Antecedent Factors for Collective Leadership Development in Social Enterprise Management: Case Studies of Thai Social Enterprises

Tharinee Suratpipit [*] *and Chartchai Na Chiangmai* [**]

Abstract

This study aims to explore perceived meaning and the antecedent factors that foster collective leadership development (CLD) for social enterprise management (SEM). The qualitative research approach was employed and three listed companies in Stock Exchange of Thailand (SET) were recruited in the study to explore how social enterprise management has been conducted in private sectors. Sixteen participants were selected for the interview based on purposive and snowball sampling. Findings revealed that SEM required to have people with skills, continuous process improvement and clear sense of purpose as the foundation for success. Four antecedent factors consisted of leader capability, collaborative network, organization culture and collective learning were found to have positive relationship to CLD. Findings also stated that leadership empowerment, continuous learning, supportive coaching and monitoring system and having climate for change were accelerating factors for CLD. In conclusion, there will be an exigent demanding for organizations, especially social enterprises, to call for collective leadership as a new way for leadership management. As social enterprises aim to create sustainable impacts through achieving triple bottom line including financial, social and environmental; therefore, it is crucial to have a platform that enable CLD and practices in the organizations.

Keywords: Collective leadership, Social enterprise management, Business value creation

---

[*] **Affiliation**: School of Human Resource Development, National Institute of Development Administration 118 Moo 3, Sereethai Road, Klongchan, Bangkok 10240, Thailand. E-mail. pumtharinee@gmail.com

[**] **Affiliation**: School of Human Resource Development, National Institute of Development Administration 118 Moo 3, Sereethai Road, Klongchan, Bangkok 10240, Thailand. E-mail. cn4474@hotmail.com

ตัวแปรในการสร้างภาวะผู้นำร่วม
ในการบริหารกิจการเพื่อสังคมในองค์กรไทย

ธาริณี สุรัตพิพิธ[*] และชาติชาย ณ เชียงใหม่[**]

บทคัดย่อ

การวิจัยนี้ทำเพื่อศึกษาภาวะผู้นำร่วม (Collective leadership) และปัจจัยที่สร้างให้เกิด ภาวะผู้นำร่วม (Collective leadership development) ในบริษัทที่ทำกิจกรรมเกี่ยวกับ กิจการเพื่อ สังคม (Social enterprise management) การศึกษาครั้งนี้ใช้วิธีการวิจัยเชิงคุณภาพกับ 3 บริษัทที่ จดทะเบียนในตลาดหลักทรัพย์ ผลการสัมภาษณ์ชี้ให้เห็นว่าภาวะผู้นำร่วมจะเกิดได้ต้องมี องค์ประกอบหลัก 3 ส่วนได้แก่ มีบุคคากรที่มีทักษะและความสามารถ มีขั้นตอนการทำงานที่ยืดหยุ่น และมีเป้าหมายที่ชัดเจน การศึกษายังพบว่าปัจจัยสำคัญที่สร้างให้เกิดภาวะผู้นำร่วมประกอบด้วย ผู้นำที่สามารถสรรหาทีมที่มีศักยภาพในด้านต่างๆ มาทำงานร่วมกัน การมีเครือข่ายในการทำงานที่ เข้มแข็ง การมีวัฒนธรรมองค์กรที่กระตุ้นให้เกิดการทำงานรูปแบบใหม่ๆ และการเป็นองค์กรแห่งการ เรียนรู้ ผลการวิจัยยังพบว่ามีปัจจัยอื่นๆที่เป็นตัวกระตุ้นให้เกิดภาวะผู้นำร่วม ได้แก่ การมีผู้นำที่ช่วย สร้างเสริมพลังอำนาจ การเรียนรู้ในรูปแบบใหม่ๆและมีระบบการแชร์ความรู้แบบเปิดกว้าง การมี ระบบโค้ชและพี่เลี้ยงที่ดี และการมีบรรยากาศในการทำงานที่เปิดกว้าง ดังนั้นจะเห็นว่าในภาวะ ปัจจุบันที่องค์การต่างๆ ต้องเผชิญกับความท้าทายในการดำเนินธุรกิจและคำถามเรื่องการเป็นบริษัท ที่ดี กิจการเพื่อสังคมจึงเป็นการทำงานในรูปแบบที่ยั่งยืนและส่งผลกระทบในวงกว้างเนื่องจาก จุดประสงค์ของการดำเนินงาน ไม่เพียงแต่ให้ได้มาซึ่งกำไรทางธุรกิจ แต่รวมถึงสังคมและสิ่งแวดล้อม ก่อให้เกิดคุณค่าในการทำธุรกิจที่แท้จริง ดังนั้นองค์กรจำเป็นต้องมีรูปแบบการบริหารจัดการที่ยั่งยืน โดยสร้างให้มีระบบการพัฒนาภาวะผู้นำร่วมรวมถึงกระตุ้นให้เกิดการทำงานในรูปแบบดังกล่าว

คำสำคัญ: การสร้างภาวะผู้นำร่วม การบริการกิจการเพื่อสังคม การสร้างคุณค่าทางธุรกิจ

[*] **หน่วยงานผู้แต่ง:** คณะพัฒนาทรัพยากรณ์มนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ 118 หมู่ 3 ถนนเสรีไทย แขวงคลองจั่น
เขตบางกะปิ กรุงเทพมหานคร 10240 อีเมล pumtharinee@gmail.com

[**] **หน่วยงานผู้แต่ง:** คณะพัฒนาทรัพยากรณ์มนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ 118 หมู่ 3 ถนนเสรีไทย แขวงคลองจั่น
เขตบางกะปิ กรุงเทพมหานคร 10240 อีเมล cn4474@hotmail.com

Introduction

The challenge inherent from increasing rate of change and complexity in today's global issues have forged businesses to confront with questions about their existence and purposes and future operating model. Meeting financial target alone may not be good enough. To do business differently, companies need to rethink the way they operate, organize and redefine how success look like through the new lens. Social enterprise is perceived to play a key role in this paradigm because of their systems change in the mindset and their constant pursuit for more efficient, sustainable, and innovative solutions. In addition, social enterprises are more advantages when it comes to disruptive innovations and time to market. Thus, companies need to shift mindsets and the means of value creations as well as leadership and management practices to be in the form of collaboration, shared responsibilities and accountabilities for results. It is necessary that leaders function inside of alliance, partnership, and collaborate as collective leadership.

Collective leadership means everyone in the organization is taking responsibility for the success of the whole (Bass, 1999), and the distribution and allocation of leadership power and authority is resigned where the competencies, strength expertise and capability of the teams are. Perce (2004) defined shared leadership as a simultaneous, on-going mutual influence process within a team that is characterized by serial emergence of official as well as unofficial leaders. Similarly, Pearce and Conger (2003) explained shared leadership as a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both and added that this influence process often involves peer, or lateral, influence and at other times involves upward or downward hierarchical influence (Berman, 2000).

Although there are many studies on the leadership, much of the literature has been devoted to leadership as being a top-down influence and has investigated individual traits, skills, and behaviors (Bass, 1985). But in the act of increasing demand such as VUCA challenges, organizations began to view leadership holistically as concerted action (Gronn, 2002). Conceptualizing leadership as a role, roles that can

be distributed among the teams depending on where the skills required. A substantial change in marketplace has placed a great deal in how work should be performed, including growing reliance on work teams. Several researchers have agreed the new model of leadership recognize that effectiveness in knowledge-based environment depends less on the heroic actions of a few individuals at the top and more collaborative leadership practices distributed throughout an organization (Senge & Kaeufer, 2001; Pearce & Sims, 2002).

Objectives

The research aims to achieve three objectives. First, to understand perceived meanings of collective leadership from executives and middle-management point of view. Second, the study aims to explore the antecedent factors fostering collective leadership development in social enterprises management. Last, the researchers will propose a conceptual model for collective leadership development (CLD) in social enterprise management (SEM).

Literature Review

1. Social enterprises: Definitions and forms

The term "social entrepreneurship" was coined by William Drayton to describe businesses with a mission to address social exclusion and empower specific disadvantaged communities or target group (Drayton, 2002). In recent years, an upsurge of interest in practicing social enterprise to achieve organizational sustainability has been widely accepted. Despite growing interest and practices among researchers, practitioners and policymakers, scholarly have yet to reach consensus even on definitions (Light, 2008; Nicholla, 2006). Leading social enterprises have provided the definitions of social enterprises to set an understanding of the terms.

Table 1 provides definitions and description of social enterprises.

Scholars	Definitions
Ashoka Foundation (2005)	Social entrepreneurship is "finding what is not working and solving the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps.
Schwab Foundation (2019)	Social enterprise is an organization that achieves large scale, systematic and sustainable social change through an invention, a different approach, a more rigorous application of known technologies or strategies, or a combination of these.
	Focuses first and foremost on the social and/or ecological value creation and tries to optimize the financial value creation.
	Builds strong and sustainable organizations, which can be set up as not-for-profit or for-profit companies.
Shaw (2004)	The work of community, voluntary and public organizations as well as private firms working for social rather than only profit objectives.
Dee (1998)	Social enterprises play the roles of change agents in the social sector by: (1) Adopting a mission to create and sustain social value (not just private value, (2) Recognizing and relentlessly pursuing new opportunities to serve that mission, (3) Engaging in a process of continuous innovation, adaptation, and learning, (4) Acting boldly without being limited by resources currently in hand, and (5) Exhibiting heightened accountability to the constituencies served and for the outcomes created.

In Thailand, the definitions of social enterprises were defined by the following. The Regulation of the Prime Minister's Office on Thai Social Enterprise Promotion A.D. 2011 defined "social enterprise" as a private sector phenomenon, including people, groups of people and communities, doing businesses with clear primary objectives to develop communities and the society or environment. In addition, Stock Exchange of Thailand (SET) defined social enterprise as being a form of social impact investment. Social enterprise has clear social and environmental objectives and targets from the beginning. However, it operates as a business with financial sustainability.

Forms of social enterprises

When defining the forms of social enterprises, majority of literatures has been conducting within the domain of not-for-profit organizations. Some researchers suggested that social enterprises that carry out for profit activity to support other nonprofit activities can be viewed as social entrepreneurs (Cook, Dodd & Mitchell, 2001; Wallace,1999) while other researchers have argued that for–profit organizations that may take some innovative actions toward building social capital can be considered as being socially entrepreneural (Cannadian Center for Entrepreneurship [CCSE], 2001; Thompson, Alvy & Lees, 2000). Moreover, this paper will be further based on Thomson's (2002) conceptual thinking of social enterprise that exist in business like organizations that aim to invest and support social enterprises and communities to improve their societal, financial and environmetal well-being.

In Thailand, Thai Social Enterprise Office has categorized social enterprises into six forms as follow: 1) Community-based social enterprise; 2) Non-governmental organizations; 3) Social enterprises created by government or state enterprises; 4) Social enterprises created by new entrepreneurs; 5) Social enterprises created by for-profit business; and 6) Other social enterprises such as social enterprises created by temples, educational institutes.

2. Concepts of collective leadership

The term collective leadership is found to have similar terms with "shared leadership" and "distributed leadership" and sometimes used interchangeably. Gardner (1990, p. 38) began to define leadership in terms of group that "leadership is the accomplishment of group purpose, which is furthered not only by effective leaders but also by innovators, entrepreneurs, and thinkers, by the availability of resources; by questions of value and social cohesion". Friedrich et al. (2009) defined collective leadership as "a dynamic leadership process in which a defined leader, or set of leaders, selectively utilize skills and expertise within a network, effectively distributing elements of the leadership role as the situation or problem at hand requires" (p. 933). Pearce and Conger (2003) defined "shared leadership [is] a dynamic, interactive influence process among individuals in groups for which the

objective is to lead one another to the achievement of group or organizational goals or both" (p.1). Yukl (1989) defined leadership as an "influence processes involving determination of the group's or organization's objectives, motivating task behavior in pursuit of these objectives, and influencing group maintenance and culture" (p. 5). and through the series of interactions that team members have with each other involving the negotiation and sharing of leadership responsibilities.

3. Collective leadership constructs

Several researches have attempted to understand key collective leadership constructs to develop conceptual framework as basis for enhancing knowledge in the filed. Previous researches indicated several factors that have been found to have an influence on promoting collective leadership. Srivastava et al. (2006) described empowering team leadership is associated with more knowledge sharing and team efficacy and similarly, Pearce and Sims (2002) stated that experiencing more empowering team behaviors generated greater feelings of motivation and aroused positive emotions among team members. Base on the assumption that collective leadership emerges via the selective use of expertise and distribution of authorities and responsibilities for those with relevant knowledge or expertise; there will then be an element of exchange between leaders and teams. Leader-member exchange can be in the forms of empowerment (Konczak, Stelle & Trusty, 2000), sharing of responsibilities (Perce, Manz & Sims, 2008) and consultation (Yukl & Fu, 1999). In addition, for collective leadership to occur, there must be communication between leaders and team members. Communication is the movement of information throughout a network and is a prerequisite for members understanding where critical knowledge and expertise exists in the network, where problems are, and is critical to collection of individuals operating under a shared understanding of the group's goals (Mayfield & Mayfield, 2007).

Conceptual Framework

In this study, the proposed conceptual framework was based on collective leadership literature review. The four constructs have often been cited to have major impact to collective leadership formation. Figure 1 proposed conceptual framework of determinants of factors leading to collective leadership development.
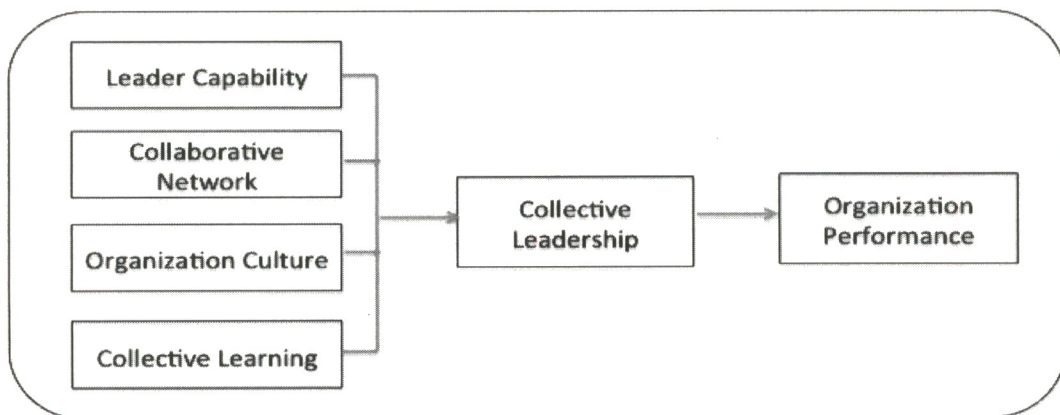

Figure 1 Proposed conceptual framework of determinants of factors leading to collective leadership development

Leader capability

Leadership rarely plays out at only the individual level, rather, leadership is a complex, dynamic process in which behavioral roles often fall under the leadership umbrella, taken up by multiple individuals (Gronn, 2002), and exchanged across the leader and team level (Dansereau & Yammarino, 1998; Day, Gronn, & Salas, 2004). Leaders must be able to identify individuals, selectively utilize skills and expertise within a network, effectively distributed elements of the leadership roles as the situation or problem at hand requires (Day, Gronn & Salas, 2004).

Collaborative network

More recently and more central to collective leadership, research has begun to focus on leaders' skills in interpreting networks, as well as how leaders interact with and use their network (Sparrowe & Liden, 2005). The definitions of collaboration pertaining this research study include the following concepts:networking, coordinated

networking, cooperation and collaboration (Camarinha-Matos et al., 2009).Networking involves communication and information exchange for mutual benefit. Coordinated networking involves aligning and altering activities so that more efficient are achieved. Cooperation involves communication, information exchange, and adjustment of activities, but also resources sharing for achieving compatible goals. Collaboration involves a process in which entities share information, resources and responsibilities to jointly plan, implement, and evaluate a program activity to achieve a common goal and therefore jointly generating values (Camarinha-Matos et al., 2009).

Organization culture

Culture is a set of shared, taken-for-granted implicit assumptions that members of an organization hold that determines how they perceive, think about an react to things (Schein, 1992), Keeley (1983) proposed that organizations exist by agreement on joint activities to achieve separate purposes, rather than to achieve organizational goals and later on paved the way for further investigation into concepts such as "mutual expectations" and "voluntariness" in the organizational arena. This work has provided a critical point for future practitioners that organizational culture can and should be managed.

Collective learning

Collaborative learning is defined by Digenti (1999) as "the interaction of two or more people engaged in value-creating activities based on improving, practising, and transferring learning skills both within the groups and to the organization or groups of organizations to which the group belongs" (p.45). Knowledge creation in collective leadership learning must come from interorganizational level as Takeuchi (2006) provided an example of how Japanese organizations take the approaches to knowledge creation which lies at interorganizational level which means the new ways of learning must come from finding ways to work together with outsiders– cuctomers, suppliers , dealers, and even competitors- to create new knowledge.

Research Methodology

In order to understand the dimensions that contribute to collective leadership, qualitative case study research was considered to be the most appropriate method. As Creswell (2009) stated case study is a research strategy to investigate a phenomenon within its real-life context in which the researcher explores in depth a program, activity, proess, or one or more individuals, which normally bounded by time and activity. The qualitartive case study approach was employed to examine contribution factors that leades to collective leadership development in 3 listed companies in Thailand.

The research was conducted on both primary and secondary data. Primary data was collected from individuals interview and focus group interview. Secondary was collected from research paper, journals, company annual report and other relevant materials. The objective of this study was to explore antecedent factors that lead to collective leadership development, semi-structured interview with open-ended questions and a focus-group session were used to acquire the primary data. For secondary data, the author obtained information such as company annual report and company sustainability report during year 2015-2018 from company's website and from Stock Exchange of Thailand (SET) website.

The unit of analysis consists of three organizations in total. Particant organizations were selected from listed companied in Stock Exchange of Thailand (SET) who have received "Social Enterprise Investment Award" and/or "Social Sustainability Award" during year 2015-2018 through purposive sampling and snowball sampling technique. Information about the case study companies is shown in Table 2.

To understand the employee's perception toward collective leadership, four executives were recruited in the individual interview and twelve middle management were recruited to participate in the focus group. All interviews were conducted in confidentiality , and the names of the interviewees were withheld by mutual agreement. The participants' demographic information is shown in Table 3.

Table 2 Information about case study companies

Company	TO	SC	SB
Established in	1961	1907	1962
Core business	Refinery	Consumer Finance	Auto parts
Main Products	Oil & Gas	Financial Loan	Auto parts
Number of employees	Approximately 1,500	Approximately 27,000	Approximately 4,000

Table 3 Information about participants

Name	Position	Org	Years in company	Age	Interview duration
A	EVP	TO	> 15	>55	1 hours (interview)
B	Manager	TO	> 15	>50	1 hour (focus group)
C	Manager	TO	7-15	40-49	1 hour (focus group)
D	Assistant Manager	TO	7-15	30-39	1 hour (focus group)
E	Manager	TO	7-15	40-49	1 hour (focus group)
F	FSVP	SC	3-7	>50	1 hour (interview)
G	SVP	SC	3-7	40-49	1 hour (interview)
H	Manager	SC	>15	40-49	1 hour (focus group)
I	AVP	SC	< 3	30-39	1 hour (focus group)
J	VP	SC	7-15	>50	1 hour (focus group)
K	Manager	SB	>15	40-49	1.5 hours (interview)
L	Team Leader	SB	>15	40-49	1 hour (focus group)
M	Manager	SB	7-15	40-49	1 hour (focus group)
N	Manager	SB	>15	40-49	1 hour (focus group)
O	Manager	SB	>15	40-49	1 hour (focus group)
P	Senior staff	SB	7-15	30-39	1 hour (focus group)

The 3 companies recruited in the study have conducted different forms of social enterprise activities based on the nature of their inductry and focus of management. Table 4 summarized key social enterprises activities of the three companies.

Table 4 summarized key social enperprises activities each company has been doing.

Company	Type of industry	Key areas of social enterprises impact	Example of activities
Company TO	Oil & Gas	- Our employee - Safety - Community and sociey - Value chain - Environment	- Creating shared value to society in every sustainability dimension. Responding to the real needs of stakeholders and leveraging society's and communitiess' quality of life.
Company SB	Autopart Manufacturing	- Smart people - Business trust - Growth society	- Educational Institute Projetcts: Cooperative education projects, special bilateral program under the roal initiative started since year 2013.
Company SC	Finance and Banking	- Customers - Employees - Shareholders - Society and environment - Regulators	- Financing low carbon business and industry - Supporting social investment program - Supporting cashless society at universities - Instilling financial literacy - Buiding digital platform for business and hospital - Creating fiancial excosystem for small business

To ensure establishment of trustworthiness, some of the processes were applied before, during and after interview session. First, the researcher has developed early familiarity of three companies by studying annual report and sustainability reports to have adequate understanding of the background. Second, Interview questions were validated by a group of HR experts to address four majors issues as following: (1) perceived meaning of collective leadership; (2) past experiences related collective leadership projetcs or activities; (3) the factors that

influence collective leadership; (4) suggessions for becoming a collective leadership organization. Third, data triangulation through various methods such as individual interview, focus groups, participant observation, site observation, supporting data from documents and so on to form data collection strategy.

Each personal interview lasted about an hour to hour an a half and was tape recorded. All interviews were conducted face-to-face and first hand in Thai language. The focus group discussion lasted about an hour and member checking related to accuracy of the data was conducted on the spot. In addition, verification of conceptual framework was conducted during the dialoques with the interviewees. Thick description of the event or phenomenon under study was probed to ensure the real situation was clearly described by the interviewees.

The interview and focus group were transcribed before being categorized for data analysis. The researcher coded the data and then the results were collasped into four themes. Each theme will be described in the following section.

Data analysis was conducted follow the five steps of inductive data analysis that are commonly used in analyzing qualitative data (Creswell, 2012). The five processes are data transcribing, data coding. Themes identifying, reporting and findings.

Findings

Perceived meaning of collective leadership

Findings revealed collective leadership was perceived in 3 main ways. First, the collective leadrship is perceived as the people with diverse skills and expertise working together to achieve something such as to solve mainstream issues, to drive new initiatives and so on. Second, collective leadership is viewed as a continuing process that is adaptive to change and third as a mission to accomplish something as teams or groups. Therefore, the three themes related to perceived meaning of collective leadership were proposed to explain this findings.

Theme 1: People with expertise and skills

Collectvive leadership is perceived as having the network of experts with diversed skillsets and expertise collaboratively work as teams to achieve impactful results. Alternatively, it is a collaboration of experts from different domains that work together to achieve mutual goals. For example, Parcipant G, a Senior Vice President of Agile Capability Development Team, described collecive leadership as following: "I think collectvive leadership is a collaboration of several leadership teams who possess different types of skills, and expertise. Those who come to work toghether to share roles and responsibilities, and involve in decision making to create a new ways of leading for organizations". Sub-themes emerged from this themes such as collaboration, team empowerment and inclusiveness.

Themes 2: Continuous process improvement

Collective leadership is perceived as having an unwavering attention and adaptive to changes, with the desire to make the society better. It is the act of collective actions to move or change something with the desired to make better impact for the greater good. For example, Participant A, an Executive Vice President in Organization Effectiveness Department described as following: "To survive the challenge, our employees need to have more than one competency; therefore, we re-evaluated the competency we have and see it that was outdated , we need the new skills and competencies. We then launched a new set of competencies as a framework for leadership development". Sub-themes emerged from this findings were such as adpative to change, new way of working.

Theme3: Having a sense of clear mission

Collective leadership is viewed as having a sense of clear mission which refer to how leaders create aspiraion and compelling communication that drive individuals and groups to achive ultimate goals. Mission declares the difference a company seeks to make so this theme refers to an inspirational or motivational sense that leaders communicated through a mission to create collective goals. For example, one of the Participant who was an EVP of Human Resources Department described collective leadership as a mission in the following statement "For us, our mission to

make Thai smarters is very compelling and inspiring us to do what we are doing today. If we have clear mission, anything we do and changes we make, we always ask ourselves if this is align with our mission". Sub-themes emerged from this findings were such as outcomes, mission.

Antecedent factors for collective leadership development

The findings indicated collective leadership construted were aligned with study found in literature review and more factors were found to be enabling factors to accelerate CLD. Threfore, the themes emerged from this findings were as follow:

Theme 1: Capability of leaders

This theme referred to leadership capability to develop leadership at all levels. This means engaging and empowering employees more than before to make them feel valued, trusted, and motivated so they perform more effectively, think more creativity and are innovative. There were four sub-themes emerged from the finding: a) walk the talk, b) team empowerment, c) communicate change and d) fail fast, learn fast.

Though, SE frequently adopts commercial means to achieve the social ends they pursue. (Dacin et al., 2011) stated that leaders who lead social enterprise face a unique set of challenges to achieve commercial and social mission, manage operational conflicts between social and financial demands and in fact an increasing demand for innovation and flexibility. Therefore capability of leaders to identify the right resources is crucial for CLD success. For example, Participant H, Manager for Learning Platform Management described how leaders' capability can enhance collective leadership development in the following statement: "I believe in any changes we want to see, leaders are the most critical driver of success. If leaders are open to accept consequences of changes and walk the talk, this change will impact employees at all level. But if the leaders resist to change or not doing what they want us to do, soon the employees will go back to the same habits".

Theme 2: Collaborative network

This theme referred to the freedom people have to exercise responsibility and authority to expose to new ways of working. To nurture genuine cultural change

that embraces collective leadership, new approaches and perspectives need to be fostered. In forward-thinking organizations where, collective leadership is deeply valued, people recognize and appreciate the benefit of new approaches and perspectives. Developing a culture of leadership rests on accepting that leadership can and will, with encouragement, emerge at all levels of an organization. By investing in the development of collective leadership, organizations can set up the conditions for forward thinking, creativity, sustainability, and shared success. For example, Participant C, a Manager who worked in Capability Development Team stated the following: "The nature of our business requires us to work as a team, we need to have team-based players who can work and collaborate well with other partners". There was three sub-themes emerged from the finding: a) becomes a team sport b) hire for cultural fit and c) build a growth mindset team.

Theme 3 : Culture of shared leadership

Culture are co-created by all the people in the organization and they are dynamic as people in the organization are constantly communicating, influencing, and collaborating. Cultural characteristics for the delivery of continually improving shared leadership must be inspiring & compelling, have associated clear objectives, have supportive people management system and leadership, have high level of staff engagement, promote learning and innovation and have high level of genuine team working and co-operation across boundaries (West et al., 2014). For example, Participant E stated that cultural fit was an important factor to consider when hiring a candidate. The following statement was described: "... we select candidates based on competency, skills such as leadership capability, analytical and motivational fit. Some company may call it cultural fit".

Theme 4 : Collective learning

The theme referred to how members in the team collectively learned and shared knowledge through community of practices. Wenger (1998) stated that in community of practice that members of a community are informally bound by what they do together and by what they have learned through their mutual engagement in these activities despite the forms that CoP take. Similar with what Digenti (1999) defined collaborative learning as " the interaction of two or more people engaged in value-creating activities based on improving, practising, and transferring learning skills

both within the groups and to the organization or groups of organizations to which the group belongs" (p.45). In reality, individuals who engage in collaborative learning can come from different background, culture and experiences, as such, the worldview , way of doing and being can be different. These people bring in their similarities and differences to add value in the process and as a result create competitive advantage. It enables organizations to build boundary-spanning skills and interdependencies and facilitate shared knowledge, product capability, and increased profits (Digenti ,1999; Lam, 2000). For example, Participant G, Senior Vice President in Agile Capability Development Team stated how collective learning is an important factor for collective leadership development as following: " In an agile project, we have a group called "community of interest" which means a group of people who have similar interest in certain topic that may not related to their works".

In addition, there were other attributes found to be enabling factors for CLD as well; therefore, the four enabling attributes were added as follow: 1) leadership empowement; 2) climate for change; 3) continuous learning; and 4) coching and mentoring mechanism. The following section will explain the information of each enabling factor.

Theme 5: Leadership empowerment

Leadership empowerment refers to the capability of leaders to develop leaders at all level. Interviewees who talked about this referred to the following: (1) leadership as being an authentic leader where their behaviors and day-to-day action must match the aspiration they have; (2) empower and influence teams to become committed and engages; (3) alignment of values, purposes and mission and build into KPI system to become a core part of organization's identity; and (4) develop tolerence to surprises and problems and shift the way people think about fear of taking risk. For example, Participant A, Executive Vice President in Organization Effective Department described how empowerment is critical for collective leadership development in the following statement: "I always believe in trying something new and I think this is how Company TO develop their leaders. Our job as a leader is to provide opportunity for everyone to lead even though they do not

have position power. We have to believe that everyone has potential and capability to lead, especially the younger ones".

Theme 6: Climate for change

This theme referred the freedom employees have to exercise responsibility and authority to expose to new ways of working. In forward-thinking organizations where, collective leadership is deeply valued, people recognize and appreciate the benefit of new approaches and perspectives. By investing in the development of collective leadership, organizations can set up the conditions for forward thinking, creativity, sustainability, and shared success. For example, Participant H, a Manager for Learning Advisory Team stated how climate for change can help fostering collective leadership in the following statement: "My boss provided me the opportunity to explore, learn and try new things. When things are not going as plan, he did not blame us or say anything that make us feel bad but clearly we always learn something from our mistake". There was three sub-themes emerged from the finding: a) becomes a team sport b) hire for cultural fit and c) build a growth mindset

Theme 7: Continuous learning

This theme referred to continual learning and development that are essential to cultivating leaders and deeply influence culture. Learning and development goes beyond training and skills development, it is about helping people at all levels to understand what internal drivers motivate them and how they show up in the workplace. It is about broadening perspective and cultivating new mindsets. For example, Participant M, Manager for Human Resource Development stated that continuous learning was an important factor in building collective leadership. The following statement was described: " The Dual Vocational Training won the award because of its systematic design of the learning plan with blended learning approach. We first design the curriculum based on their learning roadmap...thorughout the program , we use action-based learning activities both inside and outside of the company. Every Friday, we have a group meeting that involve students, mentors and our management teams to share experiences , what work well and what is not". There were three sub-themes emerged from the findings: a) approaches to learning, b) learning in the flow of work and 3) learning space

Theme 8: Coaching and mentoring system

This theme referred to how organizations implement coaching and mentoring system to support potential leaders through their leadership journey. This topic referred to building collective efficacy within the teams to strengthen team's capabilities. This includes the desire to mentor, guide and teach others and to pass on what they know, humbly guiding others through their own career progression. Mentors provide both feedback and 'feed forward' on how the person can prepare for the future. For example, Participant C, Manager for People Capability described having coaching and mentoring system can enhance collective leadership development as following statement: "As an HR, my role in cross-functional teams was to coach the teams and make them believe in transformation. What I did was to paint the picture of what success look like and where we are in this journey". There was one sub-theme emerged from the findings: a) collective efficacy

To summarize findings pertaining to research questions, all the themes and attributes found in the study will be displayed in Table 5.

Table 5 Summary of key themes and construction of collective leadership development (CLD)

Research question	Themes	Construction in collective leadership development (CLD)
1. Perceived meaning of collective leadership	Theme 1: People with expertise and skills	Foundation for CLD
	Theme 2: Continuous process improvement	Foundation for CLD
	Theme 3: Having a clear sense of puprose	Foundation for CLD
2. Antecedent factors for CLD	Theme 1: Capability of the leaders	Key construct for CLD
	Theme 2: Collaborative network	Key construct for CLD
	Theme 3: Culture of shared leadership	Key construct for CLD
	Theme 4: Collective learning	Key construct for CLD
	Theme 5: Leadership empowerment	Enabling factors for CLD
	Theme 6: Climate for change	Enabling factors for CLD
	Theme 7: Continuous learning	Enabling factors for CLD
	Theme 8: Coaching and mentoring system	Enabling factors for CLD

Based on the findings, to create a sustaining platform for CLD, a systematic management model of business value creation for collective leadership development in social enterprise management (SEM) is proposed in Figure 2. Discussion from findings and conclusion will be presented in the following section.

Figure 2 A systematic management model of business value creation for collective leadership development

Discussion

Key observations from the findings, description of a systematic management model of business value creation for CLD in SEM and conclusion will be discussed in this section.

First, the concepts of social enterprise are diverse and can be done in various forms based on the industry, effect and nature of business and the focus of managements. Thus, social enterprise management can be relevant to any type of organization, regardless of size, industry or legal structure. As Leadbeater (1997) described that social entrepreneurship may be expressed in a vast array of economic, education, research, welfare, social and spiritual activities engaged in by

various organizations. For example, company TO which represent oil and gas industry in this study has faced major challenges from shifting in oil and gas industry globally. The four mega trends that will greatly influence the oil and gas industry are: 1) demographics and population growth that is expected to reach 9 billion in 2015; 2) globalization and differential GDP growth between developing and developed world create a demand pull for resources; 3) energy consumption that will double by 2050; and 4) climate change and sustainability that will lead to more pollution problems and force society to look for "earth friendly" solution. Above trends have forced the company to re-design how they conduct business that consider the financial profit and social and environmental benefits. Social enterprise management for company TO were conducted in many types and forms to create impact to both internal and external stakeholders. The core sustainability activities cover the four areas: education, energy and natural resources, conservation of the environment and quality of life. The strategy is to achieve self-reliance and sustainability.

Second, social enterprise is perceived as a form of business value creation because the key principle of social enterprise is not only about doing business but also transforming organizations to reach new markets with more innovative business-led solution to achieve social aims, and the reinvestment for the benefits of the community. SEM can occur in many forms. As Shaw (2004) stated that SEM is the work of community, voluntary and public organizations as well as private firms working for social rather than only profit objectives. Sustaining business model requires leaders and organizations requires a fundamental shift in the purpose of business and the value they promise to deliver. With a rising global population, resources use, social issues and environmental impact, business as usual will no longer survive, a new business model is needed. Jackson (2009) stated a route to a sustainable economy might be:

A system that encourages minimizing of consumption, or imposes personal and institutional caps or quotas on energy, goods, water;

A system designed to maximize societal and environmental benefit, rather than prioritizing economic growth;

A closed-loop system where nothing can be wasted or discarded into the environment, which reuses, repairs, and re-makes in preference to recycling;

A system that emphasizes delivery of functionality and experience, rather than product ownership;

A system designed to provide fulfilling, rewarding work experiences for all that enhances human creativity/skills;

A system built on collaboration and sharing, rather than aggressive competition.

Social enterprises management requires people in the organization to think bigger than themselves. In the book "Good to Great: Why some companies make the leap... and some others don't" written by Jim Collins, the term "level 5 leadership" was used to describe those "blends extreme personal humility with intense professional will" and they channel their ego needs away from themselves and into the larger goal of building a great company. They are incredibly ambitious, but their ambitious is first and foremost for the institution, not themselves (Collins, 2001).

Third, this study of the predominant factors that lead to collective leadership have drawn a broad argument for collective leadership as an approach for systematic management for business value creation. Firms who seek to implement collective leadership to achieve new way of management gain benefits of diverting from control to co-create, collaborative learning, sharing decision and embracing the change. For organizations to create system change to operate in a collaborative approach, it is essential to have mindset shifts at leaders' level. The shifting from traditional, hierarchical leadership style where a few people take key decisions toward a more collective approach to leadership where many different people and organizations can take decisions and lead as well. Findings revealed that leaders are perceived as one of the critical catalysts to drive system change and roles of leaders in promoting CLD were to encourage multiple individuals with a diverse set of skills and abilities to collectively act as leaders, distributing the roles based on the situation or problems at hands required. Recent research on leadership has actively promoted a "responsible leadership". Maak and Stoetter (2012) defined as "the art

of building and sustaining trustful relations with all relevant stakeholders, based on a vision for the good of many, and not just a few".

Forth, to developing sustaining CLD requires both platform for change and systematic process to institutionalize change. A proposed model for systematic management of business value creation for CLD for SEM identified key CLD constructs consisted of three components: 1) people with skills and expertise; 2) process that is continuously changes and adaptive; and 3) purpose that mutually agree. These three key constructs function as a foundation for CLD. For collective leadership to formulate, it is required to have people with diverse skills and expertise, a dynamic process that create an exchange of lateral influence, and the accomplishment of group purpose.

The four CLD constructs consisted of leader capability, collaborative network, culture for shared leadership and collective learning in the second layer act as promoting factors for CLD. There were more factors found during the literature review to have been factors promoting collective leaders such as team performance, immediate and long-term outcomes, team process (Friedrich et al., 2009), however the four attributes listed in this study were frequently discussed during the interview. Future research for factors that impact CLD are urged to conduct in order to enrich the knowledge in the field.

In addition, there were other components found to be accelerating factors to promote collective leadership which are: 1) empowering leaders; 2) learning continuously; 3) building climate for change and 4) coaching and mentoring support. Keeley (1983) proposed that organizations exist by agreement on joint activities to achieve separate purposes, rather than to achieve organizational goals and later paved the way for further investigation into concepts such as "mutual expectations" and "voluntariness" in the organizational arena.

Recommendations

This study contributes to the literature by adding knowledge about the antecedent factors for CLD in SEM. The results of this research will be beneficial to

scholars and practitioners in the field to apply collective leadership as a systematic management for business value creation. Recommendation for future research to extend the study into other type of industries and other type of organizations that are operating social enterprise management in different forms such as community-based social enterprise, social enterprises created by non-governmental organization, social enterprise created by government or state enterprise or social enterprise created by new entrepreneurs to gain deeper understanding of how CLD can be used to increase business value creation. Organizations may use HR interventions to promote empowerment, allow employee input into goal setting that align with 17 goals for Sustainable Development Goal to transform our world, and facilitate the implementation of learning to motivate collective learning and shared leadership culture. To scale up the social entrepreneurship practices, organizations can undergo a succession process for their founding leader, in which leadership is shared or rolled out at various organizational levels. Moreover, it is expected that, in the near future, there will be more progress toward some challenges highlighted in this study.

References

Ashoka Foundation. (2005). *What is a social entrepreneur?* Retrieved August 12, 2018, from www.ashoka.org: http://www.ashoka.org/fellows/social_entreprenur.cfm

Bass, B. (1985). *Leadership and performance beyond expectations* (2nd ed.). New York: Free.

Bass, B. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9-32.

Berman, E. (2000). Performance measurement in US countries: capacity to reform. *Public Administration Review, 60*(5), 409-420.

Camarinha-Matos, L., Afsarmanesh, H., Galeano, N., & Molina, A. (2009). Collaborative networked organization - Concepts and practice. *Computers & Industrial Engineering, 57*(1), 46-60. doi:10.1016/j.cie.2008.11.024.

Canadian Centre for Social Entrepreneurship. (2001, February). *Social Entrepreneurship Discuss Paper No.1.* Canadian Center for Social Enterprise.

Collins, J. (2001). *Good to great*. New York: HarperCollins.

Cook, B., Dodd, C, & Mitchell, W. (2001). *Social entrepreneurship: false premises and dangerous forebodings.* Centre of Full Employment and Equity, University of Newcastle, Working paper no. 01-24. Retrieved from e1.newcastle.edu.au /coffee

Creswell, J. (2009). *Research design: Qualitative, quantitative , and mixed methods approaches.* Thousand Oaks, CA: Sage.

Creswell, J. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: MA, Pearson.

Dansereau, F., & Yammarino, F. J. (1998). *Leadership: The multi-level approaches* (Monographs in Organizational Behavior and Industrial Relations Vol. 24 Part A&B). Stamford: CT, JAI Press.

Day, D., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *The Leadership Quarterly, 15*(6), 857-880.

Dee, J. G. (1998). Enterprising nonprofits. *Harvard Business Review, 76*(1), 54-67.

Digenti, D. (1999). Collaborative learning: A core capacity for organizations in the new economy. *Reflections, 1*(2), 45-55.

Drayton, B. (2002). The citizen sector: Becoming entrepreneural and competitive as business. *California Management Review, 44*, 120-132.

Friedrich, T., Vessey, W., & Schuelke, M. (2009). A framework for understanding collective leadership: The selective utilization of leader and team expertise within networks. *The Leadership Quarterly, 20*(6), 933-958.

Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly, 13*(4), 423-452.

Jackson, T. (2009). *Prosperity without growth: economics for a finite planet*. London: Earthscan.

Konczak, L., Stelle, D.J., & Trusty, M.L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument . *Educational and Psychology Measurement, 60*(2), 301-313.

Lam, A. (2000). Tacit knowledge, organizational learning and societal institutions: An integrated framework. *Organizations Studies, 21*(3), 487-513.

Leadbeater, C. (1997). The rise of social entrepreneur. London: Demos.

Light, P. (2008). *The search for social entrepreneurship*. Washington, DC: Brooking
    Institution Press.

Maak, T., & Stoetter, N. (2012). Social entrepreneurs as responsible leaders:
    Fundacion Paraguaya and the case of Martin Burt. *Journal of Business Ethics,
    111*(3), 413-430.

Mayfield, J., & Mayfield, M. (2007). The Effects of Leader Communication on a
    worker's intend to saty: An investigationusing structural equation modeling.
    Human Performance, 20(2), 85-102.

Nicholla, A. (2006). *New models of sustainable social change*. New York: Oxford
    University Press .

Pearce, C., & Conger, J.A. (2003). All those years ago: The historical underpinning of
    shared leadership. In C. L. Pearce & J. A. Conger (Eds.), *Shared leadership:
    Reframing the hows and whys of leadership.* Thousand Oaks, CA: Sage.

Pearce, C., & Sims, H. P. (2002). Vertical versus shared leadership as predictors of the
    effectiveness of change management teams: An examination of aversive,
    directive, transactional, transformational, and empowering leader behaviors.
    Group Dynamics: Theory, Research, and Practice, 6(2), 172-197.

Schein, E. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco, CA:
    Jossey-Bass.

Schwab Foundation. (2019, August 6). *Schwab foundation for social enterpreneurship*.
    Retrieved from https://www.schwabfound.org/what-is-social-entrepreneurship

Senge, P., & Kaeufer, K. (2001). Communities of leaders or no leaderhip at all. In S.
    Chowdhury (Ed.), *Management 21C*. New York: Prentice Hall.

SET. (2018). List of companies/securities. Retrieved from http://www.set.or.th
    /en/company/companylist.html

Shaw, E. (2004). Marketing in the social enterprise context: Is it entrepreneural?
    Qualitative Marketing Research: An International Journal, 7(3), 194-205.

Sparrowe, R., & Liden, R. C. (2005). Tow routes to influence: integrating leader-
    member exchange and social neteork perspectives. *Administrative Science
    Quarterly, 50*, 505-535.

Srivastava, A., Batol, K.M., & Locke, E.A. (2006). Empowering leadership in management teams: effects on knowledge sharing, efficacy, and performance. *Academy of Management Journal, 49*(6), 1239-1251.

Takeuchi, H. (2006). *The new dynamism of the knowledge-creating company.* Retrieved October 21, 2018, from http://wwwsiteresources.worldbank.org: siteresource.worldban.org

Thompson, J., Alvy, G., & Lees, A. (2000). Social entrepreneurship: A new look at the people and the potential. *Management Decision, 38*, 328-338.

Thomson, J. (2002). The world of social entrepreneur. *The International Journal of Public Sector Management , 15*(5), 412-431.

Thai Social Enterprise Office. (2000). *TSEO.* Retrieved from www.tseo.or.th .

Wallace, S. (1999). Social entrepreneurship: The role of social purpose enterprise in facilitating community economic development. *Journal of Developmental Entrepreneurship, 4*, 153-174.

Wenger, E. (1998). *Communities of practice: Learning , meaning and identify.* Cambridge University Press.

West, M., Eckert, R., Steward, K., & Pasmore, B. (2014). *Developing collecive leadership for health care.* Center for Creative Leadership.

Yukl, G. (1989). Managerial leadership: A review of theory and research. *Journal of Management , 15*(2), 251-289.

Yukl, G., & Fu, P. (1999). Determinants of delegation and consultation by managers. *Journal of Organizational Behavior, 20*(2) 219-232.