

Original Research

Empowering Education and Culture: A Guide to Employee Training and Skill Development Programs

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ABSTRACT

This study explores the importance of strategic leadership in the development of educational institutions, with a particular focus on human resource development (HRD) in Thailand. HRD is recognized as a cornerstone for national progress, especially in the face of rapid technological changes and globalization. The paper emphasizes that HRD in the education sector must go beyond technical skills to include the development of moral values, ethics, and national character. The research utilizes a traditional literature review methodology to analyze existing sources related to HRD and employee training, offering actionable insights for the design and implementation of effective training programs. The findings underline the need for training initiatives that not only enhance technical competencies but also foster attitudes, behaviors, and interpersonal skills, ensuring that employees are equipped to handle the challenges of a rapidly changing global environment. This holistic approach to HRD is seen as crucial for the long-term sustainability of educational institutions and their ability to adapt to future demands. The study concludes by proposing guidelines for developing strategic leadership skills among school administrators to improve organizational effectiveness and contribute to societal development.

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Email: napat.panya1124@gmail.com**1. INTRODUCTION**

Human resource development (HRD) has long been regarded as a key element in achieving sustainable progress for a nation (Chams & García-Blandón, 2019; Stofkova & Sukalova, 2020; Talan & Tyagi, 2020), especially in facing the challenges of globalization and rapid technological developments in the 21st century. In Thailand, HRD is not only a priority in national development but also the core of sustainable social and economic transformation, particularly in the education sector, which plays a vital role. Improvements in HR quality have so far focused on knowledge, technical skills, and practical abilities, but now must involve broader dimensions, including the strengthening of morals, ethics, and national character (Farazmand, 2004; Wells & Schminke, 2001; Taqwa, 2025). This is increasingly important given the complexity and dynamism of evolving global challenges, which require people to not only have technical abilities but also the readiness to adapt to rapid change. Therefore, the development of quality human

resources must be seen as a holistic process that encompasses the development of intellectual aspects as well as attitudes, values, and character (Kramar, 2014), so that individuals can survive and thrive amid the ever-changing currents.

One important component in human resource development is training and skills development programs for employees, which are crucial, especially in the education and culture sector (Ahmadi & Keshavarzi, 2013; Meager, 2009; Odini, 1999). Success in improving the skills of employees in the Education and Culture Office not only has an impact on improving the quality of educational services to the community, but also on strengthening the capacity of educational institutions themselves in facing future challenges. Therefore, the formulation of an appropriate strategy in designing and implementing training programs is a must (Cohen & Cyert, 1973; Lee et al., 2000; Myers et al., 2008). This program should not only focus on improving the technical competencies of employees, but also on building strong character and leadership values necessary to face the ever-evolving social and cultural dynamics. Thus, this training program will strengthen the effectiveness of the organization in designing and implementing adaptive, responsive, and quality educational activities, which will ultimately contribute positively to society and the country.

As a foundation for the implementation of training programs, the policies applied must be in line with the dynamics of the times and able to respond to increasingly complex educational needs. In this context, training programs in the Education and Culture Office must be designed not only to improve technical skills but also to build attitudes, behaviors, and interpersonal skills that support effective collaboration in the workplace (Bedwell et al., 2013; Hannigan, 1990). This approach is important to realize education that is inclusive, adaptive, and relevant to the ever-changing demands of society. These training programs must ensure that every employee not only possesses competent technical skills but also up-to-date knowledge and a deep understanding of future challenges. As a result, employees will be able to contribute optimally in designing and implementing quality education policies. Skill development encompasses not only professional aspects but also the ability to think critically, work in teams, and innovate in the face of rapid change (Cobo, 2013).

As a result, these guidelines will provide detailed steps on how to design, implement, and evaluate training and skill development programs for employees in the Education and Culture Department. These guidelines aim to provide systematic and structured direction to ensure that the training programs implemented are not only effective in improving technical and professional skills but also create positive and sustainable change within the organization. With the right approach, it is hoped that this program will strengthen individual competencies, improve organizational operational effectiveness, and enhance teamwork. Additionally, the program will promote inclusive and relevant educational values that can have a positive impact on society and the nation in addressing the increasingly dynamic global challenges.

2. METHODS

The research methodology employed in this article is a traditional literature review (Li & Wang, 2018; Paul & Barari, 2022; Rozas & Klein, 2010; Snyder, 2019), aimed at examining and analyzing various relevant sources related to the development of training programs and skill enhancement for employees within the Department of Education and Culture in Thailand. The study begins by identifying pertinent sources of literature, including scholarly articles, books, journals, policy reports, and other documents that address human resource development (HRD), employee training, and educational and cultural policies in the Thai context. Once these sources are identified, the next step is to select them based on their relevance, credibility, and the quality of information presented. Only sources that make a significant contribution to the research topic and are from reputable, credible outlets, such as peer-reviewed journals or authoritative reference books, are included.

After gathering data from the selected sources, the researcher engages in a critical analysis of the information obtained. This process involves evaluating the fundamental concepts related to HRD and training programs, as well as the policies that underpin the implementation of training initiatives in Thailand. The researcher also explores emerging trends and patterns in the literature, identifying gaps or areas that need further development in the proposed training guidelines. By connecting the findings from the literature to practical needs in the field, the researcher synthesizes this information into actionable insights and recommendations for training programs to be applied within the Department of Education and Culture in Thailand.

This research concludes with a comprehensive evaluation of the analysis and presents actionable recommendations for designing and implementing effective and sustainable training programs. Through the traditional literature review approach, the study aims to explore a broad range of perspectives on HRD theory and practice in the education and culture sectors in Thailand, contributing meaningfully to efforts to enhance the quality of educational and cultural services in the country.

3. DISCUSSION

3.1. Principles and Concepts of Strategic Leadership

"Principles and Concepts of Strategic Leadership" refer to the fundamental principles and concepts that guide individuals in leading organizations in a deliberate, goal-oriented manner, with a long-term focus, while also being adaptable to the changes that occur in the environment (Saengsawang & Wongprasit, 2021; Worapongpat & Sriaroon, 2024). This concept integrates strategic planning with effective execution, coupled with a deep understanding of leadership that aims to create a positive and sustainable impact. In an ever-evolving world, particularly in the field of education, it is essential for leaders to possess the capacity to design policies that are not only relevant for the present but also for the dynamic future ahead (Omol, 2024). Strategic leadership requires not only the ability to respond to changes but also the foresight to predict and navigate challenges that have yet to materialize, as well as to design sustainable and impactful solutions.

In the context of education, the role of school leaders, such as principals or educational administrators, becomes increasingly crucial in the implementation of these principles (Agarwal, 2025; Aliqaj & Carvajal, 2024; Jenkins & Khanna, 2025; Smith et al., 2022). Education serves as one of the foundational pillars of societal development, and the strategies adopted by educational leaders will significantly impact the quality of education provided to future generations (Agbedahin, 2019; Mensah, 2019). Managing resources wisely—whether human, financial, or technological—requires a profound understanding of how to leverage these resources to achieve long-term objectives. The principles of strategic leadership enable school leaders to craft policies that not only aim to address current issues but also prepare schools to confront future challenges (Davies, 2003; Dimmock & Walker, 2004), such as curriculum reforms, educational technology advancements, or shifting societal needs.

Furthermore, strategic leadership fosters a collaborative culture within the school, where all members of the team, from teachers to administrative staff, work together toward common goals. In today's era of rapid digitalization and globalization, where information and technology are developing at an unprecedented pace, it is vital for leaders to cultivate adaptive teams capable of performing effectively in this fast-paced environment. Therefore, understanding and applying the principles of strategic leadership in education is not only important for long-term effectiveness but also critical for creating a more inclusive, responsive, and high-quality educational system. On a broader scale, strategic leadership contributes to the formation of a more progressive and competitive society, preparing students to engage with a world that is constantly evolving and changing.

The principles and concepts of strategic leadership are fundamental in guiding leaders to effectively navigate the complexities and challenges within their organizations. The following key principles are central to understanding the concept of strategic leadership (Quong & Walker, 2010):

- (1) **Clear Vision and Direction:** Strategic leaders must possess a clear and compelling vision for the future of their organization. This vision must be communicated effectively to all members of the team or organization, ensuring alignment and a shared understanding of the goals and objectives. A strong vision not only provides direction but also inspires and motivates individuals to work towards a common purpose.
- (2) **Data-Driven Decision Making:** Effective leadership is grounded in making decisions based on relevant data and evidence. Leaders must move beyond intuition and assumptions, instead relying on empirical information to guide their actions. This approach ensures that decisions are not only informed but also substantiated by concrete evidence, thereby enhancing the likelihood of success.
- (3) **Change Management Ability:** Strategic leaders must possess the capability to lead through uncertainty and rapid change. In today's dynamic environment, organizations are constantly confronted with challenges that require swift adaptation and proactive solutions. A strategic leader must be adept at guiding the organization through these transitions, turning potential obstacles into opportunities for growth and development.
- (4) **Innovation and Continuous Improvement:** Innovation is at the heart of strategic leadership. Leaders should consistently seek new ways to improve processes, systems, and outcomes. By fostering a culture of innovation, they encourage creativity and continuous improvement within their teams, ensuring the organization remains competitive and relevant in a constantly evolving landscape.
- (5) **Team Development and Collaboration:** A strategic leader recognizes the importance of building a strong, collaborative team. Leadership is not about exercising authority alone but about empowering others to contribute their skills and expertise toward achieving the organization's goals. Effective

strategic leaders cultivate partnerships with colleagues, stakeholders, and external communities, leveraging collective strengths to enhance organizational performance.

- (6) **Ethics and Social Responsibility:** Ethical leadership is a cornerstone of strategic leadership. Leaders must demonstrate integrity, fairness, and transparency in their decision-making. They must act in the best interests of all stakeholders, including employees, students, and the wider community. Ethical leadership ensures that decisions are made with consideration for the broader societal impact, upholding principles of justice and equity.
- (7) **Results-Oriented Focus:** Strategic leaders are committed to achieving long-term objectives. They ensure that the entire organization is aligned and focused on the attainment of these goals. Leadership effectiveness is measured by the organization's ability to execute strategies efficiently, maintaining a results-oriented approach that prioritizes outcomes while ensuring that resources are utilized effectively and efficiently.

In conclusion, the principles of strategic leadership outlined above underscore the multifaceted nature of leadership in contemporary organizations. These principles are integral to ensuring that leaders are not only capable of navigating the challenges of the present but are also prepared to drive sustainable success in the future. Effective strategic leadership requires a balance of foresight, adaptability, ethical integrity, and a commitment to continuous improvement.

3.2. Concepts And Theories Of Strategic Leadership

In the current era of globalization, rapid changes across various aspects of society necessitate that organizations adapt accordingly (Tavares et al., 2023; Guo et al., 2023). Among the most significant of these changes is technological advancement, which compels organizations to modify their structures and manage resources efficiently to ensure continued operations. The leader within an organization plays a pivotal role in steering the direction of the organization, ensuring its ongoing functionality, and positioning it for long-term sustainability. Consequently, organizational leaders must adopt strategic management systems to guide decision-making processes, encompassing strategy formulation, implementation, and the subsequent monitoring and evaluation of these strategies.

Leaders must engage in thoughtful analysis, synthesizing various inputs, and applying a comprehensive decision-making process to identify the most effective alternatives. This ability to manage change and leverage organizational resources through strategic thinking is essential for maintaining organizational coherence and ensuring its success in an ever-evolving landscape. Beyond their direct responsibility for overseeing the strategic management of the organization, strategic leaders also navigate complex challenges and make decisions that align with the long-term vision of the organization (Rajaram, 2023; Maduforo et al., 2024). Thus, strategic leadership is crucial not only for managing the day-to-day operations but also for steering the organization toward sustainable growth and competitive advantage in a rapidly changing environment. According to Dess & Miller (1993), there are three types of strategic leaders, as follows:

- (1) **Setting Strategic Direction:** The ability to establish a clear vision and communicate it effectively, inspiring and motivating colleagues to consistently pursue it. This also involves analyzing both internal and external environments to craft strategic plans that align with evolving changes.
- (2) **Managing Organizational Resources:** The capability to utilize strategic approaches in managing organizational resources, including budgets and human capital, to maximize their utility. This ensures cost-effectiveness, fosters a competitive advantage, and guarantees the delivery of high-quality services to stakeholders.
- (3) **Supporting an Effective Organizational Culture:** The ability to recognize and implement cultural changes that align with shifts in the internal environment. Leaders must identify the organizational culture that influences operations and drives member behavior, ensuring that it supports strategic objectives.
- (4) **Focusing on Ethical Practices:** Being an ethical leader involves integrity, honesty, and trustworthiness, prioritizing public interest over personal gain. Ethical leadership establishes a foundation of transparency and accountability, fostering an environment of trust and respect.
- (5) **Establishing and Controlling Organizational Balance:** The ability to manage and oversee work processes to meet established standards, ensuring high-quality services, and achieving satisfaction

for both service recipients and providers. Additionally, it is essential to ensure employee happiness and job satisfaction, thereby maintaining a healthy, productive organizational culture.

3.3. Strategic Leadership Development for Executives in Educational Institutions

In the present context, elementary schools are increasingly capable of advancing and developing their educational practices (Abo-Khalil, 2024; Timm & Barth, 2021). One essential factor in this development is that school leaders, particularly principals, must possess a broad vision, high-level cognitive abilities, and the capacity to effectively process thoughts and opinions in decision-making. Principals must apply analytical thinking to evaluate and synthesize available data and information, utilizing strategic planning processes, including environmental analysis specific to the school (Nurbani et al., 2025; Jhonson et al., 2024). In essence, a principal must be able to lead the school by guiding teachers and staff to analyze both the internal and external environment of the institution. This includes evaluating the school's strengths, weaknesses, opportunities, and threats. Furthermore, principals should assess their school's current standing in comparison to competitors or established benchmarks. They must also be able to manage school resources and various input factors to effectively adapt to environmental changes both within and outside the organization, ensuring balance and sustainability.

A critical aspect of this leadership involves motivating staff within the organization to recognize the importance of achieving the goals set by the school, cultivating a shared commitment to these objectives. This shared vision should be established as a school culture, respected and practiced by all stakeholders. The principal, as the highest authority, should align their goals with those of the organization, driving collective success. Thus, the development of strategic leadership for administrators within educational institutions can be categorized into five key areas (see Fig. 1), as outlined below (Dubrin, 2008):

- (1) Establishing the Organization's Vision: This involves setting a clear direction for the organization, focusing on long-term goals that align with the future needs of the institution. Executives inspire and motivate personnel, a process that involves developing employees to higher levels of ability and potential, thereby fostering awareness of the organization's mission and vision.
- (2) Defining the Strategic Direction of the Organization: This refers to the ability to communicate or transform an abstract vision into a concrete understanding that can be embraced by the leader and effectively conveyed to all personnel. Leaders stimulate employees to adopt a shared understanding of the organizational mission, ensuring that it is consistently and continuously followed.
- (3) Implementing Revolutionary Thinking: This involves using creativity to transform the entire organizational system, akin to the concept of "creating a new future." A strategy that does not challenge the current situation or condition cannot be regarded as a viable strategy. An organization that fails to meet customer needs better than its competitors will inevitably struggle.
- (4) Cultivating a Positive Organizational Culture: This principle emphasizes the leader's ability to steer cultural change within the organization, ensuring that its values align with external environmental shifts. Leaders must select organizational cultures that positively influence operations and determine the behavior of staff within the institution.
- (5) Focusing on Ethical Practices within the Organization: This refers to the execution of clear, transparent, and fair management principles. Leaders should establish policies that promote ethical behavior, providing both rewards and penalties as necessary to cultivate goodwill toward management. Additionally, well-defined agreements and work contracts should be established, encouraging organizational personnel to comply with ethical practices. The leader must establish and adhere to rules that guide organizational management, ensuring that these rules are respected and followed by all staff, thereby fostering a work environment aligned with the established practices.

In conclusion, the development of strategic leadership for school administrators is essential in ensuring the effective management of educational institutions. By fostering clear vision, strategic direction, innovative thinking, a positive organizational culture, and ethical practices, leaders can drive their schools towards long-term success, preparing them to meet future challenges with resilience and strategic foresight.

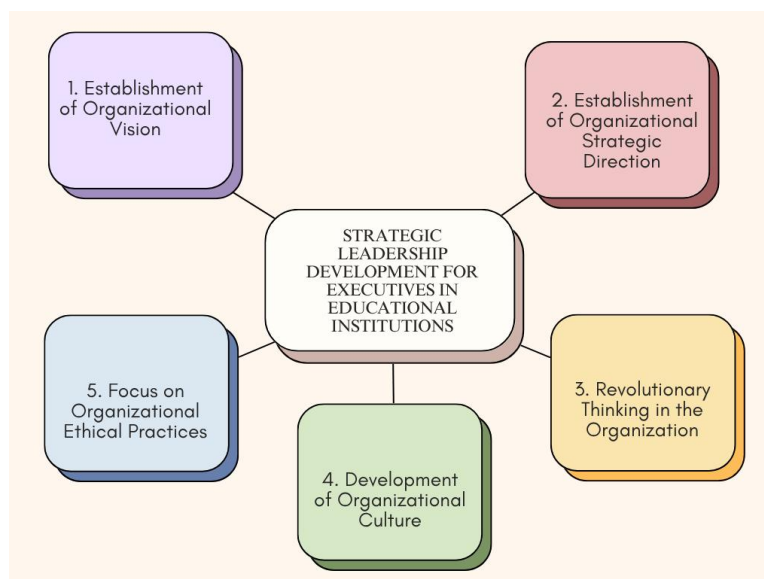


Figure 1. Strategic Leadership Development Framework for Educational Institutions, According to Dubrin (2008)

4. CONCLUSION

This study highlights the importance of strategic leadership in human resource development in the education sector, with a focus on Thailand. Based on a literature review, it can be concluded that effective human resource development requires not only technical skills but also an emphasis on moral values, ethics, and character. Strategic leadership plays a crucial role in designing education policies that can address the challenges of globalization and technological change.

This article also emphasizes that successful training programs must involve a holistic approach, which includes improving technical skills as well as developing attitudes and character. As a next step, it is recommended that the Thai government and educational institutions pay more attention to the implementation of policies that support character and ethics-based training, using technology to improve access and effectiveness of training.

Going forward, further research involving empirical data and direct case studies in the field is essential to evaluate the practical application of these policies. Thus, the development of strategic leadership focused on holistic educational values can be the key to the sustainability and success of education systems in Thailand and around the world.

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