

*The Development of a Training Model Based on Action Learning
Concept to Enhance Performance for International Education
Consultants*

Chutharat Pongpattarine*

Abstract

Lack of required competencies for the international education consultants lead to misgiving on the professionalization of the international education consultant service. According to this issue, the required of developing any training program has to be considered and therefore, in this article, the process of developing a training model based on action learning concept to enhance performance for international education consultants will be presented on the structure of the developing process with mixed research methodologies both in qualitative and quantitative method, while the sample group of this study is also recruited with the purposive sampling method. As such to this model application; it has been also created sustainable learning in individual, group and organizational level as well as the beneficial for representing the qualified educational consultant service for their clients.

Keywords: Training Model, Action Learning, Competencies, International Education Consultants

*Graduate Student, Division of Non-Formal Education Department of Lifelong Education, Faculty of Education Chulalongkorn University

INTRODUCTION

The influence of globalization during the past decade has been related with the increasing of human resource development policy both in public and private sectors. According to this issue, the idea of human resource development has been served through the spirit of the National Education Act 1999, including the amendments and the Second National Education Act of 2002, stressing the importance of lifelong education as the national education system provided for Thais. With regarding to the content of lifelong education, the education for people has not been end up when they are graduated from their educational institute, but that would be able to keep continually until the end of their life. In other words, the idea of providing the education out off schooling environment namely “Non-Formal Education” has been invited into both public and private sectors. For the public sectors, the idea of Non-Formal Education has been viewed as the optional education system for people who lack of the opportunity to study in the school system, while the concept of this education system has been promoted into the private sectors as the program of human resource development.

The importance of Non-Formal Education in the private sectors has been increasingly paid attention by the authorized person and also included into the human resource development policy. However, according to the documentary research of this issue (Rassametummachot,

2006: 101), it has been found that only few organizations are successfully in the project of human resource development in their companies. One reason of this unsuccessfulness can be pinpointed on lack of interested in the human resource development idea. This issue has been confirmed by the information gained through the informal discussion with the senior staff level of the international education consultant service industry, for example, it has been found that even they are agree on the importance of human resource development program, they pay less attention on provide any non-formal education programs aim to develop their staff. (Noichatturas, 2012, Sophonkanaphon, 2012) This is because of the pattern of learning in the international education consultant service industry, the new comers have learnt on how to do their job by observing from what the experienced consultants do and that is one reason of why the concept of Non-Formal Education program is not an importance learning program for them.

Nevertheless, regarding to lack of competencies enhancement in the international education consultant service industry, lead to the issue of unprofessional service provided by under qualified consultant. Such to this problem, it should be said that is only a few disclosed information, while the others of complaining on the issue of lower service standard provided by the international education consultants has been reported to Thai International Education Consultants Association (TIECA) and the other

authority government parties (Sophonkanaphon, 2012).

According to above situation of providing the international education consultant service, it has been an influence issue force the people in this industry think about the way of improving the quality of the service and consequently, regarding to the research finding was collected by in-depth interview method with experienced international education consultants; it has been emphasized on their wanted of a non-formal education program development purpose to enhance their staff competencies. Therefore, the concept of Non-Formal Education has been reviewed and finalized the appropriated concept of “Competencies Based Training Model”, introduced by Blank (1982) was selected, based on the nature of the model on the improvement of human competencies and mastery learning through the condition of appropriate teaching and time frame of learning based on individual learning’s ability. Additionally, the other concept of learning, named “Action Learning” (Marquardt, 1999, 2002 and 2004), highlight on the learning through questioning and reflection process among groups of learners lead to the strategic planning implementation, were also included into the training model development. These ideas are both emphasized on being the appropriated knowledge for developing the training model aim to enhance performance the international education consultant in this study.

With regarding to above mentioned, a study of the development of a training

model based on action learning concept have been conducted in this study on the purpose of enhancing the international education consultants’ performance. Beside this, the development of the training model can also be the prototype of the developing training program for the other service industries, as well as the research finding of this study can be further applied to be the criteria of required competencies for international education consultants and other service providers. This could be also useful to revise the image of the international education consultant service as the professional education service provider in the near future.

PURPOSES

There are four purposes of this research as follows:

1. To study and identify the required competencies for international education consultants;
2. To develop a training model based on action learning concept to enhance performance for international education consultants;
3. To study the implementation of the training model based on action learning concept to enhance performance for international education consultants; and
4. To analysis the factors and conditions of implement the training model based on action learning concept to enhance performance for international education consultants

METHODOLOGIES

To begin with this study, it was started on the relevant literatures to identify the appropriated concept of a non-formal education training program as well as its learning process used for the purpose of enhance performance for international education consultants. These literatures lead to the summary of the significant characteristics and differences of each concept of non-formal education training program. It can be the supportive information of choosing the preference concept of a non-formal education training program included the learning idea for developing the training model in this study.

With the analysis of the relevant literature, the concept of Competencies – Based Training Model, established by Blank (1982) had been settled as the basic framework for developing the training model because of its highlight on developing the training program based on the competencies need, while the process of Action Learning, developed by Marquardt (1999, 2002, and 2004) were also invited to be the idea of learning process through the training model. According to the content of this analysis, leads to the combination of these two concepts and synthesize on the procedure of developing the training model based on action learning to enhance performance for international education consultants.

Once the framework of developing the training model had been finalized, the mixed methodologies were also invited into this study

for collecting the data which there were analyzed on the way of content analysis for summarizing the qualitative data, while the quantitative data analysis were applied through the statistic program for finding the “Arithmetic mean” (\bar{X}) or the average of the collected data and the “Standard Deviation” (SD) for presenting the gap between the collected data and its average . Such to the scope of collecting the data in these two methodologies, the detail of what had been done on each method was presented below.

Qualitative Method: In-Depth Interview and Focus Group Discussion

To start with the first type of research methodology of this study, qualitative method was introduced in the beginning of the study as well as closing at the end of the developing the training model. There were two types of qualitative research method involved as described.

Method 1: In-Depth Interview

The first step of this study had adopted a qualitative research methodology, aim to identify the overview of current situation of the international education consultant service which the scopes of this research were presented below.

Research Instrument Development

In order to collect the data in this step, the structured in-depth interview of eighteen issues was designed and developed on the purpose of getting the opinion from twenty

experienced international education consultants who were purposive selected base on the criteria of their willingness to open their opinion of the interview's issues.

Research Instrument Validation

After the structured in-depth interview was conducted, it was tested its quality by giving to five experts in difference relevant areas of Non-Formal Education, Educational Research, Competencies Development, Training Program Development, and International Education Consultant Service, for their assessment of the validity of the instrument and the assessment result was also accepted.

Data Collection

The in-depth interviews were conducted through the relaxing atmosphere with the selected representatives and they were asked to share their opinion in the areas of the definition of international education consultant career and its competencies. Moreover, the list of required competencies for international education consultants in four categories of knowledge, skills, characteristics, and attitude were also focused through this interview.

Data Analysis

The collected data from the structured in-depth interview was analyzed by using the content analysis for checking the similarity and differences of the data before grouping and summarized to be the primary data for the overview of the international education consultant service used in this study.

Method 2: Focus Group Discussion

The second type of qualitative research method was implied in the last phase of the research. The focus group discussion was applied at the end of doing this research on the purpose of analyzed the factors and conditions of implement the training model on action learning concept to enhance performance for international education consultants which the detail of producing the discussion was shown below.

Research Instrument Development

The focus group questions were scoped on the issues of pattern of the training program, the international education consultants' learning, the international education consultants' behavior, as well as the benefit for the international education consultants' organization.

Research Instrument Validation

The consistency of the questions and the scope of the focus group issues were assessed by the expert in area of developing the training program as well as the other from the area of the international education consultant service. For the outcome of the instrument test, those experts agree with the appropriateness and consistency of the focus group questions and their issues.

Data Collection

The focus group discussion was processed on the way of casual seminar with three delegates of the international education consultants, were participated in the training program, and the other two of specialists in the international

education consultant service, while the rest of program participants and other audiences were also attended with this function.

Data Analysis

Similarly with the first qualitative research method, the data collected from the focus group discussion was analyzed through the content analysis and it was finalized to be the specific factors and conditions for implementing the training model on action learning concept to enhance performance for international education consultants in this study.

Quantitative Method: Questionnaire and Experimental

The quantitative method was the other type of research methodology applied into this study on the phase of study and identifies the required competencies for international education consultants as well as the implementation of the training model based on action learning concept to enhance performance for international education consultants. There were also two types of quantitative research method used in this study.

Method 1: Questionnaire

The first quantitative method was highlighted on the collecting data through the questionnaire which it was conducted on a part of study and identifies the required competencies for international education consultants, and the process of developing this research instrument was explained below.

Research Instrument Development

The questionnaire of this study was developed in sub-heading (95 questions) of five rating scale, starting from 1 (strongly disagree) to 5 (strongly agree), in order to gain the data from 226 international education consultants, who were qualified for this study. Such to this questionnaire, it was scoped in the same subjects of what it were asked in the in-depth interview section because of the re-checking reason.

Research Instrument Validation

Once the five rating scale questionnaire was completely developed, it was distributed to five experts, who were the same group of the experts in the in-depth interview section, for Index of item objective congruence (IOC) measurement and result was come out with the value of 1.00

Data Collection

The collecting of the data was collected from the questionnaire, the representatives were received the questionnaire through their e-mail and asked for turn it back within two weeks through the reply mail. However, in order to make it sure on the questionnaire distributed to the representatives, the call was also followed up with the representatives in a week after sending the questionnaire.

Data Analysis

The quantitative data collected from the questionnaire was analysis by the statistics program "SPSS" for Window Version 17, in order to find out the "Arithmetic mean" () which was represented the average of the collected data

of this questionnaire as well as the other statistic value called “Standard Deviation” (SD), which it was also identified on how much variation exists from the average.

Method 2: Experimental

This study also utilized an experimental research methodology into the third phase of implementing the training program with thirty qualified international education consultants joined with this program. Such to this method, the way of experimenting the training program was presented below.

Research Instrument Development

The major research instruments of this experimental were created as follow:

1. Learning guide: one of the major research instrument in this experimental, used for being the training manual for the participants to apply the action strategic plan into their job routine. The learning guide is contained with the content of three topics based on required competencies for the international education consultants as they were:

1.1 Physical development which covered on the topic of required characteristic and skills for the international education consultants such as personality development, communication skills and problem solving skills

1.2 Spiritual development which focused on the topic of required attitude for the international education consultants such as service mind and professional ethic

1.3 Knowledge development which underlined on the topic of required knowledge

and information for the international education consultant such as educational system of the destination countries of the overseas studies and their visa regulation

2. Performance test: one of the assessment test, used for assess the performance of the international education consultants when they applied the action strategic plan into their routine. The outline of the performance test was designed in the format of five scale check list on required behavior presented for each area of physical and spiritual developments in the training program.

3. Written test: the other assessment test, used for assess the essential knowledge for the international education consultants’ work in their job tasks. The pattern of the written test was designed in the multiple choices of ten questions covered in two areas of the essential knowledge as mentioned above.

4. Feedback form of joining the training program: the last research instrument, it was used at the end of the training program as it aim to getting the feedback of the program participants in four areas of program overview, their learning, their changed behavior, and the benefit for their organization. The pattern of the form was designed likely the five rating scale questionnaire of 20 items covered into those four areas of the evaluation.

Research Instrument Validation

According to the research instruments used for this implementation stage, therefore,

the measurements of the instruments' quality were also divided into four parts too.

1. Learning guide was validity tested by giving to five experts in international education consultant service and the outcome of this measurement, they were accept on the appropriateness of the guide for using into the training program.

2. Performance test was gave to five experts in international education consultants service for checking though the Index of item objective congruence (IOC), the value of IOC was 1.00

3. Written test was similarly verified the content validity as the same measurement method as performance test was done, while the other measurement of objectivity was also tried the test out by two international education consultants who were the volunteers.

4. Feedback form of joining the training program, similarly with both performance and written tests as it was also verified the content validity through the Index of item objective congruence (IOC) and the value of this testing was also 1.00

Data Collection

The data collected through the experimental training program was focused in two areas of international education consultants' outcome.

1. Performance, the international education consultants' performance was

collected by the application of performance test and the action learning coach' also observed their performance related with the required skills and characteristics improvement during the training program.

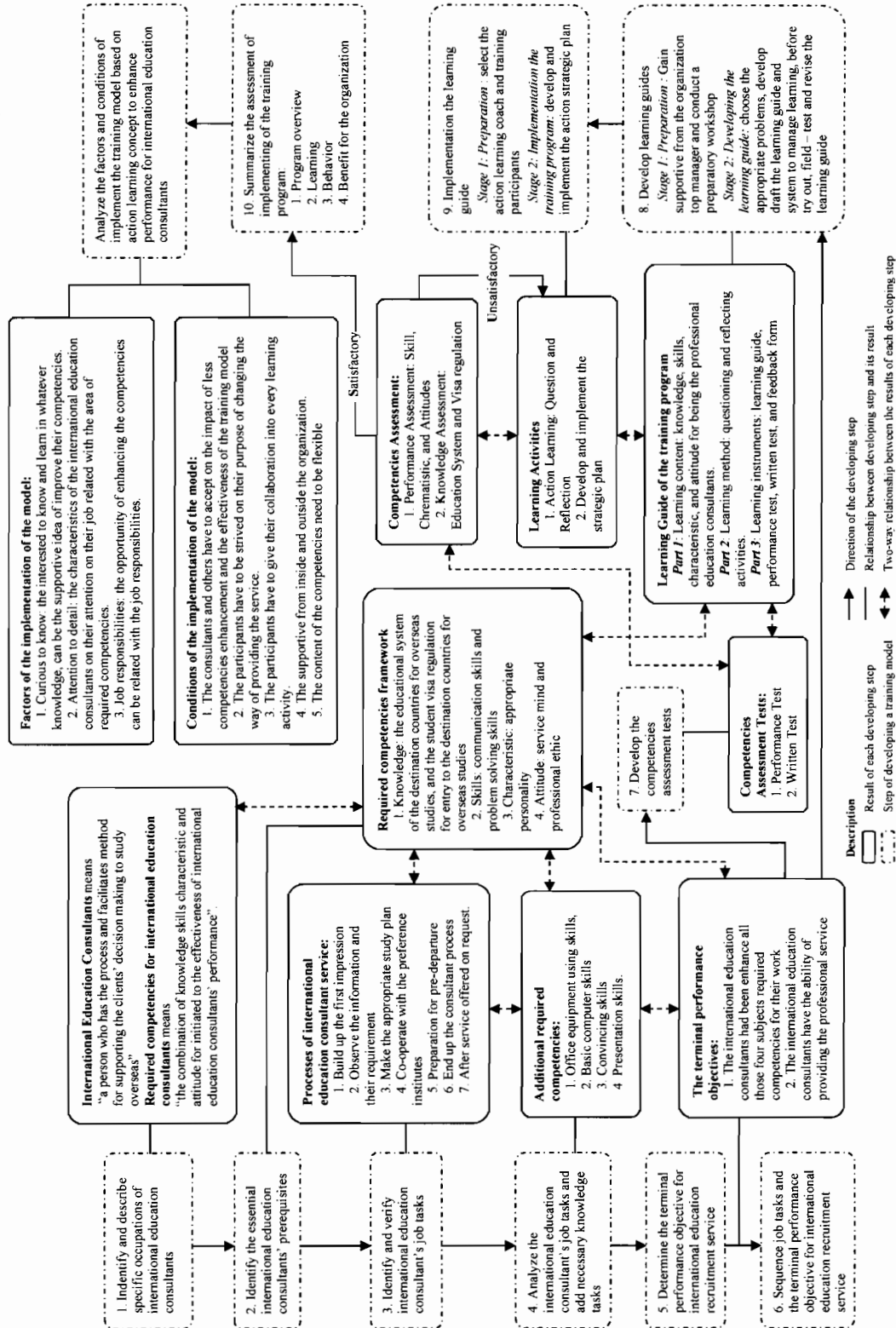
2. Knowledge, the international education consultants' knowledge was the outcome of the written test examination in terms of checking their essential knowledge for providing the international education consultant service.

Data Analysis

The data collected through above two assessment tests were checking the completely of the data before summarized and report the experimental result in description format.

RESULTS

According to the process of developing a training model based on action learning concept to enhance performance for international education consultants, the result of this developing was presented in the form of a flow chart shown on the relationship between the process of developing the model and its result. The process of developing the training model is going to serve on each research objective in this study as mentioned above; and therefore, the form of presenting the result will be also following with all those four research objectives as showing in the chart below:



Phase 1: Study and identify the required competencies for international education consultants

The starting point of processing the development a training model was grounded from the collecting data through the In-Depth Interview research method from twenty selected Senior International Education Consultants, in terms of being the primary data before it was analyzed and developed to be the content of five rating scale questionnaire for secondary data collection from other 226 selected International Education Consultants. The topics of collecting the data from these two research methods were according to each of six steps of study in this first phase.

To begin with the **first step** of this phase, the identification and describe specific occupations of international education consultants was made through above interview research method and was also re-checked through five rating scale questionnaire. Such to these two times collected data, the definition of International Education Consultants was identified as “a person who has the process and facilitates method for supporting the clients’ decision making to study overseas”, while the meaning of the required competencies for international education consultants was also described on “the combination of knowledge skills characteristic and attitude for initiated to the effectiveness of international education consultants’ performance”. These two statements were also involved with the

required competencies framework which it was conducted in the next step.

After studied and identified the meaning of both international education consultants and their required competencies on above step, the identification of the essential required prerequisites for being the international education consultants was continually conducted into this **second step** in order to set up the benchmarking of required competencies framework for international education consultants. Similarly with the first step, the data for these prerequisites was also found from two research methods of this phase and their result was summarized on four subjects of required competencies framework for international education consultant service, which each competencies for each subject was described.

1. Knowledge: the required knowledge for international education consultants was underlined on the educational system of the destination countries for overseas studies, and the student visa regulation for entry to the destination countries for overseas studies

2. Skills: the required skills for international education consultants was highlighted on communication skills and problem solving skills

3. Characteristic: the required characteristic for international education consultants was focused on their appropriate personality

4. Attitude: the required attitude for international education consultants was emphasized on their service mind and professional ethic of providing the service

For those four subjects of required competencies for international education consultants, they were the major point of processing the development the training model as they were related with other results from further steps of this study, for example the result from the **third step** of indentify and verify the international education consultants' job tasks, which it was highlighted on seven processes of international education consultant service, started from: build up the first impression for the clients, observe the clients' relevant information and their requirement of study overseas, make the appropriate study plan based on the clients' requirement, co-operate among the clients and their preference educational institutes for the application process, preparation for pre-departure, and end up with the international education consultant process, while the after service offered on request. All those seven processes were linked with the required competencies framework, in terms of being the required competencies for successfully in each process of the service.

Furthermore, these required competencies framework were also involved with the **fourth step** of analyze the international education consultant's job tasks and additional required competencies for working in the international education consultant service. In other words, regarding to above seven processes of international education consultant service, they were analyzed for verifying the job tasks of each process and also synthesized the additional

required competencies might be missed from above. With this regard, the additional competencies were found on skills subject, such as office equipment skills, basic computer skills, convincing skills, and presentation skills. These additional required competencies were added into the required competencies framework for international education consultant service.

The other result was linked with the required competencies framework, was the terminal performance objectives of international education consultant service, as they were outcome of the **fifth and sixth step** of this study. According to the process of setting the terminal performance objectives for this service, it was the other significant step of developing the training model because of the destination objective for the international education consultant had to be reached up and therefore, two terminal performance objectives were resulted on "the international education consultants had been enhance all those four subjects required competencies for their work" and the other objective was highlighted on "the international education consultants have the ability of providing the professional service". Such to these two terminal objectives, there were the final outcome of this first phase and consequently, there were also passed on the next phase of developing the training model.

To sum up with the process of developing the training model in Phase 1, it was clear the picture of qualified person works in the international education consultant service

need to be the person carries on the process and facilitate method for providing the professional education consultant service to the clients' base on their enquiry of study overseas, and they are also required for all these four subjects of competencies, such as knowledge, skills, characteristic, and attitude for their excellent jobs.

Phase 2: Develop a training model based on action learning concept to enhance performance for international education consultants

To start the process of developing a training model in this second phase, the **seventh step** of developing the competencies assessment test was conducted before the others, in order to be the effectiveness instrument for assessing the international education consultants' performance, while they were joining with the training. The focusing points of the assessment were spotlighted on two mainstreams of practical and knowledge assessments. In order to make the practical assessment, the "Performance Test" was introduced and used for checking the international education consultants' ability for providing the better service once they were enhancing the required competencies on skill characteristic and attitude for working in this career. The international education consultants' service ability were monitoring three times for testing their behavior improvement related with all those three subjects of competencies enhancement in their training. Beside this,

"Written Test" was also developed through this step and applied for checking the international education consultants' knowledge regarding to offer the reliability information for the clients. The required information was underlined on the education system of destination countries for study overseas and their student visa regulation. The important for those two assessment tests was not only used for the training program assessment in this study, but it was also included as a part of learning instruments conducted in the next step.

According to the process of developing a training model in this phase, there was not only competencies assessment tests were created, but the learning guide was also developed in the **eighth step** which it was divided into two stages of preparation and developing the guide.

Stage1: Preparation stage was begun with the international education consultants and other relevant people's acceptance on the issue of lack of international education consultants' competencies, and the other of importance on human resource development through the training, have to be agreed by the top managers or the authorized people of the organization, before running the internal workshop for promoting the training model into the organization.

Stage 2: Developing stage of the learning guide, it was firstly made by selected the appropriate projects or problems for being the case study of the program, and once it was agreed from the international education

consultants, the application for developing the draft of the learning guide and learning control system were conducted, before end up with revised the learning guide based on the outcome of try out and field test the guide.

As the result of developing the learning guide, there were three parts of concerning on the learning guide development as below:

Part 1: Learning content, which it were linked to four subjects of required competencies framework for the international education consultant service, so the learning content had to be covered on these four areas of knowledge, skills, characteristic, and attitude for being the professional education consultants.

Part 2: Learning method, which related to the concept of action learning, focused on the learning through the questioning and reflecting activities? As the result, these two type of learning activities were implied into the training program for encourage the learning opportunity for the training participants.

Part 3: Learning instruments, which it was composed with learning guide, performance test, written test, and feedback form of joining the training program. As it was seen above, those four instruments had been developed over the process and it was also related with each other.

At the end of developing the assessment tests and learning guide in this phase, it was emphasized on the significant of required competencies framework which has been related on what are going to be assessed and what are going to be trained in this program,

and therefore, the training model delivered in the next phase has to be considered on the way of how to be success on the competencies enhancement.

Phase 3: Implementation the training model based on action learning concept to enhance performance for international education consultants

After completely developed both competencies assessment tests and learning guide for applied into the training model, the delivery method of training model were implied through the training program, named "*The training program based on action learning concept to enhance performance for international education consultants*", and the way of the training program implementation was carried on further step of this third phase.

With this regard, the implementation of the training model, the 953 hours training program were operated in this **ninth step**, and it was two stages of performing the training program, started from:

Stage 1 : Preparation stage of deliver the training program was started by inviting the professional consultant to be acted as the learning coach of the training program. This person were assigned for facilitate the international education consultants on their learning activities in the program. Beside this, selecting the qualified international education consultants for joining with the program were also happened at this stage.

Stage 2 : Implementation stage of the training program was begun with the orientation activity for ice breaking and generates the group of learners following with the questioning and reflecting activities for analyzing the rout of the problem lead to the appropriate strategic plan development used for solving the program through the competencies enhancement in this program.

As the result of this stage, there are two sections were happened through the implementation of the training program as it were underlined on learning activities and competencies assessments.

Section 1: Learning Activities, the international education consultants' learning was appeared during two major parts of learning activities in the program.

Part 1: The process of analyzing the reason of the problem by making question and reflection on other learners' point of views. These kinds of learning activities were encourage every participant to think out of their box and could be also freely share on their opinion which others can also gain more knowledge from the different perspective of each others.

Part 2: The other learning opportunity was happened on the implementation of strategic planning into the job routine, where the international education consultants were improved their ability of providing the professional service by taking the action learning through the application of strategic planning.

With regarding to the international education consultants' learning activities as above mention, were also assessed in the second section of competencies assessment as below detail:

Section 2: Competencies Assessment, there were two parts of their competencies enhancement by focusing on their job performance and their essential knowledge of providing the professional service in this career. The assessment test for these two parts was described on what it had been done as follow:

Part 1: Performance assessment by using the "Performance Test", in order to checking on the international education consultant improvement on their ability of providing the professional education consultant service while they were taking the action learning method in this training program.

As the result, it was found that overall of the program participants were able to show their improvement of providing the professional service to the clients, which their service behavior were monitored and there were approximately 30 to 45 percent increasing of their ability to show on the appropriate manner, communication skills, service mind and provide the professional ethic, while the problem solving skill was the minor competencies were enhanced in this program refer to the reason of the international education consultants' responsibility as well as lack of opportunity to show their problem skills when they joined the program.

Part 2: Knowledge assessment was also applied by “Written Test”, which it was conducted on the final week of the program, in order to check the international education consultants’ knowledge of educational system of destination countries for their clients as well as the student visa regulation for entry to those countries.

As the result of this testing, it was found that three participants did not get over 90 percent of the test on the topic of the educational system and one of them was also not passed on the criteria of providing the correct information of student visa regulation for entry to the destination countries for the studies. The reason of did not reach up to the standard was found on less attendance of the participant who fail in both topics.

With regarding to this failure, either only one topic or both, the participants were assigned to re-taking in every above mention learning activities and also had been re-assessed on both their performance and knowledge before further to the next step after they reach up to the criteria.

The last step of implementing the training model was highlighted on the **tenth step** of summarize and assessment of implementing the training program which it was done through five rating scale questionnaire for asking the international education consultants’ opinion of attending the training program in the scope of the program overview, their learning, their ability of

providing the service, and the advantage of their organization related with attending the program.

As the result of collected data from the questionnaire, it was definitely shown the appropriateness on the way of deliver the program in order to support the required competencies enhancement as well as it is also the great learning opportunity for their learning though the training program. These learning processes were also related with their changed behavior of providing the professional service for their career too. Additionally, the international education consultants agreed with the benefit for their organization regarding to the professional image of providing the service by the qualified consultants of the organization.

To sum up with outcome of doing the implementation of the training model in this third phase, it was emphasized on the appropriated of the training model for the purpose of enhancing the required competencies for the international education consultants, particularly in the areas of communication skill and their personality as the professional education consultants, while the other competencies of their service mind and ethical service have to be taken the longer time of improvement.

According to all above process of developing the training model based on the action learning concept to enhance performance for international education consultants, it could be clearly seen on the effectiveness of the model for supporting the purpose of the human resource development in this professional career;

however in terms of doing well for running the training model, it should have any factors and conditions for the implementing the model and therefore, several factors and conditions were find out in the last phase of this study.

Phase 4: Analyze the factors and conditions of implement the training model based on action learning concept to enhance performance for international education consultants

In order to analyze the factors and conditions affected on the way of running the model, the focus group discussion methodology was introduced in this phase by selecting three of the training participants to be the delegates of discussing with the other two experts in international education consultant service, while the other of the training participants are welcome to be the audiences of this function.

The resolution of the focus group discussion was divided into two parts, as the list shown below:

Part 1 : Factors of the implementation of the model which it were summarized from the group discussion in three points

1. Curious to know: one of the factors impacted on the successfulness of the model has to be focused on the international education consultants' learning behavior itself. For this mention, the starting point of successfulness need to be growth up from the inner of the learner and therefore, the interested to know

and learn in whatever knowledge, can be the supportive trait of improve their competencies.

2. Attention to detail: the other factors impacted on the successfulness of the model still are highlighted on the inner of the learner which it had been other concerned on the characteristics of the international education consultants on their attention of the detail on what they have done on their job. In other words, the ability of seeing on what the action they did in the job relate with the area of what competencies they were enhanced lead to their action learning through this training program.

3. Job responsibilities: the last factor was underlined from the group discussion is the international education consultants' responsibility of their work. It has been said, the opportunity of enhancing the competencies in this program can be also related with the job responsibilities of each consultants as they might not be able to show their service behavior linked with the list of required competencies while they were joining the program and consequently they have to be self learner after finish the training program.

In conclusion with the part of the factors impacted on the implementation of the model, it has been clearly seen the most importance factors are involved with the inner of international education consultants itself, as such the international education consultants' curious to know and also their ability of paying attention in their work detail. For these identities, it would be emphasized on the grounded point of the

effectiveness of the model, related to the trait of each consultant as the supportive subjects for successfully of implementing the model.

Part 2: Conditions of the implementation of the model which it were discussed in five points

1. The international education consultants and other relevant people in this industry have to accept on the impact of missed opportunity of competencies enhancement on their working, and they have to be also acknowledged on the effectiveness of human resource development through the training model based on action learning concept in this study too. In other words, one of essential point of training model effectiveness need to be firstly underlined on the people acceptance of the current issue on their problem and also wanted to find the best solution for solving the problem, otherwise the processing model could not be run.

2. The international education consultants who participated in this program has to be strived on their purpose of changing the way of providing the international education consultant service to be more acceptable and impressiveness to their clients. The intention of the international education consultants for revising of this issue can be the motivational condition for being the successfulness of the training program implementation in this study.

3. The training program participants have to also given their collaboration into every learning activity conducted in the program. The collaboration among group of learners of the

program can be helping them on their learning by getting the difference idea from other difference people before adjust the new knowledge into their way of action learning in their job routine.

4. The supportive from the authorized person for implementing this training program. In fact, the requested for supportiveness from the authorized person is one of the process of developing the training model as mentioned above; however, the supportiveness only from the person inside the company seem to be not enough for pushing the training program successfully. The other supportive offered from other parties outside the company should be the other great condition for assisting on the process of this training program. Beside this, the group discussion within this phase has been also concern on the period of the supportive as it has to be covered the whole period of processing the program as it can be prevent on any unexpected barrier while the program has been run.

5. The way of present the content of required competencies in this program need to be flexible and related with the nature of job task as it might have some cases of unable to show exactly manner related with the list of required competencies and therefore the content of the competencies has to be easily to adjust with any job task on the international education consultant service.

To be concluded with the conditions of implementing the training model, it is similarly with above mentioned factors as they are also paid the importance on the international

education consultants as the major subject of successfulness of this implementation, it has been found that three out of five conditions are related with the inner mind of the participants and its sound like every human resource development issue need to be grounded from the international education consultants themselves.

At the end of focus group study in this fourth phase, the conclude of the discussion has been spotlighted on the significant of the international education consultants as they are the first group of people influences on the effectiveness of implementation the training model into the organization. According to the above results, it has been clearly seen that all those three factors of implementing the model are involved with the inner of the international education consultants as well as their job responsibilities, while the other three out of five conditions in this implementation are highlighted on the attention of the international education consultants with the current situation of providing unprofessional service and also their acceptance of the human resource development program based the action learning concept which they need to be involved in every learning activity of the program. Such to this finding, it has not been denied on mainly factors and condition of implementing the training model are focused to the international education consultants and therefore, it should be said the primary task of making the implementation model, need to be firstly concern on how to convince the

international education consultants to see on the essential of this program.

On the whole of above results of the developing the training model based on action learning concept to enhance performance for international education consultants, it has clearly seen on the whole picture of the process, which is much appropriated in several points, for instance, the way of developing the model based on the result of collected data from the people who are working in the real situation and therefore, the scope of developing can be answered the exactly their need of developing their performance. Additionally, regarding to the learning activities in this training model, it has been developed by reference to the concept of Action Learning which is highlighted on the widely learning opportunities for the group of learner through their learning activities of question and reflection as well as the learning through their action of applying the strategic plan into their job routine. These patterns of learning activities are also the other effectiveness point of this model in order to be supportive idea for human resource development in any industries. Beside this, the learning activities is not only offer the great learning opportunities for the learners, but the way of playing the activities is also not against the job routine as it can be smoothly adjust into the way of doing the job and that is consequently other point of being the efficiency model as it is not costly on both manpower and time consuming for attending the learning activities outside the organization.

Nevertheless, refer to the conclude of the focus group discussion, the effectiveness of the training model implementation could be run perfectly if it has been contributed from both international education consultants and the other authorized people. In other words, the issues of unsatisfied service in this industry have to be accepted from every people in this industry and they need to be also agreed with the benefit of improving their performance through the training model based on action learning concept too. Beside this, the international education consultants' collaboration of attending in every learning activity run through the training model is also the other condition link with the effectiveness of applying this model into their organization. Furthermore, the international education consultants are not only the essential group of people contributed into the model, but the authorized people from relevant parties have been also the influence people of this implementation in terms of being the supporters for the whole period of running the model.

DISCUSSION

In order to make the discussion of the research finding in this study, it has been following with the four objectives of the research and it was presented.

1. Combination of Counseling Service and Service Business's concept is the element idea of identify the required competencies for the international education consultants

According to the result of study and identify the required competencies for the international education consultants in this study, it has been found those four subjects of the required competencies in knowledge, skills, characteristics, and attitude for the international education consultants. Such to these scopes of the competencies, it could be said that are the combination of two basic concepts of working in the international education consultant service as shown below:

Concept 1: Counseling Service, which is a part of psychology theories focused on offering the non-profit consultant service to any people in order to help them find out on their own way of solving the problem. Therefore, regarding to the main purpose of providing the costless psychology counseling service, the psychology counselor have to be holding an appropriated characteristic for being the professional counselor as well as the essential skills such as the communication skills for providing the great service to their client (Barry, 2006). These required competencies for psychology are exactly the same with the required competencies for the international education consultant as we found from this study.

However, regarding to the difference between psychology counseling service and the international education consultant service, on the main purpose of providing the service which is not only aim to the assist their clients based on their enquiries of study overseas, but

the international education consultant service is also seeking for the financial benefit from running the business too. Consequently of this difference purposes, the idea of running the business has to be also involved with the process of study and identify the required competencies for the international education consultants as below discussion.

Concept 2: Service Business, which is the concept focus on the pattern of providing the great service to the client as it is the intangible industry and therefore, it has not been the same with the other kind of goods industries. In other words, the competitive advantage of running the service business has to be spotlighted on the quality of service providers and that is the reason why the concept of doing service business is aiming on the way of improving the quality of their human. According to Nunthapaiboon, (2008) one of the hot issue of providing the service in this era is pointed to the responsibility of the provider to the public as it call "Professional Ethics service" Such to this concern, it has been also found that Thai International Education Consultants Association (TIECA) – an association where is aiming to maintain a high standard of educational counseling as well as safeguard the rights and advantage for the clients, has established the Professional Ethics rule for their member which is highlighted on whatever their member should be done included honestly service, keep secret on personal information of their client and being the expert in any essential knowledge of study overseas (TIECA, 2009). All

these required rules are also the same with the research finding from the study and identify the required competencies for the international education consultants in this study too.

To sum up with the first point of discussion in the areas of required competencies for the international education consultants, it would not be denied on the specific characteristic of the competencies of this industry which is not exactly the same with the psychology counselors do and also does not the extremely focus on the highest financial benefit as the other business. In other words, the combination between the concept of psychology counseling service and the idea of high quality and social response from provider in the service business seem to be the best answer of the concept for identify the required competencies framework in the international education consultants service as it would be named "Not for Profit business"

2. The international education consultants' need and pattern of their work are the most concerning points of developing the training model.

The second point of discussion has been focused on the result of developing a training model used for enhance performance of the international education consultants in this study and it has been come out with ten steps of the developing model as mentioned above.

According to above summary result of developing the training model, the brighten point of this issue should be discussed on the appropriate basic concept selected for this

specific career. In make the declaration, the importance process of developing the training model should be focused on what the basic concepts were introduced as the elementary knowledge of producing the model. The point is no matter of any concepts were reviewed, but the seriously point of selecting the appropriated basic concepts must be the suitable concept with the industries' need on human resource development as well as the pattern of their learning and work. For instance of this concern, it can be back to the reason of selecting Blank's model (1982) and Marquardt's learning model (1999, 2002, and 2004) for this study, as it would be clearly viewed that Blank's model is perfectly fit with the need of the international education consultants on their intension of competencies enhancement through the training model refer to the first step of developing the model was highlighted on identify their required competencies which is also related with their need. Similarly with the pattern of action learning is also acceptable learning idea for applying into the service business which it can be created the learning on either individual or group level in the organization as well as it is not also costly on both manpower and time consuming for playing the learning activities of the program. Beside this, once the Blank's model was designed as the framework of the training model, the process of action learning is also properly applied into the training framework in terms of being the supportive learning activities in this model.

To sum up with the second point of discussion, it would be underlined on the appropriated of selecting the basic concept for developing the training model as it would be emphasized that whatever concepts are invited, the strongly points of concerning need to be the perfectly applied within specific pattern of working in the training career as well as the need to people who would like to be trained. These points of concerning should be the firstly supportive point of successfully in developing the training model in any industries.

3. Great learning opportunity provided through the implementation of the training model with the time concern.

The other point of discussion is also related with the results of the implementation of the training model based on action learning concept to enhance performance for international education consultants, which are presented the outcome of implementing the model in four areas of the action strategic planning application, the international education consultants' performance and their knowledge, before end up with the feedback of attending the training program.

With regarding to the result from those four areas of study in this phase, it has been clearly seen on the appropriated of the training model in order to offer the learning opportunity for the international education consultants through the application of strategic planning into their job routine, in particularly on their learning of improving their communication

skills and professional characteristic which are also confirmed through the highest percentage of improvement on these two subjects of the competencies. Beside this, the confirmation of ability of providing the learning opportunity through this training model has been also found from the feedback of the international education consultants on their opinion of attending the training program, as they are also agree with the learning opportunity they were got through the training program either in individual level, group level or organizational level. Nevertheless, the implementation of training model in this study seem to have some limitation of application which could be discussed below

It has not be denied on the great learning opportunity provided on the way of the training model; however, in terms of pointing on the competencies improvement, it could be seen only two out of five areas of competencies were brighten improved, while the other seem to be rarely seen on their changing. The reason of this situation could be highlighted on limitation of the training program and also the competencies itself.

To be discussed with the barrier of fully improvement on every required competency in this training model should be seen on the period of processing the training model. Even though, the duration of running the training program are accepted by the program participants, it seems to do not appropriated for every competencies because of some kind of the competencies could not be seen any improvement within a

short period of applying the training program, for example, the professional ethical service and the international education consultants' service mind as they are likely the spiritual development and therefore, it should be take a bit longer time of changing than the others. While the presenting of problem solving skill improvement need to be also found in exactly period of providing the service which is not happened in every case of the service.

To sum up with the point of effectiveness of the training model implementation in this study, it has to be accepted on the great benefit of applying this training model into the organizations in order to offer the learning opportunity for organizations' people on the way of their action of their job. Such to this benefit of learning opportunity is not only for the international education consultants themselves, but the overall of the group and organization can be also gained the benefit of this training application in this the organization too. However, in terms of applying the training model into the organization, it has to be concerned on the point of the duration of apply the training program as it need to be set in the appropriated duration of running the program in order to serve all required competencies improvement.

4. People is the mainly factor impact on the implementation of the training model.

The last point of discussion is linked with the analysis of the factors and conditions of implement the training model based on action learning concept to enhance performance for

international education consultants as its result can be divided into two parts as below:

Part 1: Factor of implementation the training model are related with the international education consultants' characteristic of curious to know and paying the attention of the job detail on the relationship with the areas of competencies enhancement, while the international education consultant's job responsibility is also the other influence factor of the implementation in this study.

Part 2: Condition of implementation the training model is also highlighted on the acceptance of the people in this industry on the current situation providing the unprofessional service and also the solution of solving this problem by the way of applying the training program into the organization. Beside this, the implementation of the training model can be also encouraged with the collaboration among group of people in any relevant parties of this educational service.

With regarding to above summarized results of analyzed the factors and conditions of implementing the training model in this study, the similar point between the factors and the conditions is underlined on what the international education consultants play into the training model. In other words, because of the international education consultants is the most essential part of processing the training model, and that it would be concerning on the way of how to convince them to see and accept on

the playing role of the training model into their organization.

Beside this, refer to the result of analyzed the condition of implementing the training model, the other group of people influence on the successfulness of the training model is spotlighted to the authorized people from both inside or outside the organization as they can be the supportive part of processing the training model and therefore, it would be also the importance step of asking the sustainable support from these authorized people through the running of the program.

To sum up with the above discussion, it would be interested to see on mainly factor of implementing the training model is the people, who whatever act as the international education consultants or being on the position of the top manager. Those people in the international education consultant service industry have to be convinced for the acceptance of applying this training model on the purpose of enhancing the performance of the international education consultants as well as the required competencies improvement.

For above discussion points of the development of the training model based on action learning concept to enhance performance for international education consultants, it can be clearly seen on the most importance thing of developing is whatever has been done through the process it have to served with the need of the organization and its people.

RECOMMENDATION

There are two parts of recommendation are presented in this paper:

Part 1 : Recommendations for the application

1. The policy of human resource development in the organization should be revised and included the competencies training program into the yearly plan.

2. Because of the qualification of attending the training program in this study does not limited on any job position or work experiences; therefore, the top manager should be also joining with the program as it can be the representative of their attention of the program.

3. Thai International Education Consultants Association (TIECA) as the authorized party on the international education consultant

service should have any collaborative with other relevant parties on schedule the annual competencies training program as the compulsory training for their member.

Part 2 : Recommendations for further research

1. The training model in this study should be revised as the case study of competencies training in the other service business.

2. The learning activities of this training model should be developed base the other nature of the career.

3. The duration of processing the training program should be covered in every point of competencies improvement.

4. The content of required competencies should be flexible and easily to adapt with every process of providing the international education consultant service.

BIBLIOGRAPHY

- Barry, J. (2006). *Counselling*. (5th Ed.) Bangkok: Charenwit Publishing.
- Blank, W.E. (1982). *Handbook for developing competency based training programs*. New Jersey: Prentice-Hall.
- Marquard, M.J. (1999). *Action learning in action: Transforming Problem and People for World class Organization Learning*. Palo Alto, CA: Davies-Black .
- Marquardt, M.J. (2002). *Building the learning organization: Mastering the 5 Elements for Corporate Learning*. (2nd Ed.). Palo Alto, CA: Davies-Black.
- Marquardt, M.J. (2004). *Optimizing the power of action learning: Solving problems and building leaders in real time*. Mountain View, California: Davies – Black.
- Noichatturas, P. 4 February 2012. Senior Counselor at Ideal Education Co.,Ltd. *Interview*.
- Nunthapaiboon, J. (2008). *Service psychology*. Bangkok: SE-Education.
- Rassamettummachot, S. (2006). *Competency – based learning*. Bangkok: Sirivatana Interprint.

Sophonkanaphon, P. 4 February 2012. Business Development Manager at INFO Learning Co., Ltd. Interview.

Thai International Education Consultants Association. (2009). *Professional Ethic for international education consultants*. Retrieved from http://www.tieca.com/about.php?content_id=1327984594