



Sufficiency-Thinking-Based Human Resource Development Advancing Sustainability in Thai Public Administration

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Abstract

The United Nations recognizes the role of human resource development in poverty reduction and asserts that poverty undermines sustainability. The Sufficiency Economy Philosophy (SEP), a set of guidelines for a more sustainable and fulfilling future, regards human resources as a prime asset. Thai communities and organizations have applied SEP to enhance their sustainability. This paper examines the development of human resources in the Thai public sector based on the application of SEP. First, we developed a human resource development model grounded in SEP. Then, we adopted a triangulation approach to collect primary and secondary data from eight government departments to assess SEP's integration into human resource activities. We found that the SEP framework is embedded in human resource development programs, with customization to match each agency's mission. However, to increase the efficacy of these programs, SEP knowledge and applications still need to be strengthened and reinforced.

Introduction

Sustainable development is defined as "*Development that meets the needs of the present without compromising the ability of future generations to meet their own needs*" (United Nations, 1987). The concept of sustainable development does imply limitations imposed by the present state of technology and social organization on environmental resources and by the ability of the biosphere to absorb the effects of human activities. However, the Brundtland Commission states that technology and social organization can be managed and improved to make way for a new era of economic growth. Additionally, the commission believes that sustainable development requires meeting the basic

needs of all and extending to all the opportunity to fulfil their aspirations for a better life. In terms of human resource development, the Brundtland Commission recognized human resource development in the forms of poverty reduction, gender equity, and wealth redistribution. The commission also claimed that poverty reduces sustainability and accelerates environmental pressures – creating a need to balance the economy and ecology (Pyla, 2012). In 2015, the UN proposed the sustainable development goals (SDGs) with the SDG Index to be an assessment of each country's overall performance on the 17 SDGs, giving equal weight to each goal. The COVID-19 pandemic is a setback for sustainable development everywhere. In 2020, the

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global average SDG Index score decreased for the first time, driven to a large extent by increased poverty rates and unemployment following the outbreak of the COVID-19 pandemic (Sachs et al., 2021). Sustainable development is not a fixed state of harmony but a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development, and institutional change are consistent with future and present needs. This is a great challenge for humanity (United Nations, 1987).

The Sufficiency Economy Philosophy (SEP) was developed by the late King Bhumibol Adulyadej. It has been officially adopted in Thailand since the Ninth National Economic and Social Development Plan (2002-2006) as the guiding principle of national development and management (National Economic and Social Development Board, 2002). SEP is reflected in the National Economic and Social Development Plan (NESDP) as a way to develop and manage the country along the middle path with moderation, reasonableness, and prudence. The goal of this adoption is to lead the country to sustainable development. Mongsawad (2010) proposes that the philosophy of sufficiency economy conveys a new theory in addressing development challenges, including institutions, human capital, environmental sustainability, and the role of government. The philosophy of sufficiency economy, as a new paradigm of development, aims at improving human well-being as a development goal. Several researchers have focused on the application of SEP in small and medium enterprises (SMEs) (Puntasen et al., 2007), the impact of the application of SEP on community development (Wiboonpongse & Sriboonchitta, 2016), and the application of SEP in business practice (Kantabutra, 2016). Ketprapakorn & Kantabutra (2019) also claim that Thai enterprises have adopted the SEP in relation to employees as a prime asset that can always be developed. However, no study clearly focuses on the application of SEP as a driver of human resource development for government agencies.

This paper aims to study, analyze, and synthesize human resource development in the public sector based on the Sufficiency Economy Philosophy (SEP). Firstly, a human resource development model based on sufficiency thinking is developed. This model focuses on factors that enhance necessary skills and ethics, such as culture, organizational attributes, and activities and training. Secondly, the application of this sufficiency thinking-based human resource development model is explored in public agency samples.

Literature Review

Human Resource Development and Sustainability

Since the 1970s, human resource development has been known mostly as an approach for improving the potential and performance of human resources in an organization. The definition of human resource development (HRD) by Gilley & Eggland (1989) is "*the preparation through learning activities of human resources for current jobs (training) and future work assignments (development) as well as an individual enhancement (education).*" Broader definitions of the scope of HRD, beyond the organizational level to the national level, were given in the work of McLean & McLean (2001) as "*any process or activity that, either initially or over the long term, has the potential to develop ... work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity.*" Besides definitions, Swanson (2001) points out that, in addition to the aim of 'unleash[ing] human expertise,' the HRD process is part of a more extensive system consisting of the organization and the environment. In other words, the HRD process is driven by environmental forces such as economics, politics, culture, and organizational attributes like mission, strategy, structure, and resources.

Taking these definitions further, at the summit reported by the United Nations and other international institutes (United Nations Development Programme (UNDP), 2016), it was stated that human development would remain the key focus of developing countries in their pursuit of sustainable development. Developing human resource for sustainability implies that people need relevant knowledge, skills, attitudes, and values to change how they interact with society. In public administration, officers play an essential role in converting government policies into practice without political interference or bias (Kellough & Selden, 2003). Besides restructuring the work process, education and training are recommended as tools to help advance a country's people (Carnevale & Carnevale, 1993). Therefore, in this study, we looked at the organizational aspect of HRD and the environmental forces influencing the organizations. The study focuses on factors such as culture, organizational attributes, and activities and training that help develop necessary skills and ethics.

Sufficiency Economy Philosophy, Human Resource Development and Sustainability

The Sufficiency Economy Philosophy (SEP) was

introduced as the "guiding philosophy of national development" in the Ninth National Economic and Social Development Plan (NESDP) (2002-2006). This development plan explains that "[...] the past four decades clearly indicates imbalanced development. While success measured in terms of quantitative indicators has been achieved, improvements in the quality of life seem to lag far behind" (National Economic and Social Development Board, 2002). The above situation resulted from the implementation of the first to eighth national development plans, which emphasized only the expansion and success of the national economy in the country's development. Rising land prices, higher investment from foreign investors, and higher GDP were used as signals which helped to prove the success of this policy (Puntasen, 2017). The Sufficiency Economy Philosophy was implemented to integrate the success in developing the national economy with improving the quality of life of people in Thailand.

In Thailand, SEP is widely adopted as part of HRD to achieve human well-being (Mongsawad, 2010). Human well-being could be considered part of a shared goal that belongs to both HRD and SEP. Furthermore, *knowledge*, which is also emphasized in SEP, is considered a core component of all aspects of HRD (Carnevale, 1996). SEP is also adopted as part of human resource development (HRD) to enhance the organization's performance. In adopting SEP, the right mindset should first be developed as it reflects various aspects of human behavior (Wibulswasdi et al., 2012). Pruetipulbutham (2010) suggests that HRD professionals should adapt SEP into four areas of their work: systems thinking, core competency development, HRD's vision and that of the organization, and ethics. In the case of the private sector in Thailand, SEP has been adopted in several organizations from SMEs (Khunthongjan & Wiboonpongse, 2010; Thongpoon et al., 2012; Kantabutra & Winit, 2016; Suntrayuth, 2018) to large-scale companies like Siam Cement Group, where SEP has been applied along with a business philosophy and a focus on HRD (United Nations Development Programme (UNDP), 2007; Rungruang & Racham, 2016).

Since 2017, Thailand has been operating under the 12th NESDP (2017-2021). Within this development plan, SEP has been used as a guiding principle to achieve the primary goal of "Security, Prosperity, and Sustainability" in the rapidly changing and integrated world (National Economic and Social Development

Board. (2016); Office of the National Economic and Social Development Council, (2013)). The plan includes flagship projects with implementation objectives that aim to prepare human capital, society, and the economy to serve the goals specified in the National Strategy and Sustainable Development Goals (SDGs). In 2018, Thailand implemented a 20-year National Strategy, the first long-term national strategy, which aims to bring "sustainable national development according to good governance principles" (Institute of Population and Social Research, 2017) and to synchronize with the NESDP. SEP is used as a core principle in this strategy (Department of International Organizations, Ministry of Foreign Affairs of Thailand, 2018). Therefore, SEP plays a crucial role in national development in Thailand. The public sector has a vital role in promoting SEP, besides allocating budgets to drive the country's economy forward and raise the quality of life of the people (Israngkura Na Ayutthaya, 2013). In fact, this role could contribute to the overall direction of NESDP and the 20-year National Strategy, as mentioned above. To fulfil this role, HRD practices should be developed and implemented. In this paper, the SEP is applied by introducing a model for human resource development that could professionalize and enhance the performance of human resources in the public sector, and it also could contribute to moving forward to sustainable national development. Specifically, HRD practices could help in achieving Sustainable Development Goal 4 (Goal 4.7 Target), which states that "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development" (The Sustainable Development Goals Report, 2023).

Research Methodology

Phase I: Based on a review of the literature, especially on the works by Bergsteiner & Dharmapiya (2016), Puntasen (2017), and Sathirathai & Towprayoon (2016), we propose a model for human resource development embedded in the Sufficiency Economy Philosophy (SEP). This human resource development model could professionalize and enhance the performance of human resources in the public sector, which also aims towards sustainability.

Phase II: We explore the current situation of applying the SEP-based human resource development model in Thai public agencies. Triangulation of observers and sources of data was adopted to collect primary and secondary data in this qualitative research (Bryman, 2016). When we collected primary data from in-depth interviews, at least three observers attended. The content analysis was conducted in phases (Duriau et al., 2007). Firstly, the recordings were transcribed and coded. After that, an analysis of content and interpretation were conducted. The triangulation of analysts was used to enhance the trustworthiness of the results.

The main questions in the in-depth interviews cover organizational aspects of HRD and the environmental forces influencing the organizations. They are categorized into two dimensions, which are competence and virtue. Questions focus on activities and training that help develop necessary skills in organization and ethics. Examples of questions are: How does your organization formulate goals and strategies? What do your organizations do to develop human resources (to increase efficiency and to cultivate ethics)? What do your organizations do to promote the quality of work life and happiness of staff? How does your organization manage work within the unit and cooperate with other units/organizations? What do your organizations do to support other organizations/society? What would you suggest to cultivate more sufficiency thinking in your organization?

The participants of the in-depth interviews were top management from eight departments of the Ministry of Agriculture and Cooperatives (MOAC). The eight departments were purposively selected to cover all four clusters of operation in the ministry. Additionally, top management from Kasetsathikarn Institute (KI) and the Office of the Civil Service Commission (OCSC) also participated in in-depth interviews, given their responsibility for developing human resources in MOAC. KI provides specific courses and training in accordance with the vision and mission of MOAC, while OCSC provides HRD programs for all ministries.

Results

Phase I: Developing HRD model based on the SEP

HRD Model for Public Administration

Based on Bergsteiner & Dharmapiya (2016), Puntasen (2017), and Sathirathai & Towprayoon (2016), Jenjarrussakul & Senasu (2022) have developed an assessment model of Sufficiency Economy for public

agencies. The developed model has four dimensions: 1) Policy and planning; 2) Systematic and transparent management; 3) Competent and virtuous staff; and 4) Benefits to the organization and society. Additionally, there are three levels of intensity of implementation. The basic level, called “Partial Practice”, referred to an agency that exhibited sustainability which focused on means of performing work with prudence; the second level, called “Comprehension”, referred to an agency that exhibited happiness which reflected the thinking of prudence and moderation; and the top level, called “Inspiration”, referred to an agency that exhibited intended giving benefits to society with the norms of doing anything that was based on reasonableness. Figure 1 illustrates the assessment model of the Sufficiency Economy for public agencies.

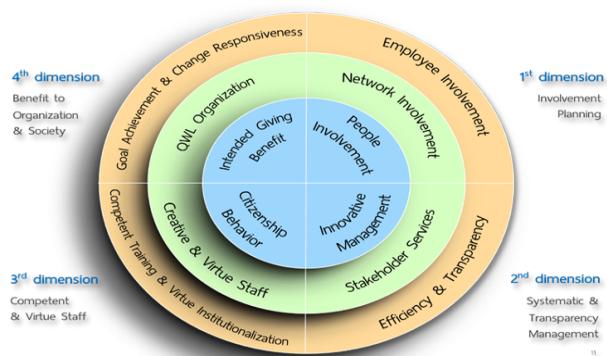


Figure 1 Assessment model of the Sufficiency Economy for public agencies (Jenjarrussakul & Senasu, 2022)

Focusing on the third dimension of the Sufficiency Economy for public agencies (Jenjarrussakul & Senasu, 2022), we developed a model of sufficiency thinking-based HRD and introduced it so that SEP is embedded as an additional tool to enhance the existing HRD activities. Figure 2 illustrates the Sufficiency Thinking-based HRD model driving towards sustainability. The model is based on the three intensified levels of SEP (compliance, comprehension, and inspiration) and the HRD program-related components. However, the sufficiency thinking-based HRD program should be tailored to and conducted according to public administration policy, the organization's vision and mission, the environment, the demands of the moment, and the leadership of the respective public agency.

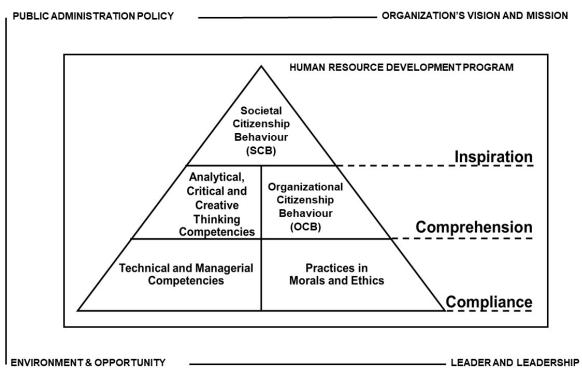


Figure 2 Sufficiency thinking-based human resource development model

As mentioned before, competency and development programs aimed at enhancing the individual's ability to fulfil their responsibilities are what the compliance level focuses on. Therefore, development programs would focus on developing technical and managerial competencies that help individuals complete their work tasks. On the other hand, work practice at the level of morals and ethics serves to refine the individual's mindset to complete their tasks with integrity. To embed ethical practices for employees by providing only training programs/materials is not enough. According to Brenner (1992), there are two categories of ethics programs in organizations—either explicitly created or implicitly inherited components. The explicit components include codes of ethics, policy manuals, employee training programs/materials, ethics seminars, management speeches, internal control systems, and staff ethics. The implicit components include corporate culture, incentive systems, valued behaviours, promotion policies, performance measurement systems, and management behaviour. Ethics or ethical culture develops in organizations from people's values, policies, and activities. When organizations create an environment that focus employees to behave or act persistently according to their ethical values and policies, those organizations are considered to have institutionalized their ethics.

At the second level, called *the comprehensive level*, the intensity of practice in both competencies as well as morals and ethics would increase. At this level, the focus is on abilities that allow an individual to create value for the organization. Therefore, besides focusing on the practices and training aimed at developing analytical, critical, and creative thinking skills, organizational citizenship behaviour (OCB) is also considered. OCB is defined as “individual behaviour

that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988). Podsakoff et al. (2000) captured this by classifying organizational citizenship into seven common themes or dimensions: (1) Helping Behaviour, (2) Sportsmanship, (3) Organizational Loyalty, (4) Organizational Compliance, (5) Individual Initiative, (6) Civic Virtue, and (7) Self Development. In our current research, we propose that public organizations focus on developing organizational citizenship behaviours for their employees, which figures at the comprehensive level of the sufficiency thinking-based HRD model.

Finally, at the third level, *the inspiration level*, the OCB at the comprehension level expands so that individuals not only focus on the consequences arising in their organization but also on those in society and the environment. Therefore, the impact of OCB is developed to a level where it affects society. Thus, OCB is elevated to societal citizenship behaviour (SCB).

HRD Model for Public Administration After the COVID-19 Pandemic

Due to the COVID-19 situation (2019-2023), organizational operations have changed rapidly with the support of digital technology. Social distancing and travel restriction policies have accelerated the culture of remote working and collaboration (Hite & McDonald, 2020; McKinsey & Company, 2020). About half of 800 HR leaders expect that remote working will continue for at least some time (Gartner, Inc., 2021). The result of the above acceleration reflects the rate of digital adoption three to four years ahead. Therefore, digital skills and technology related to human resource development have become crucially important and should therefore be included as a topic at *the compliance level* in the sufficiency thinking-based HRD model. This additional area of focus would help officers improve their ability to deal with changes and handle their responsibilities more efficiently. The successful completion of tasks by officers leads to achieving an organization's targets and mission, which in turn leads to the sustainability of the organization. The COVID-19 situation has also highlighted the importance of having the necessary national resources to respond to crises at various levels. Firstly, crisis monitoring needs to be implemented to support decision-making. Secondly, help must be made available for those who need medical attention. Thirdly, the nation must have the ability to develop new products and services to adapt to a changing environment. These

three requirements call for investment in research and development, as well as innovation capability. Innovation brings or creates valuable benefits (Jenjarrussakul, 2017). The model in Figure 3 shows that innovation competency is consistent with development at *the level of comprehension* since this level focuses on encouraging officers to create value for the organization by applying thinking skills, including creative thinking, which is one element of innovation. In addition, innovation competence stems from a thinking and analysis process based on knowledge from diverse perspectives (Atkinson & Mayo, 2010). Therefore, the application of thinking skills and innovation competencies at this level would create officers capable of creating value and responding in a timely manner to rapid changes that occur. Finally, *for the inspiration level*, it can be seen from the literature review that what organizations focus on during COVID-19 is resilience and sustainability of the organizations and their people while adapting to both expected and unexpected events. Michael (2000) defines individual resilience as resistance to psychosocial risk experiences. During the pandemic, resilience competencies were built based on the experiences of dealing with risk and negative events (Evans et al., 2019). Orth & Schuld (2021) validated the positive effect of learning on organizational resilience during the COVID-19 crisis. Therefore, resilience becomes a

competency that the organization should develop as a part of its development towards sustainability. Figure 3 illustrates the sufficiency thinking-based HRD model we have adjusted to cope with the influence by COVID-19.

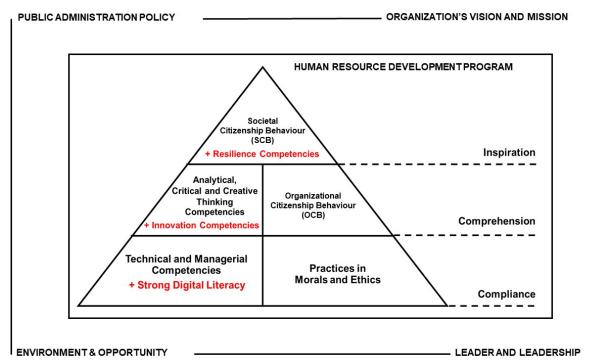


Figure 3 Sufficiency thinking-based human resource development model influenced by COVID-19

Phase II: Exploring the application of Sufficiency thinking-based human resource development model in the Ministry of Agriculture and Cooperatives (MOAC)

The content analysis of the in-depth interviews with top management reveals important practices and viewpoints according to human resource development based on SEP. Details are shown in Table 1.

Table 1 Important viewpoints from top management on HRD practices and their recommendations

Interviewee	Organization's HRD practices	Organization's HRD recommendations
Department 1	<ul style="list-style-type: none"> Communication approaches such as announcements, campaigns, and activities are used as the main processes to deliver knowledge and promote the organization's good value. A specific function for training and development exists. Furthermore, the training is designed to include the theory and application of SEP. Best practices and case studies of SEP are used to encourage staff to apply SEP in their work. 	<ul style="list-style-type: none"> Promote activities to develop officers based on SEP; for example, religion-related activities, recreation, and corporate social responsibility (CSR). Although CSR has an impact on society, CSR also helps to refine individual mindsets.
Department 2	<ul style="list-style-type: none"> Knowledge development programs and training cover various topics which are essential for work—for example, computer skills, languages, accounting, and specialized courses. Various approaches are used for knowledge development programs and training. For example, exchange programs, scholarships, short courses, and learning by doing at the regional learning centre. Specific courses on morals and ethics are also provided to all staff. The content includes anticorruption and SEP. 	<ul style="list-style-type: none"> Assessment, integrity awards, integrity feedback monitoring system, and having supervisors act as role models should be adopted to enhance officers' virtue, integrity, and transparency.
Department 3	<ul style="list-style-type: none"> Knowledge development programs and training focus on specialized topics as specific knowledge is required for its mission. Courses are designed to include both theory and practice. Various approaches are used for knowledge development programs and training. For example, specialist training, on-the-job training, coaching, scholarships, domestic and international knowledge sharing, and learning by doing at the regional offices. Various activities are used to promote good relationships among staff and develop the morals and ethics of individuals. These activities also encourage staff to apply SEP in their routine work. 	<ul style="list-style-type: none"> Leaders should arrange staff work schedules to provide staff with free time for social citizenship activities.

Table 1 (Continue)

Interviewee	Organization's HRD practices	Organization's HRD recommendations
Department 4	<ul style="list-style-type: none"> Various approaches are used for knowledge development programs and training. For example, e-Learning, coaching, Unit School (internal KM and extracurricular), and study visits. Activities related to morals and ethics are conducted according to the department's core values. For example, virtue week, a weekly food offering to Buddhist monks, volunteer activities, and outstanding civil service awards. 	<ul style="list-style-type: none"> Leaders should act as role models and encourage staff to practice moral living.
Department 5	<ul style="list-style-type: none"> Training is provided to develop an individual's ability to fulfil their responsibilities. A monk is invited as a guest speaker in seminars on morals and ethics. In addition, ethics, morals, and SEP topics are also included in most training. 	<ul style="list-style-type: none"> Integrity awards and supervisors acting as integrity role models should be adopted.
Department 6	<ul style="list-style-type: none"> Designated budgets for career development are planned. Various approaches are used for knowledge development programs and training-for example, job-related training or courses, courses about globalization and technology, and unit school. There are strict rules, regulations, and penalties in case of corruption. Various activities which promote staff's morals and ethics exist. 	<ul style="list-style-type: none"> Focus more on training and development programs in digitalized finance and work integrity.
Department 7	<ul style="list-style-type: none"> Various approaches are used for knowledge development programs and training. For example, e-Learning, morning talks, after-action reviews, and external courses or training provided by universities or other state agencies. Having regular religious activities. For example, offering food to Buddhist monks and a monthly seminar by the monk. 	<ul style="list-style-type: none"> Training in digital technologies to change the way of doing tasks.
Department 8	<ul style="list-style-type: none"> According to the annual training plan and individual development plan (IDP), knowledge development programs and training are provided to staff. A mentoring system also exists. To promote morals and ethics in the department, training, and activities focusing on knowledge and ethical practices are provided. In addition, management also acts as a role model in related campaigns, such as the "no gifts" policy. 	<ul style="list-style-type: none"> Leaders should act as role models and allocate more time to interact with staff. In addition, research funding should be allocated to enable staff to keep abreast of global knowledge.
KI & OCSC	<ul style="list-style-type: none"> Training and development (T&D) programs offered by KI and OCSC aim at aligning all activities with the National Strategy. Additionally, training and development (T&D) programs explicitly emphasize SEP by providing courses with a focus on the SEP-based mindset. 	<ul style="list-style-type: none"> Besides embedded SEP in the design of T&D programs at the higher officer level, additional practices should be implemented, such as those related to environmental forces. Elements such as policy, leadership, and career advancement would help institutionalize ethical conduct.

The findings show that HRD programs aimed at enhancing sufficiency thinking are available in MOAC. In fact, government officers in MOAC not only attend programs offered by the in-house training institute and relevant internal departments, but they also have opportunities for development by attending state agencies' training courses run for the public sector. It also finds that, besides the courses related to transparency and good governance, there are activities aimed at practices based on various tenets of religious belief, such as the five precepts of Buddhism and the ten commandments of Christianity. However, at the third level, *the inspiration level*, our findings show that fewer than half of our sample departments show evidence of practices at this level. According to the findings, practices at this level seem to result from implementations based on individual thinking skills acquired at the previous level and added to the organization's mission. A case in one agency shows the office's ability to complete its project based on a combination of thinking

skills, empathy, and understanding of the pain that agriculturists in the region are faced with. On the other hand, another agency's case shows that the practices at this level are driven by the department's culture, mission, and responsibility as a centre of weather monitoring in ASEAN. Therefore, to achieve the level of inspiration, the organization cannot only emphasize training and practices; they also have to create environmental forces influencing the organizations where all the elements of SEP blend together.

Discussion

Steinberg & Austern (1990) suggest four essentials for fostering an organizational and management culture that is positive: training, audit of management, investigation, and management control. While Svara (2015) states that clear expectations, effective training, and mechanisms for control are one out of five major approaches to leadership and management that elevate the ethical climate in public

organizations. Additionally, effective training should address conditions within the organizations (maybe from a climate survey) and include agency-specific cases. This will provide both a valuable foundation of knowledge and promote judgment and problem-solving, which stresses the importance of following an adult learning model of training (West & Berman, 2004).

The findings show that the policies of the national cascading to the sampling agencies, including their vision, mission, and strategy, strongly influence the way sufficiency thinking is being applied. Berman (2015) mentions that policies and strategies support human resource management (HRM) in developing practices that help public officers conduct their day-to-day operations. National policy and strategy direct how government agencies, whose responsibility is to design and develop human resources structures for public agencies, adapt the human resource development structure. SEP is considered a guiding principle for the Thai government; the application of a policy with embedded SEP reflects results with a higher quality of work. As mentioned by the interviewees, a combination of virtue, knowledge, and a SEP-based mindset (SEP's elements) helps officials in completing their tasks responsibly. However, there are different intensities of SEP, with different impacts on the quality of work. From the compliance level, day-to-day responsibilities are completed with integrity to provide quality outputs. This could be considered as resulting from the key performance indicators, training, and practices, which are driven by various components or elements of SEP. The higher levels of SEP, on the other hand, allow public officers to produce more logical and impactful outputs, which can be shared with society. Such contributions can be considered a social benefit; this is one of the objectives of the public sector (Mihaiu et al., 2010). One could argue that from the public administration perspective (Jun, 2006), the impacts of SEP adoption fulfil the needs of public administrative practice in two ways. Firstly, results from the compliance level enhance the way the public sector professionalizes its people and administration in terms of economy, efficiency, and productivity, allowing officers to handle their duties. Secondly, higher-level adoption includes collaboration among stakeholders as part of their contributions to society. Thus, the advancement of SEP adoption supports the main responsibility of public administration: To provide the necessary support to the public on an equal basis (Manzoor, 2014).

According to the sufficiency thinking-based human resource development model shown in Figure 2, one can understand that SEP's elements are embedded in a person who has developed in line with public policy using local intellect and resources. Local intellect and resources could be considered as coming from the personnel, department, agency, or society that have been involved in the project. In addition, human resource development programs from the departments of human resources and organization development (KI and OCSC) contain essential elements that support public agencies in boosting officers' intellect. Environments of officers' original affiliation under MOAC also strongly influence their adoption of SEP. According to the findings, the leading role of management, either at the supervisor level or higher, has a strong influence on how SEP is adopted in an organization. In particular, findings at the higher intensified levels reveal that management takes part in activities as an important actor by encouraging subordinates to engage in practices via instigating activities and defining policy. Thus, the elements of SEP, consideration of the organizational environment, and leadership are added to the policy. Furthermore, under the influence of the pandemic, Figure 3 shows additional aspects that enhance the capabilities of an individual so that they can deliver the expected value in the time of uncertainty. One could consider that the additional aspects in each level of the practices are added so that public policy, practices, and human resource development programs are designed so that people are able to cope more effectively with changes.

Conclusion

The sufficiency thinking-based HRD model is developed to guide and enhance existing HRD activities to drive towards sustainability. We found that the existing HRD activities can fulfil how the public sector professionalizes its people and administration regarding economy, efficiency, and productivity, allowing officers to handle their duties. However, moving to a higher-level responsibility includes collaboration among stakeholders as part of their contributions to society, knowledge and applications of sufficiency thinking-based HRD still need to be strengthened and reinforced. Thus, the advancement of the sufficiency thinking-based HRD model adoption supports the main responsibility of public administration and responds to national sustainable development.

Government, business, and citizens are vital players in responding to global challenges and sustainable development. The United Nations (2020) states that strengthening multilateralism and global partnership are more important than ever if COVID-19 is to be contained. Society, culture, and humanity, including the political realities of economic policy and religious and other organized beliefs, are also responsible. Although the government cannot stand alone in guiding us to a sustainable future, the government does play an essential and even critical role. Effective government can develop and maintain strategies, policies, and programs to help us all find a future that works. The lesson learned from the COVID-19 pandemic is to recognize the impact of global challenges, and the ability to adapt constantly to new circumstances is fundamental. Thailand has theorized its unique sustainability framework, i.e., the sufficiency economy philosophy (SEP), to drive interrelationships among economy, society, and environment. Human resource development based on the SEP is one of the challenges faced by effective government and leaders. However, meeting this challenge and succeeding will move society toward living harmoniously with nature and others in a global community.

Limitation and Future Research

Other data collection techniques could also be used, such as observing officers working at their offices or time series data. Finally, a study using the same method and the same sets of questions could be conducted to investigate human resource development in other ministries whose missions are different from those studied.

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