more complex, tough and sophisticated due to ‘political controversy, public doubts, technological change, demographic shifts and mission drift’ as well as financial crises (Kezar, cited in Bolman & Gallos, 2011, p.xii). It is the work that demands a test of the mind and the soul of those involved in leading educational institutions (Bolman & Gallos, 2011). The leaders’ capacity to create a ‘conceptual road map’ combined with personalities of “courage, passion, confidence, flexibility, resourcefulness, and creativity” are the fundamental characteristics needed in academic leadership (Bolman & Gallos, 2011, p.5). They point out that “leadership success rest in the quality of the choices made by leaders, and leaders make better choices when they are mindful about their thought processes and action” (p.9).

Leading institutional change starts with leaders’ willingness and abilities (Senge, 2012), personal values, aspirations and actions (Badaracco & Ellsworth, 1989). Others point to the need for strong personal ethics, positive belief and a compelling vision as core values of leaders (Badaracco & Ellsworth, 1989). Very important is the aspiration of leaders to achieve the vision by engaging the people in the change progress, taking actions to move the organization toward the collective vision, and leaders’ belief and passion for the greatness of the organization (Collins, 2000; Badaracco & Ellsworth, 1989). The leaders are first in developing the inner strength and courage for change and taking actions on ‘recognizing the need for change’, ‘identifying change goals’, ‘communicating a sense of direction’, ‘formulating a change strategy’, ‘involving others’, ‘motivating people’, ‘providing supports’, ‘creating an organizational context conducive to change’ (Hayes, 2010, p. 162). The leaders of the organization who are self-aware, conscious, committed, and who have courage create the future of the organization (Bolman & Gallos, 2011; Gilley, 1997).

Greenleaf (cited in Farnsworth, 2007) states that the early stage of an organization transition and development depends on a single leader who has “the voice of one crying in the wilderness” (p.20). He adds that during this early state only a few understand the vision and goals of the organization. Then, the leader needs to have a group of leaders who work collaboratively to pursue the vision. In addition, the main tasks of the leaders during this state are to maintain self-control, to analyze the situation and to take proper actions. Also, in this state, leaders need to have courage, create the path, be willing to take risks and share power (Farnsworth, 2007).

Moreover, Farnsworth (2007) argues that in the context of change, particularly in a higher education transformation, new concepts of leadership need to be considered and higher education organizations need leaders with ‘fresh approaches and a new vision’, who ‘provide direction’, who are ‘change oriented’ and who ‘honor collegiality’.

In a period of transition, the institution must be a “leaderful” institution in that it enables each individual to use “a watchful eye, creativity, and commitment to produce top-quality products in a way that respects both environment and the people” (Gilley, 1997, p. 27). Change depends on the quality of manpower and their will (Collin 2000; Weiss & Mackey, 2009). Weiss and Mackey (2009) suggest that one of the main roles of leaders is to place the best persons into the right place, to replace the incapable people, and to replace subordinates who are unwilling to change.

Shared leadership has been found to be a favorable and successful approach in the context of pluralistic settings and transition (Kotter, cited Hayes, 2010; Pascale & Sterin cited in Hayes, 2010). The study of Russell (2008) confirms the effectiveness of the collaborative leadership style in ways that “encourage teamwork, joint problem solving, and planning together towards achievement of a shared vision” (p.85). His study found that “enthusiasm and

encouragement with work is related to a collaborative leadership style, a strong work ethic, and alignment of personal and organizational mission” (p.79). In an educational setting, he identifies the roles of the leaders in seeking to achieve the institutional goals through collaboration, exhibiting a strong work ethic and clarifying for themselves and others how the organizational mission can be achieved.

Regarding team work, Farnsworth (2007) stated that, “...true cooperation and teamwork, a spirit based on a sense of mutual respect, common desire to achieve a goal, and appreciation for the fact that each person involved brings unique strengths to the partnership that combine to create a stronger whole” (p.105) is necessary for success. Bolman and Deal (2008) point to the importance in teams of a “...a form of play that released tensions, created bonds, and contributed to an unusual group spirit. A shared and cohesive culture, rather than a clear, well-defined structure, was the invisible force that gave the team its drive” (p.281). In healthy teams, the use of power among the group is integrative and shared; all who take part share the concern. The group leadership takes the form of ‘power within’ not ‘power over’ (Follett cited in Farnsworth, 2007, p.36)

Follett argues that the leaders’ function is not to follow right but to create right (cited in Farnsworth, 2007). The leaders of the organization need to have the capacities to see the broader picture and multiples angles of the organization. The application of multiple frames allows leaders to see a bigger picture of the organization, to think and act logically and flexibly in dealing with multiple issues of the organization (Bolman & Deal, 2008, p. 437). They add that the success of leadership requires “...artistry, skill, and the ability to see organizations as organic forms in which needs, roles, power, and symbols must be integrated to provide direction and shape behavior... to see new possibilities and to create new opportunities” (Bolman & Deal, 2008, p. 438).

Bolman and Deal (2008) argue that a reframing approach to academic leadership helps strengthen the capacity of the leaders to confront organizational problems and issues. They point to the qualities that are required. They state that leaders need to ‘be in touch with their hearts as well as their heads’; have ‘core values with elastic strategies’; place emphasis on ‘caring for themselves and the other’, maintain ‘integrity and mission’; and ‘stand for what they want and communicate their vision with clarity and power’ (Bolman & Deal, 2008, pp.435-436). Leaders are the “architects, catalysts, advocates, and prophets who lead with soul” (Bolman & Deal, 2008, p. 438).

Further, leaders need to lead with the ‘heart’, ‘courage’ and ‘spirit’ (Bolman & Gallos, 2011; Bolman & Deal, 2008; Gilley, 1997). Courage means the heart, in that, leaders lead deeply from inside (Bolman & Deal 2008). Leaders build a spiritual workplace in that they “courageously bring life to the vision and values the company holds and embodies them in every act and in every decision” (Gilley, 1997, p.7).

Writers such as Bolman and Gallos (2011) argue that leading institutional change in a fast-changing environment is too complex to apply a single leadership theory to solve the problems and to create the needed changes. A combination of leadership various leadership theories and practices can help build an effective response to problems and opportunities in the context of educational institutional change. In addition, leading academic institutional change requires leaders to have knowledge and understanding about HEIs, multi skills of leadership and core quality of leadership to successfully play these tough and sophisticated roles.

In relation to the concept of leading change, Lewin (cited in Lunenburg and Ornstein, 2012) points out that an organization is not as a static situation but a dynamic balance of forces sometimes working in opposite directions. Educational leaders play important roles as change agents in that they have to understand and deal with the forces for change and resistance to

change and identify the desired outcomes. According to Lewin, to do so, leaders need to follow these three steps: increase forces driving for change, reduce resisting-change forces, and consider new driving forces. He adds that “increasing one set of forces without decreasing the other set of forces will increase tensional conflict in the organization” (p.191). When tension occurs, there is an imbalance of forces of change and resistance. In such a situation, he suggests three methods to reinforce the change: unfreezing, moving and refreezing. The unfreezing process needs the leader to demonstrate the “inadequacies in the current state or by decreasing the strength of current values, attitudes and behavior” (Lunenburg and Ornstein, 2012, p.192). Such serious actions are taken when the organization is identified as being at a critical stage where decisive change is needed to help it function well again. This can be an unpleasant stage for the organization. The next step is ‘moving’. Lunenburg and Ornstein (2012) stated that “Once the organization is unfrozen, it can be changed. This step usually involves the development of new values, attitudes, and behaviors through internalization, identification, or change in structure” (p.192). The last step is ‘refreezing’ and is the step of ‘stabilizing the change at a new quasi-stationary equilibrium” (p.192) in that the change occurs in the target aspects of organization such as ‘change in organizational culture’, ‘change in the group norms’, ‘changes in organizational policy’ and ‘modifications in organizational structure’ (p.192).

Kotter’s model for leading organizational change (1996) which has already been outlined, builds on the three steps developed by Lewin (unfreezing, moving, and refreezing) by providing eight steps of leading organizational change. As has already been outlined, the eight steps include establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains and producing more change, and anchoring a new innovative approach in the organizational culture.

Of course, cultural factors must also be considered when leading change in HEIs. One example of someone who has done research on this is Kittiwat Sinthunava (2009) in his study of change management in higher education in Thailand. He points to the type of leadership behaviour that has led to successful change in Thai HEIs. Quoting from Komin (2009), he states that:

As a culture of relatively tight hierarchical social systems, accepted existential inequality, and a strong value of “relationships”, Thai employees can be motivated to work devotedly for a leader they like and respect. Reasonable authority and special privileges are accepted. An impersonal, cut-and-dry type of system oriented managerial style is not as effective as the benevolent paternalistic leadership style. Straightforward, ambitious and aggressive personalities similar to the West, although highly capable, are not tolerated and are hardly ever successful. But personalism with a “soft” and polite approach often guarantees cooperation, because, although democracy is attractive and legitimate, the substance of democracy is still lacking in the basic value systems of the Thai. (Suntaree Komin, *The Psychology of the Thai People: Values and Behavioural Patterns*, Bangkok, National Institute of Development Administration, 1990, p. 301).

Sinthunava (2009) also points out that Thais traditionally like to avoid uncertainty and change and this must be considered when university leaders try to bring change in times that demand transition (Sinthunava, (2009), p. 45. He quotes Hollinger and Kantamara (2000) who claim that:

The high level of uncertainty avoidance means that Thais are strongly socialised to conform to group norms, traditions, rules, and regulations. They evince a stronger tendency to seek stability and to find change disruptive and disturbing than in lower “uncertainty avoidance” cultures. (Hallinger & Kantamara, 2000, p. 192).

Sinthunava (2009) claims that Thai HEI leaders need to take these Thai characteristics into account when seeking to lead change in HEIs.

The research done by Sinthunava (2009) is about the Thai HEI situation, but as we will see in the next two sections, cultural factors must be considered in regards to leadership in all cultures including Cambodia.

Leadership and Culture in Developing Countries

Hartog and Dickson (2012) identified the common cultural characteristics in the developing world as to be “more collectivistic and somewhat higher on power distance” and “externally oriented” (p.413). Further, the culture of communication is more “indirect, nonassertive, non-confrontational, and usually downward” (p.414). They added that in Eastern cultures, “the loss of face, or public humiliation can result from receiving negative feedback (Earley cited in Hartog & Dickson, 2012). They state that “Relationships and networks are more important than rules and procedures in virtually every aspect of social, political and economic life” and “Within-group loyalty and harmony are central concepts”. Thus, the leadership style of “paternalism” is commonly practiced within such cultures (Hartog & Dickson, 2012, p.414). In such a leadership style, the leader takes roles like the ‘father’ or ‘parent’ who take care, provide the protection and guiding to the subordinates. In turn, subordinates provide loyalty. The close relationships and interdependence between the leaders and subordinates are common in Eastern cultures which are different to cultures in the West that strive for individual ‘autonomy’ and ‘self-reliance’ (Hartog & Dickson, 2012, p.415).

Leadership and Culture in Cambodia.

Not unlike other Eastern cultures, the cultural context of Cambodia tends to have indirect communication, hierarchy, fatalistic beliefs, and shame based morality” in its social code and social structure (Colletta, cited in Ford, 2002, p.9) which has led to behaviors of “patronage, autocratic control, impunity and saving face” (Ford, 2002. p.10). Also, Chan and Chheang stated that Cambodia has embedded within the culture ‘patron-client relationships, power distance, lack of trust between the local residents and local leaders, collectivism, and gender discrimination” (Chan & Chheang, p.1).

Patron-client relationships are a strong feature of political and social life in the Cambodian context including leadership in government and the institutions of society such as universities (Tigges, 2009; Smith, 2007). Patron-client relations exist in social networks, interpersonal relationships, family ties and political connections (Smith, 2007). He added that the exchange relationship between the patron and client is generally in the form of protections and resources provided by the patron in return for the client's loyalty, work and services.

Further, in Cambodia formal and hierarchal systems are still also practiced and they are based on seniority, position, experience and power based on patronage connections (Tigges, 2009). She added that the old generation is often traditionalist in approach and members of this generation often rely on their position of authority, connections to political and higher position persons and seniority to exercise power and they expect to be valued and respected by lower ranking counterparts. There is also an observable tension between the senior or older generation and younger counterparts (Tigges, 2009). Some older generation leaders still demand to be respected and valued while the young professionally qualified leaders who often are much better education than older leaders want to have greater equality in their work places where they can more freely express their opinions and avoid unnecessary and limiting protocols (Tigges, 2009).

Leadership is socially and culturally sensitive (Dimmock & Walker, 2005). The pattern of thought and behavior are culturally and socially bound. They are influential in shaping leadership practices and the relationship between leaders and followers. Leadership and followership behavior in the Cambodian context is different from the practices in the Western world (Zeep et al. 2009). As has been introduced in the paragraph above, in Cambodia, patron-client relationships, indirect communication and saving face culture often lead to authoritarian leadership behavior; the followers tend to follow without question and negative feedback particularly from the lower ranking people or subordinates is not common in this cultural context

(Zeep, 2011). In Cambodia, ‘patron-client’ practices result in leaders having real and symbolic power and providing resources and protection to subordinates, who in return give loyalty and respect (Zepp, 1998).

Further, due to cultural and social influences, the perceptions on desirable leadership qualities and traits vary among nations or cultures. An empirical comparative study conducted by Zeep (2011) on cultural perceptions of good and bad leadership traits and behaviors in seven different cultures found that the traits that Cambodia people rated highest was intelligence. In contrast, Americans rated broad vision highest. And, moral qualities in leaders were rated highly by Cambodians. For instance, Cambodians rate honesty and lack of corruption as being very important qualities for leaders.

The Cambodian Higher Education Context

Major issues are currently faced by higher education (HE) in developing countries including poor quality, irrelevance of curriculum, not enough financial resources and the inequity of the HE system in Asian countries (ADB, 2012; UNESCO, 2012; ADB, 2011). Furthermore, limited university places, limited higher education capacity, a lack of resources and facilities, limited government financial support, high dropout rates, and individual financial problems present other HE challenges (Johnstone, 2011). The quality of education is a serious issue due to the ‘shortages of qualified instructional staff’, ‘instructional quality’, ‘severe financial constraints’ (p.) and ‘leadership and management’ (ADB, 2011). Often, the curriculum and instruction is found to be out of date and a mismatch with the needed knowledge and skills for labor markets (UNESCO, 2012; Ford, 2012; ADB, 2011). Low quality and quantity of research are other issues currently being faced by HE in developing countries (Godoy, 2009). The academic profession is found to be unattractive to potential staff and insecure because of low salaries; poor

teaching conditions; a lack of teaching support materials, facilities and laboratories; political involvement and lack of academic freedom (Altbach, 2011).

The situation for HE in Cambodia is not unlike the other developing countries because Cambodia is facing many challenges in developing modern HE. The Cambodian higher education (CHE) system has been subject to change due to social transition and political ideology. As claimed by Pit and Ford (2004), “Cambodia’s history has shaped the characteristics of the present system of higher education. From ancient times through successive regimes, higher education has performed many different roles according to the vision of those in power” (p.335). The consequence of “extraordinarily traumatic recent history, long standing cultural factors, current social problems, and various international influences” is that the system and structure have faced many dilemmas for decades. The education system has been influenced by different ideologies of social transition ranging from “colonialism, constitutional monarchy, republicanism, socialism, and, finally the beginning of democracy” in the last fifty-five years (Pit & Ford, 2004, p. 333).

While Cambodia is currently attempting to modernize its HE sector, globalization and internationalization present a range of challenges which make clear the gap in higher education development between developed nations and Cambodia in providing a quality standard at the tertiary level. Also, the CHE seems not to have benefitted from globalization and internationalization of education as much as other countries due to its slow development for competition. The Cambodian education sector is likely to be mostly absent in the arena of competition regionally and globally due to several factors such as the legacy of its extraordinary traumatic brutal regime, long standing cultural traditions, recent social problems, and various international influences (Pit & Ford, 2004). Currently, there are different challenges and issues at the tertiary levels that need a great deal of immediate attention and effort.

Current Challenges in the Sector.***Governance of Education issues.***

Practically, decentralized authorities provide HEI flexibility and effectiveness in the management of system complexities, however the autonomy of Cambodian HEIs in managing and operating the system is found to be limited and challenging (ADB, 2012; UNESCO, 2011). A UNESCO (2011) report revealed that “current structures continue to promote centralized control, reflecting the centralizing and authoritarian tendencies of the government in place...” (p.16). The limited autonomy and capacity of HEI of ‘academic freedom’, ‘budget or funding implications’, ‘staff management’ and ‘quality supervision’ (ADB, 2012) negatively influence the process of educational reform (UNESCO, 2011).

Cambodia, among the other countries in the region identified as ‘former communist or socialist countries’ was found to have a ‘state-controlled government system’ and that ‘respective parent ministries strictly govern all other public HEIs’ (ADB, 2012, pp.17-19). In addition, the process of decentralizing CHE was found to be challenging due to cultural issues of ‘patron-client relationships, power distance, lack of trust between the local residents and local leaders, collectivism, and gender discrimination” (Chan & Chheang, p.1).

Equity of Education Issues.

Another issue in CHE is the inequality of access to education because of socioeconomic, geographic, gender, culture, poverty, ethnic minority and disability factors (ADB, 2012; UNESCO, 2011; Eng, 2009). The social gap between the rich and the poor, rural and urban, male and female and people from different ethnic backgrounds in terms of educational access is still existing (UNESCO, 2011). Although there are some intervention policies and programs, there is still a gap. The inequality of access to a good quality education is still large in that the poor are a

disadvantaged group who are unable to pay for private remedial education, unofficial fees, and increased education in English skills (UNESCO, 2011).

Quality of Education Issues.

The quality of education is a major concern in Cambodia (ADB, 2012; ADB, 2011; UNESCO, 2011). Currently, the present educational system cannot respond well to the demands of constant change to the social, cultural and economic development (Ford, 2013; ADB, 2012; ADB, 2011; UNESCO, 2011; Eng, 2009). The lack of clear structures and policies in the public sector, the boom in private HEIs and continued corruption have resulted in both low quality education and research standards in Cambodia's HEIs (Ford, 2013). Other challenges include the need for better legislation and structures, more resources to reach policy goals, and helping HEIs and central agencies grow their capacity building and strategic development abilities to develop the system (Ford, 2013; Eng, 2009).

The current education system does not provide enough necessary skills for employment and social mobility and civic engagement (Ford, 2013; UNESCO, 2011). The skills of 'critical thinking', 'participatory learning' and 'history of genocide' are found to be a very limited part of the education system (UNESCO, 2011, p.15). The lack of crucial skills among graduates retards social transition, and regional and global integration and competitiveness. The fact that "education's relevance to economic, political, civil, and social dynamics is limited" has prevented Cambodia from having fast-moving social and economic development (UNESCO, 2011).

The quality of teaching is one of the major issues due to the under-training and under-qualification of teachers (Ford, 2013; UNESCO, 2011). Cambodian higher education has often continued to use traditional teacher-led teaching style (Pit & Ford, 2004) which is opposite to modern methods of teaching and learning at tertiary levels (UNESCO, 2011). Cambodia still

needs lots of qualified teachers and teacher trainers for the entire educational system from the general education up to tertiary levels (UNESCO, 2011).

Research Issues.

Typically a university is an organization that plays an important role in training, initiating and conducting research and providing consultation services to a vast range of government and private organizations. In Cambodia the last two roles appear to be weak and neglected (Chet, 2009). The status of educational research in Cambodia is immature. CHE institutions are more likely to be teaching institutions than involved in research.

The poor development of research in Cambodian academic institutions has led to low research output and quality. The HEIs do not place research as a priority amongst the other areas and do not attempt to allocate budgets for research and are unable to subsidize research activities in their institutions. Moreover, government funding on the research activities is very limited (Chet, 2009). Under-support from the government negatively influences the research output of universities and reinforces the view that research work in the university is little valued by those with influence in the higher education sector (Kian-Woon, et al., 2010). Inadequate budgets are not the only factor to block research activities. The under-developed infrastructure within the country such as copyright regulations, and within the institutions such as research facilities, laboratories of necessary size and scope, and adequate library and computing resources are significant hurdles to developing a culture of research and independent inquiry (Chet, 2009).

Higher Education and Country Development

The lack of strength in CHE is a serious problem because education and a country's development are intertwined; HEI's have a crucial role in boosting a country's social, cultural and social development through the cultivation of human capital (Psacharopoulos & Patrinos, 2004; Rado, 1966; Stoddart, 2012). Higher education contributes directly to country

microeconomic and macroeconomic development (Psacharopoulos & Patrinos, 2004).

Moreover, HE is a facilitating tool for people using scientific advances. Investing in HE means investing in a country's present and future economic development and growth (Psacharopoulos & Patrinos, 2004; Stoddart, 2012).

Universities in Transition

In this century, it is generally accepted that higher education institutions are open and complex social systems. Thus, in a period of critical change, each element must function well with other elements to mobilize the change (Bain & Fullan cited in Dimmock & Walker, 2005). For change to be effective, HEI's operation and development should be done with a systematic approach since every element in the educational system is interrelated and interdependent rather than isolated (Senge, 1990). In the process of educational development and transition, leaders need to identify the patterns of relationships and the unique ways the particular elements of a HEI come together. It is also important to develop a pattern strategy based on the relationships and interdependence in which each element affects the others. Importantly, leaders need to be able to look both backward and forward. They need to learn from the past successes and failures of the institution and also anticipate future developments.

The Cambodian Higher Educational (CHE) system has been subject to change due to social transition and political ideology (Pit & Ford, 2004; Coyne, 1997). Transition and its legacy affect every sector including education. A non-empirical study was conducted by Coyne (1997) on university transition in Cambodia identified the impact of social changes on the operation, management and development of the universities. These transition periods included: "prior to 1975; the Pol Pot regime and the socialist command regime" (p.23). During the Pol Pot time, there was the zero age of education that forced universities to close down. Universities reopened after the collapse of the auto-genocidal regime but only with tiny resources and

assistance from its development partners. During this time, CHE could not avoid the influence of the development partners' ideology (Coyne, 1997). After examining the history of tertiary education in Cambodia, Coyne concludes that except during the 'happy time' under Prince Sihanouk, the university sector in Cambodia has operated under poor conditions and with limited resources (Coyne, 1997).

There has been little research done on universities in transition in the Cambodian context (Ford, 2002). McNamara (cited in Ford, 2002), was one of the first to write on Cambodian universities in a changing environment and he wrote that:

The university needs to redefine its roles and programs in a rapidly changing socioeconomic context. The emerging demands and context are undermining much of its traditional role and creating new demands to which it is attempting to respond in a somewhat piecemeal way (p.16).

Empirical research conducted by Ford (2002) on Cambodian universities in transition found different challenges in leading change in the Cambodian context. He stated that Cambodian HEIs were open to external influences and to adaptation to them. However, he stated that a contradiction between the institutional culture and the external foreign culture still remained. He stated that:

Western contexts based on cultures generally value direct communication, equality, non-fatalistic beliefs, guilt-based morality, the importance of the future and flexible social codes and structures. In the Cambodian cultural context is a hierarchical, fatalistic, shame based, past oriented, certainty culture (Ford, 2002, p.35).

Further, he identified the social and political contextual factors which were challenges to progress in the university. The list of obstacles to change is formidable and involves things such as political influence and administrative structures (Ford, 2002). He referred to:

The severe limitations of conflicting cultural values, lack of finances, external political control, diminished human resources and inexperience, lack of regulatory legal framework, historical trauma, and pervasive corruption in an environment of impunity ... (Ford, 2002, p. 40).

Many of these obstacles continue to exist. For example, in a more recent study on students' perceptions of private university education in Cambodia, Leng (2010) points to one of the challenges that Cambodia universities face as a result of external influences. Leng (2010, p.28) quoting Pit and Ford (2004) states that:

Young newly qualified lecturers returning to public institutions from egalitarian Western countries have not always been welcomed by their older, less qualified colleagues in Cambodia's traditional hierarchical society. Some have sought employment elsewhere and contributed to the emergence of the private sector. (p. 345).

Under the new president's leadership, in the present state, the university which is the subject of this research study is undergoing transition and it is trying to align itself with the government strategies of HE reform and development. The minister of education stated recently that "the university is set to be Cambodia's first Flagship University". He wants the university to be the leading public university in Cambodia so that it can be a model for other institutions (especially the private ones) to emulate and improve their academic program quality. As the minister added, "more than 60 private universities of higher education... will take the clue from [university name] and take steps to enhance every aspect of their institution, from having qualified lecturers with proper skills to proper teaching tools and relevant laboratories facilities" and also to "provide a holistic approach toward higher education in Cambodia" (Mony, 2014, p.4).

In line with these goals, the university's strategic planning document states the goal that the university be a "...flagship university in teaching, research, and community service". It also states that "A flagship university is one that has top class faculties with established centers of excellence. This type of university enrolls top students and receives government support. It is a prestigious institution that competes well with other private and public universities" (Strategic Plan, 2014-2018, p.3).

Synthesis of the Literature Review

As has already been mentioned earlier in the dissertation, HEIs face a rapidly changing globalized world and need to continuously adapt to meet the needs of their students and society. Cambodian higher education institutions have also experienced different changes and challenges due to social transitions and political ideology. In the present, the country is in the forefront of ASEAN integration and competition, and so the Cambodian government has set an agenda for comprehensive reform for all levels of education including HEIs to better prepare the citizens for these transitions. To achieve educational development and transition, the government and the Ministry of Education have developed different policies and planning (i.e. Rectangular Strategies, Law on Education, Policy on Higher Education Vision 2030, and Education Strategic Plan, 2014-2018). Further, the government has showed an effort to provide support and guidance at both the ministry and institutional levels for comprehensive reforms.

At the institutional level, the academic leaders and administrators play vital roles in leading comprehensive reforms to achieve institutional transition and development goals. In a period of change, academic leaders play critical roles in providing clear institutional directions and leading the institution toward its vision-mission and goals. In addition, one of the main roles of the academic leaders is to promote the university functions of teaching, research and community service.

Leading academic institutions in Cambodia has many challenges and in Cambodia the obstacles are even higher compared to other countries because of its difficult history in the past 50 years. Cambodia, like many Eastern countries, also faces many problems in its HE system such as lack of funding, central political control, lack of suitable facilities and lack of good staff. As well, traditional cultural forms of leadership also make change difficult. In the Cambodian

culture, this means that leaders work in an environment where traditional aspects of leadership such as patron-client behavior must be taken into account.

Based on the empirical research and established leadership theories in leading academic institutional changes, organizational change in HEIs is a complex systematic undertaking. Effective leaders are ones who use a combination of different approaches (multi-frames) to bring change to institutions. As discussed earlier, Bolman and Deal developed a four-frame leadership approach by synthesizing and incorporating different leadership and organizational development theories. According to Bolman, Deal and Gallos (2011), if HEIs are to transition successfully to meet challenges then it is crucial that the four dimensions of structural, human resource, political and symbolic frames be used. The four frames are interconnected and interdependent. As Bolman and Deal (2008) stated: “The human resource view focuses on needs, skills, and participation, the structural approach on alignment and clarity, the political lens on conflict and arenas, and the symbolic frame on meaning and the importance of creating new symbols and ways” (p. 378).

Further, leading the academic institutional change is a systematic and active process of leadership. Kotter’s organizational change model provides educational leaders more details in leading changes in the organization. The eight-step approach consists of “establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gain and producing more change, anchoring a new approach in the culture”.

In a period of change, leadership comes first and it is the central to change. Also, leadership must be adaptive to the social and cultural context as that context is influenced by different cultural and political factors and hierarchical approaches to leadership. Leaders must have different leadership skills and strategies to bring systematic changes to institutions. To

bring change in institutions, effective leaders have multi-frame skills in leading university change in active and systematic ways.

The literature on leadership is huge particularly on general leadership practices and theories. However, empirical research on transitional leadership in academic institutions is not as developed. Specifically, higher educational leadership research in the context transitional period is still under-researched in the Cambodian context. Therefore, this case study research aims at developing a framework for understanding leadership at a university in transition in Cambodia.

Conceptual Framework

The approach of educational leaders to leadership and change is not only influenced by their beliefs about structural, political, human resource and symbolic aspects of leadership, but also by cultural understandings of leadership and by the needs of the HEI they work in and the efforts of the HEI to meet the needs of the society it is in. As has been seen discussed in the chapters, leaders in Cambodian educational institutions have been influenced by hierarchical approaches to leadership and often leaders have been influenced by political considerations. But change is now happening and Cambodian HEIs are beginning to change to meet the changing needs of Cambodian society as it becomes more affected by globalization and the global economy.

In summary, the conceptual framework draws on the four lenses provided by Bolman and Deal, leading organizational change provided by Kotter and also research on leadership in Cambodia as well as an understanding of the context of the HEI being researched to provide insight into the leadership practices and progress of change in a Cambodian HEI in transition. This is represented in the following diagram.

Tentative Framework for Understanding Educational Leadership in a University in Transition in Cambodia

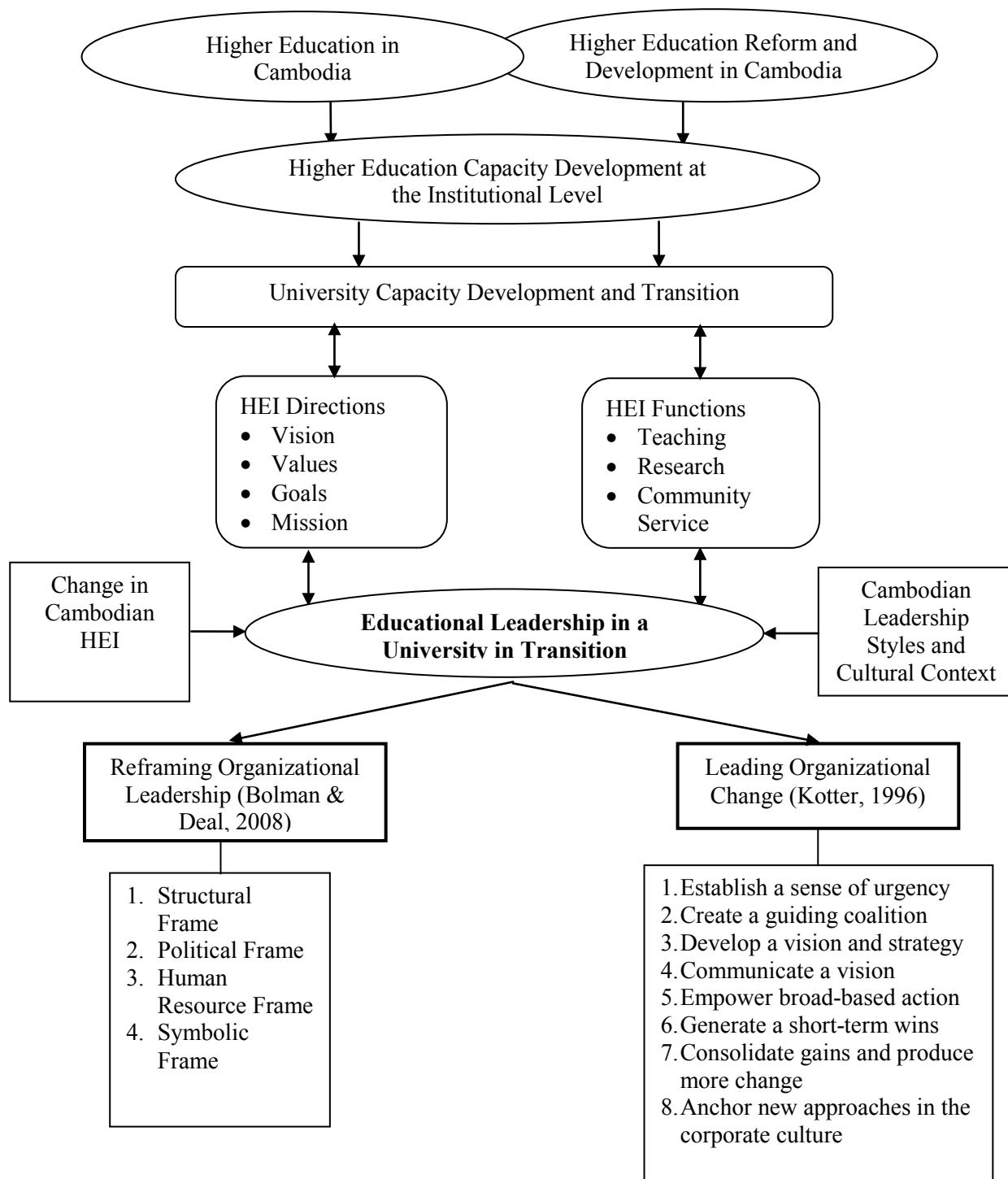


Figure 1. 1. Conceptual framework generated from the readings and based on *Reframing Organizational Leadership* by Bolman and Deal (2008) and *Leading Organizational Change* developed by Kotter (1996).

Research Problem

The study aims to develop a framework for understanding leadership in a university in transition in Cambodia through gaining insights into the beliefs and leadership styles of leaders. The study answers the following questions, as perceived by key stakeholders in the university:

- 1) Why do leaders want to lead change in the university?
- 2) How have educational leaders been trying to transform the university to become the country's 'flagship' university?
- 3) What has been the progress of change resulting from the practices introduced by leaders at the university?
- 4) What is an emergent framework for understanding educational leadership in a university in transition in the Cambodian context?

Research Purpose

The main purpose of this research is explanatory, that is, to give understanding about the motivating reasons for change, about what strategies have been used in bringing change, and about the progress of change. However, these explanations will also be used to suggest strategies and steps that can be used by leaders at the university in question to continue bringing change to build a stronger and more effective university.

Research Objectives and Significance

As the nature of educational leadership is context sensitive, this study will contribute to knowledge about leadership beliefs and practices in the situational and cultural specific location of Cambodia. As yet, there have been few studies done on leadership in Cambodia and not much has been written on leadership in Cambodian HEIs. This study helps to make this literature wider. Hopefully, this study will also help promote leadership capacity and development. HEI leaders in Cambodia need strategies and tools to exercise strong change leadership in their

institutions, and this dissertation provides some useful strategies and tools mostly through its discussion of the work of Bolman and Deal, as well as Kotter.

Research is critically important to the exercise of leadership in its various aspects, for instance, in the areas of student learning, curriculum and instruction development, staff motivation, decision making, and so on. The researcher hopes that the positive impact of this study will apply in these areas too. Further, within the local context, the study will hopefully provide spillover impacts on educational outcomes which relate to Cambodia's social, cultural and economic development.

Scope and Limitations

The study was conducted at one public university that is the oldest and biggest university in Cambodia. The research was mainly focused on different dimensions of leadership practices in bringing change to that institution. The research employed Bolman and Deal's reframing organizational leadership and Kotter's leading organizational change model as the conceptual framework.

Due to a small sample size of the case study, the findings may not make generalization of educational leadership functions in making institution in transition in the other institutions. Another limitation of this current research is the university president was not able to take part in the interview, thus, the research suffers from a lack of comprehensive data from a key participant as the focus of the study is on the university leadership.

Key Operational Definitions

Leadership: Leadership is very hard to define and there are many different definitions. For this thesis, Yukl's widely used definition of leadership will be used. Yukl (2002) writes:

“Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7).

Leadership style: The term refers to the favored behaviors and styles provided by a leaders or groups of leaders to achieve collective goals of organizational development and transition.

Transitional period: The term refers to a critical period of change or reform. In this research context, it refers to the process of transition in the university being researched to be Cambodia’s flagship university and a leading institution with top class faculties which will be a model/example for other HEIs, especially private institutions.

Educational leadership: The term refers to university academic leadership which is defined by Johnstone (2011) as “...as combining authority and influence to make a difference—that is, to effect change—in either institutions or systems of higher education...” (p.176).

University in transition: The term refers to transforming or changing the current state of the university to be the country’s “...flagship university in teaching, research, and community service”.

University leaders: The term refers to all levels of university leaders whose responsibilities are in leading and managing the university. The group of leaders includes the president, vice-presidents, deans, vice-deans, program directors, program vice-directors, department heads and department vice-heads.

Flagship university: The definition is adapted from the university itself, which defined the flagship university as “...one that has top class faculties with established centers of excellence. This type of university enrolls top students and receives government support. It is a

prestigious institution that competes well with other private and public universities” (Strategic Plan, 2014-2018, p.3).

Four frame leadership: Leadership theory/model developed by Bolman and Deal (2008) which refers to the way that leaders orient themselves and behave in four broad dimensions (structural, political, human resource and symbolic) in framing and reframing organizations.

Kotter’s steps for leading change: A change model developed by Kotter (1996) which refers to the eight steps of transforming the organization: establish a sense of urgency about the need to achieve change; create a guiding coalition; develop a vision and strategy; communicate the change vision; empower broad-based action; generate short term wins; consolidate gains and produce more change; anchor new approaches in the corporate culture.

CHAPTER 2

RESEARCH METHODOLOGY

This chapter explains the research paradigm, research design and the data collection methods employed for this study. It explains briefly the context which provides the specific case for the research followed by an explanation of the methods for data collection, sampling, data analysis and ethical considerations.

As discussed in the introductory chapter, in the context of a university in transition, this dissertation bases its approach on studies that suggest that educational leaders have critical roles in developing the quality of universities and that organizational development and transition depend heavily on leadership abilities. The main research problem and purpose of this research is to research educational leadership practice in a Cambodian university in transition by explaining and exploring the beliefs of university stakeholders on the leaders' leadership styles and practices and to explore their beliefs about the progress of change. It investigates stakeholders' beliefs about the leadership practices and orientation of leaders from several levels at the university and why they chose those practices in the context of a university undergoing transition. This study explores these things within the conceptual framework outlined in chapter one.

Research Design

A Case Study Research.

An interpretive qualitative case study research was employed because it allowed the researcher to explore "the complex world of lived experience from the point of view of those who live it" (Schwandt, cited in Andrade, 2009, p.43). An interpretive approach "...assumes that reality is socially constructed and the researcher becomes the vehicle by which this reality is revealed" (Cavana et al., cited in Andrade, 2009, p.43). Garcia & Quek (cited in Andrade, 2009)

added that an interpretive researcher's interpretation brings "subjectivity to the fore, backed with quality arguments rather than statistical exactness" and that the researcher can get "insight and deeper knowledge" by "exploring multiple perspectives" that can possibly lead to an inductive theory by a qualitative research approach" (Garcia & Quek, cited in Andrade, 2009, p. 43).

Qualitative research is "a form of systematic empirical inquiry into meaning" (Shank, cited in Wagner, 2004, p. 2). Qualitative research is conducted in the form of an 'interpretive' and 'naturalistic' approach, in that "...qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Lincoln cited Wagner, 2004, p. 2). This type of qualitative research is "inquiry from the inside" which is another characteristic of pure qualitative research (Louis, cited in Wagner, 2004). Louis added that in the "inside" or "qualitative approach", the researcher aims for "a holistic picture from historically unique situation, where idiosyncrasies are important for meaning. The researchers use an inductive mode, letting the data speak" (p.2). This approach of 'inside inquiry' and 'qualitative research' are classified as belong to the 'interpretivism' research paradigm (Crotty; Denzin and Lincoln cited in Wagner, 2004, p. 5).

According to Conger, Bryman et al. (cited in Wagner, 2004), the advantages of using qualitative methods include: "flexibility to follow unexpected ideas during research and explore process effectively; sensitivity to contextual factors; ability to study symbolic dimensions and social meaning" (p.1). They added that the utilization of a qualitative approach increases the opportunities "to develop empirical support for new ideas and theory; for in-depth and longitudinal explorations of leadership phenomena; and for more relevance and interest for practitioners" (p. 1). Also, Conger (cited in Wagner, 2004) argued that "Leadership involves multiple levels of phenomena, possesses a dynamic character and has symbolic components, elements better addressed with qualitative methodologies" (p. 3). Furthermore, the qualitative

approach provides understanding of “the extreme and enduring complexity of the leadership phenomenon itself” (Coger, cited in Wagner, 2004, p.2).

According to Wagner (2004), studies on leadership are appropriately matched with the qualitative approach because one “Contemporary emergent approaches view leadership as a meaning making process in communities of practice” (Drath cited in Wagner, 2004, p. 4), or “as a set of functions and relationships distributed rather than concentrated around a single individual” (Pearse & Conger cited in Wagner, 2004, p. 4).

In the research for this thesis, a case study research was employed because it allowed the researcher to try to achieve “holistic and in-depth explanations of the social and behavioral” and ‘closely examine the data within a specific context’ where there is a ‘small geographical area or a very limited numbers of individuals as the subjects of study’ (Zainal, 2007, pp.1-2). It is the best approach when one is interested to ‘investigate contemporary real-life phenomenon through detailed contextual analysis of event or conditions, and their relationship’ (pp.1-2). Yin (2004) added that ‘the case study method is best applied when research addresses descriptive or explanatory questions and aims to produce a first-hand understanding of people and events’ (p.3). And, it is the best approach when it seeks to answer the question of ‘what happened’ or an explanatory question ‘how or why something happens’(Yin, 2014, p. 2).

However, there are some limitations of using a case study research. The first limitation of the method is the ‘lack of robustness as a research tool’ (Zainal, 2007, p.2), ‘lack of rigour (Yin, 1984, cited in Zainal, 2007, p. 5) and ‘providing little basis for scientific generalization since they use a small number of subjects, some conducted with only one subject (Yin, 1984, cited in Zainal, 2007, p. 5). Another limitation of the method is that case studies are often labeled as being too long, difficult to conduct and producing a massive amount of documentation (Yin, 1984, cited in Zainal, 2007, p. 5).

A single ‘revelatory’ case study researched systematically was the best match for the research focus. One of the characteristics for conducting a single ‘revelatory’ case study is when the, ‘researcher has an opportunity to observe and analyze the phenomenon’ that had been ‘previously inaccessible’ (Yin, 2014, p.52). In the specific research study context of this dissertation which examines a group of leaders involved in the processes of leading a university during a period of transition, the case study approach allowed the researcher to examine ‘closely both at a surface and deep level in order to explain the phenomena in the data’ (Yin, 2007, p. 3). It was the best approach to ‘investigate contemporary real-life phenomenon through detailed contextual analysis of events or conditions, and their relationship’ (Zainal 2007, pp.1-2).

The rich literature on educational leadership was reviewed and used to guide the study on educational leadership in a Cambodian HEI undergoing transition. The synthesis of the literature guided the development of the research conceptual framework. The case study protocol was developed and used as the guide for the research process to increase the reliability of the study (Appendix A). A triangulated strategy was used which consisted of one-on-one interviews, document analysis, and observation. In order to systematically prepare for and conduct research using a case study approach, Yin (2014) identifies three main steps in the process: define and design case; prepare, collect and analyze case evidence; and analyze and conclude the research findings. This research for this dissertation follows this approach.

Figure 2.1 illustrates the procedure for the case study research.

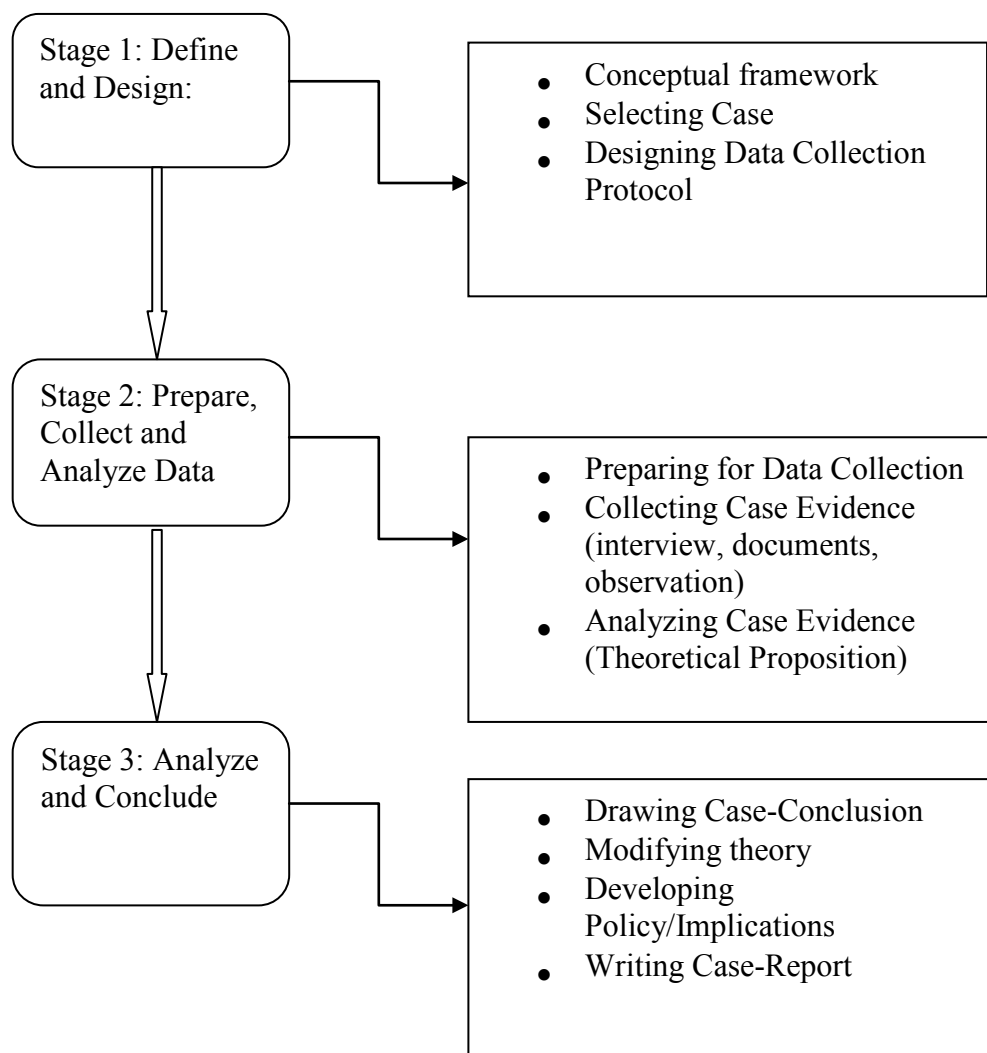


Figure 2.1: The procedure for case study research (Yin, 2014)

Data Gathering Procedure

A letter explaining the proposed research study was sent to the university President through his secretary to ask for approval to conduct research. The university president signed the approval on the permission letter with two short statements in Khmer language “the empirical research was allowed to be conducted in the university” and “interview with each staff depends on each individual’s available time” (Appendix B). Since the researcher also aimed to invite the President to the interview too, the invitation letter to the interview, information sheet, consent form and interview protocol were enclosed with the letter of permission.

Having gained the approval from the university President to collect the data, the target participants were invited to the interview by email and visiting their offices. Within the email invitation (Appendix C), the interview questions, information sheet (Appendix D), and consent form (Appendix E) were attached for participant's information and consideration. It is important in research that ethical procedures are followed so that participants are not exploited and that they fully understand the procedures and that confidentiality is maintained. In order to make sure these things happened, the following strategies were used. The information sheet clearly explained the research purposes, significance, data collection strategy and procedure and how the data from the interview would be used. When the participant's contact details were inaccessible, the researcher visited their office and invited them verbally and the printed copies of interview questions, information sheet and consent form were given to them in person. Follow up emails were sent to target participants after the meeting to query whether the participant agreed to take part in the interview and/or determined the time and place for the interview.

The interview question protocols were developed based on the research purpose and problem. Since the target participants were different university key stakeholders, the interview questions were slightly adjusted to fit with the participants' circumstances, but the basis of the questions were generally the same (Appendix F).

Field work occurred from January to April 2015. Not all potential target participants were invited due to the research scope and time frame, however, the samples were representative of each group and different unit of the programs were invited to take part in the research. Some target participants declined to take part in the interview because of their busy schedules, but some relevant participants were very supportive and helpful in providing information and substantial inputs in the research.

Research Data Base.

The research data base was created during the field work to organize documents and data to help ensure the reliability of the data analysis (Yin, 2014). Collected documents, field notes, observation records, audio-recordings, interview transcriptions and translations were stored in the ‘evidentiary based’ file. The database also contains separate files of the data analyzed. Folder files stored the forms of data coding, categorizing, thematic patterns or concept identification. In addition, they also contained the memo writing that emerged from the case evidence. The final section of the database contained the folders to record the descriptions and narrative generated from the case evidences. Further, as the research data base was developed, the developer attempted to respond to the research questions and to seek evidences to support the case conclusion.

Site and Sampling Methods**Study Site.*****The Context of the University.***

Known as the biggest and the oldest public university in Cambodia, the university was founded on January 13, 1960. The university was closed during the Khmer Rouge regime from 1975-1979 and reopened to serve the needs of the public and nation again in the 1980s but with tiny resources and poor infrastructure due to the devastation during the war and the following period of political instability. The university strives to develop itself to achieve its education goals as well as to respond to Cambodia’s human resources needs (University Handbook, 2012-2015).

As the oldest public HEI in Cambodia, the university has been working to develop itself and extend its partnership and networking at all levels: local, regional and international. It has also fostered direct bilateral and multilateral links with donor groups and NGOs across the world. The university has a strong international focus; in 1999, the university became a member

of the ASEAN University Network (AUN). It has signed Memoranda of Understandings (MOUs) with many international universities. These MOUs provide for academic cooperation between the universities, including staff and student exchanges and curriculum development assistance.

The university is located in three campuses in Phnom Penh Capital City. It offers a wide range of undergraduate and postgraduate programs in the field of Social Sciences and Humanities, Science and Foreign Languages and other professional development short-course programs. The university has a total approximate number of 20000 students in its scholarship and fee-paying schemes, with the majority of the students being in the scholarship program (Strategic Plan, 2014-2018). Having completed a four-year Bachelor degree, the majority of graduates further their education through a one-year pedagogical study at the National Institute of Education for pedagogical training to be high school teachers in their specializations. The other graduates work in the local ministries, local and international organizations, industries, and companies or do postgraduate studies (University Handbook, 2012-2015).

Sampling Methods.

Based on the objectives of this study, a combined method of purposive and snowball sampling was employed. According to Gay, Mills, and Airasian (2009), purposive sampling is useful because those approached to participate are “the participants who can best add to the understanding of the phenomenon under study” (p. 135). Participants are approached because they are judged to be “thoughtful, informative, articulate, and experienced with the research topic and setting” (Gay, Mills, & Airasian, 2009, p. 135). In addition, snowball sampling method was used because it allowed the researcher to approach target participant through the assistance and invitation of one participant to other eligible participants (Gay, Mills, & Airasian, 2009).

Key stakeholders of the university were invited to participate in this study. All types of top university leaders who were exposed to the process of university transition were invited to participate including the president, vice-president, deans, vice-deans, and heads of departments, programs, and offices. However, the president was unable to take part in the interview because of his busy schedule. The president sent a reply to the researcher by signing and writing on the 'invitation letter to the interview' two short sentences in Khmer language which mean 'Agreement is based on the actual available time'; 'otherwise, the interview can be conducted with any university top management staff or strategic planning committee members' (Appendix G). Other key stakeholders such as academic members (local and foreign academic volunteers) and students were also invited to express their views. This range of stakeholders was invited to participate so as to build the breadth and credibility of the case study. (Yin, 2014).

The target participants' identifications, positions/affiliations, and their contact details were first identified and searched through the university website. Further details, information and identification were searched and gained through approaching individual faculties and offices. Also, potential participants and their contact details were gained through assistance from the initial contact with the university management team. The target participants were invited by email and through visiting their office. A letter to explain the research purpose, significance and procedures were sent to the senior management of university asking for their assistance to identify and invite the eligible individuals to participate. Upon the agreement from the university, the relevant target participants were invited to the interview. A letter with a brief explanation of the research problem, purpose and significance was sent by email to potential participants or through a printed copy and an invitation to participate voluntarily was sent as well.

Data Collection

To achieve the overall objectives of the research, different sources were accessed to uncover the types of educational leadership in action in the context of a Cambodian HEI in transition. The multiple sources of evidences were collected using three main data collection approaches: one-on-one interviews, in-house documents and observation. Collecting data using such a wide approach provided both strength to the case findings and credibility to the research. The combination of data collection and analysis was adopted to achieve the ‘flexibility of data collection’ and allow for the ‘freedom to make adjustment during the data collection process’ (Eisenhardt, 1989, p.539).

The three main phases of data collection were conducted simultaneously. The rich qualitative data was collected through face-to-face interviewing, and by the collecting of in-house documents and by observation. This purpose of using triangulation of the data from interviews, documents and observation was not only to contrast the findings from each source, but for the ‘complementary’ role of such data to provide data to ‘corroborate and augment evidence’ for the case (Yin, 2014, pp. 105-107).

Face to Face Interviews.

The semi-structured face-to-face interviews were conducted as soon as permission was gained from those who had been approached. Qualitative data was drawn from the in-depth interviews from the key stakeholders to deeply explain, describe and explore broad concepts of leadership functions and style (Yin, 2014) in a Cambodian HEI. The interview themes mainly focused on the beliefs of key stakeholders on leadership styles and practices, beliefs regarding the substantial changes occurring in the university, on the strategies to bring change, and the progress of change in the university.

The interviews took from 30 to 60 minutes. Prior to each interview, the researcher checked verbally again whether the participants understood the interview conditions and asked for their permission for the interview to be recorded and they were also asked to sign on the consent form. The interviews were conducted in an open way to help as natural flow of dialogue as possible. Most of the interviews were conducted in participants' working offices and the interviews with the students were conducted in available classrooms during the working hours on the university campus.

The interviews were audio recorded for later transcription for data analysis. However, following Yin's advice (2014) that an interview should not be recorded when the participant refuses permission or feels uncomfortable, such an interview was recorded through notes taken during the interview using a form designed by researcher. A participant declined to have their voice recorded, so the researcher took note of the response for later transcription and analysis. The responses were written down and translated into English and the written notes after the interview were written in English as the interview scripts for data analysis.

The interviews were conducted either in English or in the participant's native language (Khmer) depending on the participant's preference. In case the participants preferred to use their native language, the interview was conducted in participants' native language because it was convenient for them to express their thoughts. The elaborative notes were written in the field note book to record the reaction of the interviewees toward the changes, and included additional information or thought provided by the interviewees during informal chats after the interview. Research comments and observations of each interview were also written.

Three foreign advisors and a program co-director were interviewed in English and fourteen Cambodian participants were interviewed in their native language. The interviews which were conducted in the native language (Khmer) were translated into English by a

professional translator. There were seventeen people interviewed. Data transcriptions and translations were conducted by the recognized translation service provider called ‘THLA TRANSLATION SERVICE’ (Appendix H). The researcher contacted and sent the interview tape scripts to the translation service provider. The service provider arranged to have an experienced translator to do the interview transcriptions and translations. The transcriptions and translated documents were double checked by the researcher to ensure the translation accuracy.

Table 2.1 provides details of the number and type of participants who took part in the interviews.

Table 2.1
The number and type of participants for the interviews

Participants	No of Participants
Vice-president	1
Dean	1
Foreign academic/advisers	2
Master of Science program coordinator	1
Student service office coordinator	1
Quality assurance coordinator	1
Heads of departments	4
Cambodian lecturers	2
Head of Student Association	1
Fourth-year students	3
Total	17

Yin (2014) identified both strengths and limitations of conducting interviews. First, interviews allowed the researcher to gain the depth and richness of the data for analysis. The interviews provide ‘insightful’ data since participants can express their personal views (e.g perceptions attitudes, and meaning) and explain or describe their experiences (Yin, 2014). Further, interviews ‘focus directly on case study topics’ (Yin, 2014, p.106).

However, there are also limitations in using interviews. First, if the interview was not recorded, some responses may be missing because the researcher was not able to write down every word of interviewees. Also, further note-making after each interview has a possible

weakness of the interviewer not recalling all words of the participants and it also involves more time and effort. Another limitation of the interview was ‘reflexivity’, in that, the participants may give only what they think the interviewer wants to hear or positive points (Yin, 2014, p.106). Further, the transcription and analysis of interviews is a time-consuming process. Finally, since the university president was unable to join the interview, the researcher missed the opportunity to gain his insights and leadership practices and experiences. The lack of chance to interview with the key leader was found as another limitation for this research.

Documentation.

Another phase of data gathering was the systematic search for in-house documents (i.e. policy and strategic planning documents, indicators of educational standards/quality/evaluation). The important relevant documents which were sought included evidence of goals, actions and working strategies of leaders in the context of a university in transition (Yin, 2014).

The main source of documents was from the university strategic planning process. The strategic planning documents included details about university goals and how to achieve them. The documents mainly gave details about the university working strategies toward the goals and these provided relevant data for the research. The final version of the university plan was printed as a book in English and Khmer and this was obtained from the university President’s secretary. A letter from the university President to invite all university’s key stakeholders to take part in helping the university change was included with the strategic planning documents. It called for the university to change and develop and stated that the main areas must be focus on working progressively to achieve a collective vision-mission for the university (Appendix I).

According to Yin (2014), the strengths of using documents in a case study are that they can have the qualities of being ‘stable’, ‘unobtrusive’, ‘specific’ and ‘broad’ (p.106). Furthermore, documents were importantly used to ‘corroborate and augment evidence from other

sources' (p. 107). However, like other data, documents have their weaknesses because they often reflect the bias or point of view of the writer and may not present a full picture (Yin, 2014, p. 106).

Observation.

The third phase of data collection was direct observation during the field work. Observation occurred from the beginning till the end of field work on different activities occurring in both formal and informal ways. The focus of the observation record was on dimensions of leaders' functions and strategies in helping to lead the university in transition, on the progress of transition, on organizational culture, and on the university environment.

The observation notes attempted to record different activities happening 'in the real-world setting of the case' in both formal and informal ways (Yin, 2014, p. 113). In order to understand and explore the phenomenon being observed, each field observation was recorded using descriptive notes that outlined the events which were happening. The guidelines suggested by Emerson, Fretz, & Shaw (cited in Saldana, 2009) in conducting field observation were adapted and used. The points of focus when recording field notes were: the people involved in the event, what they attempted to accomplish through the event, the activities and strategies used, the assumptions which were made, and the conclusion of the events.

The main activities and intended activities and meaning of each event were recorded in descriptive manner in the field note book by listing all the main points which were happening. Hand-written notes taken during the events were type-written in full detail in the narrative form combined with researcher comments or reflections on the event made immediately after the events or in the evening of the events so as to ensure data accuracy and help accuracy of interpretation (Appendix J). The observation records were stored in the electronic file in the database for later analysis.

The researcher observed two important university events. The first observation was conducted during the celebration of the university's 55th anniversary. The observations were taken in the form of participation observation, since the researcher was also on the staff in the university and she had the chance to attend the event. The second observation was a university charity event which was also the big event in that all the university stakeholders and the public were invited to attend the event.

Data Analysis

Data analysis was conducted simultaneously with the data collection during the field work. The themes that emerged from the field work record served as the beginning of data analysis and the themes were further analyzed over time (Yin, 2014).

The conceptual framework provided the theoretical lens to interpret leadership and to explore leadership styles and practices in a changing context. Also, the data was used to see if it fitted the conceptual framework and so test it to see if the framework was adequate.

Overall, in keeping with an interpretive qualitative case study research, the researcher combined the methods of case evidence analysis by following Yin (2014) on procedures of collecting, coding, analyzing, categorizing, and themes/concepts and memo writing with those of Saldana (2009) on qualitative data analysis techniques from “coding to theoretical models for qualitative inquiry” (p.12). Figure 2.2 illustrates the procedure of analyzing the data in qualitative case study research.

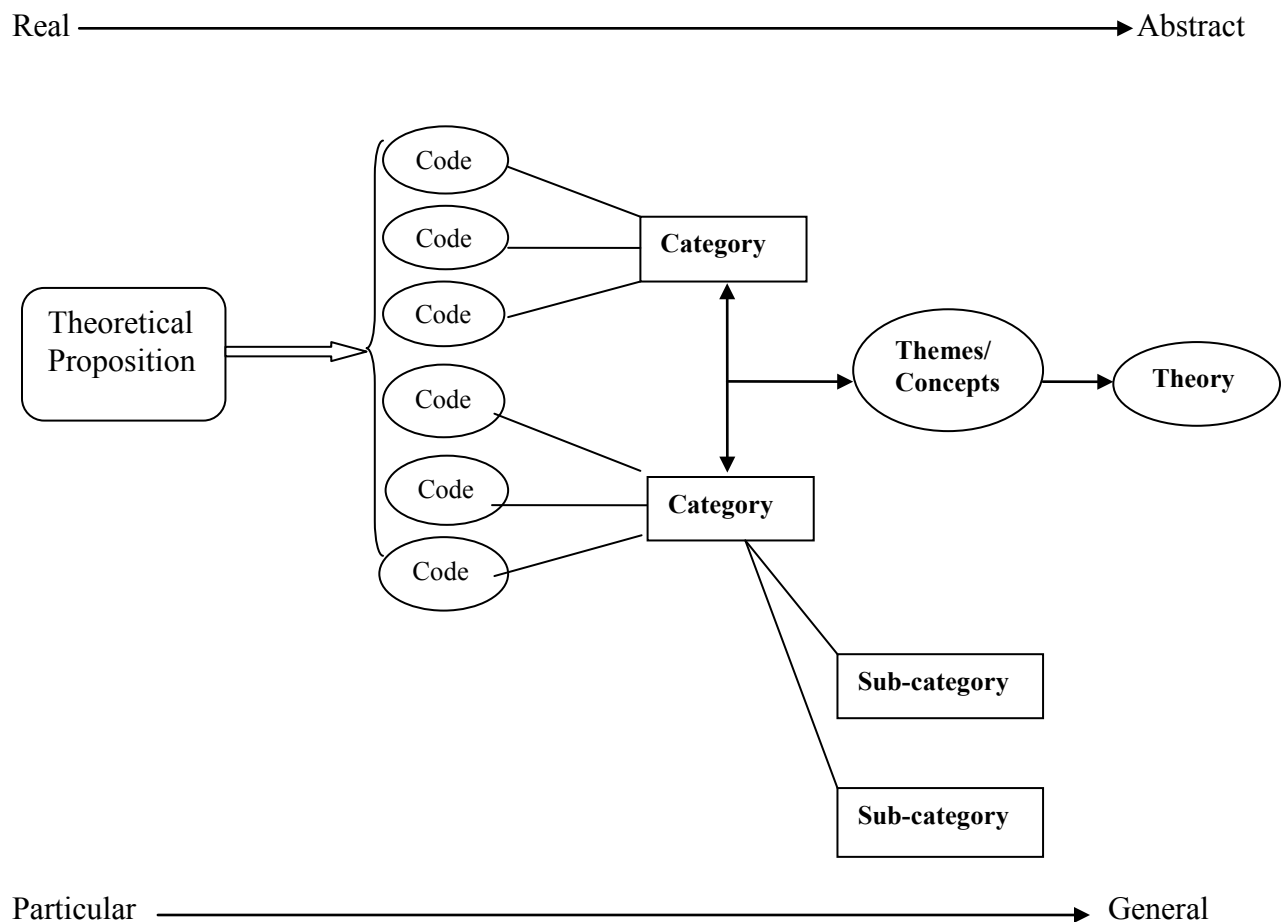


Figure 2.2: Yin (2014) and Saldana (2009) Procedure of analyzing the data in qualitative research: A streamlined codes-to-theory model for qualitative inquiry.

Following Saldana's (2009) qualitative data analysis technique, the process of the data analysis was conducted into three main steps: coding, from codes to subcategories and categories and then to themes/concepts. Each source of case evidence was analyzed separately by first displaying the data for coding, grouping codes to sub-categories and categories and identifying emerging themes/concepts (Saldana, 2009). Further, the final step of analysis was memo writing.

Phase 1: Coding

Data coding was conducted as soon as the data was in hand. The three sources of case evidence from the interviews, documentation, and field notes and observations were stored separately in the data base and analyzed separately. The initial step of data coding started with 'playing' with the data, displaying the data and labeling the data (Yin, 2014). Conceptualizing

the data coding was conducted rigorously and creatively. During the initial coding, the researcher grouped each individual source of evidence/response in a separate table (i.e. interview, document and observation), read the data line by line to identify the potential for variety in codes, and double checked the initial codes a few times to ensure that the meaning of the data linked with the concepts (Bazeley, cited in Saldana, 2009).

The main source of case evidence was the interview data which generated 858 initial codes. These were reduced to 366 codes by counting the repeated codes and grouping them into the analysis tables. The second set of case evidence was the documents which generated 79 codes. And, the last set of case evidence was the two observation records which generated another 50 codes. Table 2:2 below gives an example of the data transcription and coding process.

Table 2.2
Excerpts of the data transcription for manual coding

No	Data in Native Language (Khmer)	Data in English	Codes
1.	ដើម្បីទទួលបានការទទួលស្គាល់ជាសាកលវិទ្យាល័យឈានមុខគេ ត្រូវការគាំទ្រពីបុគ្គលិកផ្នែករដ្ឋបាល និងផ្នែកបង្រៀន ព្រមទាំងនិស្សិតផងដែរ។យើងត្រូវការការតាំងចិត្តរបស់ពួកគេក្នុងការធ្វើការ បង្រៀន និងសិក្សា។	In order to be recognized and called a flagship university, we also need the support from both our administrative staff and teaching staff, and the students. We need their commitment to work, teach, and study.	Internal stakeholder involvement
2.	សម្រាប់ខ្ញុំនេះជាការត្រឹមត្រូវដែលថ្នាក់ដឹកនាំសាលាជាអ្នកកំណត់ចក្ខុវិស័យនិងវត្ថុបំណង។	To me, it is correct that the top level leaders of the university have set the vision and goal.	Create vision
3.	យើងផ្សព្វផ្សាយចក្ខុវិស័យនិង វត្ថុបំណងទៅគ្រប់ មហាវិទ្យាល័យ និងដីប៉ាតីម៉ង់	Next, we can spread this [the vision] to all faculties and departments of the university.	Spread vision
4.	យើងមិនត្រឹមតែផ្សព្វផ្សាយចក្ខុវិស័យនិងវត្ថុបំណងអោយគ្រប់គ្នាដឹងនោះទេ យើងត្រូវការបន្ថែមទៀតនូវការតាំងចិត្ត និងការធ្វើផែនការដើម្បីវត្ថុបំណង និងចក្ខុវិស័យរួមនេះ។នេះគឺជាអ្វីដែលយើងធ្វើការផ្សព្វផ្សាយទៅកាន់បុគ្គលិក និងនិស្សិត	Not only do we spread our vision and goals to them and let them know, but we also need their commitments and action plans to achieve this shared vision and goals of the university. Only then, the messages that we want to send across to our staff and students becomes effective. In	Involvement

	របស់យើង។ផ្ទុយទៅវិញបើយើងគ្រាន់តែផ្សព្វផ្សាយទៅកាន់មហាវិទ្យាល័យ និងដីប៉ាតីម៉ង់នូវចក្ខុវិស័យ និងវត្ថុបំណងហើយរំពឹងថាពួកគេនឹងចូលរួមជាមួយយើង នោះគឺមិនអាចទៅរួចទេ។	contrast, if we just only let all the faculties and departments know about our vision and goals and we expect them to do that with us, it is unrealistic and the result will not be favorable.	
5.	បន្ទាប់ពីការផ្សព្វផ្សាយ យើងត្រូវសួរថាពួកគេរួចរាល់ហើយឬនៅ ពួកគេមានធនធានគ្រាប់គ្រាន់ហើយឬទេ ហើយជួបការលំបាកអ្វីខ្លះធនធានគ្រប់គ្រាន់មានប្រសិនបើពួកគេមិនយើងត្រូវផ្តល់អោយគេ។ យើងត្រូវនឹងពិនិត្យផ្តល់អោយគេនូវអ្វីដែលចាំបាច់។ យើងច្បាស់ថាពួកគេដើរលើផ្លូវតែមួយបើមិនដូច្នោះទេយើងមិនអាចឆ្ពោះទៅមុខបានទេ។	After sharing, we have to also ask them whether they are ready, have enough resources, and what they are struggling with at the moment. If they don't have enough resources, we provide them with the resources. If they don't know how to do it, we teach them how to do it. We have to check and provide support if it is needed. We have to reassure them that we share the same direction. Otherwise, we will never move forward to what we want to see.	Provide technical support

Phase 2: Sub-categories and Categories

The second phase of data analysis was from codes to categories. Codes were grouped into sub-categories and categories. To facilitate the data analysis and better manage the data, the researcher grouped all the codes according to the sub-categories and categories in separate analysis tables.

In the process of coding to sub-categories and categories, the first set of 366 codes from the interviews generated 44 sub-categories and 14 categories. The second set of 79 codes from the documentation generated 21 sub-categories and 9 categories. The final set of 50 codes from the observations generated 10 sub-categories and 4 categories.

Phase 3: Themes/Concepts

The third phase of data analysis was identifying emerging concepts/themes. According to Saldana “A theme is an outcome of coding, categorization, and analytic reflection...”

(Saldana, p.13). And as Richard & Morse (cited in Saldana, 2009) added, ‘Concepts are how we get up to more general, higher-level, and more abstract constructs’ (p.11).

The researcher sought emerging themes/concepts from the data itself and the themes/concepts related to the conceptual framework and propositions. The first set of interview analysis generated 3 themes, the second set of analysis of the documents generated 3 themes and the last analysis of the observations generated 1 theme.

And the final step of the data analysis was memo writing. The researcher wrote memos to describe the emerging themes were placed in the matrix column of the data display. Lempert (cited in Yin, 2014) stated that “The memo can contain hints, clues, and suggestions that simply put into writing any preliminary interpretation of any part of your data—basically conceptualizing your data” (p.135). In addition, as Saldana (2009) states: “The purpose of analytic memo writing is to document and reflect on: your coding process and code choice; how the process of inquiry is taking shape; and the emergent patterns, categories and subcategories, themes, and concepts in your data—all possibly leading toward theory” (Saldana, 2009, 32). Table 2.3 below gives an example of the data analysis from coding to grouping into sub-categories and categories, and then to emerging themes and writing memos process.

Table 2.3

Excerpts from the data analysis from coding to grouping into sub-categories and categories, and then to emerging themes and writing memos

Codes		Sub-categories	Categories	Themes
1. National university (2)	2. Promote university academic functions (3)	1. Vision-Mission	1. Internal Reasons for Changes	1. Reasons for Changes
3. Right direction (2)	4. Academic excellence (2)			
5. Set role models	6. University definitions			
7. Supporting the system	8. Effective system	2. Ineffective old system		
9. System reform	10. Ineffective old			

	system			
11. Research priority (2)	12. Science research challenge	3. University Academic Functions: Research development		
13. Improve research management	14. Research development plan (2)			
15. Student priority (2)	16. Student scholarship	• Student service		
17. Service priority	18. Student service reform			
19. Student's service and assistance				
20. Program quality (3)	21. Enroll best students	• Educational quality and equity		
22. Quality of teaching and learning (2)	23. Education quality (8)			
24. Quality assurance	25. Quality standards (6)			
26. Standard measurement	27. Equity (2)			
28. Curriculum reforms (5)	29. Relevant Curriculum (2)	• Curriculum development		
30. Sport activities	31. Extra-curricular (5)			
32. Young scholar (4)		4. Pressure from younger academics		
33. Government attitude change	34. National educational reforms	5. National policy compliance	2. External Reasons for Changes	
35. External control	36. Top down change			
37. Government policy (2)	38. Ministry policy compliance (2)			
39. Demand (2)	40. Funder involvement (2)	6. Responsiveness to local needs		
41. Feedback (2)	42. Responsiveness (3)			
43. Politics and economics	44. Societal change			
45. Society needs				
46. Globalization and internationalization (2)	47. Regional standard	7. Global and regional		

48. Regional competition and integration (4)				
Memos: <ul style="list-style-type: none"> - There are two important reasons influencing university changes: internal and external reasons. - Internal reasons include the university vision-mission, the desire to improve university academic functions (research, teaching/learning, community service), pressure from younger academics and ineffective old system. - The university's young academics especially those who got higher education from outside Cambodia were also an influential group to initiate change away from the university's old management system and institutional culture. - The university has a vision-mission of providing excellent academic services in teaching/learning, research and community service. - External reasons influencing university changes include ministry and government policy compliance, responsive to local needs, regional integration and competition, globalization and internationalization. - The university is faced with regional competition and cooperation; therefore it has to expand its capacity. - The constant change of the social, cultural, economic, political environment as well as labor market demands were found as reasons for university capacity development and transition. - The current university changes were complying with the changes coming from the national level and the ministry level. With support from the government and the Ministry of Education, the university was aiming to be a 'country flagship university' as the models for the other university to follow. 				

Based on the data analyzed, the interview generated 366 codes and these were grouped into 44 sub-categories and 14 categories as well as 3 themes.

366 Codes \longrightarrow 44 Sub-categories \longrightarrow 14 Categories \longrightarrow 3 Themes

Table 2.4

The sub-categories, categories and themes from the interview data analysis

Sub-categories	Categories	Themes
1. Vision-mission 2. Ineffective old system 3. University academic functions 4. Pressure from young academics	1. Internal Reasons for Changes	(1) REASONS FOR CHANGES
5. Ministry and government policy compliance 6. Responsiveness to local needs 7. Regional integration and competition 8. Globalization and	2. External Reasons for Changes	

internationalization		
9. Institutional systematic management 10. Policy development and implementation 11. Create an academic community 12. Build up a research culture 13. Create a meritocratic system 14. Divide Roles and responsibilities	3. University Structural Frame Leadership	(2) WORKING STRATEGIES
15. Get the right people 16. Staff training and development 17. Provide material support 18. Provide financial support 19. Provide psychological support 20. Provide social incentives 21. Involve people	4. University Human Resources Frame Leadership	
22. Divide benefits 23. Networking and partnership 24. Avoid conflict 25. Distributed leadership	5. University Political Frame Leadership	
26. Create a new culture and environment 27. Create a vision 28. Lead by example	6. University Symbolic Frame Leadership	
29. Call for change	7. Identifying and Communicating Reasons for Change	
30. Create a team leadership 31. Building up leadership spirituality	8. Building Leadership Team and Spirituality	(3) CHANGE PROGRESS
32. Create a vision 33. Spread a vision 34. Support for a vision	9. Creating a Shared Vision	
35. Strategic planning 36. Academic management reform 37. Non-academic management reform 38. Institutional capacity development 39. Monitoring and evaluation	10. Developing Working Strategies	

40. Empower people to move forward	11. Empowering People to move Forward	
41. Leadership challenges 42. Resilience when the going gets tough	12. Overcoming Leadership Challenges	
43. Create a step-by-step progress	13. Creating a step-by-step progress of Wins	
44. Initiate an innovative culture	14. Establishing Innovative Culture	

The analysis of the interviews generated 366 codes. These were grouped into 44 sub-categories and 14 categories and into 3 themes (Appendix K). The analysis of the document revealed 79 codes which were grouped into 21 sub-categories and 9 categories and 3 themes (Appendix L). The last analysis of the observations revealed 50 codes which grouped into 10 subcategories and 4 categories and 1 theme (Appendix M). The three sources of data were compared together for the overall case findings. The findings from the case evidence were compared, corroborated or synthesized with the literature in the field to build strong findings.

The above description of the coding, categories, sub-categories and themes is represented in Figure 2:3 below.

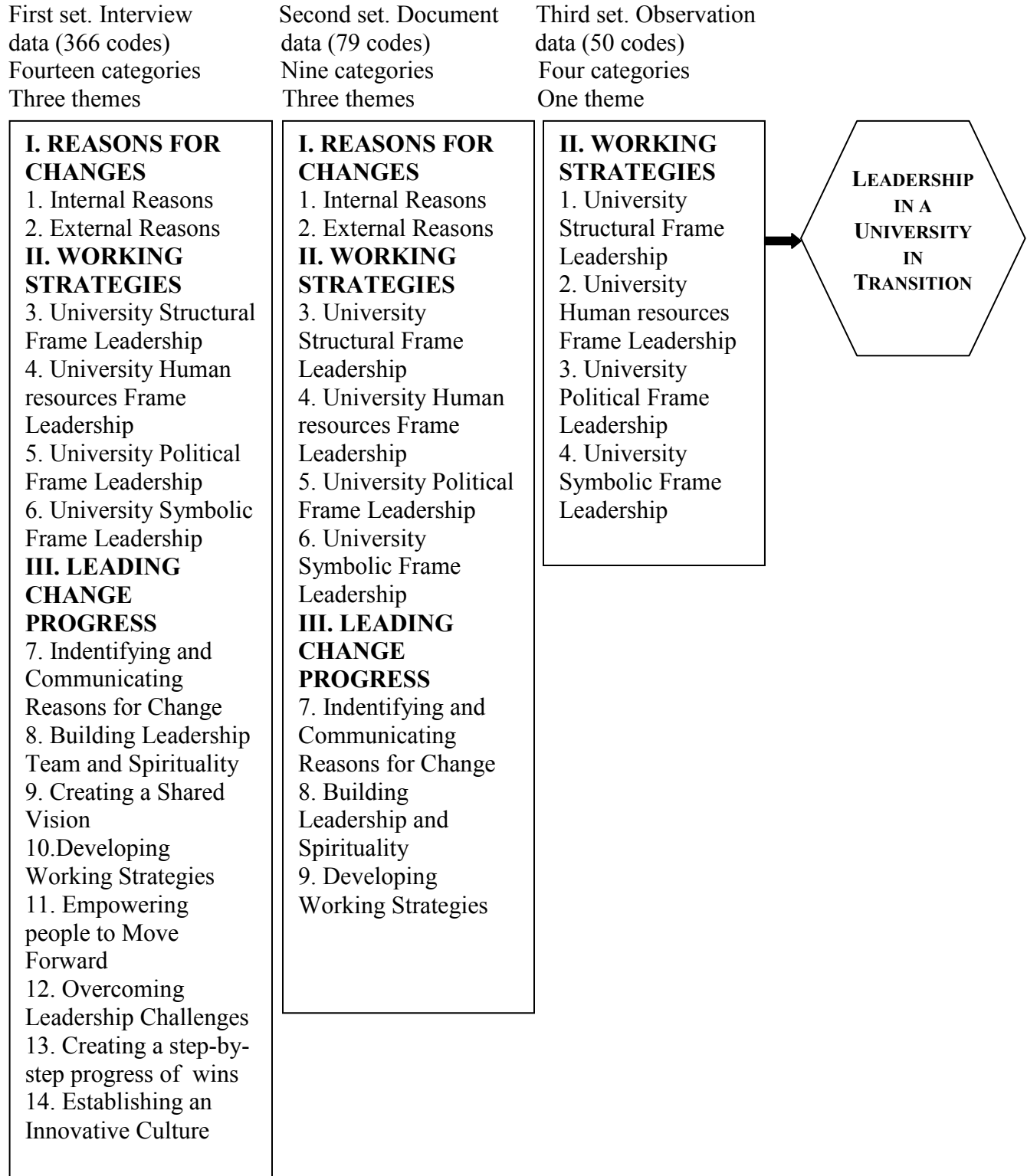


Figure 2.3: The findings from the three sources of case evidences: interviews, documentation, and observation records

The next chapter details the data from the research and discusses the results.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the findings from key stakeholders (mainly leaders) experiences and perspectives on the reasons for changes in one public university in Cambodia, on the strategies used in bringing changes and on the progress of those changes. The categories that emerged from the three types of evidence (i.e. interviews, documentation and field observation) will be used to address the three broad themes of the research focus: reasons for the university changes, strategies used to bring the changes, and the progress of changes. The first part of the findings identifies both the internal and external reasons that led to changes in the university. The second part of this chapter is the main part and it outlines what emerged from observations, interviews and documents about the strategies that leaders used in bringing change. The last part explains the progress in leading changes in the university.

Theme I: The Reasons for Changes

The findings revealed that there were two important reasons which led the university to make changes: internal reasons in the university and external reasons which had an influence on the institution. The various aspects associated with the internal and external reasons for changes are outlined later in the chapter in Figure 3:1.

Category: Internal Reasons for Changes.

The institutional internal reasons for wanting the university changes included the university's vision-mission, the desire to improve university functions (research, teaching/learning, community service), the weakness of the old system and pressure from younger academics who wanted to make changes in the university. These sub-categories will now be explained further and the results will be outlined. After that, more detailed evidence for the importance of these sub-categories will be given later in Table 3:1.

Sub-category: Vision-Mission.

Clearly, one of the primary influences on the university changes was the desire of the university to pursue its own vision-mission which was to transform the institution to be the ‘flagship university’ for Cambodia. Its vision-mission is one of providing excellent academic services in teaching/learning, research and community service and to be a model for other universities. The university president called for change to pursue the university vision-mission as he stated that:

Situational analysis has informed us that [university name] is facing a significant challenge in capacity development and thus requires comprehensive reform in terms of leadership and management, administration, finance, staffing and facilities. Our goals of putting the right people in the right places, improving methods of teaching and learning, enhancing institutional capacity for research and development, and developing infrastructure and campus services must be achieved in order to transform the current [university name] into Cambodia’s flagship university (President’s letter, Strategic Planning Document, 2014).

Sub-category: Desire to Improve University Academic Functions.

The desire to improve university functions in teaching, research and community service is related to the vision-mission factor in recent university change. Known as a public institution, the university is accountable in responding to the current demands in providing a good quality of tertiary education. Thus, the university set the goals to make comprehensive reform in teaching and learning methods, to update the curriculum and provide innovation, to build up the research culture, to improve student service and extra-curricular activities, and to modernize its facilities and infrastructure. As stated in the university’s Strategic Planning document, the goal is to become a prestigious university that “...has top class faculties with established centers of excellence. This type of university enrolls top students and receives government support” (p. 3).

Sub-category: Pressure from Younger Academics.

The results also reveal that change also happened through the group of young scholars especially those who got their degrees from overseas and had good qualifications. These people

brought back the new concepts and skills and they were enthusiastic about making changes in the institution. They are an influential group to initiate positive change and development especially in trying to transform the institution's old management system and culture.

Sub-category: Ineffective Old System.

Related to the other sub- categories was the belief of many participants that the old systems were weak and ineffective. The current reform of the old system focuses on four main areas: human resources, financial resources, academic and non-academic management. University leaders believe that reforms in these areas are necessary to strengthen university capacities to response to the influential external factors.

Table 3.1 below provides excerpts from the data which relate to the sub-categories associated with the category of internal reasons for changes.

Table 3.1

Excerpts from the data to support “internal reasons for changes” category

THEME I : Reasons for Changes	EXCERPTS FROM DATA
Category: Internal Reasons for Changes	
Sub-category : Vision and Mission	<p>“...improving methods of teaching and learning, enhancing institutional capacity for research and development, and developing infrastructure and campus services must be achieved in order to transform the current [university name] into Cambodia's flagship university.” (Cambodian Administrator)</p> <p>“...there is a need for [university name] to strengthen and expand its roles of teaching, research and service”. (Cambodian Administrator)</p> <p>“The university should change for the improvement of its three functions: teaching, research and community services.” (Cambodian Administrator)</p> <p>“We need to transform to be a research based university whose standard is equal to the standard of other universities in the region (ASEAN).” (Cambodian Administration)</p>

	<p>“To me, a flagship university is not just an outstanding university in Cambodia. Because [university name] is also a member of AUN, the quality of our students, teachers, and staffs as well as the university facilities must be comparable with those universities in Asia. We should not be far behind the others. In contrast, It is difficult for me to call [university name] a flagship university if it is outstanding among all the university in Cambodia.” (Cambodian Administrator)</p>
<p>Sub-category : University Academic Functions:</p> <ul style="list-style-type: none"> • Research Development 	<p>“We have to prepare ourselves to be a research based university because research is very important to the country’s development.” (Cambodian Administrator)</p> <p>“the university should aim for being a leading research based university.” (Cambodian Administrator)</p> <p>“I think the university should prioritize the research to move faster in this transitional stage. In a university, research is mandatory and compulsory to attract the attention of the universities in the region and in other developed countries.” (Cambodian Administrator)</p> <p>“the university should focus on the research reform. The actions need to be taken to strengthen research are to create: a research committee, research capacity development (professionalism), research service and productivities.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Student services 	<p>“We have to be student-oriented. We have to do everything for the benefits and quality of our students.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Educational quality and equity 	<p>“In order to contribute some positive changes in our society, a quality educational institution is needed to produce quality human resources to develop our society.” (Cambodian Administrator)</p> <p>“I think the university should provide a fair education to all students. In the Cambodian context, fairness or equality is still a problem. If the university can strengthen this, I think it can help motivate more students to study hard.” (Student)</p> <p>“Now our university is getting a good reputation, so</p>

	<p>we need to work more to strengthen the university to make the university more developed. We already have a good reputation, so when we do more to strengthen the university such as strengthen the education system with related teaching and learning methods.” (Student)</p> <p>“the program should have the quality standard that can compare with the other countries. Our degrees should be equivalent with the degrees in the other countries. Another thing, outcomes. When the students graduate they must have real knowledge.” (Student)</p> <p>“Our university must create a standard system and language training.” (Student)</p> <p>“In terms of internal factors, the teaching standard needs to improve.” (Foreign Administrator)</p> <p>“To me, a flagship university is not just an outstanding university in Cambodia. Because [university name] is also a member of the Asian University Network (AUN), the quality of our students, teachers, and staff as well as the university facilities should be comparable with universities in Asia.”</p> <p>“I think the most important thing we need to focus on is the quality we offer to our students because this shows how we produce quality students from our university.” (Cambodian Administrator)</p> <p>“First, the university should focus on teachers. Second, it should ensure that the curriculum is based on the students’ interests and the career market. In short, we are trying to ensure the students get both soft skills and hard skills through both curriculum and extra curriculum.” (Cambodian Administrator)</p> <p>“We have to focus on how we can improve the way we provide knowledge, skills and values to our students to meet the standard of ASEAN countries’ requirements as well.” (Cambodian Administrator)</p> <p>“For teaching, we need to focus on the quality, update the curriculum, shift the traditional teaching</p>
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	<p>methods to a modern student-centered approach and provide a staff development program.” (Cambodian Administrator)</p> <p>“If the university can produce qualified students and most students can find good jobs after their graduation, the university will be well known automatically. The students who are well equipped with sufficient knowledge and skills as well as morality will be noticed by some particular industries or institutions. When their backgrounds are reviewed, the university will be noticed as a good university.” (Student)</p>
<ul style="list-style-type: none"> Curriculum development 	<p>“I think the university should focus more on curriculum development to ensure that we respond to the job market’s requirements. Whether we provide enough knowledge, skills, and values needs to be taken into our consideration in making the curriculum.” (Cambodian Administrator)</p> <p>“The students need to learn new skills in response to the social and the world’s needs. The school cannot just offer the same subjects and syllabus for so many years and generations.” (Cambodian Administrator)</p>
Sub-category : Pressure from younger academics	<p>“Internal reasons (i.e., interest groups in the departments, faculties, and university) have contributed to the changes as well.” (Cambodian Administrator)</p> <p>“The group of university younger staff or scholars especially those who get their degrees from overseas upon their return, they bring the new concepts, change their mind set resulting from their experiences and learning from other countries. These can inform the leaders about the changes needed in the organization.” (Cambodian Administrator)</p> <p>“Now, there are a lot of young PhD lecturers and Master candidate scholars who got their degree outside Cambodia. When they come back, they bring the knowledge and also bring back different culture. They experience different cultures and different management. Those are very valuable resources.” (Foreign Advisor)</p>
Sub-category : Ineffective old system	<p>“...[university name] is facing a significant</p>

	<p>challenge in capacity development and thus requires comprehensive reform in terms of leadership and management, administration, finance, staffing and facilities.” (Cambodian Administrator)</p> <p>“All the university three functions must be clear and more effective in its operation and management.” (Cambodian Administrator)</p> <p>“We need to have systematic ways of management, in that we need to have strategic planning, a clear vision and contribution and participation from all levels of staff in terms of their knowledge and awareness toward the university’s future or goals.” (Cambodian Administrator)</p> <p>“We change the old habits of working, which is not effective, to a more productive working habits.” (Cambodian Administrator)</p> <p>“The factors to contribute to the current change in the university is because of, first, the old system is not. So there is a need for reform for education system to strengthen the quality.” (Cambodian Administrator)</p> <p>“Change a bad old system to a new system.” (Cambodian Administrator)</p> <p>“...the change occurs because the old system doesn’t work well, so we need to change the system to the new one that needs human resources and financial resources to create the new system. Now, we are in progress of creating the new system to make it better.” (Cambodian Administrator)</p>
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Category: External Reasons for Changes.

Besides the institutional internal reasons for changes, external reasons were very influential on leaders’ desire to bring university changes. The results revealed that national and ministry compliance, regional and globalization and internationalization influenced university critical reforms. Responsiveness to the local economic, social and cultural factors were also

found to influence university reform to produce good quality educational outcomes. As happened in the internal factors section above, the results related to the sub-category results will be outlined and then more detailed evidence will be given in a table.

Sub-category: Ministry and Government Policy Compliance.

The results reveal that leaders in the university wanted change in the university to comply with the national and ministry policy. The Cambodian government set the goal to make educational reform so that the country will be at the forefront of ASEAN or regional integration and competition. After the last national election in 2014, the government was aware of the need to change and reform the educational sector for political, social and economic reasons. The government's attitude toward education reform showed its concern that educational system weakness resulted in the failure to well-prepare the nation's manpower for the regional and local labor market. In aligning with government policy, the Ministry of Education set its goal and strategies to bring education reform including at the tertiary levels. In alignment with these goals, the university set the vision-mission for the change. With support from the government and Ministry of Education, the university set the goal to become a 'country flagship university' as the model for the other universities to follow.

Sub-category: Responsiveness to Local Needs.

Another reason that university leaders wanted the university to change was to be able to better respond to local needs of economic, cultural and social development in Cambodia. The data shows that university leaders are aware that the university needs to improve if it is to prepare students to function well in the living and working environment. Many of those interviewed want to help make changes to strengthen the entire academic system so as to well-prepare students as capable and good citizens to respond to the needs of the nation, particularly labor market needs.

Sub-category: Regional Integration and Competition.

An important part of the government's desire for educational reform is to do with regional integration and competition. However, university leaders are aware of the need of meeting these challenges even without government policy. They know that regional competition and integration require capable manpower to function well in the regional and the global living environment. They see the importance of the university producing graduates who can help meet these challenges.

Sub-category: Globalization and Internationalization.

Beyond regional integration, globalization and internationalization are also strong forces impacting on university leaders' beliefs about the importance of university transition. University leaders' awareness of the current weakness of the educational system to enter the global and international arena added urgency to leaders' desires to bring about change.

Table 3.2 below provides excerpts from the data which relate to the sub-categories associated with the category of external reasons for changes.

Table 3.2

Excerpts from the data to support "external reasons for changes" category

THEME I : Reasons for Changes	EXCERPTS FROM DATA
Category : External Reasons for Change	
Sub-category : National and government policy compliance	<p>"The university in focusing on staff management to align with the policy of Ministry of Education Youth and Sport as well as financial management within the university." (Cambodian Administrator)</p> <p>"In the name of public university, we should follow and respect the policy of Ministry of Education Youth and Sports." (Cambodian Administrator)</p> <p>"The new mandate of the government is aware of the youth unemployment issue with its social problems, but it is also correlated with the educational system and its quality."</p>

	<p>(Cambodian Administrator)</p> <p>“This change is not only happening at the institutional level but also at the national level to reform the educational system.” (Cambodian Administrator)</p> <p>“I think these changes were the result of the change of the very top. [university name] is still a government institution, so we are still controlled by the government.” (Foreign Administrator)</p> <p>“We make a reform in aligning with the ministry educational reform and the government.” (Cambodian Administrator)</p>
Sub-category : Responsiveness to local needs	<p>“I think it is because of the changes and the needs of our society. I think the university has set the vision in response to the needs of the society as well.” (Cambodian Administrator)</p> <p>“It has to transform to adapt to the changes of society and the expectations of the job market. We have to also look at the changes both inside and outside the country.” (Cambodian Administrator)</p> <p>“We have to transform to keep ourselves up to date in the modern world. In any circumstances or contexts, the university has to keep transforming and improving itself in all areas.” (Cambodian Administrator)</p> <p>“ External factors (i.e., job market, economic, political, and social situation) have also pushed the changes in the university.” (Cambodian Administrator)</p> <p>“We heard the feedback from the employers that the university graduates were not qualified enough for the job.” (Cambodian Administrator)</p>
Sub-category : Regional integration and competition	<p>“We have to be aware that we are a country in South East Asia Nations and we are moving toward ASEAN integration, so where we are now comparing with where they are now.”</p>

	<p>(Cambodian Administrator)</p> <p>“Because we are moving toward ASEAN integration, I think it is very important for the university to change and transform. Thus, our curriculum and research are not too far behind those in other ASEAN countries.” (Cambodian Administrator)</p> <p>“We are in the forefront of ASEAN integration (i.e. economics, security, politics and culture). (Cambodian Administrator)”</p>
Sub-category : Globalization and internationalization	<p>“Globalization is necessary and it is important that we need to know and understand that it also has an effect on us and our country Cambodia.” (Cambodian Administrator)</p> <p>“I think the first factor is the ‘Globalization’ when we are no longer isolated from another, we have networking and partnership.” (Cambodian Administrator)</p> <p>“The globalization also affected them. The university must somehow have the connection with the international educational system.” (Foreign Advisor)</p>

In summary, all interviewees believed that changes are critically important in the university even though some of them talked about resistance to the current changes by some staff members. Their replies to the interview questions showed that they believed that both internal and external reasons for change are the motivating the current changes in the university. Overall, they believed that it is urgent for the university to change so that it can provide a good quality of education to the Cambodian citizens to help them respond to local, regional and international needs such as in the area of having a well-educated workforce that is able to respond to manpower needs. Some of the participants suggested that the university not only aim to be recognized as a ‘flagship university’ locally but also regionally. They said that local recognition

is not enough because they want to bring up the reputation and standard of the university so that it is recognized regionally and globally.

Figure 3.1 shows the emergent understanding of internal and external reasons for university changes.

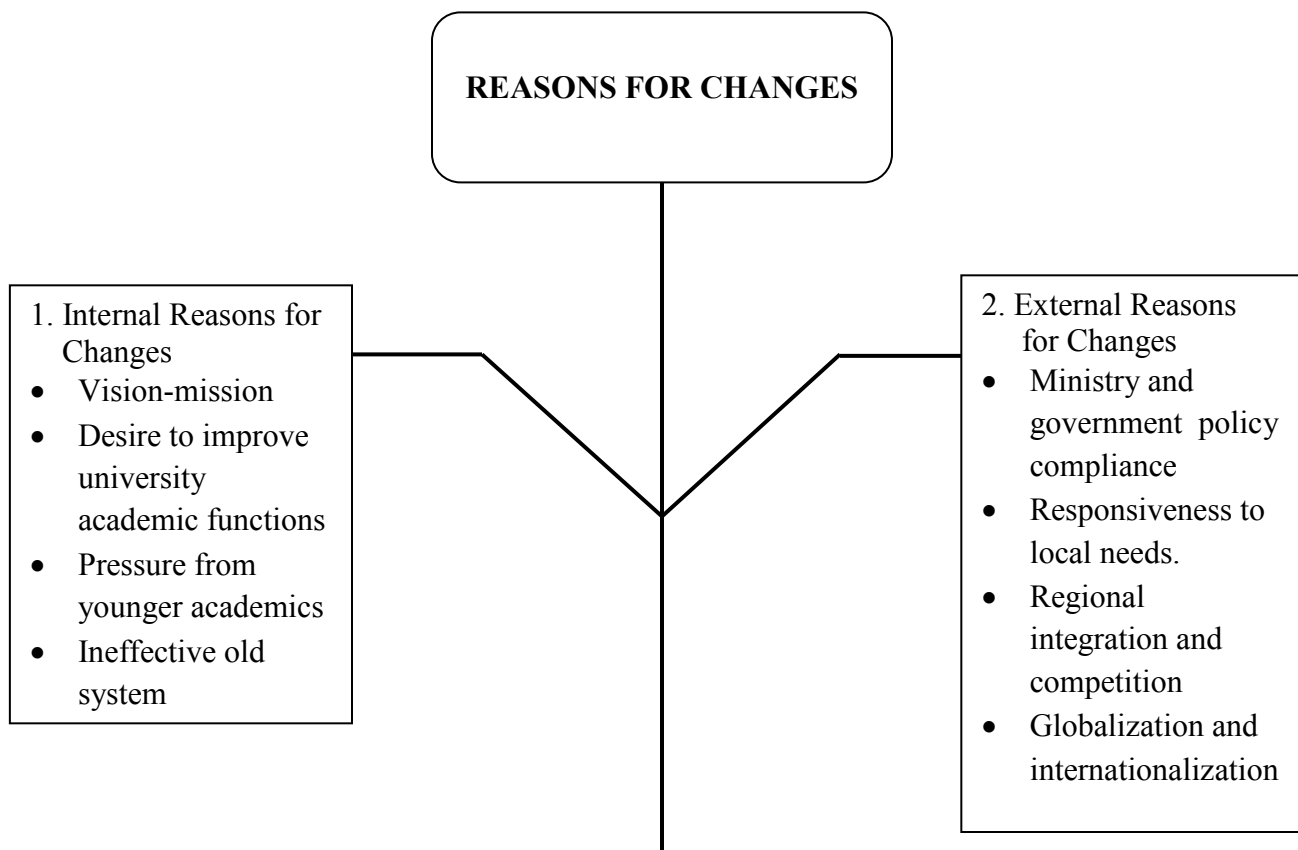


Figure 3.1: Emergent internal and external reasons for changes.

Theme II: Working Strategies to Bringing Changes

Leading academic institutional change requires a correct and strong leadership to create and implement working strategies for systematic institutional change. The results demonstrate that leaders in the university believed that multi-working strategies and leadership functions were necessary in helping the university transition. Drawing on the ‘Reframing Organizations’ leadership model developed by Bolman and Deal (2008) (as outlined in chapter two of this thesis), the following section discusses findings on the working strategies in reframing the

academic institution for change. These strategies included: the university institutional structural frame leadership, the university human resources frame leadership, the university political frame leadership and the university symbolic frame leadership.

Category: University Structural Frame Leadership.

The findings reveal that in the period of critical change, academic leaders believed that developing coordinating strategies and creating structures to support changes were vital. They believed that they had to design and build workable and systematic management structures to support the university vision-mission and align the structures with the institution's new culture. According to Bolman and Deal (2009), to effectively design effective working structures, the leaders need to analyze both internal factors such as organizational goals, strategies, technology, people, and environment and external factors such as the effect of globalization, competition, technology, customer expectation operation. Available resources including workforce skills and talent, time, budget, contingencies, institution culture and environment must be also considered to developing institutional structure (Bolman & Deal, 2008).

The analysis of the data revealed leaders' beliefs about processes of restructuring the academic institution for change. These covered broad areas of the institution's academic and culture including the institution's systematic management, policy development and implementation, creating academic community or culture, building up a research culture, creating a meritocratic system, and defining staff roles and responsibilities. The following sections outline each core element in restructuring the academic institution for change. In presenting the results, an outline of the findings from sub-categories will be presented first and then more detailed data will be given in Table 3:3 later.

Sub-category: Institutional Systematic Management.

As discussed before, one of the main reasons for leaders wanting change was the weakness of the old system. The current weakness of the old system could not provide the institution enough strength to be an effective and flexible operation to respond to the internal and external influences. Thus, the new structural system needed to be reframed when the old system did not work well. The results showed that leaders in the academic institution wanted to reframe the structure in order to create a clear, transparent and systematic management in both academic and administrative management which covered four main areas of financial resources, human resources, as well as academic and academic support units management.

Sub-category: Policy Development and Implementation.

In relation to policy development and implementation, the data showed that leaders believed that for there to be strong, transparent and systematic management in the institution, the institution required the development and adjustment of institutional policy, rules and regulations for running the institution. In the current stage, the university needed to develop or readjust and implement the policy on the management of its academic and non-academic management dimensions.

Sub-category: Creating an Academic Community.

A higher education institution is a complex enterprise of teaching, learning and research (Bolman & Gallos, 2011). It is an intellectual enterprise where a gathering of students, scholars and researchers access, gain and create the knowledge for social, physical, emotional intellectual development and growth through researching, teaching, learning and communicating. Thus, creating an academic community with all members who commit and collectively work to generate and disseminate knowledge is crucial in the higher academic institution.

Sub-category: Building Up a Research Culture.

To create an academic structure and culture to support a higher academic enterprise, a ‘research culture’ must be built up and maintained in the institution. Among the important things that encourage a research culture are clear policies, procedures and funding and also a desire from researchers to cooperate and share knowledge. The leaders who were interviewed for this research dissertation showed a clear desire for a strong research culture to grow in the university.

Sub-category: Creating a Meritocratic System.

Some of the interviewees mentioned about another important factor in creating a structure in an academic institution is to create a meritocratic system. They pointed out that one of the most important things needed to develop a meritocratic system is to develop policy documents on things such as job benefits and promotions. The policy documents inform staff members about their roles and responsibilities, the expected job achievements and promotions. In addition, the development of a meritocratic system is one of the sources of staff motivation and satisfaction that can also lead to the improvement of career ethics, professionalism and institutional trust.

Sub-category: Roles and Responsibilities.

The leaders also believed that the institution needs to develop clear job descriptions for all levels of staff members. This involves creating a working structure is to reassign and divide all levels of staffs roles, responsibilities and workloads to fit well with the institution’s new structure, the staff’s capacities and personalities and the vision and goals of the institution. In addition to the development of job roles, the various parts need to be integrated into a working system so that each part works in the service of one another. Importantly, the institution and staff need to clearly know each other’s expectations, contributions and achievements.

Table 3.3

Excerpts from the data about the “university structural frame leadership” category

THEME II: Working Strategies	EXCERPTS FROM DATA
Category: Structural Frame Leadership	
Sub-category: Institutional Systematic Management	<p>“We need supporting systems to make the vision achievable.” (Cambodian Administrator)</p> <p>“Well, it’s supposed to be the best university in the country. So if we don’t have good management: both financial, and human management, as well as academic, we can’t claim that.” (Foreign Advisor)</p> <p>“Clear structural management, a development plan, human resources, good working environment, and facilities [are needed].” (Cambodian Administrator)</p> <p>“The governance needs to be strong. People need to know what their responsibilities are and what they have to do. So good governance is very important. You are responsible for this, this is your areas. You’ll do well, you’re poorly, we get someone else. So good governance is very important to actually get good administration.” (Foreign Administrator)</p> <p>“The university should focus on these major areas: Accountancy; Leadership; Structural management; Planning; and Practice/implementation.” (Cambodian Administrator)</p> <p>“The university needs to have a clear and transparent system for financial management and/or accountancy and a good information system.” (Cambodian Administrator)</p> <p>“Other reasons to change are that the university administration management and financial management need to have more transparency and accountability in the system.” (Cambodian Administrator)</p> <p>“The university needs to adjust its administration, financial and staff management</p>

	<p>system.” (Cambodian Administrator)</p> <p>“They can start to manage the quality. It is difficult now because many of the staff are just doing the things that they did for 20 years and they don’t feel that they need to change.” (Foreign Advisor)</p> <p>“The second is to start with serious re-evaluation of the curriculum and quality assurance applied to that. Those are the two first for the short term.” (Foreign Advisor)</p> <p>“We need to create a graduate school separated from the undergraduate and find faculties to take charge of those things. But, the issue is we don’t have people to take charge of it.” (Foreign Advisor)</p> <p>“We have to manage the money well.” (Foreign Advisor)</p>
Sub-category: Policy development and implementation	<p>“It is necessary to plan our policy into stages. It means that if we want to achieve our goal to become a flagship university in Cambodia, we have to plan our policy into stages.” (Cambodian Administrator)</p> <p>“He [the Rector] needs to implement some policy. Now they don’t have a lot of policies that everyone knows and understands. This is the basic management. They must have basic policies and implement them through the institution.” (Foreign Advisor)</p> <p>“There are many solutions. But everything needs to be clear in terms of rules, policy, discussion, participation, decision making and implementation within a clear time frame and spread them.” (Cambodian Lecturer)</p>
Sub-category: Creating academic community	<p>“But for an academic career, to make people love this career, teaching is just a small part, but the big part is a sense of permanence, a sense of competence as the people have the ability, in that, they read, they write, they publish, they do research. These are to do with knowledge and also specialization. In the society, there is no opportunity for such a career; therefore, we need to have these things</p>

	<p>to make people love an academic career.” (Cambodian Lecturer)</p> <p>“Academic institutions prioritize knowledge, critical abilities, principles, ethical practice, professionalism and so on.” (Cambodian Lecturer)</p> <p>“...academic culture that need to be built. The staff need to be employed full time.” (Foreign Advisor)</p>
Sub-category: Creating a meritocratic system	<p>“I think we need to promote a sense of academic excellence. To promote academic excellence refers to promoting meritocracy whether we really have a mechanism to promote those who have ability now or not. We need to have a clear policy on this which is a meritocracy system. The first thing, we need to have a clear career path system.” (Cambodia Lecturer)</p> <p>“We have to build up a culture of meritocracy. We are working on creating the professional levels of our teaching staffs (i.e., Full professor, associate professor, and teacher assistant) based on their research experience. This helps encourage our teachers to put their real heart and effort so that they can achieve these honorable status levels in the future.” (Cambodian Administrator)</p> <p>“After they make aims to manage the institution better, they should be able to introduce merit as one of the criteria for working.” (Foreign Advisor)</p> <p>“The first is merit. They need to be very clear about the faculty. Who are the faculty members?” (Foreign Advisor)</p> <p>“Undertake staff recruitment, retention, and promotion in a transparent, competitive and accountable manner” [Document]</p>
Sub-category: Building Research culture	<p>“We have to build up a culture of doing research.” (Foreign Advisor)</p> <p>“It is impossible to make teachers love academic work if it is just only teaching in</p>

	<p>class for twenty years or more in the level of higher education. So, the university needs to support research activities. Support is not just that you do research and the university just says ‘support’. This is not enough.” (Cambodian Lecturer)</p> <p>“Establish a Research Management Committee to plan, develop and manage research-related activities.” [Document]</p> <p>“Encourage faculty and students to become members of professional societies, participate in national and international conferences, do presentations of academic papers, and publish their papers and books with peer-reviewed journals/publishers.” [Document]</p> <p>“Promote a research environment at [university name] and provide necessary research facilities to improve research capacity to establish specialized research centers/institutes and academic journals.” [Document]</p>
Sub-category: Roles and responsibilities	<p>“We need the support from our staff and the understanding of their roles. They have to know their roles and act upon them.” (Cambodian Administrator)</p> <p>“The way we divide the roles and who are responsible for those roles needs to be considered.” (Cambodian Administrator)</p> <p>“The second change is the awareness among leaders. They become aware of their roles and responsibilities. If they don’t do their roles, they have to take responsibility of not doing them and face penalty.” (Cambodian Administrator)</p> <p>“To be clear with what people must do, I think people are happier. They don’t like it in the beginning, but they are happier when they know what they are supposed to do.” (Foreign Advisor)</p> <p>“We have to set up clear guidelines, roles, and</p>

	<p>responsibilities for each staff. Those who cannot perform based on what we set are asked to walk out.” (Cambodian Administrator)</p> <p>“I need a clear description of roles and responsibilities of each staff.” (Cambodian Lecturer)</p> <p>“I think another factor is the need to be clear, clearly documented responsibilities.” (Cambodian Lecture)</p>
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Category: University Human Resource Frame Leadership.

Human resource leaders play vital roles in aligning the needs and goals of the institution and its people (Bolman & Deal, 2008). Initially, human leaders understand and respond to the staff’s needs. Having responded to the needs of the people, leaders motivate and inspire them to use their best knowledge and skills to contribute to the institutional development goals. Bolman and Deal (2008) identified the main roles of the human resource leaders as servant, catalyst and coach. The data results in this research dissertation found that leaders believed that critical aspects in bringing change included the roles of the leaders in getting the right people, staff training and development, providing technical support, providing material support, providing financial support, providing psychological support, providing social incentive and involving people in the progress of change.

Sub-category: Getting the Right People.

From the data, we can see that the leaders believed that the quality of human resources and the effective management of this resource can help the institution transition well. The process of pursuing institution vision or goals depends largely on the capability and motivation of the people who take this journey. Thus, the ability to attract, recruit and retain qualified staff to work in the institution is critically important. As Bolman and Deal (2008) and Collins (2000) have argued on the effectiveness of human resources management, one of the important human

resource management strategies is to get the right people and put them in the right place. As stated by Collins (2000) “got the right people on the bus, the wrong people off the bus, and the right people in the right seats-and then figured out where to drive it” (p.13). The right people are those who have the capacity, knowledge and skills, willingness and commitment to change and develop the institution. Thus, the assigned job or position needs to be based on the staff’s qualifications, capabilities and motivation.

Sub-category: Staff Training and Development.

A transitional period of change in an organization requires investment in people skill development and for involvement in the change process. Staff need to have sufficient skills to function well in the new organizational structure and to implement changes. Providing staff development and training could promote staff professional skills and involvement in the university development plan. As the literature states, and as leaders at the university believe as shown in the data, staff training and development is one of the main sources of staff attraction, retention and development. Because of the constant change of the society and knowledge and technology advancement, higher institution staff members need to update and develop their own knowledge and skills. The majority of the participants believed that staff training and development provides the staff with the tools for skill development which contribute directly to institutional development and change.

Sub-category: Providing Material Support.

Practically, staff needs to have enough equipment and materials to fulfill their daily jobs. Thus, providing the staff with enough facilities, infrastructure and materials motivates and helps them to perform their roles effectively. The results showed that the staff needs to have sufficient equipment and materials to fulfill their job effectively.

Sub-category: Providing Financial Support.

Financial support is critically important in responding to the basic needs of the staff. It is a kind of extrinsic motivation to encourage people to work. Thus, the leaders need to ensure that the institution provides the staff members with enough financial support based on their capacities and roles and responsibilities to work for the institution. The findings revealed that the staff needs to have enough financial support to encourage them to fulfill their daily jobs.

Sub-categories: Providing Psychological Support.

Leading institutional change or pursuing vision involves emotion, communal support and understanding and draws on the spirituality of people including their values, commitments, and aspirations (Bennis & Nanus as cited in Farnsworth, 2007). Each individual plays their roles effectively when they feel important, listened to, cared for and safe in addressing concerns and even making mistakes since they have hopes, dreams, creativity, purpose, hurts, fears and pains (Gilley, 1997). Thus, they need emotional support to build their inner strength, commitment, working and team spirit. Some of the participants stated that they needed to provide psychological support to their staff because they understood that change can effect the people's emotion.

Sub-category: Providing Social Incentives.

The finding revealed that public recognition, reward and praise are critically important to encourage people to involve themselves in the change progress. The staff need to gain good working conditions, recognition, and intrinsic and extrinsic motivation. The empirical studies reveal that academic development programs become less productive when they lack soul (Same & Kunzman, 2006). They stressed the academic professional need to cultivate inner motivation and passion for their job. To nurture the soul and aspiration of the staff are very important and more effective than the application of external forces.

Sub-category: Involving People.

The study found another crucial leadership function in the transitional period is to engage the university key stakeholders in the progress of change. Leading change is about leading the people to make a change, in that, the leaders inspire and motivate the people to make a change in the institution. Change is a continuum and must include collaborative work among the university stakeholders (leaders, staff and students) so with political will and use of their best knowledge and skills they work collaboratively to make a change. The majority of the interviewees stressed on the importance of the involvement, commitment from relevant persons and leaders are critically important in helping institutions transition well.

Table 3.4 below provides excerpts from the data which relate to the sub-categories associated with the category of university human resources frame leadership.

Table 3.4

Excerpts from the data to support “university human resources frame leadership” category

THEME II: Working Strategies	EXCERPTS FROM DATA
Category: University Human Resources Frame Leadership	
Sub-category: Getting the right people <ul style="list-style-type: none"> Recruiting qualified staff 	<p>“Human resource is the most important factor.” (Cambodian Administrator)</p> <p>“Human resources are very important. Let’s say we already have enough finance and materials, but we don’t have qualified human resources, it is a waste.” (Cambodian Administrator)</p> <p>“Our goals are putting the right people in the right places.” (Cambodian Administrator)</p> <p>“Well, we have to get right people.” (Foreign Advisor)</p> <p>“The university needs to have knowledgeable and skillful people to work. If the staff lack knowledge and skills, they cannot help the university to develop. So, human resource is critically important.” (Student)</p>

	<p>“It’s easy to attract good staff, but you have to have direct control of who you can employ. When [university name] can start to employ and select people by themselves, then they can manage their staff. After that, they can start to appoint people with the right skills in the right jobs. Then, the institution will start to function. The importance is to select the right people first. At the moment, there are many people in their jobs, but, in fact, they are not able to do their job. They have no skills.” (Foreign Advisor)</p> <p>“I think there are already resources available like human resources. What is necessary is how to manage those resources. I think there are a lot available resources that are useful, but what is necessary is to manage them well.” (Foreign Advisor)</p>
<ul style="list-style-type: none"> • Attracting and retaining qualified staff 	<p>“I think the university has to also plan how we can support and attract those qualified teachers to work for us after they finish their study. The government salary, the position, additional salary, and encouragement through being able to be government staff (i.e., registered staff of Ministry of Education Youth and Sports) have to be considered. These are also the factors that we have been working on and providing them.” (Cambodian Administrator)</p> <p>“The important area is attracting human resources. We need the people with full capacity who know how to work on this vision and make it possible to happen.” (Cambodian Administrator)</p> <p>“The Cambodian teachers with PhD and Masters from abroad tend to favour doing research. Thus, the leaders in each department and faculty have to search for grants or funds for pushing the research to attract those resource people because they will gain incentives and reputation out of their researches. I am sure they will not leave us if we can provide them with this opportunity.” (Cambodian Administrator)</p>

	<p>“In order to attract well-qualified people to work in the university, we need to have clear leadership and management, research services, value their knowledge and skills, motivation (i.e. in cash and in-kind), effective financial management, recognition, strong standards, honor, moral and ethics.” (Cambodian Administrator)</p> <p>“Well, you have to pay them, give them a clear job description (what they are supposed to do), and affirm them (make sure that they feel part of the team).” (Foreign Advisor)</p>
Sub-category: Staff training and development	<p>“I think the most important factor is human resource. In our faculty, we encourage and find the opportunities for our staff who are still young enough to pursue a PhD abroad.” (Cambodian Administrator)</p> <p>“Every teaching staff member wants to have staff development programs. But, under the current conditions, teachers can earn income only through teaching, not through staff development programs.” (Cambodian Lecturer)</p> <p>“I think the university should create training programs to develop staff skills to effectively play their roles and teach the students.” (Student)</p> <p>“Develop staff competence in teaching, learning, research and community Service.” [Document]</p> <p>“Facilitate staff for internship, fellowship and scholarship opportunities for working and studying abroad.” [Document]</p> <p>“Categorize staff as teaching and non-teaching, part-time, full-time, and contractual for receiving training support, professional development.” [Document]</p>
Sub-category: Providing material support	<p>“If they don’t have enough resources, we provide them with the resources.” (Cambodian Administrator)</p> <p>“To me, I always try to understand the needs of</p>

	<p>my staff. I don't refer to only financial need. I also refer to the need for facilities (i.e., working space, the privacy of the working space, and good working environment)." (Cambodian Administrator)</p> <p>"And the university should provide enough material and facilities, internet service, teaching staff office." (Cambodian Lecturer)</p>
Sub-category: Providing financial Support	<p>"Both financial and social and professional incentives need to increase all the time. Without all of these, it will make it impossible." (Cambodian Lecturer)</p> <p>"I think to encourage more participations and commitment from our staffs, we do need sufficient finance." (Cambodian Administrator)</p> <p>"We need to ensure that our salary giving to the teaching staff is enough since it is a very important external motivation to boost their performance." (Cambodian Administrator)</p>
Sub-category: Providing psychological support	<p>"I am trying to find the way to compensate with their feelings. That's why they have to be well informed about the reform and have to be ready for any changes." (Cambodian Administrator)</p> <p>"During this transformation, I call for meetings among department chairs very often to check their feelings, struggles, challenges, and commitment." (Cambodian Administrator)</p> <p>"I also discuss how we can calm down their anxiety of extra working load and changes in their income. Even though the changes have affected their incomes and roles, they still give positive feedback that they also support this reform." (Cambodian Administrator)</p> <p>"What I need is strong support and encouragement from the rector of the university and the Ministry of Education Youth and Sports. In order to pursue this challenging role, I need strong support and encouragement from them. Physical fatigue cannot affect my</p>

	<p>good performance as long as I am motivated by their support and encouragement.” (Cambodian Administrator)</p> <p>“I need motivation and recognition.” (Cambodian Administrator)</p>
Sub-category: Providing social incentives	<p>“People need to be recognized for their work and achievement so we admit their achievement even verbally.” (Cambodian Administrator)</p> <p>“We also need awards, recognition, and admiration in many forms for the well performed teachers.” (Cambodian Administrator)</p>
Sub-category: Involving People	<p>“We need support from committed people who will make effective plans to achieve the vision.” (Cambodian Administrator)</p> <p>“We also need the support from both our administrative staff and teaching staff, and the students. We need their commitment to work, teach, and study.” (Cambodian Administrator)</p> <p>“Not only do we spread our vision and goals to staff and let them know, but we also need their commitments and action plans to achieve this shared vision and goals of the university.” (Cambodian Administrator)</p> <p>“Staff also have to show their support and commitment.” (Cambodian Administrator)</p> <p>“They have to collaborate with people in different departments.” (Cambodian Administrator)</p> <p>“All staff in all levels of the university have to come together and act upon the vision. More importantly, it has to start with the leaders and teachers of all the faculties and departments. Then, we also need the cooperation from the students. If we, the leaders, come up with a good plan for change, but we don’t have the support and cooperation from our students, our plan for change cannot be achieved for sure.”</p>

	<p>(Cambodian Administrator)</p> <p>“I need the cooperation from the department head to implement the change.” (Cambodian Administrator)</p> <p>“I need students from all the departments to be involved in my student service office, so I need the cooperation from all the departments.” (Cambodian Administrator)</p> <p>“We really need a lot of cooperation and collaboration from all staff.” (Cambodian Administrator)</p> <p>“We do need their full cooperation to help the university move faster toward its vision.” (Cambodian Administrator)</p> <p>“All-level of staff participation and staff motivation are critically important.” (Cambodian Administrator)</p> <p>“So the majority opinions from the academic staff, non-academic staff and students must believe that reform is critically important and take part in it.” (Cambodian Administrator)</p> <p>“If the leaders have the plan but parts of the university which is the body of the university don’t get involved or help, the goals cannot be achieved. So we need all to be involved and help all together to achieve our plan. The leaders cannot work alone.” (Cambodian Administrator)</p> <p>“The key authorities are also needed to check and push in every department toward the same vision. Even though we need the key authorities of the university to check and push us, we also need full support from them. Push and support at the same time.” (Cambodian Administrator)</p> <p>“We have to be serious, but graceful. To be graceful is to talk, and convince all staffs about the importance of change. To be serious is to fire those who are not willing to work or who</p>
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	are not doing their roles and responsibilities because we are not on the same boat.” (Cambodian Administrator)
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Category: University Political Frame Leadership.

Political academic leaders need to have variety of strategies and skills to deal with issues of relationships, values, identity, beliefs and interests of the political actors in the institution. In the transitional period, they need to clarify the goals of the institution. The results reveal that leaders are aware that they play crucial roles in division of resources, conflict management, networking and partnership outside the university, entrepreneurship, and were trying to achieve these things through a more distributed style of leadership. Some of the comments included in Table 3:4 are also relevant to the progress of change section later in this chapter. However, they are included here as well because they give the perspectives of interviewees about the types of leadership styles and strategies being used in bringing change.

Sub-category: Dividing Resources.

One of the main roles of leaders in relation to the ‘political frame’ as discussed by Bolman and Deal is to negotiate and divide resources to implement change in institutions. The Cambodian university being researched had limited available resources and the interviews showed that university leaders used strategy and skills to negotiate and bargain what the staff could get and clarify the staff goals and the institution’s goals.

Sub-category: Conflict Management.

As the literature states and as leaders at the university believe, conflict management skills in negotiation and bargaining are crucial for political leaders as conflict can possibly occur between innovators and traditionalists. In the transitional period, each individual’s ambitions, vision, plans for success, beliefs, attitudes, and motivations can lead to interest conflicts among individuals (Ranker & Gautrey, 2010). In periods of change, institutions can be in an unstable

state, and temperature increases when each individual competes against others and tries to win ideas and resources. To deal with the confusion, diversity, conflict and hot temperature in the institution, academic leaders need to use their skills in adjustment, refinement, integration and negotiation to achieve team harmony and the needed changes. The majority of the interviewees identified the important roles of the academic political leaders in managing the conflict particularly when the institution has limited available resources and variety of people's perspectives toward the institution change.

Sub-category: Networking and Partnership outside the University.

Political academic leaders play critical roles in building institutional networking and partnership with other academic institutions, organization and ministries locally, regionally and globally to broaden institutional capacity and development (Albatch, 2011). In this research study, university leaders stated the importance of building external relations, university collaboration, business collaboration, political involvement and local and international representation.

Sub-category: Entrepreneurship.

Entrepreneurship concepts and strategies are important to universities in transition around the world because of limited financial support from governments. Thus, entrepreneurship concepts have been introduced to generate more revenues including in the Cambodian university being researched. Entrepreneurial plans, initiatives, creativities were initiated through planned academic services including research, consultations, and fee-based demand-courses. The comments of the leaders in the university showed that they are very aware of the need for these things and that action was being taken in these things.

Sub-category: Distributed Leadership.

The data from the interviewees demonstrates that the leaders in the university being studied believed in the importance of trying to build a more distributed leadership approach in which traditional and authoritarian leadership changed to more distributed or shared leadership styles. Shared leadership among all levels of leaders involves some sharing of roles, responsibilities, power, beliefs, opinions, vision and goals. Further, a distributed leadership style means that university leaders let people express their opinions and concerns and to seek consensus in decision making. The data from the interviewees suggests that aspects of distributed leadership were being used. However, the concept and the practice of the distributed leadership were not generally accepted among the traditional views. Although the rector was trying to encourage a more distributed approach to leadership, traditional views about how power was used were still important. To some extent, some lower level leaders and the staff still assumed the responsibilities of the top leaders for every institutional decision making and taken actions.

Table 3.5

Excerpts from the data to support “university political frame leadership” category

THEME II: Working Strategies	EXCERPTS FROM DATA
Category: University Political Frame Leadership	
Sub-category: Dividing resources	<p>“The visible outcomes are how we divide benefits and the way we expand ourselves to get the benefit.” (Cambodian Administrator)</p> <p>“We also have to do our work based on the resources.” (Cambodian Administrator)</p> <p>“We have to consider the resources we have and what influences us.” (Cambodian Administrator)</p> <p>“In the new management, they use more democratic ideas to meet all the people directly, so everybody feels they are being included in the university itself.” (Foreign Advisor)</p>

	<p>“So, we need to take any action based on our available resources, needs and capacities.” (Cambodian Administrator)</p>
Sub-category: Managing conflict	<p>“I think the rector has been already trying hard to avoid conflict. I like that tradition in Cambodia that people try to make change without causing the loss of face. He doesn’t force anybody to leave. He needs to make changes, but he is doing it in a very sensitive way, a very Cambodian way.” (Foreign Advisor)</p>
Sub-category: Networking and partnership	<p>“Leaders have to work hard in searching for more funding and cooperation from external agencies to support their work.” (Cambodian Administrator)</p> <p>“Networking and partnership is important with both local and regional and international enterprises, institutions, and organizations.” (Cambodian Administrator)</p>
Sub-category: Entrepreneurship	<p>“Increase offerings of demand-driven short courses and services to the public, with special fees for full-time staff.” [Document]</p> <p>“Establish a procurement and marketing committee to support internal and external services in the form of research, consultancy and other fee-based Services.” [Document]</p> <p>“Explore business opportunities, e.g. creating more sports and conference facilities, cafés or restaurants for staff and visitors, souvenirs shops, banking facilities, hostels, and post office.” [Document]</p>
Sub-category: Distributed leadership	<p>“He (the president) opened the floor. People could say anything they wanted. We had a full day meeting on the strategic plan, people could get into groups discussing their interest and worked on the plan together. That’s really open. That never happened here.” (Foreign Advisor)</p> <p>“Now, our university is open, give people freedom.” (Cambodian Administrator)</p>

<ul style="list-style-type: none"> • Shared roles and responsibilities 	<p>“It means that the university is giving more power to each faculty which didn’t happen before. Our rector lets the dean of each faculty make technical decisions and research plans.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Shared belief 	<p>“If these people have similar understandings and beliefs, I am pretty sure that we won’t have many challenges.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Shared opinions 	<p>“I notice an open floor for discussion among teachers in the meeting. I also notice the opinions of all the teachers are taken into consideration by the university authorities. The good thing is that every decision is made by the majority opinions.” (Cambodian Administrator)</p> <p>“We discuss, share ideas, and make decisions based on the same objective.” (Cambodian Administrator)</p> <p>“There has been some tensions during and in every meeting as we debate and argue from our point of view just to make things clearer. It is not fighting to win, but debate to improve our institution.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Shared vision /goals 	<p>“I explain the reasons behind the vision and make them understand it. When they understand that the vision of the school is also aligned with their personal vision, they will definitely cooperate and participate to make it happen.” (Cambodian Administrator)</p> <p>“We think and focus on our collective goals not the individual so we will get things in return later.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Distributed power/authority 	<p>“It is very important that the university give the power and right for each faculty to make technical decisions and research by themselves.” (Cambodian Administrator)</p> <p>“The rector is giving the power to the vice rectors and to the deans.” (Foreign Advisor)</p> <p>“Well, keep putting the decisions down to where they belong. People come and want you to do something but that it’s not my job. It’s the job of this person, the vice rector in charge</p>

	<p>of that or it's the job of the dean. Go to the right person." (Foreign Advisor)</p> <p>"Now, we distribute the responsibilities to each level of management team in the faculties and department. The department heads have to be responsible in managing their staff, the teaching schedule, finance and so on to ensure the quality of their program." (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Shared knowledge & understanding 	<p>"I help in sharing my experience in leading my department to the departments that are still young and weak and need the model in leading. This is because I have been working in the university for longer time and have experienced a number of university transitions." (Cambodian Administrator)</p> <p>"Leading the university as a university community requires all members to understand each other, understand about the leadership and our available finance." (Cambodian Administrator)</p>

Category: University Symbolic Frame Leadership.

According to Bolman and Deal (2008) and as seen in chapter two of this thesis, symbolic frame leadership plays critical roles in building institutions through the creation of institutional culture, unique identity, character, vision, and meaning through symbolism and the use of stories that point to a new future. The use of the symbolic frame helps leaders to inspire and motivate staff to bring change. The evidence suggests that the top level and other levels of leadership in the university being studied understood the importance of the symbolic frame of leadership.

Sub-category: Create a New Culture and Environment.

In a period of change, leaders can play critical roles in shaping or building institutional culture through the use of symbolism and creating an environment that promotes values and spirituality. Symbolic leadership includes creating a new healthy culture that inspires and values people leading them to support an institution's vision and mission. Leaders need to model

changes and behavior if trust is to be built. The majority of the participants believed that successful transition requires that all levels of staff cooperate with each other and trust the institutional system, leadership and management. Most of them pointed out that people get involved and cooperate in institutional changes as long as they feel trust, belonging, ownership, safety and that they are protected by the leadership and management. Clear, fair and systematic leadership and management lead to institutional trust.

Sub-category: Institutional Values, Identity and Symbolism.

The university academic community values at the Cambodian university being studied are of academic freedom, integrity, cooperative, teamwork, commitment, innovation, belongingness, and providing a safe and supportive environment and culture. These values are being built in several ways and some of the most important have been through institutional celebrations, rituals and symbols. As will be seen, one clear example of this was a celebration day at the university in the first half of 2015.

Sub-category: Creating a Vision.

As the literature states and as leaders at the university believe, the vision is critically important to tell about the institution identity and to provide the institution the new direction. The results align with the previous research that for the use of symbolism to be effective, leaders must have clear vision and values in the transition period which work with the symbolism to build direction, identity and meaning in an organization (Lewis & Murphy, 2008). Identity and direction of the organization must be clearly determined. Educational leaders must foresee the future. Most of the participant identified the important role of the leaders to create and communicate the institution vision. They added that vision-mission statements are critically important and must be communicated to the public and key stakeholders widely. When the

vision is widely accepted, the members of the institution feel the ownership of the vision and are inspired to work to achieve the compelling vision.

Sub-category: Leading by Example.

Leaders lead institutional change by modeling the ways and leading by example so as to engage people in the change progress. Leaders need to symbolize the changes that are needed by being examples of new styles of leadership. Leaders who show willingness to sacrifice to serve the organization and its people will get in return people's sacrifice to support the vision and be willing to work in helping institutional transition. Leaders at the university being studied demonstrated some strong awareness of the importance of being good models.

Table 3.6 below provides excerpts from the data which relate to the sub-categories associated with the category of university symbolic frame leadership.

Table 3.6

Excerpts from the data to support “university symbolic frame leadership” category

THEME II: Working Strategies	EXCERPTS FROM DATA
Category: University Symbolic Frame Leadership	
Sub-category: Creating a new culture and environment	<p>“Students and staff worked closely to create the events which contribute to help the poor and vulnerable people.” [Observation Records at the 6th University Charity Day]</p> <p>“I have created the culture and values of my department. Sharing, understanding, respecting, supporting, helping, and caring for one another are what we value in our department. I just want to ensure that they have a sense of belonging toward one another, a sense of unity, and a sense of family.” (Cambodian Administrator)</p> <p>“We have created a place where the students feel safe and peaceful to study.” (Cambodian Administrator)</p> <p>“When they feel the ownership and feel that they are part of the university, they</p>

	<p>automatically work hard in their roles.” (Foreign Advisor)</p> <p>“The past and present achievements of the events were reported in the university president’s speech. The students and staff work and solidarity since the past five years were highly valued and appreciated in his speech.” [Observation Records at the 6th University Charity Day]</p> <p>“In such as events demonstrated the students work and activities to help one another and manual support among their own group member, the university and the community.” [Observation Record at the 6th University Charity Day]</p> <p>“Promote integrity and a sense of belonging and ownership among students, faculty and staff.” [Strategic Planning Document]</p> <p>“Ensure a safe and sound teaching and learning environment.” [Strategic Planning Document]</p> <p>“He addressed the public that the university wants to maintain and nurture the culture of ‘caring, sharing and solidarity’ among the whole university community.” [Observation Records at the 6th University Charity Day]</p> <p>“Students volunteer and invest their time, energy and money to nurture their sense of university community and their heart of caring, sharing and helping those who are poor and vulnerable.” [Observation Records at the 6th University Charity Day]</p>
Sub-category: Institution value, identity and symbolic	<p>“The university symbolism, identity and vision were demonstrated and promoted during this social event by a number of people belonging to all levels of university staff and students wearing university T-shirts with their logo. The university T-shirts printed short phrases about the university community and vision such as ‘A flagship university’; ‘[university name] shine’; ‘All for [university name], [university name] for all’; ‘ Proud to be part of [university name]’ and ‘ [university name] charity day’.”</p>

	<p>[Observation Records at the 6th University Charity Day]</p> <p>“Slide slows and short films briefly telling about the university historical back ground, past activities and achievements, as well as about infrastructure changes from the past to present as well as its future development plan were shown to the guests.” [Observation Records at the 55th University Anniversary]</p> <p>“The events tried to bring altogether the past, the present and future of the university’s activities, achievements and development through the display of the portraits, slide show presentations and through short speeches of the university’s former and present leaders.” [Observation Records at the 55 University Anniversary]</p>
Sub-category: Creating a Vision	<p>“First, we need the right vision.” (Cambodian Administrator)</p> <p>“They have to set a clear vision.” (Cambodian Administrator)</p> <p>“As we have been aligning ourselves with the vision of the university; we are on the right track to help the university achieve its vision.” (Cambodian Administrator)</p> <p>“It is correct that the top level leaders of the university have set the vision and goal.” (Cambodian Administrator)</p> <p>“I explain the reasons behind the vision and make them understand it. When they understand that the vision of the school is also aligned with their personal vision, they will definitely cooperate and participate to make it happen.” (Cambodian Administrator)</p>
Sub-category: Leading by example	<p>“I think leaders are visible. It means that they’re present. Even dropping some classes and going to attend some staff meetings to encourage the people so that they feel heard (they feel that this is their university).” (Foreign Advisor)</p>

	<p>“He [the president] has to move around to see the people, encourage them, and convince them to stay, because Cambodian only care about the top. They don’t care about the middle management. They need the leader as the one person because that’s the hierarchical culture.” (Foreign Advisor)</p>
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To this point in this section, evidence has been provided for the existence of views among the interviewees share similarities with the four frames of organizational leadership as discussed by Bolman and Deal. The following paragraphs summarize how widely these views were held and how wide were the attempts to implement these views.

Regarding the structural change, up to sixteen interviewees believed that leading academic institutional change must involve leaders building the institutional academic structure and culture to support change and better outcomes. Those structural frame changes include establishing institutional systematic management, policy development and implementation, creating an academic community, building up a research culture, creating a meritocratic system and dividing roles and responsibilities. These main roles of the leaders in building up a strong institutional structure for change in the university were found to be similar with the first frame of reframing organizational structure developed by Bolman and Deal. The research findings revealed that university leaders were attempting to build institutional structure by focusing on functions in teaching/learning, research and community service.

All participants identified the important roles of the leaders as the human resource leaders in leading institutional change in the Cambodian context. Overall, the interviewees described the critical roles of the academic leaders in getting the right people and putting them in the right places, providing the staff with necessary skills training and development, providing staff with enough support and involving them in the change process. The necessary supports included

financial support, material support, social support and psychological support. These working strategies aligned with the human resources leadership roles described by Bolman and Deal and other writers.

Eleven interviews described the working strategies practiced by academic leadership that share similarity with the political frame of the four frames of leadership developed by Bolman and Deal. Regarding the division of institutional resources, they said that the leaders needed to use the available resources effectively and that they were trying to do this. Further, interviewees' comments suggested that some leaders within the university were trying to expand university networking and partnership and that they had initiated entrepreneurial approaches. In addition, there was considerable evidence that action was being taken to introduce a more shared or distributed approach to leadership whereby authority was distributed to the person in charge at each level.

In regard to the symbolic frame of leadership, ten interviewees perceived that leading the academic institution in the Cambodian context required leaders to model the ways and to lead by example. The leaders themselves need to model and symbolize change. As mentioned by the interviewees, due to the Cambodian cultural context, the subordinates tend to follow the leaders' actions and behaviors. They mentioned that the leaders communicated the vision mostly through the direct communication by talking to different groups of the people in the university, holding meetings and social networks. The observation records also revealed that the top university leaders take the opportunity of the university special occasions and social events to communicate the story, vision for change and values of the university and that they sometimes used symbolism to do this. However, there is little evidence to suggest that leaders at a lower level were aware of the importance of using stories and symbols in their areas of responsibility.

Overall, although the picture is not totally consistent, the data conveys a picture that leaders' leadership styles within the university are similar to the styles of leadership that Bolman and Deal have categorized within the four frames of leadership. Figure 3:2 on the next page summarizes the working strategies associated with the four frames. The next section addresses the question as to what extent successful change has been implemented.

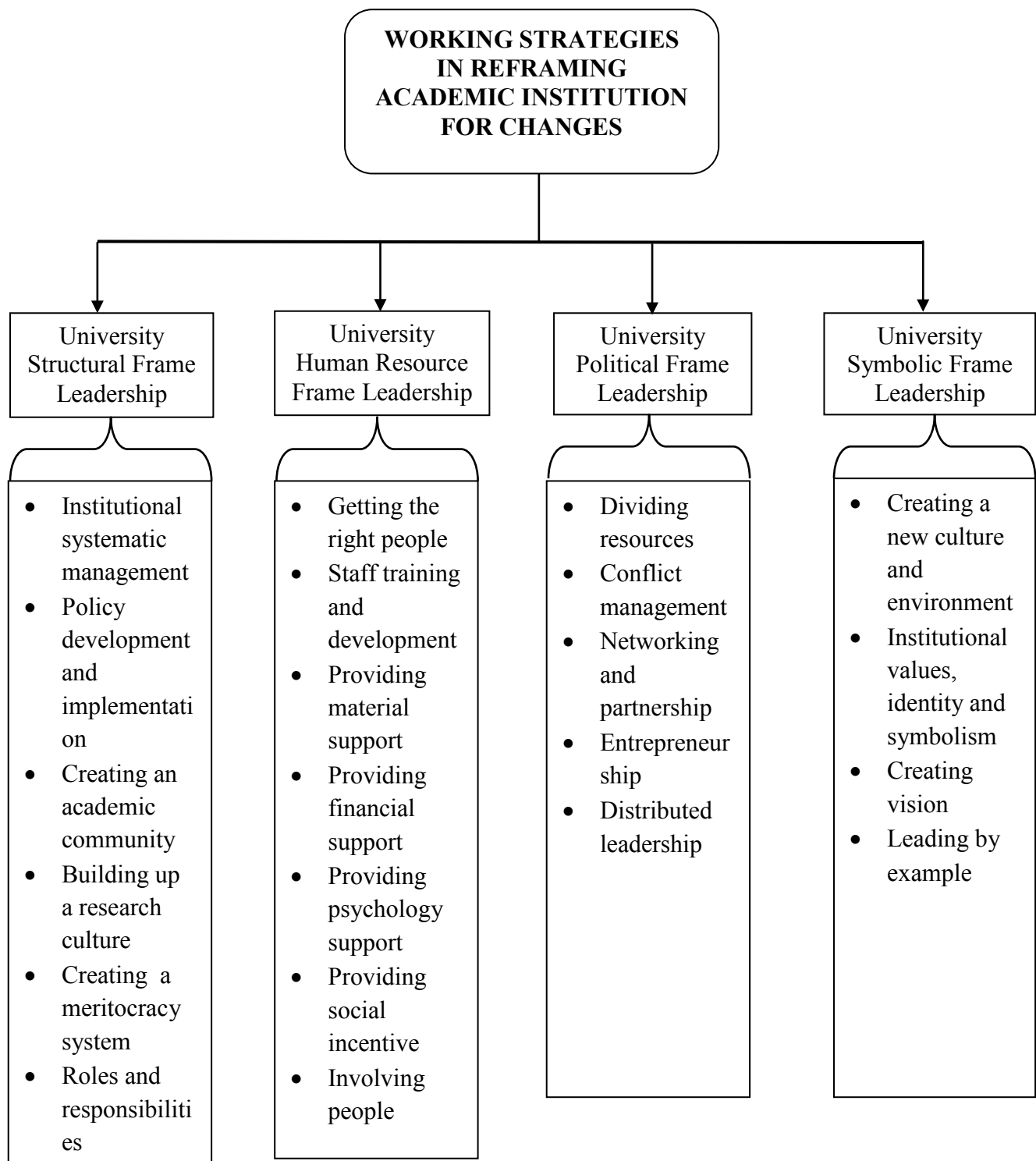


Figure 3.2: Emergent working strategies in reframing academic institutions for changes.

Theme III: Progress of Leading Change in the Academic Institution

Leading change requires leaders who bring about systematic change throughout the whole organization and do this in ways that are collaborative and which inspire organization members to be involved in bringing change. The sections below discuss the views of interviewees regarding the progress of change initiated by leaders at the Cambodian university being studied. The progress of change was examined using the eight steps developed by Kotter (1998). These were: identifying and communicating reasons for changes, building a leadership team and spirituality, creating a shared vision, developing working strategies, empowering people to move forward, overcoming leadership challenges, creating a step-by-step progress of change, and establishing an innovative culture.

Category: Identifying and Communicating Reasons for Change.

As previously discussed, both internal and external factors made it urgent that the university change. If the university did not change then it would not meet the needs of Cambodia and would fall behind other universities in ASEAN. All participants who were interviewed believed that changes are urgent and critically important in order to respond to the current pressures internally and externally. The influence from the younger academic members and some key stakeholders is one of the forces to call for change in the university. Therefore it can be concluded that from the data that the urgent need for change had been communicated strongly and accepted widely.

Table 3.7 below provides excerpts from the data which relate to the sub-categories associated with the category of identifying and communicating reasons for change.

Table 3.7

Excerpts from the data to support “identifying and communicating reasons for change” category

THEME III: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Category: Identifying and communicating	“Situational analysis has informed us that the

reasons for change	<p>[university name] is facing a significant challenge in capacity development and thus requires comprehensive reform.” [Strategic Planning Document]</p> <p>“As Cambodia will be integrated into the ASEAN Economic Community in 2015, there is a need for the [university name] to strengthen and expand its roles of teaching, research and service.” [Strategic Planning Document]</p> <p>“The university is the academic institution that can also represent the country. In the other counties they have top-class or flagship universities to represent their countries such as (Thailand, Singapore...). In Cambodia, we also need to have a university to represent or to be recognized as the Cambodian national university.” (Cambodian Administrator)</p> <p>“Even without the rector, changes are happening. The old staff are retiring and the new staff are much more qualified and competent. They have more ideas and they will introduce the changes. These are happening even without the rector. I think he just needs to allow them to do what they want and to encourage them. In some way, leadership is how to make people go in the same direction and to encourage them.” (Foreign Advisor)</p> <p>“I think the university has to transform because there are a lot of factors both internal and external affecting the university. It has to transform to adapt to the changes of society and the expectations of the job market. We have to also look at the changes both inside and outside the country. Thus, we have to transform to keep ourselves up to date in the modern world. In all circumstances or contexts, the university has to keep transforming and improving itself in all areas.” (Cambodian Administrator)</p>
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Category: Building up a Leadership Team and Spirituality.***Sub-category: Creating a Leadership team.***

The first major reform was the leadership, management and administration style and procedures in the university. From the cultural point of view and practice of leadership in the Cambodian context, the top leaders make the decisions and are responsible for actions and decision making. The data shows that hierarchical and formal leadership styles were being reformed to be a more inclusive of leadership style. The classification of the leadership levels and roles and responsibilities of each level of leaders were defined. The authority or power was distributed to the middle levels of leaders to manage their own technical and academic works.

Further, the data revealed that the leadership at the university in transition was not just one individual; it was a team of leaders with a team spirit to seek integrative decision making and solutions. Leadership at the university showed evidence of building a community of leaders who come together to share experiences, knowledge and understanding, and to learn and lead together. The data from the research shows evidence of attempts to build up leadership skills and spiritual and moral values among leaders to pursue the university vision and to strengthen academic leadership capacity to lead institutional change.

Research on leadership styles such as distributed leadership show the importance of a collaborative leadership style of teamwork, joint problem solving, and joint planning to promote enthusiasm, encouragement, a strong work ethic, and a shared vision (Russell, 2008). Also, shared leadership among faculties increases job satisfaction and motivation (Cheong cited in Brown, 2004). With the evidence from the collected data from the university being researched as displayed in Table 3.9 below, there is hope that the university will continue to move forward in these ways.

Sub-category: Building up Leadership Spirituality.

In a period of change, some of the interviewees believed that building up leadership skills and spirituality at all level of leaders are critically important to pursue the university vision. To lead the institutional change requires leaders with a strong work spirit who lead from inside themselves. At all any circumstance, the leaders who lead with love, passion and drive, sacrifice, willingness, commitment, and commonsense to lead the institutional change toward the development and advancement of the people and the institution. The leadership qualities of integrity, awareness, openness, humility, tolerance, unity, fairness, solidarity, confidence are the core elements of educational leadership in a period of change.

Table 3.8 below provides excerpts from the data which relate to the sub-categories associated with the category of building up a leadership team and spirituality.

Table 3.8

Excerpts from the data to support “building up a leadership team and spirituality” category

THEMEIII: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Category: Building up Leadership Team and Spirituality	
Sub-category: Creating a Leadership Team	<p>“Form an Academic Council and an Administrative Council to assist and support the “Senior Management” or Leadership. The “Senior Management” team is comprised of the Rector and Vice-Rectors.” [Document]</p> <p>“Form a “Middle Management” team which comprises deans, vice-deans, institute directors/deputies and center directors in order to better manage programs in a collaborative manner by linking program planning and financing and staffing at faculty, institute and center levels for an optimal flow of tasks and responsibilities to ensure program quality.” [Document]</p> <p>“Form a “Front Line Management” team which comprises heads and deputy heads of</p>

	<p>departments, programs and offices to enable decision-making at the levels needed for accountability and academic improvement and innovation.” [Document]</p> <p>“I really cannot solve those challenges all at once alone. What I have done is to have open discussion with the authorities and leaders about the challenges that cannot be solved individually and try to search for possible solutions together with them.” (Cambodian Administrator)</p> <p>“We work in the group which is the group with solidarity and willing to work for change. We love to reform the university from one step to another to contribute to educational development and human resources development.” (Cambodian Administrator)</p> <p>“We take this journey together and seek the solution together.” (Cambodian Administrator)</p> <p>“Our team members are from all the faculties in the university. We discuss, share ideas, and evaluate the resources such as facilities, human resources, and finances to come up with a strategic plan.” (Cambodian Administrator)</p> <p>“I have to also be involved and help the leaders in the university level with the strategic plans and action plans aside from working in my department.” (Cambodian Administrator)</p> <p>“We tell the truth and discuss with each other. We listen, we understand, we respect each other’s roles and responsibilities, we are honest with each other so we can work with each other smoothly.” (Cambodian Administrator)</p>
<p>Sub-category: Building up Leadership Spirituality</p>	<p>“We have started from nothing and there are a lot challenges for us to take this journey. We are on the bumpy road, but we are patient and love the people, the most important is love.” (Cambodian Administrator)</p> <p>“To make a reform is not an easy job, it is tough job, but we love, we are patient and</p>

	<p>committed and we will achieve our goals.” (Cambodian Administrator)</p> <p>“We focus on our job, we love our job” (Cambodian Administrator)</p> <p>“We build up the confidence from one step to another and we also develop ourselves to fulfill our roles.” (Cambodian Administrator)</p> <p>“We are honest, respectful, and humble and committed to our work. As, the leaders we have the love from our hearts.” (Cambodian Administrator)</p> <p>“We have love and willingness.” (Cambodian Administrator)</p> <p>“As a dean, I have lots of work and most of my time is dedicated to my work.” (Cambodian Administrator)</p> <p>“We have to have people who are really willing to sacrifice because public institutions never have the same pay rate as the private one. That happens to everyone in the world. It’s not just here. Because the government does not choose to support higher education.” (Foreign Advisor)</p>
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Category: Creating a Shared Vision.

Sub-category: Creating a Vision.

For organizations to improve, there needs to be a vision of a better future and not just the belief that urgent change is needed. The majority of the participants believed that in the early stage of change the leaders must create a clear and compelling vision for change because it provides the institutional directions and inspires the people to make change. The basis for creating the vision includes two questions that institutions must respond to: “Who are we?” and “Why we are here?” (Kotter, 1996). The vision also gives the reasons why changes are needed. The institution at which this research conducted started its change journey with the vision to

transform the university to be a country ‘flagship university’ with top class faculties to provide excellent academic services in teaching/learning, research and community service.

Sub-category: Spreading the Vision.

As was shown earlier in the chapter, leaders within the university established a vision and decided on strategies for change. This subsection on spreading the vision outlines stakeholders’ perceptions regarding how the university vision was communicated and their perceptions about how they were accepted. As will be seen, the interviewees stated that vision was communicated one-on-one, through meetings, at university events and through social media.

Sub-category: Support for the Vision.

The majority of the participants supported the vision for change in the university. They believed that it was critically important to make changes in the university and to transform this university to be the leading public higher education institution in the country and to be a model for the other universities to follow.

Table 3.9 below provides excerpts from the data which relate to the sub-categories associated with the category of creating a shared vision.

Table 3.9

Excerpts from the data to support the “creating a shared vision” category

THEME III: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Category: Creating a shared vision	
Sub-category: Creating a vision	<p>“First, we need the right vision.” (Cambodian Administrator)</p> <p>“They have to set a clear vision.” (Cambodian Administrator)</p> <p>“It is still very crucial to let all staff of the university know about the direction and vision of the university. If we have everything, but our staff do not have a shared vision, it will be a waste of our effort and time and we will not achieve our long term goal.” (Cambodian</p>

	<p>Administrator)</p> <p>“I always repeat sharing with them the vision every 3 to 4 months of what we want to achieve.” (Cambodian Administrator)</p> <p>“As we have been aligning ourselves with the vision of the university; we are on the right track to help the university achieve its vision.” (Cambodian Administrator)</p>
Sub-category: Spreading the vision	<p>“We meet people from all different sections of the university including staff and students to discuss and communicate our goals and vision.” (Cambodian Administrator)</p> <p>“Through many meetings of the management team, we communicate our vision and show the path we will take to all faculties and to all levels of the university management team. This is one step.” (Cambodian Administrator)</p> <p>“I think the university vision has been widely spread to all levels of staffs and general public. We can spread this to all faculties and departments of the university.” (Cambodian Administrator)</p> <p>“It has been spread through seminars, meetings, and social media (i.e., university’s Facebook page and web page). It was also shared widely by our prime minister to our staff and students during the graduation ceremony. Not only [university name] knows its vision, but all universities in Cambodia are also aware of the vision.” (Cambodian Administrator)</p> <p>“All teachers are aware of the vision and cooperate with us.” (Cambodian Administrator)</p> <p>“I always talk, inform and explain about that (along with possible results and reasons for changes) to the leaders and my teaching staff. This is the way I use to spread and deepen the vision of the university in all of them.” (Cambodian Administrator)</p>

	<p>“The university has spread its vision several times. Firstly, it was spread to the leaders of all faculties and department chairs.” (Cambodian Administrator)</p> <p>“The university vision was communicated through the workshops and meetings. Also, the vision for the university to be a country flagship university was also communicated at the ministry and national levels when the ministry and the government announced to set this university to be a country flagship university.” (Cambodian Administrator)</p>
Sub-category: Support for the Vision	<p>“I strongly support it. This is really a great vision. In each country, there is at least one flagship university.” (Cambodian Administrator)</p> <p>“For the goal to be a flagship university in Cambodia, it is very realistic and we have already been walking toward that goal.” (Foreign Advisor)</p> <p>“I strongly agree with the vision because the university in the national public university, so it has to be a good role model for others universities to follow.” (Foreign Advisor)</p> <p>“It is a good vision.” (Cambodian Administrator)</p> <p>“I cannot say all celebrate the change, but I can say that I have noticed the majority are happy, welcome, and support the change.” (Cambodian Administrator)</p>

Category: Developing Working Strategies.

Sub-category: Strategic Planning.

Having creating the university vision, the university stakeholders worked collectively to develop the strategic planning to provide the road map for the transition journey. Based on the analysis of the planning documents and the interview responses, there are several major areas of university reform that were being planned and communicated. These areas of comprehensive

reforms include internal management and operations including leadership and management style and procedures, administrative procedures, financial management, human resource management and academic management.

Sub-category: Academic Management Reform.

As the literature states and the leaders believe, academic leaders are accountable for ensuring the high quality of educational outcomes by conducting staff development, monitoring and evaluation, performance evaluation and program evaluation. This includes keeping records of the numbers of staff and students and monitoring and evaluating their working progress and performance. Academic leaders are the leaders and managers with the technical, managerial and leadership tasks of the organization that directly impact teaching, research and community service in the academic program of the university. They have the opportunity to have direct and close contact with their teachers, students and key stakeholders in their departments or programs.

The majority of the participants stated that educational standards must be built up and maintained to measure and ensure the quality of education. Quality management mechanisms must be in place to monitor and ensure the academic standard quality.

Sub-category: Non-academic Management Reform.

Besides leadership and management style and academic management reform, the data from this research study reveals that most interviewees thought that administrative procedures, financial management and human resource management were critical to reform in the university. The major areas they talked about were better accountability, transparency and the overall system of management and they thought that progress was being made in these areas.

Sub-category: Institutional Capacity Development.

Institutional capacity development has to do with the development of the academic and non-academic program and institutional physical development of facilities. Some of the

participants mentioned that the university academic and non-academic programs were recently expanded, However, they added that different fields of study needed to be further developed in the university and that the university facilities and infrastructure needed to be improved. Further, the interviewees indicated that steps seeking partnerships with business and non-business sectors to invest in the university development plan had also been introduced.

Sub-categories: Monitoring and Evaluation.

As many writers on leadership have argued, to be able to gauge progress in an organization requires ongoing monitoring and evaluation. Some of the participants believed that during this process of change at the university, better evaluation mechanisms need to be developed to monitor and evaluate the progress of planning implementation.

In Table 3.10 below, data about progress in developing working strategies is displayed.

Table 3.10

Excerpts from the data to support the “developing working strategies” category

THEME III: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Category: Developing Working strategies	
Sub-category: Strategic planning	<p>“We have developed a strategic planning as the road map for our reform progress.” (Cambodian Administrator)</p> <p>“The strategic plan document has been produced, trying to map the future which is a good start.” (Foreign Administrator)</p> <p>“These changes are positive changes which happened because people have planned for these changes.” (Cambodian Administrator)</p> <p>“I think the university has used several strategies such as the plan to do research, the plan to expand oneself, the plan to encourage the participation from those who are involved. I think the university has these plans.” (Cambodian Administrator)</p> <p>“For our university, we have clear goals, then</p>

	we developed our strategic plan and most of the people agree with our plan.” (Cambodian Administrator)
Sub-category: Academic management reform	<p>“Changes do not happen by themselves. There have been meetings among leaders of departments, faculties, and university to do strategic planning and put the plans into action.” (Cambodian Administrator)</p> <p>“We have incentives for all the researchers. We are discussing how much we are going to pay for each paper publication.” (Cambodian Administrator)</p> <p>“Next step, we will do curriculum reform. We will use a credits system like other countries based on the minimum requirement of each degree.” (Cambodian Administrator)</p> <p>“We will divide the curriculum into compulsory, optional, and elective courses. We will offer the opportunities for the students to choose the courses based on their interest though they all have to complete compulsory courses to get the degree.” (Cambodian Administrator)</p> <p>“The university should give more freedom to select subjects to the students. If the university stresses the importance of some particular subjects for the students, we will follow. However, we also want to study the subjects that we like and are helpful for our future career.” (Student)</p> <p>“The university should develop the curriculum that focuses on specialized subjects. The foundation year program contains many subjects up to 20 subjects, so there is no free time for students to do research. If we reduce the number of subjects to probably 10 subjects, the students have enough to do research on the new knowledge. Anyway, from the second year on, the focus is on the specializations, I think, it is really good.” (Student)</p> <p>“I think the university is focusing on its</p>

	services for the students.” (Cambodian Administrator)
<p>Sub-category: Non-academic management reform</p> <ul style="list-style-type: none"> Financial reform 	<p>“The next change was trying to repair or fix the finances so that they were much better managed.” (Foreign Advisor)</p> <p>“I think the rector has been very effective in reorganising the finances. Reorganising the finances is very important.” (Foreign Administrator)</p> <p>“Staff” salaries are categorized by the roles (i.e., leader, teachers, or administration staff). All the departments do not have the same numbers of students enrolled in their courses. It means that some departments earn more incomes than the other, so we have been creating a system in which some incomes of the richer departments can also distribute to the poorer departments. This is the way we help bridge the gap of all departments’ income.” (Cambodian Administrator)</p> <p>“Faculties are given 60 % of the university total income for running classes, research, and motivating teaching staff to do more research. That’s what we are doing nowadays.” (Cambodian Administrator)</p> <p>“We have reformed our accountancy system with only one central office and transparency. As we have three campuses we have had separate management systems, now, unlike before, we have only one central office with transparency. The first noticeable change is the change in leadership and management. It is what I mentioned earlier that each faculty has been given power and the right to make important decisions by its own.” (Cambodian Administrator)</p> <p>“Yes, there are some changes. The changes regarding the vision, policy, support systems, staff salary, and some administrative management.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> Human resource management reform 	<p>“We gather and delegate tasks, roles and</p>

	<p>responsibilities.” (Cambodian Administrator)</p> <p>“We also divide the working time of the teaching staffs.” (Cambodian Administrator)</p> <p>“This helps them to be aware of their roles and what they have and how much they can contribute to the transformation of the university.” (Cambodian Administrator)</p> <p>“He reorganized the responsibilities according to their ability and skills.” (Cambodian Administrator)</p> <p>“I think the rector is encouraging people at all levels to take responsibilities for their work.” (Cambodian Administrator)</p> <p>“We present and discuss our university direction, and we listen to peoples’ opinions and engage people to take the journey with us to achieve our goals.” (Cambodian Administrator)</p> <p>“If the people have performed well, we truly acknowledge their achievement.” (Cambodian Administrator)</p> <p>“I am happy that the university authorities give me the power and right to make technical decisions in my faculty. I think that it is good for the improvement of the university as a whole.” (Cambodian Administrator)</p> <p>“We have divided the salary of our staffs according to their degree. PhD holders have more income than Master holders, and Master holders have more income than Bachelor holders.” (Cambodian Administrator)</p> <p>“Each one has their job description. Each one knows what they are supposed to do.” (Foreign Advisor)</p>
Sub-category: Institutional capacity development	<p>“University has created some more departments and faculties to expand itself to be more comprehensive. This is the way the university has upgraded itself.” (Foreign Advisor)</p>

	<p>“We opened two new faculties: engineering and development studies.” (Foreign Advisor)</p> <p>“Create two new faculties (engineering and development studies), these are the major changes.” (Cambodian Administrator)</p> <p>“We have a students’ service office to support the students.” (Cambodian Administrator)</p>
Sub-category: Infrastructure development	<p>“The university should improve the infrastructure because the university environment can make the students want to study or not. If the university environment is good, for me as a student, when I think that the university environment is good, but if I don’t learn, I will feel ashamed. So we push ourselves to learn as a student in a good environment university.” (Student)</p> <p>“We have to consider whether our facilities and infrastructure help support our action plan and boost our performance toward the university’s vision.” (Cambodian Administrator)</p> <p>“The capital development. Some buildings need to be done.” (Foreign Advisor)</p> <p>“Infrastructure has been reformed to make it physically good.” (Foreign Advisor)</p>
Sub-category: Monitoring and Evaluation	<p>“Aside from a clear vision, administrative management, finance, and human resource, we do need an auditor. We need the ones who come to audit, check and evaluate our process. This is what we are missing at the moment.” (Cambodian Administrator)</p> <p>“I have conducted some seminars and called for small meetings to discuss and compare the development of our university and that of other universities in our country. The purpose is to let all of us be aware how far we have reached and how far others have reached, and what actions we should do to improve our performance.</p>

	<p>We also have a chance to see what areas still need working on and what challenges we are facing and what more special supports we need.” (Cambodian Administrator)</p> <p>“I think change has to be cyclical, not linear. When we implement change, there has to be a monitor system to evaluate the process. If there are any problems in the process, we can go back to revise our action plans.” (Cambodian Administrator)</p> <p>“Monitoring is necessary for our planning activities.” (Cambodian Administrator)</p> <p>“And, there needs to be reviews of people’s performance and abilities so as to reward people who perform well” (Foreign Administrator)</p>
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Category: Empowering People to Move Forward.

Leading people to make changes is about creating the space where people are willing to do the hard work and have the capability to help make organizational transition. In the university, there are lecturers and administrators who have the ability to be co-thinkers and co-leaders. They have specialization capabilities and motivation to conceptualize and implement changes. According to Kotter (1996), a period of change requires top management having less control and the ability to make a permission giving atmosphere. He added that progress in pursuing the vision begins when leaders entrust the vision to middle level managers and front line staff. Thus, leadership is about creating the space and removing obstacles so that these people can perform and use their best capabilities and skills to fulfill their roles and responsibilities and help bring change. Some of the participants stated that the top leaders of the university created the vision for change, but the vision need to be “buy in” by all level of leaders from the top leaders to middle levels leaders and the front line level of the leaders. Some of them

believed that sometimes leadership roles in the transitional period are to provide direction and let the people to do their work for institutional change and development.

Table 3.11 below provides excerpts from the data which relate to the sub-categories associated with the category of empowering people to move forward.

Table 3.11

Excerpts from the data to support “empowering people to move forward” category

THEMEIII: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Categories: Empowering people to move forward	<p>“The leaders only lead the way.” (Cambodian Administrator)</p> <p>“In some way, leadership is how to get people to move in the same direction and to encourage them.” (Foreign Advisor)</p> <p>“At the faculty levels, they need to conceptualize their own roadmap to make their own faculties change and develop. We distribute authorities to the faculties to manage their finances and curriculum and to make reforms. So the faculties report to us then we discuss and identify together on the collective points or separate points.” (Cambodian Administrator)</p> <p>“We try to make it clear and transparent. We have reduced the unclear things in the system which happened before.” (Cambodian Administrator)</p> <p>“The first noticeable change is the change in leadership and management. It is what I mentioned earlier that each faculty has been given power and the right to make important decisions by its own.” (Cambodian Administrator)</p> <p>“I think the rector has been already trying hard to avoid conflict. I like that tradition in Cambodia that people try to make change without causing the loss of face. He doesn’t force anybody to leave. He needs to make changes, but he is doing it in a very sensitive</p>

	<p>way, a very Cambodian way.” (Foreign Advisor)</p> <p>“He (the rector) opened the floor. People could say anything they wanted. We had a full day meeting on the strategic plan, people could get into groups discussing their interest and worked on the plan together. That’s really open. That never happened here.” (Foreign Advisor)</p>
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Category: Creating a Step-by-Step Progress of Wins.

Leading change is a long and continuing journey requiring a great deal of time, effort and resources in making institutional change. In the data from the research into the Cambodian university, leading change was seen as ‘a step by step’ process. From the data, it appears that the leaders divide the plan into different steps to determine the levels of success and ensure the implementation of the plan is in the right direction.

Table 3.12 below gives excerpts from the data which relate to the sub-categories associated with the category of creating a step-by-step progress of wins.

Table 3.12

Excerpts from the data to support “creating a step-by-step progress of wins” category

THEME III: Progress of Leading Change in the Academic Institution S: Working Strategies	EXCERPTS FROM DATA
Category: Providing a step-by-step progress of wins	<p>“It is mandatory to divide goals into small steps and see what we can achieve in every small step. If we can achieve all the small steps, it means that we are on the right track to achieve the long term goal and vision.” (Cambodian Administrator)</p> <p>“Since our vision is very ambitious, we have to divide it into a lot of steps.” (Cambodian Administrator)</p> <p>“We reformed student service, we let people know how we do this thing and make it transparent and make people see this thing</p>

happen.” (Cambodian Administrator)

Category: Overcoming Leadership Challenges.

Sub-category: Leadership Challenges.

The results showed some challenges facing by the leaders in leading academic institutional change in the Cambodian context. Those challenges include the lack of institutional autonomy, political interference, lack of resources, resistance to changes and cultural factors.

As discussed earlier, the confronting facts of the institutional internal factors and the influence of the external factors were the wake-up calls that led to the desire for institutional transition. Otherwise, those influential factors are the sign for the university where it is in the crisis state that require changes and development. Leading change in this period is where the leaders have to lead by confronting the ‘brutal facts’ and to eliminate ‘the fear’ and take a courageous path (Gray & Stresly, 2010; Covey & Whitman, 2009; Collins, 2000).

Sub-category: Resilience When the Going Get Tough.

Despites those challenges, the leaders who were interviewed in this research demonstrated their commitment to lead changes in the institution. They stated that although they encountered challenges in the progress of change, they were determined to keep going on the journey. They expressed a high willingness and commitment to use their capabilities to work collaboratively to contribute to institutional development and changes. Those interviewees who are committed to change stated that they were willing to pursue to the changes despite much cost to themselves. One interviewee summed it up by saying “we have love and willingness”, “we are patience and humble” and “we work together in unity and solidarity”.

Table 3.13 below provides excerpts from the data which relate to the sub-categories associated with the category of overcoming leadership challenges.

Table 3.13

Excerpts from the data to support “overcoming leadership challenges” category

THEMEIII: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Category: Overcoming Challenges	
Sub-category: Leadership Challenges <ul style="list-style-type: none"> Lack of Autonomy 	<p>“Because we are public school, we are not independent in making decision. We have to listen and get the approval from the Ministry.” (Cambodian Administrator)</p> <p>“Having the autonomy is the most important priority. The university should have the ability to control staffing and finances.” (Foreign Advisor)</p> <p>“The big challenge for the leadership now is external control.” (Foreign Advisor)</p>
<ul style="list-style-type: none"> Political involvement 	<p>“Political and social factors have very little impact on this.” (Cambodian Administrator)</p> <p>“The university should not be involved with politics because it can cause bias among educators in the academic context.” (Cambodian Lecturer)</p> <p>“I think, first is the political pressure, the pressure from the politician, now it still exists, in indirect or direct ways.” (Student)</p>
<ul style="list-style-type: none"> Lack of resources 	<p>“Some significant issues might take long time to consider and decide since the university doesn’t have enough resources to make decisions right away and we understand that.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> Lack of human resources 	<p>“My concern is that there are a lot of staff working for the university. However, very few of them are qualified and have enough capacity to work for the university and help push the university toward its vision.” (Cambodian Administrator)</p> <p>“The first challenge is that we don’t have enough qualified teachers and staff.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> Lack of finance 	<p>“One of the challenges is the financial issue. Nowadays, we have some finance, but still</p>

	<p>very limited.” (Cambodian Administrator)</p> <p>“Another challenge is limited finance.” (Cambodian Administrator)</p> <p>“The challenge faced by the leaders in leading change in the university is the lack of financial resources. We need finance to support our plan.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Lack of physical resources 	<p>“Our department still has a lack of facilities.” (Cambodian Administrator)</p> <p>“They lack some physical resources, of course. If the government is willing to support the institution, I think they can do that.” (Foreign Advisor)</p>
<ul style="list-style-type: none"> • Resistance to change 	<p>“We have difficulty with people who resist change because it’s not everyone who is willing to change. They are so comfortable with the old habits, so they don’t want to change.” (Cambodian Administrator)</p> <p>“They said that we have no problem so far, why do we have to change the curriculum.” (Cambodian Administrator)</p> <p>“Some people resist change and it is very normal. They might need more time to accept the fact and later they will also take actions to change.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Physical effects on staff 	<p>“There are more meetings than before when we need decision making on any issues of the university. Before, there were less meetings and some decisions were made without seeking for our opinions.” (Cambodian Administrator)</p> <p>“I have much more workload and it doesn’t happen only to me. All the deans, vice deans, department heads, vice department heads, have more works and meetings.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Emotional effects 	<p>“That’s hard and stressful for them.” (Cambodian Administrator)</p> <p>“No one wants to experience change. Change always causes pain in the beginning. In short,</p>

	<p>we are facing uncountable challenges.” (Cambodian Administrator)</p> <p>“We cannot avoid affecting some people’s feeling and motivation. This can create the slowness and road block of our process.” (Cambodian Administrator)</p>
<ul style="list-style-type: none"> • Cultural factors 	<p>“Our culture also influence on this. People don’t like direct talking, so we communicate indirectly.” (Cambodian Administrator)</p> <p>“In the Western style management, when they change the leadership, they will say very clearly what their vision is. Anyone who doesn’t want to follow, they are removed. In Cambodia, loss of face is very important.” (Foreign Advisor)</p>
Sub-category: Resilience when the going gets tough	<p>“Sometimes, when I think things should be like this, but when take the steps it becomes so difficult but we still take the steps to go ahead.” (Cambodian Administrator)</p> <p>“Although the journey we take is a bumpy road, we have to work together to make this bumpy road to become a smooth road.” (Cambodian Administrator)</p> <p>“I would say it will move forward, but slowly, in our current situation. Thus, I would say it will move forward, but slowly.” (Cambodian Administrator)</p> <p>“Although it is slow but we take the steps. And, we are very committed.” (Cambodian Administrator)</p> <p>“And, we follow our roadmap though it is a bumpy road for us to walk. We follow our plan and take one step to another.” (Cambodian Administrator)</p> <p>“That’s not easy and the rector need to work super hard.” (Cambodian Administrator)</p> <p>“I have more responsibilities. If we want to make a lot of changes, we need to have a lot of planning and doing as well. Before I just</p>

	<p>operated my department to make sure that it was still going on. However, now I am doing more than operating, but planing and acting for the improvement. These have created lots of workload for me and I am facing lots of challenges right now.” (Cambodian Administrator)</p> <p>“Because I totally support those changes, I am willing to take the extra workload and challenges. I have no negative reaction toward the changes. Even though it affects my income due to the cut-off of my teaching time, I am happy for this journey toward improvement of our education system.” (Cambodian Administrator)</p> <p>“The good things are the rector is very keen to improve the university and has started to reformed administration.” (Foreign Administrator)</p>
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Category: Establishing an Innovative Culture.

Interviewees mentioned that the leaders need to teach and explain to the staff about the transition, or new directions of the university. They added that if it is necessary, the leaders need to teach or explain the staff how to do things when they do not have the knowledge and understanding about the transition. Some of the interviewees mentioned about changing people’s mind-set to believe that change is critically important for the institution and all staff members. However, a few participants mentioned about difficulties in changing some people’s mind-set and convincing them to implement change.

Table 3.14 below provides excerpts from the data which relate to the sub-categories associated with the category of establishing an innovative culture.

Table 3.14

Excerpts from the data to support “establishing an innovative culture” category

THEME III: Progress of Leading Change in the Academic Institution	EXCERPTS FROM DATA
Category: Establishing an innovative culture.	<p>“The need to learn more. The need for more research about the transition is very impotent. We need to know more about the value and benefits of the transition. Thus, I think the ability to gain more knowledge and the facts about this transition and transformation is very significant.” (Cambodian Administrator)</p> <p>“Change the people’s mind-set is the most important. To make people change their mind set and believe that the world is changing and to make the staff and all level of management team understand that reform is critically important for development are very important” (Cambodian Administrator)</p> <p>“If we just only let all the faculties and departments know about our vision and goals and we expect them to do that with us, it is unrealistic and the result will not be favorable. After sharing, we have to also ask them whether they are ready, have enough resources, and what they are struggling at the moment. If they don’t have enough resources, we provide them with the resources. If they don’t know how to do it, we teach them how to do it.”</p> <p>“I think they need to also change the general culture of the institution because most of the staff given the jobs during the old time still do the job as has been their habit. They just do what they want. They have low salaries, so they are not expected to perform their work according the rules.” (Foreign Advisor)</p> <p>“People have a negative attitude and mind set toward change.” (Cambodian Administrator)</p> <p>“Some people don’t like the change, so the management is trying to deal with it and it is very normal. A university is not the building. It’s the people. People change.” (Foreign</p>

	<p>Advisor)</p> <p>“It is difficult now because many of the staff are just doing the things that they did for 20 years and they don’t feel that they need to change.” (Foreign Advisor)</p> <p>“The most important resource is the human resource, that is, the people with the willingness to change their mind-set and take part in the change progress.” (Foreign Advisor)</p>
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In summary about the progress of leading academic institutional change in a Cambodian university, it can be concluded that many of the steps that were taken. The leaders begin with the strong starts of leading change by giving reasons for changes and by demonstrating the ‘brutal facts’ facing by the institution to call for changes. The voice of the leaders to call for changes in the institution is strongly supported by the university key stakeholders as most of them desire to make change in the institution. The teams of leaders were formed to lead and coordinate changes of each major section of the university. The shared vision and strategies for change were communicated by the leaders to university stakeholders by different means particularly through direct communication by talking, holding meetings and social media. The leaders empower the people to get involved in the planning by creating the space for them play their roles and distribute power and authority to the middle and front line leaders. To ensure that the implementation of the plan is on the right track and monitoring the plan’s progress, the leaders divided the progress of change into different steps of success. Although there are some challenges faced by the leaders in leading a public academic institutional change, the leaders committed to bring more change to the institution. Some of the biggest challenges are lack of financial and capital resources, outside political influence and resistance from staff members who have been there a long time and do not want to changes their

ways. Several interviewees pointed out that initiating an innovative culture in the university is critically important to sustain changes and create more changes. Figure 3.3 illustrates an emergent framework based on Kotter's eight steps as applied to HEI organizational change.

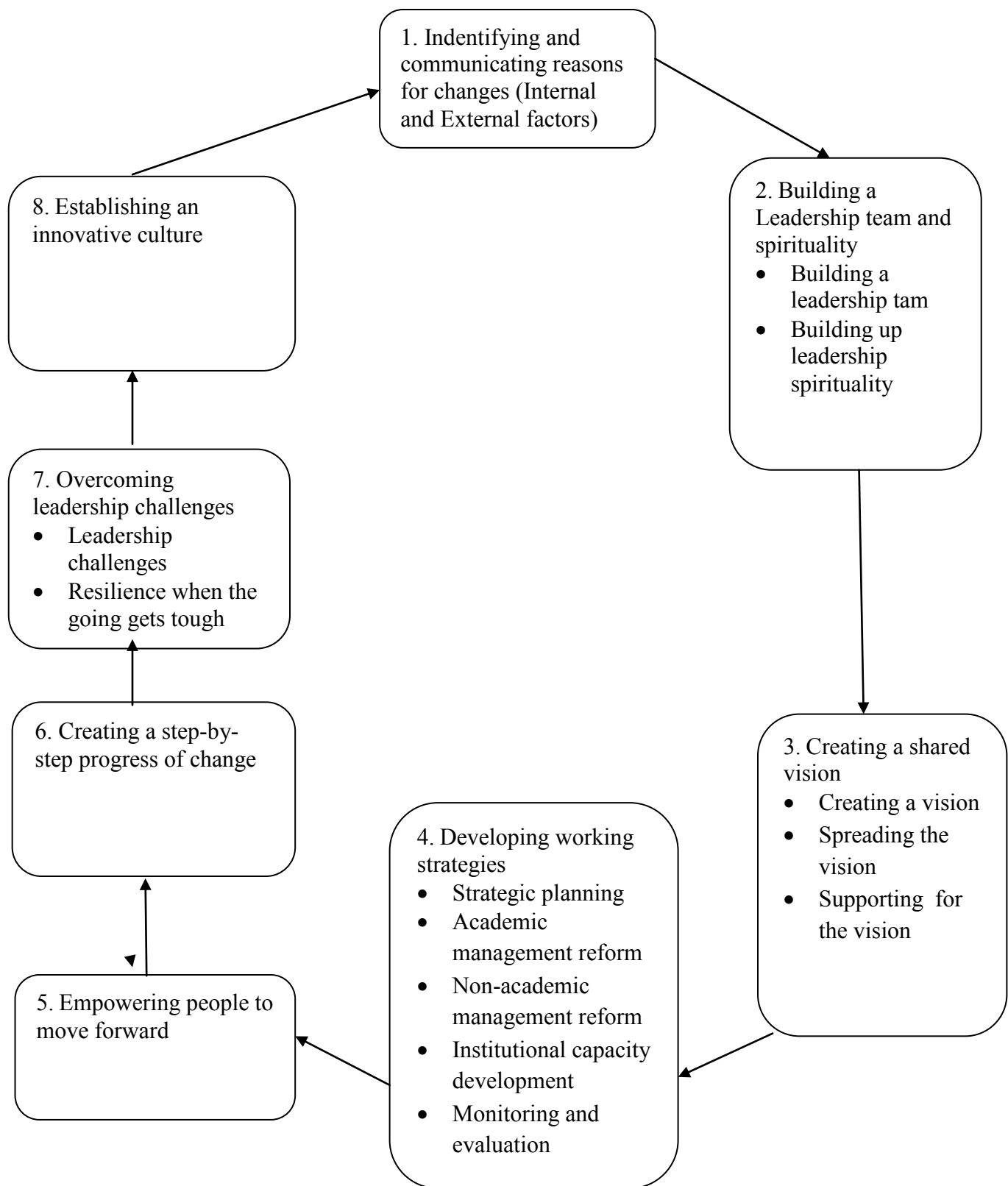


Figure 3.3: An emergent framework based on Kotter's eight steps as applied to leading HEI organizational change.

AN EMERGENT FRAMEWORK FOR UNDERSTANDING EDUCATIONAL LEADERSHIP IN A UNIVERSITY IN TRANSITION IN CAMBODIA

The emergent framework for ‘Understanding Educational Leadership at a University in Transition in the Cambodian Context’ considers three interrelated dimensions of contextual factors for the university change, reframing the university for changes and the progress of leading change. The paragraphs below provide explanatory background to Figure 3:4 which is included later in this chapter.

Reasons for Changes.

The contextual factors for changes identify the main reasons for change and the university situation that the leadership in this context needs to address. The context of internal and external reasons both strongly influence university change.

Internal Reasons for Changes.

In relation to internal reasons, the motivating factors include the university’s aims to pursue its vision-mission, its desire to improve university academic functions, pressure from younger academics and an ineffective old system that produced inadequate outcomes.

External Reasons for Changes.

The external reasons influence on the university change include the ministry and government policy compliance, responsiveness to local needs, regional integration and competition and globalization and internationalization.

Working Strategies in Reframing a University for Change.

The emergent framework disclosed two main leadership functions: leadership practices in reframing the university for change and the steps needed to progress change in the institution. In a period of change, the leaders play critical roles reframing the institution in four broad areas: the university structural frame, the university human resource frame, the university political frame and the university symbolic frame.

University Structural Frame Leadership.

The university structural frame leadership requires technical skills of the leaders in designing and building institutional structure to support change. In HEIs it involves structuring the institutional academic culture by creating and maintaining institutional systematic management, policy development and implementation, creating academic community, building up the research culture, creating a meritocratic system, and assigning staff roles and responsibilities. The effectiveness of running the academic institution is based on a good and strong institutional structure that is created through the development and implementation of the institutional rules, regulations and policy.

University Human Resource Frame Leadership.

In a period of change, the human resource academic leaders play critical roles in aligning the needs of the people and the institution. Initially, the leaders need to get the right people in the institution and put them in the right place. In getting the right people, the leaders use their skills to attract, recruit and retain the qualified staff. The leaders also need to provide the staff with the necessary knowledge and skills to function well in their areas of responsibilities by providing the staff training and development. They also need to provide the people with various supports including technical support, material support, financial support, psychological support and social incentives. Having responded to the needs of the people, the leaders motivate and inspire them to be involved in the change journey and to use their knowledge and skills to contribute to the institutional development goals.

University Political Frame Leadership.

Another important leadership function in the academic institutional change is political leadership. In a period of change, the leaders need to clarify the goals of the institution and use a variety of strategies and skills to deal with issues of relationships, values, identity, beliefs and

interests of the political actors in the institution. The leaders in the university play critical roles in division of resources, conflict management, networking and partnership outside the university, entrepreneurship, and trying to mobilize people to make change through a more distributed leadership style.

University Symbolic Frame Leadership.

The university symbolic academic leadership builds the institution through creating the institutional culture, unique identity, character, vision, and meaning through symbolism and the use of the stories that point to the future. In building the institution and motivating and inspiring staff to bring change, the leaders play vital roles in creating a new institution culture and environment, institution value, identity and symbolic, creating vision and leading by example to mobilize the change.

Progress of Leading a University Change.

Leading academic institution for change is a systematic and step-by-step progress. The emerged categories from the data identify eight steps of leading a university in the Cambodian context. Those eight steps include: identifying and communicating reasons for change, building a leadership team and spirituality, creating a shared vision, developing working strategies, empowering people to move forward, creating a step-by step progress of wins, overcoming leadership challenges, establishing an innovative culture.

Step 1: Identifying and Communicating Reasons for Change.

The initial task of the university leaders is call for change by giving the solid reasons for change. The leaders' voices to call for change need to be supported by the majority of the academic members and key stakeholders to transform the university to be the 'country flagship' university. The university key stakeholders need to believe that changes in the university are urgent and critically important.

Step 2: Building a Leadership Team and Spirituality.

The second step of leading the academic institution for change is to create team leadership and build up leadership spirituality. Building up team leadership with leadership skills, authority, and credibility to lead to and coordinate the change is an essential aspect of leading change in a Cambodian HEI. Distributed leadership and team leadership need to be promoted in the academic institution because the university has different sections. Building up leadership spirituality is to promote working spirit to work for the development and transformation of the institution and its people.

Step 3: Creating a Shared Vision.

The leaders establish a shared vision by creating a vision, spreading a vision and gaining support for a vision for change. The leaders create the vision to give the reasons and directions for changes and to inspire people to be involved in the change process. The vision is introduced and communicated broadly both in formal and informal ways to get the support from the university key stakeholders. The leaders align the individual's vision with the institution's vision to help people feel ownership and be inspired by the vision for change.

Step 4: Developing Working Strategies.

Having created the shared vision, the leaders developed the working strategies to implement change. The strategies developed by key university stakeholders included developing strategic planning; reforming leadership, management and administrative practices and procedures; reforming academic management; reforming non-academic management; developing institutional capacity; and developing monitoring and evaluation mechanisms.

Step 5: Empowering People to Move Forward.

In a period of change, the university leaders empowered people by creating the space for them to play their roles and by entrusting the vision to different levels of leaders and staff. The

top level of leaders distributed leadership and authority to different levels of leadership to lead and coordinate change in their areas of responsibilities.

Step 6: Creating a Step-by Step Progress of Wins.

Leading change in the academic institution in Cambodia is a step by step process. The university leaders divided the plan into different steps to ensure that they were moving in the right direction and create the sense of achievements.

Step 7: Overcoming Leadership Challenges.

Leading academic institutional change in Cambodia is very complex and challenging due to the external political involvement, lack of institution autonomy, lack of resources, cultural factors and resistance to change. Despite those challenges, the university leaders committed and strengthened their leadership capacities to keep on moving and producing more changes.

Step 8: Establishing an Innovative Culture.

Initiating an innovative culture is crucial to sustain change and produce more change in the academic institution. The university leaders nourish such a culture in the institution by trying to change the people's mindsets and old habits and by helping people to see that change is critically important for institutional and individual development.

Comparison to the Literature

This dissertation used the framework provided by Bolman and Deal (2008) which dealt with the frames or lenses that leaders could use in leading organizational change. As was shown in the literature review, the literature on leadership is huge and no one approach is sufficient by itself, but Bolman and Deal have synthesized the literature into four frames (structural, human resources, political and symbolic frames) which incorporate a range of leadership approaches such as transformational leadership theory.

Regarding the structural change, up to sixteen interviewees believed that leading academic institutional change must involve leaders building the institutional academic structure and culture to support change and better outcomes. Those structural frame changes include establishing institutional systematic management, policy development and implementation, creating an academic community, building up a research culture, creating a meritocratic system and dividing roles and responsibilities. These main roles of the leaders in building up a strong institutional structure for change in the university were found to share similarity with the first frame of reframing organizational structure developed by Bolman and Deal. The research findings revealed that university leaders were attempting to build institutional structure by focusing on functions in teaching/learning, research and community service.

All participants identified the important roles of the leaders as the human resource leaders in leading institutional change in the Cambodian context. Overall, the interviewees described the critical roles of the academic leaders in getting the right people and putting them in the right places, providing the staff with necessary skills training and development, providing staff with enough support and involving them in the change process. The necessary supports included financial support, material support, social support and psychological support. These working strategies aligned with the human resources leadership roles described by Bolman and Deal and other writers.

Eleven interviews described the working strategies practiced by academic leadership that fit with the political frame of the four frames of leadership developed by Bolman and Deal. Regarding the division of institutional resources, they said that the leaders needed to use the available resources effectively and that they were trying to do this. Further, interviewees' comments suggested that some leaders within the university were trying to expand university networking and partnership and that they had initiated entrepreneurial approaches. In addition,

there was considerable evidence that action was being taken to introduce a more shared or distributed approach to leadership whereby authority was distributed to the person in charge at each level.

In regard to the symbolic frame of leadership, ten interviewees perceived that leading the academic institution in the Cambodian context required leaders to model the ways and to lead by example. The leaders themselves need to model and symbolize change. As mentioned by the interviewees, due to the Cambodian cultural context, the subordinates tend to follow the leaders' actions and behaviors. They mentioned that the leaders communicated the vision mostly through direct communication by talking to different groups of the people in the university, holding meetings and social networks. The observation records also revealed that the top university leaders take the opportunity of the university special occasions and social events to communicate the story, vision for change and values of the university and that they sometimes used symbolism to do this. However, there is little evidence to suggest that leaders at a lower level were aware of the importance of using stories and symbols in their areas of responsibility.

In exploring the third question this dissertation addresses, that is, the progress of change at the university, this dissertation used the eight-step leading organizational change model developed by Kotter (1996). The study found that there are eight steps practiced by the leaders in leading the university change and those eight steps share some similarities with Kotter's leading organizational change model.

Kotter (1996) identifies the first role of the leaders is to define the institution reality and create a sense of urgency for institutional change. Similar to Kotter's approach, the university leaders lead change by identifying and communicating reasons for the institutional change. They confront the brutal facts of the pressure from the internal and external factors facing the university.

The second step of leading the university change, the leaders build up a leadership team and spirituality to lead and coordinate the change progress. In a period of change, the university leadership positions were classified into different team levels with different areas of responsibilities to lead and coordinate changes. In this second step, Kotter's model of building up a guiding coalition emphasizes the importance of 'position power', 'expertise', 'credibility' and 'leadership' to ensure institutional change (Kotter, 1996).

In a period of change, the leaders develop a shared vision to provide the road map and big future picture of the university and inspire people to be involved in the change process. They establish a shared-vision by creating a vision, spreading the vision and gaining support for the vision. In this state, Kotter (1996) identifies the main roles of the team leaders to create the vision and strategies to mobilize the change (Kotter, 1996).

In the fourth step of leading academic institutional change, the leaders work collaboratively with different key stakeholders to create workable strategies to implement the change. In the stage, Kotter (1996) identifies the main role of the team leaders is to communicate a vision and strategies of change.

The fifth step of leading institutional change is to empower people to move forward in the change progress. Similarly, Kotter (1996) also identifies the main role of the leaders is to remove obstacles and empower people to move forward.

The sixth step of leading changes is to generate early wins (Kotter, 1996). However, leading change in the academic institution in Cambodia was found to be a step by step process. The university leaders did not have a deliberate attempt to create and celebrate short term wins.

Leading academic institutional change in Cambodia was found to be challenging. However, the leaders were determined to overcome those challenges to continue the change

process. Similar to Kotter's approach, the seventh step in leading the institutional change is to keep going when the going gets tough.

The last step of leading change in the Cambodian context is to establish an innovative culture to sustain change in the institution. In this last step, Kotter also points out that it is important for the institution to anchor the new approach to the culture.

The overall findings of the research based on the case evidence and compared and contrasted with the literature indicate that leaders used many working strategies to lead the institutional change in the Cambodian context. However, as was evident from the case evidence, there was some resistance to change and challenges included external political involvement, cultural factors and traditional leadership styles.

As discussed, to some extent Cambodian cultural practices of power-distance, patron-client relations, and a hierarchal system are still embedded in the social and political lives of Cambodians, and those factors are leadership challenges for academic institutional change and development. As a consequence, there is sometimes a gap between the plan development and implementation when institutional tasks and functions and interpersonal relationships and the political negotiation process cannot be isolated. Patron-client behaviors could possibly widen the gap between institutional vision and values and individuals' hopes and behaviors. The plan development and plan implementation gap is widened if patterns of patron-client relationships which are used to resist change are stronger than the institution's underlying values and vision. However, a modified system of patron-client behavior could be used to promote change if people in positions of authority use their power to bring needed change among those who look to a patron for guidance and at the same time distribute power more widely than has been traditionally the case in Cambodia.

As has been seen from the results of the case study, this is what happened in the Cambodian university that was studied in that the president used his power to bring change but at the same time sought to distribute power to other leaders as well through open discussion and delegating power. Undoubtedly, many in the university still looked at him as a patron but he has used his power in non-hierarchical ways.

Another challenge facing by the leaders is resistance to change. Although majority of people support change, the resistance to change is still remaining. As a public and old institution, some old staff are unable to adapt to change and do not want to change.

Leading academic institutional change in the Cambodian context takes place in a period when the country has been confronted by ASEAN integration and competition. Educational leadership must also respond and adapt to this initiative. Educational leaders can play active roles in building strong co-operation and partnership with other academic institutions, organizations and business enterprises in the region and the globe to achieve the goals of research and educational exchange and development and advancement.

Although the emergent framework from the empirical case evidence illustrates that leading change in the academic institution in Cambodia sometimes is a systematic and a step by step process, it is not primarily suggested that it is a linear progress. The leaders may repeat any step at any period of time along the journey. For instance, the leaders may repeat the reasons for changes to inspire people to move forward and engage more people in the progress of change.

As show in the diagram of an emergent framework below, leadership is central to bringing change in that leaders are the ones with the power to address the challenges and develop effective working strategies and processes to achieve the institution's vision-mission and goals. In a period of institutional change in the Cambodian context requires having a correct, flexible and strong leadership to address those leadership challenges and influences.

An Emergent Framework for Understanding Leadership in a University in Transition in Cambodia

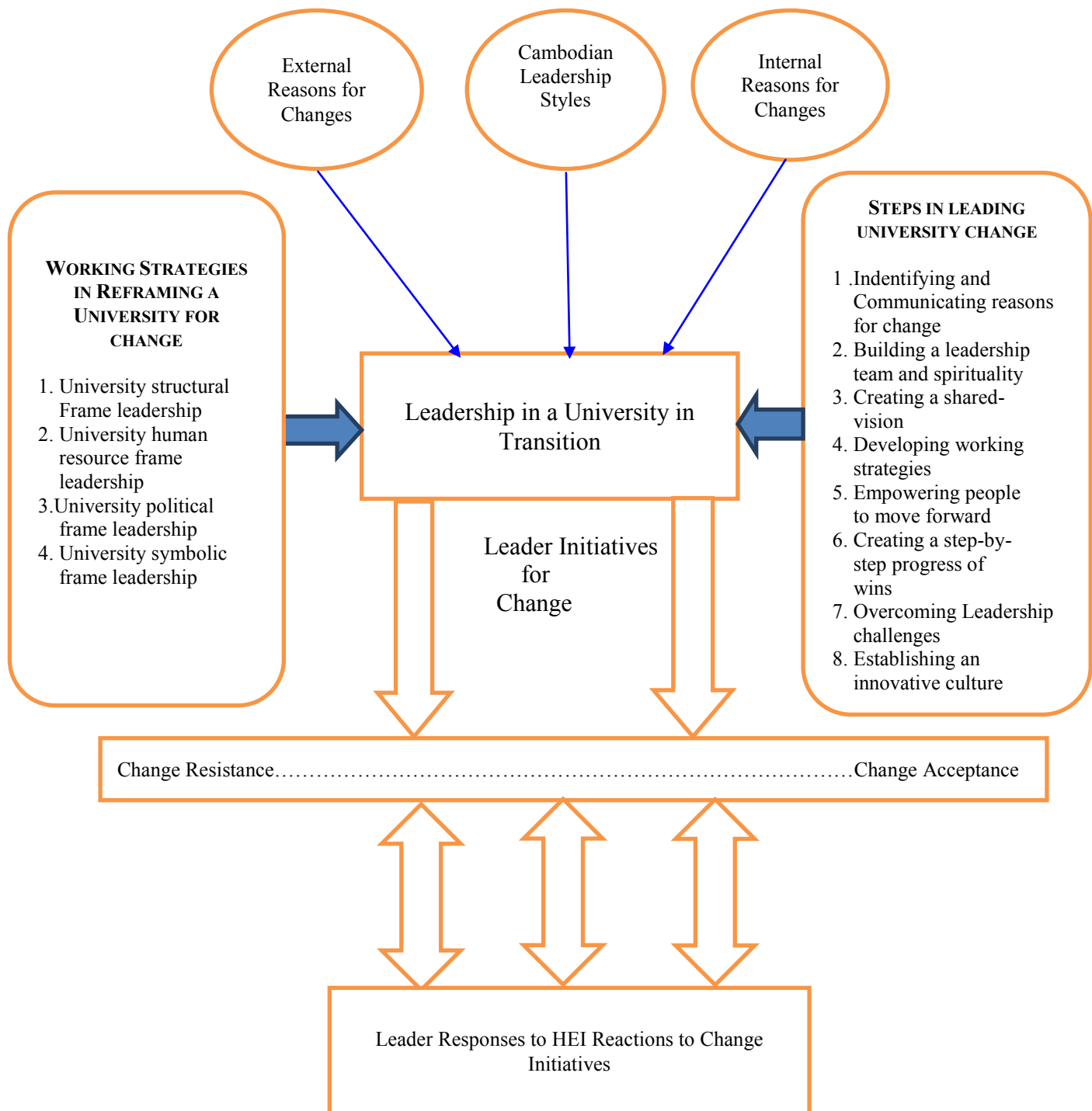


Figure 3.4: An emergent framework for understanding leadership in a university in transition in Cambodia.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents a brief summary of this dissertation and presents the research conclusions. Further, it draws out leadership implications from the research about leading academic institutional change, particularly in the Cambodian HE context, and suggests future research that could be done in the established international field of higher education leadership especially in Cambodia.

Conclusions

Based on the results of the study, the following conclusions are drawn:

The main reasons for making change in the university were internal institutional reasons and the influence of external reasons. In relation to internal factors, the motivating factors included the university's aims to pursue its vision-mission to be the country's 'flagship university' and improve its academic functions of teaching/learning, research and community service. Another reason for change was the influence of the young academic members who wanted to make changes to the institution's academic aspects and culture because many of them knew from studying overseas that Cambodian universities did not compare well with universities in other countries. These views tied in with the direction that the new president was trying to lead the university. Together, they wanted to change an ineffective old system of university operations.

External reasons helped bring change too. The Cambodian government's policies and its' pressure on the university to meet Cambodia's industry and human resource needs influenced change and regional integration and competition and globalization pressures did as well.

In a period of change, leaders played critical roles in reframing an academic institution for change in four broad dimensions of the university. Those dimensions include: university

structural frame leadership, university human resource frame leadership, university political frame leadership and university symbolic frame leadership. In relation to the first frame of institution structure, the academic leaders played critical roles in building up the university academic structure and culture by developing institutional systematic management, policy development and implementation, creating an academic community, building up a research culture, creating a meritocratic system and dividing roles and responsibilities.

Another working strategy is human resources frame leadership. Academic leaders played important roles of getting the right people and putting them in the right place, providing staff training and development, providing financial support, providing psychological support, providing social incentives and involving people in the progress of change. The main roles of the university political leaders include dividing resources, conflict management, developing networking and partnership, and distributed leadership. In a period of change, the symbolic frame leaders play important roles in creating a new culture and environment, developing institutional values, identity and symbolism, and creating a vision and leading by example.

Leading change in the academic institution in Cambodia is a process of eight steps. Initially, the progress of change is started by the leaders who voice the call for change by indentifying and communicating the reasons for changes. The pressures of the internal and external reasons critically call for the institutional change. The next step is to build up a leadership team and spirituality to lead and coordinate the change in different part of the university. The leadership team plays an important role to create a shared-vision for change to provide the direction and compelling vision for the institutional change. Leaders communicate the vision to different key stakeholders by talking, holding meetings and social media. The next step of leading change is to develop working strategies to implement the change. Working strategies are created by the leadership team and the strategies include strategic planning,

academic management reform, non-academic management reform, institutional capacity development and monitoring and evaluation.

The following step is to empower people to move forward by creating spaces for staff members to play their roles and responsibilities. The top level of leaders assigns the roles and responsibilities and distributes authority to different levels of leaders to coordinate the change. The research findings show that leading change in the academic institution in Cambodia is a complex and challenging process. These challenges include political involvement, lack of autonomy, lack of resources and resistance to change. Thus, the leaders need to have a strong commitment and strengthen their leadership skills to overcome those challenges. Further, leading change in the academic institution in Cambodian is found as a step-by-step process of wins to motivate more people to be involved in the change progress and ensure the plan is on the right path. The last step is to establishing an innovative culture to sustain change and to create more change.

Through gaining the perspectives and leadership practices of key stakeholders, through observations and through the examination of some key documents, this study proposed a 'Framework for Understanding Leadership in a University in Transition in Cambodia'. The emergent framework provides an understanding and explanation of various aspects of leading change at a public university in Cambodia.

The emergent framework shows that leadership is central to bringing change in that leaders are the ones with the power to address the challenges and develop effective working strategies and processes to achieve the institution's vision-mission and goals. The emergent framework indicates that leaders use different working strategies to reframe the university for change in four dimensions of university structural frame, university human resource frame, university political frame and university symbolic frame. In addition, the framework shows that

leading change in the Cambodian context is an active and systematic progress of eight steps: indentifying and communicating reasons for change, building a leadership team and spirituality, creating a shared-vision, developing working strategies, empowering people to move forward, creating a step-by-step progress of wins, overcoming leadership challenges, establishing an innovative culture for changes.

In a period of institutional change in the Cambodian context requires having a correct, flexible and strong leadership to address the leadership challenges and influences. Leaders need to response to the Cambodian social and cultural context and also adapt to the regional and global environmental context particularly the initiative of the ASEAN integration and competition. Further, leaders also need to response different challenges such as resistance to change and Cambodian cultural practices of power-distance, patron-client relations, and a hierarchal system.

Implications for the University Leadership Practice in a Transitional Period

This dissertation has not tried to test by quantitative means the effectiveness of any particular approach to leading change in the Cambodian HEI context. However, through the use of qualitative research methods, this dissertation has focused on understanding and explaining various aspects of leading change at a public university in Cambodia. By using the frameworks on leadership and on change provided by Bolman and Deal as well as Kotter, this dissertation has uncovered the perspectives of Cambodian HEI leaders who are responding to change and trying to bring change in their contexts. If Cambodian HEI leaders want to draw on the experiences and findings of this dissertation and use the insights of the leadership theories of Bolman and Deal and Kotter, then the following insights will be of help to them.

First, leading change in an academic institution in the Cambodian context is a complex and tough process. It can include painful experiences that require leaders and people who are

involved in this journey to take a path that includes courage, commitment, political will and a wide range of leadership qualities and capacities. For example, several leaders at the university being researched recognized the key role that the new president was playing in bringing change and the difficulties that he was facing. For the new president to succeed, he needed courage and a strong commitment.

Second, leading change in an academic institution in Cambodia is too complex to apply a single leadership style to fit well with any specific situation. The leaders need to have understandings and abilities to apply the different appropriate leadership styles to fit well with the tasks, situations and people. Importantly, academic leaders need to have the capacities and skills in understanding and applying multi-frames leading institutions for change.

Third, in the transitional period, one of the main roles of leaders is to examine and analyze what is wrong in the old system when it does not work well. Having analyzed the problems, they need to find the working strategies to fix the system or, if necessary, they break the old system and create a new one. Organizational change requires multi-frame skills and personal courage to break the old ways and build new ones.

Fourth, leadership that brings change must go beyond technical management of change and include the heart and the soul of the leaders. As was seen from some of the interviews of Cambodian higher education leaders, effective change requires leading from the 'inside'. This includes leaders whose love, passion and drive, tolerance, humility, patience, commonsense, willingness and commitment will help them lead and serve the people and the organization. Thus, building up leadership skills and spirituality among all levels of leaders is critically important.

Fifth, effective leaders in Cambodia higher education will promote a community of leadership, team leadership, a shared leadership that leads to a transformation of the traditional

style of leadership found in academic institutions in Cambodia. From the positive comments of the interviewees, it seems that the new president of the university has adopted this style.

Hierarchical leadership or formal leadership styles may not be effective in leading academic institutional changes because the institution consists of many different units or sections and a collective of scholars whose cooperation and initiative should be encouraged.

Sixth, in the transitional period, Cambodian universities must have a strong and systematic management structure to maintain the effectiveness of its daily operations, in that the institution must have law, rules, regulations and policies. Unlike other institutions, the higher education institution is responsible for providing excellent services in teaching/learning, research and community service. Thus, the working structure must be focused on promoting the academic community and the sense of excellence in teaching/learning, research and community service. Many of the leaders in the university where the research was carried out have been working hard at changing the structures and policies of the university and this is a good example to other Cambodian universities. Already, the university is being a 'flagship' university to other universities in Cambodia by trying to reform itself.

Seventh, leading academic institutional change is about leading people to make changes. It starts with a change of people's mind-sets, beliefs and habits. Initially, it is important for leaders to help people to see that institutional change is crucial for the development and advancement of the organization by helping the people to see the future big picture of the institution. At the university in Cambodia, the new president and many of the leaders have been trying to do this and by giving a vision of a better future they have given many students and stakeholders hope.

Eighth, to accelerate achieving the transition goals, the Cambodian university that has been studied and probably many Cambodian universities need to strongly focus on the

effectiveness of their human resource management and development. One of the important research findings from the interviews was that many staff thought that these areas need to be improved. The university needs to continue to focus on the revisit the human resource management in the entire system from the recruitment process to job placement, job satisfaction and motivation, job promotion and intrinsic and extrinsic rewards. Further, the staff development and training are critically important in the transitional period. Strengthening staff capacity and professionalism can motivate staff to be involved in institutional transition.

Ninth, symbolic academic leadership can play a critical role in leading change in the Cambodian context. Leaders who understand this shape the new culture by using symbols, and by telling stories. Importantly, symbolic leaders lead change by ‘leading by example’ and communicate the institutional vision by using words and symbols.

Tenth, it is crucial to create a vision supportive environment to accelerate the progress of change. Creating an environment of belonging, care, trust, cooperation and respect motivate more people to be involved in the change progress and increase job productivity. Building institutional trust is critically important. In support of this, the university needs to promote clear core values, principles, philosophy, moral and ethics and professional standards. One result of the Pol Pot years in Cambodia has been a lack of trust among people. In this context, the building of trust in the university is very important particularly in times of change when people feel concern about how changes will affect them.

Eleventh, institutional autonomy and political independence is critically important to provide the academic institution greater flexibility in and effectiveness in leading change. Clearly, some interviewees felt that there was too much political influence from outside the university and felt that this needed to change for strong progress to happen. This is an obstacle that must be overcome.

Twelfth, the promotion of educational quality and standards must be a vital point of focus of leadership in the period of change. As illustrated in the section on the working strategies that were used to promote the quality of educational outcomes, curriculum development, academic staff capacity development and teaching methods improvement are essential if these goals are to be achieved. Further, the leaders need to focus on investment in program developments, learning facilities and resources to contribute to the educational outcomes.

Thirteen, leadership plays a critical role in building up and maintaining a research culture in the institution. Leaders develop a research culture by creating a research-supportive environment and providing inputs to promote research activities and productivities. In addition, the university research and capacity development need to be an important point to focus on in this period of change. The research outputs are promoted through investing in the academic staff's capacity and research skills development, research facilities and infrastructure developments and research collaborations.

Finally, change in all academic institutions happens over a period of time and progresses from one step to another and this requires a great deal of time, effort, and sufficient resources (human, finance, physical and material). As Kotter himself writes about his eight steps of change, change is not always linear and often earlier steps such as creating a sense of urgency need to be repeated and emphasized. This is the situation at the university in Cambodia because as some interviewees stated, not all people are in favor of change and resist it.

Future Research Recommendations

It is generally accepted that the leadership influences all core dimensions of an institution and so it is vital that leadership research in many different contexts be done. The research done for this dissertation was a case study at one Cambodian university and so the results cannot be generalized to other universities. If similar research was done at other Cambodian universities

then much wider conclusions could be made. For example, there is much opportunity for research in Cambodian higher education on the influence of different styles of leadership on educational outcomes, on the quality of teaching and learning, on staff motivation and job satisfaction, on staff training and development, on research development and productivity, and on the development of institutional culture and environment.

As the research for this dissertation was limited to qualitative research, it is also recommended that quantitative research be done on leadership at the university that the research was done at and at other Cambodian HEIs. For example, standardized questionnaires on leadership styles such as on transformational leadership have been widely used in quantitative research throughout the world but have not yet been used in the Cambodian higher education context. Similarly it is also recommended that further quantitative research be done on comparing Cambodian styles of leadership with those in other countries, particularly Western countries.

Further, future research on the effectiveness of leadership training and development in the Cambodian context is also recommended so as to improve the effectiveness of training and development programs to effectively prepare future leaders in the field of education in the country. If Cambodia is to progress and develop in the ways it wants to, well trained and effective leaders in higher education are a key.

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APPENDIX A RESEARCH PROTOCOL

Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education Institution on the Reasons for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change

A. OVERVIEW OF THE CASE STUDY

This is an in-depth single case study research on higher educational leadership style in the context of a Cambodian higher education institution experiencing transition. The study will be conducted at one public university in Cambodia while it is undergoing major transition in trying to become the country's flagship university. It is expected that the research findings will make a small contribution to the established international field of higher education leadership and management and make a significant contribution to the same field in the Cambodian context. Also, the study findings will contribute at the national level to educational reform and development goals by providing a model of how to understand transitional educational leadership through gaining insights into the beliefs and leadership styles of leaders. This information can be used to better understand the beliefs, needs, practices and styles of educational leaders and, as a result, plan more effectively for their development. This research study will also suggest some possibilities for further study in this field in the local context.

Specifically, this research project will be conducted to fulfill the partial requirement of the doctoral degree in Educational Leadership and Management. The research project will be evaluated by the program dissertation committee.

1. Research Problems

Cambodian HEIs must reorient themselves and strengthen their capacity in providing academic services so that they can better align themselves with the new state of rapid change caused by globalization and other factors, and also align themselves with government development goals to boost economic and social development through improving the country's manpower. In the words of the president of the university this dissertation researches: "As Cambodia will be integrated into the ASEAN Economic Community in 2015, there is a need for [university name] to strengthen and expand its roles of teaching, research and service" (University President, p.1).

This dissertation bases its approach on studies that suggest that educational leaders have critical roles in developing the quality of universities and that organizational development and transition depend largely on leadership abilities. Given the need for HEI leaders to develop their capacity to respond rapidly to changes in the local and international environment and given the lack of research conducted on educational leadership in Cambodian HEIs, this research attempts to explore the new model of educational leadership in a university transition in Cambodia. By researching the perspectives of key stakeholders, this study answers the following questions.

1. What reasons motivated change at the university in transition?
2. What has been the progress of change at the university?
3. What styles and working strategies have been used by leaders to bring change?

RESEARCH PURPOSE

This research studies and provides a model for exploring the motivations and practices of leaders in bringing change to a HEI and for gauging the progress of these changes. The HEI

being studied is at a Cambodian educational institution in transition which is trying to become the country's flagship university which leads by providing excellent service in teaching, research and community service.

In exploring the educational leadership at a university in transition, this research study will draw on the pre-existing general leadership theories of Bolman and Deal (2008) whose reframing organization theories have been influential in general and in educational leadership theory. It will also draw on the work of leading organizational change developed by Kotter (1996). How Bolman and Deal's work is relevant to leading educational institutions including HEIs and leading organizational change is reviewed and their work, along with Kotter's, provides many theoretical insights for guiding the conceptual framework for this research study. The work of many other educational writers is also drawn upon and used throughout the thesis.

It is hoped that the dissertation will be of help to leaders at the university being studied as they attempt to lead change that will help Cambodia's development and that it will contribute to the field of HEI leadership theory and practice

B. DATA COLLECTION PROCEDURES

1. Gaining access to the university and interviewees

1.1 Study site

The study will be conducted at one public university that is being reoriented and set as a flagship university which sets an example to other universities and seeks to provide top class faculties in Cambodia

1.2 Target participants

All key stakeholders who are relevant to this study will be invited to participate. All levels of university leaders ranking from the top to the in-front including president, vice-president, deans, vice-deans, head of departments, program coordinators and officers who are exposed to the process of transition were be invited to this study. Academic members (local and foreign academic volunteers in the university) and students were also invited to express their views.

The target participants' identity, positions/affiliations, and their contact details were discovered through the university website. Other potential participants were gained through approaching individual faculties and offices. Also, potential participants and their contact details were gained through assistance from the initial contact with the university management team. The letter to explain the research purpose, significance and procedures was sent to the target university asking for its assistance to identify and invite the eligible participants. Upon the agreement from the university, the relevant target participants were invited to participate in the questionnaire survey and interview.

2. Sufficient Resources

2.1. Data collection tools

- 2.1.1 Interviews: Semi-structured interview questions were developed based on the research problems and purpose. The interviews were done in an open way with as much a natural flow of dialogue as possible. The interviewee's responses were jotted down during the process of the interview while more elaborate notes were done after the interview. Each interview will be conducted in the appropriate time and place which is suggested by the participants.
- 2.1.2 Documentation: The important relevant in-house documents which are evidence of goals, actions and working strategies of leaders in the context of university transition were collected prior to and during field work via available on-line resources and through site

visits during the field work. Those document included:

- Policy and strategic planning documents from each university academic program and ministry.
- Reports of tracer study in the university done by funding bodies and national organizations.
- Others (university website, ministry website, printed media, internet, university handbook, brochures...)

2.1.3 Direct Observation: Some direct observation at university events was done.

2.2 Assistance and Guidance during the Field Work

As a research student, during the field work, the researcher will maintain contact with the academic advisor for guiding advice and comments in identifying the eligible participants. The researcher will also maintain close contact with the academic advisor during the process of collecting case evidence, about the type and amount of the data to be collected, about developing a data base for data analyses, about data analyses methods and procedures, and about writing the results and discussion chapters.

2.3 Research Tools and Equipment

These will include: interview questions, field note- record books, tape-recorder, folders, interview note-taking forms, direct observation form, computer, university consent form, and a letter of explanation which also includes a request for collaboration and permission to conduct research.

2.4 Data Collection Time Frame

The data collection period is expected to last for three to four months (data analysis will be doing simultaneously during the field work, from January 2015 to March/April 2015).

2.5 Ethical Considerations

Permission to conduct the research will be gained from the university prior to data collection. All participants will be informed clearly about the research purpose and significance. Furthermore, they will be invited to participate in the research voluntarily and anonymously in interview. After verbal agreement or email agreement response to take part in the interview, the consent form and interview questions will be sent to each participant prior the interview. The university's name and participants' names and identities will not be revealed in the final report/dissertation or in any other publication.

2.6 Potential Challenges and Issues

The first potential problem during the data collection period may be the difficulties in approaching the target participants, gaining their contact details and inviting them to the study. It is expected that some potential participants (those in the leadership positions) will be unable or unwilling to take part in the interview. It is also likely that some important ministry and university documents will be unavailable.

Although a research plan or protocol has been developed prior to conducting the research and data collection, not everything will happen as planned and so there will need to be flexibility in the real situation during the field work.

C. DATA COLLECTION QUESTIONS

Yin (2014) distinguishes different level of questions that need to be anticipated and understood by the researchers in conducting a case study research.

Level 1: This involves questions in the prepared research tools which the participants answer. In this study, the semi-structured interview questions which will be used to collect the data from target participants (see appendix)

Level 2: These questions are used to guide, collect and analyze case evidences (the information that needs to be collected and why) and also includes questions answered by the researcher herself during the data collection and interpretation phase. As the main purposes and research problems of this exploratory case study research is to explore stakeholders' beliefs about their leadership style and why do they use that style, and their beliefs about necessary changes to help their university become a flagship university, the following questions will be answered by the researcher during or after the field work.

1. What are the major areas of responsibility of all level of leaders? What are the impacts of change on the areas of responsibilities of the educational leaders [Interview, documents]?
2. What is the cited/collected evidence supporting (or not) the key university stakeholder's beliefs about whether substantial change is necessary and, if so, why they think this change is necessary? And, what changes have been made and implemented by the leaders in their academic program and/or university? What have all level leaders done in helping the university transition/transformation? [Interview, documents]
3. Cited/collected evidence of the key university stakeholder's beliefs about the leader's leadership style/function in helping the university in transition. And, why do the leaders use that style? [interview, documentation and direct observation]
4. Cited/collected evidence supporting (or not) about their leadership style as seen in leadership practice, working strategies, actions in their leadership roles in undertaking university in transition. And, what reasons do the leaders give for having the leadership style they do and for their actions in the context of change? [interview, documentation, direct observation and literature review].
5. Cited/collected evidence supporting (or not) how leadership is executed/exercised in undertaking university in transition evidence in a group of university leaders? [interview, documentation and direct observation]
6. Cited/collected evidence supporting (or not) reason for undertaking university in transition. [interview, documentation and direct observation]
7. Cited/collected evidence supporting (or not) the leadership planning and strategies in bring the change. [interview, documentation and direct observation]

Level 4: The questions answered by the researchers on the overall finding of the case study research "calling on the information beyond the case study evidence and including other literature or published data that may have been reviewed", the following questions can be asked of an entire case study finding.

1. What the university stakeholders believe are the necessary changes needed to help their university become a flagship university? Why do they believe those changes are necessary? How do these beliefs compare to the belief of other HEI leaders in different contexts?
2. What are the reasons for undertaking university in transition?
3. What are the leadership working strategies to bring change in the academic institution in Cambodia?

4. What new styles of transition educational leadership emerged in this context of HEI transition as seen from the case evidence in the data and documents?
5. What are the leading academic organizational change model in Cambodian HEIs?
6. What is possibly a new model of transitional educational leadership in the academic higher educational institution in Cambodia?

Level 5: (normative questions about policy recommendations and conclusions, going beyond the narrow scope of the study)

1. What leadership styles fit with the needs of higher education in Cambodia?
2. What are the influential factors on the leadership style of middle-level leaders in the university?
3. What are/may be effective leadership styles in helping the university transition well?
And, Why?

SECTIONS D: CASE STUDY REPORT

The dissertation writing will be structured into five main chapters: 1) A Research Problem and a Review of Related Literature; 2) Research Methodology; 3) Analysis and Discussion; 4) Conclusion and Recommendations. APA style will be followed in the writing of final dissertation. Importantly, the final dissertation will meet the necessary criteria for a case study by addressing such elements as the significance of the study, discussing alternative perspectives; and providing sufficient evidence for the conclusions.

APPENDIX B PERMISSION LETTER

Letter of Permission

January 13, 2015

Dear H.E. Dr. Chet Chealy:

My name is OM Sokha. I am a doctoral student in Educational Leadership and Management Program at the De La Salle University, Manila-Philippines. I am currently writing my dissertation entitled, "Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education on the Reasons for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change".

The main purpose of this study is to explore and explain educational leadership functions in the context of a transitional period by analyzing and reporting the leadership experiences in leading academic institutional changes, perspectives and attitudes on these critical change periods from all university key stakeholders-university leaders, management team, staff and students. The study will explain the reasons for change, strategies and the progress of making a university in transition.

The current state of the university is undergoing a transformation process to be a country 'flagship university' under the current university leadership and management. In view of this, I would like to seek your kind permission to conduct an empirical research in the university. A triangulated research strategy consists of interview, documentation and direct observation. I am planning to spend eight weeks for my data collection from January to March, 2015.

In this regard, I would like to request for your kind approval to conduct the research and also to have an interview with you and with different university stakeholders. Also, I would like to ask for your kind permission to allow me to get hold of relevant in-house documents and do direct observation in the university campus.

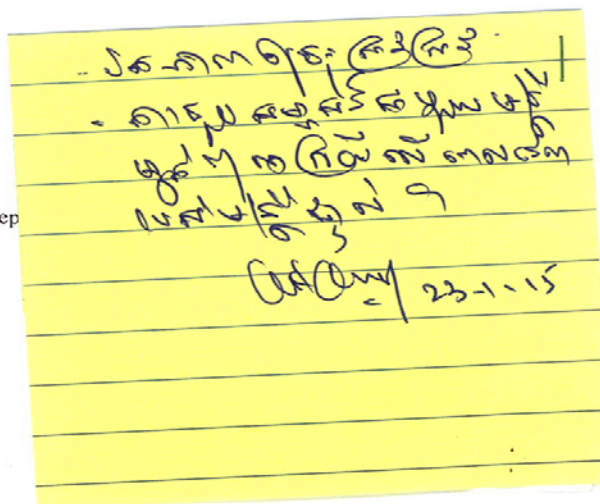
Your kind permission and support with this research project is very much highly appreciated.

Thank you very much for your kind consideration on my request and support in this valuable endeavor.

Respectfully yours



Ms. Om Sokha
Educational Leadership and Management Dep
College of Education
De La Salle University-Manila
Email: om.sokhaa@gmail.com
Phone: 086 936 094



APPENDIX C

INVITATION LETTER TO INTERVIEW

Dear Professor:

My name is OM Sokha. I am a doctoral student in Educational Leadership and Management Program at the De La Salle University, Manila-Philippines. I am currently writing my dissertation entitled, "Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education on The Reason for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change".

The main purpose of this study is to explore and explain educational leadership functions in making a university in transition by analyzing and reporting the leadership experiences in leading changes, perspectives and attitudes on these critical change periods from all university key stakeholders-all level of leaders, staff and students. The study will explain the reasons of change, strategies and the progress of making a university in transition. A triangulated research strategy consists of interview, documentation and direct observation.

In this regard, may I please request an interview with you at your most convenient time? The interview will take about 30 minutes and audio record to help me more accurately transcribe for data analysis. And, if you prefer not to be audio recorded, your response will be jotted down for data analysis.

I have enclosed the interview questions, an information sheet and an informed consent form for your perusal and review.

If you would agree to participate in the interview, please kindly let me know or send the reply by indicating your suitable time and place for the interview at your earliest convenient.

Thank you very much in advance!

Respectfully yours

Om Sokha
Educational Leadership and Management
College of Education
De La Salle University
Email: om.sokhaa@gmail.com
Phone: 086 936 094

APPENDIX D

INFORMATION FOR PARTICIPANTS

Program: Educational Leadership and Management
Institution: College of Education, De La Salle University-Manila
Research Title: Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education on The Reason for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change
Research Student: Om Sokha
Phone: 086 936 094
Email: om.sokhaa@gmail.com

The main purpose of this study is to explore and explain educational leadership functions at a university in transition by analyzing and reporting the leadership experiences in leading academic institutional changes, perspectives and attitudes on these critical change periods from all university key stakeholders-all level of leaders, staff and students. The study will explain the reasons for change, strategies and the progress of making a university in transition. A triangulated research strategy consists of interview, documentation and direct observation.

It is expected that the research findings will make a small contribution to the established international field of higher education leadership and management and make a significant contribution to the same field in the Cambodian context. Also, the study findings will contribute at the national level to educational reform and development goals by providing a new model of transitional educational leadership in academic and insights into the beliefs and leadership styles of leaders can use this information to be able to better understand the beliefs, needs and leadership styles and execution of educational leaders and, as a result, plan more effectively for their development. Hopefully, this study will also help promote leadership capacity and development. Research is critically important to the exercise of leadership in its various aspects, for instance, in the areas of student learning, curriculum and instruction development, staff motivation, decision making, and so on. The researcher hopes that the positive impact of this study will spill-over into these areas. Further, within the local context, the study will hopefully provide spillover impacts on educational outcomes which relate to Cambodia's social, cultural and economic development. This research study will also suggest some possibilities for further study in this field in the local context.

A triangulated research strategy consists of interview, documentation and direct observation. The interview will be audio recorded and transcribed for analysis and translated into English. And, if you prefer not to be audio recorded, your response will be jotted down for data analyze. Tape-recordings or written note of the interview responses and transcription will be identified by labels. No further identifiers will be used. The code numbers will be used instead of the participant name during the discussion. There is no any other participants' identifications such as subjects and university will be indentified through the process of analysis and the research project. The data will be used for this study only. If you have any questions concerning this study, please contact the researcher Ms. Om Sokha through the details listed above.

Thank you very much for your time taking part in this research project!

APPENDIX E**INFORMED CONSENT FORM**

Program: Educational Leadership and Management
Institution: College of Education, De La Salle University-Manila
Research Title: Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education on the Reasons for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change
Research Student: Om Sokha
Phone: 086 936 094
Email: om.sokhaa@gmail.com

The main purpose of this study is to explore and explain educational leadership functions at a university in transition by analyze and report the leadership experiences in leading changes, perspectives and attitudes on these critical change periods from all university key stakeholders- all level of leaders, staff and students. The study will explain the reasons of change, strategies and the progress of making a university in transition.

The aim of this study have been clearly explained to me (in writing and/or verbally) and I understand what is wanted of me.

I know that taking part in this interview is voluntary and I am aware that I can stop taking part in it any time and may refuse to answer and any questions.

I understand that no name will be used to identify me with this study without my approval.

I consent to participating in the interview for this research. YES ☐ NO ☐

I consent to having the interview recoded/jotted down and a transcript made. YES ☐ NO ☐

Name: _____

Signature: _____

Date: _____

APPENDIX F

INTERVIEW QUESTIONS:

Research Topic: Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education on the Reasons for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change.

Administrators

1. How long have you been working in the university? What attracted you to work as the university president/vice-president?
2. Do you think substantial change is necessary in the university? If so, what are the changes (short term, medium term and long term) that you think are necessary? Why do you think these changes are necessary?
3. The university has a goal of being a flagship university which sets an example to other universities in Cambodia and which has the top class faculties and facilities. Why do you think to transform the university to be a 'county flagship university' is necessary?
4. What changes have been made recently in the university and how did they happen?
5. What are the significant factors and strategies which are currently contributing to the progress of university change?
6. What do you think are the important resources that are required in assisting university change and development?
7. What are the priority areas of focus in helping the university transition well?
8. How do you ensure the university is on the right track to achieve its vision-mission?
9. What progress has been made in the past two years in bringing necessary changes to this university? What is the evidence for this progress? Have changes been more effective in some areas more than others?
10. What are the challenges in leading change in this university? How do you address these challenges?
11. From your own experiences, what factors influence on leadership and management practices in academic institutions?
12. What do you think are your own 'leadership and management' styles in the academic institution? Why do you use those styles?

Cambodian and Foreign Academics/Advisers

1. How long have you been working in the university? What attracted you to work here?
2. Do you think substantial change is necessary in this university? If so, what are the changes (short term, medium term and long term) that you think are necessary? Why do you think these changes are necessary? In answering this last question, please consider both internal factors to the university and external factors within the larger society.
3. The university has a goal of being a flagship university which sets an example to other universities in Cambodia and which has the top class faculties and facilities. To what extent do you agree with this goal? Please give reasons for your answer.

4. Do you think that the vision for change and for the university to become a flagship university is widely accepted by leaders, staff and students? Give reasons for your answer. How was the vision for change communicated to you? What more could be done to spread the vision for change?
5. From your own observation and experience, what changes have been made recently in the university and how did they happen? What changes have been introduced in your area of responsibility? Were you able to influence how changes were introduced in your area of responsibility? If so, in what ways? Why did you chose to introduce changes in these ways?
6. Have you been able to talk with your leaders and with other staff about the introduction and implementation of change? Were your ideas listened to?
7. What do you think are the significant factors and strategies which are currently contributing to the progress of university change?
8. What do think are the important resources that are required in assisting university change and development? Do you need additional help in making necessary changes? If so, what help would you like?
9. What do you think should be the priority areas of focus in helping the university transition well?
10. What do you think are the challenges in leading change in this university in the Cambodian context? How do think the university leaders seek to address these challenges? What are the greatest obstacles that you have faced in bringing change in your area of responsibility?
11. What factors do think influence leadership and management practices in academic institutions in the Cambodian context?
12. In your view, what progress has been made in the past two years in bringing necessary changes to this university? What is the evidence for this progress? Have changes been more effective in some areas more than others? In your opinion, what have been the best changes that have been made? Have successful changes been recognized and celebrated?
13. To what extent are you optimistic that the vision for change will be able to be successfully implemented over the next few years?

Students

1. Why did you choose to study in this university? And, why did you choose to study in this program?
2. Do you think substantial change is necessary in the university? If so, what are the changes (short term, medium term and long term) that you think are necessary? Why do you think these changes are necessary?
3. The university has a goal of being a flagship university which sets an example to other universities in Cambodia and which has the top class faculties and facilities. Do you agree with this? Please give reasons for your answer.
4. Do you think that the vision for change and for the university to become a flagship university is widely accepted by leaders, staff and students? Give reasons for your answer. How was the vision for change communicated to you? What more could be done to spread the vision for change?

5. From your own observation and experience, what changes have been made recently in the university and how did they happen?
6. What do you think are the significant factors which are currently contributing to the progress of university change?
7. What do think are the important resources that are required in assisting university change and development?
8. What do you think are the priority areas of focus in helping the university change?
9. Do you think are there any challenges for the leaders in leading change in this university in the Cambodian context? If so, what do think are those challenges? And, how do think the university leaders seek to address these challenges?
10. What change do you want to be implemented or occurred in the university and your program?

APPENDIX G

INVITATION LETTER TO INTERVIEW TO THE UNIVERSITY PRESIDENT

Invitation Letter to Interview

Dear Professor:

My name is OM Sokha. I am a doctoral student in Educational Leadership and Management Program at the De La Salle University, Manila-Philippines. I am currently writing my dissertation entitle, "Leadership at a University in Transition: Perspective of Key Stakeholders at one Cambodian Higher Education on The Reason for Institutional Change, the Strategies Used in Bringing Change and on the Progress of that Change".

The main purpose of this study is to explore and explain educational leadership functions in making a university in transition by analyzing and reporting the leadership experiences in leading changes, perspectives and attitudes on these critical change periods from all university key stakeholders-all level of leaders, staff and students. The study will explain the reasons of change, strategies and the progress of making a university in transition. A triangulated research strategy consists of interview, documentation and direct observation.

In this regard, may I please request an interview with you at your most convenient time? The interview will take about 30 minutes and audio record to help me more accurately transcribes for data analyze. And, if you prefer not to be audio recorded, your response will be jotted down for data analyze.

I have enclosed the interview questions, an information sheet and an informed consent form for your perusal and review.

If you would agree to participate in the interview, please kindly let me know or send the reply by indicating your suitable time and place for the interview at your earliest convenient.

Thank you very much in advance!

Respectfully yours



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De La Salle University
Email: om.sokhaa@gmail.com
Phone: 086 936 094

គោរពបង្គំសម្រេច
- ឧបនាយករដ្ឋមន្ត្រី
RUPP & វិស័យ
Plan ផ្សេងៗ
Cutting 16-2-15

APPENDIX H

THLA TRANSLATION SERVICE



**PROOFREADING,
TRANSCRIPTION AND
VOICEOVER
SERVICES**

**INTERPRETING &
DOCUMENT TRANSLAT
ION SERVICES**

Welcome!

Our translators work only with subjects relevant to their qualifications and experience.

Quality-oriented services!

THLA translation is a new established team of well-trained, qualified, and experienced translators and interpreters. With our professionalism, THLA is able to provide you with quick and accurate result of all your translation and interpretation needs in a number of languages including English, Chinese, German, Korean, French, Thai, Japanese, Vietnam and more.

Vision

To become a widely-recognized team and to become a role model translator and interpreter with our code of ethics.

Mission

Our team surely offers quality translation and timely services in order to ensure a long-term cooperation with all partners. Our team upholds four key principles: Quality, reliability, transparency, and competitiveness.

The Meaning of THLA

THLA can reveal our team's inner mind. The reason why THLA exists is to provide you the quality and reliable services and more. THLA, a Khmer word, is synonymous with the word "clear" or "transparent" in English. In certain contexts, THLA also means justice, neutrality, fairness, equity, or correctness. Moreover, THLA represents our team's real character: We consider openness and code of ethics the key tenets guiding our day-to-day operations.

Services Available

Experienced staffs, who keep updating themselves with new development in different fields, will provide the clients with the following services.

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APPENDIX I

A LETTER FROM THE UNIVERSITY PRESIDENT

[University name] is the oldest and largest public university in Cambodia. It has contributed significantly to development of human resources for many sectors, especially in the training of teacher candidates for high schools and other public servant placements. As Cambodia will be integrated into the ASEAN Economic Community in 2015, there is a need for [university name] to strengthen and expand its roles of teaching, research and service.

Situational analysis has informed us that [university name] is facing a significant challenge in capacity development and thus requires comprehensive reform in terms of leadership and management, administration, finance, staffing and facilities. Our goals of putting the right people in the right places, improving methods of teaching and learning, enhancing institutional capacity for research and development, and developing infrastructure and campus services must be achieved in order to transform the current [university name] into Cambodia's flagship university.

At present, about 6 percent of our full-time staff holds doctoral degrees, 64 percent have master's degrees, others have just Bachelor degrees, but we still have about 7 percent of our administration and finance staff with educational background below bachelor degree level. We have almost 20,000 students and we have more scholarship students and less fee-paying students than other large public universities. For many reasons, our administrative and financial services are non-responsive to the current needs of the University. Faculty development for research, consultancy and community service has been a challenge for many years due to limited institutional and staff capacity.

Under the framework of the Law on Education, the Policy on Higher Education Vision 2030, and the Education Strategic Plan 2014-2018, a task force of [university name] under the leadership of the Rector was created including a Steering Committee and a Technical Working Group. In consultation with the University community, these groups were tasked with preparing this strategic plan delineating what steps are needed and in what order they need to be taken to reform the [university name] over the period 2014-2018.

The purpose of this Strategic Plan 2014-2018 is to ensure the efficiency and effectiveness of services provided by all levels of staff of [university name] from senior management through faculty, center and department levels. This work includes the essential contributions of the administration, finance and academic offices of the university. The strong commitment of the entire team of [university name] will guarantee the operationalization of our vision, missions, goals and strategies as outlined in this plan for reform.

Phnom Penh, May, 2014

Rector

APPENDIX J

OBSERVATION RECORDS

FIRST OBSERVATION RECORD UNIVERSITY 55TH ANNIVERSARY

Known as the biggest and oldest public institution in Cambodia which was established on 13 January 1960, the university celebrated its 55th anniversary on Saturday, 10 January, 2015 from 2.00pm to late evening, instead of the exact the date of 13 January. The announcement of this celebration was made through the university official facebook and the invitation letters to some quests and to the public and the university stakeholders. The group the university staffs and quests especially those in high ranking official including the minister of education and the former university presidents, president, alumni, staff and students attended this event.

On the day of the ceremony, at the main and front gate, there was a big banner stated ‘55th university anniversary to tell about what kind of the ceremony and to welcome quests. At the front door of the auditorium where the ceremony was celebrated, there was the big and nice banner which was designed in Khmer style and wrote the letter in Khmer language that means ‘The 55th university anniversary’. Also, at the front door of the auditorium, there was a small reception desk to greet and register guests’ names. From the entrance gate to inside auditorium hall, there were some portraits illustrated about university, its staff and activities from the past to present and also its future development plan. Those portraits included the past and present university infrastructures, main buildings and different activities and the future infrastructure development plans and the current university management structure. There were also the portraits of group of students and learning activities in the laboratories and sports from the past.

In the hall, there were portraits of the top management university including the former university presidents who was in the office from 1964-1975 to the present university presidents. Also, a few old pictures of the university building and campus, some learning activities and students in the past were also displayed in and in front of the auditorium hall. And, the present university facilities and infrastructure, the present university management structure and infrastructure development plan were also presented. In each portrait, there were titles to tell about what were the pictures about, the names of persons their positions in each period of time. Those portraits and event activities were also posted in the university facebook before and after the event.

In the hall, the stage have had set up and decorated for the religious celebration, art performance, slide show presentations, speech and so on. The food and drink were ready to be served. The chairs were arranged in lines for staff, quests and some students. In the middle of the hall, there was free space of standing, talking and dinning. There were also banner were hanged in the hall said about the ceremony. Staff, quests and some students gathered together in the auditorium hall for the ceremony celebration while groups of students were gathering outside waiting for the celebration and to see the concert and other performance. For those in higher ranking positions and quests wore formal and Khmer traditional dresses. For men were wearing suits or Khmer dress and women were wearing Khmer traditional dresses while the simple staff and students were wearing only casual dresses.

At the beginning of the ceremony, the monks were invited to give preaching and all attendees in the hall sitting down listening to the preaching in respectful manners. After a short preaching by the monks, a group of professional dancers performed a traditional dance wishing dance *ChounPor*, meanwhile, a small reception with food and drink to serve quests and staff. The ceremony was going on by all attendees talking, chatting in groups and having snakes and drinks. During that time, the minister of education, the university president and former presidents were invited to give short speeches. The art performance and dance by group of students on stages to cheer up the events. Slide slows and short films briefly telling about the university historical back ground, past activities and achievements, infrastructures from the past to present as well as its future development plan were shown to the quests. The gathering for the celebration in the auditorium among guests and the university staff was shortly end in the hall after the minister of education and important quests left the ceremony.

The celebration was continued at the football field where the concert stage was already prepared for the performance. On the stage, there was a big banner of '55th university anniversary'. Groups of students and also people from outsides stood in front of the stage waiting to see the concert and performance. A small group of university top management staff including the president and vice-presidents appeared on the stage and gave short speeches to the groups. Then the concert and performance were stated onward until late evening. Students, staff and public looked joyful with those activities.

It was the first anniversary celebration since the university was reopened again after the collapse of Pol Port regime. It was the first and considered the important event to recall some historical background and identity of the university and introduce the university leaders and their roles and responsibilities and leading and managing the university in the past until the present. On this event, somehow, the university identity was attempted to reveal to the public and all key stakeholder through this celebration and its on-line media. The important university historical background which have been recognized as the oldest and biggest university was established in 1960, it was closed during the dark age of Pol Port regime and reopened again. In its current state, the university in the critical phase of transition to reach modern development and expand it capacity in providing the academic service.

The university 55th anniversary was considered one of the most important events to recall the past and present and future of the university and it was an event main focus also about the identity of university, values, achievement and productivity. It was also a cheerful event for the university stakeholders come together for the celebration and learn more about the university identity and values. The historical event of the university mainly on the some activities and academic services and the key persons especially in the leadership position from the past to present were presented through the slide show and the portraits displayed from the entrance gates to the auditorium hall and posted on the university on-line media. The present of the university management structure and present of the university infrastructure and future plan of the infrastructure were displayed.

It was also the important ceremony when its stakeholders tried to recall and learnt about the university historical background and its past activities and achievement until the present, the current state of the university and future development plan. The events tried to bring altogether the past, the present and future of the university activities, achievement and future development

plan which were presented through the display of the portraits, slide shows presentation and short speeches of the university former and present leaders.

SECOND OBSERVATION RECORD UNIVERSITY CHARITY DAY

The charity day was celebrated on February 14, which known as the Valentines' day. Although it is not part of the Cambodian culture, it somehow influence on the Cambodia society especially some of the youth. The organized event was announced to all university stakeholders and the public through the university media and social network and openly invited those interested people come to the event. It was a very crowded and cheerful day. The main activities were selling products, food and drink and collecting donated money for the university charity, plant trees and concert and dance. Besides selling products, staff, students and government official planted tree as the symbol of the university support and love the green environment in its campus. The concert and dance were performed by the students from the early morning until late evening.

The event started in the early morning at 7.00 am to late evening. It was started by the university president's opening remark. The president gave a short speech by reporting the past five years activities and achievements and details of the main activities of the event this year, the purpose and importance of the university charity events. After his remarks, the president of union of youth federation Cambodia was invited to give a short speech and to announce the opening of the ceremony. He was honorably invited to preside over the ceremony.

Students and staff worked closely to create the events which contributed to help the poor and vulnerable people. The past and present achievements of the events were reported in the university presidents' speech. The students and staff work and solidarity since the past five years were highly valued and appreciated in his speech. He addressed to the public that the university want to maintain and nurture the culture of 'caring, sharing and solidarity' among the whole university community. The event demonstrated the students work and activities to help one another and mutual support among their own group member, the university and the community. Also, the event could make the students feel close and belong the university community.

This year, there were 167 booths were created and run by the students to sell different products, food and drink including 5 booths for advertising the university five faculties. The capital money to buy materials were from students themselves by collecting from their group members. They invested their time, energy and money to create different activities particularly selling products, food and drink and performance to collect the money for the university charity. The students' creativities, performance and preparation attracted thousands of people come to the event and buy different products, food and drink made by them.

It is noticed that the university symbolic, identity and vision were demonstrated and promoted during this social event by a number of all level of university staff and students wearing university T-shirt with its logo. The university T-shirts printed short phrases that the university has iconic symbolic and the university as the community, and vision such as 'A flagship university'; '[university name] shine'; 'All for '[university name], '[university name] for all' '

Proud to be part of '[university name]' and "[university name] charity day' with a university logo. The university spirituality was trying to be nurtured among the university members when the majority of them voluntarily involve the event organized and by wearing the university T-shirt. Also, the events can help the public to get to know more about the university and its vision. And, the public can involve in the university activities by attending and buying those stuffs prepared by the students.

The gap between the staff and students become closer because of the student involvement in the events. To build or strengthen the university culture were done through different activities organized formally and informally and also in the extra-curricular activities. Noticeably, in the university rector short speech delivering to the public, he said about the university is a community with a certain values and characteristics.

Also, his message to the community was also made informally by social network such as the university official facebook and his personal face-book. It is known that the university stakeholders learn those messages through the social connection. Some students made comments and suggestions through facebook. And, the leaders can also get information from the students by this social network.

Students' volunteer and involvement to invest their time, energy and money nurture their sense of university community and their heart of caring, sharing and helping those who are poor and vulnerable. Also their involvement and volunteer can develop their team work and creativities among their peers.

However, while this event was presided over by the president of union of youth federation Cambodia who was known as the politician. His present at the university activities indicated that somehow the present state of the university cannot isolate from the political involvement. The banner of university charity events with the university logo and union of youth federation Cambodia and the red cross ,though they are independent bodies, but somehow is known related to political reasons.

APPENDIX K

INTERVIEW DATA ANALYZE

From 858 Codes to 366 Codes to 44 Sub-categories to 14 Categories to 3 Themes

Codes		Sub-categories	Categories	Themes
1. National university (2)	2. Promote university academic functions (3)	1. Vision-Mission	1. Internal reasons for changes	1. Reasons for Changes
3. Right direction (2)	4. Academic excellence (2)			
5. Set roles models	6. University definitions			
7. Supporting system	8. Effective system	2. Ineffective old system		
9. System reform	10. Ineffective old system			
11. Research priority (2)	12. Science research challenge	3. University Academic Functions: Research development		
13. Improve research management	14. Research development plan (2)			
15. Student priority (2)	16. Student scholarship	• Student service		
17. Service priority	18. Student service reform			
19. Student’s service and assistance				
20. Program quality (3)	21. Enroll best students	• Educational quality and equity		
22. Quality of teaching and learning (2)	23. Education quality (8)			
24. Quality assurance	25. Quality standards (6)			
26. Standard measurement	27. Equity (2)			
28. Curriculum reforms (5)	29. Relevant Curriculum (2)	• Curriculum development		
30. Sport activities	31. Extra-curricular (5)			
32. Young scholar (4)		4. Young scholars		
33. Government attitude change	34. National educational reforms	5. National policy compliance	2. External reasons for changes	

35. External control	36. Top down change	6. Responsiveness to local needs		
37. Government policy (2)	38. Ministry policy compliance (2)			
39. Demand (2)	40. Funder involvement (2)			
41. Feedback (2)	42. Responsiveness (3)			
43. Politics and economics	44. Societal change			
45. Society needs		7. Regional integration and competition		
46. Regional competition and integration (4)	47. Regional standard			
48. Globalization and internationalization (2)		8. Globalization in an internationalization		
Memos: <ul style="list-style-type: none"> - There are two important reasons influencing university changes: internal reasons and external reasons. - Internal reasons include the university vision-mission, the desire to improve university academic functions (research, teaching/learning, community service), pressure from younger academics and ineffective old system. - The university's young academics especially those who got higher education from outside Cambodia were also an influential group to initiate change a way from the university's old management system and institutional culture. - The university has a vision-mission of providing excellent academic services in teaching/learning, research and community service. - External reasons influencing university changes include ministry and government policy compliance, responsive to local needs, regional integration and competition, globalization and internationalization. - The university is faced with regional competition and cooperation; therefore it has to expand its capacity. - The constant change of the social, cultural, economic, political environment as well as labor market demands were found as reasons for university capacity development and transition. - The current university changes were complying with the changes coming from the national level and the ministry level. With support from the government and the Ministry of Education, the university was aiming to be a 'country flagship university' as the models for the other university to follow. 				
49. Right job matching (2)	50. Job replacement (2)	9. Roles and responsibilities	3. University Structure frame Leadership	2. Working strategies
51. Reorganize roles &				

responsibilities (7)				
52. Reorganize technical management		10. Systematic management		
53. Resource management	54. Financial management (3)			
55. Effective HR Management (3)	56. Direct HR management			
57. Human resource	58. Management structure (8)			
59. Administrative procedure				
60. Academic management (3)	61. Program management			
62. Standard management procedure	63. Academic quality management			
64. Correct and faire	65. Clear & Transparency (4)			
66. Clear structural management	67. Policy development & implementation (8)			
68. Rules & regulation (3)				
69. System reform	70. Ineffective old system			
73. Create academic culture (2)	74. Create research culture	11. Create an academic community		
75. Motivation mechanism (2)	76. Create meritocracy system	12. Create a meritocracy system		
77. Create career paths system	78. Create professional level			
79. Clear credit system	80. Profession management			
81. Build up research culture (2)	82. Promote research activities	13. Build up a research Culture		
Memos: <ul style="list-style-type: none"> - University leaders play important roles as the institution architects who design and build the working structure to support the university vision- 				

<p>mission for changes and align the structure with the institution new culture.</p> <ul style="list-style-type: none">- Building an academic institution structural frame is to design and build institutional structure through the development of systematic management; policy development and implementation; creating an academic community; building up a research culture; creating a meritocracy system; dividing roles and responsibilities.- Reframing the institution structure needed to be done when the old system did not work well and when it did not support the university new vision-mission.- One area of reframing the academic institution structure is to build a clear, transparent and systematic management of the university of financial resources, human resources, academic management, service and administrative management and procedure by establishing the institutional law, rules and regulations and policies to govern these core dimensions.- In a period of change, reframing institutional structure was about building clear structural management to support change or the university vision-mission. Otherwise, the structure must be reframed as a ‘vision directed’ institution to support changes.- Reassigning and dividing all levels of staff (academic and non-academic) roles and responsibilities and workloads to fit well with the new structure, staff’s capacities and personally. And, all divided parts together must be integrated as the working system.- Institutional systematic management and structural management inform all level of staff about their roles and responsibilities. Detailed job descriptions inform the staff of their roles and responsibilities, what they are supposed to do and expectations of their job achievements.- Both the organization and its staff must clearly know each other’s expectations, contributions, achievement and benefits which are clearly prescribed in the rules and regulations and policy documents.- Also, in the academic institution, an ‘academic culture’, a ‘research culture’ must be built and maintained.- A meritocratic system must be reframed or created through the development of institutional policies, rules and regulation.			
83. Recruit capable staff (2)	84. Qualify young staff	14. Getting the right people: Recruit qualify staff	4. University Human Resource Frame Leadership
85. Capable staff	86. Home-grown teachers		
87. Outside staff	88. Get right people		
89. Staff attraction strategies	90. Job attraction	Getting the right people: Attract and retain qualified staff	
91. Job benefits	92. Reasonable salary		
93. Attract & retain qualify staff (4)	94. Keep staff		
95. Staff benefits			
96. Staff development	97. Language	15. Staff	

program (2)	training	training and development		
98. Human resource development	99. Provide technical support			
100. Affirmation (2)	101. Sense of prominent	16. Provide Psychi support		
102. Motivation (2)	103. Rewards (2)			
104. Recognition (3)	105. Admiration			
106. Provide emotional support (2)	107. Encouragement (3)			
108. Significant and self-esteem				
109. Social incentives		17. Provide social incentives		
110. Provide resources	111. Material resources	18. Provide material support		
112. Facilities and infrastructure				
113. Financial support (3)	114. Monetary incentive	19. Provide financial Support		
115. Compensation				
116. Involvement (10)	117. Engagement & Participation (5)	20. Involve People		
118. Cooperation & Collaboration (9)	119. Close connection			
120. Serious	121. Compulsory (2)			
122. Coerce	123. Allow and encourage change			
124. Graceful	125. Support and encouragement			
126. Support and push				
127. Build trust	128. Negotiation & Convincing (4)	• Interpersonal communication skills		
129. Telling vision (2)	130. Clarify			
131. Listening (3)	132. Meeting people (3)			

133. Communication & Explanation (2)	134. Listen (2)	<ul style="list-style-type: none"> • Learning • Leaders' capability 		
135. Consultative meeting	136. Express opinion			
137. Make people understand (2)	138. Explanation & Convincing			
139. Learn from others	140. Observation & Experiencing			
141. Self-development	142. Leadership training			
143. Adaptive leadership	144. Different leadership styles			
145. Leaders' capability	146. Leaders ability			
147. Select qualified leaders				
Memos: <ul style="list-style-type: none"> - In a period of change, academic human resources leaders play critical roles in getting the right people and putting them in the right place; providing staff training and development; providing material support; providing financial support; providing psychological support; providing social incentives; and involving people in the progress of change. - Human resource leaders play critical roles to align the needs of the people and the organization. First, leaders need to provide the staff with enough tools and supports in term of financial, technical, psychological, materials and training to planning and implement the changes. Then, the leaders encourage the staff to be involved in the institutional change and use their best knowledge and skills to contribute to the institutional development goals. - The majority of the participants believe that the quality of human resources and effective management of this resource can help the institution transition well. - Human resources leaders play important roles to attract and retain qualified staff to work in the institution. - Reframing human resources was to reform human resource management by getting the right people and putting them in the right place. Getting the right people and effectively managing human resources is critically important in the context of change. The right people were those who had knowledge and skills, willingness and commitment to make change and develop the institution. - Getting those right people and putting them into the right place, motivating them and inspiring them to use their best knowledge and skills positively affects the long-term institutional health. - In a period of change, staff development or training needs to be provided to 				

the university staff to enable them to do well in the new organizational structure or implementation of change. Also, staff development programs could promote staff motivation and involvement in the university development plan.			
<ul style="list-style-type: none">- Leading change was about leading the people to make a change. Change was a continuum and collaborative among the university stakeholders: leaders, staff and students with the political will used their best knowledge and skills to make a change. Thus, one of the main roles of the leaders is to involve the university key stakeholders in the progress of change.			
148. Pay rates	149. Balance resource	21. Dividing benefits	5. University Political Frame Leadership
150. Provide job opportunity	151. Sharing benefits		
152. Divide benefits	153. Optional opportunity		
154. Compensation			
155. Improving international relation functions	156. Foreign supports (3)	22. Networking and partnership	
157. Clarify	158. Avoid conflicts (2)	23. Avoiding conflict	
158. Democratic		24. Distributed Leadership	
159. Shared roles & Responsibilities (2)			
160. Shared belief			
161. Shared opinions (2)			
162. Shared vision/goals			
163. Distributed power (3)	164. Distributed roles and responsibilities		
165. Shared understanding (3)			
Memos: <ul style="list-style-type: none">• In a transitional period, academic political leaders play critical roles in different areas of dividing resources, conflict management, networking and partnership outside the university, entrepreneurship and achieving goals through distributed leadership/power.• The progress of change leads to organizational temperature increase by generating conflict and diversity; political leaders need to use their skills in adjustment, integration and negotiation to reach integrative thinking and decision making.• Due to the limited available resources, the leaders need to balance and use available resources.• Conflict management, negotiation, resource division are required skills for political leaders.			

<ul style="list-style-type: none">• Building networking and partnerships with other academic institutions, organizations and ministries locally, regionally and globally to broaden institutional capacity and development.• In a period of change, political leadership was also practiced in the way of letting the people to express their opinions and concerns.- In the period of change, leadership was practiced in a more distributed leadership style, in that, the leadership was shared among groups of leaders or all levels of leaders, and there were shared roles and responsibilities, beliefs, opinions, visions and goals, powers and understanding to achieve the institution’s development goals.			
166. Create academic community	167. Create new culture (2)	25. Create new culture and environment	6. University Symbolic Frame Leadership
168. Feel belonging & ownership (2)	169. Change staff attitudes		
170. Good working environment	171. Helpful and mutual support		
172. Value culture			
173. Broadly spread vision (4)		26. Create a vision	
174. Lead by example	175. Visible	27. Lead by example	
176. Modeling			
Memos: <ul style="list-style-type: none">- Academic symbolic leaders play critical roles in creating a new culture and environment; creating institutional values, identity and symbolism; creating vision and leading by example.- Leaders play roles to “communicate the vision and strategy through a combination of words, deeds and symbols”.- Leading change started by the leaders. Visible in the leaders, modeling the ways and leading by example to illustrate and engage people in the change progress.- The context of change requires leaders’ willingness and commitment and sacrifice to make a change in the institution and serve the people, in that, leaders lead people to make change by leading by example and modeling the ways.- Leaders’ who show integrity, who ‘walk the talk’ was critically important to gain people’s trust and involvement in the university transition. Also, the visible example was critically important to lead people to make a change in the institution.- Symbolic leadership was about creating the new culture and supporting university vision-mission.- People needed to feel safe and protected and helped by the leader to get involved in making changes in the university. Therefore, creating a positive and supportive vision-mission working environment was critically important in this context of change.- Building institutional trust is critically important in the period of change. People need to trust the system, trust the institution and trust leadership			

and management prior to their involvement and commitment.				4. Change Progress
<ul style="list-style-type: none">- Building up institutional trust, cooperation, supportive environment, belonging, safety and care are important in the context of transition period.- People needed to feel belonging, ownership, protected and have a sense of academic community to make them speak up and feel that their voice was heard. Interactive and integrative thinking and decision making need to be made.- The context transition requires all levels of staff to build trust and cooperate with each other. People got involved and cooperate in the institution change as long as they feel trust, safe and protected by the leadership and management.				
177. Leadership transition (3)	178. Leaders start first	28. Call for change	7. Identifying and Communicating Reasons for Change	
Leader lead and support change 179.	180. Create the path			
	181. Call for change			
Memos: <ul style="list-style-type: none">- Academic leaders play important roles to define institution reality and establish a sense of urgency to call for changes.- Leaders are the change agents who initiate changes who create the context to implement change and help people to make change in the institution.- Internal and external reasons are the influential reasons on the university change and create a sense of urgency to help the university transition.- University is an open system which was influenced by external reasons; and its internal factors must be changed and strengthened to response to those external strong influences.				
182. Adjusting leadership and management (8)	183. Adjusting management	29. Create leadership teams	8. Building Leadership team and spirituality	
184. Management cycle				
185. Team work/leaders (8)	186. Leader team spirit (3)			
187. ‘Create the guiding coalition’	188. ‘Create the guiding coalition’			
189. Leaders lead and support change	190. Work spirit (3)	30. Building Leadership Spiritualities		
191. Love (4)	192. Willingness and commitment (12)			
193. Sacrifice (3)	194. Awareness			

	(7)			
195. Passion & drive (2)				
196. Honesty	197. 'Walk the talk'	Integrity/honesty		
198. Tolerate & humble		Humble		
199. Unity	200. Solidarity	Unity & solidarity		
201. Patience		Patience		
202. Build up confidence		Build up confidence		
203. Build up leadership skills & Spirituality	204. Leadership knowledge & Skills (2)	Build up leadership skills & Spirituality		
Memos: <ul style="list-style-type: none"> - The formal and authoritarian leadership was changed to a more distributed or shared leadership style in the period of university transition. - Leadership teams were in different levels and sections to lead and coordinate the change progress. - Leadership at a university in transition was not an individual; it was a team of leadership with team spirits to seek integrative decision making and solutions. - Leadership at a university in transition was about building a community of leaders who come together to share experiences, knowledge and understanding, learning together and lead together. - Building up leadership skills and spirituality among leaders is critically important to pursue the university vision. - Leadership skills and spirituality, team spirit and accountability were being promoted in all level of leaders to lead the institutional change. - Building up leadership skills and spirituality among leaders to pursue university vision. - Leadership at a university in transition come from within, from the heart and soul of leaders who lead with love, passion and dive, sacrifice, willingness and commitment, commonsense. - Integrity, awareness, openness, humble, tolerance, unity, fairness, solidarity, confidence and compassionate were found as core elements of leadership. 				
205. Create vision	206. Set goals	31. Create a vision	9. Creating a shared vision	
207. Right vision	208. Introducing vision			
209. Clarify vision	210. Repeat vision			
211. Uplift vision	212. Clear vision			
213. Align vision	214. Shared vision (4)	32. Spread a vision		

215. Spread vision (4)	216. Vision communication (9)	33. Support for a vision	
217. Public announcement (3)	218. 'Hold meeting (3)'		
219. Staff meeting (4)	220. Realistic goals		
221. Support vision (3)	222. Favor vision (8)		
223. Favor change (4)			
224. Positive feedback (2)	225. Hope (3)		
226. Optimistic (3)	227. Future		
Memos: <ul style="list-style-type: none">- In a period of change, one of the main roles of the leaders was to create the institution vision-mission for changes.- Leaders were the change agents who created the vision for change and share the vision to the university members by direct communication, social media and public announcement. A shared vision was very important in the context of change by aligning individual's vision with the university vision to gain their commitment and cooperation to work to achieve the university collective vision.- Uplifting vision and strategies were broadly and directly communicated to different stakeholders by holding meetings, public announcements, social media and networks.- The university vision for change was broadly spread to all key stakeholders. And, majority of the participants supported the vision for changes.			
228. Conceptualize change	229. Introduce change (2)	34. Strategic Planning	Developing working strategies
230. Needs assessment	231. Readiness (2)		
232. Internal analysis	233. Strategic planning (9)		
234. Create strategies (4)	235. Plan for change		
236. Take actions	237. Make it happen	35. Non-academic management reform: Financial management reform	
238. Implementation			
239. Adjusting administration	240. Financial management reform(17		
241. Staff structure	242. Academic	Non-	

reform	staff management reform	academic management reform:		
243. Rearrange management staff	244. Non-academic staff management	Human resource management reform		
245. Academic reform (2)	246. Department functions	36. Academic management reform		
247. Improve infrastructure (2)	248. Facilities & Environmental change	37. Institutional capacity development		
249. Physical facilities improvement	250. Campus development			
251. Institutional capacity expansion (2)				
252. Establish student service office (2)	253. Create extra-curricular activities (3)	• Non-academic program expansion		
254. Establish new faculties (2)	255. Create new academic programs (4)	• Academic program expansion		
256. Monitoring and evaluation (5)	257. Performance evaluation (3)	38. Monitoring and evaluation		
258. Educational outcomes	259. Measurement (2)			
Memos: <ul style="list-style-type: none"> - Having created the institution vision, the strategic planning was collectively developed by the leaders and key stakeholders to provide the road map for the university changes. - Major reforms on the university internal management and operation including leadership and management style and procedures, administrative procedures, financial management, human resource management and academic management were found as initial and critical reforms in the university. - Working strategies included developing strategic planning, reforming academic management, reforming non-academic management, developing institutional capacity, developing monitoring and evaluation mechanisms. - The actions taken by the leaders in the progress of implementation of the 				

changes include expanding institutional capacity in term of academic programs, non-academic programs, extra-curricular and services.			
<ul style="list-style-type: none">- Infrastructure and facilities development to support the new structure and culture of the institution.- A mechanism to evaluate whether the decision making and taken actions were aligned to the university vision-mission.			
260. 'Eliminate anxiety/fear'	261. Target elements for change (2)	39. Empower people to move forward	11. Empowering people to move forward
262. Target elements for change	263. 'Empower people to move ahead'		
264. Collective problem solving	Eliminate barriers 265.		
Memos: <ul style="list-style-type: none">- Majority of people support the university vision for changes especially those young scholars who got higher degrees from abroad, upon return their studies, they bring back the new concepts, capabilities and expertise. Therefore, leaders play critical roles to create the space or stage for them to perform their roles.- And, create the context of learning, reflective thinking and rethinking of their roles and responsibilities and what they supposed to do.- In the university, there are leaders and lecturers who can take part of co-leading, co-thinking as the leaders. They have specialization and capabilities to be involved in the progress of planning and implementation change in the university. Therefore, leadership sometimes is about creating the space where they can perform and use their best capabilities and skills to fulfill their roles and responsibilities.- Leading people to make a change is about creating the space where people were willing to do the hard work and have the capability to help organizational transition.			
266. Group celebration	267. Significance and self-esteem	40. Short term achievement	12. Step by Step Progress of Wins
268. 'Short term win'	269. Group celebration		
270. Support and encouragement	271. Motivation		
272. Recognition	273. 'Recognize & reward people'		
274. Short term achievement			
Memos: <ul style="list-style-type: none">- Leading change in the academic institution was found to be 'a step by step progress' and one of continuous progress.			

<ul style="list-style-type: none">- Leaders divided the progress into different steps to ensure the implementation of the plan was in the right direction.- Celebrating a ‘short-term’ wins motivate people to continue the plan and motivate more people to be involved in the plan. However, leaders did not have an attempt to celebrate ‘short term wins’ for each stage of achievements.			
275. Human Resources (18)	276. Qualify teachers	41. Leadership challenges <ul style="list-style-type: none">• Lack Resource s Human resources	13. Overcoming challenges
277. Staff capacity	278. Capable leaders		
279. Financial resources (9)		<ul style="list-style-type: none">• Financial resources	
280. Material l Resources (13)		<ul style="list-style-type: none">• Material Resource	
281. Physical and infrastructure		<ul style="list-style-type: none">• Physical and Infrastru cture resources	
282. Top-authority support (4)	283. Governme ntal support	<ul style="list-style-type: none">• Top-authority support	
284. Authority approval	285. Leaders support		
286. Political involvements (17)	287.	<ul style="list-style-type: none">• Lack of autonom y: Political involvem ents	
288. Lack of autonomy (5)	289. Lack of direct control (2)	<ul style="list-style-type: none">• Lack of autonom y	
290. Lack of power	291. Political pressure		
292. Brian drain (2)	293. Lack capable staff	<ul style="list-style-type: none">• Lack of resources : Lack of human resources	
294. Lack of human resource (3)			
295. Lack of government funding (2)	296. Financial issues (18)	<ul style="list-style-type: none">• Lack of finance	
297. Facilities	298. Lack of physical	<ul style="list-style-type: none">• Lack of	

	resource	physical resources		
299. Materials resources				
300. Disagreement (5)	301. Old habits (5)	• Resistance to change		
302. Mind-set (6)	303. Negative attitude			
304. Interest conflict	305. Ignorance			
306. Jealousy	307. Aggressive feedback			
308. Complain	309. Push back			
310. Lack of collaboration and cooperation (2)	311. Lack of institutional trust			
312. Complicated				
313. Challenges (3)	314. Difficulty			
315. Financial effects	316. Benefits (2)	• Financial effects		
317. Heavy workloads (4)	318. Heavy study load	• Physical effects		
319. Comfort zone (2)	320. Take new challenges (2)	• Emotional effects		
321. Feel helpless	322. Express concern			
323. Psychological effects	324. Unhappy			
325. Feel demotivated	326. Emotional effects			
327. Lack of emotional support	328. Feel hurt			
329. Hard & stressful	330. Lost trust			
331. Anxiety (2)	332. Threads			
333. Afraid (2)	334. Lack of ownership			
335. Worry		• Confusion		
336. Uncertain (6)	337. Unclear definition (2)			
338. Doubtful (4)	339. Suspicious (2)			
340. Unclear assigned workload	341. Confusing roles and responsibilities			
342. Confusion	343.	• Lack of communication		
344. Lack of interaction	345. Lack of information (3)			
346. Lack of				

communication (5)			
347. Top Heavy (2)	348. Hierarchic al culture	• Cultural factors	
349. Cultural factors (7)	350. Power distance		
351. Lose face	352. Individual choice (2)		
353. Avoid conflict	354. Sensitive ways		
355. Keep on moving	356. Involve people (2)		
357. Stick to the progress	358. 'Refusing to quit'		
359. 'Stick with the progress'			
Memos: <ul style="list-style-type: none">- Current challenges facing by leaders in the context of university transition were the lack institutional autonomy, lack of resources and resistance to change.- Political involvement was found as a negative influence on university academic developments and transition. And, outside political involvement limited university autonomy in managing and operating the university.- University transition depends largely on the quality of human capital, sufficient financial resources and physical resources and infrastructure. However, these crucial resources were found to be limited.- Some cultural factors affect change progress. Cambodia has a culture of indirect communication, saving faces and individual networks which impacted the change progress since the context of change requires direct communication on things that need to be done and what is supposed to be done and capable staff with commitment to fulfill their roles and responsibilities.- Resistance to change due to the effects on people's physical, emotional and economic situations was found as a challenge to bringing institutional change.- Diversity and conflicts among individuals, old mind-sets, habits and lack of sufficient skills to be involved in institutional changes were other challenges.- Confusion particularly related to roles and responsibilities was another challenge in bringing institutional change.- Lack of communication in the institution was found to be another challenge because all campuses and sections needed to have speedy and updated information related to transition.- Although there were some challenges facing university leaders, they are committed to bringing institutional changes and development by developing their work spirituality, commitment, passion and drive, patience and leadership capacities.			
362. Discipline and morality (2)	363. Establish institutional culture	42. Initiating Innovative Culture	14. Establishing Innovative Culture

364. Staff teaching/training	365. Change mind-set			
366. Change old habit				
Memos: <ul style="list-style-type: none">- Some participants mentioned that it was crucial for the leaders to teach the staff about transition- Some leaders stated that changing people's mind-set is important in the transition period, yet it was hard to do.- Some participants stated it was hard to change people's old habits because they are used to working in such old ways for ages. And, they added that it was hard to change an old institution like this university.- The university needs to establish the new approach to maintain and produce more changes.				

APPENDIX L

DOCUMENTATION DATA ANALYSIS
From 79 Codes to 21 Sub-categories to 9 Categories to 3 Themes

Open Codes			Sub-Category	Categories	Themes
1. Set goals	2. Academic excellence		1. Vision-Mission	1. Internal reasons for changes	1. Reasons of Changes
3. University position	4. Vision-mission				
5. Operating vision-mission					
6. Curriculum and instruction management	7. Provide relevant curriculum		2. University academic functions Curriculum development		
8. Create research culture	9. Research and capacity development		• Research development		
10. Create research culture					
11. Improve educational quality	12. Quality mechanism		• Quality development	2. External reasons for changes	
13. Ministry compliance			3. Ministry Compliance		
14. Regional integration			4. Regional integration		
Memo: <ul style="list-style-type: none">- There are two important reasons influencing on the university changes: internal reasons and external reasons.- The internal reasons influencing the university include the university vision-mission and improving the university functions in research and educational quality.- The internal reasons include the university’s vision-mission of providing excellent academic service in teaching/learning, research and community service.- Improving research function is a very strong focus for the university’s academic improvement.- The external reasons influencing on the university include the ministry policy compliance and regional integration.- The university is at the forefront of regional competition and cooperation arena; therefore, it has to expand its capacity.					

<ul style="list-style-type: none">- Aligning with the ministry policy strategies is another force for university changes.- Effectiveness of the internal management and strengthening the university capacity revealed as the primary of focus in the progress of university transition as well as in responding to the external influences.					
15. Roles and responsibilities			5. Roles and responsibilities	3. University Structural Frame Leadership	2. Working Strategies
16. Accountability	17. Transparency		6. Institutional systematic management		
18. Management structure	19. Transparency				
20. Accountability	21. Management structure				
22. Policy development	23. Policy		7. Policy development and implementation		
24. Policy development	25. Policy development				
Memos: <ul style="list-style-type: none">- Academic structural leadership plays critical roles in developing and coordinating strategies and creating structures to support change.- Structural leaders play important roles in dividing staff's roles and responsibilities, creating institutional systematic management and developing and implementing the policy.- Organizational structure was strengthened through clear rules, roles, procedures and policy development and adjustment.					
26. Political leadership	27. Balance resources		8. Divide resources	4. University Political Frame Leadership	
28. Balance finance					
29. Income generation	30. Income generation		9. Entrepreneurship		
31. Financial management	32. Entrepreneurs hip				
Memos: <ul style="list-style-type: none">- Academic political leaders play a main role through dividing institutional resources and expanding institutional capacity through initiating entrepreneurship.- Political leadership play used their skills in negotiating and dividing resources to support the change in the organization.- Academic political leaders need skills in effectively and efficiently managing the resources.- They need an entrepreneurship plan, initiative, and creativity particularly in providing academic services (research, consultation, fee-based on-demand courses, and facility development and utilization)					
33. Academic freedom	34. Integrity		10 Creating values	5. University Symbolic	

35. Belonging and ownership	36. Self-learning environment		11. Creating new environment	Frame Leadership	
Memos: <ul style="list-style-type: none">- Symbolic leadership plays important roles in creating values and creating new environment in the institution.- Based on the document analysis, values of the university academic community were promoted including academic freedom, integrity, cooperative teamwork, commitment, competition, innovation, belongingness, a safe and a supportive environment and culture.					
37. Human resource management	38. Human resource capacity development		12. Staff development	6. University Human Resource Frame Leadership	
39. Stakeholder engagement	40. Stakeholder engagement		13. Involving people		
41. Partnership an networking	42. Participative governance				
43. Stakeholder participation					
Memos: <ul style="list-style-type: none">- Academic human resource leaders’ main roles are to provide staff development and to involve all levels of staff in the progress of university change.- To lead the academic institution to transition well requires the involvement and roles and responsibilities for all levels of leaders. The involvement, commitment and capabilities of relevant persons and leaders are critically important to helping the organization development and good transition.					
44. Sense of urgency	45. Call for change			7. Indentifying and communicating reasons for change	3. Change Progress
Memos: <ul style="list-style-type: none">- One of the main roles of the leaders is to define the institutional reality and create a sense of urgency to give the reasons for change.- Another role of the leaders is to call for changes.					
46. Creating teamwork and commitment	47. Team work building		14. Building guiding team	8. Building a leadership team	
48. Building team leadership and management					
49. Creating research	50. Management team building				

management team					
51. Entrepreneurship team	52. Creating curriculum management team				
Memos: <ul style="list-style-type: none">- Different levels of leadership teams were formed to lead and coordinate changes in different sections or parts of the university.- Team-work building and spirituality were promoted among the team members.- Establishing team work and commitment to lead and work to achieve the organizational change and development goals.					
53. Adjusting leadership and management	54. Adjusting leadership		15. Leadership and management Reform	9. Developing working strategies	
55. Adjusting administrative	56. Decentralized decision making				
57. STOW analyze	58. Strategic planning		16. Strategic planning		
59. Strategic planning implementation					
60. Monitoring and evaluation (3)	61. Performance evaluation		17. Academic management reform		
62. Program evaluation	63. Keep records				
64. Monitoring and evaluation	65. Staff monitoring and evaluation (3)				
66. Academic reform					
67. Administrative procedures	68. Managerial procedures		18. Non-academic management reform		
69. Adjusting financial management					
70. Developing academic programs	71. Institutional capacity development (4)		19. Institutional capacity development		
72. Improve physical resources and facilities (2)					

73. Improve information services	74. IT service		20. Improve service		
75. Improve campus service					
76. Limited human resource			21. Limited Resources		
77. Limited financial resource					
78. Limited institutional capacity					
79. Limited administrative service					
<p>Memos:</p> <ul style="list-style-type: none"> - The academic strategies were developed by the leaders aiming to transform the university to be the flagship university including leadership and management reform, developing strategic planning, academic management reform, non-academic management reform and institutional capacity development. - Academic management reform included program evaluation, staff performance monitoring and evaluation. - Non-academic management reform included administrative procedures, adjusting financial management and administrative reforms. - Current challenges facing leaders in leading change in the university are limited resources (human resources, financial resources...). - Academic management reform is critically important in managing and operating each unit of academic programs. - The accountability of academic leaders in ensuring the high quality of educational outcomes includes conducting staff monitoring and evaluation, performance evaluation and program evaluation. - Keeping records of the numbers of staff and students and monitoring and evaluating their working progress and performance are other main roles of the academic leaders. - Strategic planning is developed to provide the road map and details working strategies in the process of transition. - Institutional capacity development is being improved through facilities and infrastructure development, human resource capacity development, academic program development and expansion and service improvement. 					

APPENDIX M

OBSERVATION RECORD DATA ANALYSIS
From 50 Codes to 10 Sub-categories to 4 Categories to 1 Theme

Opens Codes		Sub-Categories	Categories	Theme
1. ‘Create structure to support plan’	2. Create structure to support change’	1. Create structure to support changes	1. University Structural Frame Leadership	1. Working Strategies
3. University community	4. Establishing university community			
5. Sense of community				
Memos: <ul style="list-style-type: none">- The main role of the academic structural leaders is to create structure to support changes.- In reframing the academic structure and culture for change the leaders need to establish the academic community.				
6. ‘Involve people throughout organization	7. ‘Create a culture team’ (2)	2. Involving people	2. University Human Resource Frame Leadership	
8. Broad involvement in developing the culture (4)	9. ‘Solicit input’	3. Provide input		
10. ‘Get feedback’				
Memos: <ul style="list-style-type: none">- In a period of change, academic human resource leaders play important roles in providing the staff with necessary supports or inputs for change and involving people in the progress of change.- In the progress of change, the leaders involve people in the progress of change by promoting team working culture in the institution.				
11. Public engagement (4)	12. Network with key player’ (2)	4. Networking and Partnershi p	3. University Political Frame Leadership	
13. Public interest and attraction	14. ‘Stack team with credible people’ (2)			
15. ‘Create arenas’	16. ‘Build alliance’			
	17. Achievement			

	recognition			
Memos: <ul style="list-style-type: none">- A main role of the university political leaders is to expand the university capacity through the development of networking and partnership.- To develop the university networking and partnership, the academic leaders need to get involved in different activities including public engagement, networking with key players, promoting public interest and attraction, stacking team with credible people, creating arenas and building alliances.				
18. Ceremony organization	19. National identity	5. Ritual & Ceremon y	4. University Symbolic Frame Leadership	
20. ‘Telling a compelling story’ (2)	21. Remembering & knowing the leaders	6. Identity, symbolism		
22. ‘Share stories of the journey’	23. ‘kickoff ceremonies’ (3)	7. Historical background		
24. ‘Celebrate and communicate early signs progress’ (2)	25. Cultural tradition	8. Visible leadership		
26. Ritual	27. Vision communication	9. Cultural tradition, values, and beliefs		
28. Culture tradition	29. Tradition & belief			
30. Institution identity	31. Visible leadership involvement’ (4)			
32. ‘Mourn the past’ (2)	33. ‘Stage public hangings’			
34. ‘Share stories of the journey’	35. Identity			
36. ‘Put commanding officer on team’	37. ‘Future vision rooted in organizational history’			
38. Identity, achievement, values	39. ‘Tell a compelling story’			

40. Cooperation and contribution	41. Create and maintain institutional culture	10. Create new culture and environment		
42. Creativities	43. Campus environment			
44. Devotion and donation	45. Solidarity			
46. Symbolic	47. Identity			
48. Values and characteristics	49. University spirit			
50. Logos				
Memos: <ul style="list-style-type: none">- Symbolic academic leaders play main roles in creating the university culture and environment, tradition, values, beliefs, identity and symbolism.- Symbolic academic leaders inspire people to be involved in the progress of change by telling about the institution's background, and through ritual and ceremony.- Symbolic academic leaders lead change by modeling the ways (visible leadership)				