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Leveraging Leadership, Collaboration, and Decision-Making to Improve Team Effectiveness: A Case of Education Gathering Group (EGG) Alumni Network in Kayin State, Myanmar

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Abstract

This article is survey-based research, comprising of two objectives, 1). to examine the current situations of leadership, collaboration, and decision making to improve team effectiveness of the Education Gathering Group (EGG) Alumni Network in Kayin State, Myanmar, and 2). to propose key developmental opportunities to improve team effectiveness. Research design, data, and methodology: The research site is Kayin State, Myanmar, with a total actual sample of 124 respondents who completed the survey. The instrument employed is a structured questionnaire, which is IOC validated and Cronbach Alpha Co-Efficient tested. The sampling technique is purposive sampling. Data is quantitative and treatments, comprise descriptive statistics, inferential statistics, and Pearson correlation. Key findings indicated that leadership ($p=0.00$, $r=0.479$) and decision-making ($p=0.00$, $r=0.408$), which indicated a significant correlation with team effectiveness, and collaboration ($p=0.054$, $r=0.173$), which indicated insignificant correlation. Five sets of recommendations are proposed, including strengthening the collaboration and upgrading network's activities, increasing communication to minimize misunderstanding among members, managing the perception by activating a sense of ownership, co-creating the alumni network by embracing the entrepreneurial of the voluntary network, and investing in a full-time post who orchestrates on-going activities of the EGG alumni network

Keywords: Team Effectiveness, Leadership, Collaboration, Decision Making, Organization Development.

JEL Classification Code : M50, M51, D91, J50

1. Introduction

Education is one of the most critical factors for the strategic development of society and country. The standard of educational institutions has become mandatory of the regulator and stakeholders (e.g., parents and students), requiring many educational institutions to continue upgrading their educational management strategies to provide the learners' best education programs. Different teaching-learning strategies are employed in classroom arrangement and field trips, group work, and work-integrated learning. Learners work and learn through the experience with the participating organizations until their

graduation.

Colleges and universities worldwide are inevitably transforming their internal systems, processes and tools, and human resources to ensure quality education, adaptability, responsiveness, and the ability to appraise internal and external challenges, impacting pedagogy. Such dynamics require the educational institutions to demonstrate agile and creative leadership while pursuing faculty improvement efforts and growing the alumni network. (Stephenson & Yerger, 2014). The approach of the institution seemingly needs to be more diverse and strategic long-term planning tool to create strength and competitive advantage for the organization (Allio, 2006).

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