

The Development of “Kanatibatkarnraipromdan Smartpanyapatibat” Online Program for Developing Critical Leadership of Conductors

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Abstract: This mixed method study aimed to 1) develop a new online program for a particular health personnel core team which called “Kanatibatkarnraipromdan Smartpanyapatibat” after being trained to take a role of critical leadership of conductor in learning process on a particular area of education and service institutes or an online platform, 2) evaluate an effectiveness of this online program for a particular health personnel core team, and 3) synthesize characteristics of a particular health personnel core team after being trained in order to 3.1) make an impact on students' learning to be a good, competent and happy person as well as a life-long learning person (a complete human being), 3.2) extend a core team network of “Kanatibatkarnraipromdan Smartpanyapatibat” to another education institute using a three baskets technique. The sample included a voluntary 16 health personnel who were purposively selected from persons in a simulated family system network to take a role of critical leadership of conductor using a reflection by a three baskets technique. The evaluation composed of both qualitative and quantitative methods. The results revealed that 1) the online training program composed of three phases, including preparation phase, action phase, and evaluation phase. 2) The effectiveness of the online program was approved by evidences that a particular health personnel core team gained a creative systematic thinking skill after training, and 3) the characteristics of a particular health personnel core team after being trained composed of growth mindset and success mindset in order to be a complete human being.

Keywords: Complete human being, Creative systematic thinking process, Humanized care, Three baskets technique, Integrative learning process

Introduction

Thailand has emphasised a significance of human development for several decades. The Office of the National Economic and Social Development Council deployed the Royal Guidance of His Majesty the King Bhumibol Adulyadej about ethics and moral to develop the 11th National Economic and Social Development Plan (B.E. 2555-2559) and the 12th National Economic and Social Development Plan (B.E. 2560-2564). An analysis of ethical and moral concepts from both the 11th and 12th National Economic and Social Development Plans reflects the same framework as follow 1) apply the Sufficiency Economy Philosophy 2) human as a center of development and 3) promote the country reform and develop to security, prosperity, sustainability and happy society (Jutarosaga and Charoensuk, 2019).

A transforming process of global education and Thai education in 21 century is congruent in term of emphasising a quality of human being that higher education institutes have produced for each profession. A learning process is integrated to produce a graduate who have knowledge and virtue. This transformative education composes of 1) curriculum transform 2) learning management transform, and 3) education management transform. These three transformations lead to a comprehensive education transformation (Paitoon, 2017; Praboromarajchanok Institute, 2019)

Praboromarajchanok Institute, a health science university under jurisdiction of the ministry of public health, has provided an education by nursing colleges and public health

colleges located in every region of Thailand. The institute's educational policy focuses on an integrative education and integrative learning-teaching management in order to develop students to be a complete human being (good-smart-happy and life-long learning) as shown in a study of Siriporn, Jutarosaga and Charoensuk et al. (2014) that reflects a policy of education transformation in all three aspects. The integrated education model of system thinking and humanized health care within multi-cultural society aimed to develop students to be a complete human being who is good by having humanized health care, smart by having creative critical thinking, and happy by learning through deep listening using dialogue (Kittiraktrakul, Jutarosaga and Wattanasrisin et al., 2011). Therefore, a complete human being refers to the student who is good, smart and happy to learning in multi-cultural society. Hanpaichaiyakul, Jutarosaga and Siriporn et al. (2014) explored the application of Simulated Family System on the development of well-being under participation between three nursing colleges, including Boromarajonani College of Nursing, Khon Kaen; Boromarajonani College of Nursing, Chakriraj; and Boromarajonani College of Nursing, Nakon Srithammarat, and their local communities. The result of this study supported the importance of participatory learning using community as a base to attain the desirable well-being of the community as well as the desirable characteristics of the colleges' students. Although these studies are different in the context, they presented a similar outcome, which is a good, smart, and happy to long-life learning for a student (Kittiraktrakul et al., 2011; Siriporn et al., 2014; Hanpaichaiyakul et al., 2014).

The development of integrative education both integrative curriculum and integrative learning relies on a collaboration between education and health service institutes at all levels in the community. The collaboration between education institute and community leads to a new paradigm of Praboromarajchanok Institute that build an understanding, approaching and developing community in health aspect with a participatory process. Attohi, Ayamuang and Pratumyam et al. (2018) developed a participatory management education model through Simulated Family System to develop humanized health care identity of students at Abhaibhubejhr College of Thai Traditional Medicine Prachinburi, Praboromarajchanok Insitute. The study supported Praboromarajchanok's policy to cultivate a good person identity using a community-based learning, and other education institutes could apply the model in moderation, making balance between human and human, human and environment. Praboromarajchanok Institute is outstanding in a collaboration between the institute and health service settings at all level to produce graduates for community. This collaboration has built upon a family-like culture from upstream which is a health care production, midstream which is health personnel at all levels, and downstream which is people in the community.

The significant persons related to health personnel production are teachers both from education institute and health service settings. These teachers collaborately work together in order to take care students both in a theoritical and practical parts, share experiences in students' practice preparation, continously develop their role as Professional Learning Community (PLC) and cognitive coach who build warm and trust learning climate. Prombuasri, Swangwatanasade and Anucha et al. (2017) reflected a development of cognitive coach in the 21 century that recognized an importance of teachers both from education institute and health service settings. These teachers work collaborately as PLC and coaching that increase efficiency of students' practice. The study of a development of an integrated education model of professional learning community, coaching, reflection and power question in three nursing colleges, including Boromarajonani College of Nursing, Ratchaburi; Boromarajonani College of Nursing, Chakriraj, and Boromarajonani College of Nursing, Khon Kaen found that the integrated education model of Praboromarajchanok Institute recognized an importance of Simulated Family System network that encouraged the PLC to develop their competency in coaching to make students have a growth mindset. The coaches

used their creative reflective skill called a three basket reflective technique as foundation questions which included 1) how do you feel (affective mind) 2) what have you learn (cognitive mind) 3) how would you apply them (creative mind). These PLC would share their teaching experiences at least once a year either formal or informal (Prombuasri, Swangwatanasade and Anucha et al., 2017).

One of key success factors of education development is a development of learning process of teachers. We recognize an importance of a competency development for a network of humanized health care learning process under the simulated family system by an online innovative training program. The purposes were to develop coaches who shared ideology which is based on research and collaborate manage their knowledge systematically. Representatives from each organization voluntary participated in learning called “Kanapatibatkarnraipromdanpanyapatibat” (B.E.2557). The development model for this PLC used creative systematic learning process and humanized health care within multi-cultural learning process. The training program was content free approach, allowing the PLC practice their reflective skills using a three baskets technique (Jutarosaga and Jutarosaga, 2016). In addition, Jutarosaga, Amornrojanavaravutti and Charoensuk et al., (2021) reflected a continuous development of this PLC (B.E.2551 - 2562) by synthesized strategies to drive an innovative program, including 1) open learning space 2) learning by doing 3) build networking 4) based on research, and 5) develop community competency using a network of education institute. The results of these strategies are continuous professional development of learning. Therefore, we develop an online training program for the core team who is voluntary participate in the study. The purposes of the training program are to develop the core team to be a cognitive coach by adding coaching skills, including engage, empower, and enliven in their learning to transform their mindset to be growth mindset and success mindset in various situations (Wichai & Patphol, 2019; Gottfredson, 2022). This online training program is developed for the core team called “Kanapatibatkarnraipromdanpanyapatibat” in order to develop students to be a complete human being. The objectives of this research were 1) to develop a new online program for a particular health personnel core team which called “Kanapatibatkarnraipromdan Smartpanyapatibat” after being trained to take a role of critical leadership of conductor in learning process on a particular area of education and service institutes or an online platform. 2) To evaluate an effectiveness of this online program for a particular health personnel core team. 3) To synthesize characteristics of a particular health personnel core team after being trained in order to 3.1) make an impact on their learning to be a good, competent and happy person as well as a life-long learning person (a complete human being), and 3.2) extend a core team network of “Kanapatibatkarnraipromdan Smartpanyapatibat” to another education institute using a three baskets technique.

Research methodology

Assumptions: The participants would learn through cognitive coaching, including expert coaching, administrator coaching, and peer coaching. The process of learning applied active team learning and knowledge management. The participants required to implement what they have learn in the real situation during six months of training, and shared their experiences in the online program. We believed that experiences from practice would make the PLC have growth mindset and success mindset, which evaluated by a comprehensive test developed by researchers and innovations or other concrete outcomes.

Independent variable was an online program for developing a particular health personnel core team called Critical Leadership of Conductors (CLC) which composed of three phases, including preparation phase, action phase, and evaluation phase.

Dependent variables were 1) outcome variables from a development of online training program, which were growth mindset and success mindset of the CLC and 2) impact variable from an implementation of the CLC in their real situation to transform themselves to be a complete human being using reflection with a three basket technique.

Ethical consideration: This study was approved from the Institutional Review Board on Research Involving Human Subjects of the Boromarajonani College of Nursing, Khon Kaen, with No. IRB-BCNKK-3-2022 on February 1st, 2022. The researchers explained the purposes of the study and process of collecting data to all participants. Data will be anonymous with no personal identifier and presented as a group, not individuals. The participants had a right to refuse to answer questions and withdraw from the study at any time. If they were willing to participate, they will complete the questionnaire. All data will be removed after research publication.

The study of a development of new online training program was a mixed method study. The study was conducted in three phases as follow:

The preparation phase

Participants included six persons from both education and health service institutes who had experiences in a development of Professional Learning Community (PLC) training program and willing to be a research team. In this phase, a research team reviewed literature related to a development of integrated education program and learning process of Praboromarajchanok Institute to develop a desired characteristics of graduates as a complete human being. After reviewing the literature, they synthesized an online program that composed of five hybrid modules, including introduction, basic techniques of CLC, cognitive coaching, project based learning, and lesson learned. In addition, they prepared a driver of learning process, including a learning process of humanized health care under simulated family system, content free approach, and evaluation measures.

The action phase

Participants were purposively selected to include 16 health personnel who were trained to be Professional Learning Community (PLC) of humanized health care learning process under a simulated family system network, and willing to participate in the online learning program for a Critical Leadership of Conductor (CLC). They were informed about the online learning process and evaluation, and they can stop their participation at any time. The participants had participated in a six-month online program. The concept of learning based on the four noble truth and Sufficiency Economy Philosophy. The learning process focuses on a present moment (Here and Now), a transformative learning, and coaching with 3Es (Engage, Empower, Enliven).

The evaluation phase

Participants included 16 persons who were trained by the new online training program called CLC and apply what they have learn to implement in their real situation both education and health service institutes. The evaluation composed of formative and summative evaluation. The principal investigator applied 11 case studies to evaluate a learning process of participants during 6 months of the online training program. There is no right or wrong answer, but the participants needed to explain their reasons. The participants were expected to give a reason based on the four noble truth and concern to public rather than themselves. These characteristics were growth mindset and success mindset. The summative evaluation composed of outcome and impact evaluation. The outcomes were evaluated by a characteristic of

Kanapatibatkarnraipromdan Smartpanyapatibat questionnaire (growth mindset and success mindset) developed by researchers. The instrument was tested for validity by 3 experts, and it was tested with 16 health personnel for reliability. Its reliability was .97. The impact was evaluated through an implementation in a real situation by the CLC. In addition, researchers validated a process of developing this online program by five experts through a connoisseurship process.

Research Results

1. Growth Mindset (GM) and Success Mindset (SM)

Growth mindset was measured through responses of the CLCs to questions based on 11 case studies. The CLC who has growth mindset would respond to threats or failure in case studies as opportunity for learning and understanding that other persons do the best they can. These reflected characteristics of critical leadership of conductor that empowering other persons to think in a new dimension. The success mindset combined growth mindset with contemplative thinking that focusing on good of the whole.

Table 1 Growth mindset and success mindset scores of the CLCs (Full score is 11)

Number of CLC	Growth mindset	Success mindset
1	11	10
2	9	4
3	11	1
4	11	4
5	11	3
6	10	5
7	11	6
8	11	8
9	11	5
10	11	6
11	11	2
12	11	4
13	11	7
14	11	1
15	11	4
16	11	6

The table 1 showed that all 16 participants who called CLC presented growth mindset and success mindset from 11 case studies. Most of the CLC presented growth mindset in all 11 case studies, but presented success mindset only 1 to 10 cases.

2. Impact of the program

After participating in the new online training program 5 modules, all 16 CLC had applied what they have learned to implement in their real situation. The example of implementation in education institutes by the CLC was presented in an online orientation project for the first-year nursing students. The CLC applied role of cognitive coaching to develop characteristics of a good, competent and happy person of students using creative

learning process by three basket techniques and humanized health care under simulated family system. A good, competent and happy person represented a completed human being characteristic, which is congruent with the first National Education Act B.E. 2542. The example of implementation in health service institutions by the CLC was shown in a nursing supervision process of one hospital under a network of simulated family system. A core team of the hospital was trained to be PLC and developed a learning model of team leader as a mechanism of attaining the moral organization (Komaratat, Pratumtin and Pinprasong, 2020). They applied concepts of the developed model to integrate with a supervision plan of 10 head nurses using a simulated family system as a mechanism to drive, and motivate head nurses learning to use 3Es skills (Engage, Empower, Enliven) and power questions. After the implementation, the CLC found that team members in the hospital were highly satisfied with a new style of supervision process, especially in a situation of COVID-19 pandemic. Supervisors learned to be coaches using deep listening and suspending with compassionate love, making a respecting climate between supervisors and persons who were supervised in each ward. Therefore, they were able to solve problems that occurred together, such as how to inform patients' family why they were prohibited from visiting patients. In conclusion, a new supervision process of this hospital was effective to solve problems related to services provided during COVID-19 pandemic by the critical leadership of conductor. At the same time, they empowered their supervision team to be able to supervise using 3Es techniques and reflection by three basket techniques.

3. Expert opinions on a process of developing this online program to develop the CLC called “Kanapatibatkarnraipromdan Smartpanyapatibat” to be a complete human being.

The five experts composed of one expert from health services and four experts from education institutions. They gave opinions in seven issues as follow:

- 1) They all agreed that a process of program development reflected a developing path, including preparation, action, and evaluation phases.
- 2) In each phase connected with a research, lesson learned, and knowledge management process systematically (BAR, DAR, AAR). It reflected two learning processes that related to each other, which were systematic thinking process and humanized health care process.
- 3) The process of program development emphasized an authentic learning. The participants needed to practice in the real situation and bring their experiences to be learned with a content free approach.
- 4) The outcomes of the program composed of both process outcomes and evidence-based outcomes.
- 5) The process of this program development focused on learning skill of a teacher as a coach to use 3Es (Engage, Empower, Enliven) techniques appropriately to the students.
- 6) The learning climate fulfilled with trust between the teacher and students. Their soft power was created by their practice using three basket techniques in a present moment regularly.
- 7) The developed online program is effective to develop learners to be a complete human being.

Moreover, the experts suggested that this online program should be expanded to increase a number of CLC as a cognitive coach to develop more learners to be a complete human being in every region of Thailand.

Discussion

1) A development of a new online program for a particular health personnel core team to take a role of critical leadership of conductor in learning process on a particular area of education and service institutes.

The process of program development composed of three phases, including preparation phase, action phase, and evaluation phase. The preparation phase had a foundation on a development of humanized health care as an identity of Praboromarajanok institute (PBRI)'s graduates (Kittiraktrakul et al., 2011; Praboromarajanok Institute, 2013) as well as an identity of health personnel of the Ministry of Public Health (Praboromarajanok Institute, 2019). The desired characteristics of PBRI's graduates was continuing developed to be a complete human being as presented in the study of the Integrated Education Model of Systems Thinking and Humanized Health Care within Muti-cultural Society, Praboromarajanok Institute (Siriporn et al., 2014). In the learning process of developing a desired characteristics of PBRI's graduates, a group of teachers from colleges and health services was also developed to be a Professional Learning Community (PLC). This development was an area based learning, the PLC closely worked with people in their community under a concept simulated family system, forming a Community of Practice (CoP) (Hanpaichaiyakul et al., 2014). Jutarosaga and Jutarosaga, 2015) synthezied concepts and process of health innovation development, and found that the PLC have continuously developed health innovations. In addition, the PLC demonstrated a competency to be a change agent, professional coach and critical leadership of conductor (Jutarosaga, Amornrojanavaravutti and Charoensuk et al., 2021).

The developed online training program was a hybrid model focusing on process of learning using process as a content. The trainer as a coach used a soft power to make a mutual trust and motivate learners to thinking critically, personalized their own learning, and using appropriate technologies for the learning. The learners changed their mindset to be growth mindset through reflections by the coach, including self-reflection, group-reflection and presentation-reflection using the three basket technique. The three basket reflection technique composed of three foundation questions, including 1) how do you feel? (affective mind) 2) what have you learned? (cognitive mind) 3) how would you applied what you have learned creatively? (creative mind). The three basket technique could be both mean and tool of learning to transform mindset of learners in multi-cultural society to live happily together (Jutarosaga and Jutarosaga, 2016). The developed online training program composed of five modules, including simulated family system, three-basket reflective technique, knowledge management and lesson learned, concentration at a present moment, and growth mindset. These five modules derived from significant findings of previous studies such as a development of humanized health care under a simulated family system that reflected the four sublime states of mind, including loving-kindness, compassion, sympathetic joy, and equanimity (Jutarosaga, 2009; Jutarosaga, 2010). The simulated family system was also found to be an effective co-curriculum to develop a good graduate (Amornrojanavaravutti, Somtua and Tippayaphalapholgul, 2020; Praboromarajanok Institute, 2013). The humanized health care learning process was found to be correlated with creative thinking process using a three-basket reflective technique (Jutarosaga, Mahaprom and Somtua, et al. (2021). The implementation of the developed online training program could be applied to fit on a different context, including online, onsite and combined.

2) An effectiveness of this online program

All 16 participants of the online program presented characteristics of growth mindset and success mindset, reflecting an effectiveness of the program. The finding was congruent with a product of learning process that concluded at the end of program by a research team, all participants and two experts. A concept of integrated learning to promote a creative learning process innovation of learners in 21st century to achieve a development to be a complete human being need to connect with a development of Critical Leadership of Conductor (CLC). The PLC who was continuously developed through the learning process of humanized health care (Siriporn et al., 2014); Prombuasri et al., 2017; Attahi et al., 2018; Seedaket et al. 2020) could be developed to be the CLC by overcome their fear to take a role of coaching using the three-basket technique. The growth mindset and success mindset of the CLC are new mindsets of learning in an unpredictable situation with mindfulness (Here and Now). The mindfulness was enable the CLC to delay their judgement of others in a conversation (Charoensuk, Rakkwamsuk, and Pitaksongkram et al., 2021). Although the CLCs in this study presented both growth mindset and success mindset, they need to continue their learning with coaches by administrator coaching and peer coaching. This is congruent with a study of Jutarosaga, Amornrojanavaravutti and Janda et al. (2022) that a policy was a significant factor correlated with coaching. All 16 participants believed that they are able to change their mindset from fixed mindset to be a new mindset for learning to live with a difficulty. This believe was related to growth mindset (Dweck, 2006), and success mindset (Gottfredson, 2022). Wongyai and Patphol (2020) described a concept of mindset that was a significant concept of this study. They explained that a person can learn and develop their competencies continuously if they are persevere and focused. A development of person's growth mindset makes the person to be a learner person, and this ability makes human be different from other living creatures. Human wouldn't be a noble beast without learning to live in good way for themselves and for society, especially a development of cognition to be contemplative with an advise of a true friend (P.A.Payutto, 2009; 2012; Amornwiwat, 1999). The ultimate goal of education is to develop a learner to be a complete human being (National Education Act B.E. 2542 (1999); National Education Act B.E. 2545 (2002) (Revision Edition 2010); P.A.Payutto, 2007). Professor Sumon Amornwiwat focused on setting a system, concept, process and supportive factors for education that integrating with human needs, appropriate with students's age and abilities, and cover both local and international context. The students learn their own root, accumulate their experiences from learning to improve their life so they can learn everywhere, every time with everyone under supervision of a good teacher to be a complete human being who is good, competent, happy and learn throughout their life (Amornwiwat, 2011; Office of the Royal Society, 2012).

Wongyai and Patphol (2020). proposed a concept of development teachers to use cognitive coaching for promoting cognitive skills of students to create innovations in disruptive technology era. The students must have a high order thinking such as analytical thinking and creative thinking as well as bring their knowledge both hard skill and soft skill to create an innovation for solving a problem. A conceptual learning is useful to learners for linking one concept to another concept, and it is a significant foundation of innovative creative skill. In this study, creative systematic learning process integrated three-basket technique into the third module (knowledge management and lesson learned) at the beginning, during and after implementation of the program (BAR, DAR, AAR), and linked a key concept of this module to the next modules. The five modules of the program, including simulated family system, three-basket reflective technique, knowledge management and lesson learned, concentration at a present moment, and growth mindset were correlated to each other in order to transform the CLC's thinking process through inner communication with high trust. A

management of learning by cooperative practice in a real situation lead to a development of human with understanding. This learning lead by a critical leadership team who have service mind and learn to live peacefully together in their community. It is a soft power of coach that need to be developed through cognitive learning process called “Smartpanyapatibat” or “Wisdom from practice” (Wongyai and Patphol., 2015; 2019; 2020). The results of this study supported a development of wisdom from practice of health personnel who connected through CLC’s role both from education and health service institutes in order to produce good and competent graduates. Education system of higher education must connect to society and community by co-creation of learning innovation, considering eight factors, including 1) good education 2) good health 3) good culture 4) good environment 5) good society 6) good mind 7) good economic, and 8) good democracy, to drive “ a land of balance living together” (Wasi, 2014; 2021 2022). In conclusion, this study reflected an area based learning between education institutes and health services where the PLC who were developed to be CLC take a role of cognitive coaching to develop a complete human being (good, competent, happy and learn throughout their life).

Conclusion

The human development is a significant role of all higher education institutes. The development of this hybrid online training program is an example of continous development of profession using process as a content, and develop wisdom from practice. The five modules of the developed program, including simulated family system, three-basket reflective technique, knowledge management and lesson learned, concentration at a present moment, and growth mindset, are essential foundation of the human development.

Recommendations for policy development

1. A policy for health personnel production in a small network of a core team who have an ultimate goal for developing a complete human being should be developed. This network could be formal or informal network, but need to have the same ultimate goal. This core team will take a new role of Critical leadership of Conductor (CLC) that contribute to a creative learning in working between education and health service institutes based on mutual trust and engagement.

2. A development of the new core team based on an integration between creative systematic thinking process and humanized health care in multi-cultural society focusing on cognitive coaching will enable a core team to be developed systematically. This development will decrease a power of command and promote a true friendly supervision through a three-basket technique that make awareness and sense of mutual responsibility.

3. A program development that use community-based learning should be promoted and modified to fit the context of each community. This application should focus on a development of critical leadership of conductor to be competent in cognitive process, practice process and social process, and use their soft power to strengthen communities through a mutual life-long learning culture.

Recommendations for implications

1. Knowledge management and lesson learned from direct experiences with community in time will produce “a wisdom from practice” that is authentic. If the CLC bring this authentic wisdom from practice to reflect by the three-basket technique in their learning space, they will be able to extend their network through peer coaching that people in the community accepted.

2. The CLC development is a new style of administration to drive a professional learning community. The administrator need to recognize an importance of cognitive coaching, take a role of administrator coach, and invite external professional coach to share knowledge in order to achieve the ultimate goal of a complete human being development.

Recommendations for future research

1. The results of this study could be a basic foundation of further study in a development of learning process with community using area-based learning and extend this development to cover all health education area such as an innovation “one college one community” of Praboromarajchanok Institute.

2. The study of CLC’s characteristics through a continuous learning process in long term is needed to make health innovations and academic impacts that needs supports from people at a policy level.

3. A further study of a development of tools and techniques for the CLC to apply in working with community should be done.

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