



# Journal of Shinawatra University

วารสารมหาวิทยาลัยชินวัตร

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**Aims and Scope:**

The Journal of Shinawatra University's main objective is to publish high quality, peer-reviewed previously unpublished papers on topics related to the fields of Liberal Arts, Business and Management, Information Technology, Management Technology, Public Administration, Health Science and Nursing, Mass Communications and Education.

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**Designing and Supporting:**

**Boonta Wissawapaisal**  
**Suntirach Lerdmamee**

**Printing:**

Sahai Blok and Kan Phim

**Periodicity:** tri-annual

**ISSN** 2286-8712

## **Editor's Introduction**

Welcome to the Volume 2, Number 2 (May-August, 2015) issue of the Journal of Shinawatra University. I hope that this issue continues to advance our agenda of promoting rational, respectful and peaceful dialogue on a variety of topics that is based on evidence. In this issue, I am pleased to be able to include one invited paper and four double-blind peer reviewed research papers, in addition to three book reviews. In the invited paper, Andrew Elliott considers the degree of internationalization of Thai universities in the context of increasing global competition in the field of education. He concludes that the current focus on searching for appropriate tools and mechanisms for promoting internationalization should not blind individuals and organizations to the need to modify these to take account of location-specific conditions.

In the peer reviewed papers, Sabine Menon draws upon years of experience of research and consultancy among executives to try to answer the conundrum of why there continue to be so few female executives in the world of international management. Many factors are influential and this suggests solutions to the problem will, to some extent, need to be based on a case-by-case approach. Himanshi Tiwari next explores the contribution of spiritual and emotional intelligences of young management graduates to responsible business leadership. It is concluded that both these types of intelligence are important and should be fostered in business schools and within organizations. Next, Myo Naing Aung considers a government scheme among villagers in northern Myanmar to provide interest-free loans through a quantitative research approach. He finds that the scheme appears to be beneficial to at least some of those involved and that a number of people have moved (at least in part) from subsistence agriculture to a more market-based livelihood. Finally, Liu Xiaodong and Li Yang report on an analytic hierarchy process investigation of the selection of accounting personnel in a sample of Chinese companies undergoing computerization. They find that professional skills and competencies are important criteria but so, too, is the willingness of the individual to conform to appropriate ethical standards.

It is gratifying to note that the geographical distribution of the authors of papers published in the Journal of Shinawatra University continues to grow. In this issue, alone, France, India, Myanmar and China are all represented, in addition to Thailand. Please consider submitting research papers, case studies and book reviews in all areas of academic inquiry to the editor at [jcwalsh@siu.ac.th](mailto:jcwalsh@siu.ac.th). Although the papers in this issue are all broadly related to business and management, papers from any field of academia will be warmly welcomed.

**John Walsh, Editor**



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## **Invited Paper**



# Measuring the Internationalisation of Higher Education in Thailand: Milestones, Methods, Models and Mapping

*Andrew Elliott*

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## 1. Background

Countries embarking upon major changes in policy frequently adopt a stance best characterised as *creative mimeticism*, whereby they glance either backwards into their own pasts, outwards to their peers overseas or in both directions for prior exemplars, contemporary models and philosophical inspiration to help mould their immediate and future indigenous directions. Thus did Britain emulate the Bismarckian state-subsidised social welfare system used in Germany in the pre-WWI years, the authors of the Chinese Constitution of 1912 imported and adapted the French presidential system while the legal system of Siam and Thailand reflects an eclectic series of influences from Indian, French, Japanese, English and Sharia legal systems. The end product generally consists of a diverse ensemble in which external sources are suitably modified to accommodate local needs, from which a distinctive national identity or version then ensues.

A similar attitude currently informs the evaluation of internationalisation at Thai universities. The Thai Ministry of Education's Office of the Higher Education Commission (OHEC) – the official body that presides over universities and holds responsibility for implementing the National Higher Education Development Plan – has via its Bureau for International Co-operation Strategy recently acknowledged the usefulness of studying and applying various aspects of the experience of university internationalisation gained within the European Union (EU). OHEC's receptiveness to the creative adaptation to the Thai context of insights thus gained is summarised in the Executive Summary of the Report on Higher Education Internationalisation Strategy issued by the Thailand-EU Cooperation Facility - Phase II (TEC II) Policy Dialogue Support Component (an initiative launched in March 2011 designed to expedite capacity building in Thai universities within the context of ASEAN integration):

“Thailand is open to examining perspectives and learning from a variety of sources in the design and implementation of international higher education policy. This is particularly salient to the context of recent stakeholder consultations feeding into the on-going formulation of a

strategy on developing regional and international cooperation in higher education. Reflection on the learning derived from the establishment of the European Higher Education Area has been deemed a suitable comparison for ASEAN integration 2015 (AC 2015) and the movement towards alignment of higher education structures in the region (McDermott, 2013).”

## 2. Best Practice

Interest in Thailand in deriving lessons from the European experience has crystallised around the concept of best practice: “... a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark (Business Dictionary, n.d.)”. The Executive Summary refers to this concept in the context of the dynamic and continuously evolving nature of university internationalisation: “The bar for best practice in international higher education is being set higher as it demands the universities continually keep pace with new knowledge, innovation and development in the sector, and also in the national, regional and international contexts they occupy (McDermott, 2013).”

This conceptualisation implicitly defines internationalisation in higher education as a *process* with *standards* which are – by implication – susceptible to *measurement* within a *multi-layered context*, thus identifying fundamental aspects of current interests and concerns and the kernel of what is now regarded as best practice.

It also implicitly confirms a fundamental and significant characteristic of internationalisation: it is continuously evolving, of indefinite duration and iterative (as opposed to being finite or an end in itself) – a depiction with major implications as to how its effectiveness can best be assessed.

It is not coincidental that the definition reproduced above in the Executive Summary represents the cumulative outcome of a long-term (and continuing) process of liaison, consultation and deliberation between OHEC’s Bureau for International Co-operation Strategy and other local and regional bodies, such as the ASEAN University Network and the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Centre for Higher Education and Development (RIHED), the purpose of which has been to effect a workable and comprehensive definition of best practice in the formulation of regional university co-operation strategies. Analogies drawn between the EU and ASEAN may not always result in strict empirical correlation but they are nonetheless sufficiently strong and suggestive to make the European experience a helpful guide for Thailand as closer ASEAN integration draws nigh.

### 3. Policy

The constituent elements of best practice referred to above have contributed substantively to the creation of a coherent and action-oriented university internationalisation policy in Thailand. The essential backdrop against which this policy has been designed, refined and applied has been the onset of the ASEAN Economic Community (AEC) scheduled for the end of 2015 and a concomitant long-nurtured and often referred to desire for Thailand to be a leading regional higher education hub.

A strong emphasis on Thailand's potential and desired positioning in the latter regard forms the bedrock of the Second 15-Year Long Range Plan on Higher Education in Thailand issued in 2008 by the quondam Commission on Higher Education and designed to cover the period 2008-2022 (Kanvong, 2013). It also originally provided the express rationale for the establishment of OHEC's Bureau of International Cooperation Strategy, whose brief is to develop Thailand into a "regional education hub in Southeast Asia" pinned to the putative achievement of specific performance targets in one important area of internationalization, which is the recruitment of students from other territories (the Bureau is tasked with increasing Thailand's annual intake of international students from 20,000 to 100,000 over the period covered by the Plan).

The principal motivator for Thailand's interest in examining, drawing analogies with and looking for helpful lessons from the EU in the internationalisation of higher education has been the establishment of the European Higher Education Area (EHEA). The EHEA was inaugurated in March, 2010 and represented the realisation of various principles agreed to by 29 European ministers of education in the Bologna Declaration of June 1999. This Declaration proposed a common European framework of educational qualifications which would be recognised and upheld by all subscribing countries, thus enabling students and graduates from any of the latter to transfer across borders (with suitable certificates issued in one country automatically accepted as entrance requirements for the next appropriate level in another).

This seamless gradation has been achieved within the EHEA by focusing on *learning outcomes* and on *comparable quality control criteria*: guiding principles which have generated enhanced intra-regional collaboration among European universities, quality control agencies and trans-national networks. The EHEA's focus on *measurables* (to use the aesthetically discomfiting but admittedly convenient neologism which has established itself in associated policy debates) and on *process* in integrating higher educational provision among its constituent members - together with the practical co-operation measures adopted to facilitate greater regional harmony among the bodies concerned - explain its interest today among those charged with providing Thai universities with the tools required to

quantify their progress towards internationalisation against the background of their country's own regional integration within ASEAN.

Specific practical instances of initiatives inspired by studies of the EHEA model launched in Thailand and ASEAN have included the development of the Thai Qualifications Framework (TQF) for Higher Education (MUA, 2006), comparative studies on lessons to be derived from the Bologna process (such as the research seminar held by Chulalongkorn University's Centre for European Studies on 11<sup>th</sup> February, 2014 on Lessons to be Learnt from the Bologna Process of EU Education Integration towards ASEAN Education Integration in 2015 (CES, 2014) and ASEAN student mobility programmes (e.g. SEAMEO RCHED, 2012).

#### 4. Action

To give practical effect to the conceptualisation set out in the Executive Summary referred to above and its accompanying desiderata, a seminar was recently conducted at and co-ordinated by Thammasat University. The focus of this seminar's programme – "Measuring Internationalisation of Thai Higher Education" – directly reflects the current emphasis on quantification.

Among the key documents circulated to prospective participants was a comprehensive Work Plan compiled by the EU's Senior Expert, Darren McDermott (n.d.), which is subtitled "Measurement of University Internationalisation Performance and Relative Improvement." The report contained in this document represents the fruits of a study designed to provide Thai universities with monitoring and evaluation systems enabling them to determine the extent of their progress in internationalising themselves and to identify obstacles impeding the latter. In other words, the pertinent issues are no longer *whether* or *how* internationalisation should take place but rather *how far* internationalisation has been achieved, how progress can most effectively be *measured* and how best to locate and deal with *hindrances* to the process.

The new emphasis on measurables (or quantifiable indices of performance) is itself the result of recent efforts made by OHEC's Bureau of International Cooperation Strategy to use *benchmarking* when appraising progress made towards internationalisation by Thai universities. Benchmarking as a strategy generally adopts quantifiable metrics when assessing practice, thus implicitly facilitating and encouraging the use of efficacy measurables.

A recent example of the latter's use in Thailand (from a non-EU provenance) was a survey of 52 Thai universities (16 public/autonomous, 18 private, 13 Rajabhat and 5 Rajamangala universities) conducted by OHEC's Bureau of International Cooperation Strategy at the beginning of 2014 designed to assess the extent of the respondents' internationalisation.

Data were analysed using a modified version of a questionnaire (the Comprehensive Internationalization Model) compiled by the American Council for Education's Centre for Internationalisation and Global Engagement (ACE, 2015), which addressed six areas related to internationalisation at each university concerned for perusal and analysis:

- (i) Articulated institutional commitment: mission statements; strategic plans and formal assessment mechanisms;
- (ii) Administrative structure and staffing: reporting structures and staff and office configurations;
- (iii) Curriculum, co-curriculum and learning outcomes: general education and language requirements; co-curricular activities and programmes and specified student learning outcomes;
- (iv) Faculty policies and practices: hiring guidelines; tenure and promotion policies and faculty development opportunities;
- (v) Student mobility: study abroad programmes; international recruitment and support;
- (vi) Collaboration and partnerships: joint-degree or double/dual programmes; branch campuses and other off-shore programmes.

This exercise led to the holding of an Education Internationalisation Forum (EdIF) co-hosted by OHEC, the US Embassy in Bangkok and the Thailand-United States Educational Foundation (TUSEF/Fulbright Thailand) on 18<sup>th</sup> September, 2014 at the Amari Watergate Hotel, Bangkok.

Even in the brief period since this relatively recent event was held, a number of other models have been mooted for possible adoption and adaptation in Thailand; among the most prominent are approaches developed within the EHEA which seek to complement the rigour of metric quantification with a wider, qualitatively informed contextual attitude towards university internationalisation (thus permitting universities concerned to engage in non-quantitative activities such as *critical reflection* on conclusions drawn with a view to encouraging the pursuit of best practice). Darren McDermott's document refers to two of the latter in particular:

- (i) The Indicators for Mapping and Profiling Internationalisation (IMPI) developed by a German consultancy called CHE Consult (CHE Consult, n.d.). These are helpful and their online introductory tutorial is especially useful but these indicators may need some revision for deployment in a Thai and ASEAN context (indicator 02-010, for example, enquires about the proportion of all university staff members in one unit "... with a command of at least one foreign language at level C1 or C2

of the Common European Framework of Reference for Languages” – nomenclature that may not necessarily be familiar to university staff in Thailand);

(ii) The Mapping of Internationalisation Tool (MINT) developed by EP-NUFFIC (the Dutch organisation responsible for promoting international education co-operation). MINT consists of a digital self-evaluation form that generates a convenient and user-friendly outline of various activities and objectives related to internationalisation. Feedback is collated annually and – in the interests of best practice – incorporated where appropriate into future versions, which are thus subject to continuous improvement.

## 5. Methodology

The fact that both of the foregoing systems focus on self-evaluation places an important onus on Thai (and other) institutions that elect to use them to ensure that the data that ensue from their use are compiled accurately and reflectively and that areas they highlight are addressed appropriately as soon as they are identified (rather than awaiting an external body’s recommendation).

McDermott (2013: 26 *et seq.*) favours Action Research as the methodological basis for measuring internationalisation performance at Thai universities. Action Research has a number of characteristics that recommend it as the basis for the adoption of a self-evaluation system (or combination of systems) by such institutions when measuring their progress towards internationalisation. It accommodates itself easily to *cyclical* application, to *reflective practice*, to *participant ownership* and to *action outcomes*, all of which are highly desirable principles likely to be conducive to the adoption of critical self-appraisal, attention to identified areas of insufficiency or default and the associated formulation of internal systems designed for continuous improvement on the basis of best practice.

He undertakes to propose a “grounded theory model for measuring performance and progress of internationalisation initiatives” following further consultation with stakeholders. In the meantime, there is nothing to prevent individual Thai universities from conducting their own internationalisation self-appraisals based on as many of the principles suggested by the range of German, Dutch and other sources referred to above.

A cursory glance at the range of areas considered by the Education Internationalisation Forum hosted on 18<sup>th</sup> September 2014 referred to above will demonstrate that internationalisation is a facet that affects almost the entire gamut of a university’s operations (including its academic, administrative, marketing and other forms of provision).

Checklists Thai universities may wish to consider using in this regard could include the following ingredients:

- An analysis (or the compilation) of a specific university vision statement on internationalisation;
- An analysis of how the agreed university internationalisation vision statement or policy becomes visible in learning outcomes, in the delivery of teaching and learning, in staffing, in the provision of services, in the composition of the student body;
- An analysis (with recommendations then made subsequently to the university if appropriate) of how the agreed university internationalisation vision statement or policy is set forth, communicated, made explicit and shared among staff members, students and other stakeholders and how the latter are consulted during formation or revision of the statement or policy;
- An assessment of the empirical evidence to support conclusions reached in the foregoing;
- An analysis of (or the recommended inclusion of) verifiable objectives and benchmarks in the agreed university internationalisation vision statement or policy, the latter's periodic evaluation as a basis for improvement and the determination of appropriate supporting empirical evidence;
- An analysis of (or the recommended inclusion of) verifiable ways in which the agreed university internationalisation vision statement or policy is properly transferred into the intended learning outcomes of university's academic programmes;
- An indication (or suggestion) as to how the intended international and intercultural learning outcomes are achieved by university graduates;
- An indication (or suggestion) as to how the university's curriculum, educational practice and student assessment systems are consistent with the agreed university internationalisation vision statement or policy and the intended international & intercultural learning outcomes;
- An analysis of the opportunities the university provides for students to study abroad;

- An analysis of the university's participation in international networks and organizations and in national, regional or local networks supporting internationalisation;
- An analysis of the organizational structures the university deploys to support internationalisation;
- An analysis of (with recommendations if appropriate) of how the university's staff composition and engagement procedures are consistent with the agreed university internationalisation vision statement / policy and the intended international & intercultural learning outcomes;
- An analysis of (with recommendations if appropriate) of whether the university's staff's international experience, intercultural competences and language skills are consistent with the achievement of its agreed university internationalisation vision statement or policy and the intended international & intercultural learning outcomes;
- An analysis of (with recommendations if appropriate) what proportion of the university's staff are international, how many or what proportion of them follow English language training or belong to at least one international academic or professional association;
- An analysis of (with recommendations if appropriate) the extent to which English or other foreign language skills of staff members are taken into consideration for promotion and tenure;
- An analysis of (with recommendations if appropriate) university strategies to develop staff participation in internationalisation activities;
- An analysis of (with recommendations if appropriate) what proportion of university staff attends at least one academic international conference or seminar per year;
- An analysis of (with recommendations if appropriate) the extent to which university services provided to national and international students (e.g. information provision, counselling, guidance, accommodation, library etc.) are consistent with the agreed university internationalisation vision statement or policy and the intended international and intercultural learning outcomes;

- An analysis of (with recommendations if appropriate) the extent to which university services provided to staff are consistent with the agreed university internationalisation vision statement or policy and the intended international & intercultural learning outcomes;
- An analysis of (with recommendations if appropriate) what proportion of university courses is taught in English or other non-Thai language;
- An analysis of (with recommendations if appropriate) multi-denominational religious facilities and places of worship at the university;
- An analysis of (with recommendations if appropriate) the extent to which the university provides a mentoring or ‘buddy’ system for international student support;
- An analysis of (with recommendations if appropriate) the extent to which the university provides international students with comprehensive pre-arrival information (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, institutional services, sports and cultural facilities etc.);
- An analysis of (with recommendations if appropriate) the extent to which the composition and engagement of the university’s student body is consistent with its agreed internationalisation vision statement or policy and the intended international and intercultural learning outcomes;
- An analysis of (with recommendations if appropriate) how many nationalities are represented in the student body, of what proportion of students may be deemed ‘international’ and what proportion studies abroad;
- A survey and analysis of (with recommendations if appropriate) the extent to which the international experiences acquired by the university student body are consistent with its agreed internationalisation vision statement or policy and the intended international and intercultural learning outcomes;
- A survey and analysis of (with recommendations if appropriate) the extent to which the inbound and outbound mobility of university students (vis-à-vis degree and credit mobility) are consistent with its agreed internationalisation vision statement or policy and the intended international and intercultural learning outcomes;

- A survey and analysis of (with recommendations if appropriate) what proportion inbound exchange students and outbound exchange students at the university account for vis-à-vis the total student body and the extent to which the ensuing data are consistent with its agreed internationalisation vision statement or policy and the intended international & intercultural learning outcomes;
- A survey and analysis of (with recommendations if appropriate) the extent to which the university dedicates a proportion of its total budget for scholarships to international recipients;
- A survey and analysis of (with recommendations if appropriate) what proportion of the university's research collaborations are international;
- A survey and analysis of (with recommendations if appropriate) what proportion of published university research is published internationally;
- A survey and analysis of (with recommendations if appropriate) what proportion of university researchers are involved in at least one research project with an international partner;
- A survey and analysis of (with recommendations if appropriate) what proportion of published university research is produced through collaborative activity involving researchers at university and of what proportion of university researchers are considered to be international visiting researchers.

Thai universities may also wish to conduct an internationalisation audit and to compile a report (with recommendations where appropriate) citing evidence in support of the indicators referred to above as a way of determining their progress towards internationalisation, to make such a report available to university executives periodically and to help implement agreed policy with a view to enhancing internationalisation.

They may also be minded to consider giving such potential indicators an expressly ASEAN orientation and dimension by surveying, analysing, reporting on and making recommendations where appropriate on how far and how well the following areas of ASEAN-focussed internationalisation provision are being addressed:

- Greater mobility among university faculty and students within ASEAN;
- Academic and research collaboration within ASEAN;
- Academic entrepreneurship within ASEAN;

- Promotion of an ASEAN identity (via ASEAN Studies and related activities);
- The formulation of an ASEAN concept of best practice in relation to quality assurance procedures and criteria;
- The development of easily understood, easily enacted and user-friendly transferability of QA criteria to universities partnered with their own university in other ASEAN territories;
- Recommendations for improving their university's university rankings within ASEAN (thus enhancing university's appeal as a destination for faculty from other ASEAN territories);
- Scope for enhanced liaison, mobility and exchange among faculty through internationalisation projects and initiatives within ASEAN;
- Training for international officers to ensure an ASEAN-orientation;
- The organization of ASEAN-focussed staff development events at their university;
- Assistance with the induction of and advice over the integration of seconded faculty at their university from ASEAN territories;
- Assistance, advice & support over collaborative university partnerships, pathway and exchange programmes, split degrees, credit transfers, exemption agreements and other inter-institutional links to facilitate greater student mobility within ASEAN;
- Representation for their university at international marketing and student recruitment events designed to enrol more ASEAN students;
- Advice and guidance over best practice in pastoral care, support, induction and social, cultural and legal issues associated with enrolling students from ASEAN at their university;
- Training in internationalising (with an ASEAN focus) the student experience at their university;
- Suggestions re overcoming obstacles to student mobility within ASEAN;
- Advice over the application of an ASEAN focus to all university activities;

- Training in developing social and environmental responsibility across ASEAN;
- Internationalising the curriculum (vis-à-vis an ASEAN regional focus);
- Training and guidance to university managers and staff in exploring curricular, pedagogical and assessment strategies in terms of regional (ASEAN) perspectives, inter-cultural capabilities and responsible citizenship;
- Engaging with regional funding bodies for ASEAN-oriented curricular reform;
- The methodology, equipment, technology, (e-)books, assessment materials, integration of English with specialist fields (ESP – English for Medicine and so forth), bearing in mind that English is the formally adopted language of ASEAN.

## **6. Conclusion**

Thai universities have arrived at a critical juncture in their own and their country's history vis-à-vis international and ASEAN-oriented positioning. The current emphasis (with official sanction) on identifying and applying suitable evaluation tools and systems for the measurement of their progress towards internationalisation provides them with an exciting chance not simply to select and use those most appropriate for their needs and future directions but also to participate in an invaluable exercise in self-analysis. The proliferation of European and other foreign exemplars should not deter Thai universities from constructively adapting the latter's best points to suit their national and regional needs. The effectiveness with which they proceed in the latter regard is likely to have major and significant repercussions on their country's ability to occupy and retain the status of a leading regional hub in higher education and on its capacity to address the challenges and opportunities presented by ASEAN integration in a manner fully consistent with its long-cherished aspirations and its national potential.

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## **Peer Reviewed Papers**



# Professional Women Working for Multinational Corporations: Why Are There So Few?

Sabine Menon<sup>1</sup>

## Abstract

*Over the last 30 years, intensive research has been conducted on expatriation and the expatriate experience. This study focuses on women working for multinationals who have either accepted or declined an offer to undertake an international assignment and aims to understand their motives in making that decision. With in-depth qualitative interviews of 25 women working for multinationals, this qualitative study reveals the motivations, influencing factors and challenges women face when offered such a foreign assignment. It gives insights into why some accept the offer whereas others decline it. Perhaps most significantly, the findings challenge the common assumption that women turn down an offer to become an expatriate either only for or mainly for family reasons.*

*Keywords: dual careers, expatriate professional women, gender, multinationals, social stereotypes, trust*

**Sabine Menon** one of only two China based coaches working with the INSEAD Global Leadership Center, both in the EMBA (Singapore/Beijing) and Executive Education Programs. Dr. Menon holds a MA in neuro-psychology (Paris, France) and a PhD in Human Development and Organizations (Santa Barbara, USA). Email: info@the-reflections.com.

## 1. Introduction

Women working at senior management and executive levels in the U.S.A. make up about 40% of the total (U.S. Government Accountability Office, 2010). European companies lag behind, with only 29% female managers and executives (Woods, 2012). It is no surprise that women working in business have yet to reach parity with men at senior levels. The figures for female expatriates, however, are significantly worse than for other groups.

The 2012 Brookfield Global Relocation Trend Survey (Brookfield GRS, 2012) reported that the total population of women professionals working on a foreign assignment for multinational corporations (MNCs) is approximately 20% of the

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<sup>1</sup> An earlier version of this paper was presented at the International Conference on Management Cases (ICMC) held at Birla Institute of Management Technology (BIMTECH), Greater Noida, Uttar Pradesh, in December 2014.

# Exploring Contribution of Spiritual and Emotional Intelligences of Young Management Graduates to Responsible Business Leadership

Himanshi Tiwari<sup>2</sup>

## Abstract

*Research is at length authenticating what many people believed all along – that there are more ingredients to the recipe for being a great leaders than just brains. That research is starting to validate the concept that for leaders to be truly great, then they need to use their hearts and souls in leadership, as well as their minds. This paper aims to inquire into the question of how spiritual and emotional intelligences may contribute towards developing responsible business leaders. It is an effort to understand whether emotional intelligence and spiritual intelligence, in addition to intelligence quotient, are effective forms of intelligence that play significant roles in taking business decisions. The paper tries to put forward the significant blend of the three quotients (intelligence, emotional and spiritual) which require development for a person to become responsible business leader. For this purpose, an in-depth study was conducted to explore the emotional and spiritual quotient (EQ and SQ, respectively) of students pursuing their two-year diploma programmes in business management. The opinions of the students regarding their overall understanding of responsible business were also identified. An effort was made to define and identify the correlation between the EQ and SQ scores and the understanding of responsible business practices. This paper attempts to identify SQ and EQ as a contributor or predictor to responsible business leadership and it also tries to define the structural and inter-relational aspect of the constructs.*

*Keywords: emotional intelligence, responsible business leadership, spiritual intelligence*

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<sup>2</sup> An earlier version of this paper was presented at the International Conference on Management Cases (ICMC) held at Birla Institute of Management Technology (BIMTECH), Greater Noida, Uttar Pradesh, in December 2014.

# Socio-Economic Opportunities for Rural People of Myanmar: Evidence from a Government Credit Scheme in Mandalay Region

*Myo Naing Aung*

## **Abstract**

*People in rural Myanmar have higher levels of incidence of poverty than in urban areas and the government has developed several means of trying to reduce poverty levels in line with its commitments to the Millennium Development Goals. This paper evaluates a rural credit scheme being operated in the Mandalay region of northern Myanmar. Villagers in seven villages of Tadaoo township were interviewed with a view to understanding their current economic circumstances and their potential to enter the world of commerce. It is shown that there is cautious optimism about this scheme, although limitations of the research are recognised.*

*Keywords: credit, infrastructure, Mandalay, Myanmar, rural development*

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## **1. Introduction**

The Myanmar government has a master plan to reduce the national rate of poverty from 26% to 16% by the end of 2015. To achieve this task efficiently, the Department of Rural Development (DRD) was founded on June 7<sup>th</sup>, 2012. The primary task of the DRD is to improve the quality of rural people's lives. Sustainability is considered to be one of the keys to the effectiveness of rural development projects. This research study investigates one DRD project in the Mandalay region of north Myanmar and considers the extent to which it meets the needs of rural communities. The Mandalay region contains 12% of the country's population and of the 6.1 million people, from the 2014 census, 4.8 million or 78% live in rural areas. Despite being an important economic centre for Myanmar, the Mandalay region had a poverty incidence of 27% in 2010 (14% in urban areas and 32% in rural areas), which was slightly above the national rate of 26%. This indicates that economic development is unevenly spread across the region, with some areas benefiting more than others. Development, in this sense, is a process that enables people and communities to change and move towards a better quality of life (UNDP Myanmar, 2014).

The responsibility of the DRD in the Mya Sein Yaung (MSY) project studied is to provide loans to every village involved via each one's village executive committee

# Study of Accounting Personnel Selection Systems in an Environment of Computerization in China

*Liu Xiaodong and Li Yang*

## Abstract

*With the wide application of computer technology in the field of accounting in China, the traditional way of working there has fundamentally changed. The change in the mode of accounting has meant higher requirements for the accounting personnel. Firstly, this paper analyses the influence of computerized accounting on the nature of accounting work and summarises the quality of accounting personnel under the condition of ongoing computerization in China. Secondly, the paper, through using an Analytic Hierarchy Process and the Delphi method, establishes the personnel selection systems used and provides some implications about the selection of accounting personnel in the computerized accounting environment. Finally, the paper provides some suggestions about the selection of accounting personnel through the use of the systems described.*

*Keywords: accounting personnel, Analytic Hierarchy Process (AHP), China, computerized accounting, selection index system*

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## 1. Introduction

Compared with Europe and the United States, the Asian accounting environment has come from a completely different social and cultural background. In part this is because of the uneven nature of economic development. In China, computerized accounting started in the early 1970s. From simple enterprise self-control software to planned commercialization software, computerized accounting in China gradually developed towards a networking model and, at present, it is in a transitional stage from being an implementation information system to becoming a management information system. There are still some problems in this development which need further consideration. However, the realization of computerized accounting makes accounting work easier and save time and effort, while also improving the timeliness and accuracy of data processing through data processing automation. Although computerized accounting brings

## **Book Reviews**



## Being and Event

*Alain Badiou*

London and New York, NY: Bloomsbury

ISBN: 978-1-4725-1106-5

XXXV + 555 pp.

As Slavoj Žižek (1988) has argued, the reach for psychoanalysis by Marxist thinkers was as a means of explaining why, despite the objective conditions necessary for revolution being so manifestly in place, people nevertheless failed to join such a revolution. Indeed, they have been prey instead to a variety of not entirely productive alternatives, from hyper-consumerism to identity politics to xenophobic populism. Psychoanalysis was used, therefore, as a possible means of explaining failure. The work of the French philosopher Alain Badiou, on the other hand, works in a post-Marxist space (i.e. one in which the revolution is not imminently expected and, consequently, other accommodations are expected) in which this diagnosis of failure is rejected in favour of a new examination of ontology and human existence. In *Being and Event*, his best known and most important work, he establishes the basis of his philosophical position and then works through the implications for thinking and being. It is a world which, he argues, has become dominated by ‘capito-parliamentarism,’ in which the concept of freedom has become narrowed to mean only the freedom to trade and consumer (and vote in largely meaningless elections). His thesis, in contradistinction to this world, may be summarized in these four major points:

- “1. Situations are nothing more, in their being, than pure indifferent multiplicities ...
2. The structure of situations does not, in itself, deliver any truths ...
3. A subject is nothing other than an active fidelity to the event of truth ...
4. The being of a truth, proving itself an exception to any preconstituted predicate of the situation in which that truth is displayed, is to be called ‘generic’ (pp.xv-xvi).”

Truth, a central concept, arises from an event, which is a rupture: “A truth is solely constituted by rupturing with the order that supports it, never as an effect of that order. I have named this type of rupture which opens up truth ‘the event.’ Authentic philosophy begins not in structural facts (cultural, linguistic, constitutional, etc.), but uniquely in what takes place and what remains in the form of a strictly incalculable emergence (p.xv).” An event can, therefore, be a non-event or, more

strictly, an alternative event and the point of philosophy is to understand that alternative event (and not to change the world). This being French philosophy (and not the reviewer's more comfortable and comforting Anglo-Saxon empiricism), the exploration of the relationship between being and event necessitated by these summary premises requires many hundreds of pages and covers an impressive array of cultural and philosophical production. Hegel, Spinoza, Rousseau, Leibniz, Gödel, Pascal and Hölderlin are among the many intellectual giants of the past with whom Badiou contends. A proper review of this book, dealing with all or at least many of the issues raised, would require far more space and analytical power than this journal can provide and only a few notes can be offered. Each paragraph of the book could (and in many cases has already) inspire a paper and each page a doctoral thesis. A Badiou industry, to use an analogy he would no doubt reject, has established itself in various university departments around the world.

Badiou's ontology, i.e. the being part, is based on Cantor's set theory, as systematized by Zermelo and Fraenkel. Ontology is mathematics, as the translator Oliver Feltham points out in a useful preface to the main text. A thing is if it can be counted. It could have a single nature (classical philosophy), a dual or multiple nature (from Descartes to Lacan) or be a void (contemporary philosophy, as represented by Badiou himself). Even saying this much is deeply problematic, since at the very least it raises the spectre of being, presentation, and representation: "... philosophy is not centred on ontology – which exists as a separate and exact discipline – rather, it *circulates* between this ontology (thus, mathematics), the modern theories of the subject and its own history (p.3)." However, this is not to be a mental exercise but one which must be treated with respect to its theoretical-practical orientations. Set theory determines that "... a term can only be presented in a situation by a multiple to which it belongs, without directly being itself a multiple of the situation (p.182)." Žižek (1988) concludes that Badiou is guilty of overly relying on a proto-Kantian opposition between the positive order of being and the truth-event, which is the opposition between the global social order and the dimension of universality. Other positions are, of course, possible. Badiou is, at least, rooted in the search for what is real and what constitutes meaning (because there is meaning), albeit not always easy to perceive.

This book was first published in 1988 and the English translation appeared in 2005, with the current text being produced as part of the Bloomsbury Revelations series in 2013. Translation and preface by Oliver Feltham represent a heroic achievement and the standard of editing and presentation is thoroughly professional. It would not be realistic to hope for a better introduction to the work of Badiou and this book is, consequently, recommended.

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## **Interesting Times: A Twentieth-Century Life**

*Eric Hobsbawm*

London: Abacus, 2010

ISBN: 9780349113531

Xiv + 447 pp.

The late and great British historian Eric Hobsbawm was nearly always described by the media of his home country as the Communist historian Hobsbawm or sometimes the Marxist historian Hobsbawm, as if these terms represent something weird, foreign and incomprehensible. The same was said of Ralph Miliband, the noted scholar of the London School of Economics and father of Ed, the previous leader of the Labour party and something of a centrist. Very similar language is used of the current Labour leader, Jeremy Corbyn, recently voted into power with a huge majority. Perhaps the shrill propagandizing betrays the very real fear among the establishment had that the British working class would embrace internationalism on a large-scale. For much of the twentieth century, the ideals of Communism were one of the bulwarks of the struggle against the evil of fascism (which is a struggle that has not yet been won, as we know to our cost) and a unifying force for states aiming to enter the post-colonial age. For Hobsbawm, growing up in pre-WWII Germany, the conflict between left and right was an integral part of daily life. Like the majority of people from poor, working class Jewish families, Hobsbawm almost instinctively sided with the left and recognised the dangers of the divisiveness and inherent violence offered by the right. His role in active resistance ended when he moved to Britain in 1933 and he quickly came to understand the class system that so dominated the country then and still, in fact, does now. As a German Jew, he is immediately classed as part of the other and subsequently excluded from much of polite society. His friendships and associations, of which there were many created over such a long and successful career, were mainly derived from the political sphere and from all over Europe and beyond (chapters at the end are devoted to his activities and relationships in specific countries and regions). This did not, of course, make him an enemy of his country; indeed, his inability to be permitted to serve more fully during WWII is an obvious frustration for him, as well as a symbol of bureaucratic incompetence, even at the distance of nearly 60 years (the book was first published in 2002 and the review copy was subsequently reprinted). He is doubly isolated from society, then and it might be tempting though clearly inappropriate to imagine that this factor had a role in his political development. This resort to bourgeois sentimentality would ignore the fact that he had made an intellectual commitment at an early age and to which he stuck for the rest of his life. Besides, there was not, he explains, any particular type of character who joined the party: "Since the British CP was small, communist

workers and students, at least in the late 1930s, were exceptional but they were not untypical. I can detect no common personality traits among my Cambridge contemporaries who joined the CP that distinguished them from those who did not join, except perhaps a greater intellectual liveliness (pp.130-1).”

His life was strongly affected not just by his commitment to the Communist ideal but also his identity as a secular Jew and a European, during a century of unprecedented ideologically-driven conflict and genocide. He remained on the side of leftist rebels until the 1980s – the work that brought his first breakthrough of course concerned ‘primitive rebels’ and their relationship with other members of society, both supporters and opponents – when the Maoist Shining Path movement proved to be a step beyond him. His sympathies were intertwined with a thousand debates and interactions during which he and his many friends and colleagues developed their own positions and dialectics.

He recalls the death of his mother and how, during her terminal illness at the age of 36, he was careful not to go against her wishes in any way while still disagreeing with her vaguely conservative politics of a pan-European, non-Russian state led by an Austrian aristocrat (some readers will be reminded of Baron Corvo’s Hadrian the Seventh). This, as he acutely observes, is the kind of thinking that can derive from a mostly liberal sensitivity unenlightened by meaningful political awareness. He himself developed a considerable level of political awareness and activism, at least until the betrayal of 1956. Subsequently, it is the academic world that occupied most of his attention – *Primitive Rebels* appeared in 1959 and *The Age of Revolution* in 1962. Recognition began to grow of his ability and achievements. He summarises his method of living, perhaps retrospectively, in these terms: “The test of a historian’s life is whether he or she can ask and answer questions, especially ‘what if’ questions, about the matters of passionate significance to themselves and the world, as though they were journalists reporting things long past – and yet, not as a stranger but as one deeply involved (p.417).” Readers who are familiar with Hobsbawm’s work will be able to determine for themselves whether he has passed this test. The current text certainly shows that he was capable of producing a cogent, thoroughly readable and detailed explanation of his own life.

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## **The Chiang Tung Wars: War and Politics in Mid-19<sup>th</sup> Century Siam and Burma**

*John Sterling Forssen Smith*

Bangkok: Institute of Asian Studies, Chulalongkorn University

ISBN: 978-616-551-637-2

X + 179 pp.

One of the myths about Thainess (which is a construct created and peddled by establishment elites in the period around WWII (Reynolds, 2002)) that we, the people, are expected to swallow is that all Thai people (apart from the bad ones who probably are not Thai at all) have lived together in unity and peace for an unspecified but definitely lengthy period of time, although they were often beset by unscrupulous outsiders. It is also often proposed, even by very well-educated people, that Thai people are Buddhists (more or less) and therefore more peaceful and morally commendable than other people. The reality, of course, has been rather different and we might be grateful when scholarly works of history paint a more accurate picture in an accessible way. This appears to be one of the forces behind the publication by Chulalongkorn University's Institute of Asian Studies of a series of books based on MA theses. The current volume is one of these and deals with the numerous conflicts that took place in the nineteenth century in and around the area of what is now northern Thailand and Laos, northeast Myanmar and the southern tip of China's Yunnan province known as Sipsongpanna (Xishuangbanna). Events centre on Chiang Tung (also known as Keng Tung and by other names) and the interactions of its people with a wide range of surrounding micro-states with whom alliances and enmities waxed and waned.

Mainland Southeast Asia prior to the modern period was characterized by low levels of population and difficult and dangerous terrain. Reading accounts of exploration of the region by western authors, it is striking how often it is recorded that a person – perhaps a porter or other attendant – becomes suddenly sick in the evening and then is found dead in the morning. That is not to mention the dangerous wildlife and the threat of bandits. All in all, people found it safer to remain where they were. However, rulers are rarely content to stay where they are and prefer aggrandizement (also known as defence or security). Since land in itself was not valued, the principal means of accumulation was through acquiring more people and the preferred way of doing this was to raid neighbours to capture their people, ideally skilled workers, while destroying the capability of those neighbours to retaliate. In societies where rulers had multiple wives and concubines and in the absence of primogeniture, state formation relied upon alliances with

remote neighbours based on kinship, preferably with numerous relatives and marriages. Unfortunately, such a system provided an additional reason to exterminate the families of defeated rulers and vengeance and vendettas intensify reasons for further conflict. It is necessary to have some background knowledge of this history of the Mekong region if the events of the past are not to seem like a bafflingly endless series of apparently pointless bloodlettings.

This same system might have continued perhaps indefinitely but strong external forces entered the scene in the form of the European colonists. Britain annexed, in several steps, Myanmar to the west and Malaya (now Malaysia) to the south, while the French colonized Vietnam, Laos and Cambodia to the east. China had not previously tried to occupy land beyond Vietnam in the long-term and had generally been happy enough to govern the region through the concept of letting one barbarian rule another. The arrival of the Europeans represented quite a different proposition for local rulers because it became clear not just that they had significant military advantages because of superior weapons technology, military organization and financial support from joint stock companies but they also had the intention of occupying the land and replacing indigenous systems with European ideology. This represented a powerful incentive to local rulers to reach agreements with people and neighbours such that they would have a greater opportunity to resist external domination. Naturally, not all of those concerned were able to see the bigger picture.

It is this situation that Smith addresses and, by providing a clear and coherent description of who did what to whom when, where and to a lesser extent why, he has done a great service. Understanding Mekong region history can be difficult because of the multiple names used for people and places, the impermanence of records and the different nature of their purposes and the competing interests of chronicles and other records. At the MA level, it has not been necessary to focus too much on the theoretical perspectives on history and related issues and many readers will be grateful for this. The text itself is as uncluttered as might be wished and well edited (the advice of noted scholar Chris Baker is acknowledged). More emphasis on the economic aspects of warfare would have been welcome but that presumably was adjudged to be beyond the scope of the thesis. In any case, there remain limits to what can be known about this subject and Smith has demonstrated this well.

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