

**A STUDY OF CONTENT AND TRAINING METHODS
FOR A FIVE-DAY TRAINER COURSE**



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FOR A FIVE-DAY TRAINER COURSE**



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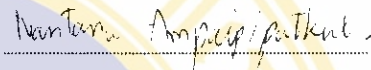
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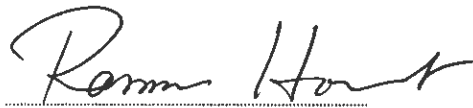
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A STUDY OF CONTENT AND TRAINING METHODS FOR A FIVE-DAY TRAINER COURSE

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ABSTRACT

A trainer course is a course to train people to train others in some specific areas. Because trainer courses are different due to the particular needs of each organization, Chuthatip Toryord studied the appropriate period for developing a trainer. It was found that the period of time that was suitable for training a trainer was five days. The course is suited for a would-be trainer who was inexperienced and had not obtained adequate knowledge in instructing and transferring. For gaining an effective trainer course, I thus was interested in exploring further the content and training methods employed in five-day training for a trainer course. The sample group consisted of 30 trainers who instruct short courses of training for trainers. I developed a set of structured interviews.

From those interviews, I learned:

1. Training methods in the five-day trainer course should comprise two parts: content and practice. The proportion was content 40 percent and practice 60 percent.
2. Content in the five-day training for trainer course should consist of six topics: training aids, training methods, trainer roles and responsibilities, communication skills of trainers, adult psychology and lesson plan. Each topic should last three hours.
3. There should be three sections of practice. The duration for each section should last between 5-30 minutes. The topics for the practice might be general topics or specific topics related to the participants' work. For the evaluation of the practice, the evaluators mostly were trainers or classmates. The sample group used video recording for feedback.
4. The factors leading to the success of training for trainer courses were trainer characteristics, knowledge transferring methods and preparation.

KEY WORDS : TRAINING / TRAINING FOR TRAINER COURSE /
TEACHING ADULTS / SHORT TRAINING COURSE

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การศึกษาเนื้อหาและวิธีการฝึกอบรมหลักสูตรวิทยากรระยะสั้น 5 วัน (A STUDY OF CONTENT AND TRAINING METHODS FOR A FIVE-DAY TRAINER COURSE)

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บทคัดย่อ

หลักสูตรวิทยากรเป็นหลักสูตรที่จัดขึ้นเพื่อฝึกอบรมบุคคลให้เป็นวิทยากร เนื่องจากแต่ละหลักสูตรนั้นแตกต่างกันออกไปตามความต้องการเฉพาะด้านของแต่ละองค์กร จุฬาลงกรณ์มหาวิทยาลัยได้ทำการศึกษาถึงระยะเวลาที่เหมาะสมในการฝึกอบรมผู้ที่จะเป็นวิทยากร ซึ่งการวิจัยพบว่า ระยะเวลาที่เหมาะสม คือ 5 วัน และเหมาะสมสำหรับผู้ที่เป็นวิทยากรซึ่งขาดประสบการณ์และความรู้ในการถ่ายทอด จากผลการวิจัยดังกล่าว ผู้วิจัยจึงสนใจที่จะศึกษาต่อว่า ในหลักสูตรวิทยากรระยะสั้น 5 วันนั้นควรประกอบด้วยเนื้อหาเรื่องใดบ้าง และควรมีวิธีการฝึกอบรมอย่างไร

กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ วิทยากรซึ่งสอนหลักสูตรฝึกอบรมวิทยากรระยะสั้น จำนวน 30 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์แบบมีโครงสร้างจำนวน 1 ชุด

ผลการวิจัยพบว่า

1. การฝึกอบรมในวิทยากรระยะสั้น 5 วัน กลุ่มตัวอย่างมีความเห็นว่า ประกอบไปด้วย 2 ส่วน ได้แก่ เนื้อหาและการฝึกปฏิบัติ โดยมีเนื้อหาร้อยละ 40 และฝึกปฏิบัติร้อยละ 60
2. เนื้อหาในหลักสูตรฝึกอบรมวิทยากรระยะสั้น 5 วัน ควรประกอบไปด้วย 6 เรื่อง ได้แก่ สื่อในการฝึกอบรม วิธีการฝึกอบรม บทบาทและหน้าที่ของวิทยากร การพูด จิตวิทยาการเรียนรู้ของผู้ใหญ่ และการจัดทำแผนการสอน ระยะเวลาที่ใช้ในการสอนแต่ละเรื่อง หัวข้อละ 3 ชั่วโมง
3. การฝึกปฏิบัตินั้น ควรมีการฝึกปฏิบัติ 3 ครั้ง ใช้เวลาฝึกอยู่ในช่วงระหว่าง 5-30 นาที เรื่องที่ใช้ในการฝึกปฏิบัติอาจเป็นเรื่องทั่วไป หรือเรื่องงานที่ผู้เข้าอบรมรับผิดชอบ บุคคลที่ทำหน้าที่ประเมินผลการฝึกปฏิบัติส่วนใหญ่ ได้แก่ วิทยากรและเพื่อน เครื่องมือที่ใช้ร่วมในการประเมินผล ได้แก่ การบันทึกวิดีโอ
4. ปัจจัยที่มีผลต่อความสำเร็จของหลักสูตรฝึกอบรมวิทยากร ได้แก่ คุณลักษณะของวิทยากร วิธีการถ่ายทอดความรู้ของวิทยากร และการเตรียมความพร้อมก่อนการสอนของวิทยากร

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CHAPTER 1

INTRODUCTION

The signification of the study

The most important and valuable resource in administering any organization was human resources which meant by the users and the operators of all other resources, said, technology, materials and budget, for the most beneficial to their organizations. The success of an organization, thus, depended considerably on the quality of its personnel.

In order to gain qualified personnel, the three human resource development activities, i.e. training, education, and development (Nadler, 1989: 4), thus, played an important role in individual development, career development, performance management and organization development. The purpose of such activities was to gear the personnel proficiency to meet the goals of the organization. (Gilley, et al., 2002: 13-14)

Since training contained a lower risk in investment comparing to the other human resource development activities, and since it could be specified to fit individual needs which the participants would be able to apply the knowledge and skills learned to work instantly, training had then been a prominent approach to develop the human resources in order to push the organization administering to be more efficient.

An accomplished training comprised three persons, i.e. training course organizer, trainer and participants. These three persons were all associated and took part in determining the success of the training. The trainer, however, had been accepted to be the most significant factor resulting in either success or failure of the training. Although the course had been well planned, the training would have a tendency to be unsuccessful if the trainer lacked of well knowledge and comprehension in his or her roles as a good trainer (Krit Umpote, 1971: 4-5). This

view was in line with the notion on problems of in-house trainers of Somkid Isarawatana (2000: 5) as follow:

“Who can best develop human resources of the organization? The answer is the person who is responsible for that certain work. Since every unit of an organization has its unique working system, the keenest person on a particular work is the one who deals with it. Nonetheless, the problem is that many trainers are not adequately capable of training or transferring their knowledge to the participants since they lack of knowledge on how to transmit and convey their experience to the others...”

Therefore, the trainer courses had been promoted in order to produce professional trainers for near all kinds of organizations. These courses varied in terms of period of time required, from a day to two-year courses. For instance, curriculum of Master of Education, Adult and Continuing Education, Mahidol University was a two-year curricular (1999), while Enhancing Trainer Skills Course required four days to complete (Technology Promotion Association, 2000). However, most trainer courses were generally organized within two to five-day periods.

Though the trainer courses diversified largely in time length, it was unable to verify the most effective course—the one that produced trainers who could best transmit the content to participants—due to the specific needs of each particular organization. To figure out this query, Chuthatip Toryord (2002) studied the appropriate period of time, content and procedures in handling an effective short course training program in developing trainer, which lasted not more than five days. Chuthatip Toryord conducted a study on Analysis of the Development of Resource Person Process in the Short Course Training Program. The findings revealed that;

1. The content of the two-day and five-day trainer courses were corresponding which regarded roles and preparation of resource person, training techniques, training media, personality, lesson plan, creating learning environment, and speaking and communicating skills. For the content on adult psychology was mitted in two-day course.

2. The training methods employed in the courses were lecture, demonstration, and practice with combination of other training techniques.

3. The content of the two-day training course was inadequate for training trainers, while that of the five-day one was satisfactory.

4. The two-day training course was appropriate for the trainers who had teaching experience or being trained experience, while the five-day course suited the inexperienced trainers who lacked of teaching knowledge and accurate of knowledge transfer.

The result of the study also suggested that the appropriate period for short course was five days. This conclusion intensified the researcher's interest to explore furthermore the appropriate content and training methods that should be comprised in a five-day trainer course. The findings would be advantageous as they could be applied in implementing an effective trainer course from which proficient trainers would be educated. The findings would also benefit and took part in boosting the existing trainer courses to be more productive.

The purpose of the study

To study the content and training methods employed in the five-day trainer course.

Research Questions

1. What content should be included in the five-day trainer course?
2. What were the appropriate training methods for the five-day trainer course?
3. What were the factors that led to the success of trainer courses?

Limitation of the Study

The researcher have scoped the area of this study as follow:

1. To study the opinions relating to the five-day trainer course.
2. To study the opinions of the trainer who reached the following

requirements:

- 2.1 The trainer had to instruct the short course of training for trainers in international or large companies.
- 2.2 The trainer had to gain at least three-year experience as a trainer.
- 2.3 The trainer had to gain at least three-year experience as a course designer of a trainer course.

Definitions of terms

Trainer referred to the knowledgeable and experienced person who was equipped with techniques and strategies in transferring his or her knowledge to the participants in order to change their knowledge, understanding, skills, or attitudes according to the objectives of the course within the limit of time.

Short course of training for trainers referred to the trainer course, which lasted not more than five days.

The five-day trainer course referred to the five-day training course for a trainer who was inexperienced and obtained inadequate knowledge in instructing and transferring.

Content meant content topics and subtopics, which were appropriate to the five-day trainer course.

Training methods referred to the methods or activities that trainer or instructor employed as a medium to convey knowledge, experience or information to the participants in order to facilitate their learning which might lead them change their working behavior and attitudes according to the course objectives.

Expected outcomes and benefits

1. The findings could be used as information to implement an effective trainer course.
2. The findings could be used as information to provide some criteria of a productive trainer course for several organizations.



CHAPTER 2

LITERATURE REVIEW

The study of content and training methods for the five-day trainer course aimed to examine the appropriate content and training methods employed in the five-day trainer course. The researcher reviewed related literature on the following areas:

1. Definitions, qualifications, and characteristics of quality trainers.
2. Organizing short course and full course of training for trainers.
3. Training methods in trainer courses.

1. Definitions, qualifications, and characteristics of quality trainers

1.1 Definitions of Trainers

Trainers meant change agents who facilitate and transfer knowledge or skills to participants who would be able to change what they have learned to be the effective workers. (Donaldson & Scannell, 1986: 5)

Trainers meant persons who were accountable for delivering knowledge to participants as to generate their behavioral changes in several aspects, i.e. knowledge, skills and attitudes. In addition, trainers were to be full of knowledge and capacities, and also had been trained in teaching methods and techniques as teachers did. Besides, trainers had to be more experience in teaching adults than general teachers whose responsibility was to teach students in schools or universities. (Vijit Arvakul, 1997: 209)

Trainers referred to persons who were full of knowledge, and accountable for transferring knowledge, changing attitudes, understanding or enhancing skills for participants until their behaviors have changed to be in accordance with the determined goal. (Somkid Isarawatana, 2000: 9)

Trainers were persons whose functions were to transfer the content or knowledge of the course to learners in order to change their behaviors in terms of knowledge, understanding, skills, and good attitude towards working. (Niracha Thongthamachart, et al., 1997: 120)

Trainers meant persons whose duties were to convey knowledge to participants as to generate their behavioral changes in terms of knowledge, skills, understanding and attitude. As trainers were change agents, They needed to have the techniques to motivate participants to generate knowledge and understanding. They also had techniques to adjust participants' behaviors and attitudes. (Somchart Kityunyong : 2002: 37)

Trainers were key persons in enabling participants to generate knowledge, understanding, attitudes and capabilities so that they could effectively change their behaviors according to training objectives. (Krit Umpote, interview)

In conclusion, trainers meant persons who were full of knowledge and experiences in the subject matters they taught, and also had strategies and techniques in delivering those subject matters to participants as to generate better behavioral changes in the aspects of knowledge, understanding, skills and attitude in order to help them achieve the determined objectives within a limit of period.

1.2 Qualifications of Trainers

To be excellent trainers, they had to specialize on the subject matters they passed on and to know how to use delivering techniques wisely. Besides, trainers' physical, emotional and mental readinesses were also the important parts to drive the participants to learn and then be able to change their attitudes in such a better way.

Miller (1979: 182-183) In selecting a person to be a complete and competent trainer, there were basic minimum requirements for a trainer would be as follow.

1. **A desire to instruct.** A trainer must really want to instruct and enjoy doing it.
2. **The knowledge of what to instruct.** A trainer must know the subject inside and out.
3. **The knowledge of how to instruct.** A trainer must be trained in instructional techniques that varied in many situations. The trainer must know how to choose the right one and having chosen it, how to use it.
4. **An understanding of how people learn.** There were a number of obstacles, which acted as barriers to learning, and there were ways of overcoming them and making the learning process easier, quicker, and more effective. A trainer must know about these, including the use of visual aids that increasing learning effectiveness.
5. **The right personality.** A trainer must recognize that each participant was a person and might need sympathy and understanding. At other times the trainer must provide enthusiasm, thus motivating participants to put the training to aggressive use.
6. **The ability to communicate.** In order to communicate, a trainer must be able to see problems through participants' eyes, and thus to understand their difficulties.
7. **Flexibility.** A trainer must be flexible enough to make changes, very often at the last minute, in program or approach.

Power (1992: 15-21) If the instructors were to successfully carry out their responsibilities, there should be requirements used to select excellence instructors as follows:

1. **Skills.** The level of skill required of instructors would depend upon the nature of the course and the completeness of the course material. The following basic skills required or desired of classroom instructors were identified as follows:

- 1.1 Verbal skills (Ability to speak effectively).
- 1.2 Interpersonal skills (Ability to work effectively with others).
- 1.3 Leadership (Ability to lead people to accomplish objectives without creating hostility).
- 1.4 Reading (Ability to read and comprehend course material).
- 1.5 Organizing and planning (Ability to develop plan and to set priority)
- 1.6 Platform skills (Ability to establish and hold eye contact, move and gesture naturally, and speak with variety of inflections).
- 1.7 Decision making (Ability to make sound decisions given the information available).
- 1.8 Flexibility (Ability to change plans to meet objectives).
- 1.9 Analytic skills (Ability to comprehend and interpret information).
- 1.10 Problem solving (Ability to constructively handle unexpected problems).
- 1.11 Feedback (Ability to provide motivational and developmental feedback).
- 1.12 Questioning (Ability to ask questions in a way that produced a desired response).
- 1.13 Participation (Ability to get people involved).
- 1.14 Initiative (Ability to initiate a desired actions).
- 1.15 Management of diverse groups (Ability to successfully manage a mix of people).
- 1.16 Risk taking (Ability to take unplanned and risky actions to accomplish objectives).
- 1.17 Writing (Ability to write clearly and concisely).

2. Knowledge. The level of knowledge required of instructors would depend upon the nature of the course and the completeness of the course material. The following areas of knowledge required or desired of instructors were identified as follows:

- 2.1 Subject matter (minimal to extensive knowledge of the subject to be taught).

2.2 Organization (minimal to extensive knowledge of the organization involved).

2.3 Trainees (minimal to extensive knowledge of the trainee population).

2.4 Adult learning (minimal to extensive knowledge of how adult learn).

2.5 Training (minimal to extensive knowledge of performance or needs analysis, course development, delivery, and evaluation).

3. Qualifications. The following list identified the qualification generally required or desired of instructors.

3.1 Train-the-trainer course (Successful completion of a course designed to deliver training in accordance with standards of excellence).

3.2 Graduate degree (specified degree from a college or university).

3.3 License (formal or legal permission to do something specified).

3.4 Certificate (written statement testifying to a fact or qualification).

4. Experience. The experience required of instructors depended upon the kinds of courses that would be taught. The following list identified the kinds of experience typically required or desired of instructors.

4.1 Skills experience (successful experience using skills being taught).

4.2 Technical experience (successful experience in a specified technical area).

4.3 Training experience (successful experience training adults).

4.4 Line of staff experience (successful experience in a line or staff assignments).

4.6 Supervisory experience (successful experience managing others).

4.7 Management experience (successful experience in a management position).

Nakrob Rawangkarn, et, al. (1997 : 76-78) remarked of trainers' abilities as follows:

1. Academic ability

1.1 Understanding thoroughly in teaching subject matter both in theory and practice.

1.2 Diligently studying, researching and keeping in touch with progress of new science involving trainers' teaching subject matters.

1.3 Smoothly and conformably answering and linking relation between theory and practice.

2. Transferring ability

2.1 Intention to teach and generate knowledge.

2.2 Appropriate use of various teaching methods and techniques.

2.3 Understanding in the objectives and content of course.

2.4 Analysis and understanding of bases and needs of participants.

2.5 Having initiation to improve and adjust teaching methods to suit the situation and participants.

2.6 Creating activities to gain participants' participation in class.

2.7 Well- prepared and planned in teaching.

2.8 Ability to create proper environment and participants' motivation.

2.9 Ability to evaluate and examine one own teaching.

2.10 Ability to eliminate tension by using sense of humor.

2.11 Ability to solve problems and unexpected situation.

3. Training aids skills

3.1 Knowing how to use training aids.

3.2 Selecting proper training aids for training.

3.3 Systematically preparing and planning of training aids application.

3.4 In case that the participants were to use training aids in class activity, trainer was to be able to explain and demonstrate how to use them in advance.

4. Responsibility

- 4.1 Realization of ones responsibility for the course.
- 4.2 Responsibility for motivating participants' interests.
- 4.3 Providing full attention and care to class.
- 4.4 Be attentive to work.
- 4.5 Be punctual.

5. Human Relations

- 5.1 Holding optimistic attitude.
- 5.2 Polite.
- 5.3 Respect and accredit for humanitarian values of participants.
- 5.4 Knowing oneself and understanding the others.
- 5.5 Having interpersonal skills.

6. Personalities

- 6.1 Properly costuming according to age, place and situation.
- 6.2 Well manner and social association.
- 6.3 Self-confidence of showing up in front of public.
- 6.4 Having the art of speaking and listening.
- 6.5 Self-confidence.
- 6.6 Having enthusiasm in work.

Praphaiphan Wecharaksa (2000: 11) mentioned to the competency of adult teaching trainers as follows:

1. Knowledge; trainers were to be knowledgeable in;

- 1.1 Techniques to transfer knowledge, which differed from those used with children and adolescents.
- 1.2 The characteristics of the target group such as gender, age, family background, or background knowledge.
- 1.3 Adult teaching psychology and teaching techniques.
- 1.4 Being dynamic learners.

2. Skills; trainers had to master the following aspects:

- 2.1 Capability of transferring knowledge.
- 2.2 Ability to stimulate and motivate participants' interests.
- 2.3 Good at solving problems and unexpected situations.
- 2.4 Ability to manage classes according to the course objectives.
- 2.5 Ability to make a linkage between knowledge.
- 2.6 Skill in exchanging knowledge.
- 2.7 Capability to apply knowledge accurately and rapidly.

3. Attitudes; trainers should hold the attitudes as follows:

- 3.1. Attitude towards trainers themselves referred to having respect, appreciation and confidence in being a trainer.
- 3.2 Attitude towards participants was to respect, accept and realize of the importance of participants' learning.
- 3.3 Attitude towards training was to realize of the importance and advantages of training.

Nirasha Thongthummachart (2001: 122) indicated the qualifications of trainers as stated below:

1. Trainers were persons with good attitudes towards participants, and devoted themselves to teaching as well as loved to share knowledge and experiences to the others.
2. Trainers should directly experience in their teaching subject matters, and be able to explain details and answer any problem involving their teaching subject matters.
3. Trainers should be reliable persons, which could be the good and trustworthy models.
4. Trainers should qualify as training leaders, which included having self-confidence and emotional stability.
5. Trainers should have arts of speaking, transferring, and listening to the others' problems, doubts and opinions, as well as having ability to ask and answer questions.

6. Trainers should be sacrificed which provided knowledge without the expectation of the reward.

7. Trainers should be good-natured all the times or have sense of humor for creating learning environment and motivating participants' interests during the class. Besides, trainers should have enthusiasm to learn and eager to know things or to be dynamic persons.

8. Trainers should not despise, but listen and respect the others' opinions.

9. Trainers should have ability to solve problems and misunderstanding during training, and not let those problems remain stuck in participants' minds.

10. Trainers should be warm and familiar with participants so they would not feel uncomfortable and have courage to talk, to share or to question things, which could create more amiable atmosphere.

11. Trainers should have both good internal and external personality.

Krit Umpote (Interview, 2003) proposed the following qualifications of trainers:

1. Knowledge on teaching subject matters.

1.1 Knowledge on the content of the subject matters to be taught

1.2 Knowledge of the reasons of the content

1.3 Knowledge of the hypotheses of the content

1.4 Knowledge in applying the content.

2. Ability to generate knowledge.

Trainers knew how to use teaching techniques so that learners would know, understand or change their behaviors according to the determined goals.

3. Psychology in teaching adult learners

Adults' acceptance of other people were more demanding than that of children. Adults did not respect all people, but merely some certain persons. If trainers had knowledge on adult psychology, their work would be smooth and also improved.

4. Ethics of trainers

- 4.1 Specializing in the teaching subject matters.
- 4.2 Mainly focusing on participants' benefits.
- 4.3 Teaching merely the subject matter one is responsible for.
- 4.4 Not to criticize other trainers.
- 4.5 Treating participants equally.
- 4.6 Performing behavior which support the teaching content.

In conclusion, quality trainers should have the qualifications as follows:

1. Having knowledge and understanding about training, direct experience in the teaching subject matters, both in theory and practice, and knowing the characteristics of different groups of learner, and also having expertise in adult psychology and adult teaching.
2. Having skills to apply and combine suitable teaching methods and techniques for generating knowledge, and abilities to produce and implement teaching materials and audiovisual aids. Besides, trainers were to have several other skills such as speaking skill, interpersonal skill, the skill of questioning, problem-solving, and leadership skill. They were also to be competent in planning and teaching preparation.
3. Having optimistic attitudes towards themselves as the trainers, as well as towards participants and training.

1.3 The Characteristics of good trainers

Being trainers of quality, they had to reach several qualifications, i.e. having knowledge, skills, and positive attitudes towards themselves, participants and teaching subject matters. In addition, they should have both external and internal characteristics that could be shown in their performances as trainers. They should make the participants open their minds to accept and respect them which could lead to more efficient learning.

Mills (1972: 35-37) The qualities of a good instructor were as followed;

1. He must be a man of purpose. The instructor must know that his job was to help his trainees to learn and to encourage them to want to learn, so that he would know what he had to do to achieve that purpose.

2. He must know his subject and his class. The instructor should know far more than he was expected to teach, know characteristics of his trainees, and prepare his instruction so well, too.

3. He must be enthusiastic. Instructor must have ability to make trainees interest and involving in learning.

4. He must be able to be a good showman. The instructor must be able to implement his instruction smoothly. He also was a good presenter.

5. Dramatic sense. The instructor must have dramatic sense and a feel of audience such as a well-timed use of the element of surprise, variety and an occasional good gag.

6. Timing. The instructor had ability to know when and how he could get across to the audience and held their attention.

7. Manner. The instructor should have natural and pleased manner such as pleasant voice, at ease with class.

Power (1992: 19) identified and defined the required characteristics or desired classroom instructors as follows:

1. Energy (capacity for doing working and overcoming obstacles).
2. Enthusiasm (eagerness and a visibly high level of interest in the subject matter).
3. Commitment (ability to keep agreements and meet deadlines).
4. Integrity (honesty, sincerity, and adherence to high standards).
5. Self-presentation (Ability to model desired behaviors).
6. Self-management (capacity to work effectively with minimal supervision)
7. Self-objectivity (capacity to seek and accept feedback).

Nipon Thaipanich, (1995: 262-263) suggested characteristics that good trainers should have:

1. Willing to listen.
2. Observation skills and try to understand.
3. Initiative.
4. Solving emergency problems.
5. Get the right information.
6. Skills to transfer knowledge so people understand easily.
7. Skills in convincing people to participate.
8. Understand needs of trainees and their basic knowledge.
9. Good Relation with participants.
10. Using training tools effectively.
11. Skill in anticipation.
11. Good planning.
12. Good Listener.
13. Good presentation skills.
15. Skills in summarizing information.
16. Solving Conflicts.
17. Using times well.
18. Good facilitator.
19. Alert of learning.
20. Relaxed with participants.
21. Patient about disappointment, accept feedback.
22. Making good decision quickly.
23. Committed to be a good trainer.
24. Knowing about facilities.
25. Willing to sacrifice time to spend with participants.
26. Knowing games and willing to entertain people.
27. Having training experiences.
28. Knowing how to relate and making linkage one aspect of topic to another.
29. Creating good environment.

30. Sense of humor.
31. Flexibility.
32. Using ample language-not too many technical terms.
33. Preparing materials on topic before beginning training.
34. Encouraging everyone to speak and learn by themselves.
35. Democratic.
36. Good person.
37. Confidence in self.
38. Be open-minded and frank.

Aom Pranorm (1997: 71-73) The following characteristics good trainers should have were:

1. Capacity of emotional and expressional self-controls.
2. Ability to build self-confidence by preparing teaching perfectly, which were readiness of content, techniques and training materials, and physical and mental readiness.
3. Trainers should be enthusiastic, appreciative, attentive, hard working, active and lively.
4. Perfect physical and mental health.
5. Efficiency in communication, improvement of voice, timing and speaking styles, accurate pronunciation, and use of different tones.
6. Informality.
7. Willingness to support participants, and give them advice.
8. Thoroughly understanding in training subject matter and conveying knowledge revealingly.
9. Ability to solving problems during training.

Galbraith (1998: 8) A teacher of adults, in relationship to how a teacher could help adults learn, should have following general characteristics:

1. An understanding of self and adult learning.
2. Providing a climate conducive to learning; a contextual setting exploration of new ideas, skills, and resolutions; and a forum for critical reflection.
3. An ability to assist adults in the process of learning how to change perspectives, shift paradigms, and replace one way of interpreting the world by another.

Somchart Khityunyong (2002: 42-45) cited that successful trainers should hold the characteristics as follows:

1. Personality, which consisted of:
 - 1.1 Physical personality which included to be dignified, respectful, clean and neat dressing which is appropriate to one's work, confident, sociable and friendly and also respectable to learners.
 - 1.2 Emotional personality which was to be delight, to have sense of humor and good emotional control.
 - 1.3 Social personality which meant having good human relation and the ability to adjust oneself to socialize with the others.
 - 1.4 Intellectual personality which was, for example, to be full of knowledge, to accept the learners' ideas, to have the ability to transfer knowledge and thoughts in the way that was suitable for the learners' level, and to be a reasonable person.
2. Enthusiasm that could be shown through one's postures, the use of words to express one's confidence which would make learners active, concentrate and eager to follow the lesson.
3. Cooperation, which meant being interested in learners and employed their information to benefit teaching that could gain learners' acceptance.

4. Materials and audiovisual aids usage which meant using materials and audiovisual aids of different channels, i.e. in order to transfer knowledge through seeing, listening, smelling and feeling, which could enhance learners' learning efficiency.

5. Full of experience, which meant to have knowledge and direct experience in teaching subject matter.

6. Success in work, which referred to the experienced trainers who were experts and well known in their teaching area.

7. The ability to transfer knowledge which meant the ability to link the knowledge, principles, experience and procedures by using words, pictures or texts to interest learners and made them understand, impress and entertain at the same time.

8. To capture the learners' heart which included "to know them"; to know the nature of the learners, and "to know ourselves"; to realize our masterly way to motivate and transfer the knowledge to learners.

9. The ability to change working behavior that enabled learners to generate their knowledge, understanding, capacity, positive attitude and virtue.

10. Not swelling with pride, which referred to not indulge in their own ability, experience or fames.

In conclusion, internal and external characteristics of quality trainers could be performed as follows:

1. Internal characteristics such as sincere, honest, fair, open-minded, positive thinking, tolerate, understanding.

2. External characteristics such as humorous, enthusiastic, relaxing, confident, flexible, sagacious, presentable, good personality, creating learning environment, eager.

1.4 Related Research

In 1990, Logan, John P. did the research about Pre-service Qualifications of Management Trainers: Education, Work Experience and Competency on Job Entry. The purpose of this study was to determine the Pre-service qualifications of management trainers in term of education, work experience and trainer competencies. The sample were 53 respondents employed in organizations, primarily in the Toronto area of southern Ontario. The instrument was questionnaire. The findings were showed as follow:

1. More than 80% of management trainers in the sample had a university degree, and one-third held graduate degree.
2. 43% of the sample had previous teaching and training experience, and 38% had management experience on entry.
3. The top three competencies were communication and interpersonal skills, the ability to assess their professional development needs and to act to satisfy those needs, and course delivery skills.

In 1993, McKeon, Denise E. conducted the research of Reported Preactive planning processes of Expert and Non-expert Teacher Trainer: an Information-processing Perspective. The purposes of this study were to provide a window of strategies that trainers used when they planned for work delivery; to examine the differences between expert and non-expert teacher trainers using an information processing perspective grounded in the research on cognitive psychology, expertise, and teaching; and finally, to provide an in depth look at how expert trainers planned for workshop. The instruments were questionnaires for 78 training professionals, and think aloud interview for 3 trainers who had been identified as training experts by their peers. The findings were showed that:

1. Trainers considered training expertise to be a function of the dimensions: knowledge of content, social affective skills, also planning and organizational abilities.
2. Both experts and non-experts reported using a wide variety of strategies when planning for workshop and using them consistently in familiar and unfamiliar settings.

3. There were no significant differences between the groups of trainers in the report use of metacognitive strategies. However, The expert trainers in the think aloud interviews reported extensive metacognitive strategy use (particularly planning and self-monitoring strategies).

4. Neither previous coursework on teaching methodology and training nor previous classroom teaching experience showed any significant effects with respect to trainers' categorization as experts. However, to be able to use their previous experiences and knowledge in a way would help them become experts.

In 2000, Dusit Dehsumran conducted a study of Trainer's Characteristics Needed by Administrator of the Siam Commercial Bank Public Company Limited. The characteristics were divided into 5 groups, which were personality, knowledge of subject, teaching skills, media usage skills and human relation. The purposes of the study were to:

1. Study trainer's characteristics needed by administrators of the Siam Commercial Bank Public Company Limited.
2. Compare need level and importance level among administrators with different personal characteristics; genders, ages, educational levels, ranks, positions, work experience and working department.

The sample were 192 administrators from The Siam Commercial Bank Public Company Limited. The instruments were questionnaires. The results of the study were as follows:

1. The trainer's characteristics required were adequate knowledge and comprehension of the content and the ability to pass on that knowledge to participants. They must ready to teach and have well preparation before class. They must be able to demonstrate to participants how to apply the knowledge, to educate participants according to the course objectives, respect and listen to participants opinions, use clear, appropriate and correct language, be a good question provider, listener, and explainer, and be experienced in the content, to select the suitable teaching materials, be punctual.

2. Male and female administrators evaluated the importance level of trainer's human relation differently. Male administrators gave more importance in trainer's human relation than female administrators did.

3. Administrators with different educational background evaluated the need level and importance level of trainer's human relation differently at .05 level. Administrators that did not hold a bachelor degree needed and gave more importance to trainer's human relation than the administrators with higher bachelor degrees did.

4. Administrators with different ranks evaluated the need for trainer's personality differently at .05 level. Primary administrators needed trainer's personality more than the deputy administrators did.

5. Different ages, positions, work experience and working department of the administrators evaluated need level and importance level of trainer's characteristics indifferently.

In 2000, Teeranaj Jatuthumrong conducted a study of Ethics of Trainers. The trainers' ethics could be divided into 4 groups: self-ethics, ethics for participants, ethics for organization, ethics for people and society. The purposes of the study were to:

1. Study training supervisors' opinions toward trainers' ethics.
2. Compare opinions toward trainers' ethics of training supervisors with different backgrounds: genders, ages, educational levels, working experience in training, core duties in training, observation during training and working units.

The sample of the study were 166 training supervisors from private, state enterprise and government sectors in Bangkok. The instruments were questionnaires. The results of the study revealed that:

1. Training supervisors strongly agreed with specification of trainers' ethics that the researcher proposed. The first 5 ethics that supervisors approved were:

- 1.1 A trainer must be fond of and proud of being a trainer.
- 1.2 A trainer taught only subjects that he/ she was proficient at and has enough experience.
- 1.3 A trainer acquired more knowledge, regularly improved himself in every single way to keep in touch with situations and was responsible for assignments.

1.4 A trainer revelry passed on knowledge without holding any information back

1.5 A trainer focused mainly on doing his job for collective and society more than self-benefit.

2. Length of working experience resulted in opinions toward trainer's ethics differently at .05 level. For another background, there was no difference.

In 2001, Thompson, Kevin Duane did the research about Adult Educator Effectiveness within the Training Context: A Study of Trainee Perception of Effective Trainer Characteristics. The purpose of this study was to investigate the interpersonal, instructional and climate-building characteristics of effective trainers. The sample were 212 participants from five different companies. The instrument was online survey evaluating any one trainer the participants had in the past. The findings were showed that:

1. The relationship between multiple trainer characteristics and trainer effectiveness showed the characteristics had a moderate to high correlation with the trainer effectiveness.

2. Step-wise multi regression analysis allowed the explanation of effectiveness from several of the independent variables. It was found that 32 characteristics explained the variability of effectiveness in the percentage of 78. Within step-wise procedure, the trainer made participants feel comfortable, which was accounted for 54% of the variability, was selected from the 32 characteristics. The following seven variables entered in order were the trainer was creative, enjoyed training communicated effectively, showed his/her feelings, was organized, had a good sense of humor, and was trustworthy.

2. Organizing short course and full course of training for trainers

2.1 Short course and full course of training for trainers

2.1.1 Period of Time

Trainer courses in organizations took different time periods from 2 days to 5 days, 6 days or 12 days, which varied from training objectives and target groups. For example, trainer course for individuals who had experience to be trained would take shorter time than the course for individuals who had never been trained or studied about being a trainer.

However, organizations often arranged trainer courses that did not take too much time because of time restriction, budget, workload and manpower. Moreover, the department that organized trainer course for their in-house trainers, each training meant the day off of the staffs which might cause negative effects to both the participants, colleagues, and the organization benefit, for example, it might bring about additional work to one's colleagues, or decrease manpower. Thus, the time consumed in training should not be very long. Even for other organizations whose business related to training, they were to design the courses that responded to other companies who were their customers as well.

Furthermore, the period of time included time in each content topic. A trainer course that consumed more time would have more time in each content topic or could bring and extend important issues more than shorter course. For examples, 12-day trainer course (Nida, 1999) could be divided into content of Training Methods as lecture 3 hours, discussion 3 hours. For 6-day trainer course (Private University Division, The Office of University Deputy Bureau, and The Association of Thai University, 1986) divided content of Training Methods as lecture 1 hour, demonstration 1 hour. For 4-day trainer course (Institute for Technical Education Development, King Mongkut's Institute of Technology North Bangkok, 1996) divided content of Training Methods into lecture, demonstration and role playing within 3 hours.

2.1.2 Participants

Participants in both short course and full course of training for trainers were trainers, people who were going to be trainers, training staffs and people who were interested in the course. Nevertheless, major target groups were trainers and people who were going to be trainers because these groups received benefit of using knowledge from the course directly.

For each trainer course, participants' qualification would be different. Some courses were available for officials or state enterprise officers. Some courses were for people with training experience or for people without training experience.

Consequently, setting training objectives, time periods, content and particularly needs of organizations in accordance with participants' qualifications were important factors succeeding training goals.

2.1.3 Content

Wexley & Latham (1991: 22-24) reviewed 37 train-the-trainer programs and found that they varied from 1 day to 9 days and from general topics to specific instructional skills and techniques. Thus it would appear the length and specific contents of train-the-trainer course must depend on need assessment of the particular participants involved. However, There were common elements that should exist in all train-the-trainer programs, which were as follows :

1. Trainers must be taught to establish specific training objectives.
Trainers needed to be taught basic principles of how adult learn.
2. Trainers must be taught how to communicate effectively.
3. Trainers must be taught how to plan training session so that the material was presented clearly.
4. Trainers should be taught how to choose effective methods of instruction depending on the particular types of learning involved.
5. Trainers must be taught how to deal with individual trainees including how to use feedback techniques, praise, and goal setting to motivate certain individuals.

6. Trainers should be aware of certain behaviors that were considered improper or unethical for training professionals.

Delahaye & Smith (1998: 559) stated that the overall aims of training of trainers programs were to improve training skills and to increase understanding of what was involved in training process. The general trend for training of trainer programs was to include the following four major components:

1. Theory and techniques of teaching adults.
2. Personal skills of trainers.
3. Preparation of training materials.
4. Training within organization.

After studying content of different trainer courses, content of the courses covered these following issues:

1. Concepts of training such as training and human resource development, training process.
2. Trainer preparation such as trainer's qualifications, ethics, roles, personality.
3. Teaching adults such as adult characteristics, adult learning characteristics, providing learning for adults, motivating adults.
4. Training methods such as lecture, demonstration, discussion, simulation, role playing, and brainstorming.
5. Enhancing trainer's skills such as speaking, communication, giving explanation, building learning environment, content presentation.
6. Producing and using training aids such as transparency, Power Point Program, slide, video.
7. Lesson plan such as components of lesson plan, writing lesson plan.
8. Learning evaluation such as methods of evaluation, creating test.

Although different time periods of trainer courses had the same scope of content, there were still differences in content in each training course depending on factors as follows:

(1) Period of time. For example, content in shorter trainer course was more specific and more focus on the techniques than the longer course which had more issues and more topic covering.

(Delahaye & Smith, 1998: 559)

(2) Training objective, which was the main factor determining content of the training course. For example, content of Enhancing Skills for Trainer Course (Technology Promotion Association Thailand-Japan, 2000) focused especially on trainer skills, which was different from another courses.

(3) Groups of participants. For example, participants having no experience of being trainer had to learn more content issues than those who were trainer or having teaching experience.

2.1.4 Patterns of Trainer Course

Trainer course could be classified into 2 categories:

2.1.4.1 In-house training: a trainer course that each organization arranged specifically for personnel in its own organization.

2.1.4.2 Public service training: a trainer course that an organization arranged for outsiders. Types of organization were training vendor's company, academic institute or another institute.

2.2 Related Researches

In 1996, Nataya Kaewsai et al. conducted a study on Research and Development of Training Curriculum in Technical Education: The Development of the Trainer's Quality at the Institute for Technical Education, King Mongkut's Institute Technology North Bangkok. The purpose of the study was to develop training program regarding quality development of training for trainers. The instruments were questionnaires. The results of the research could be concluded according to the research procedures as following:

1. Studied fundamental data to create questionnaire and collecting data with 40 officers at the Institute of Technical Education Development, who had trainer experience or would be trainer in the near future. After the researcher did the first draft of training curriculum, the result was 3-day course of quality development of trainer course.

2. Tried out the training course with 11 officers at the Institute of Technical Education Development and evaluated by experts' observation and satisfaction evaluation for participants.

- 2.1 Experts thought that participants could develop themselves to be excellent trainers, but the skill they should improve most was the speaking skill and body language.

- 2.2 For content, experts thought that:

- 2.2.1 They should combine topics "Content Preparation" and "Self Preparation" together.

- 2.2.2 They should add content and practice of producing lecture documents and add practice of producing basic training materials.

- 2.2.3 They should set The content "Games and Activities" as a subject.

- 2.2.4 They should add greeting techniques for participants to use as a guideline for their lectures.

3. Brought the suggestions from the study to use as a guideline to improve and develop an effective course on development of trainer's quality, which consumed 4 days in training.

In 2000, Witayatorn Torkaew conducted a study on Development Pattern of Training for Rural Development Trainer. The purposes of the study were to:

1. Study training for rural development trainer of organizations in Chiang-mai Province.
2. Develop training for rural development trainer pattern.
3. Evaluate training for rural development trainer pattern.

The sample were classified into 2 groups: 87 trainers and 25 participants. The instruments were interviews for trainers and evaluation forms for participants. The results were:

Objective 1: Trainer

1. Factors leading to the success of the trainer course were participants and training pattern.
2. Seventeen necessary content subjects for training trainer were Principles and Techniques of Speaking, Motivation Psychology, Sense of Humor Techniques, Personalities, Solving Unexpected Situation, Training Management, Principles of Questioning and Answering, Learning Psychology, Learner-Centered Technique, Learning Evaluation, Learning Activity Design, Patterns of Trainer, Trainer-Centered Technique, Organizing ideas.
3. Training for rural development trainer was too much emphasizing on lecture than practice and exercise. Furthermore, there were not enough trainer assistants to help participants solve problems during the training session.

Objective 2: The researcher had a workshop to develop training for rural development trainer pattern and collected qualitative data. The developed pattern conformed to training process (POE), which were Training Planning (P), Training Operation (O), Training Evaluation (E). The researcher tried out this pattern with the sample by organizing the training for rural development trainer.

Objective 3: After using training for development trainer pattern, the results was found that:

1. According to the result of the tests before and after the training, participants gained more knowledge from the trainer.
2. Regarding the evaluation of the participants' attitudes on being a trainer, the participants have better positive attitudes.

3. According to the evaluation, it was found that the participants were more skillful.

4. According to the evaluation, it was found that the participants were more satisfied the training pattern.

5. According to the evaluation, it was found that the participants encountered less problems on teaching.

In 2002, Chuthatip Toryord conducted a study of An Analysis of the Development of Resource Person Process in the Short Course Training Program. The purpose of the study was to analysis the development of resource person process in the short course training program.

The sample in this study could be divided into 2 group. First Group was a group of 20 internal resource persons who used to attend 2-day and 5-day short course trainer programs. The second group was a group of 240 participants who attended the training programs instructed by resource persons in group 1. The instruments were interviews for resource persons and questionnaires for participants.

According to resource persons' opinions about characteristics of efficient trainer program, the results could be concluded as follows:

1. Content of 2-day and 5-day trainer programs were vicinal, which comprised 5 subjects: concept and roles of resource person, training media, training techniques, the art and skills of communication for resource person and lesson plan. The extra content in the 5-day course was adult learning psychology. Furthermore, Comparing with 5-day program, the time period of theory section in 2-day program was less than 2-3 times and practical section was less than 3 times.

2. Subject content in 2-days trainer program were insufficient for trainer while those in 5-day program were adequate for trainer.

3. Content of trainer program covered 8 subjects: roles and preparations of resource person, training techniques, training media, personality, lesson plan, adult teaching psychology and listener analysis, environment creating for learning, and skills of speaking and communication.

4. The used teaching methods were lecture, demonstration and practice with another method.

5. There should be separation of trainer program. Two-day program was for participants with teaching experience. Five-day program was for participants without teaching experience.

2.3 Examples of short course and full course of training for trainers

2.3.1 Trainers' Techniques Course

Course requirements

a. Theory	12	hrs.	
Preparation for Trainer			3 hrs.
Training Techniques			3 hrs.
Activities and Games			2 hrs.
Medias and Training Aids			2 hrs.
Producing Medias for Training			1 hr.
Participant Evaluation			1 hr.
b. Practice	7	hrs.	
Content Preparation Practice			3 hrs.
Training Aids Production Practice			2 hrs.
Training Practice			2 hrs.
Criticism			2 ½ hrs.

Teaching methods : Lecture, Demonstration and Practice

Duration : 4 days

Source : The Study of Technical Education Curriculum Development: Trainer Development / Institute for Technical Education Development, King Mongkut's Institute of Technology North Bangkok; 1996.

2.3.2 Basic “Train the Trainer” Course

Course objectives

1. To develop novice trainers a number of basic competences in the theory and skill sessions.
2. To develop and refine the fundamental training skills.

Course requirements

1. Theory	9 ½	hrs.
Principles of Learning	1	hr.
Skill Session	1	hr.
Question Techniques	1	hr.
Introduction to Visual Aids	1	hr.
Theory Session	1 ½	hrs.
Tests and Testing	1	hr.
The Lesson Plan	1	hr.
Training Needs Analysis	1	hr.
Evaluation of Training	1	hr.
2. Practice	16 ½	hrs.
20-minute Skill Session	3 ½	hrs.
10-minute Speechless	2 ½	hrs.
20-minute Theory Session	3	hrs.
45-minute Theory Session	7 ½	hrs.
3. Review	3 ½	hrs.

Training methods : Lecture, Practice

Duration : 5 days

Number of participants : 8 persons

Source : International Labour Organization (1998)

2.3.3 Training Management Course

Course objective

To familiarize course participants with the broad concepts of learning theory and a variety of teaching and training methods and to promote a stimulating exchange of ideas and experience.

Course requirements

1. Theory		
Principle of Learning	45	min.
Teaching and Training Methods	45	min.
Audio-visual Aids	1	hr.
Lecture Method	45	min.
Using Film in Training	45	min.
Programmed Learning	45	min.
Discussion Method	45	min.
Role Playing	1 ½	hrs.
Business Games	2 ½	hrs.
Case Method	1 ½	hrs.
Designing Training Programs	1 ½	hrs.
In-basket Exercise	1 ½	hrs.
Evaluation of Training	45	min.
Field Training	45	min.
Course Administration	45	min.
Following-up of Training	45	min.
2. Practice		
15-minute Lecture (Preparation and Practice)	2 ¼	hrs.
15-minute Discussion	1 ½	hrs.
Case Study	2 ½	hrs.
Designing to Training	3 ¼	hrs.

3. Introduction	45	min.
4. Conclusion	45	min.

Training methods : Lecture, Case Study, Demonstration, Discussion, Practice.

Duration : 5 days

Number of participants : 20 persons

Source : International Labour Organization (1998)

2.3.4 Trainer Program

Course objectives

1. To enhance knowledge, capacity, and skills in training for trainers in the public sector and state enterprise.
2. To provide participants opportunity to exchange knowledge, opinions and experiences regarding training.

Course requirements

1. Core Course and Training Techniques

1.1 Systematic Approach of Training	3 hrs.
1.2 Role of Trainer and Principle of Learning	3 hrs.
1.3 Training Techniques and Proper Application	3 hrs.
1.4 Teaching Techniques: Lecture	3 hrs.
1.5 Teaching Techniques: Discussion	3 hrs.
1.6 Teaching Techniques: Games and Others	6 hrs.
1.7 Teaching Techniques: Case Study and Role Playing	3 hrs.

2. Scientific Preparation Course

2.1 Principles of Teaching Preparation	6 hrs.
2.2 Program Preparation and AD Application	3 hrs.
2.3 The Usage of Library for Research	3 hrs.

2. Practice Courses

Guidelines

3.1 Lecture and Discussion Practice 33 hrs.

Guidelines

(1) Practicing on the three prepared topics. The duration for each topic was 10, 20, 40 minutes respectively.

(2) Given comments, opinions and conclusion from the trainer and classmates.

3.2 Trainer Experience Discussion 2 hrs.

Admission Requirements

1. Be a government or state enterprise official with rank 5 or upper as well as with a duty of trainer or being assigned to perform training duty in the near future.
2. Hold the Bachelor's degree or equivalence.
3. Never attended a training program
4. Be able to consistently participate in the program.

Duration : 12 days

Number of Participants : 27 persons

Source : Training Institute, NIDA: 1999.

2.3.5 Enhancing Trainers' Skills Course

Course objectives

1. To provide required knowledge for professional trainers.
2. To enhance capacity and skills of being professional trainers by focusing on individual practice.

Course requirements

- | | |
|---|----------|
| 1. Concepts of Human Resource Development and Training
Roles, Responsibility and Ethics of Trainers
Adult Learning Psychology | 3 ¼ hrs. |
| 2. Training Techniques (Brainstorming, demonstration,
Leading Discussion, Games and Group Process) | 3 ¼ hrs. |
| 3. Principles of Speaking and Speaking Practice (1 st) | 3 ¼ hrs. |
| 4. Personal Skill Development (Dressing Techniques,
Personality, Greeting, Asking and Answering Questions,
Class Control, Learning Atmosphere Creation) | 3 ¼ hrs. |
| 5. Lecture Techniques and Lecture Practice (2 nd) | 3 ¼ hrs. |
| 6. Planning and Training Preparation
Lesson Plan: Outline and Important Issues
Application of Training Materials and
Audiovisual Aids for Trainers | 3 ¼ hrs. |
| 7. Teaching Practice (2 times) | 6 hrs. |

Training methods : Lecture, Demonstration, Brainstorming and Practice

Admission requirement

Trainers, supervisors with knowledge, capacity and high experience, a person who would be a trainer in the near future or would like to be a trainer, training staffs or general people.

Duration : 4 days

Number of Participants : 15 persons

Source : Technology Promotion Association (2000)

2.3.4 Trainer Course

Course Objectives

1. To provide the learners required knowledge and techniques in being professional trainers.
2. To train and prepare the learners' readiness in being effective trainers.

Course Requirements

1. Trainer Roles	3 hr.
2. Speaking Techniques	3.5 hr.
3. Creating Training Environment	3.5 hr.
4. Material Development and Application	3.5 hr.
5. Training Techniques	3.5 hr.
6. Lesson Plan Design and Lesson Plan Writing	3.5 hr.
7. Practice	7 hr.
8. Evaluation	6.5 hrs.
Total	34 hrs.

Teaching methods : Lecture, Discussion, and Practice.

Duration : 5 days

Admission requirement

Commissioned police officers, from Deputy Director to Deputy Inspector, who were under the authority of The Drug Suppression Commission and holding the characteristics as follows:

1. Be a person assigned or about to be assigned by his/her supervisor to work as a trainer in the Drug Suppression Commission.
2. Never participated in the trainer course at the Drug Suppression Commission.

3. Training methods in trainer courses

3.1 Essentiality of training methods in trainer courses

Trainer courses had the same goal as general training courses, which required participants to reach 3 domains of learning: cognitive, affective and psychomotor and to lead them having behavioral changed. (Dean, 1993: 85)

Therefore, training for trainer's goals were for participants to gain knowledge and understanding about trainers, to practice necessary skills for trainers, including to have positive attitudes towards their professions as trainers. Consequently, they could take charge of trainers efficiently after participating in trainer course.

To reach the goals, the tool that played a significant role in generating behavioral changes was training method because success in organizing training or effective learning programs depended largely on training method. (Mani, 1994: 125) This line of thought conformed to the Act of National Education, 2542, which gave importance to training method as a type of education media that was significant for educating learners. Training method was a method type of media, which was a process or action such as activity, various types of teaching methods such as demonstration, experiment, games, and role playing.

Although there were various training methods and each method could respond to different domains of learning, not every method could be used at all time, place, subject, and target group. Thus, it was necessary to determine their use according to their effectiveness and involved variables.

In order to reach the training objectives and goals, the characteristics of using training method should be as follows:

3.1.1 A use of various training methods such as lecture, demonstration, discussion, group discussion, discussion, brainstorming, case study, field trips, drills. Making decisions about how to use them had to conform with training objectives, learner's characteristics, content, place, time limit, including prominent points and weak points of each training method. (Isarawatana, Somkid, 2000: 93-94)

3.1.2 A combination of training methods such as lecture with demonstration, lecture with leading discussion, leading discussion with demonstration. This concept was in line with Miller's concept (1997: 63-64) about efficient uses of training techniques. It was mentioned that in a training course, there should be a use of various training techniques and a combination of training techniques in accordance with different content objectives to stimulate learning for participants.

3.1.3 An emphasis on practice training method. To respond to psychomotor domain of learning, practice played an important role in providing learning experience for participants to prepare them before actual work. (Dean, 1993: 85) The characteristics of practice varied from time period of courses and the number of participants.

3.1.3.1 Trainer course that took longer period would have more time for practicing trainer's skills. For examples, a 4-day course took 6-7 hours of practice, 6-day courses took 16 hours of practice, and 12-day course took 33 hours of practice.

3.1.3.2 The time used in each practice per person would be different such as 10 minutes, 15 minutes, 20 minutes, 30 minutes, 40 minutes.

3.1.3.3 The numbers of practice varied from 1 time to 5 times.

3.2 Related Research about Training Methods for Trainer

In 1991, Maddock, Margaret Ann studied Expert and Novice Trainers: Differences in Knowledge and Problem Solving Strategies. The purpose of the study was to examine the differences between expert and novice Trainers in their knowledge and problem solving strategies to uncover key areas on which to focus trainer development programs. The sample were selected two novice and two expert trainers from varied backgrounds. They were asked to complete a series of problem solving tasks using a "thinking-out-loud" approach. First, the subjects were asked to identify problems inherent in three training case studies and to suggest solutions. Next, they were asked to complete five sorting tasks.

The findings were:

1. The experts' amount and range of knowledge was much greater than novices. The cues they identified and the solution they suggested reflected a broad range of knowledge including organizational and transfer issues as well as traditional design and delivery concerns.

2. In sorting tasks, both experts created process structures, again revealing their view of training as a part of a larger process model, while the novices categorized by similar techniques and tools.

3. On some tasks one novice appeared to be more an intermediate, suggesting a developmental sequence that trainers proceeded to develop expertise.

4. The implication of this study was the trainers could develop expertise through a variety of experiences rather than the single classroom train-the-trainer courses. A developmental program of guided learning experiences might be used to train trainers.

In 2001, Siam Cement Group Training Center launched the project “ The Development of In-house Trainers in Siam Cement Group”. The objective of the project was to survey opinions about development of in-house trainers in the group in order to improve the in-house trainers to be more effective in passing on knowledge to staff. The sample were 577 in-house trainers from the Siam Cement Group. The instruments was a set of questionnaire. The results revealed that:

1. Approaches to develop the trainers were coaching by professional trainers, attending seminar “ To Be Excellent Trainer” and public service training, including using teaching materials such as trainer's skills manual, video, computer-based training (CBT).

2. Appropriate motivation for trainers were sending thank you letters to their bosses, arranging thank you party for trainers, arranging both domestic and international field trips, submitting as a part of trainer's performance evaluation, paying trainer or the organization of the trainer, and giving trainers souvenirs.

3. Appropriate cooperation of staffs of Siam Cement Group Training Center were sending invitation letters to trainers' bosses after inviting by words, informing trainers in advance at least 2 months, accrediting every trainer consistently and equally, and supporting trainers in many ways such as preparation of teaching materials or lecture document.



CHAPTER 3

METHODOLOGY

The study of content and training methods of the five-day trainer course aimed to examine the content and training methods employed in such a kind of course in order to develop the more effective trainer courses. The research methodology was elaborated below:

1. Population and sample

1.1 Population

The population of this study were trainers teaching short courses of training for trainers in the international or large companies (with more than 5,000 employees).

1.2 The sample

1.2.1 The researcher set criteria for selecting a sample group with the following qualifications.

- (1) Having teaching experience in short course of training for trainers.
- (2) Having at least three-year experience as a trainer.
- (3) Having at least three-year experience as a course designer of a trainer course.

1.2.2 According to the above criteria, the researcher gained cooperation from 23 companies and their employees who reached the criteria. In the case that there was more than one trainer in an organization, the researcher would arrange the list of the trainers in alphabetical order and then employed simple random sampling.

The 30 sample were chosen by lot. The list of the sample were as follows:

(1) Sukhothai Thammathirat Open University	5 persons
(2) Chulalongkorn University	3 persons
(3) Thammasat University	2 persons
(4) Dhurakijpundit University	1 person
(5) Huachiew Chalermprakiet University	1 person
(6) The Department of Nursing, Mission Hospital	1 person
(7) Ministry of Labour	1 person
(8) The Court of Justice	1 person
(9) The Office of the Civil Service Commission	1 person
(10) Personnel Management Association of Thailand	1 person
(11) Bank for Agriculture and Agricultural Cooperatives	1 person
(12) Bangkok Bank	1 person
(13) Technology Promotion Association (Thailand-Japan)	1 person
(14) The Advisory Institute of Organizational Development	1 person
(15) MT&C Training and Development Institute	1 person
(16) ALNAS Advisory Institute of Training	1 person
(17) TOT Corporation Public Company Limited	1 person
(18) National Finance Public Company Limited	1 person
(19) P&P Consultants Co., Ltd.	1 person
(20) Dynamicity International Co., Ltd.	1 person
(21) Kaiser Training Co., Ltd.	1 person
(22) H.R. Performance Development Co., Ltd.	1 person
(23) M.I.M. (Thailand) Co., Ltd.	1 person

2. Instrument

The instrument of the research was a structured interview comprising two parts;

Part 1 Demographic information.

Part 2 Opinions about content and training methods for the five-day trainer course.

3. Instrumentation and quality investigation

The interview questions were developed based on the following process (Tirakanunt, Suvimol, 1990: 115-116):

- 3.1 Setting the objectives of the interview.
- 3.2 Reviewing of related literatures.
- 3.3 Setting and prioritizing the topics and detailed questions.
- 3.4 Selecting the interview format as a structured interview.
- 3.5 Developing both quantitative and qualitative interview questions.
- 3.6 Forming the interview questions.
- 3.7 Investigating the instrument quality.

3.7.1 The interview was suggested by 3 research advisors. The list of advisors were described below:

- (1) Assoc. Prof. Dr. Somkid Isarawatana, Faculty of Social Sciences and Humanities, Mahidol University.
- (2) Dr. Boonlue Tong-yoo, a pensioner and a former Deputy of the Ministry of Education.
- (3) Mr. Meatee Piyakhun, Head of Program Analysis and Development Section, Extramural Study Office, Sukhothai Thammathirat Open University.

3.7.2 After correcting the interview, the content validity of the interview was proved by the experts on trainer courses. (Frankel & Wallen, 2000: 170-171) The list of the experts were described below:

- (1) Asst. prof. Krit Umpote, Vice President for Training and Development, Dhurakijpundit University and a former Senior Vice President, Krungthai Bank.
- (2) Mrs. Wiyada Chongbunchob, Head of Training Management Division, Extramural Study Office, Sukhothai Thammathirat Open University.
- (3) Mrs. Yaovalak Saivijit, the Deputy Director of the Department of Human Resource Development, Kasikorn Bank.

3.7.2 Editing the interview questions and re-submitting it to the experts.

3.7.3 Piloting the interview with three trainers, who were not the sample, from below organizations:

- | | |
|---|-----------|
| (1) Kasikorn Bank | 1 person |
| (2) Sukothai Thammathirat Open University | 2 persons |

3.7.4 Examining the data obtained from the pilot interviews in terms of its adequacy and potentiality to answer the research questions.

3.8 Revising the interview questions to its completion.

4. Research procedures

- 4.1 The researcher studied and reviewed the related literatures.
- 4.2 The structured interview was developed and suggested by the experts before piloted with three trainers. The interview questions were revised after piloting.
- 4.3 The actual interviews with the samples were conducted.
- 4.4 The data obtained from the interviews were collected and investigated.
- 4.5 The findings were analyzed using content analysis method.
- 4.6 The research was summarized and then reported.

5. Data collection

5.1 The researcher conducted an informal contact with the sample on telephone or by person.

5.2 The consent form to conduct the interview recommended by Mahidol University was submitted to the sample and the appointments were made.

5.3 All necessary interview apparatus, i.e. the interview questions, a tape recorder, a notebook and gimmicks were prepared.

5.4 The interviews were conducted by the researcher and the assistants according to the appointments. In case of the unclear answers, the researcher would reinquire the samples or summarize the answer obtained to the samples in order to scrutinize the data.

6. Treatment of the data

The data was cross-checked for its reliability using triangulation method (Denzin, 1978: 293-204).

6.1 Data triangulation

The sources of data used in data triangulation were:

6.1.1 Space verification. The sample selected were randomized from various organizations in order to avoid the bias in the interview.

6.1.2 Person verification. All sample were in accordance with the established criteria of the sampling.

6.2 Investigator triangulation. In order to attain all significant data and to avoid any bias may occur in the interview, the researcher assigned the assistants to observe the interview and to cooperate in collecting data.

6.3 Methodological triangulation. In collecting data, the researcher applied both note taking and tape recording in order to affirm the accuracy and completion of the data.

7. Data analysis

The process of analyzing the data was described below:

7.1 Every single word from the tape recorder was transcribed and the data attained was then systematically categorized based on the research questions.

7.2 Analytic induction method was employed in data analysis. After interpreting and summarizing the data gathered, the researcher drafted the findings, which were later reviewed and investigated by two reviewers. In case that there was a contradictory among the three investigators, the conclusion was then decided by considering the two third perspectives, or bringing the arguable issues to discuss with the research advisors and the experts. The findings attained were then developed to be the complete conclusions (Supang Chanthawanit, 2540: 106-112).

8. Statistical analysis

The statistical analysis employed in this study were frequency distribution and percentage.



CHAPTER 4

RESULTS

The study of content and training methods for the five-day trainer course aimed to explore the content topics that should be included in the training course and also to find the training methods appropriate to be used in such a course. The sample of the study were 30 trainers who possessed qualifications as follows:

1. Teaching a short course of training for trainers.
2. Having at least three years experience as a trainer.
3. Having experience at least three years in designing a trainer course.

The research findings were presented into two parts as follows:

Part 1 Demographic information.

Part 2 Opinions about content and training methods for the five-day trainer course.

Part 1 Demographic information

1. Gender

According to the interviews, it was found that 73.3 percent of the sample were male and 26.7 percent of the sample were female, as shown in Table 1.

Table 1 Frequency and percentage of the sample classified by gender

Gender	Numbers	Percentage
Male	22	73.3
Female	8	26.7
Total	30	100.0

2. Age

It was found that, according to the interviews, 56.7 percent of the sample were 46-60 years of age while 30 percent of this target group was aged between 36-45 years. The rest, equal to 13.3 percent, were more than 60 years old, as shown in Table 2.

Table 2 Frequency and percentage of the sample classified by age

Age	Numbers	Percentage
20-35 years	-	-
36-45 years	9	30.0
46-60 years	17	56.7
Over 60 years	4	13.3
Total	30	100.0

3. Educational background

The researcher found that 63.3 percent of the sample held a Master's degree. It was found that there were more Thai university graduates than foreign university graduates, as shown in Table 3

Table 3 Frequency and percentage of the sample classified by educational background

Educational background	Numbers	Total Numbers	Percentage
Bachelor's degree or an equivalent		3	10.0
Thai universities	3		
Foreign universities	-		
Master's degree		19	63.3
Thai universities	12		
Foreign universities	7		
Doctoral degree		8	26.7
Thai universities	3		
Foreign universities	5		
Total	30	30	100.0

4. Experience as a trainer

From interviewing 30 sample, it was found that 46.7 percent of the sample had experience as a trainer of more than 20 years. There were the number of sample, equal to 20 percent, had experience as a trainer of 16-20 years. Similarly, the study discovered that 20 percent of the sample possessed such a kind of experience of 11-15 years. The other 13.3 percent of the sample possessed experience as a trainer for 3-10 years, as shown in Table 4.

Table 4 Frequency and percentage of the sample classified by experience as a trainer

Experience as trainer	Numbers	Percentage
3-10 years	4	13.3
11-15 years	6	20.0
16-20 years	6	20.0
Over 20 years	14	46.7
Total	30	100.0

5. Experience in designing the trainer courses

From interviewing 30 sample, it was found that 40 percent of the sample had designed the trainer courses for 11-20 years. Secondly, 33.3 percent of the sample had designed the course for 5-10 years. Twenty percent of the sample had designed the course for 21-30 years. The other 6.7 percents of the sample had done so for more than 30 years, as shown in Table 5.

Table 5 Frequency and percentage of the sample classified by experience in designing the trainer courses

Experience in designing the trainer courses	Numbers	Percentage
5-10 years	10	33.3
11-20 years	12	40.0
21-30 years	6	20.0
Over 30 years	2	6.7
Total	30	100.0

6. Teaching responsibility in the trainer courses

From interviewing 30 sample, it was found that 43.3 percent of the sample shared the responsibility with other trainers in teaching the trainer courses. Secondly, 36.7 percent of the sample were both responsible for the whole course alone and with other trainers. The other 20 percent of the sample were responsible for the whole course, as shown in Table 6.

Table 6 Frequency and percentage of the sample classified by teaching responsibility in the trainer courses

Teaching responsibility in the trainer courses	Numbers	Percentage
Teaching the whole course alone	6	20.0
Teaching with other trainers	13	43.3
Both types	11	36.7
Total	30	100.0

According to the interview of all 24 sample responsible for the teaching in a trainer course with other trainers, it was found that 45.8 percent of the sample taught about training methods. Secondly, 37.5 percent of the sample taught about adult psychology. Similarly, 37.5 percent of the sample taught about speaking skills for trainers. Besides, 33.3 percent of the sample taught about roles and responsibilities of trainers, as shown in Table 7.

Table 7 Frequency and percentage of the sample classified by teaching subjects in the trainer courses

Teaching Subjects	Numbers (N=24)	Percentage
Training Methods	11	45.8
Adult Psychology	9	37.5
Speaking Skills for Trainers	9	37.5
Roles and Responsibilities of Trainers	8	33.3
Concept of Training	6	25.0
Training Aids	5	20.8
Lesson Plan	5	20.8
Trainer Preparation	4	16.7
Knowledge Transfer of Trainer	3	12.5
Creation of Training Environment	3	12.5
Presentation	2	8.3

7. Teaching experience in the trainer courses

After interviewing 30 sample, it was found that 76.7 percent of the sample had teaching experience in the three-day trainer courses. Apart from that, 73.3 percent had teaching experience in the five-day training courses, as shown in Table 8.

Table 8 Frequency and percentage of the sample classified by teaching experience in the trainer courses

Teaching experience in the trainer courses	Numbers (N=30)	Percentage
1 day	5	16.7
2 days	13	43.3
3 days	23	76.7
4 days	7	23.3
5 days	22	73.3
6 days	1	3.3
7 days	3	10.0
8 days	4	13.3
10 days	5	16.7
12 days	2	6.7
15 days	2	6.7
1 month	2	6.7
3 months	1	3.3

8. Duration of a trainer course

According to interviewing 30 sample about the duration of a trainer course, the sample's opinions could be divided into two groups as follows:

Group 1 Trainer could decide the time allocation of the course.

Sixty percent of the sample (18 out of 30 sample) could design time allocation of a trainer course while fifty percent (9 out of 18 sample) thought the suitable duration of a trainer course was five days, as shown in Table 9.

Table 9 Frequency and percentage of the sample's opinions about the duration of a trainer course

Duration of a trainer course	Numbers	Percentage
2-3 days	1	5.6
4-5 days	2	11.1
5 days	9	50.0
6-8 days	3	16.67
10 days	2	11.1
12 days	1	5.6
Total	18	100.0

“ Actually, it should be 2-3 days. Participants will have chances to practice and present what they learnt, so they will know whether they can do it.” (Seaweed)

“ In my opinion, it should last four days because if it is more than 4 days, I feel it takes too long.” (Basil)

“ If asked, I will tell it should be five days. If it is not enough, take extra courses. I think it depends on the experience. The more you teach, the more you are fluent in linking different concepts to listeners. It is up to your experience” (Turmeric)

“ Five days is already enough. Particularly, if it is an in-house training, it does not have so much time” (Corn)

“If you want the best, you have to be able to organize your own course and find your own staffs. So it should take seven days.” (Onion)

“ Eight days because there is field practice in the last three days. During the first five days, participants begin to have clues of what it is like to be a trainer. The last three days are teaching practice. They must teach in a real situation. We find groups of learners, generally staffs in their own organizations. They teach subjects that they have to teach at work.

Teaching methods they have to employ are team teaching, discussion and conference. They have to work in groups, then prepare and teach. After finish teaching, we will come back to class and let their friends comment. Teacher will conclude what you have to improve. They also have chances to comment themselves, which make it profound and penetrating. The course will be perfect if we take eight days” (Ebony)

“If only I can choose--the point is theory takes about three days, but practice--more practice is better. If it is ten days long, we can practice several times. It would be great. We are gradually improved after practice and practice. Ten days...Cool!” (Gourd)

“12 days. It depends on customers, too. Attending the trainer courses should be continuous. If not, it is not fun and does not work. If a customer says five days, then we got it! We will have a plenty of time since we got five nights. Totally, I got 10 days.” (Pumpkin)

Group 2 Trainer could not decide time allocation of the course.

Forty percent of the sample (12 out of 30 sample) stated that time allocation of the trainer could not be determined because it depended on the needs of the organization.

“Can not tell exactly! It is up to the need for practice. If you want an intensive course, 10 days...15 days” (Radish)

“It depends on many factors. What we want? For examples, if you want to be a trainer, which mean you have to know how to speak, to prepare or understand fundamental techniques. After you finish the course, you can teach your subject. Five days are okay. Actually, it may take only three days. But if you want to be “a trainer multiplier” who can teach the training course, it will take eight days” (Ginger)

“It depends on how much you want. If you just want to get the idea, some skills or just a good feeling towards a trainer, it means you need to know principles, undergo some practices, have good attitude towards the career and be confident to teach. But you are not a professional yet. Attending the training session only four days cannot make you become a professional trainer. It takes a lot longer than that. Furthermore, you have to know how to evaluate and improve yourself to be a good and professional trainer” (Galingale)

“It depends on the need of the organization. I think it is an important factor. A 3-5 day course maybe suitable but some organizations may want as long as two weeks” (Chili)

9. Factors to be considered for time allocation of a trainer course

After interviewing 30 sample, it was found that 70 percent of the sample (21 sample) thought that time allocation of the course depended on participants while 56.7 percent of the sample (17 sample) thought it was the organization.

9.1 Participants

It was found that, after interviewing 21 sample, 71.4 percent of the sample thought that the time allocation of a trainer course depended on the previous knowledge of participants. However, 33.3 percent of the sample thought it depended on numbers of participants (7 sample), as shown in Table 10.

Table 10 Frequency and percentage of the sample's opinions about participant factor to be considered for time allocation of a trainer course

Participant factor	Numbers (N=21)	Percentage
Previous knowledge of participants	15	71.4
Numbers of participants	7	33.3
Specialized field of participants	2	9.5

9.1.1 Previous knowledge of participants

71.4 percent of the sample (15 out of 21 sample) thought previous knowledge of participants had an influence on the time allocation of the trainer course.

“ How long is it suitable? It depends on the experience of participants. Are they “zero”? It means they do not have experience. If so, it will take a very long time. But if they have some skills or experience, it will take less time” (Spinach)

“It depends on the participants' previous knowledge. If they do not have knowledge or experience, it will take longer time. But if they have some skills or

knowledge, or used to attend some trainer courses, it would take less time.”
(Coriander)

“ Actually, it depends on the knowledge of learners. It is the most important factor. For example, if they studied speaking previously, it is easy to train them. But if they did not, they have to practice speaking to make them confident. It will take very long time” (Chili)

“If participants are experience, we will call “ enhancing trainer’s skills.” There is no fundamental content like roles of trainer. It is more specific like an advance course, which may takes only two days.” (Cucumber)

9.1.2 Numbers of participants

33.3 percent of the sample (7 out of 21 sample) thought numbers of participants had an influence on time allocation of the trainer course.

“ It depends on the number of participants because this kind of training needs practice. If there are too many participants, there will be problems during the practice session.” (Potato)

“Class size should not exceed 16 persons because the trainer course is mostly practice. We need time to focus on each participants.” (Ebony)

“It depends on the number of participants. The part that takes most of the time is the practice. Too many participants means you need to spend more time on practice. Moreover, we need allocate some time for feedback and comment on their practice.” (Soybean)

“Depends on the number of participants. If there are a few participants, they will get more time to practice.” (Mint)

9.2 Organization

According to the interviews of 17 sample, it was found that 53 percent of the sample thought the factor mainly determining time allocation of the training for trainer course was the needs of organization. The other 47 percent of the sample thought it was the readiness of organization, as shown in Table 11.

Table 11 Frequency and percentage of the sample's opinions about organization factor to be considered for time allocation of a trainer course

Organization Factor	Numbers (N=17)	Percentage
Needs of organization	9	53.0
Readiness of organization	8	47.0

9.2.1 Needs of organization

Fifty-three percent of the sample (9 out of 17 sample) thought the needs of organization had an influence on the time allocation of a trainer course.

“Actually, the three-day and five-day courses have the same content but different practice. There are fewer practices in the three-day course. Of course, the five-day courses, there are more practices.” (Mushroom)

“I think if you want the course to be successful, practice there should be three practice sessions. As for the four-day course, there should not be many participants. But the five-day course can accept a few more participants.” (Cucumber)

“Theory always takes only three days. But as for the practice, the ideal duration is ten days.” (Gourd)

9.2.2 Readiness of organization

After interviewing 8 sample (from 17 sample), it was found that 75 percent of the sample (6 sample) thought the readiness of organization influencing the time allocation of a trainer course was the time available. Twenty-five percents of the sample (2 sample) thought it was budget.

9.2.2.1 Time

75 percent of the sample (6 out of 8 sample) indicated that the availability of time had an influence on the time allocation of a trainer course.

“The time available matters the most. For example, business firms do not have much time for the training” (Spinach)

“It depends on the readiness. If it is a government sector, it can take such a long time as 7-10 days. But for a private sector, it will definitely not exceed three days. A private firm cannot afford to spend too much time on training, otherwise it will short of staff working.” (Potato)

“We cannot exactly set the duration of the training session. It varies from organization to organization. For instance, a government agency will choose a five-day session. But if it is a private organization, it will not exceed four days.” (Lime)

9.2.2.2 Budget

25 percent of the sample (2 out of 8 sample) considered the availability of the budget had an influence on time allocation of the trainer course.

“It depends on the budget.” (Ginger)

“It is up to the budget available. If you have huge budget, a two-week session is not a problem.” (Spinach)

Part 2 Opinions about content and training methods in the five-day trainer course

1. Training methods in the five-day trainer course

After interviewing 30 sample, it was found that 50 percent of the sample thought the training methods in the five-day trainer course should comprise two parts: content and practice. Forty percent was content and 60 percent was practice, as shown in Table 12.

Table 12 Frequency and Percentage of the sample's opinions about content and practice in the five-day trainer course

Content: Practice	Numbers	Percentage
20: 80	1	3.3
30: 70	6	20.0
40: 60	15	50.0
50: 50	3	10.0
60: 40	3	10.0
67: 33	1	3.3
Not Available	1	3.3
Total	30	100.0

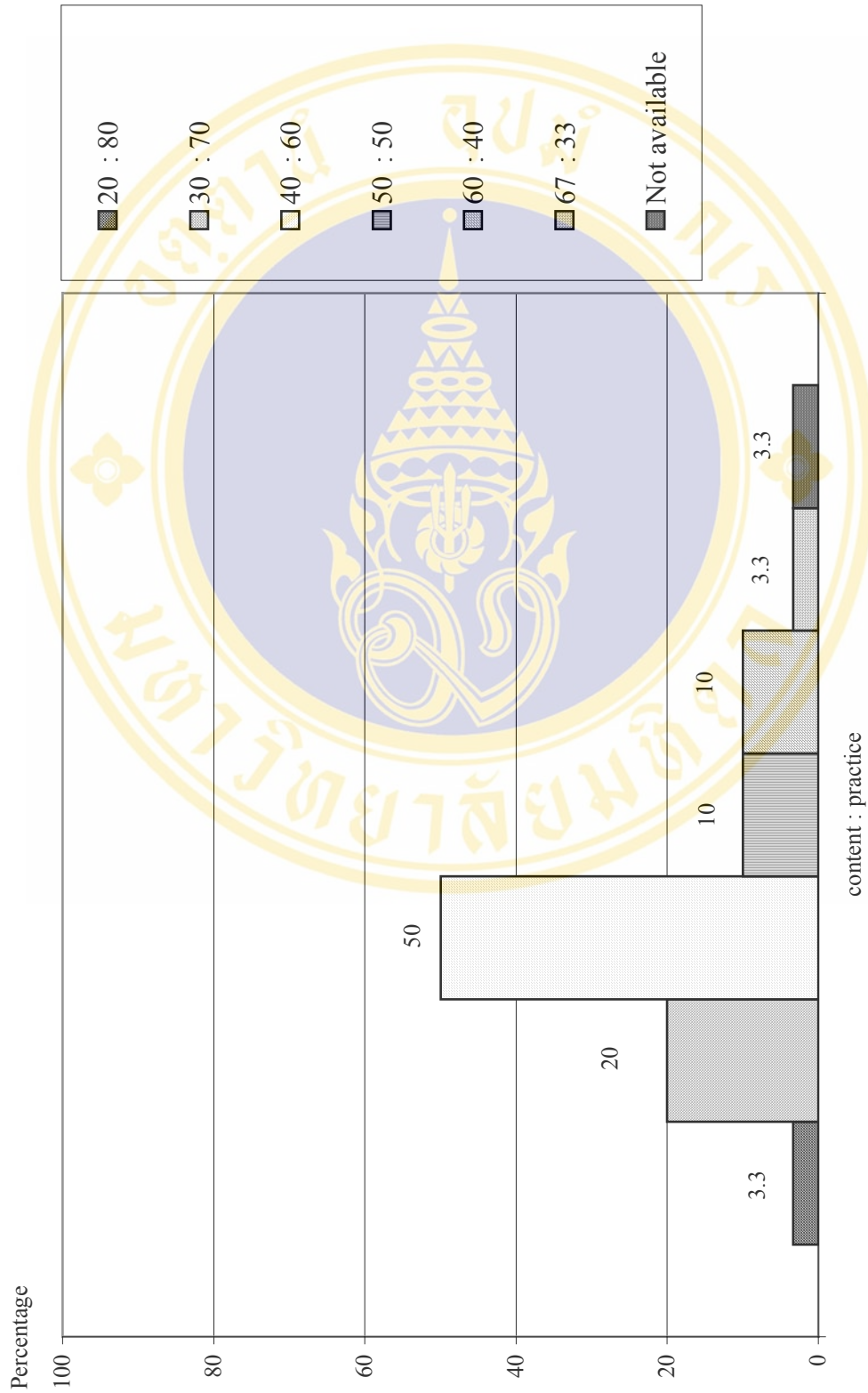


Chart 1 Percentage of the sample's opinions about content and practice in the five-day trainer course

“Content 40% practice 60%. The content takes less time than the practice because the participants already knew the theory. We just strengthen and reorganize their knowledge system. Furthermore, only knowing theory does not mean that you can do it. To be good at learning, we have to learn by doing. It would be more beneficial and developable.” (Onion)

“Content 40% practice 60%. In any training course, if there was no practice, the participants could not see the whole picture clearly. We, thus, should give more time to the practice. Sometimes it begins with the practice, and then followed by content. We encourage the participants learn from practicing.” (Seaweed)

“Content 40% practice 60%. The trainer course is a matter of skill. In the first parts, there should be a concept explanation. The emphasis is, however, placed on the practice. A trainer must not know only the theory. Knowing it does not mean you can teach. It will be great if you get lots of practice. Practice will make you get ideas, know your mistakes, so you can improve and develop yourself. However, to be a trainer, not only that you know how to teach well, but also you must be able to do it.” (Coriander)

“Content 40% practice 60%. Practice should be given more time than content because the best learning is based on the learner-centered approach. Participants should learn by themselves. In fact, it still depends on the participants. For instance, if they want an intensive practice, the practice time can make up 80-90 % of the whole course. It is up to their needs and experience.” (Spinach)

“I suggest content 40 % practice 60 %. Participants can study most content by themselves. Giving content is only to show the whole picture. The point is they have to learn from the practice. They could learn more from the practice.” (Chilli)

“Content two days, practice three days. I give less time on the content because it is just a summary of the whole course. The practice should take more time because we have to let them practice till participants become skillful. There must be several practices in each trainer course so that they have enough time to improve their teaching.” (Gourd)

“I give practice 60% content 40%. We do not teach trainers to beat an exam. If they just study in order to pass the exam. I tell you “ 100% Theory”. In fact, we teach them to equip them with some skills needed for a trainer. The focus of the course should be on the practice. Take a public speaking as an example--if we only listen to the lecture on public speaking but have no chance to speak, how we can speak in the public.” (Peanut)

“I think content two days, practice three days, that is 40:60. I focus on practice because it will give learners the first hand experience. We surely give them content but they can read all by themselves for some parts. Practice will make them more confident. If they have experience and have advisor comment on their teaching, they can improve themselves correctly.” (Turmeric)

“Actually, it should be half-half. They are totally different. For example, if we talk about Demonstration, we have to practice on demonstration. I suggest practice 60% content 40%. To be a trainer, it does not mean possessing the knowledge alone, you must be able to do it as well. It takes some time to achieve that.” (Galingale)

2. Content in the five-day trainer course

After interviewing 30 sample about content in the five-day trainer course, it was found that:

2.1 Content Topics

It was found in the research that 86.7 percent of the sample thought the content in the five-day trainer course should be consisted of training aids. 83.3 percent thought it should be consisted of training methods. 66.7 percent thought it should be consisted of communication skills for trainers. 66.7 percent thought it should be consisted of trainer roles and responsibilities. 60 percent thought it should be consisted of adult psychology. Finally, 56.7 percent thought it should be consisted of lesson plan.

Apart from the content mentioned above, the number of sample thought that some other types of content should be listed in the course. It was found that 40 percent of the sample thought it was enhancing teaching skills of trainers. 36.7 percent thought it was trainer preparation. The number of sample, equal to 20 percent, thought it was concept of training. 10 percent of the whole group thought it was lecture. 6.7 percent thought it was how to become a professional trainer. 6.7 percent thought it was training conference. 6.7 percent thought it was criticism techniques. Finally, 3.3 percents thought it was problems and solutions in training for trainers, as shown in Table 13.

Table 13 Frequency and percentage of the sample's opinions about content topics in the five-day trainer course

Content Topics	Duration (hour)												Numbers (N=30)							
	1		1½		2		2½		3		3½		4		5		6		Total	Percentage
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Training Aids	3	11.5	5	19.2	2	7.7	-	-	14	53.8	-	-	-	-	2	7.7	-	-	26	86.7
2. Training Methods	-	-	1	4.0	1	4.0	-	-	17	68.0	1	4.0	-	-	5	20.0	-	-	25	83.3
3. Trainer Roles and Responsibilities	-	-	8	40.0	-	-	-	-	11	55.0	-	-	1	5.0	-	-	-	-	20	66.7
4. Communication Skills of Trainers	-	-	1	5.0	1	5.0	1	5.0	16	80.0	-	-	-	-	1	5.0	-	-	20	66.7
5. Adult Psychology	2	11.1	5	27.8	-	-	-	-	11	61.1	-	-	-	-	-	-	-	-	18	60.0
6. Lesson Plan	2	11.8	3	17.6	-	-	-	-	12	70.6	-	-	-	-	-	-	-	-	17	56.7
7. Enhancing Teaching Skills of Trainers	-	-	3	25.0	-	-	-	-	8	66.7	-	-	1	8.3	-	-	-	-	12	40.0
8. Trainer Preparation	-	-	2	18.2	-	-	-	-	7	63.6	1	9.1	-	-	1	9.1	-	-	11	36.7
9. Concept of Training	-	-	-	-	2	33.3	-	-	3	50.0	-	-	-	-	1	16.7	-	-	6	20.0
10. Lecture	-	-	2	18.2	-	-	-	-	1	33.3	-	-	-	-	-	-	-	-	3	10.0
11. How to Become a Professional Trainer	-	-	-	-	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	2	6.7
12. Training Conference	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-	1	3.3
13. Criticism Techniques	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3.3
14. Problems and Solutions in Training for Trainer	-	-	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3.3

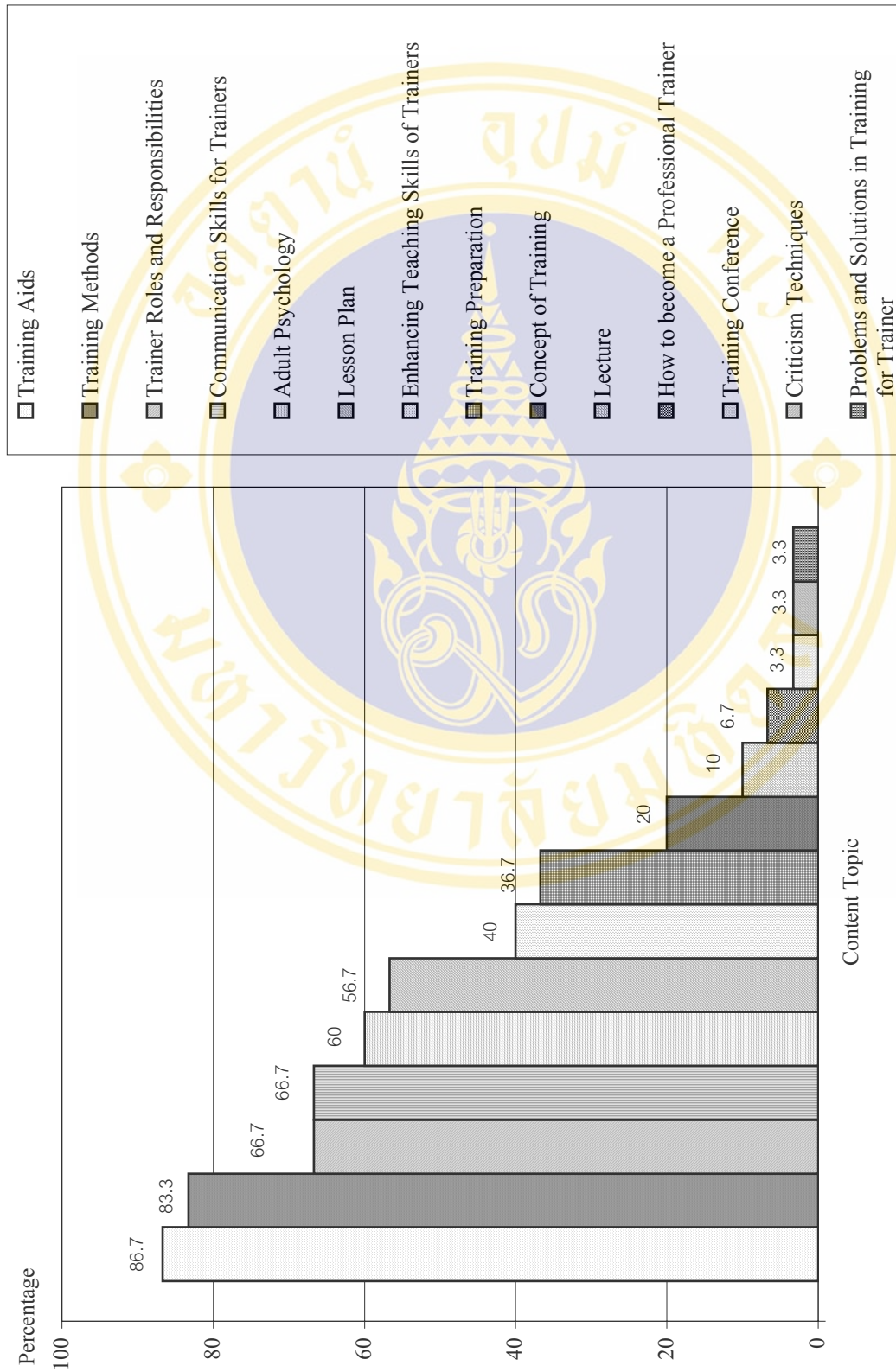


Chart 2 Percentage of the sample's opinions about content topics in the five-day trainer course

2.2 Duration of each content topic

After interviewing 30 sample about the duration of each content topic in the five-day trainer course, it was found that:

2.2.1 Training Aids

After interviewing 26 sample who agreed training aids should be included in the content of the course, it was found that 53.9 percent (14 sample) suggested it should last three hours for training. 38.5 percent (10 sample) suggested it should not last more than two hours, as shown in Table 13.

2.2.2 Training Methods

According to the interview of 25 sample that considered training methods be included in the content of the course, it was found that 68 percent (17 sample) suggested it should last three hours for training, as shown in Table 13.

2.2.3 Trainer Roles and Responsibilities

It was found, during interviewing 20 sample who agreed trainer roles and responsibilities should be included in the content of the course, that 55 percent (11 sample) suggested it should last three hours for training, as shown in Table 13.

2.2.4 Communication Skills for Trainers

After interviewing 20 sample who agreed communication skills for trainers should be included in the content of the course, it was found that 80 percent (16 sample) suggested that it should last three hours for training. 15 percent (3 sample) suggested that it should not last more than two and a half hours, as shown in Table 13.

2.2.5 Adult Psychology

After interviewing 18 sample that agreed adult psychology should be included in the content of the course, it was found that 61.1 percent (11 sample) suggested it should last 3 hours for training. The other 38.9 percents (7 sample) suggested it should not last more than one and a half hour, as shown in Table 13

2.2.6 Lesson Plan

After interviewing 17 sample who agreed lesson plan should be included in the content of the course, it was found that 70.6 percent (12 sample) suggested it should last three hours for training. The other 29.4 percent (5 sample) suggested it should not last more than one and a half hour, as shown in Table 13.

2.3 Details of content topic in the five-day trainer course

Thirty sample had opinions about details of each content topic in the five-day trainer course as elaborated below:

2.3.1 Training Aids

After interviewing 26 sample about the details of the content on training aids, it was found that all 26 sample thought it should be consisted of producing training aids. 53.8 percent thought it should be consisted of training aid application while the sample of 42.3 percent thought it should be consisted of training aid selection, as shown in Table 14.

Table 14 Frequency and Percentage of the sample's opinions about the details of Training Aids

Details of content Training Aids	Numbers (N=26)	Percentage
Producing Training Aids	26	100.0
Training Aid Application	14	53.8
Training Aid Selection	11	42.3
Types of Training Aid	4	15.4
Advantage-disadvantage of Training Aids	4	15.4
Characteristics of Good Training Aids	1	4.2

2.3.1.1 Producing Training Aids

After interviewing 26 sample, it was found that 80.8 percent of the sample considered transparency should be taught in producing training aids. However, 69.2 percent thought it was Power Point program.

(1) Transparency

80.8 percent (21 out of 26 sample) thought that transparency should taught in producing training aids.

“About training aids preparation, the word “training aids” here refers to the knowledge in applying training aids, say, transparency and Power Point program, to suit a particular group of learners. ...A transparency is a simple training aid, the most available one that can be easily produced on one’s own. I would train them; for example, how to produce, what color tones are appropriate, the font size should be big enough and do not present a long continuing text at a time.” (Mint)

“In the content on training aids application, One thing that trainer should bear in mind is how to apply the training aids. The background knowledge about the characteristics of each kind of training aids, say, what is the Power Point program, overhead projector, visualizer, and microphone. In using the overhead projector, they should know its instruction and know the way to write in the transparency. We should teach the way to write the transparency, which, sometimes, may use in solving the urgent problems. For the transparency, which can be used in the situation that the computer is unavailable, we have to know the way to write in it, what are the suitable font-sizes. For the Power Point program, now we usually test the projector, so, we have to know the program version...” (Olive)

“In training aid development and application, we have to know the characteristics of those training aids, how to use them. We have to know both how to produce and use the training aids, hardware and software, for example. We have to inform everything, but what we are emphasizing now is the matter of

transparency. Since the overhead projector is available everywhere, thus, the point is how to produce a good transparency. This is what we have to know. We may do not need to do it ourselves in the future, but we have to know the basic concept about it, the font size, how to write, or to present. We should know from the transparency designing to its application.

Another training aids, the Power Point program, it shares the same basic concepts in presentation as those of the transparency, say, the font size, the way to present...However, now we emphasize on the use of transparency because it can be accessible every where. ...What we should know includes the use of the Power Point program with the projector and pointer...” (Peanut)

“For the training aids application, I emphasize on two things that is transparency development which can be divided into three kinds:

- 1. Ordinary written transparency, which is subdivided into washable and permanent one*
- 2. Printable transparency*
- 3. Laptop*

The inexperienced trainer should employ the first type. If they begin with using laptop in presentation, it will be high cost investment. Other problems with the laptop are such as if ones cannot afford their own laptop, its rental cost is high, and the renter may face the problem of the divergence between the projector and the laptop, or the stop-working hard disk. Thus, I usually use the second type one since it can be made as colorful output as that from the computer. And it is reliable that it will not stop working later. Another thing that is coincident with the transparency is the overhead projector. The overhead projector usually works well, but if we are to deal with the visualizer, the problem will be the blur transparency displayed. So, we have to know how to handle all of this equipment, only the simple training aids are enough. It do not need to do so for the high-technology one.” (Lettuce)

“In training aids, another topic is the techniques in applying training aids. We do not emphasize on training aid production, but we will highlight on the effective use of those training aids. Most trainers do not produce the training aids on their own, if they do, it is fine, but not necessary.

We may, therefore, introduce how to develop the relatively simpler training aids, say, transparency and other training aids. We should inform the way to use visualizer, say, how to zoom in and out, how to post the sheets on the projector, the presentation techniques such as to reveal the whole page at once or to partly unveil, including the use of manual or laser pointer... These are all about training aids application.” (Galingale)

“We have to know the training aids required in a training course, the overhead projector is a case in point... We regularly employ the transparency, so, we need to know the presentation techniques, how to apply it to the overhead projector, how to write, especially how to make it interesting. The principle underlying developing interesting transparency is to display merely topics...to make it easy to be read in which the use colors and tones would help. To add more effects, say, turning on and off, using windows or layout techniques, need some techniques to enhance. Therefore, we should select to cope with simpler training aids....

The hardware such as overhead projector is also important. We should bear in mind its advantages and limitations, its operating directions, the suitable way for maintenance, including the average age of its mechanisms.” (Cabbage)

“For training aids, overhead projector and transparency are the most appropriate tools for trainers. The high-technology devices are not quite reliable since they are more sophisticated and complicated to deal with... I then prefer transparency. Further, I would like to create a rapport with the participants during the class activities. Overhead is also preferable for presentation, as I believe the Power Point program suits merely short presentation. For one thing, the participants are to realize that we are trainers, the best supply is our skills. Thus, we need to know how to present ourselves in the way that the participants will pay more attention on the trainer, not on the Power Point program.” (Lemon)

(2) Power Point Program

69.2 percent (18 out of 26 sample) thought PowerPoint program should be taught in producing training aids.

“For training aids, I will introduce the learning principles and then exemplify the topics in which the participants need to know and the appropriate training aids to convey the meaning... For example, the Power Point program, how can we make an attractive file, should we insert more animation, or if we create a colorless text on the program, how it differ from that of the traditional training aids. Instead, if we make a more colorful, animated file, or to add some symbols, which provide a linkage to what, we are talking about, it will be more interesting.

For the trainers who do not keen on computer, but need to use its features; they should be able to transfer what they have planned in mind to “the back office” or the operator...” (Turmeric)

“About training aids, the main topic is to know the techniques in applying training aids. We do not prioritize training aid development, but highlight on the effective use of those training aids. Most trainers do not produce the training aids on their own, if they do, it is admirable, but not necessary.

Thus, we may introduce the uncomplicated training aids such as transparency, or background knowledge on designing and decorating the Power Point slides. Since it is worthless to create a Power Point slide that is similar to the transparency. If we use the program to produce training aids, we should make it more interesting by animation, for instance. The matter is on training aid application techniques, if they want to learn more on the program, they should take an extra course on it. This course will provide the basic concepts which the trainers may further use to communicate with the operator of what else do they need in their presentation.” (Galingale)

“Teaching training aids may be divided into 4 kinds, i.e., Flip Chart, Power Point program, transparency and written materials... For the Power Point program, I will touch only the principles of how to produce it, the additional features to make the slides more interesting are excluded. I pay more attention to the major compositions of the Power Point presentation... For other training aids, the focus is on its practicality and the way it facilitates our understanding about a particular matter.” (Seaweed)

“In implementing training aids, I focus on the use of special effects in the training aids, for instance, the Power Point program, I will not deal with how to write the texts into the slides since, presently, most participants have already known the basic usage of the program. Apart from Power Point program, I also introduce techniques to implement other kinds of training aids such as games and pictures. ” (Tomato)

“For Training aids development and application, we need to know the characteristics of the training aids and the way to use them. We have to know both how to produce and how to implement the training aids, the use of hardware and software, for example. We should inform everything, but what we are emphasizing are the issues of transparency and Power Point program. These training aids share the same producing concept, say, the use of font size and the way to present the content... We also inform about to present the Power Point files through the LCD.” (Peanut)

2.3.1.2 Training Aid Application

53.8 percent (14 out of 26 sample) thought training aid application should comprise training aid implementation, training aid application techniques, and principles of training aid application.

(1) Training Aid Implementation

57.1 percent (8 out of 14 sample) thought training aid implementation should be included in training aid application.

“We prioritize the implementation of the training aids since we do not need to produce some training aids on our own, but we have to be able to handle it with other training aids. Thus, we need to know the way to use it properly.” (Coriander)

“I emphasize on the application since trainers performs many roles, say, organizer, facilitator, leader and also instructor. Trainers then need to know how to apply the training aids, if they are unable to handle those training aids, they may seem unprofessional and unreliable. The key training aids are overhead projector and Power Point program.” (Olive)

“The significant factors from my view are;

1.The content in the training aids must support the topics we are teaching.

2.The quality of the training aids, e.g. containing concise and comprehensible message, well designed in colors and decorated with pictures.

3.The knowledge on how to use training aids is a key. The trainer must be able to effectively and skillfully implement the various kinds of training aids, say, Power Point program, overhead projector, Flipchart, video, and transparency.

4.The training aids selected are to suit the content being teach.” (Celery)

“...I do not think the training aids development is the crucial matter here since such work can be assigned to other persons to accomplish. The trainer do not need to do it oneself, but need to be able to handle the produced training aids in an effective way. We have the technology staffs who act as our training aids suppliers, so, we have to be capable in implementing those training aids. If we could not do so, our reliability would be reduced.” (Potato)

(2) Training Aid Application techniques

Of 28.6 percents (4 from 14 sample) thought techniques of training aid application should be included in training aid application.

“About training aids, I will inform in general to its characteristics and the widely used training aids. I will touch merely the concepts and will then emphasize on the techniques to apply the training aids.” (Broccoli)

“Training aids application techniques is another important topic... training aids include both equipment and activity. We will not focus on training aids development, but we will put the weight on the effective way to use training aids. Most trainers assign the duty in producing training aids to other persons, if they do it themselves, it is fine, but unnecessary. (Galingale)

“The application of the training aids plays more important role. Many trainers are capable to produce training aids, but are unable to make use of it adequately effective, or unable to use as its full capacity. Therefore, the matter of training aid implementation is needed to focus on.” (Seaweed)

“In applying training aids, I emphasize on the use of special effects in the training aids, for example, in Power Point program, I will not deal with how to post the texts into the slides since, presently, most participants have already reached basic usage of the program. Apart from Power Point program, I also introduce techniques to implement other kinds of training aids such as games and pictures. ” (Tomato)

(3) Principles of Training Aid Application

21.4 percent (3 out of 14 sample) thought the principles of training aid application should be included in training aid application.

“To emphasize on the principles of training aid application such as why we need to use it, what are its advantages and the way to use training aids effectively, do not use it in place of teaching, but use it to assist the

instruction, for example. Another thing is that we should not over employ the training aids, e.g. let it determine of the content. Moreover, we need to introduce how to use the training aids...since in training, we need the participants' participation, we then have to use various kinds of training aids, e.g. overhead projector, transparency, Power Point program, LCD, and Flipchart. In teaching...we may use Power Point program, but still need transparency in the participants' presentation, or the use of video...the principle of applying training aids is then emphasized.” (Cucumber)

“To emphasize on the principles of training aid application. In other words, we are to make certain that all training aids have been completely prepared and then speak concisely in relevant to the topics. If several training aids will be presented, do not reveal it to the participants in advance...do not stand in the way that obscures the display...to use the pointer such as laser pointer or a pen instead of your fingers. You should not turn on the projector for long since (1) its lamp will out early, (2) the display will draw the participants attention out of the trainer. The use of too high technology training aids may cause problem and waste the budget. We should study the high technology equipment before class.” (Lettuce)

2.3.1.3 Training Aids Selection

42.3 percent (11 out of 26 sample) mentioned that training aids selection should be included training aids.

“The participants usually know how to use the training aids... but what they bring to class need to be relevant with the content and support the course objectives. They need to be informed about the characteristics of each training aids that suits different kind of content.” (Turmeric)

“In selecting appropriate training aids, the participasnts should have background knowledge about different kinds of training aids... This course should focus on how to use those training aids properly. The word “properly” means proper to the participants' age, gender, and also the trainers themselves. If their personality suits Flip Chart, they should employ it. But if they are not keen on it, it is a

good idea to use Power Point program instead since we have to use the training aids that is appropriate to both learners and instructor, including the content.

For instance, if we teach the young, the accessory used should suit their age, say, using dolls, toys, pictures, simpler models, or basic Thai proverbs. Once we deal with more advance learners, we may use the same training aids, but instead of using toys, or cartoons. We may illustrate the actual events using authentic pictures. They present the same topic, but the pictures, font type and size employed are all different. Color is also matter. If we use colorful tone, it is preferable for children. Instead, it may make adult learners have a headache...these all are related to techniques in applying training aids...” (Onion)

“All topic should be focus on, actually. We could not focus on only one particular matter. The trainer needs to know both how to produce and how to use training aids. There are various kinds of training aids, transparency, Power Point program, pictures, realia, for example. Further, they need to know the principles in using training aids to suit other factors such as content, learners, time and place.” (Radish)

“How and when trainers employ their training aids are to suit the content they are dealing with.” (Spinach)

“I emphasize on training aid application design since the objectives is the starting point of teaching. And we then find the way to reach that goal, for example, I employ demonstration method, it may comprise three steps, say, demonstrating the models, having them practice, and then giving feedback to their tasks. At this point, we have to ask ourselves that what training aids should be supported each step in the method.” (Basil)

“I focus on the strategies to select training aids. This means the trainer may be unable to produce it oneself...but can assign this duty to the others. But the trainer need to know well how to select and use it since the trainer is the determiner of what training aids will suit his or her lessons. They could not let the others to do so.” (Ebony)

2.3.2 Training Methods

After interviewing 25 sample about the details of the content on training methods, it was found that all 25 sample thought it should be consisted of methods in training. 53.8 percents thought it should be consisted of training method application, as shown in Table 15.

Table 15 Frequency and Percentage of the sample's opinions about the details of Training Methods

Details of content Training Methods	Numbers (N=25)	Percentage
Methods in Training	25	100.0
Training Method Application	20	80.0
Advantage-disadvantage of Training Methods	9	45.0
Types of Training Method	7	28.0
Training Method Practice	3	12.0
Definition of Training Method	1	4.0
Benefit of Training Method	1	4.0
Importance of Training Method	1	4.0

2.3.2.1 Methods in Training

After interviewing 25 sample, it was found that 80 percent of the sample thought lecture should be taught in methods in training. 56 percent thought it was case study. 52 percent thought it was discussion. Likewise, 52 percent thought it was demonstration. The same number thought it was small group. 48 percent thought it was the role playing, as shown in Table 16.

Table 16 Frequency and percentage of the sample's opinions about training methods that should be taught in Methods in training

Training Methods	Numbers (N=25)	Percentage
Lecture	20	80.0
Case Study	14	56.0
Discussion	13	52.0
Demonstration	13	52.0
Small Group	13	52.0
Role Playing	12	48.0
Conference	10	40.0
Practice	8	32.0
Games	6	24.0
Simulation	6	24.0
Questioning-Answering	4	16.0
Exercise	3	12.0
Group Process	3	12.0
Test	2	8.0
Field trip	2	8.0
Programmed Instruction	2	8.0
Team Teaching	2	8.0
Under Study	1	4.0

“In teaching techniques, it is important to know how many training techniques do we have... trainers should know various techniques and then be able to select it. If they know merely a few techniques, they could not choose the right one. Thus, we should know at least 5 techniques for being a trainer, for example, to know what is a good lecture...what is demonstration, practice, a popular one at present, or small group, case study, discussion, brainstorming, group process. If the trainers know and select to employ these techniques properly, learning environment will be attractive. But if the trainers do not comprehend these methods, they will not be able to use it and they then handle the class with merely one same technique, which will cause their teaching uninteresting.” (Potato)

“In teaching techniques, I will introduce the fundamental of lecture and discussion. And I also usually teach case study... For lecture, it is the basic method in training...it is the heart of teaching, the fundamental one. Since man have to communicate, you are to be good in speaking and you will then be able to handle discussion...” (Mushroom)

“The most time consuming matter is teaching methods. We should introduce all, lecture, discussion, demonstration, practice, conference and meeting which is appropriate for team teaching, simulation, or field practice that is so called in turn technique and the last one, under study which is the face-to-face teaching.” (Ebony)

“We provide all teaching techniques, but in their basic concepts...we focus on lecture and also other techniques, say, case study, role playing, discussion, activities and games” (Cucumber)

“When I teach on training methods, I will inform all, but the most important that every trainer must know is lecture. Since lecture is the fundamental of all methods. We have to know technique for good lecture. Another important method is demonstration.” (Ginger)

“About training techniques, We have to know various kinds of techniques, say, lecture, discussion, case study, role playing, games, activities, simulation, training conference.” (Bean)

“For training techniques, I usually employ the frequently used technique, for example, lecture, brainstorming, workshop, group discussion, panel discussion and role playing. (Gourd)

2.3.2.2 Training Method Application

80 percent (20 out of 30 sample) thought that training method application should comprise implementation of training methods and training method selection.

(1) Implementation of Training Methods

75 percent (15 out of 20 sample) proposed that implementation of training methods should be included in training method application.

“For training techniques, I will teach the main points, the fundamental ideas and the objectives of each technique. My aim is to make them know how to implement the each technique properly.” (Chili)

“The points I will teach are 1) the objectives, 2) the procedures, 3) the appropriateness to the content and 4) the appropriateness to places of all techniques.” (Gourd)

“About training methods, we have to comprehend both methods and techniques. Method is the broader term, say, lecture, but technique is the way to make a lecture... for demonstration, the technique is how to handle a demonstration.” (Basil)

“The procedures of each teaching technique and the roles of the trainer in using such technique.” (Lemon)

“All techniques. We need to know the advantages and the disadvantages of each technique, also its objectives, when to use it...since it is impossible to determine that we will use only brainstorming for the whole session. And for brainstorming, we have to consider its principles and procedures.” (Galingale)

“I will teach all techniques. When I introduce lecture method, I will demonstrate a lecture and then explain its principles. For demonstration, I may invite a quest speaker to demonstrate in class, or I may perform it myself... I may invite the quest speakers to perform team teaching in order to introduce this method, when they finish, I may ask the learners whether they notice its principles. I will then summarize the fundamental concept of the method. It is the same for discussion, both group discussion and panel discussion. I will invite the group to perform a discussion on using simulation and games for training. Thus, they are all related as a process.” (Ebony)

“For training techniques, we have to focus on the characteristics of each technique, the preparation and procedures to employ a certain technique.” (Lettuce)

“For training techniques, we have to comprehend various kinds of technique, say, lecture, discussion, role playing, games, activities, simulation, training conference. We are to know the principles and procedures to employ a technique as well as its limitations.” (Bean)

(2) Training Method Selection

25 percent (6 out of 15 sample) proposed that training method selection should be included in training method application.

“Training technique is ...to be able to use the technique that suitable for the number of the learners, the target group...the heart of method application is to select an appropriate method...” (Potato)

“We should inform them to bear in mind the factors that relate to each technique, say, place and participants.” (Spinach)

“About training technique, what technique we will focus on depends trainer’s type of work. The course is flexible according to the objectives of the course, the learners, size of class, and the learners’ types of work...” (Coriander)

“When teaching training techniques, participants should know techniques of training method application so they can apply it properly. It depends on content topics.” (Ginger)

2.3.3 Trainer Roles and Responsibilities

After interviewing 20 sample about the details of trainer roles and responsibilities, it was found that all 20 sample thought it should be consisted of trainer roles in training. 90 percent thought that it should be consisted of trainer qualifications. 85 percent though it should be consisted of trainer ethics, as shown in Table 17.

Table 17 Frequency and percentage of the sample’s opinions about the details of Trainer Roles and Responsibilities

Details of content Trainer Roles and Responsibilities	Numbers (N=20)	Percentage
Trainer Roles in Training	20	100.0
Trainer Qualifications	18	90.0
Trainer Ethics	17	85.0
Definition of Trainer	6	30.0
Importance of Trainer in Training	3	15.0
Personalities	2	10.0
In-house Trainer and External Trainer	2	10.0
Factors Leading to The Success of Trainer	1	5.0
Benefits of Being Trainer	1	5.0
Types of Trainer	1	5.0
Preparation of Trainer	1	5.0

2.3.3.1 Trainer Roles in Training

All 20 sample mentioned that trainer roles in training should be included in trainer roles and responsibilities.

“I divide trainer roles into 2 parts;

1. Trainer roles which consist of 3 parts: the roles concerning responsibility, the roles according to learners’ and training organizer’s expectation, which is first priority, and the last one, the roles regarding trainer ethic.

2. Trainer qualification...or trainer competency in terms of knowledge, skills and behavior.” (Cucumber)

“It depends on the perspective we take. If we look at time factor, we may divide trainer roles according to time period, for example, the role in pre-course period, the trainer is to prepare course objectives, content, teaching preparation, documents, or even the training aids. We have to analyze all related factors, to know the participants, for example.

Speaking to on-class role, the trainer role during the class are lecturing, analyzing participants’ feedback...forming good questions and clearly answer...trainer should make both in-class and after class evaluation such as to follow the participants’ feedback after training.” (Broccoli)

“In being a trainer, we have to know first about our roles as a part of the training. If training is a whole picture, which area of the picture does trainer role should fulfill? And have to know the process of trainer responsibility, say, before and during the class...” (Peanut)

“Trainer qualification and ethic is not the key. Being a professional trainer, they are to comprehend their roles, both to oneself and to the others, in each occasion.” (Turmeric)

“We need to define the word “roles” first. In the old days, “roles” refers to itself directly, while, presently, trainer roles means by the roles regarding the others’ expectation. “The others” here refers to the steak holder such as learners, training organizer, including the company owner. Trainer should be able to help these people solve the problems, to make them reach the objectives of the course.

Thus, before training, trainer role is to well prepare for content...prepare the information about the learners, who are they, why do they have to be trained, including to prepare equipment, training aids and activities. Trainer is at the helm and has to drive the learners to their learning destination.

Secondly, on-class role, learners usually expect three things from the trainer;

1.Learners expect knowledge from us, in this aspect, we are an instructor.

2.Learners expect guidelines to do things, in this case, we are a guide.

3.Learners expect us to be their facilitator.

We are to play several roles while we are teaching, for example, the learners who belong to the first group may be the workers. What they want is knowledge... the trainer is to teach in one style. For the second group, they have already known the content, the trainer role here is to add up other things, say, to provide guidance to solve problems. The last group is usually the executives...the trainer should use a different method from the first two groups. We may use case study, group discussion since they all are full of experience, the trainer should not perform as the controller, should act as a facilitator. Thus, the trainer for such group of learners is needed to be skillful, i.e. to know how to compromise, to thoroughly comprehend in psychology, to perform active listening and conflict resolution, to have communication skills or techniques to give feedback.” (Lemon)

“The needed content in the topic on trainer roles is to realize of who is trainer, and what is his or her responsibility. The trainer has three main roles, i.e. the role concerning their duty, the role regarding the training organizer’s and the participants’ expectation...finally, they are to know their role according to the trainer ethic.

We should pay more attention to the role concerning trainer responsibility. If trainers could not perform their roles as they are responsible for, they would not be able to play role as per the others’ expectation and also the ethic... since duty comes first. What trainers must know is their responsibility, what they should know is the others’ expectation, and what is good to know for them is the

trainer ethic. Most people have to know our roles from our duty first, and will then perform our role as per the others' expectation. It is a step-by-step process. In a nutshell, the role as per duty and ethic is significant which make the trainer become a professional one...for the role according to the expectation, it is preferable if they can perform well, if not, it is a matter that should be improved further.” (Potato)

2.3.3.2 Trainer Qualifications

90 percent (18 out of 20 sample) identified that trainer qualifications should be included in trainer roles and responsibilities.

“For the concept of being a trainer, we focus on trainer roles and the characteristics of good trainer, including morals and trainer ethic, these are what we emphasize on.” (Broccoli)

“About being a trainer, we provide trainer roles and responsibility, knowledge and skills required as well as trainer ethic, and finally benefit of being an trainer.” (Ebony)

“I will introduce the roles first and then qualifications. The outstanding role of a trainer is to be professional in that work. We should add up the content on being a trainer in order to produce in-house trainer for the organization. Thus, we make the staffs who are professional in work to be skillful in dealing with people, i.e. to provide knowledge on instructing in terms of qualifications, morals and responsibility of a trainer.” (Lettuce)

“I divide trainer roles into 2 parts;

1. The 3 roles of the trainer, i.e. the role concerning duty, the role that relates to the training organizer's or learners' expectation, which is prioritized, and the roles regarding morals or trainer ethic.

2. Qualification is what characteristics a trainer is likely to be. In other words, it is trainer competency, i.e. to be skillful in what they need to comprehend and perform. (Cucumber)

“The content that should be included in the topic of trainer roles are who is the trainer?, what are their roles?, what are the characteristics of a good trainer?” (Potato)

“What we need to know first about being a trainer is the background knowledge on in what area of the training that the trainers play their role... Next, we have to know that who is the trainer?, what are the characteristics of a good trainer? Further, we should comprehend the many patterns of being a trainer...” (Peanut)

2.3.3.3 Trainer Ethics

85 percent (17 out of 20 sample) stated that trainer ethics should be included in trainer roles and responsibilities.

“For the concept of being a trainer, we focus on trainer roles and the characteristics of a good trainer, including morals and trainer ethics, these are what we emphasize on.” (Broccoli)

“The content on trainer roles, trainer ethics and trainer qualifications have to be included in the course content. For trainer morals and ethic, we may begin with the basic ethics like we should not tell a company’s anecdote to other ones...it is inappropriate to do so. Thus, we have to add the content on ethics to the learners to make them realize teaching ethic. (Seaweed)

“About the roles of the trainer, we have to provide the knowledge on what are the trainer qualifications, what skills, characteristics, and ethics a trainer should hold, including trainer personality.” (Olive)

“The concept of trainer is to know who is the trainer, what are the differences between in-house trainer and external trainer, what are factors, roles and responsibilities of a good trainer, the trainer ethics, causes and consequences of lacking trainer ethics as well as the possible solutions.” (Bean)

“I will inform about trainer roles first and then come to trainer qualifications and ethics... trainer is an extraordinary person since they instruct the organization personnel...trainer should bear in mind that to give is better than to take.

To give here means to provide geniality, warmth and attention to the learners. In other words, being a teacher should hold a heart of giving. For one thing, teacher's behavior is to be harmonious with what they have taught. These are the trainer qualifications and ethic. Further, a trainer is to have M.Q. or Moral Quotient.” (Lettuce).

2.3.4 Communication Skills for Trainers

After interviewing 20 sample about the details of communication skills for trainers, it was found that 90 percent of the sample thought it should be consisted of communication personalities. 65 percent thought it should be consisted of communication principles. 50 percent thought it should be consisted of communication procedure, as shown in Table 18.

Table 18 Frequency and percentage of the sample's opinions about the details of Communication Skills for Trainers

Details of content	Numbers (N=20)	Percentage
Communication Skills for Trainers		
Communication Personalities	18	90.0
Communication Principles	13	65.0
Communication Procedure	10	50.0
Types of communication	5	25.0
Problem and solutions for communication	1	5.0

2.3.4.1 Communication Personalities

90 percent (18 out of 20 sample) mentioned that communication personalities should be included in communication skills for trainers.

“Two topics that are the three elements of communication and personalities such as intonation, gesture, dressing. I emphasize on personality since it is first impression that can motivate the learners to listen, to watch and to be impressed. Coupled with a good lecture, the more pleasing personality the trainer has, the more effective the training will be.” (Mint)

“The most important things are; 1. To present content as a sequence, and trainer personalities, language used, gesture and intonation. When trainers speak, the content must be well sequenced, thus, they need to have systematic thinking. However, trainers should not provide merely the content, they have to gain more learners’ feelings. If trainers use only lecture for the whole session, it will be boring. For example, if you give a complement to one of your learners that “You look good today.”, it is just an ordinary statement, but it will be more interesting if we add up our feelings to express by using gesture and intonation.” (Lemon)

“The art of communication might be the heart. Since trainers need to be able to skillfully and fluently convey the content knowledge as well as be able to compose comprehensible verbal language using appropriate voice tones and rhythms.

The content on practicing communication skills should be known are:

The rhythm of language; a trainer has to use verbal language in a right way, i.e. to use words properly and skillfully compose good verbal language using appropriate voice tones and rhythms.

Non-verbal language includes gesture, style and rhythms. Trainers are to keen on these two kinds of language and be able to teach both the matter of verbal language and gesture, including personalities, say, how to stand or to show up properly and respectfully, hand position, and eye contact. These all are what they need to know. Finally, we are to go further to how to make an interesting lecture, stressing by using different weight, story telling are a case in point. If we do not do so, the lecture will be too plain.” (Potato)

“For communication skills, it is a must. The fundamental of communication is to begin with using intonation, eye contact, gesture, manner, everything including dressing, personality and the way to come out to the stage.” (Pumpkin)

“Speaking or communication... should be concentrated on trainer’s personality based on body language, verbal language, eye contact, gesture, even the handing gesture. They all are related. Trainer’s personality is the first attraction to the learners who are totally strangers. If the trainer looks respectful and reliable, the learners will be motivated to learn. During the lecture, if the trainer use appropriate intonation which reinforce the content, it will also be another way to motivate the learners.” (Cabbage)

“In communication skills, we emphasize on personalities, dressing, intonation, rhythms, speaking style, stress and intonation. One should not speak aggressively or wordy. Do not speak too fast or use a sensitive word, say, to use the Thai pronoun “mun” with the employees... we have to be careful in using language, think before speak out and use clear language. Some register or technical terms may be unique for a particular office, the new comer may not understand. Thus, we have to adjust somehow to make them comprehend.

Manner is also a point. We should inform all, say, in standing, balance your body by putting equal weight to both feet and do not make a round walk like “a mouse in the trap”. One more thing is gesture, to point at learners’ face is seriously forbidden. Eye contact is also crucial, say, eye-to-eye with a little smile and mentioning “Hi!”. The techniques of communication are used for good, also speaking with a little smile in voice.” (Lettuce)

2.3.4.2 Communication Principles

65 percent (12 out of 20 sample) stated that communication principles should be included in communication skills for trainers.

“Communication principles should be started from the structure of communication such as the introduction, content and summary. The communication principles for trainer are such as to sequence the content, and the matter of personalities, say, gesture, voice and dressing.” (Lemon)

“The issue of communication skills. To speak as a trainer may differ from that of a speaker, an announcer, or a spokesman. Communication principles for a trainer include how to communicate clearly, how to clarify things by speaking, how to make the learners follow the content, and how to make the speech comprehensible. This is so called “the clear communication, the acknowledged communication, the fond communication, the admirable communication”, these all are what a trainer should have. So, we need to know communication techniques. Since to speak as a trainer is not only speaking, our speech has to stimulate the learners. It is an interacting communication.” (Galingale)

“The content on communication skills we need to know is how to relate or transfer knowledge, trainers are to capable in sequencing the content, to explain in step-by-step. The trainer is not the transparency reader. They are to explain the content in the transparency, to relate them together. Finally, we may go further to how to make an interesting lecture and to emphasize on the important issues.” (Potato)

“The principles and techniques of communication for transferring knowledge. I will teach structure of communication, systematic thinking and also personalities. Since it may cause problems if we think unsystematically...

...Afterwards, we need to know the techniques to organize our speech; for example, supposing that we have set a topic, how can we subdivide the topic into minor points, and after we have subtopics, how can we order them, say, time sequence ordering, cause-effect ordering, problem-solution ordering... After we order

the points, we have to consider the techniques to convey meaning which are explanation and illustration. We will teach in this area.” (Peanut)

“In speaking or communication, we should concentrate on trainer’s communication, which is not just an ordinary communication, trainer have to speak in a reasonable, indulging and factorial way. And have to be able to prove what they had said, do not use a wordy speech and employing communication techniques... We will indicate how to make an interesting speech.” (Cabbage)

“There are three principals proposed by Karun Gu-yai which is “Na-Tuk-Jai”;

- 1. “Na” is “na-doo”, which means good personality, “na-fung” which refers to comprising valid content, and “na-cheu” which is the pleasant personality and valid content could make a trustworthy trainer.*
- 2. “Tuk” hereby refers to doing things with the right man and at the right time.*
- 3. “Jai” in this meaning is having an interesting introduction to content, having understanding in the content which reflects in appropriately order the content topics, setting a clear main point, and having an magnificent conclusion.*

Therefore, ...we emphasize on communication techniques since topic also covers personality and structure of communication. If one can do these things completely, he or she will be able to make an excellent presentation.” (Ginger)

“For communication techniques, “communication” here is not a talk for joke, but for job. Being a trainer should consider personality, motivation creation, and persuasive speaking as well.” (Tomato)

“I may focus on two factors; first, speech organization; when we already have content, how can we deliver those content into verbal language, how to process and order the content. The second factor is personalities, which include dressing, voice, eye contact and language using. I believe these two factors may cover all content on communication skill.” (Gourd)

2.3.4.3 Communication Procedure

50 percent (10 out of 20 sample) believed that communication procedure s should be included in communication skills for trainers.

“Communication skills may include content preparation...we have to prepare the content for lecturing, the introduction, and lead into the content as well as the conclusion.” (Mint)

“What is required to know in practicing communication skills is the organization of the content to be presented. These are usually divided into introduction, content and conclusion. We have to know how is the content organized. ” (Potato)

“For the principles and techniques in communication for transferring knowledge, we should inform about communication procedure which is divided into three parts; the head, the middle, and the conclusion.” (Peanut)

“In transferring knowledge, there is the concept of presentation that is to have an introduction before the content and the conclusion.” (Turmeric)

“In communication, we may compare the fundamental of good communication to driving a plane in that we begin with going along the run way and then take off, when we reach the ceiling, keep on the level, and then landing softly as a conclusion, do not have a crush landing. In short, to have an introduction, content and conclusion.” (Lettuce)

“For communication skills, ...content ordering, communication procedure, say, introduction, content and conclusion are the main concept. To order our thinking is also a point.” (Spinach)

“When I teach communication skills, I include communication techniques, personalities, voice and dressing. Moreover, I have to provide all three elements of communication that are introduction, content and conclusion.” (Ginger)

2.3.5 Adult Psychology

After interviewing 18 sample about the details of adult psychology, it was found that 77.8 percent of the sample thought it should be consisted of adult learning. 77.8 percent thought it should be consisted of teaching adult learners. 61.1 percent thought it should be consisted of motivating adult learners. 50 percent thought it should be consisted of characteristics of adult learners, as shown in Table 19.

Table 19 Frequency and Percentage of the sample's opinions about the details of Adult Psychology

Details of content Adult Psychology	Numbers (N=18)	Percentage
Adult Learning	14	77.8
Teaching Adult Learners	14	77.8
Motivating Adult Learners	11	61.1
Characteristics of Adult Learners	9	50.0
Relation between Training and Learning	3	16.7
Difference between Training and Teaching	1	5.6
Definition of Psychology	1	5.6

2.3.5.1 Adult Learning

77.1 percent (15 out of 18 sample) mentioned that adult learning should comprise adult learning characteristics, definition of learning, learning theory, learning principles, obstacles in learning and influences on learning.

(1) Adult Learning Characteristics

60 percent (9 out of 15 sample) thought adult learning characteristics should be included in adult learning.

“Learning psychology here may start with the background knowledge on the interests of different groups of people, say, adults and adolescents. What else that adults are interested in since their needs for learning are different. Trainers will then know what should be added into the content to interest the learners.” (Mint)

“Adult learning psychology proposed by Dr. Carl Rogers has been used to point out that what do people in occupational world learn, what do they want to know. Adults have their own learning direction since the working people usually have specific interest. What they want to learn is what they need to employ. In short, we have to know the characteristics of adult learning.” (Ebony)

“For learning psychology, they have to learn at least two main points that are: 1) the characteristics of adult learning. Since training is to adjust learning behavior... at first they may not know, we have to make them know, or what they could not do, we have to make them can do. Thus, we need to know is how people change themselves. Children have their own way in learning and adults also have an another. When we understand the way people learn, we then look at the training. Thus, the second point is how to make people learn.” (Basil)

“For adult learning psychology, the concept is to understand what adults need to learn, say, the content that they need to know, the problematic issues...We have to know what adults want. Learning psychology is actually people’s need.” (Broccoli)

(2) Definition of Learning

26.7 percent (4 out of 15 sample) thought definition of learning should be included in adult learning.

“In the topic adult learning psychology, I will teach the definition of the word “psychology” and “learning”, the differences between learning and studying at school, and adult learning psychology in the points such as adults’ learning methods, the characteristic of adult learning. Since we have to know how to persuade the adult.” (Radish)

“From training perspective, learning is changing behavior, say, change from do not know to be know, from unskilled to be more skilled, or from having negative attitude to be holding a better one.” (Bean)

“In learning psychology, we are to know what the learning is. Learning is changing behavior, say, they may not know at first, we have to make them know, or to change them from cannot do something to be able to.” (Basil)

(3) Learning Theory

20 percent (3 out of 15 sample) thought learning theory should be included in adult learning.

“Learning can be divided into

1.Thorn Dike: Learning emerges from trial and error, which are;

1.1The Law of Readiness is to learn when one is ready.

1.2The Law of Effect is to learn when one is successful.

1.3The Law of Exercise is to learn when one has practiced.

2.Bandera: One has learned from the successful models.

3.Piaget: People can form knowledge by gaining direct experience

And we then look at the training, how can we change people since training is to make change of people. It is the relationship between psychology and training. When we know people's characteristics, how they learn things, we then come to what methods should we use to help them learn.” (Basil)

“From my experience in handling trainer for trainer course, I include 4 points which are;

- 1.The meaning of learning; to know what learning is.*
- 2.The types of learning, which I divide into knowledge, skill, and attitude.*
- 3.The creation of internal and external learning environment.*
- 4. The principles to cope with adult learning.*

And I later add one more thing that is the notion of Kolb about Learning styles and also the ideas of Munford.

Kolb divide learning into 4 kinds as follows:

- 1. Learning by feeling refers to learning that arises from one's learning desire. When they want, they learn, but once they do not want, they stop learning. The way to attract these people is to convince them.*
- 2. Learning by listening or watching; this kind of learner will listen to the others first in whether the lesson is good. If it is, they will learn.*
- 3. Learning by thinking; these people are academics. They are knowledgeable. They think carefully and often question things. The trainer is to employ theories to clarify them and even refer to the related researches to convince them.*
- 4. Learning by doing; they know more about theoretical content, and are full of self-confidence.” (Lemon)*

“What I introduce in adult teaching is learning emerges from stimulation which Dr. Chamnong Wibulsri later use the term “stimulus”. To spur someone causes reaction, which is so called stimulus (S) and response (R). When there is S, R or even R2 will follows. However, the extinction often occurs. When it occurs, we have to put reinforcement to stimulate the response again. We are to do these as a circle.” (Bean)

(4) Learning Principles

13.3 percent (2 out of 15 sample) thought learning principles should be included in adult learning.

For learning principles, there are the principles for adult learning, participation learning and participation training.” (Soybean)

“They are to comprehend learning principles since, as I informed earlier, teaching is to make one learn, trainer are to understand the principles of learning, they should employ psychological conception to motivate learners to learn... We will teach what learning is, how training and learning relates to each other, basic learning principles and adult teaching psychology, adult learning. We will give them the concepts of these issues.” (Cucumber)

(5) Obstacles in Learning

13.3 percent (2 out of 15 sample) thought obstacles in learning should be included in adult learning.

“For adult learning theory, there are still other issues apart from adult learning such as problems, obstacles, and how to motivate adult learners to learn...” (Garlic)

“What they need to know about adult psychology are; 1. To know the nature of man of different age and the factors that affect learning, creating learning environment, problems in learning.” (Chili)

(6) Influences on Learning

13.3 percent (2 out of 15 sample) thought influences on learning should be included in adult learning.

“What they need to know about adult psychology are; 1. To know the nature of man of different age and the factors that affect learning, the creation of learning environment, problems in learning.” (Chili)

“I will emphasize on 3 points that are: firstly, learning factors, in training, we could not depend only on having a good trainer, it also depends on the learners. Trainer has to know what factors else that cause the learners to learn. However, it is worthless to know only factors but do not know the methods to do so. Thus, we come to the second point, which are the methods to motivate the learners to learn. Since each group of learner is different, we have to know that there is no best method for all groups. For the last point which I think it is crucial, but I am not sure whether it is for the others, the self-evaluation. A good evaluation should include the learners to evaluate themselves as well, It is better than letting only the trainer do.” (Soybean)

2.3.5.2 Teaching Adult Learners

77.8 percent (14 out of 18 sample) believed that teaching adult learners should comprise selection of adult teaching methods, adult teaching methods, the definition and significance of adult teaching psychology and the differences of andragogy and pedagogy.

(1) Selection of Adult Teaching Methods

85.7 percent (12 out of 14 sample) stated that selection of adult teaching methods should be included in teaching adult learners.

“For adult learning psychology, we should provide the content on physical skills, emotions, social association and intellect of the adults in order to provide the background information about adult learning characteristics, when and how long does adult learner take in learning, what are the appropriate content, for example.” (Olive)

“To know learning psychology is to know the differences between each adult generation, say, working age and the elderly, since they are different and need dissimilar ways to be instructed. Thus, we have to adjust our teaching style and strategy. One important thing is that we have to make them feel like we are not here to teach them, or just make them eager to learn.” (Broccoli)

“About learning psychology here, I may provide the background knowledge on groups of people such as the adult and the adolescent. For the adult, we may focus on their interests since the learners’ needs are all different. So, the trainer will be able to realize that if they deal with a particular group of learners, what should they add into the content to interest them.” (Mint)

“Trainer has to analyze that who are the learners, what are their educational and work background. Since they will be able to select the appropriate method to teach their learners. This is actually the principles of teaching; for example, if we have to teach the executive about human resources management, we should not teach the theoretical content, instead, we should elicit their participation and experience to benefit the teaching and learning.” (Ginger)

“I will emphasize on 3 points; the first is learning factors and then come to the second one; the methods to motivate the learners to learn. Since learners are different, we have to know that there is no best method for all groups. For the last point that I think it is crucial, but I am not sure whether it is for the others, the self-evaluation. A good evaluation should include the learners to evaluate themselves as well, it is better than letting only the trainer do.” (Soybean)

“The key point in adult psychology is to know the characteristics of each adult generation. When we train adults, it is not to cram all knowledge into them. We should check their experience and background knowledge beforehand. ...If we know adult psychology, we will then be able to plan the activities and our speaking role. During the class, we may stimulate them to make use of their

existing ability, for example, we may use the questions to check their agreement, or what misconception do they hold, so that we can clarify them. Another good way is brainstorming which could help the trainees gain more experience and different perspectives, and the trainer will then make the conclusion to organize the ideas.”
(Galingale)

(2) Adult Teaching Methods

35.7 percent (5 out of 14 sample) believed that adult teaching methods should be included in teaching adult learners.

“The main point in adult learning is to realize that the roles of the trainer and the teacher are different. In being a teacher, the learning center is at the instructor self, one has to evaluate his or her learners. Instead, the trainer does not govern the roles all the times. Especially in current training trend, we have learner-centered class that we have to provide them pleasant and advantages according to the course objectives and the course content. (Coriander)

“In the concept of adult learning, I include adult learning methods such as participation learning or participation training.” (Soybean)

“Trainer should know at least main 2 points in learning psychology. First, the learning methods; second, the methods to teach, for instance, if we employ lecture, we need to know how to make a good lecture. If we employ practice, we need to know how to make a good practice ...we also have to know teaching techniques since the learners are both children and adults, we should select the appropriate method for each group, thus, these all connects to learning psychology.” (Basil)

“For adult psychology, a trainer should make the learners realize that they get involve in what the class is dealing with, the trainer does not teach them. Since adults do not like to be judged as right or wrong, they do not prefer to be tested because it may make them feel embarrassed. Thus, when there is an argument, we should employ the discussion technique to explore the issue...”
(Cabbage)

(3) Definition and Significance of Adult Teaching

Psychology

7.1 percents (1 out of 14 sample) thought definition and significance of adult teaching psychology should be included in teaching adult learners.

“The content on adult teaching psychology are such as psychological issues in teaching adult, its definition, significance and principles.”
(Mushroom)

(4) Differences of Andragogy and Pedragogy

7.1 percent (1 out of 14 sample) thought differences of andragogy and pedragogy should be included in teaching adult learners.

“Adult learning psychology is needed for the trainer to realize that teaching the adult is not similar to that of children.” (Galingale)

2.3.5.3 Motivating Adult Learners

61.1 percent (11 out of 18 sample) mentioned that motivating adult learners should be included in adult psychology.

“I try to strongly emphasize on how to provide the learners more advantages and to satisfy them. Adult learners are generally ready to learn, but how to teach them is the trainer’s duty... how to motivate and make them realize of the following advantages. The trainer has to realize that the learners are mature, not juveniles, we should not scold, tell off, or to do anything to make them feel embarrassed; for example, during the class, do not point out the issue that we disagree.” (Coriander)

“In adult learning psychology, we have to know how to instruct them, how to prepare ourselves. Sometimes, after the introduction, we may assign group work and then to have them present their works... This is one of the techniques that we can select. It also help to preserve the trainer’s energy in that instead of keep talking for the whole 3-hour session, we may use games, activities or case study in class. In psychology, we need to know the teaching techniques that will interest adult learners.” (Ginger)

“In my experience on a trainer course, when I deal with psychology, I instruct the principles in teaching adult learners by using the notions proposed by Malcolm Knowles. This concept includes 10 principles, say, we need to know when adult would learn effectively, what teaching approach should we employ; for example, adults do not like to be taught, they do not like the feeling of being a student, but they prefer warm atmosphere without to be controlled, say, they can go here and there during the class instead of being force to sit still all the times. These are what adult learners want. Thus, trainers have to make the learners feel that we are not a teacher. At present, we then use the word “trainer” or “facilitator” instead of “instructor”. We also know how to create learning environment... to create the cooperative learning.” (Lemon)

“I do not have psychological theory in mind, but I advise my experience of what to be done to make an enjoyable class...thus, how to make learners participate in class activity...from my experience, I would know the learner’s characteristics and then the technique to attract them. If we can motivate them like this, we would make our teaching succeed. There are several ways such as to gain more participation by to relate the content to the learners’ experience. (Seaweed)

“Adult teaching psychology is not similar to that of children... We have to know psychology in teaching...in teaching adults, you are to tell them about the benefits they will get from the course... You should tell them clearly about the advantages of this subject, how can they apply the knowledge further...and should clarify the topics and subtopics of the content beforehand since it would ease the learners to follow the lessons.” (Mushroom)

“In psychology, trainer should know how adults learn things, what interest them and how to gain their participation. Since trainer is not similar to public speaker or quest speaker, trainer has to handle things according to the topic and objectives of the course. Thus, trainer is to have more tricks and techniques in speaking such as motivating technique to gain learners’ participation.” (Cabbage)

“In learning psychology, I may give the background on adult characteristics, their learning needs and ... how to motivate them to learn or how to find ways to attract their interest. Since motivation directly affects adult learning, trainer has to find ways to interest adult learners. When they are interested, learning will emerge. One way to do this is to tell them the advantages of the course.” (Mint)

2.3.5.4 Characteristics of Adult Learners

50 percent (9 out of 18 sample) stated that characteristics of adult learners should be included in the adult psychology.

“For learning psychology, I may give the background about the time period that people take in learning, so, we have to know the characteristics of adults.” (Mint)

“In adult learning psychology, we are to realize that retention period of adults is much more longer than that of children. Adults are able to concentrate on things longer and then to memorize a great deal of information.” (Ebony)

“For adult learning psychology, we should inform the characteristics of adults in terms of physical skills, emotion, socially association and intellectual. Since we will be able to know and then properly prepare the time period and content of the course.” (Olive)

“In adult psychology, it is important to know that different ages or generations of adults may have dissimilar social behavior. Another point is that the adult learning ability is different from that of children, especially the ability to analyze and synthesize that adults have far more. If we understand these points, we will be able to plan our class activities and speaking role.” (Galingale)

“In adult psychology, trainer should know; 1. The nature of people of different ages, learning factors, how to create learning environment and problems in learning.” (Chili)

2.3.6 Lesson Plan

After interviewing 17 sample about the details of lesson plan, it was found that every sample thought it should be consisted of writing lesson plan. 88.2 percent thought it should be consisted of components of lesson plan, as shown in Table 20.

Table 20 Frequency and percentage of the sample’s opinions about the details of Lesson Plan

Details of content Lesson Plan	Numbers (N=17)	Percentage
Writing Lesson Plan	17	100.0
Components of Lesson Plan	15	88.2
Definition of Lesson Plan	3	17.6
Types of Lesson plan	3	17.6
Importance of Lesson plan	2	11.8
Benefit of Lesson Plan	2	11.8

2.3.6.1 Writing Lesson Plan

All 17 sample stated writing lesson plan should comprise lesson plan writing process and practice on writing the lesson plan.

(1) Lesson Plan Writing Process

52.9 percent (9 out of 17 sample) mentioned that the lesson plan writing process should be included in writing lesson plan

“After the learners know all teaching techniques, say, lecturing, brainstorming, case study, we should let them practice preparing the content to be lectured, or the lesson plan so that they will know how to write and to detail one.” (Mint)

“In lesson planning, we must know the components of a lesson plan such as lesson topic, teaching methods, training aids and then we have to know how to write a lesson plan.” (Lemon)

“In lesson planning, we start with the scope of the topic we are to cope with, and then to organize and prioritize the content to be presented based on the scope. After that, in each subtopic, we may indicate the teaching method will be employed, say, this session will use lecture, video, flip chart, or exercise. In short, we need to know how to write a lesson plan.” (Corn)

“I emphasize on lesson plan writing since it is extremely crucial. In writing a lesson plan, we will explain in details of each principle in lesson plan writing and then let the participants learn from practicing.” (Olive)

“The participants have to know what they are to teach, teaching objectives, and teaching techniques, or even training aids and content. Then, they are to described the details of these topics systematically in their lesson plan.” (Cabbage)

(2) Practice on Writing the Lesson Plan

94.1 percent (16 out of 17 sample) believed that practice on writing the lesson plan should be included in writing lesson plan.

“To be good in lesson planning, they have to practice writing one. We may provide a format of lesson plan and explain each component included. Then, let them practice to write and present their own lesson plan. We will give the comment based on the correlation between the course objectives, content, and teaching methods, for example, to analyze whether... the content suit the course objectives...” (Broccoli)

“For lesson plan writing, we should know what a lesson plan is, how to prepare it, ... the participants should practice writing a lesson plan by using table format. Within the table, the components will be topic, content, training aids, teaching techniques, estimated time for each session, and total time will be consumed. We may provide the table and require them to fulfill using concept mapping technique, or what is so called “mind mapping”. ...Then, have them present their work with our comment.” (Spinach)

“I will introduce how to write lesson plan such as illustration, give examples and then will assign participants to practice writing a lesson plan. The topic will be the actual one they are to teach. We will train them to write and have the trainer proof in order to introduce them the right way to write a lesson plan. It would improve their teaching which they will realize when they are to teach in actual class. At least, they would realize that to plan the lesson in advance will help them teach better.” (Cucumber)

“For lesson plan writing, I will explain in details about the principle in writing a lesson plan... We will let the participants practice writing and present their own lesson plan, then, we will criticize its quality; whether the content are appropriate, or whether the time provided suit the content. In determining the content, the participants should set the title first and later separate into topics, and then define the content of each topic. With in a topic, the objective of the session should be presented; what the learners will learn from that issue, what teaching

technique and training aids will be employed, period of time, and evaluation method of each session. These all have to harmoniously relate as a process.” (Olive)

“In lesson planning, trainer should comprehend what the lesson plan is, what does it comprise, its significance and advantages to trainer. They also have to practice writing it, which is the heart of lesson plan. If lesson plan is not valid, it will cause several problems, say, problems in speaking, invalid and unorganized content, which will lead to a trouble speaking. Since if we do not sequence and organize things, we would not be able to make an interesting presentation.” (Potato)

“The topic on lesson planning includes the meaning of lesson plan, its compositions, format, procedures and the application of the lesson plan... After the introduction, participants should practice to design the lesson plan since learning by doing will help them know the right way to complete the lesson plan.” (Turmeric)

2.3.6.2 Components of Lesson Plan

88.2 percent (15 out of 17 sample) believed that components of lesson plan should be included in lesson plan.

“In lesson planning, we need to inform the participants of its components which include the behavioral objectives, how to organize the content, what is the teaching and learning evaluation method, the training aids will be used. We have to clarify the components of the lesson plan.” (Chili)

“To prepare a lesson plan is to comprehend its component such as the topic of the lecture, teaching method, training aids and then have to know how to write a lesson plan.” (Lemon)

“To be good at lesson planning, one has to know the objectives...1. Need to know the scope of the topic...behavioral objectives, which is what the learners would gain from the course. For the content, we should define all topics by concerning the course objectives and to describe teaching techniques as well as equipment and other training aids...” (Broccoli)

“Lesson planning is crucial or even the heart of trainer preparation. Since what we teach all lead into the lesson planning. A lesson plan consists of topics, content, objectives, teaching methods or techniques, training aids, time, and evaluation.” (Olive)

“Lesson plan is at the heart... the participants are to define the content prepared in the lesson plan... The format includes course title, objectives, time, training aids, teaching and evaluation methods as well as main topics of the content. For example, to define all topics will be presented in the following 30-minute session, and then subdivide into minor issues...including teaching aids, say, transparency, video, or Flipchart... These all are described in the lesson plan.” (Coriander)

“Lesson planning includes the details such as title, behavioral objectives, main topics and subtopics. Then, we should assign the participants to practice and present their lesson plans.” (Gourd)

3. Practice in the five-day trainer course

After interviewing 30 sample, it was found that the essential parts of practice in the five-day trainer course were as follows:

3.1 Numbers of practice

According to the interview, it was found that 50 percent of the sample suggested there should be 3 sections of practice in the 5-day trainer course. 36.7 percents suggested there should be 2 sections of practice, as shown in Table 21.

Table 21 Frequency and percentage of the sample's opinions about numbers of practice in the five-day trainer course

Practice (times)	Numbers	Percentage
None	-	-
1 time	2	6.7
2 times	11	36.7
3 times	15	50.0
Not available	2	6.7
Total	30	100.0

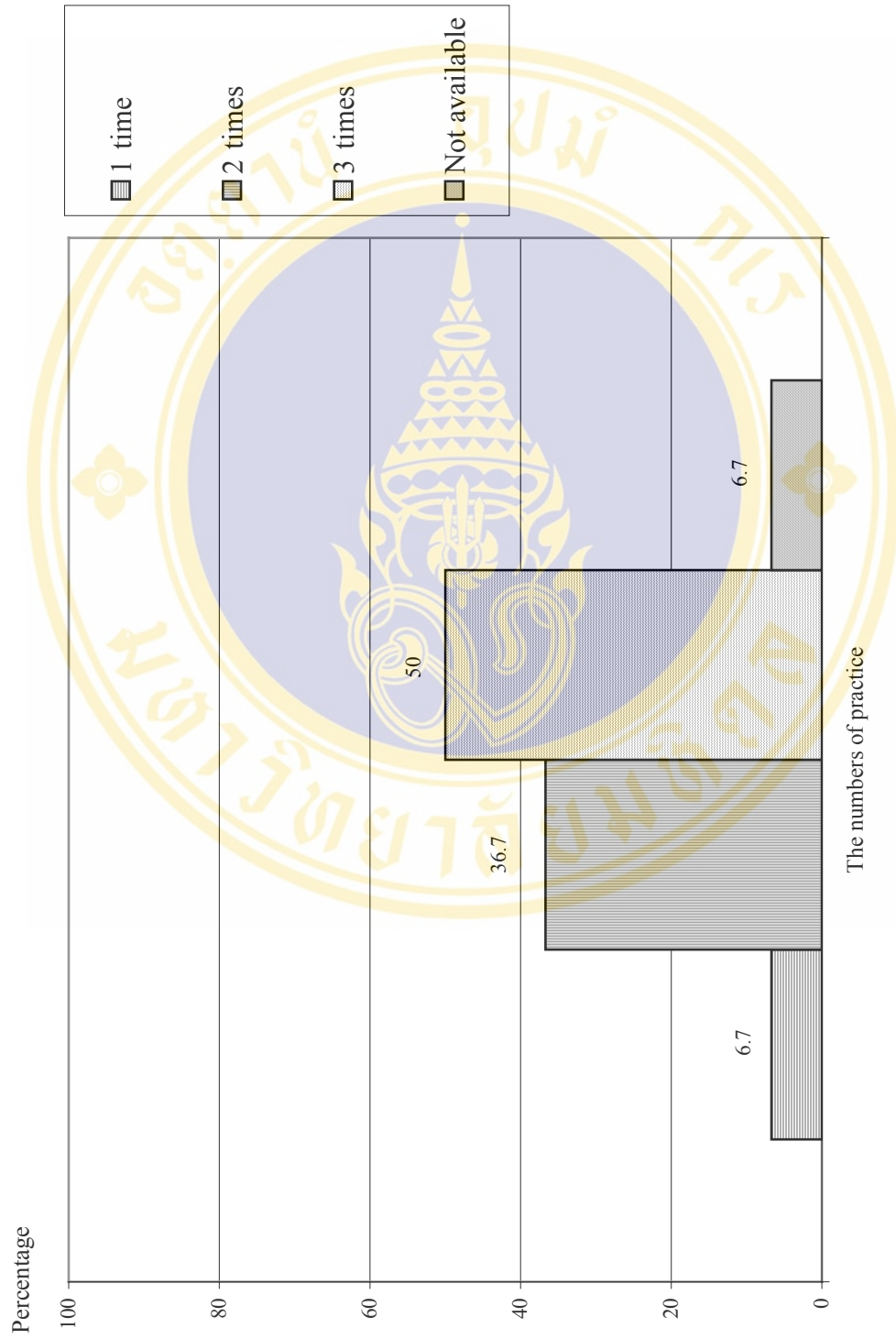


Chart 3 Percentage of the sample's opinions about the numbers of practice in the five-day trainer course

3.2 Duration for each practice

According to the interview 15 sample who suggested that there should be three sections of practice gave opinions about the duration for each practice as follows:

3.2.1 First practice

66.7 percent (10 out of 15 sample) suggested the duration for the first practice should not exceed five minutes per person. 26.7 percent (4 out of 15 sample) suggested it should be 5-10 minutes per person, as shown in table 22.

Table 22 Frequency and percentage of the sample's opinions about the duration for the first practice

Duration for the first practice	Numbers	Percentage
Not exceed 5 minutes	10	66.7
5 - 10 minutes	4	26.7
More than 10 minutes	1	6.7
Total	15	100.0

3.2.2 Second practice

60 percent (9 out of 15 sample) suggested the duration for the second practice should be 10-15 minutes per person while 26.7 percents (4 out of 15 sample) suggested it should not exceed ten minutes per person, as shown in table 23.

Table 23 Frequency and percentage of the sample's opinions about the duration for the second practice

Duration for the second practice	Numbers	Percentage
Not exceed 10 minutes	4	26.7
10 - 15 minutes	9	60.0
16 - 20 minutes	1	6.7
21 - 30 minutes	1	6.7
Total	15	100.0

3.2.3 Third practice

60 percents (9 out of 15 sample) suggested the duration for the third practice should be 21-30 minutes per person. 26.7 percents (4 out of 15 sample) suggested it should be 10-15 minutes per person, as shown in table 24.

Table 24 Frequency and percentage of the sample's opinions about the duration for the third practice

Duration for the third practice	Numbers	Percentage
Less than 10 minutes	-	-
10 - 15 minutes	4	26.7
16 - 20 minutes	2	13.3
21 - 30 minutes	9	60.0
Total	15	100.0

3.3 Topic for each practice

After interviewing 15 sample who suggested there should be three sections of practice in the five-day trainer course, it was found that 93.3 percent of the sample thought the topics for the first practice were general topics. Apart from that, 73.3 percent thought the topics for the second practice were topics related to the participants' work. 80 percent thought the topics for the third practice were topics related to the participants' work, as shown in Table 25.

Table 25 Frequency and percentage of the sample's opinions about topics for each practice

Time	General Topics		Topics related to the participants' work		Numbers (N=15)	Percentage
	N	%	N	%		
1	14	93.3	1	6.7	15	100.0
2	4	26.7	11	73.3	15	100.0
3	3	20.0	12	80.0	15	100.0

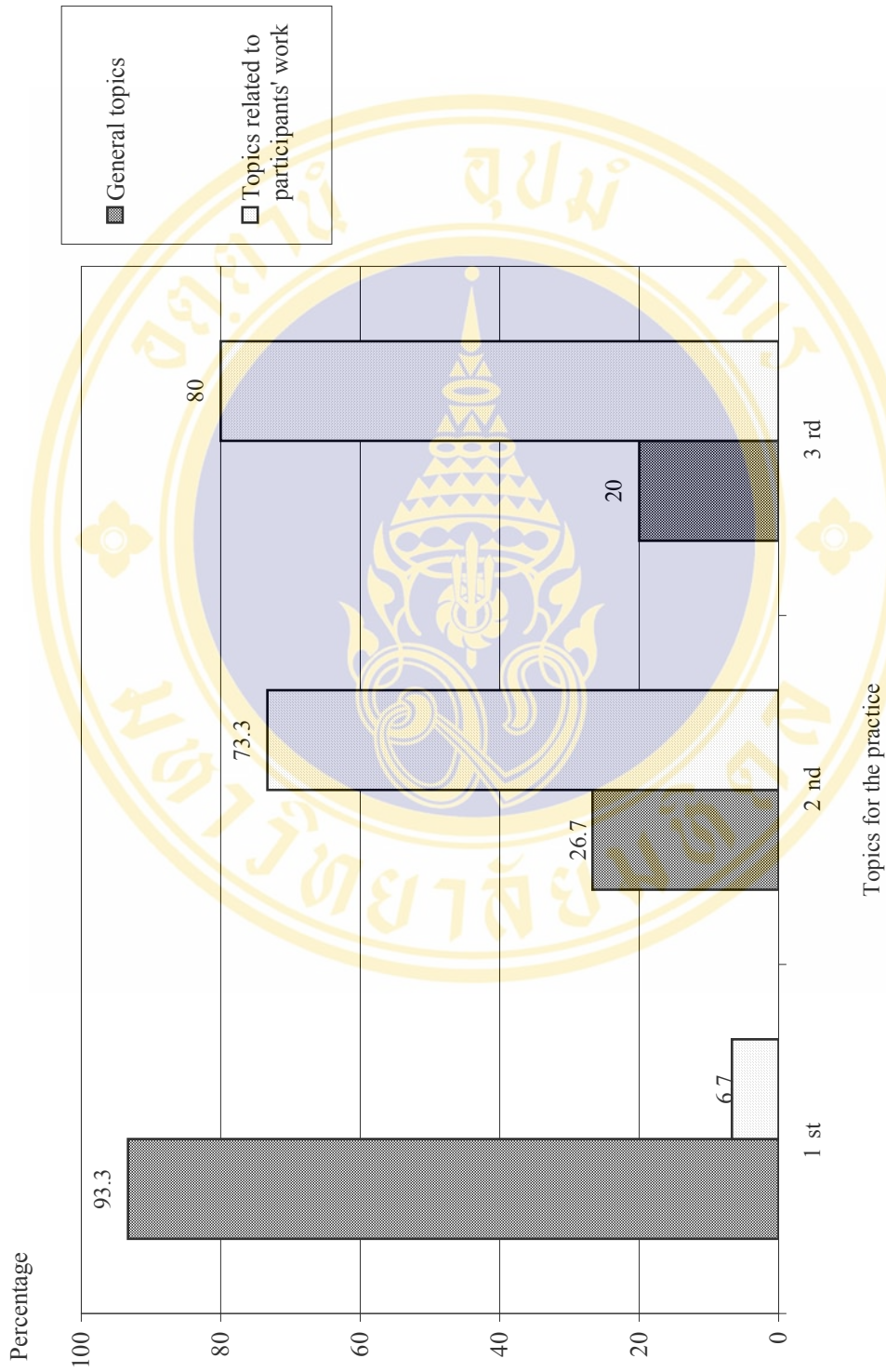


Chart 4 Percentage of the sample's opinions about topics for the practice

3.3.1 The first practice

93.3 percent (14 out of 15 sample) thought topics for the first practice were general topics such as self-introduction, persuasive speaking technique, talking about impressive memory.

“For first practice, we do not want to force participants. We let them choose any topics that they are happy to talk about. It might be topics that they specialize such as sports, tourism or exercise.” (Lime)

“We mostly let participants choose. We will not constrain in the first time. They can choose whatever they want but that topic has to be useful for listeners.” (Garlic)

“In the first practice, we mostly let participants have any persuasive speeches. It is because main point of being trainer is how we can convince the listeners to agree or comply with our speeches.” (Tomato)

“Whatever topics they specialize. We have to begin at that point. Do not forget teaching is an informative speech not an entertain speech. With five minutes given, participants have to choose and set the scope of their topics. For example, how to cook tasty food, they have to explain how to cook tasty food within five minutes.” (Ebony)

“It could be such topics as traveling, introducing friends before public. Within 5 minutes, it could be any topics.” (Cabbage)

“During the first practice, participants do not have to use lesson plan. They may introduce themselves or speak easy things such as what they impress most. They do not have to find much information because it is about them. It will take short time. Maybe introduce yourself for five minutes. It is a practice that makes them know how to present.” (Mint)

3.3.2 The second practice

73.3 percent (11 out of 15 sample) thought topics for the second practice were topics that related to participants' work.

"It must be topics that they teach in their work." (Peanut)

"Let them think about their jobs. What topics they will teach. Content should be related to their work." (Mushroom)

"Teach the topics that they are familiar with or the ones that they want to teach." (Garlic)

"Concerning the second practice, it should be involved their field of work-- topic that they will be in charge of teaching in the future." (Cucumber)

"You teach the subject that your organization expect you to teach." (Lime)

3.3.3 The third practice

80 percents (12 out of 15 sample) considered topics for the third practice were topics that related to participants' fields.

"As for the third practice, let them think about topics that they have to lecture in the future because these participants know what they have to teach. Therefore, let them prepare topics that they teach, we can comment what is right or wrong or even if they are ready to teach." (Mint)

"The third practice will be about the topic that trainer assigned them at the beginning. If they are to become a trainer, they already know what to teach. Thus, let them practice in that subjects." (Cabbage)

"We will let them choose topics related to their field of work but select only one issue to practice." (Turmeric)

"Choose topics that they have to teach at work and practice teaching but only in a short time, just some parts." (Cucumber)

“We have to ask them what they will teach in the future. And let them practice in that subjects.” (Mushroom)

3.4 Evaluation of the practice in the five-day trainer course

It was found in this study that 30 sample had opinions about evaluation of the practice in 5-day trainer course as follows:

3.4.1 Evaluator of the practice

After interviewing 30 sample, it was found that 66.7 percent of the sample suggested the evaluators of the practice were trainer and classmates, as shown in Table 26.

Table 26 Frequency and percentage of the sample’s opinions about the evaluators of the practice

Evaluator of the practice	Numbers	Percentage
Trainer	5	16.7
Trainer + classmates	20	66.7
Trainer + classmates+ the participant	5	16.7
Total	30	100.0

“When participants practice, trainer must take notes about the mistakes or suggestion. After finishing the practice, let their friends comment. It is good that everyone learns in this process.” (Corn)

“Besides trainer, we will give an opportunity to their friends to comment. If they are very close, they are willing to comment. It will make a better training environment.” (Coriander)

“I will comment to point out their prominent points and weak points, so they will realize and improve accordingly. I like peer comment as well. We have to assume that friends were listeners and the participant was a trainer. They have to switch their roles, so they can develop themselves.” (Seaweed)

“In practicing skill, the trainers will act as a critic while other participants act as a learner. After finishing practice, trainers let them comment. Criticism should be constructive so everyone can learn. It is not to find mistakes in others. Finally, the trainer will conclude once again.” (Olive)

“Besides myself, I will give an opportunity to other participants to express their opinions because they are good mirrors. They will learn from each other.” (Turmeric)

“In practicing, the trainers will be an analyst and maybe let other learners help to analyze, so they can learn together. If they can see like what trainer sees, they will understand what to improve or develop their teaching.” (Ginger)

“When there is practice, I will let participants comment. They will learn from friends’ mistakes. Then I will make a comment again.” (Gourd)

“There are many patterns of comment. Trainer surely comments, but sometimes it will also have lists for participants to comment. Therefore, the participant will get lots of feedback both from trainer and friends.” (Mint)

“Trainer will comment by words, so the art of commenting is important. Trainer teaching trainers must be expert in comment because learners will learn from trainer’s comment. Furthermore, Friends have chances to comment in pattern of forms. One person comment for one point.” (Cucumber)

3.4.2 Tools for evaluating the practice

3.4.2.1 Tools used for evaluating the practice

After interviewing 30 sample, it was found that 43.3 percent of the sample used video recording as a tool for evaluating the practice, as demonstrated in Table 27.

Table 27 Frequency and percentage of the sample's opinions about tools used for evaluating the practice

Tools for evaluating the practice	Numbers	Percentage
Using trainer's opinion as an indicator	5	16.7
Video recording	13	43.3
Observation form of trainer	3	10.0
Evaluation form by participants	2	6.7
Video recording + Observation form of trainer	4	13.3
Video recording + Evaluation form by participants	3	10.0
Total	30	100.0

3.4.2.2 Video recording implementation in evaluating the practice

After interviewing 20 sample that used the video recording for evaluating the practice, it was found that 45 percent of the sample replayed some parts of video to give a feedback. 40 percent gave participants videotapes to watch at home, as shown in Table 28.

Table 28 Frequency and percentage of the sample's opinions about video recording implementation in evaluating the practice

Video recording implementation in evaluating the practice	Numbers	Percentage
Replaying some parts of video	9	45.0
Giving participants videotapes to watch at home	8	40.0
Replaying all parts of video	3	15.0
Total	20	100.0

(1) Replaying some parts of video

45 percent (9 out of 20 sample) thought playing back all parts of the video to give a feedback on the practice of each participant took too much time. Playing back some parts of video could save time. Trainers could particularly choose only the important parts of each participant such as prominent points or weak points.

“Yes, I have video recording so that participants can see their teaching. But it depends on each company. Some companies have too limited budget to use the video recording but some companies can afford. Actually, There are both giving video back home or playing back to give a feedback in class. In my opinion, we should play back in class, so participants will see their strong or weak

points immediately. In some cases they bring a video back home, they might miss something important. But when we give a feedback in class, we will play back only some parts.” (Seaweed)

“We had video and played back immediately. When you spoke, why you looked so nervous. You did not use your gestures harmoniously or you did not use eyes contact. It is clear in video. But we do not play back every part, just some parts that are problem.” (Turmeric)

“It is good if you have video recording but it takes much time when replaying video. As for the five-day course, we will replay some parts.” (Pumpkin)

“During the practice, we will have video recording. When we replay for a feedback, we skip forward the parts that are not important. We replay only some parts that are the main points of participants’ teaching, so they can see clearly what they did while teaching.” (Onion)

“I have video recording. But it takes too much time if using video for playing back and comment. Therefore, we do not have to play back all parts. We may discuss in the first place, then we give a participant a chance to comment. Is it true as your friends said that there were some mistakes in your teaching? If he accepts, we do not have to play back. But if he does not, we will play back. It is not necessary to play back for all participants, just some of them.” (Cabbage)

(2) Giving participants videotapes to watch at home

40 percent (8 out of 20 sample) thought that replaying video for a feedback took much time. There might not be time enough. Therefore, the trainer gave videotape to each participant to watch at home.

“We have video recording during the practice. We give participants video to see themselves at home because we have no time to replay in class.” (Lime)

“Actually, we have video recording especially for the last practice. We will give all participants videos as a token because we do not have enough time to replay. If we replay, it takes time twofold.” (Cucumber)

“Sometimes, there is not enough time. If there is video recording, it will doubly waste time for replaying. ... You have to take this into consideration “Do we have enough time?” It is better if participants bring videotapes back and see at home.” (Broccoli)

“When commenting, it should have video recording so we can replay. If there is not enough time, we should give them videotapes to see at home to see where their mistakes are. Thus, they can improve their speaking in the next day.” (Potato)

“If there is video recording, we can use it for a feedback. But it takes too much time so mostly we give participants videotapes to see at home.” (Gourd)

“It depends on the time and training agencies whether they have a video recorder or not. It is good to have video recording because it enables us to give a clear feedback. But it takes double time. If participants want to see, so do at home. Besides, we should record a comment section of the trainers, too.” (Coriander)

4. Factors leading to the success of trainer courses

After interviewing 30 sample, it was found that all sample thought that the factor leading to the success of trainer courses was a trainer, as shown in Table 29.

Table 29 Frequency and percentage of the sample's opinions about factors leading to the success of trainer courses

Factors leading to the success of trainer courses	Numbers (N=30)	Percentage
Trainer	30	100.0
Participant	12	40.0
Content	4	13.3
Training Aids	3	10.0
Time	3	10.0
Place	3	10.0
Organization's support	3	10.0

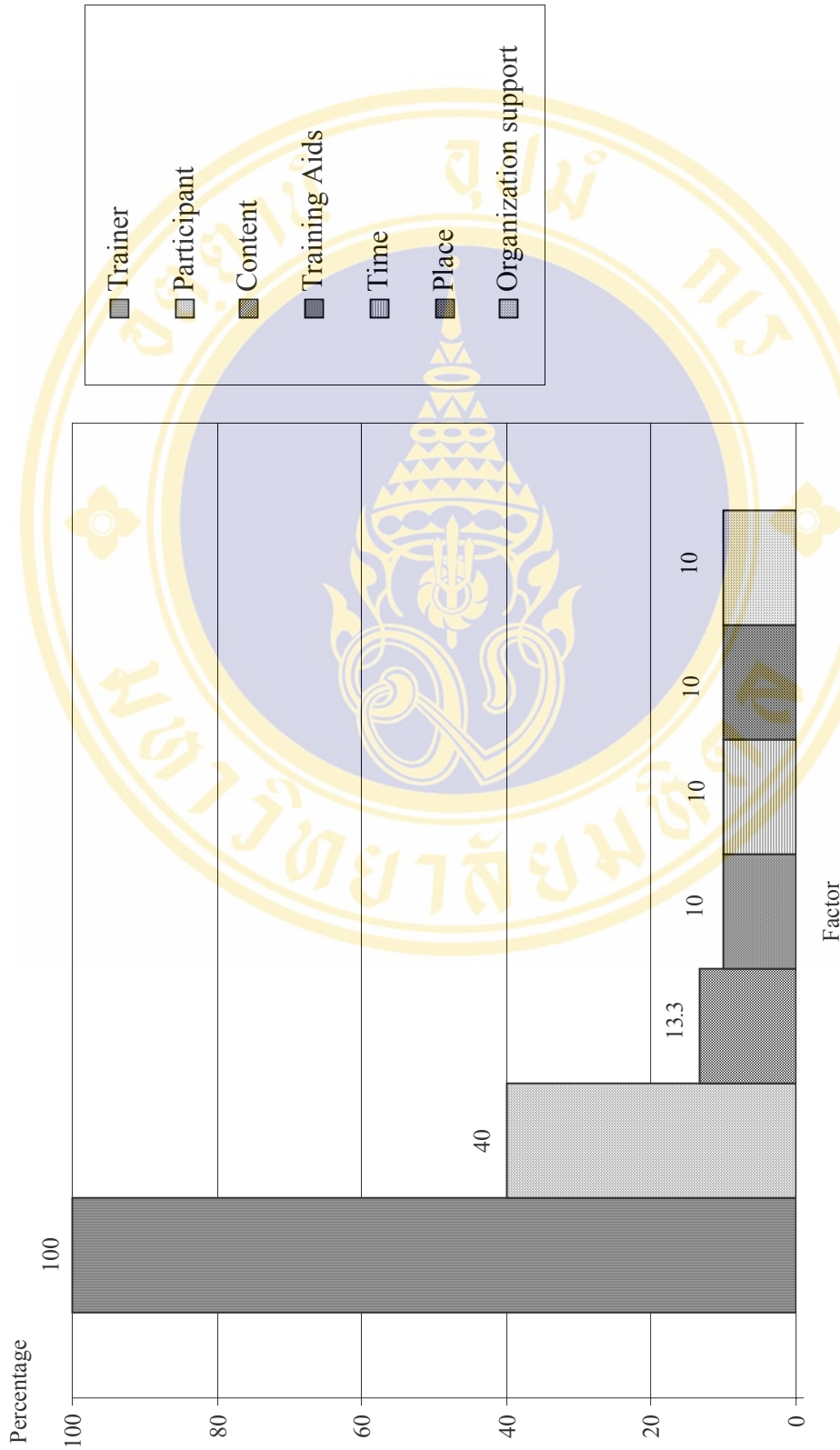


Chart 5 Percentage of the sample's opinions about factors leading to the success of trainer courses

4.1 Trainer

After interviewing 30 sample, it was found that 66.7 percent of the sample considered the trainer characteristics to be the factor leading to the success of the course. 53.3 percent thought it was the trainer knowledge transferring methods. 40 percent thought it was the trainer preparation, as shown in Table 30.

Table 30 Frequency and percentage of sample' opinions about trainer factors leading to the success of trainer courses

Trainer factors relating to The success of trainer courses	Numbers (N=30)	Percentage
Trainer characteristics	20	66.7
Trainer knowledge transferring methods	16	53.3
Trainer preparation	10	40.0
Trainer team	2	6.7

4.1.1 Trainer characteristics

After interviewing 20 sample, it was found that 70 percent of the sample regarded the trainer ethics as the factor leading to the success of trainer courses. 45 percent thought it was the experience as a trainer. 30 percent consider the self-improvement and development to be the main factors, as shown in Table 31.

Table 32 Frequency and percentage of the sample's opinions about trainer characteristics leading to the success of trainer courses

Trainer characteristics leading to The success of trainer courses	Number (N=20)	Percentage
Trainer ethics	14	70.0
Experience as a trainer	9	45.0
Self-improvement and development	6	30.0
Attention to participants	5	25.0
A good model of trainer	3	10.0

4.1.1.1 Trainer ethics

70 percent (14 out of 20 sample) thought ethics of the trainer were having expertise in the subject matter, love to teach and a sense of pride in the profession.

“Trainer who teaches trainer is not only the person who is a professional, but he or she has to know the knowledge transferring techniques and how to train the trainers. Some say, “You are a trainer, so you should be able to teach in the trainer course.” It is not just like that. Training people to be a trainer, we have to understand related psychology.” (Peanut)

“The trainer must teach only the subject they master, so they can demonstrate. We have to have a first hand experience on that subject. For example, you teach about punctuality. Are you punctual? This is the first factor that leads to training success.

Another thing is we are sincere and very willing to see others be able to teach like we are. I love to teach. I am teacher. This is my bread and butter.” (Ebony)

“The trainers have to have knowledge and expertise in the teaching subject. More importantly, he has to know the correct principles of content and knowledge transferring skills.” (Olive)

“We must have ethics. When we are assigned to teach one subject, we have to ask ourselves “Are we specialized in this subject?” If not, do not teach. We act as a trainer. We must love to teach and respect our profession. When you walk to the class, people respect you. You are very honored. You have to live up to their expectation.” (Ginger)

“I have to say I teach with love. I want others to be a good trainer.” (Corn)

“The most important thing is a sense of giving. Some trainers often look at the clock, while teaching, to see if the time is over. You must love to teach. You must not be sick of teaching. You have to do your best. If not confident, do not teach.” (Seaweed)

“Money is not everything to me. It depends on my pleasure. I just want to transfer knowledge to people, not selling knowledge.” (Broccoli)

4.1.1.2 Experience as a trainer

45 percent (9 out of 20 sample) thought the trainer must have an experience as a trainer.

“We teach continuously. We saw many problems. We had much of experience.” (Cucumber)

“It is successful because we have a first hand experience. We mostly teach from our experience. Participants also like it because experience is practical to use in the real life.” (Chili)

“I can proudly say the trainer course is one of my most successful courses. Because of my experience as trainer, I can give more ideas and examples than other courses that I taught.” (Peanut)

“Success is from experience.” (Pumpkin)

“We succeed because the trainers are experienced. The trainers in this course must have some experience as a trainer.” (Coriander)

“Experience helps a lot in the teaching. Somebody might have knowledge but not succeed because they do not have experience.” (Bean)

4.1.1.3 Self-improvement and development

30 percent (6 out of 20 sample) thought the trainer should improve his or her teaching in every single training session and always keep their knowledge up to date.

“We need to keep correcting our mistakes anytime we found. For example, after finishing the session we might have to ask ourselves things like “Did we cover all topics? Did we communicate clearly? Did the participants understand what we said? We always have to evaluate. Firstly, we might ask experts to evaluate our performance. The most important thing is the self-awareness. If there are mistakes, we have to correct them. Furthermore, we must revise the content before teaching. We have to keep ourselves up to date and find new interesting to be used in the training session.” (Ginger)

“A good trainer must be well rounded and always keep himself up to date. It helps a lot during the practice because he understands the topic and can consequently make a comment.” (Lime)

“We succeed because we always have the most updated information.” (Seaweed)

“Another important factor is that we are always eager to learn new things. This helps a lot in the training session.” (Bean)

“As a trainer, we have to keep thinking, reading and researching all the time.” (Broccoli)

4.1.3 Trainer knowledge transferring methods

After interviewing 16 sample, it was found that 48.3 percent of the sample thought, in terms of the trainer knowledge transferring methods, giving positive reinforcement was the factor leading to the success of trainer courses. 25 percent thought it was creating training environment. 25 percent thought it was encouraging learners' participation. 25 percent thought it was providing participants opportunities to practice. 25 percent thought it was giving examples. 18.8 percent thought it was integration of knowledge, ideas and experience, as shown in Table 32.

Table 32 Frequency and percentage of the sample's opinions about trainer knowledge transferring methods leading to the success of trainer courses

Trainer knowledge transferring methods leading to The success of trainer courses	Numbers (N=16)	Percentage
Giving positive reinforcement	7	43.8
Creating training environment	4	25.0
Encouraging learners' participation	4	25.0
Providing participants opportunities to practice	4	25.0
Giving examples	4	25.0
Integrating knowledge, ideas and experience	3	18.8

4.1.2.1 Giving positive reinforcement

43.8 percent (7 out of 16 sample) thought the trainer should give positive reinforcement to participants.

“The importance is a feedback. When we give a feedback, we have to give a positive feedback before further suggestion. We would praise when participants did well. As for their faults, we might tell it was not that bad and suggest what to be improved. We sometimes call “Reflection” or “Training reflection” instead of “feedback session”. The “reflection” consists of two parts, which are Plus and Wish: Plus is positive, Wish is what to be improved.” (Soybean)

“We are a trainer that teach trainers. Encouraging them or telling them to prepare about the obstacles they will have to confront during the course of training confront will make them gain more confidence. This is very important.” (Turmeric)

“We have to criticize but it is a constructive criticism.” (Olive)

“As a trainer, it is possible in practice session that if we give a good feedback, we can improve participants’ development in each practice, so they will succeed. Because participant group in this course are unconfident, if they get the right positive reinforcement, they can develop well.” (Mint)

“If we can motivate participants to be a good trainer, they will rapidly develop themselves. Therefore, trainer must have the art of motivation. Because teaching adult is no threat, we have to use psychology to motivate them and make them confident that they can become a trainer. Because we use learning psychology and principles of adult learning, the training course will be successful.” (Potato)

“We use psychology in transferring knowledge by honoring and encouraging learners, providing them with opportunities.” (Ebony)

4.1.2.2 Creating training environment

25 percent (4 out of 16 sample) thought that the trainer could create training environment by just being at ease with participants, having a sense of humor.

“Perhaps being at ease with participants. I am just an ordinary person, not the most outstanding or better than everyone else. I do not think of myself as a trainer. On the contrary, I think of myself as their friend whom they can talk and have fun with.” (Onion)

“This course succeeds because of the continuing content leading to participants to be trainers, the training environment and encouragement among participants and trainers.” (Soybean)

“A sense of humor that I have through all my lecture is the thing that matters. I can make learners happy. I think I do not have to wear a serious look all the time. Content can make up to 80 %, while relaxation 20 %.” (Seaweed)

“We will make learners learn happily, have participative learning and get relevant practice. Then the good relationship between instructor and learners are made.” (Potato)

4.1.2.3 Encouraging learners' participation

25 percent (4 out of 16 sample) thought the trainer should give participants chances to take part in class.

“Method that I often use is to encourage participants to be involved in learning. There are many types of participation. Participation in thinking is asking them to think. Participation in speaking is asking them to answer. Participation in performing is asking them to do activities.” (Galingale)

“I let learners taking part in knowledge, experience and etc. such as, letting them ask or give examples.” (Ebony)

“Good teaching--learners must participate with us. We must let them participate in activities actively.” (Cabbage)

4.1.2.4 Giving participants opportunities to practice

25 percent (4 out of 16 sample) thought the trainer should give opportunities for participants to practice.

“One thing that never disappoint me is the practice. Although participants are not a trainer, they will have more confidence. In the past, they might be afraid of speaking before public. After three practices, they said they were more courageous. They saw their development.” (Cucumber)

“We let them practice as much as possible and get direct practice.” (Potato)

“We divide practice to parts: speaking skill, creation and presentation of content skill explaining skill, expanding and giving examples skill, using training techniques skill, producing and using training aids skill, and questioning and answering skill. After finishing each topic, there will be practice.” (Peanut)

4.1.2.5 Giving examples

25 percent (4 out of 16 sample) thought the trainer should give examples from his or her experience as a trainer.

“It is successful because we have a lot of examples. Examples are most important.” (Chili)

“Sometimes I used my weak point as examples.” (Turmeric)

“This is one of the successful courses. Having experience gave me ideas and examples. I have to tell ten years of my experience as a trainer made me be able to give examples to learners. And if there was enough time, I would tell about my experience and let them ask concerning their problems.” (Coriander)

4.1.2.6 Integration of knowledge, ideas and experience

25 percent (4 out of 16 sample) thought the trainer should have ability to link knowledge, ideas and experience to his or her teaching subject matter.

“Comparing with ideas and experience, knowledge is not much important. But it does not mean that it does not matter at all .A trainer is not a teacher or lecturer, he must have an ability to apply many different things. Because our goal is to make the participants understand and learn at the same time, a trainer does not teach them to remember.” (Broccoli)

“A trainer must be able to link a current situation with content he is teaching” (Seaweed)

“Of course, it is ideas, new knowledge and experience. A trainer must be able to combine knowledge with experience. More importantly, it must be practical.” (Celery)

4.1.3 Trainer preparation

40 percent (12 out of 30 sample) thought the preparation of trainer was such as analyzing target group and course, preparing content, training methods, lesson plan and personalities.

“Men and women see the world differently. And men with different age also see the world differently. So we have to prepare the lesson according to the target group.”(Onion)

“Before teaching, we have to analyze target group. If we can analyze clearly, it will surely succeed. We must analyze every aspect such as objectives, time, place.” (Garlic)

“We have to prepare the training course like we do for other courses. But the difference is that we have to be more careful since in this kind of course, the learners will have a chance to comment. So we have to be very well prepared.” (Mint)

“Before accepting the job, the trainer has to ask that organizations’ needs. For examples, do they want learners to have skills or just knowledge? How much time do they have? What tools do they have? How many listeners will attend the course? If you know all about these, you will surely succeed. Then, we prepare teaching. For me, I have my lesson plan. It consists of topic, objectives, important issues, activities, and training aids. Hard work of trainer is preparation for teaching.” (Galingale)

“In every course, I have to analyze the training needs. I will know what should be prepared to develop the learners.” (Carrot)

“I have to be very well prepared. I have to evaluate myself every time. If I find my mistakes, I will correct them. Therefore, I have to do my best.” (Radish)

“Before you teach, you have to ask participants’ needs because there are two types of training needs: Needs that can be solved by training and needs that can be solved by other solutions. We have to cling to the principle “We have training because it is organization’s needs not ours.” (Cabbage)

“We succeed because we study the learner group before teaching. It works since the beginning.” (Ebony)

“We have to plan five things:

The first one is the message; that is I prepare objective and content. Objective is what you want learners to achieve after training. Is it just knowledge or skills you want? What content we should give for different groups of learners such as banking, insurance. We have to figure these things out.

The second is the receiver. The question should be asked is that learners are children or adults, having much or little experience? We have to realize this because children and adults have different learning patterns. Teaching methods will also be different.

The third is the channel. The question is what methods or techniques we use for training. We have to know the channel to deliver message to receiver.

The fourth is the sender. It is the trainer's preparation such as personalities, skills, problem solving.

The last one is the evaluation. What kind of method we should use to evaluate.” (Basil)



CHAPTER 5

DISCUSSION

The study of content and training methods for the five-day trainer course aimed to study content and training methods for the training course. The sample of the study were 30 trainers teaching short courses of training for trainers. The discussion of the findings was as follows:

Part 1 Demographic information

It was found in the research that 46.7 percent of the sample had experience as trainers for more than 20 years. Forty percent of the sample had experience in designing the trainer courses for between 11-20 years. 43.3 percent of the sample were alone in charge of teaching the whole course, while 36.7 percent of the sample taught both for a whole course alone and with other trainers. In addition, 73.3 percent of the sample possessed some experience as a trainer in the five-day trainer courses.

According to the findings, the sample were well experienced as both a trainer and a course designer. Therefore, the sample could determine what the best content and training methods were for participants within time limit. Nevertheless, if sample were less experienced, they might not be able to give sufficient information.

Part 2 Opinions about content and training methods for the five-day trainer course

1. Training methods in the five-day trainer course

It was found that the sample considered training methods in the five-day trainer course should comprise two parts, which were content and practice. The proportion was content 40 percent and practice 60 percent.

According to the findings, it could be discussed that the training course must include both parts--content and practice. It was because participants attending in the training course might not have previous knowledge and experience as a trainer. Both content and practice thus should be given to participants. If there was only the content, participants might not know how to practice correctly. Similarly, if there was only the practice, they might not know theory or method needed for the proper practice. Providing both content and practice was crucial because it could fulfill participants' needs completely in three domains of learning, i.e. cognitive, affective and psychomotor. (Dean, 1994: 12)

Besides, the sample placed more importance to the practice than the content. Perhaps, that was because participants who lacked practicing might not be able to teach well if they had few chances practicing. They needed to undergo more practices to become more skillful. Therefore, if getting several practices, they would be more confident and become a competent trainer. This view was in line with the idea of Miller (1979:182), remarking that in training trainer, it should give less content but more practice.

2. Contents in the five-day trainer course.

The research was found that the content in the five-day trainer course should be consisted of six topics: training aids, training methods, trainer roles and responsibilities, communication skills for trainers, adult psychology and lesson plan. This finding conformed to the study of Chuthatip Toryord (2002), which mentioned that necessary topics for the trainer course were roles and responsibility of trainer, training techniques, training media, lesson plan, psychology of teaching adult, and speaking and communication skills.

According to the findings, the sample pointed out that trainers should realize their roles and responsibilities. Because trainers were not general instructors in the same manner as teachers or university lecturers--they were the persons who passed on knowledge to participants so as to change their working behaviors in such a better way accordingly to the training objectives within the limit of time. (Donaldson & Scannell, 1986: 120; Vijit Arvakul, 1997: 209; Somkid Isarawatana, 2000: 9; Niracha Thongthamachart, et al., 1997: 120; Somchart Kityunyong, 2002: 37; Krit Umpote, interview). Thus, the trainers were required to realize their roles and responsibilities in the training, so they could play their roles properly for the maximum benefit of the course. This view was in line with the concepts of Mills (1972: 35-37): a trainer must be a man of purpose. He must profoundly realize that his job was to help participants to learn and to encourage them to learn; otherwise he would not know what he had to do to achieve such purposes.

In addition, sample pointed out that the trainers should know about training aids. It was because training aids was an important tool for helping participants understand the content more clearly. This view coincided with the idea of Somchart Kijyunyong (2002: 42-45), which stated that the trainers should have sound knowledge about training aids because it was a significant tool for enhancing teaching efficiency. Therefore, trainers should be capable of producing training aids such as transparency, PowerPoint program, using proper training aids and selecting them suitably for training. This point of view agreed with the idea of Nakrop Rawangkarm, et.al (1997: 76-78), remarking trainer should have skills of using training aids, that

was the ability to systematically prepare and plan the use of training aids -- knowing how to use and choose them appropriately for the training.

As for the training method, since it played an important role in changing participants' behaviors (Mani, 1994: 125), the trainers needed to know all training methods and what advantages and disadvantages of each method were. Therefore, they could select training methods suitable for each training session. This view was in line with the idea of Somkid Isarawatana (2000: 141-142), which mentioned that there were many teaching methods. Selecting methods should be in accordance with training objectives, participants' characteristics, content, places, time and advantages and disadvantages of each method. Furthermore, it was in line with the idea of Miller (1994: 63-64), which remarked that there should be the use of various training techniques and also these techniques should be combined accordingly to different content's objectives in motivating the participants to learn. The trainers had to be able to select and use training techniques properly for any given situation.

As for the communication skills for trainers, because most participants in the training courses lacked of knowledge and teaching experience, they felt they had no ability to communicate and often underestimated their abilities. Therefore, if they had chances to learn about the communication skills, for example, the personality that helped to promote their credibility and confidence as a trainer (Somkid Isarawatana, 1999: 98). Also, knowing principles and procedure of communication would help them gain sound understanding in communication; consequently, they would be more confident that their message was conveyed successfully. This point of view agreed with the study of Logan (1990) and Thompson (2001), which found that one of the most important skills for the trainers was a communication skill. It also agreed with the idea of Wexley & Latham (1991: 22-24) that mentioned that the essential content that should be included in all the trainer courses was how to communicate effectively.

Apart from that, possessing the knowledge about adult psychology was very important to the trainers working with adults. If trainers understood adult characteristics in many aspects such as intellectual potential, emotions and feelings, and adult learning such as, learning needs, influences on learning, they would enable to select the most appropriate teaching methods and also to know how to motivate adults to learn for instance, creating learning environment and giving positive

reinforcement. Therefore, if trainers worked without understanding of adults, it was quite difficult to reach the goals. This view conformed to the idea of Galbraith (1998: 8), mentioning that as trainers were teachers of adults, they needed to understand adult learning characteristics in order to be able to create learning environment and change their behaviors in learning. Furthermore, it was in line with the idea of Somkid Isarawatana (2000: 7), which stated that the most importance that helped trainers accomplish their teaching was analyzing their target groups, so they could prepare their teaching correctly for adults to get the foremost efficiency in learning. Besides, it agreed with the idea of Krit Umpote (Interview, 2003), which mentioned that trainers would work with adults easier and greater if they were knowledgeable in adult psychology.

Trainers should know about lesson plan because it would make trainers know how to run the session successfully in line with the determined goals (Somkid Isarawatana: 2000: 135). The trainers should know how to write lesson plan, so they could prepare objectives of the course, selecting contents, teaching methods, training aids and evaluation for their teaching. This point of view conformed to the ideas of Nipon Thaipanich (1995: 262-263), Power (1992: 15-21) and Wexley & Latham (1991:22-24), they stated that a trainer should be able to plan his teaching well.

3. Practice in the five-day trainer course

According to the findings, sample also suggested that there should be three sections of practice in the five-day trainer course. There should be several practices because the more participants practice, the more experience they get. They finally became a skillful trainer. Besides, they knew where their strong and weak points were from each section. These trainers would be provided with chances to improve their teaching before working as a professional trainer. The aforementioned idea agreed with the idea of Miller (1979: 182), which stated that good trainer courses should have as many as possible practical sessions. This would provide opportunities for participants to experiment and evaluate themselves.

Concerning the duration of the practice, it was found that the duration in each section varied. The first practice was up to 5 minutes. The second practice was between 10-15 minutes. The third practice was 21-30 minutes.

The above data shown that although each sample spent time on each practice section differently, the duration of the practice was still in between 5-30 minutes, depending on each sample's idea in using for developing participants' ability to be trainers.

It was found that topics of the practice might be different. That was the first practice was of general topics, while topics of the second and the third ones were related to their work.

According to the above data, it was shown that the thoughts that sample had about the topics of the practice were varied. It was because the sample had different ideas on the method making participants best succeed in practice. It was also found that the topics were remarkably various in many examples of trainer courses such as the training courses at International Labor Office (1998) provided four sections of practice; 10 minutes, 15 minutes, 20 minutes and 45 minutes respectively while the ones at Nida (1999) offered three section of practice; 10 minutes, 20 minutes and 40 minutes respectively.

As about the evaluation of the practice, it was found that the evaluators were their trainer or classmates. The tool was a video recorder.

It was so because opinions of both groups would benefit the participants in improving and developing their teaching. Video recording would assist them see their own practice obviously. Furthermore, when taking trainer's and classmates' comments along with video recording into consideration, they would realize where their strong and weak points were.

The findings also revealed that sample thought differently towards the duration, the topics of the practice and techniques used for gearing participants up to determined goals such as evaluation from a person or a video. It was because the sample shared different ideas and thoughts. However, it did not matter which technique or method would be used, because they were all strategies for gearing up participants towards success.

4. Factors leading to the success of the trainer courses

It was found in the research that the success of the trainer courses was a trainer.

Trainer factors were having ethics, experience, self-development and improvement, knowledge transferring methods and preparation. This finding corresponded to the study of Teeranaj Chatuthamrong (2000), which found that the five most important ethics of trainer were the love and pride in working as a trainer, teaching only subject that they have sufficient knowledge and experience, having self-development, transferring knowledge by mainly focusing on participants' benefit, and thinking of the benefit of the society before his own.

According to the finding, it was shown that the trainer who possessed thorough knowledge and experience could select interesting and useful content for the participants, and give clear and relating examples. Therefore, since being an expert in the field, the trainers would be able to classify or select things that benefit the participants better and more accurately than those who were not qualified enough. This viewpoint was in line with the study of Dusit Detsamran (2000), the ideas of Miller (1979: 182-183), Power (1992: 15-21) Nirachara Thongtamachart, et, al. (2001: 122), Krit Umpote (2003, Interview), explaining that trainer should have knowledge and direct experience concerning the teaching subject.

CHAPTER 6

CONCLUSION AND SUGGESTIONS

The study of content and training methods for the five-day trainer course aimed to study the content and training methods in such a kind of course. The questions of the study were what topics should be included in the course, what the appropriate training methods were, and what factors relating to the success of the courses were. The sample of the study were 30 trainers teaching short courses of training for trainers, having at least three-year experience as a trainer and a course designer.

The instrument of the study was a set of structured interview. Data Analysis was analytic induction. The statistical analysis were frequency distribution and percentage.

Summary

Part 1 Demographic information

The majority of the sample were males and aged between 46-60 years. They held a Master's Degree and had experience as a trainer for over 20 years and as a course designer for 11-20 years. They also had experience as a trainer in the three-day and five-day trainer courses. In addition, not only did these trainers share the responsibility in teaching the course with other trainers but also they were alone in charge of teaching the whole course.

The majority of the sample suggested that if they could set the duration of the trainer course, the optimal duration would be five days long. Factors needed to be considered for the time allocation were the number of participants, their previous knowledge and also their organization's needs and readiness.

Part 2 Opinions about content and training methods in the five-day training for trainer course

1. Training methods in the five-day trainer course

The sample of this study suggested training methods in the five-day trainer course should comprise two parts, which were content and practice. The proportion of content and practice were 40 percent and 60 percent respectively.

2. Content in the five-day trainer course

The sample suggested the content in the five-day trainer course should be consisted of six topics: training aids, training methods, trainer roles and responsibilities, communication skills for trainers, adult psychology and lesson plan. Each topic should last three hours.

Details of each content topic were as follows:

2.1 Training aids should be consisted of producing training aids, training aid application and training aid selection.

2.2 Training methods should be consisted of methods in training and application of training methods.

2.3 Trainer roles and responsibilities should be consisted of trainer roles in training, trainer qualifications and trainer ethics.

2.4 Communication skills for trainers should be consisted of communication personalities, communication principles and communication procedure.

2.5 Adult psychology should be consisted of adult learning, teaching adult learners, motivating adult learners and characteristics of adult learners.

2.6 Lesson plan should be consisted of components of lesson plan and writing lesson plan.

3. Practice in the five-day trainer course

The sample suggested there should be three sections of practice in the five-day trainer course. The duration for each section should last between 5-30 minutes. The topics of the practice ranged from the general ones to the specific ones related to the participants' work.

Concerning the evaluation of the practice, the evaluators mostly were the trainers or their classmates. The tool was a video recorder.

4. Factors leading to the success of trainer courses

According to the findings, the prime factor relating to the success of the training course was a trainer. It could be elaborated as the trainer characteristics (such as ethics, experience, self-development and improvement), trainer knowledge transferring methods (such as giving positive reinforcement, creating training environment, encouraging learners' participation, giving sample) and trainer preparation (such as analyzing participants, course, preparing content, training methods and training aids).

Conclusion

1. Training methods in the five-day trainer course should be consisted of both content and practice.
2. Necessary content in the five-day trainer course should comprise six topics, which were training aids, training methods, trainer roles and responsibilities, communication skills for trainers, adult psychology and lesson plan.
3. During the trainer course, if there were several practices, participants would become more skillful.
4. Crucial factor leading to the success of trainer courses was a trainer.

Suggestions for involved parties

1. Suggestions for training organizer

1.1 In organizing a training course for preparing persons to be trainers, if it was a short course, it should last five days and be consisted of both content and practice.

1.2 The content in the five-day trainer course should be consisted of six topics, which were training aids, training methods, trainer roles and responsibilities, communication skills for trainer, adult psychology and lesson plan.

1.3 Practice played a core part in the trainer courses because it would provide the participants chances to realize their ability. The more practices they underwent, the more professional and confident they were.

2. Suggestions for a would be trainer

2.1 Content in trainer courses should comprise at least six topics, which were training aids, training methods, trainer roles and responsibilities, communication skills for trainers, adult psychology and lesson plan.

Details of each topic were as follows:

2.1.1 Training aids should be consisted of producing training aids, training aid application and training aid selection.

2.1.2 Training methods should be consisted of methods in training and training method application.

2.1.3 Trainer roles and responsibilities should be consisted of trainer roles in training, trainer qualifications and trainer ethics.

2.1.4 Communication skills for trainers should be consisted of communication personalities, communication principles and communication procedure.

2.1.5 Adult psychology should be consisted of adult learning, teaching adult learners, motivating adult learners and characteristics of adult learners.

2.1.6 Lesson plan should be consisted of components of lesson plan and writing lesson plan.

2.2 Practice was indispensable in the trainer course. Duration for each practice section may range from 5 to 30 minutes. Topics for practice might be general topics or the ones related to the participants' work. Tools for evaluation of practice might be a video recorder or an evaluation by trainers and classmates.

Suggestions for further studies

1. There should be a study of the level of knowledge and experience of a trainer which led to the successful trainer course.
2. There should be a study of the optimum number of participants that made the course yield the maximum efficiency.
3. There should be a comparative study of ability of trainers who attended two-day and five-day trainer courses.
4. The content and training methods gained from this research should be used for training persons who were going to be trainers. Also the evaluation and following-up of the use should be done in order to make the course more effective.

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LIST OF EXPERTS

The name list of experts who validated the interview of the study of content and training methods for the five-day training for trainer course were presented as follows:

1. Mr. Krit Umpote
Vice President for Training and Development,
Dhurakijpundit University.
2. Mrs. Wiyada Chongbunchob,
Head of Training Management Division,
Extramural Study Office, Sukhothai Thammathirat Open University.
3. Mrs. Yaovalak Saivijit,
The deputy director of the Department of
Human Resource Development, Kasikorn Bank.

แบบสัมภาษณ์

เรื่องการศึกษาเนื้อหาและวิธีการฝึกอบรมหลักสูตรวิทยากรระยะสั้น 5 วัน

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสัมภาษณ์

1. เพศ ชาย หญิง
2. อายุ

<input type="checkbox"/> 20 - 35 ปี	<input type="checkbox"/> 36 - 45 ปี
<input type="checkbox"/> 46 - 60 ปี	<input type="checkbox"/> 61 ปีขึ้นไป
3. ตำแหน่งการทำงานปัจจุบัน.....
4. ระดับการศึกษาสูงสุด

<input type="checkbox"/> ปริญญาตรีหรือเทียบเท่า (ในประเทศ)	<input type="checkbox"/> ปริญญาตรีหรือเทียบเท่า (ต่างประเทศ)
<input type="checkbox"/> ปริญญาโท (ในประเทศ)	<input type="checkbox"/> ปริญญาโท (ต่างประเทศ)
<input type="checkbox"/> ปริญญาเอก (ในประเทศ)	<input type="checkbox"/> ปริญญาเอก (ต่างประเทศ)
5. ประสบการณ์การเป็นวิทยากร

<input type="checkbox"/> 3 - 10 ปี	<input type="checkbox"/> 11 - 15 ปี
<input type="checkbox"/> 16 - 20 ปี	<input type="checkbox"/> 21 ปีขึ้นไป
6. ประสบการณ์การร่างหลักสูตรวิทยากรให้กับหน่วยงานต่างๆ

<input type="checkbox"/> 3 - 10 ปี	<input type="checkbox"/> 11 - 20 ปี
<input type="checkbox"/> 21 - 30 ปี	<input type="checkbox"/> 31 ปีขึ้นไป

7. หัวข้อรับผิดชอบสอนในหลักสูตรฝึกอบรมวิทยากร

- รับผิดชอบสอนผู้เดียวทั้งหมด
- รับผิดชอบสอนร่วมกับวิทยากรท่านอื่น

โปรดระบุ หัวข้อที่ท่านทำการสอน

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)


8. หลักสูตรวิทยากรส่วนใหญ่ที่ท่านเคยอบรมมา ใช้เวลากี่วันบ้าง

9. ถ้าจะให้ได้ดีผล ท่านคิดว่า หลักสูตรวิทยากรควรใช้เวลากี่วัน

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับเนื้อหาและวิธีการฝึกอบรมหลักสูตรวิทยากรระยะสั้น 5 วัน

1. ท่านคิดว่าการจัดหลักสูตรวิทยากรระยะสั้น 5 วัน ควรประกอบไปด้วยเนื้อหาเรื่องใดบ้าง แต่ละเรื่องนั้นควรใช้เวลาเท่าใด (เมื่อผู้ให้สัมภาษณ์ตอบแล้ว ผู้สัมภาษณ์จึงค่อยถามถึงการสอนแต่ละหัวข้อ)
2. จากความคิดเห็นของท่านเกี่ยวกับเนื้อหาต่างๆ
 - 2.1 ขอรบรายละเอียดของเนื้อหาแต่ละหัวข้อ
 - 2.2 เนื้อหาใดควรจะเน้นมากที่สุด ขอรบเหตุผล
3. วิธีการฝึกอบรมเพื่อให้คนเป็นวิทยากรโดยใช้ระยะเวลา 5 วันนั้น ท่านคิดว่า วิธีการฝึกอบรมที่ได้ผลดี ควรใช้วิธีการอย่างไร
4. จากประสบการณ์ที่ผ่านมา ท่านสามารถทำได้ดังที่ท่านได้คิดไว้หรือไม่ และสิ่งใดเป็นปัจจัยที่ทำให้ท่านสามารถหรือไม่สามารถทำได้ดังที่ท่านคิดไว้

BIOGRAPHY



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