

**COMPOSITIONS OF THE SELF – DEVELOPMENT OF THE
EMPLOYEES IN THE LEARNING ORGANIZATION**

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Thesis
Entitled
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COMPOSITIONS OF THE SELF – DEVELOPMENT OF THE EMPLOYEES
IN THE LEARNING ORGANIZATION

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ABSTRACT

The research studied the compositions of employee self-development in a learning organization. The sample were 30 employees in the Paper and Packaging Business of the Siam Cement Group, Thailand. The instrument was a structured interview prepared by the researcher. Content analysis was used in data analysis. Statistics used in this research was frequency distribution.

There were several findings. The compositions of the sample's self-development were working position progress and individual needs. The self-development methods of the sample were participation in activities set by the company (attending training, seminars, participation in project operations and learning from elder coworkers), and self-learning (reading books and documents, using the internet, and working).

In summary, the samples required the company to support activities for self-development such as providing training courses, a library or reading corner, and internet access.

KEY WORDS : LEARNING ORGANIZATION / SELF – DEVELOPMENT

123 pp.

องค์ประกอบของการพัฒนาตนเองของพนักงานในองค์กรแห่งการเรียนรู้
(COMPOSITIONS OF THE SELF – DEVELOPMENT OF THE EMPLOYEES
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ศษ.ม. (การศึกษาผู้ใหญ่และการศึกษาต่อเนื่อง)

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บทคัดย่อ

การวิจัยเรื่อง องค์ประกอบของการพัฒนาตนเองของพนักงานในองค์กรแห่งการเรียนรู้ มีวัตถุประสงค์เพื่อ ศึกษาองค์ประกอบของการพัฒนาตนเองของพนักงานในองค์กรแห่งการเรียนรู้ กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ พนักงานในกลุ่มธุรกิจกระดาษและบรรจุภัณฑ์ เครื่องซีเมนต์ไทย จำนวน 30 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ที่ผู้วิจัยสร้างขึ้น จำนวน 1 ชุด การวิเคราะห์ข้อมูลใช้วิธีวิเคราะห์เนื้อหา สถิติที่ใช้ในการวิจัย ได้แก่ การแจกแจงความถี่

ผลการวิจัยพบว่า

องค์ประกอบซึ่งทำให้กลุ่มตัวอย่างเกิดการพัฒนาตนเอง ได้แก่ ความก้าวหน้าในหน้าที่ การงาน และความต้องการของแต่ละบุคคล วิธีการพัฒนาตนเองของกลุ่มตัวอย่าง ได้แก่ การเข้าร่วมกิจกรรมที่ทางบริษัทจัดให้ (เข้าอบรม สัมมนา เข้าร่วมปฏิบัติโครงการต่างๆ และเรียนรู้จากพี่เลี้ยง) และเรียนรู้ด้วยตนเอง (อ่านหนังสือ เอกสารต่างๆ ใช้อินเทอร์เน็ต และจากการทำงาน) และ กลุ่มตัวอย่างอยากให้บริษัทสนับสนุนกิจกรรมเพื่อการพัฒนาตนเอง ได้แก่ การจัดหลักสูตรฝึกอบรม มีห้องสมุด หรือมุมหนังสือต่างๆ และการเปิดโอกาสให้ใช้อินเทอร์เน็ต

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CHAPTER I

INTRODUCTION

1.1 Background and Rational of Study

At present, the world is progressing rapidly, and has a greatly developed technology, thus it brings about knowledge improvement and changes all the time. Along with the highly competition in the business world various organizations and units must keep pace with all the happening changes and be able to develop to the highest progress.

“Learning Organization” is the human resource development in the organization emphasizing all its members to get their own continuing learning and potential development. There must be creative thinking and continual interchange of learning in the organization which lead to efficient organization development (Witune Simachokedee, 2000:58). The idea of developing the organization to be the learning organization will encourage everyone to have continuing learning all the time and fully self- developed. Building up learning organization is the human resource development at all levels from the employees to the administrators level urging continuing self-development of everyone in the organization. Thus, it causes a systematic cooperative working, learning together and individual potential development to make the excellent way of change for the progress of organization.

To build up the learning organization, emphasizing on urging all members to be active to learn, self-develop all the time, to progress their own potential and the organization, has the major principles to follow for the individual and the organization to gain the successful development like holding on to follow the Five Disciplines which are 1) Personal Mastery 2) Mental Models 3) Shared Vision 4) Team Learning 5) Systems Thinking as the foundation to the perfect learning organization (Dej Tiemrat and Kansuda Makasiranont, 2001:19)

There are various methods of self-development and they happen not to everyone. (Somkid Isarawatana, 1995) Researcher is interested to learn that making the people in the organization develop themselves until its organization becomes the learning organization consists of what kind of compositions that were relevant to the bringing about and development of the people in the organization to become the learning organization.

1.2 Research Objective

To study the compositions of the employee self-development in the learning organization.

1.3 Research Questions

- 1) What are the compositions of the employee self- development of the employees in the learning organization?
- 2) How do the employees develop themselves?
- 3) What are the requirements of the sample about supporting the employees to develop themselves?

1.4 Research Limitation

This research studied only the employees in the Paper and Packaging Business of the Siam Cement Group with the employment period not more than three years and who were the willing and voluntary persons to develop themselves.

5. Definitions for the Research

Self-development referred to learning to acquire knowledge for oneself by various methods such as reading books, being trained, etc. with the purpose of applying such learning to develop knowledge, skills and experiences to bring about the useful way of life and to develop for better working of oneself.

Compositions of self-development referred to the things urging the person to develop himself which happened internally or externally of the body.

Employees referred to the employees working in various companies or units.

Learning organization referred to the organization that :

- 1) The employees have continual self-development.
- 2) Has common vision, objective.
- 3) Has team working.
- 4) Urges the creative thinking of the employees.
- 5) The employees are free to make decision, interchange the knowledge, experiences and researches together.

1.6 Expected Benefits

- 1) To gain the information as guideline of human resource development in the organization for the organization development to become the learning organization.
- 2) To be as guideline for anyone interested in self-development application for the working progress in the organization.

CHAPTER II

LITERATURE REVIEW

The research on “Compositions of the self-development of the employees in the learning organization” The document and researches presented related to the following subjects :

1. Self- development
2. Compositions affected people to develop themselves
3. Learning organization

1. Self- development

1.1 Definition of self- development

The scholars explained the definition of self-development as follows :

Megginson & peddler (1992:3): Self- development meant that the learners needed to change their conditions to the new ones. They were responsible for choosing what they wanted to learn. The learners determined what they wanted, when they learned and how to learn or it could be said that the learners were free in learning, choosing by themselves what they wanted to learn.

Swansburg Russell (1968): Self-development meant individual’s studying to make himself progressive professional technical knowledgeable which responded to his curiosity. It was learning by oneself, improving for the better in the efficiency of working, intellectual objective way of life.

Danai Tienput (1997:42) : Self- development meant the format that each person had to determine methods of learning or building up skills and experiences by himself. It might be reading books, being trained, conversations with the intellectuals, etc. or the organization provided the supports like the library, videos, report mails and internal intellectual journals, etc..

Wichien Kaenrai (1999:10) : Self-development meant the promotion of learning and improving oneself to obtain knowledge, skill, experience including capability in doing the responsible job efficiently.

Arune Ruktum (1994:52): Self-development meant the process of increasing knowledge, skill, attitudes of the individual to adjust working behavior to match with the working at present. It was the learning process from the studying, training, development for the workers to be able to adapt the knowledge, skill, attitudes including ideas to be beneficial for themselves and the organization.

In summary the definition of self-development was referred to the studying for oneself by various methods depending on each person's determination to bring such knowledge to develop knowledge, skill, experiences, improve himself for the useful way of life and make his own working development.

1.2 Guidelines for self-development

Guidelines for self-development in the development of studying for oneself were as follows : (Sanguan Suthilertarune, 2002:167)

1. He had to keep on acquiring new knowledge. It was the intellectual development to be more clever and coupled with knowing relaxation, capability of solving problems leading to emotional intelligence development.

2. He studied from the training on new subject matters or upper level continual studying.

Chalor Thummasiri (1993:6-8) Knowledge development: knowledge made the people differ. A person who knew a lot studied hard for himself the person with a lot of knowledge in various ways could adapt to the environments well. To be intellectual was necessary so one had to be ready for knowledge. For the time being did we have enough knowledge? Besides one should acquire personal extra knowledge like reading books, watching news, etc.. Studying for supplementary knowledge for oneself was quite important, the first way to get it was reading, reading a lot of books. Secondly, listening: it supported reading, thirdly: asking. The last one was thinking: From what we learned from reading, listening and asking, if without thinking skillfully, there would be no intellect. Knowledge occurred in our brain from our cause and effect consideration. These knowledges derived from our intellect, they were personal and could be promoted. The more we acquired knowledge, the better we would be.

Guidelines for self-development were both knowledge development and intellectual development which were considered as highly important and useful self-development. When a person had knowledge, he was able to apply such knowledge till it became his expertise. He got direct experience which was the body of knowledge being built by himself and could be used for self-development at work to make progress. The organization that he worked with was progressing well too.

1.3 Self-Development Methods

The scholars explained self-development methods as follows :

Charnchai Sowitsima and Cherdsak Ritprasart (1977:182-183) explained self-development methods as follows :

1. The search for supplementary knowledge by reading books or journals.
2. Participation in various activities.
3. Research.
4. Field trip or study visit.
5. Attending seminar.
6. Being trained by higher expert.

7. Trial work or work rotation.

Tawan Masjaras (1955:10-11) presented self-development methods as :

1. Attending meeting.
2. Seminar.
3. Training.
4. Attending educational lecture and speech.
5. Reading books.
6. Listening to news from radio or television.

Kanitha Muttharaj(1995:24-26) presented self-development methods of the personnel in the organization as follows :

1. Reading or searching for knowledge from listening like listening to the lecture, speech and discussion, etc.
2. Educational research or study like writing or composing textbooks, writing academic articles.
3. Work rotation or shuffling.
4. Doing research.
5. Job observation in other units.
6. Joining in as the committee to learn and understand the responsible work.
7. Apprenticeship.
8. Following up and assessing one's own progress of every piece of work.

Nirund Wacharinrat(1997:20-21) explained self-development methods by searching supplementary knowledge to gain success as follows :

1. Reading books always and continuously.
2. Attending meeting or training.
3. Teaching or lecturing.
4. Participation in various organization activities.
5. Joining in as advisors for personnel or various units.

6. Furthering the study at educational institutions.
7. Association with and visiting people or various units.
8. Being representatives in various meetings.
9. Making projects.
10. Performing in place of the superior.
11. Experiment or research.
12. Study visit.

Wichien Kaenrai (1999:22) summarized ideas about self-development methods as :

1. To be determined to self-develop up to the minute.
2. To check oneself, weakness, and flaws for making actual correction.
3. To study for more knowledge from academic documents.
4. To attend the meeting or the training.
5. To further the study of some courses at educational institution.
6. To find the chance to study and visit in and out of the country.
7. To be the member of academic organization or other interesting organization.
8. To friendly exchange knowledge and ideas.
9. To follow up situation movement by the use of newspapers, radios, televisions and other mass media.
10. To accumulate capabilities and experiences by work rotation, research, asking for advice from the specialists.
11. To build up proper personality to gain faith which consisted of acting, listening, talking, dressing and behaving.

Maturin Siritup (2002:32-33) explained that there were diversified self-development methods. The methods set by the units and those proceeded by the individual. The important self-development methods organization were summarized as :

1. To further the study.
2. To attend the meeting / training / seminar.

3. To read books / documents.
4. To follow up other media such as radio / television.
5. To be assigned special duty.
6. To perform in place of the superior.
7. To associate with personnel / various units.
8. To make special projects.
9. Internet.

Therefore, self-development methods were varied such as reading books, attending training, meeting, seminar, drill, continuing studying at educational institutions, attending the lecture, participation in the organization activities, work rotation, apprenticeship, work performance, study visit at other units , researching , making projects, listening to news information from radio, television, internet etc.. The individual could choose various methods to self-develop according to the requirement or the appropriateness.

Researches involving self-development

In the year 2004, Kasame Kongsiansung studied a research on Realization of the globalization self-development of the organization workers with the purpose of studying the characteristic, format, means and realization of the globalization self-development in the next 3 year of the employees in the organization. The sample in this research was the 18 employees in the small private organization. The instrument in this research was an in depth interview prepared by the researcher.

The findings were :

1. Self-development characteristic of the employees consisted of having good attitudes, knowledge, understanding, skillful experiences, capabilities, expertise, intellectual development, mind development, attempt to succeed, eagerness and efficient responsibilities.
2. Self-development format consisted of 1) Studying from documents textbooks, articles from in and out of the country 2) Following up the internal and external situation movement by the use of newspapers, magazines, radio, television

and other mass media 3) Attending the meeting , seminar, training 4) Self-development 5) Associating more with the learned ones 6) Exchanging knowledge with other units.

3. The awareness of self-development : every employee in the organization knew, accepted the trial practice level of self-development by acknowledging informations from the searching and studying or getting the advices from the learned ones, the experts in the organization to practice and followed with trying out.

4. Problems and obstacles in the self-development were budget, finance, time which were insufficient, lacking of knowledge understanding, skill experience in emotion, English, filing in disorder and being unable to apply the received knowledge in the work including lacking new technological knowledge.

5. Demand tendency to self-development in the next 3 years was the requirement in new format, means of self-development, subject matter, new knowledge, funds for self-development, provision of more time for self-development, needs for new technology for development and needs for further studying at the higher level.

In the year 2004, Supaporn Korpornprasert and Poradec Karnanuwat studied a research on self-development of the service employees in the restaurant business, specific case study S&P Syndicate public Co.Ltd. on the purpose of 1) studying the ideas and theories about self-development 2) studying the characteristic and level of self-development of the employees. The sample of this research was 190 service employees of the restaurants of S&P Syndicate public Co.Ltd.. The instrument used in the research was questionnaires.

The findings were : mostly the sample did not continue studying at higher level and had no thought of it. They were trained by the company but not the used to be set as required courses. Problem solving in the company was done by consulting or asking the superior and they aimed to work for the progress of higher position.

For self-development methods they searched for more knowledge by reading books, textbooks, conversations with the experts, and following up informations from media consequently. Self-development level of the sample was overall moderate, self-development level in personality was at a comparatively high

level, self-development level in working knowledge and being life time learner was on the average.

In the year 2003, Rungnapa Klomkaew did a research on Self-development of the employees at diabetes clinic Chingrhai province community hospital on the purpose of 1) studying self-development characteristic. 2) studying self-development methods and 3) studying self-development problems of the diabetes clinic employees. The sample in this research was 15 employees in the diabetes clinic. The instrument used was an interview.

The results were :

1. Self-development characteristic of the sample was the way they acted with good humanity, intellectual development, emotional maturity, creative thinking, experience and skill in working, listening to the others' ideas, honesty and capability of conveying knowledge to the others.

2. Self-development methods of the sample was found that the methods used often were studying knowledge from documents, self checking and analysis, exchanging knowledge, study visit in and out of the country, training and drill, continuing studying, seeking for information, news from media including internet

3. Self-development problem of the sample was small amount of free time, limited budget, insufficient employees therefore no substitution for the employees to attend the meeting and continue studying.

In the year 2003, Opas Piersoongnern studied the research on Way of life and self-development of the successful journalists on the purpose of studying the characteristic of the successful journalists, studying the way of life of the successful journalists and studying self-development guidelines to become successful journalists. The sample of the research was 18 journalists working in Bangkok and indicated by the original affiliation as successful ones. The instrument used was an interview.

The findings were :

1. The fundamental characteristic of successful journalists were being thoughtful, doubtful inquiring, yearning for knowledge, reasonable, having systematic

thinking, responsible for their own actions. They were patient and had gentle and polite behavior.

2. Means of practice – mostly period of working time 10-12 hrs per day was used for the meeting to determine the issue, to select, to check for the correctness of the news. Then it would be written in easy-to understand language clinging to the correctness to make the readers understand as it meant to inform.

3. Self-development guidelines in knowledge, skill, capability which affected the success in the profession the most were reading books, self-studying and directly associating with the scholars or the learned ones on the matters interested.

In the year 2002, Maturin Siritup studied a research on Self-development of the personnel at one radio- television station of Thailand in the northeastern part on the purpose of studying self-development condition of the mass media radio – television personnel self-development methods and obstacle problem affecting the self-development of mass media radio television personnel. The sample of the research was 18 officers, 5 of them were in section leaders level and 13 of them were workers level. The instrument used in the research was an interview.

The findings were : the sample had self-development condition of habit development first which mostly lacked of eagerness though they had set goal for progress in work. They could develop to be happy society member and be self-reliant and dependable except efficient self-development condition in working. The sample mostly were self-absorbed, their attitudes toward working together were comparatively slight. Therefore the relationship with each other on working for the same organization objective was low, lacked of heartfelt relationship.

For the successful self-development the self-developer was interested in self-training through continuing studying, reading books, following up varied media presentations including associating with the outsider. As for the methods set by organization like the training, meeting, seminar, study visit and special assignment, the major problem for self-development was the regional personnel did not clearly understand the administrative policy, small compensation and necessary materials were out-of-date. For the demand of self-development the sample needed the increase

of personnel to be sufficient for the work. By the way, the unit should participate in providing knowledge development and skill training.

From the studying of documents and researches relating self-development, the methods of self-development were varied like reading books, textbooks, associating with the experts, the learned ones, following up the information, the situation movement via various media like newspapers, magazines, radio, television and other mass media, attending the meeting, seminar, training and exchanging knowledge with other units etc.

2. Factors influencing self-development

2.1 Motivation

Motivation could rouse the individual to have needs in several ways of self-development .It might occur within his own mind or the environment as stimulus. Motivation was the important factor for the individual to have self-development need for the better progress of the working.

2.1.1 Definition of motivation

The scholars explained the definition of motivation as follows :

Motivation meant things being composed from condition which was inner power of a person, stimulus, and the lead to the conduct of each person because he tried to reach the goal or wanted to get the stimulus. One motivation brought various results and at the same time one result also occurred from various motivation. (Mekenna, 1998:61)

Motivation meant the drive within a person to reach the target success. It was the internal process happened to human influenced by the perception and experience of each person as well as by external factors. A person could be stimulated from various causes which could influence his conduct. (Plunkett, 1995:232)

Motivation meant thing stimulated the body and soul to conduct or restrain not to conduct in responding to the need of body and soul. It was the guide of what the conduct would display. (Prapan Suthawas, 1992:153)

In summary motivation meant the drive which stimulated a person to conduct. It was the drive derived within himself or from external factor to let a person acted according to the need of him.

2.1.2 Types of motivation

There were various motivations from many theories, to be mentioned here was social motivation which was the motivation that brought out learning and experience of a person to stimulate him to conduct accordingly to the situation. The scholars divided social motivation into 3 categories as follows :

2.1.2.1 Power Motivation

Power motivation meant the need to control, to have influence over the others in the society. For satisfaction and pride, a person sought for power Patchanee Waratawin (1982:96) stated that power motivation made a person want to have social power, want the others to change as he wanted.

2.1.2.2 Affiliative Motivation

As human was social animal, he wanted to stay with the others, wanted the assistance, dependence, taking care of each other, wanted love to make him feel worthy. Areeya Kuha (2002:33) explained that a person with affiliative motivation wanted to work with the others, wanted the cooperation, support, being loved , admired, and appreciation. He wanted associates with generous heart, avoided arguments that dissatisfied the others.

2.1.2.3 Achievement Motivation

A person with achievement motivation would make effort to do the work the best of his capability and wanted to be successful at work. Therefore that

person had to self-develop, increased knowledge , capability for the success of his work.

Achievement motivation according to Atkinson's concept

Atkinson explained about achievement motivation that in one situation a person with achievement motivation would try to accomplish his work by comparing with the standard. Achievement motivation was dependent upon 3 factors (Preeyaporn Wongsanutraroj, 2000:226-227)

1. Expectation meant to think in advance about the result of one's action. A person with high achievement motivation would think in advance about the success of the work.

2. Incentive meant satisfaction got from doing work such as the work that the person felt interested, was skillful, got high compensation. If there was satisfying incentive there would be high achievement motivation.

3. Motivation from satisfaction in seeking happiness and avoiding disappointment. In doing anything, a person expected to receive happiness, satisfaction from it, and needed accomplishment. The person who need success a lot had high achievement motivation. To build up achievement motivation was dependent upon :

(a) Increased need to succeed- set the experiences for the learner to make a success repeatedly for a long time.

(b) Made him think and believe that he had chance to be successful by distributing work or lesson into section, unit. After finishing each step, he would practice the next step, accomplished work one step or one unit at a time.

Achievement motivation of McClelland

McClelland (1969) explained achievement motivation as the need to work successfully which was the important motivation of human and had influence on one's own success. Besides McClelland (1969:50-52) explained the characteristic of the person with high achievement motivation as :

1. To be a person who made effort to work to the success.

2. To choose work, that suited one's capability to be successful. To set the goal that should not be too difficult or too simple.

3. To think all works would be accomplished with one's true intention and responsibility.

4. To engage activities with the expectation to reach one's own standard not the reward or reputation.

Achievement motivation of Herzberg. (Herzberg's Motivator-Hygiene Theory)

Herzberg and his team studying about the attitudes towards working found 2 major factors (Herzberg, 1959:110-117)

1. Hygiene Factor was the factor to get rid the dissatisfaction in working as follows :

1.1 Policy and the administration of the unit.

1.2 Work training, controlling and supervising.

1.3 Relationship with the superiors.

1.4 Working condition.

2. Motivator Factor was the factor producing working satisfaction and motivation as follows :

2.1 Achievement- capable to accomplish work well.

2.2 Acceptance.

2.3 Love of the work.

2.4 Responsibility.

2.5 Work progress.

2.6 Growth, promotion.

Researches relevant to social motivation

In the year 2005, Woraporn Sornserm studied a research on Factor influencing self-development of the employees in the head office of Kasikorn Bank Public Company Limited. The objective was to study the level of one's capability perception, achievement motivation, organization atmosphere, leadership and self-

development of the employees. In addition it studied the relationship between one's capability perception, achievement motivation, organization atmosphere, leadership and self-development of employees. The sample of this research was 290 employees of Kasikorn Bank Public Company Limited head office. The instrument used was the questionnaire set by the researcher.

The findings were as follows :

1. The employees had high level of one's capability perception, achievement motivation and self-development. For the level of organization atmosphere and leadership, they were moderate.

2. Self capability perception and achievement motivation had positive relation with self- development with the statistical significance level of .01.

3. Overall the organization atmosphere had positive relation with self-development with the statistical significance level of .01 and organization atmosphere about the support had the most correlation coefficient, the lesser were the affiliation and the standard.

4. Leadership of the change had positive relation with self-development with the statistical significance level of .01, at ease leadership had a negative relation with self-development with the statistical significance level of .01 and nothing indicated the exchange leadership had relation with self-development.

In the year 2004, Kusuma Joichangniam studied a research on motivation in working of the employees in the Kasikorn Thai Bank Public Company Limited head office on the purpose of 1) studying the motivation level of the employees 2) studying the factors relating to the motivation in working. The sample of the research was 370 employees in the head office of Kasikorn Bank Public Company Limited. The instrument used in the research was the questionnaire set by the researcher.

The findings were :

1. The employees had high motivation in working and had idea about 5 working factors-work characteristic, progression and stability of working, relationship in the working, income satisfaction and working environment were at a high level.

2. Five working factors were work characteristic, work progression and stability, relationship in the working, income satisfaction and working environment

had positive relation with the motivation in working of the employees with the statistic significance level of .05.

In the year 2003, Wichian Lorchartnopakun studied a research on Factor relating to self-development of the employees in the head office of The Siam Commercial Bank Public Company Limited on the purpose to study the level of self-development and factor relating to self-development of the employees in the head office of The Siam Commercial Bank Public Company Limited (SCB). The sample of the research was 359 employees of SCB head office. The instrument used in the research was the questionnaire set by the researcher.

The findings were overall the SCB head office employees had moderate level of self-development. Most of them used their knowledge and experience from their own learning to adapt to the working by the methods of the questioning the learned ones about the work when problem occurred, following up situation movement by newspaper, radio, television and the mass media, asking for advices from the superior or the expert about the work, applying the knowledge got from various trainings to adapt with the working, learning about computer to modernize.

Overall organization atmosphere was moderate. Most of the employees thought the bank designated the operation, work distribution clearly and systematically. The superior provided care, was ready to be reached for advice, gave the employee the compliment.

Overall level of idea toward SCB intranet system was moderate. Most of the employees thought SCB intranet system informed new information regularly. Furthermore following up the situation movement in the bank, searching for knowledge, and applied knowledge in the operation, and SCB intranet system helped making the working smooth and swift, helped solving the problem in the working.

Factor of characteristic of work was organization atmosphere, organization affiliation, working performance estimation and SCB intranet system had relation with self-development.

In the year 2003, Sahawat Prapaisabsakul studied a research on the relationship between organization atmosphere perception and self-development behavior of the employees : SCT co., Ltd. case study on the purpose of studying the level of self-development of the employees and studying the relationship between organization atmosphere perception and self-development behavior of the employees. The sample of the research was 136 of the SCT co., Ltd. employees. The instrument used in the research was the questionnaire set by the researcher.

The findings were :

1. The idea of the employees towards organization atmosphere perception was moderate with self-development behavior at moderate level.
2. The total organization atmosphere perception had the relation with self-development with the statistic significance level of .001. In addition, organization atmosphere of the warmth, the emphasis of the training and development, stability-risk and work outcome perception had relation with self-development.

In the year 2002, Praneet Tagon studied a research on self-development of the employees working at the farm, Betagro group on the purpose of 1) studying self-development level of the employees 2) studying the factors relating the self-development of the employees. The sample of the research was the 125 employees working at the Betagro group farm. The instrument used in the research was the questionnaire.

The findings were self-development of the employees working at the Betagro group farm was at the moderate level. For work factor of the employees, they had high expectation in working and high affiliation with working, morale and spirit in working was at the moderate level.

In the year 1999, Suwaree Tiangtat studied a research on academic self-development of the instructors of the private higher education institutions, Mahanakron University of Technology case study on the purpose of studying academic self-development level and factors related to academic self-development of the instructors of the private higher education universities. The sample of the research

was 166 instructors of Mahanakron University of Technology. The instrument used in the research was the questionnaire set by the researcher.

The findings were :

1. The instructors of Mahanakron University of Technology had high level of academic self-development and moderate academic accomplishment expectation level.

2. The total environment in working level was good. Upon classifying the environment it was found that the part of the superior and the relationship with the associates matters were at the good level. The readiness of facility in the academic working and working atmosphere matters was at moderate level.

3. Variables related to the academic self-development were sex, age, educational level, experience in working and environment in working, to the facility in the academic working, to the atmosphere working, to the welfare and support benefit with the statistic significance level of .05.

In the year 1999, Kamitha Thitiwatana studied a research on achievement motivation and self-development need of the technicians subjected to Department of Highways. The research objective was to study the achievement motivation and self-development need, do comparative study of the achievement motivation and self-development need according to different individual characteristic, including to study the relationship between achievement motivation and self-development need. The sample of the research was 326 technicians subjected to Department of Highways of the capital government service. The instrument used in the research was the questionnaire set by the researcher.

The findings were :

1. Most of the technicians had high level of achievement motivation and self-development need.

2. Technicians with difference working period, age and education level had no different achievement motivation. But the technicians with different vocation branch had different achievement motivation.

3. Technicians with different working period, age and education level had different self-development need. But the technicians with different vocation branch had no different self-development need.

In the year 1999, Kalayanee Kumdang studied a research on Relationship between mind characteristic factor and discipline in building learning organization; case study: Telephone Organization of Thailand. The objective was to study 2 mind characteristic factors which were achievement motivation and attitudes towards work/organization and factor of skill or 5 disciplines and to study both sides of relationship. The sample of the research was 308 employees of Telephone Organization of Thailand who were employees subjected to mechanic/engineering group. The instrument used in the research was the questionnaire and a test.

The findings were :

1. For the mind characteristic including expression of readiness for perception, operation and attitudes towards disciplines of learning organization, it was found that the employees had the most actual global vision of the world, the lesser was the yearning for self-development. For attitudes towards work/organization was at a high level.

2. Factors of achievement motivation and attitudes towards work/organization both had positive relationship with skill or all 5 disciplines of learning organization with the statistic significance level of .001.

From studying the relevant documents and researches, it was summarized that motivation was related to self-development of the individual.

2.2 Support from the organization and self-development of the individual.

The scholars explained the support from the organization of self-development as follows:

Pipat Puchang (2001:36) explained that the employees in the organization could study for knowledge to self-develop freely under the company supporting

condition like it should be the study for knowledge relevant to work both directly or indirectly such as studying supplement English or studying supplement computer etc. For self capability development the organization would not designated as specific course, it was up to the interest of the employees.

Moreover, the organization would prepare fundamental material for self-development like tapes, videotapes, books and journals relevant to the work of each department in the organization directly and indirectly for the employees to research extra study all the time. Then the organization set up management information center and academic news for the employees to study in order to always keep abreast with the changing outside social condition.

Molruthai Kaewkiriya (2003:44) explained that organization support perception was the development from social exchange. A person built each other social relationship by rewarding each other such as respect, admiration, the organization support perception made the employees acknowledge values provided by the organization including taking care of good livelihood. Therefore, as the organization took care providing good livelihood, supported the need of the person, provided the chance to develop and learn, it brought motivation or satisfaction and the paying back to the organization by trying to work efficiently, application of knowledge and capability to the working completely by depending the learning for making self-development and the organization development.

It might be summarized that self-development of a person and the organization support in various forms made the employees who participated were self-developed.

Researches relevant to the organization support

In the year 2004, Paween Pimsuwan and group studied a research on Factor influencing learning promotion at an individual level to develop towards learning organization case study: Kasikorn bank (PCL) on the purpose of studying the factors helping to promote learning at an individual level to develop towards learning

organization. The sample of the research was 247 employees of Kasikorn bank (PCL). The instrument used in the research was the questionnaire set by the researcher.

The findings were : that factors influencing the learning at an individual level of the sample were techniques and methods of support, arrangement of learning atmosphere, increase of power to make decision, team working and network were at the high level and had the relation with the learning at an individual level with the statistic significance of .05.

In the year 2003, Yowaluk Punploy studied a research on Factor predicting the learning behavior and self-development in the organization on the purpose of 1) studying the relationship between organization support perception trait and readiness in self-studying 2) comparing working accomplishment perception level among people with different learning behavior and self-development. The sample of the research was 123 employees controlling air traffic, Aeronautical Radio of Thailand Limited Chiangmai, Phuket and Don Muang branches. The instrument used in the research was 6 measure forms set by the researcher.

The findings were :

1. Self-revelation trait, trait with responsibility and organization support perception had the positive relation with the readiness in self-studying with the statistic significance level of .01.

2. The employees who had high learning behavior and self-development had work accomplishment perception level higher than those of low learning behavior and self-development with the statistic significance level of .05.

In the year 2001, Pipat Puchang studied a research on Ideas and need of the employees involving human resource process and activities of Aeronautical Radio of Thailand Limited. The sample of the research was 327 employees of Aeronautic Radio of Thailand Limited, working in the central department. The instrument used in the research was the questionnaire.

The findings were : that the ideas level of the employees comparatively agreed with the human resource process in every matter, what needed most was the development format of training and getting hiring of specialized unit and qualified and proficient lecturer to proceed.

In the year 2000, Supatra Jaruwatanapanich studied a research on Learning organization : Guideline for the promotion and development of self-studying of the employees of Bank for Agriculture and Agricultural Cooperatives on the purpose of studying the guideline for the promotion and development of self-studying of the employees of Bank for Agriculture and Agricultural Cooperation. The sample of the research were 6 persons of executive group and the employees at project chief level of training project division, Bank for Agriculture and Agricultural Cooperation. The instrument in the research was the interview with semi-structured set by the researcher.

The findings were : that self-studying is the learning format that was suitable for the grown-up learners in working age who were responsible for their own learning. They could choose to learn what they were interested. Learning resulted from inner motivation, not to be forced. If they understood the learning, learning methods it would result as continual self-study and learning through out the life. Besides there were factors supporting and promoting the employees to acquire self-development and need self-studying. The organization built supporting atmosphere and assisting learning, the employees could learn from working together, activities arrangement or knowledge source accommodated with modern information and technology to support and respond to self-studying like using computer program assisting instructing applying intranet and internet system to supplement learning.

So the employees could choose to learn as they felt interested and it stimulated continual learning by using various media. There were the increase of work responsible power that made the employees search for extra knowledge all the time and work rotation which caused eagerness in the new working. There were arrangement of knowledge exchange stage, The meeting to exchange ideas for the executive level was set weekly and for the part of department / branch, it was monthly.

From the study of relevant documents and researches it was found that the organization support had positive relation with self-development of the employees. The need to be supported by the organization was the format of development format of the training and getting hiring the specialized unit and qualified and proficient lecturer to proceed.

3. Learning organization

3.1 Definition of Learning organization

Senge (1994:3) gave the definition of learning organization as the organization which its people increased capabilities continually, in the individual level, group level and organization level to lead to the target that people at various levels actually needed, it was the organization that a person learned continually throughout the life.

Marguardt (1996:2) gave the definition of the learning organization as the organization with power of learning, had dynamic learning method, it was capable to learn, manage and use knowledge as the instrument towards success coupled with the use of modern technology.

Witune Simachokedee (2000:58) explained the learning organization as the organization that gave every member the chance to show his capability completely and continually to jointly build the result wanted by the organization. The organization supported every member “to reconsider”, work together and brought about learning together for building “Body of knowledge” which was the identity of the organization.

Wiroj Sarnratana (2001:11) gave the definition of the learning organization as the organization which its member was alert and had inspiration to develop his own capability continually, had creative thinking to create strange and new matters for the organization, and had the relational learning together among the organization members. In general it was the organization that aimed to search for the possibility and chance of development for the growth and to bring about change for new things continually.

Weerawut Makasiranont (2002:69) gave the definition of learning organization as it was the format of administration that emphasized the development, leadership in the organization coupled with the learning together which would result in the exchange passing on body of knowledge experience and skill among each other applying in the working to be for more excellent than all the rivals. In addition the level of the development in the organization competency was swift.

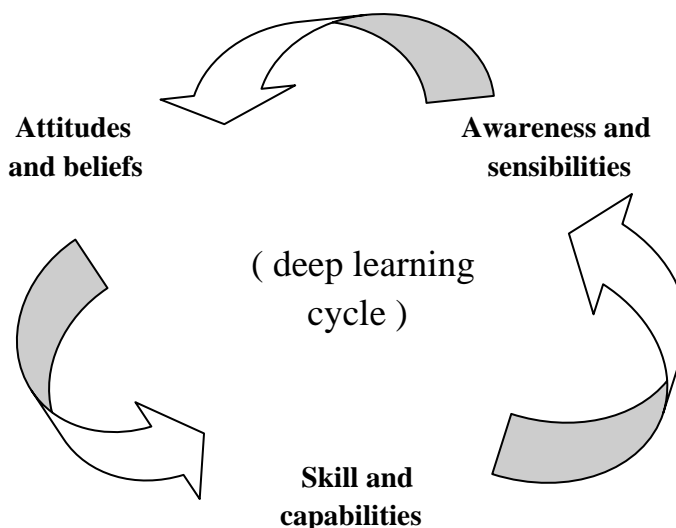
In summary the definition of the learning organization was the concept of the organization development by urging every member in the organization to get learning and capability development continually. There were creative thinking and exchange each other's learning in its own organization continually to make the organization member get self-development all the time until the growth development of that organization took place.

3.2 Concept relevant to building learning organization

The scholars concepts about building learning organization were as follows :

3.2.1 Five disciplines concept of Senge

Senge (1994:17) gave the concept of building the learning organization by looking at the person first and then at the systematically linking. It urged to start from the learning of the person.



When a person had continual learning development, linked the knowledge among the people in the organization and thus the organization development occurred. Senge gave 5 disciplines to cling to in developing the organization. (Senge, 1994:87-92)

Discipline1 : Personal Mastery

The individual got to have personal mastery anticipation to be good at everything in the globalization era of the world of learning .He was required to learn up to the minute, throughout the life. The learning was one path to support the individual to achieve personal mastery.

Discipline2 : Mental Models

Line of thought, point of view, thinking method and understanding of a person in each matter all were the experiences accumulated from the childhood. As the environment surrounded us, this mental mode would be the fundamental for the maturity and would effect the understandings about the subject matter, work or any activities in various points which were important factors for us in making decision to do anything.

The result that occurred from the thinking method format here could be reflected into 3 characteristics as attitude, idea and thinking process.

Discipline 3 : Shared Vision

To have corporate vision was important in the new administration era. The vision had to be clearly designated, had to be considered always that whether such operation helped the organization reach the vision.

Completion of corporate vision development was not enough, it had to be supported by everyone who participated in that organization and with the actual understanding in the such organization vision brought concrete practical result.

Corporate vision was the aim to reach. Every organization built it up as the objective of strategy designation then followed through together to make the vision become real with the operation plan.

Discipline 4 : Team Learning

Team learning emphasized team working which everyone in the team had to think together all the time.

Team learning emphasized only the transmission of the experience within the workplace with the major methods used as :

1. Dialogue for exchanging each other's ideas.
2. Discussion, there would be the preparation of hypotheses and options in advance to discuss together.
3. Team Management technique which was the using of the team leader's capability to get the learning from the accomplishment.
4. Business Project Management technique by the administration in the project format. The leader and member of the project had the clear beginning and finishing point. There were activities together with the responsible ones, including systematic administration process.
5. Action learning which was the late new popular method accorded to the learning organization development process.

Discipline 5 : Systems Thinking

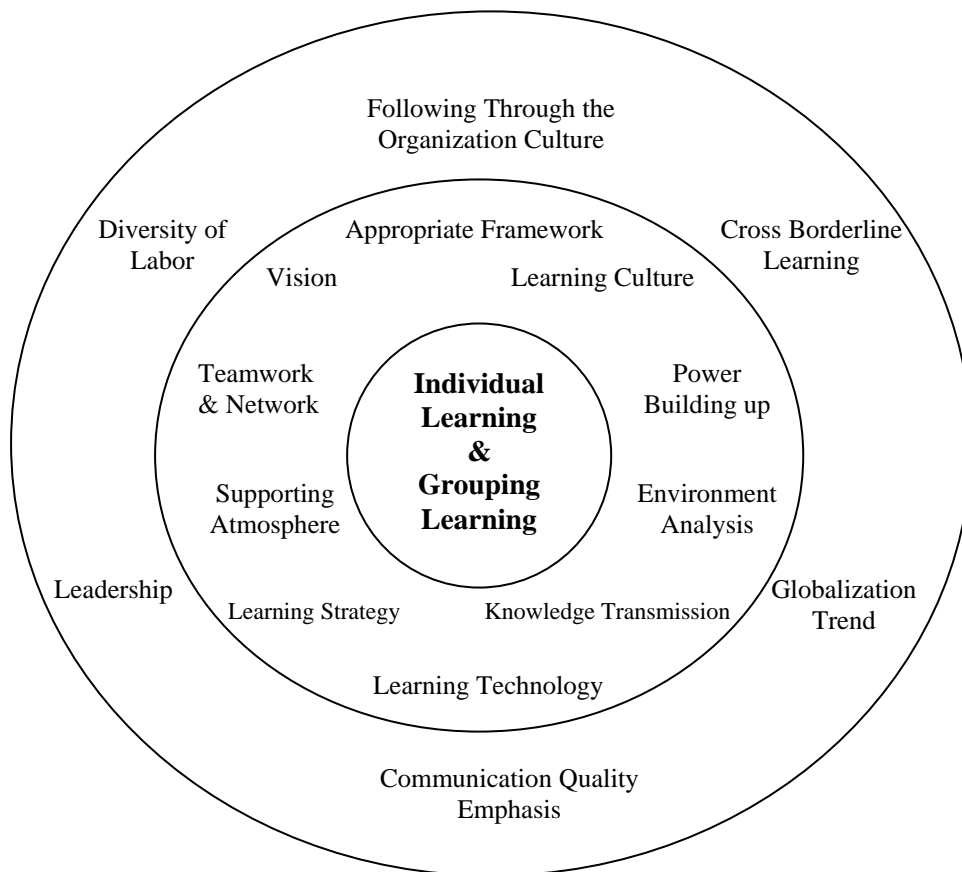
Systems concerning nature were difficult to change but the systems in our lives or business organization should be understood, controlled, designated the standard and got changing, improving up to our systems thinking both big and small and how much we paid the attention to.

To build up the discipline was to emphasize the individual or the working team to clearly understand the relationship between various matters which were the entire outlooks more than the single ones.

Therefore the organization development toward the learning organization of Senge emphasized the person development urging everyone in the organization to get self-development. When everyone in the organization had self-development, the organization development occurred.

3.2.2 Learning organization concept according to Marquardt & Reynolds concept.

From the Marquardt & Reynolds research, to be global learning organization it had to get the characteristic as circle chart with the three overlapping circles overlapping. The innermost circle was the individual and grouping learning. The middle circle was the element for the organization requirement for becoming learning organization. The outermost circle was the element of being global learning organization. (Marquardt & Reynolds, 1994:29)



Notice: the inner circle was the individual and grouping learning. The middle circle was the organization learning. The outer circle was the global learning.

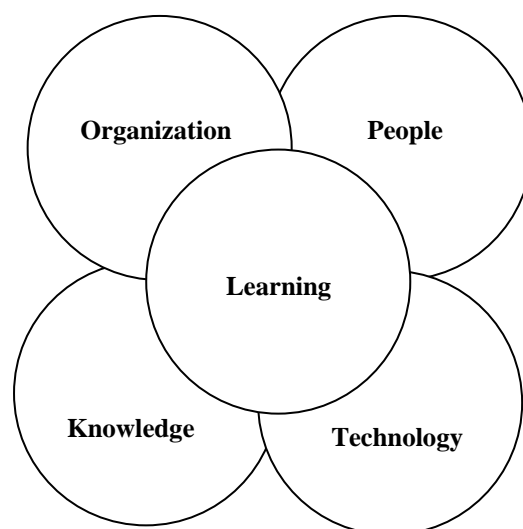
The development towards learning organization of Marquardt and Reynolds emphasized starting from self-development till individual learning occurred and expanded in the wide circle to the organization.

3.2.3 Building up learning organization concept according to the system linked organization model of Michael J. Marquardt.

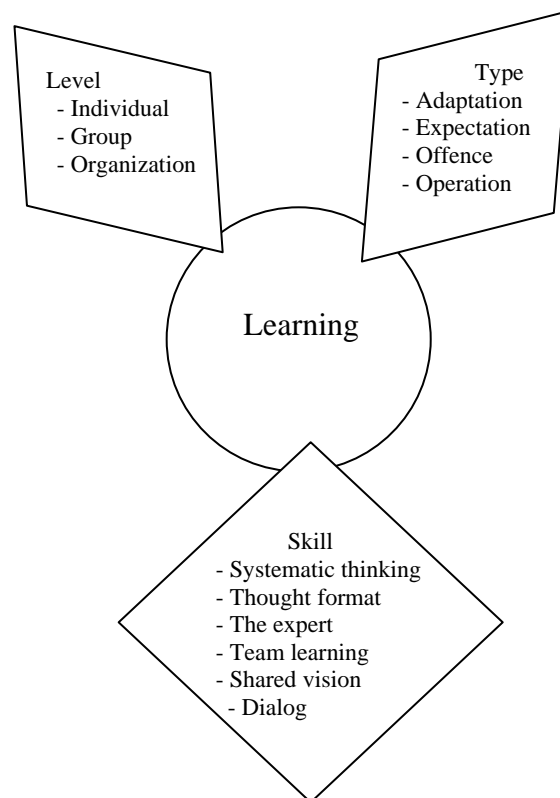
Michael J. Marquardt (1996:20) got the concept that the organization which stood firm and could get the advantage of the competition whether how the situation changed had to have the lasting development. Therefore he thought of the system linked organization model as the minor system of learning and the major elements of building up learning organization according to Marquardt's concepts to be 5 system as follows :

1. Learning – Learning Dynamics.
2. Organization – Organization Transformation.
3. People – People Empowerment.
4. Knowledge – Knowledge Management.
5. Technology – Technology Application.

Five minor systems were the minor systems in the organization which had to be jointly related well and supported each other as in the picture. (Marquardt, 1996:21)



Important minor systems of the learning organization was the learning system which this element expanded to other minor elements, and the 5 minor systems were linked together, supported each other. Minor system learning mentioned about learning level, type of learning and learning skill as in the picture. (Marquardt, 1996:21)



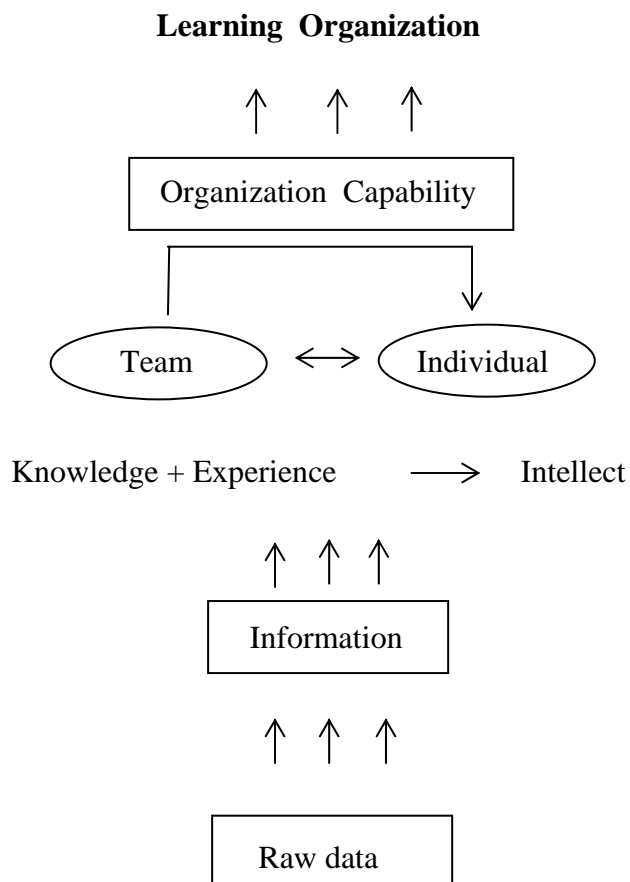
Learning organization development in accordance with the concept of building learning organization following the system linked organizational model of Michael Marquardt emphasized the linking of minor systems in the organization which were the important minor systems consisting of the learning in the individual, group, and organization level. The individual learning was the starting point to link or expand to the learning at the group and organization level.

3.3 Strategy of constructing learning organization

The scholars presented strategies for building up learning organization as follows :

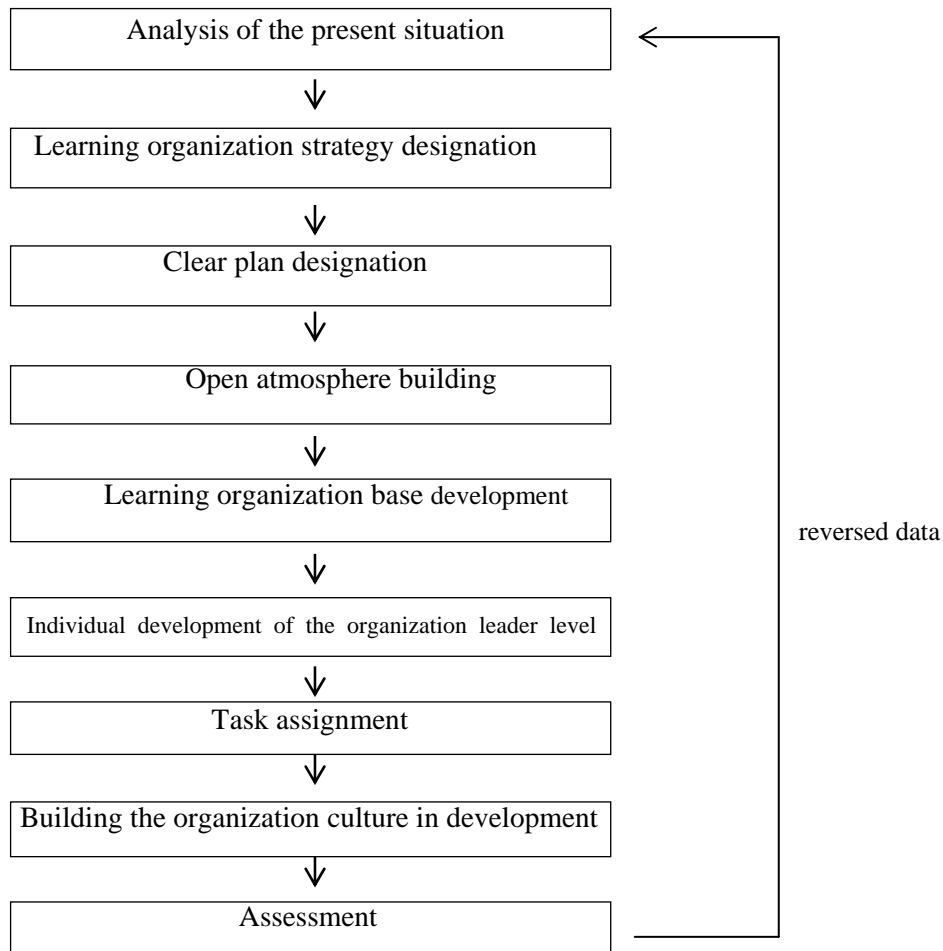
Weerawat Pannitamai (2000:21) explained the guideline of constructing the learning organization as the gap assessment of what the people in the organization knew, understood and gathered the specific specialization with the bringing out body of knowledge and such experiences to the action. It meant in what way the organization might do to push forward the thought to become the fastest, actual and appropriate action, and leading to the learning transmission, exchanging rapidly and thoroughly within the organization as in the picture :

Framework picture of body of knowledge base in the organization



The construction or development of the learning organization consisted of the steps of actions that accorded and operated continually. Wallop Lampine (2004:27-36) set the 9 steps of constructing the learning organization as the following picture :

Picture showing learning organization construction steps



Marquardt and Reynolds (1994) presented the possible strategy in building the learning organization as follows :

1. Change of learning image or thinking format.
2. Team learning activities development.
3. Change of administrator roles.
4. Urging the personnel to try new things; dare to face new matters.
5. Building up mechanism of publicizing the learning to the appropriate

point.

6. Promotion to empower the ones who work.
7. Development of being thinkable element with complete linking circle with each other.
8. Building up continual improvement culture for both the product and service.

It may be summarized that the strategy of building up learning organization consisted of the individual development in the organization as the major principle. The organization urged and directed the individual in the organization to develop his capability completely. Self-development from self-studying, working experiences occurred to the individual at all levels from the employee to the executive levels. When everyone got self-development it would lead to working team development including organization development afterwards.

3.4 Organization development toward learning organization

Organization development toward learning organization in concrete outcome in the organization was considered difficult and impacted the members of the organization a lot. Therefore the organization development should be careful and provide preparation as follows : (Werawut Makasiranont 2002:72-26)

1. Designated appropriate development strategy for one's own organization.
2. Designated plan, adjusted administration structure, set human resource development plan following administration structure by developing both body of knowledge according to the training format and developed experiences including skill as the learning from working format, instruments and equipments necessary for the learning and training such as training room, computer equipment ,meeting room etc..
3. Built open atmosphere for everyone to self-develop and have the chance to acknowledge various steps of organization development toward learning organization.
4. Started developing 5 disciplines which were the fundamental of the learning organization to make every member of the organization understand, participate in the action and aim in the same path for the organization. Thus the organization would be accomplished as the learning organization.

5. Developed employees at organization leader, the working team leader should understand that leader role in the learning organization should have the characteristic of the one who always had creative thinking to apply in the concrete form, transmitted experiences and knowledge to organization members. Moreover, he had to support, assist every member in the organization to learn and operate smoothly.

6. Assigned tasks and duties to the working team to be able to be self-responsible which was the decentralization and providing of flexibility in the working.

7. Built organization culture in the work development and improvement for the better all the time to get point of view, format of thinking and jointly action to produce continual work quality development.

8. Assessed development level in the learning organization for expansion or improvement as necessary.

Besides Dej Tiemrat and Kantsuda Makasiranont (2001:80-82) presented learning organization development in various steps as follows :

1. To build open atmosphere for the members all over the organization to have the chance to acknowledge the necessity and the advantage of the change aiming toward the learning organization as it was the organization development usefulness for every co-worker member.

2. To develop 5 disciplines for every member in the organization to adjust the fundamental thinking method and action procedure in the self-development and the organization development.

3. To develop the learning organization at the organization level which were constructing fundamental structure and various work systems to be in readiness for the learning and application for the advantage of working team operations.

4. To develop the leader to acquire the skills of the excellent leader who had the characteristic of the designer, instructor, helper and learner altogether.

5. To designate learning organization development format in the individual level, who should learn about what subject matter and by what mean to acquire both the body of knowledge and skill suitable for position and responsibility of the work. It had to be both the learning in the training room and the learning in the working teams.

6. To determine the transferring measure, transferring the body of knowledge and skill to the work responsible operation, it was both the challenging and supporting characteristic acquiring to provide the chance to accomplish higher success within the designated time.

7. To develop and promote team working system operated systematically such as having the understanding of the role, duty and responsibility both the working leader and employee level, there was morale and spirit promotion for the working team by honor announcement and the repayment of appropriate rewarding.

In summary the major element of the learning organization development was that the personnel at all levels had self-development that was in accord with the organization development. Everyone was voluntary, willing and participate in the organization development toward the learning organization under the given disciplines of Senge as the guideline of the learning organization development, building open atmosphere of learning new matters, having sense of self-development for getting knowledge and the development appropriate for the working position. Working at the present time, the way to reach the complete learning organization was that everyone in the organization had continued self-development, everyone had to build the behavior of yearning for learning, be ready to self-develop and develop in the working continually.

Researches relevant to the learning organization matters

In the year 2003, Sureeporn Rakudomsak studied a research on organization capability in the development towards learning organization. Case studying was to estimate the organization capability and to study the employee attitude about the capability of the organization in development toward learning organization. The sample of the research was 1297 monthly employees of the American International Assurance company Limited. The instrument in the research was the questionnaire developed from the concept of Michael J. Marquardt.

The findings were : that in general the employees had the ideas that the organization had the development capability toward the learning organization at the

light and moderate level, the first rank of organization capability was the organization adjustment, next the knowledge management, dynamic learning technology application and the empowerment of the individual, consequently. For the ideas about the organization capability towards the learning organization classified by the individual characteristic, the employees with different sex, age, education level and working period in company had no different concept level about organization capability toward learning organization but the ones with different working position had different ideas.

In the year 2002, Wallapa Norasing studied a research on the concept of the employees of the Thai Airways PCL concerning organization atmosphere and development capability towards learning organization on the purpose of studying the level of concept about organization atmosphere and organization capability towards learning organization of the employees of the Thai Airways PCL. The sample of the research was 344 employees of the Thai Airways PCL working at the head office. The instrument in the research was the questionnaire set by the researcher.

The findings were : that in general the employees had the ideas about the organization atmosphere at moderate level with the effective factors like age, income, education level, marital status, working position and subjected group. It was found that the ideas concerning the organization had relationship with the ideas concerning development capability towards learning organization.

In the year 2001, Pattana Chantawimol studied a research on selected variables which effected the characteristics of contributing learning organization of the private training up unit in Bangkok district on the purpose of (1) studying the characteristic of contributing learning organization of the private training unit in Bangkok (2) studying the relationship between the characteristic of contributing learning organization of the training unit and the 3 selected variables which were learning in the organization, working environment and organization communication (3) studying 3 selected variables which jointly explained unstability of the characteristic of the contributory learning organization of the training unit. The sample of the research was 749 training employees in the private training unit, Bangkok

district at all levels. The instrument used in the research was the questionnaire set by the researcher.

The findings were :

1. The private training unit in Bangkok district had the characteristic in accord with the contributing learning organization at the moderate level.

2. For the relationship between the contributing learning organization and the 3 selected variables, the three first ranks of positive relation variables were that the chief was open-minded to accept the happening changes, the chief had learning vision and the chief was ready to encourage the learning atmosphere.

3. About the variables which could explain the characteristic of every minor system of the contributing learning organization (dynamic learning, organization adjustment, individual empowerment, body of knowledge management, and application of technology), there was one variable which was the book that was useful to make capable of self-learning.

4. Variables which explained the characteristic of communication contributing learning had 3 variables as follows : (1) having learning contract supporting learning (2) having internet as communication network all over the world to support the learning and (3) having the books useful for self-learning.

From the study of the relevant documents and researches it was found that ideas of development capability towards learning organization of the employees had relation with the age, income, education level, marital status, working position, working group, knowledge management, technology application, individual empowerments, organization culture and organization atmosphere.

CHAPTER III

MATERIALS AND METHODS

The research on “Compositions of the self-development of the employees in the learning organization” served the purpose of studying the composition of the self-development of the employees in the learning organization. The research procedure of this research was as the following :

1. Population and sample

1.1 Population

The population in this research were the employees in the organization which kept learning organization policy, paid attention to individual development. There were activities preparation supporting the employees to acquire continual learning and self-development.

1.2 Sample

Selection of the sample

The researcher determined the criterias for the sample selection as follows :

1.2.1 To be the employees working in the company or unit which got the characteristic of learning organization with the following indexes (Rungruk Chuaekaew,2003):

1.2.1.1 The employees had got continual self-development.

1.2.1.2 They had shared vision objective.

1.2.1.3 They worked as team working.

1.2.1.4 The employees were supported for creative thinking.

1.2.1.5 The employees were free to make decision, exchange the knowledge, experiences and researches together.

From all the qualifications, it was socially accepted that the Siam Cement Group was completely qualified to be the sample of this research.

The Siam Cement Group business are as follows :

- 1) The Paper and Packaging Business.
- 2) Petrochemical Business.
- 3) Cement Business.
- 4) Building Product Business.
- 5) Distribution Business.

The researcher randomly selected the sample through drawing alphabetically from only 1 business which was the paper and packaging business which consisted of 3 businesses :

- 1) Industrial Paper Business.
- 2) Printing & Writing Paper Business.
- 3) Packaging Business.

1.2.2. The qualifications of the selected samples were as the following:

1.2.2.1 The employees of working period not more than 3 years.

1.2.2.2 Education level not lower than bachelor's degree.

1.2.2.3 Self-development willing.

1.2.3. After collecting the names of such qualified employees, the researcher ordered them alphabetically and made a draw for 30 employees working in the 3 businesses according to the following position :

- | | |
|------------------------------------|------------|
| 1) Engineer | 10 persons |
| 2) Marketing, Sales representative | 10 persons |
| 3) Office employees | 10 persons |

2. Instrument

The instrument used in the research was one set of structured interview prepared by the researcher which consisted of 2 major parts:

Part 1 : General information.

Part 2 : Composition of the self-development of the employees.

3. Instrument construction and instrument qualification testing

3.1 To determine the topic and the limit of the question to be in accordance with the objective.

3.2 To study the document and the relevant researches.

3.3 To build up the interview format for gathering the information.

3.4 To bring the interview format to 3 specialists for checking content validity and counseling. The three specialists were :

1) Mrs. Nuranart Wiwathirun : Senior Executive CPF Training Center Company Ltd.

2) Ms.Wantana Ampaipipat : Senior Supervisor, human resource development division, Toyota Motors Thailand Company Ltd.

3) Mr.Bunpot Moolprasert : Chief Instructor, Thai Airways International Ltd.PCL.

3.5 The researcher made the correction as being guided.

3.6 The researcher took the improved, corrected interview format to try with the personnels in the organization that supported being the learning organization but not the sample. It was at Jasmin International PCL.

3.7 Checked the information got from the interview to consider the clear sufficiency of the answer for the analysis and the conclusion.

3.8 Improved, made a change of the interview format and prepared as a complete instrument.

4. Research procedure

This research was the qualitative research with the following procedure steps :

4.1 Studied, collected information from books, documents and researches relevant.

4.2 Built research instrument.

4.3 The correctness of the language used, clarity and righteousness of the content of the interview format were checked by the specialists.

4.4 Improved and corrected the interview format.

4.5 Used the interview format to test with the group other than the sample.

4.6 Collected the information from the sample interview.

4.7 Checked the information.

4.8 Made information analysis and summarized .

4.9 Wrote research report.

5. Data collection

The researcher was the one who collected the data by the following steps:

5.1 The researcher herself contacted the sample for the interview by the telephone and letter in advance.

5.2 Submitted the letters asked for assistance in collecting data from the university to the sample to ask for cooperation, appointment and place of interview.

5.3 Prepared the instrument and material for the interview such as the interview format, tape-recorder, tape cassettes and notebooks.

5.4 The researcher went to interview on the appointed date, time and place in person. There were voice recording interviews with the permission of the sample. If there was no permission, it would be only recorded in writing.

5.5 The researcher interviewed following the designated questions. If any topic was not clear the researcher would ask the sample one more time or concluded the topic for the sample to confirm or described the answer for more clarity.

6. Data Testing

The researcher used Triangulation data testing (Denzin, Norman K., 1989:236-244) which were :

6.1 Data Triangulation that consisted of :

6.1.1 Space testing

The sample of this research worked in paper and packaging business which was at the company of the Siam Cement Group Head Office at Bang Sue and at paper manufacturing factory at Ban Pong District, Rachaburi Province

6.1.2 Person testing

The sample of this research had various working positions such as the engineers, sales representatives, marketing and office employees (personnel division, secretary etc.)

6.2 Investigation testing

The researcher had an assistant researcher to assist in interview observation and collecting data. Both of them used the same interview format.

6.3 Data collection

The researcher took note while making an interview along with the tape recorder to affirm the correctness and completeness of the data.

7. Data analysis

Data analysis of this research used content analysis as the following:

7.1 The researcher took note from the tape interview word by word.

7.2 Filed the data, analyzed the data according to the question needed to know and counted the data in person.

7.3 At the same time the researcher gave the information got from the interview to other 2 persons to read and make decision about the information of the question needed if there was disagreement between them and the researcher, 2 of 3 opinions or discussion would be the answer.

7.4 Submitted the temporary conclusion to the advisor to ask for the discussion to affirm the conclusion and build complete summarization.

8. Research statistics

Research statistics used in the research was frequency distribution.

CHAPTER IV

RESULTS

The research on Compositions of the self-development of the employees in the learning organization was for the purpose of studying the composition of the self-development of the employees in the learning organization. The data analysis results were as the following :

Part 1: General Data

1.1 Gender of the sample

The total number of the sample in the research was 30 persons, mostly of them were the males (20 persons) then the females (10 persons) detailed in Table 1.

Table 1 : Gender of the sample

Gender	Number (n=30)
Male	20
Female	10

1.2 Age

Age of the sample in this research was the interval of 20-30 year of age.

1.3 Education Qualification

For the education qualification of this research, mostly of the sample (28 persons) had bachelor's degree, next (2 persons) master's degree detailed in Table 2.

Table 2 : Education Qualification of the sample

Education Qualification	Number (n=30)
Bachelor's degree level	28
Master's degree level	2

1.4 Status

The sample in the research all were the single status.

1.5 Working position in the paper business

Working position in the paper business of the sample in the research consisted of 10 engineers, 10 marketing representatives and 10 office employees detailed in Table 3.

Table 3 : Working position in the paper business of the sample

Working position in the paper business	Number (n=30)
Engineers	10
Marketing Representatives	10
Office employees	10

1.6 Entire working experiences

About working experiences of the sample in this research mostly of them 17 persons had working experience less than one year, next 12 persons had working experience 1-3 years detailed in Table 4.

Table 4 : Working experience of the sample

Working Experience	Number (n=30)
Less than 1 year	17
1-3 years	12
4-10 years	1

1.7 Working period in the paper business

For working period of the sample in this research, mostly (20 persons) of them had working period less than one year, next (10 persons) had 1-3 years working experience as detailed in Table 5.

Table 5 : Working period in the paper business

Working experience in the paper business	Number (n=30)
Less than 1 year	20
1-3 years	10

Part 2: Compositions of self-development of the new employees in the learning organization

1. Definition of “Self-development” of the sample understanding

Thirty sample in this research explained the definition of self-development differently as follows :

1.1 Self – improvement for the better and making self-progress

Seventeen sample explained the definition of “self-development” as self-improvement for the better, making self-progress.

- *If a person stayed at one point then tried to step to the next spot it was the development in knowledge, skill, qualification and maturity for improvement at the same time. (01)*

- *Where we were? What was our present objective? Did we remain steady? We self-developed to self-upgrade from the staying point, maybe about the working which was working knowledge and experiences, working. We administrated, no matter about human, work management within the organization or of our duty. (02)*

- *Self-development was the capabilities increase for oneself in several ways. As we worked, we learned from actual working, we learned to spend our lives by ourselves. Therefore self-development was the increase of the capability in working and coupled with spending lives. (03)*

- *Self-development was the learning, self-learning such as reading books, listening to the radio and seminar training which could be used in the future for the working progress and to be beneficial for the working. (06)*

- *Working condition at the beginning we might not have knowledge or we had knowledge but with no working experience and when we started working we got experiences from elder coworkers, the seniors who had worked before. They would take care guide but not absolutely. We used our capability in working. We continuously self-developed till we were skillful in working and increased working experiences step by step. (08)*

- *Self-development provides life progress in the education, knowledge, working positions. Those were self-development. (10)*

- *Self-development was what we tried to improve or change what we were for the better in every way of spending life, work or association. (11)*

- *It was the attempt to use media or several channels to improve working matter or the way of life each day to be better than at the present with the coming media channel .(12)*

- *Self-development was the learning or incoming experiences perception and could be adjusted to use in everyday life. (16)*

- *To start from oneself how much one got before and at the present what one had, at what extent he could do to make the comparison of his self-development degree. Formerly with such seniority level, one might have working capability at one level but when time passed in addition with the experienced seniority, how much they could make self-development. Working and the continuous incoming experiences taught us to self-develop for the better. It was never ending development. (13)*

- *Self-development was the capability development in skills such as I had to use skill in language I thought of it as skill development. Another part of it was knowledge, even readings other people's autobiographies, other part was in the thought that was thought development, one had to be grown up, had consideration and thinking method development. (18)*

- *Self-development was that we thought of developing of what we were, may be furthering the study, finding knowledge, learning, taking courses. We got many things. (20)*

- *Self-development was the increase of self-capability for the better to be able to do more. As we worked, it had to be our working line and coupled with the personal life. (22)*

- *Self-development was the self-improvement for the better capability and it was new matters studying, searching knowledge from various media, these knowledge occurred from the working for example the study of social etiquette, or reading books, computer media. We studied a lot to integrate to the matter that was suitable for us. (23)*

- *Self-development was the knowledge development and self-development up to the minute, IQ and EQ intelligence development to apply to the working concerning being capable of getting along with the others in the society. (24)*

- *Self-development was the learning. In working if we could find extra knowledge for it we should do to understand that point of working, for our progress and better working. (25)*

- *Self-development was to make oneself capable in several either ways, to acquire more working capability. (28)*

1.2 Finding new knowledge

Eleven sample explained the definition of “Self-development” as the new knowledge finding.

- *Self-development was finding knowledge or several matters to apply to what we needed to do the best in every way and everything. (04)*

- *Self-development was the finding for new experiences, work learning either from the training set by the company or learning work in the working unit like training in the research center. About coaching we learned the process or learned his working in the first place because we had no experiences so it was considered as self-development. (05)*

- *Self-development was knowing what we had never known. In any society we had to learn both knowledge and livelihood. We had to know more and more, what we knew could not be compared with what we did not know. (07)*

- *Self-development was studying for new knowledge. It was learning by oneself and from the others, various media in different types not only reading books. External global knowledge world was also the self-development. (14)*

- *Self-development was self-studying for knowledge. When facing the working problem, machine problem, we studied by ourselves, increased our knowledge to be able to solve the problem. For everyday life we could study more in what we were interested. (17)*

- *Self-development was the learning to find more knowledge to apply in the working and everyday life. (19)*

- *Self-development was finding more knowledge to be able to be applied to the present life. Each period of time we needed different knowledge. At this period we needed what would be the advantage of our lives so we searched more at that point. (21)*

- *Self-development started from the interest within ourselves, then we sought for knowledge by finding things nearby, may be it was the conversation with the learned ones or searching from various media as an exchange for information from the others. (26)*

- *Self-development was to have more knowledge both of the emotion and capacity which was in accordance with the need of the chief or the organization and to make known new society. (27)*

- *Self-development was learning new matters for oneself, to have more knowledge and develop one's own knowledge. (29)*

- *Self-development was the continual attempting learning, being active, accepting new matters, never remained still, opening for new subjects, ideas and global view. (30)*

1.3 Picking out the capability within the individual to application

One sample gave the definition of “Self-development” as the picking out of the capability within the individual to application.

- *Self-development was to pick out the rest capability within oneself to application. A person could not use it completely, may be only 20-30% but it depended on the methods of picking them out to application. (15)*

1.4 Self-improvement to match with the society, the others

One sample explained the definition of “Self-development” as self-improvement to match with the society and the others.

- *Self-development was the self-improvement to get along with the society. As we started working, we had to develop, improve ourselves to match with the work we did, to get along with the others. (09)*

In summary, the sample explained the definition of “Self-development” differently as the detail in Table 6.

Table 6 : The definition of “Self-development” of the sample understanding

Self-development definition	Number (n=30)
Self-improvement for the better, making self-progress	17
Finding new knowledge	11
Picking out the capability within the individual to application	1
Self-improvement to match with the society, the others	1

2. Self-development method

Thirty sample of this research explained self-development methods (each could gave more than one answer) as the following :

2.1 The training

Thirty sample explained the self-development method derived from the training.

- *The seminar training. (01)(03)(10)(11)(15)(17)*
- *The training that was the workshop of sharing the working experiences concerning new knowledges. Sometimes there would be external seminar, or outside walk rally group, or sitting learning in the class. (02)*
- *Bringing oneself to where there were the development, self-development teaching, attending the training, the seminar. (04)*
- *The training set by the company. (05)*
- *The seminar training for example to learn for the use in the future and it was beneficial to the working. (06)*
- *The training was a development. (07)*
- *The training also took parts – we knew more from what we learned. (08)*
- *The training provided more knowledge. What they had already did was frequent seminar on several subjects about the working. (09)*

- *To attend external curriculum training or in house that we could ask for permission from the superior to attend was the self-development. To go to the classroom, the lectures, to do case party and workshop. (12)*
- *To study for more knowledge from the classroom. The training had to be the curriculum matters with certain principles. (13)*
- *To go to the classroom, attend the training, seminar. (14)*
- *To get training, join the group, take tutorial activities. (16)*
- *To attend the seminar, take courses in the organization. (18)*
- *To learn from the academic courses set by the company, the trainings. To do the workshop, and from various case studies. (19)*
- *To find knowledge by taking interesting courses, attending the seminar, the meeting up to the subject matters. (20)*
- *The training was one way of providing knowledge like studying, as the meeting, some seminar courses should be attended because they were beneficial (21)*
- *Meeting and seminar were the others' experiences told. They were considered as learning. (22)*
- *To study, and get training in the company was good. The seminar was good because of packed information taught. (23)*
- *Attending the training in several courses was the important way of providing knowledge. To attend the seminar should be in accordance with the work. (24)*
- *The training developed the employee more like attending work camp trained us to stay with other people. For the outside seminar, the manager would let us attend to have more understanding in works. (25)*
- *It was the seminar concerning what we were interested in, and the trainings. (26)*
- *If special training was needed we should ask for the training, seminar. (27)*
- *The training was quite the same as the studying. (28)*
- *Here we got several trainings including in class and website. (29)*
- *Training attended was also the self-development. (30)*

2.2 Self-learning

The sample of this research explained the methods used in the self-development by self-learning as the following:

2.2.1 Reading books

Twenty-nine sample explained that self-development methods were reading books.

- *The books being read now were about the vocation, the similar work, manuals obtained with the machine, instruction manual. (01)*
- *Reading books of the company. (02)*
- *Reading books. (03)(09)(10)(13)(14)(15)(16)(22)(23)(26) (28)(29)*
- *The way to solve the problem was to find the books to read. (04)*
- *Reading the published research works which were beneficial, they were the journals, data based, and pocket books. I preferred the reading with small essence matter but providing the viewpoint. (05)*
- *Reading books, to search books for reading. (06)*
- *To have technical knowledge, I had to read about them more. (07)*
- *Read the books to study, the manual was good for technical knowledge. (08)*
- *Reading books was the first and main things to do. (11)*
- *Reading books was quite close to us. (12)*
- *Reading books and journals. (17)*
- *Mainly by myself was reading books. (18)*
- *Reading books to see what was happening at the moment. I really also liked to learn from indirect experiences like reading books. (19)*
- *We watched, we sat reading books continuously. (20)*
- *Reading books, magazines providing knowledge. (21)*
- *Mostly I read the books, the parts that effected our work and were needed to know that would help me develop better. (25)*
- *Reading philosophy books to self-develop and read books for information. (27)*
- *Reading books was self-learning. (30)*

2.2.2 From other media not the books

Twenty-seven sample explained self-development method from other media not the books for example television, radio, computer, internet.

- *Using internet searching for information for the working application. (02)*
- *At the present time computer played important role that could not be missed, the internet media, CD media were plentiful. (03)*
- *To find what would help us acknowledge of what we wanted to do was possible because of the internet. Radio and television helped in some matters. (04)*
- *It should be searching for informations from the internet including news. (05)*
- *Self-learning was about listening, conversation, reading, writing for example listening to the radio, using internet. (06)*
- *Television, radio, internet, reading newspaper were the media that provided knowledge. (07)*
- *By continual watching television, listening to the radio, we learned continuously. (09)*
- *Watching the web site, using internet were the searching for knowledge by myself. (10)*
- *Development was from watching television, listening to the radio depending on each person, including knowing how to use internet. (11)*
- *To do the searching with the internet, going to see the movies, watching television, cable TV were self-development. Computer base training, CDT also worked as e-learning. (12)*
- *Internet media was the knowledge. (14)*
- *Watching television, getting information was the information finding that we had to make decision. (15)*
- *Internet took part in providing us a lot of skills. (16)*
- *They were watching television, listening to the radio, newspapers, internet. (17)*

- *I got more knowledge from watching television and listening to the radio. (18)*
- *In self-learning, I earned the knowledge from the internet. (19)*
- *The easiest way was from the internet, to find knowledge, watch the television, listen to the radio but with the selection of programs. (20)*
- *We got versatile knowledge mostly from the internet. For the general media the radio or television it depended on what we chose. (21)*
- *From the searching from the internet, the television and radio we got knowledge development program to watch according to our interest. (22)*
- *Knowledge from various media, computer and information from newspapers should be followed up all the time. (23)*
- *Knowledge studied in general was from watching TV, internet, listening to the news and the radio. (24)*
- *I always used internet. It was my main information. (25)*
- *Self-learning may be listening to the radio, television, internet. (26)*
- *Finding the information, some got from the internet, mostly from reading the morning news. (27)*
- *Self-learning by reading the newspaper, internet, studying more or watching the TV, comprehension should be developed in different levels. (28)*
- *Maybe it was finding the knowledge by oneself with web site, internet. (29)*
- *Learning was everything coming into our lives even watching the television, listening to the radio. (30)*

2.3.3 Learning from the experiences of the others

Seventeen sample explained self-development method derived from learning from the experiences of the others such as the expert, the leader.

- *About working we tried to be with the ones who have worked before us, got more experiences. So we could share from them as work learning. This we got from elder coworker or chief. (01)*

- *Talking with people around us was one of the self-development methods, we got their attitudes from the conversation and by sharing the other working line experiences. This turned to be new knowledge from external organization. (02)*

- *Asked the expert, if he didn't have time to explain he suggested the book for us. (04)*

- *Associated with the others, inquired, it depended. (07)*

- *The senior workers guided us, we could ask if we didn't understand. Sometimes we asked the technicians who had more experiences than us. (08)*

- *To go working with the elder coworker to help supervising. (09)*

- *Be socialized, associated with the others, asked the one who had experienced. (10)*

- *Making conversation, associating as the member of the society we interested in was the self-development. (12)*

- *Having conversation with many people would self-develop us. We got their ideas, experiences to teach us. It was one level of development. (13)*

- *Learning from the one who got experiences, having elder coworker. (16)*

- *I got a lot of friends who were technicians working together, I got development in communication with the others, talking with many people. (17)*

- *Learned from indirect experience for example listening from the others and made the application. In some cases we saw somebody made a mistake we knew what we should do if it happened to us to avoid mistake. If I had any doubt I asked the chief or the senior coworker and applied the practice. (19)*

- *It was the others' experiences told. We were new employee, everything was new so it was the learning. (22)*

- *It was learning from the senior. At first because of not knowing I asked my friends, seniors, other departments involving and took note. (23)*

- Asked for the help about working from the others to avoid problems. Mostly it was the conversation with the people around us, we gained knowledge from the other's ideas. (24)

- It was listening thinking and talking with the others. It was listening more, thinking of what they said and talking less. What should be asked most was the need of the work objective. (27)

- Learned from the elder coworker and from the knowledgeable one's knowledge. It was knowledge sharing. (29)

2.2.4 Working, actual operation

From the research, seventeen sample found the self-development method from the working, actual operation, trial.

- Like sound-machine was broken, nobody was available to go with us, we had to do it actually. (01)

- Management knowledge in industrial working had good working step character. We were forced to do the work step-by-step and it systematically arranged our thought at one level. (02)

- We learned from working itself. Any coming work was new for the new employee, if we were willing to study more, we would surely get from the working. (03)

- Learned from the assignments by observing at the work site. (04)

- Learned the work in the work unit, work needed to do. It was learning from the working, real experiences. (05)(23)(27)

- We got the advice, we operated actually it would be the best development. If there was machine problem, we got to the work site to see what happened. (08)

- We encountered what we had never done before or what was difficult, that was considered our capacity challenging work. (11)

- Every work I did made me developed. I knew how to do, how much I should be careful, what should I know. I did my work and when I got to the work site I collected the data if any problem occurred, it would not happened again in my next job. That was what I liked. (13)

- *Got by ourselves, for example we were newcomer, not knowing about the work. We got the experiences by ourselves. (16)*
- *The comparatively important part was to be responsible in some works or more important works. (18)*
- *Learned from real experiences, from the mistakes. After the learning, we should not make mistakes. (19)*
- *It was new matters learning. Studying was the thing we did. (23)*
- *It was working. Learning in the working might occur without our notice. (28)*
- *Actual working really helped. While we studied, we did not actually work we knew not the problem. We learned more from the actual working. (29)*
- *Actual practice was the learning. I paid attention to the operation because if we only learned, did not think to act, or could not act, it was useless. (30)*

2.2.5 Job Observation

From the research, eleven sample found the self-development method from job observation.

- *When we were at the workplace, we observed the specified job involving us. (01)*
- *Job observation about our responsible work. (05)*
- *Job observation was going to various places and then got the ideas and developed what we did not have. (07)*
- *Set activities of what unit, what part you wanted to observe. The more often we did, the more we got the concepts. (10)*
- *It was the study job observation. (12)(14)(26)(29)*
- *The study job observation also developed. Learning from the real place could make more understanding. Seeing was easier. (19)*
- *Job observation was the supplement. We saw the real thing, picture and could apply for the other works. (21)*

- *Mostly it was job observation maybe it was another business not concerning us just to see the procedure. (24)*

2.3 Further Study

From the research, twenty-four sample found that the self-development was to further study to higher level.

- *To further study in the education institutions was the development. (01)(05)(06)(10)(11)(15)(17)(19)(22)(24)(29)*

- *If we furthered study with the little bit of set framework, we knew the scope that matched. (02)*

- *To further study at the higher level was the self-development method. It was life and quality of life development. (04)*

- *To further study at the higher level was considered as knowledge development. (07)*

- *To further study at various institutions helped. What we learned made we know more. We worked first then furthered study so we knew what we wanted to develop. (08)*

- *Studying for the master's degree was right. Our working position should be changed and developed to another level. (09)*

- *To further study was clear, it was one type of development which a person obtained, may be it was the knowledge coupled with the degree. (12)*

- *To study for master's degree was the method to increase oneself's point of view. It was good to change viewpoint, to learn more. (13)*

- *To further study in the academic institutions, it was the study for master's degree. To study at elementary and bachelor level were not the same. It made us differ. (16)*

- *I absolutely agreed. I thought of furthering study in many areas and matters. (18)*

- *The thought of developing what we were might be furthering study. (20)*

- *For me, it helped. To further study helped, it depended on the preference. If he wanted to further study, he needed to learn more. (25)*

- To further study in the academic institutions at the higher level was the self-development because it supplemented higher level knowledge for the more specific interpretation. (26)

- To further study at the academic institutions was one method but it was not the only way to learn. (30)

It may be summarized that the sample explained that the knowledge about various self-development methods (more than 1 answer) detailed as in Table 7.

Table 7 : Knowledge about self-development methods of the sample

Knowledge about self-development methods of the sample	Number (n=30)
Training	30
Self-learning	
- Reading books	29
- Other media not books such as television, radio, computer	27
- Learning from the other’s experiences	17
- Work, actual operation	17
- Job observation	11
Further study	24

3. Self-developed person character

Thirty sample of this research had the ideas that the person who had self-development had many characters (answer could be more than 1) as the following :

3.1 Having eagerness and aspiration

Twenty-three sample thought that the self-development person had the eager, active, earnest, determined character.

- *He was eager, earnest and had continual attempt to reach the first set objective without giving up. I thought it was one of the good habits of the one who loved self-development. (03)*

- *He might not want to remain stationary, he was eager. (04)(08)(15)(20)
(30)*

- *To be eager, got the fight in himself. (05)*

- *Had aspiration, life expectation, rather had certain life objective. (06)*

- *He was active. (07)(11)(22)*

- *He was energetic. (09)*

- *He was eager, did not remain stationary, did not want to do nothing.
(10)*

- *Had to be eager, I thought if we wanted to self-develop all the time, eagerness was needed. (13)*

- *They always had to be active, did not want to be motionless, they looked active. (14)*

- *Like we drew the line for the development towards our capacity to reach. (16)*

- *I thought he was active with clear objective of what to do. He was ambitions and had aim. (18)*

- *Should be active, eager, not inert, a little bit energetic. (19)*

- *He should be active, speedy, dexterous person. (21)*

- *He got pressure to be in progress fast, wanted to grow, he was active.
(23)*

- *The person who self-developed well was very eager, dexterous and speedy. (25)*

- *He had to be eager, not inert, not stationary. He was determined to work, had full intention and aspiration. (26)*

- *He should be eager, not inert, did not remain motionless. (28)*

3.2 Learning preference, desire for knowledge

Twenty-one sample thought that the self-developed person had the character of learning preference and desire for knowledge.

- *To be curious, he did according to what he wanted to know, to see. He had desire for knowledge. (01)*

- *He should read books quite often and needed to learn. If having any doubt, he tried to study as it roused his curiosity. (02)*

- *He liked learning. (04)*

- *He loved reading, if it was not the learning from the text book or the training, he should ask to get new information. (05)*

- *Reading books all the time, great desire for knowledge was one of the developed person type. (06)*

- *I thought it was the person who liked reading. When he make a thought, got problem, he might know the answer if not he had to try to solve. He had to always have desire for knowledge. (07)*

- *He should be curious, liked studying yearned for knowledge and desired for knowledge. When we had more knowledge in various parts we could improve our self-development. (09)*

- *He liked listening and watching as the ways of finding knowledge. There were several ways to do, it depended on which way he preferred. Some watched documentary stories. Watching the movies was finding knowledge, desire for knowledge and curiosity. (10)*

- *He had to love reading, admired using media like watching TV, listening to the radio, reading books, and had curiosity. (11)*

- *Always desired for knowledge, was not satisfied with only what he had already known, we might face something unlike what we knew, we had to be open-minded to listen. (12)*

- *Should read a lot of books, was good at researching too. (14)*

- *He should see the reason why it had to be like this when he had a look at anything. It was like curiosity. (15)*

- *He was quick to understand, curious, more prepared, smarter. He might know more and could apply the obtained knowledge for more improvement development. (17)*

- *He got the learning, had desire for knowledge. (18)*

- *He should had the attempt to study for knowledge, he was not inert. It depended to what kind he needed to develop, if he read a lot of books, he liked to self-develop by the reading books learning. Some might learn from real experiences, so they took action. (19)*

- *To know how to spend the time, when to find more information to develop our work, when we should work, to have curiosity, doubted about the reason why. These were the desire for knowledge. (20)*

- *To have yearning for knowledge character, needed to know about this and that matter, followed up, asked other people if it did not work he had to do the self-study and be ready to learn from the others. The person with desire for knowledge would study more, found the program, read books. (22)*

- *To be curious, tried to reach the unknown even though it did not concern us or not useless to know. The more knowledge we knew, the more competent we would be. (25)*

- *To have desire for knowledge, find more knowledge. (26)*

- *Always thought of doing things, whether working or learning more, acquiring other jobs because he had knowledge and was capable. (27)*

- *His character should be curious, observant, thoughtful, if he had nothing to do, he read nearby books, he needed to know continuously. (28)*

3.3 Finding new experiences

Thirteen sample thought that the self-developed person should have the character of finding new experiences.

- *To find the experiences, we knew the culture, the organization so it developed us to be adjustable in the organization. So we should find plenty of experiences from the others and organized for us. (02)*

- *Tried to find something new to do but such things should involve and had the compositions that helped the development of oneself and of what the person did. (04)*

- *He liked to find himself something new. He did not like repeated routine. (05)*

- *He liked to seek for new strange matters. (09)*
- *I was interested in new things. We should adjust all the time if not the life was boring. I liked new matters. (10)*
- *I was open-minded to the new things, did not like to do the repeated routine. (11)*
- *That was open-minded for new things, did not remain stationary, kept pace with the global media. (12)*
- *If anyone always developed, he was enthusiastic to know about new matters, like me. I had to be enthusiastic about new items, what kind of machine that would make our work easier, and in what kind of new trend they came. (13)*
- *I liked to find new things all the time. (14)*
- *I was up to the minute, accepted new things fast. (17)*
- *I was rather always up to the minute. (21)*
- *I liked learning new matters, needed to know new things. (29)*
- *To be open-minded for new things, new thought, viewpoint, global vision, the person would obtain new strange point of view, experience, ideas. (30)*

3.4 To get along with other people easily

Twelve sample thought that the self-developed person should have the character of getting along with the others easily.

- *To talk with a lot of people made we see things broader, so we should talk with a lot of people, socialize. It helped at one level. (02)*
- *Had to get along with the people well, have good human relationship, get along with other people easily. (05)*
- *May be human relationship, getting along with people easily played the part. (08)(17)(22)(25)*
- *Could get along with people, he developed, improved himself to be able to get along with other people well. (09)*
- *Having good human relationship. (17)*
- *To be friendly, knowing people to learn more. (22)*

- *To know about getting along with other people and adjust oneself on how to behave. (24)*

- *To meet people then the human relationship should be better. (25)*

- *To talk with the adults at any time then it would be easier to get along with the people. (30)*

3.5 The interest of work quality

Nine sample thought the self-developed person had the interest in the quality of work.

- *His work should be good, produced good work with qualification, and developed the work to be more efficient. (09)*

- *Work of the developed person had to be better, complete and interesting. (11)*

- *The work outcome should be better than the others', maybe there were new ideas or technologies. (20)*

- *To organize fast, the work efficiency should be good. (21)*

- *The work outcome had to be good because he had knowledge, his work was better, he worked well. (25)*

- *From the work, it was rather seldom to find an error. (26)*

- *Being capable of stable working, not inactive, worked at a good level and could do some other jobs because of having knowledge. (27)*

- *His work outcome should be better than the others. (29)*

- *Their work outcomes should be outstanding, new innovation happened to such people. (30)*

3.6 To have creative thinking, new concept, systematic thinking

Six sample thought the self-developed person had the creative thinking, new concept, systematic thinking character.

- *The self-developed person would be good at the total appearance, understood well the total appearance. (04)*

- *I thought of the thoughtful person as the one with new varied concepts. (07)*

- *Should have systematic thinking method, could analyze, synthesize, classify the items systematically, and applied the obtained knowledge for the self-development. (12)*

- *Could analyze, grasp the theme better than the others, He linked the information to get more conclusion and organized the result fast. (21)*

- *Thinking all the time or having creative ideas always. (28)*

- *He got experiences, new strange viewpoints, new ideas. (30)*

3.7 To be diligent, patient, responsible

Four sample thought the self-developed person should have diligent, responsible character.

- *To be patient, devoted and hard working. (03)*

- *To be diligent, need to self-develop all the time. (06)*

- *To be responsible person at one level. (16)*

- *To be diligent person. (22)*

3.8 To listen to other people's ideas

Three sample thought that the self-developed person had the character of listening to other people's ideas.

- *He had to be prudent and be a person of reasonable manner and talking character. (26)*

- *He should be open for other people's ideas. (29)*

- *He had to be open-minded, listened to the others' ideas. (30)*

3.9 Confident characteristic, dare to express

Three sample thought that the self-developed person had the characteristic of having confidence, and daring to express.

- *He was confident, looked confident. (15)*

- *It should be that he dared to express, talk and think. (23)*

- *The self-developed person was confident and the others felt confident in him. (24)*

3.10 To be optimistic

Three sample thought that the self-developed person had the optimistic person character.

- *To be optimistic. (03)*
- *To be optimistic, the way he looked at things was nice. (15)*
- *The person who thought of development all the time should have good attitudes toward the things coming. (28)*

3.11 To have solving problem capability

Two sample thought the self-developed person had the solving problem capability.

- *He had knowledge, he studied about it so he could solve the problem in the work better.(25)*
- *The person who actually knew with understanding. He could explain well the cause of the problem. (26)*

3.12 Challenging preference

Two sample thought that the self-developed person had the challenging preference character.

- *To love challenging. (05)*
- *I liked challenging things. (10)*

It may be summarized that the sample of this research explained that the self-developed person had many characters (more than 1 answer) as detailed in Table 8.

Table 8 : The ideas of the sample about the character of the self-developed person

Ideas of the sample about the character of the self-developed person	Number (n:30)
Having eagerness, earnest desire, aspiration	23
Learning preference, desire for knowledge	21
Finding experiences, new things	13
Getting along with other people easily	12
Work quality interest	9
Having creative thinking, new concept, systematic thinking	6
Being diligent, patient, responsible	4
Listening to other people's ideas	3
Intelligent character, having confidence, daring to express	3
Being optimistic	3
Solving problem capability	2
Challenging preference	2

4. The difference between the person with self-development and the one without the self-development

The sample of this research thought the self-developed person differed from the one without the self-development in several ways as the following :

4.1 Curiosity, the need to search for new things

Eleven sample thought the self-developed person differed from the one without self-development in curiosity, the need to search for new things.

- The one who did not want to develop reached the point of satisfying of what he got, did not want to do anything, felt inert. But the developed person took action, new things occurred, he tried to find new things always to make it better. (01)

- The developed person at least liked learning, asking. The another one did as being ordered. (04)

- *It was different, at present the world was in great progress. If we were stationary we would not know more. As we worked we had to study more. If there was no learning it would be hard to be successful in life. (06)*

- *One person thought, if it did not work out he let go. But another one tried to find the answer, so he would be competent, had chance and needed more knowledge. (07)*

- *It was knowledge development, it was the information received unequally. Some knew more, knew what they had known and knew more than that but some knew less, knew what they had known and stopped. Thus the work outcome if we kept the same framework we stuck there but if we expanded or opened the framework something new had to occur. It depended on what each people got in himself. (10)*

- *It was different. The self-developed person was more competent than the one who did not self-develop. Learning made him know more and more and he could use the knowledge to develop, improve more. The one who did not self-develop would be stationary with his old knowledge. (17)*

- *From life style, the work outcome for example the same work assignments distribution, when one person finished the assignment, we could see the application derived from extra supplemented knowledge, and spending way of life well. Someone study more after the work but the others went to sleep after got out of the office. (19)*

- *A person might have only old repeated matters but the another who developed, he studied more from other places. He was more interesting than the another. (20)*

- *The one who did not want to learn was more inert. If a person did not think of development was rather like narrow globe which was not open to new things. The continual developed was wide open, needed to know this and that matter, this person and that person in order to learn more. (22)*

- *It was certainly different. First the knowledge, the more he knew the more competent he would be. (25)*

- It was different, the continual self-developed person learned from the experiences. Experiences new, strange viewpoint occurred and new innovations happened to this kind of person while the one who learned nothing would remain with the same things. (30)

4.2 To emphasize the work quality

Nine sample thought the self-developed person differed from the one without self-development in emphasizing the work quality.

- The self-developed person certainly was more successful, had more growth in the working position. (05)

- It was different. The work outcome was different. (08)

- A person what developed, improved himself, his working was good should get good assessment. The chief would considered him better than the one who was inert. (09)

- The work that got development should be better, complete, interesting, but that of the one without development should be plain, same as it used to be. (11)

- The work outcome should be different, because the eager person should have comprehensive study which would help the working to go far. It was better than the one who stayed stationary, nothing happened about working. (13)

- If two persons started working at the same period, one person had self-development so in one year he might be the chief but the another one might remain the same. (14)

- The one who self-developed might got faster working position promotion. (16)

- The person who developed his work should gain big success, or he could shorten decrease the time, made less mistake. The one without self-development was inert and had no eagerness. (23)

- For the self-developed person, his work outcome should be better than the others or had information to support what he talked more than the one without self-development. (29)

4.3 Eagerness, confidence, patience

Five sample thought of the self-developed person differed from the one without the self-development in eagerness, confidence and patience.

- *From the meeting or the conversation in the society, the self-developed person had the better skill in wording process, arranging words in the presentation better, may be it was known from the knowledge and what he expressed. (02)*

- *Eagerness could be seen clearly. It should be eagerness, patience, devotion, hard working that he had more than the one without self-development. (03)*

- *The self-developed person was confident, certainly it was self-confident. The one without the development was on the contrary, the developed one was confident, at least the people relied on him, he got the reliability more than the one without the development. (24)*

- *The one without development talked unreasonably. If a person actually comprehensively knew he would be able to explain the cause of the problem. The one who had no development did his work as routine never thought of developing other works. (26)*

- *The one without development was inactive but the developed one might be active in other matter not necessary only in work. He had to develop to get it work whether he liked it or not. He could think by himself, did by himself. He had more reliable look. He had various topics to talk and might not be boring. (27)*

4.4 Analysis thinking capability

Three sample thought that the self-developed person differed from the one without self-development in analysis thinking capability.

- *The self-developed had advanced thinking, vision, comparatively profound analysis and was more interesting. The one who did not self-develop worked day by day, might be with a narrow viewpoint. (12)*

- *To talk with him was to know his thinking method. The method of looking forward, looking ahead, vision, answers were very clear, and different. It was clearly different. The self-developed person should have looked all around more and much farther like 2-3 steps. (18)*

- *The self-developed could analyze, grasp the theme better than the others. When he got one information he knew where to link. It was like there was a lot of database to link the information for more conclusion. The one without development was like drawing the framework for oneself at that point, with only such knowledge, the conclusion merely occurred. (21)*

4.5 Good attitude

Two sample thought that the self-developed person differed from the one without the self-development in having good attitude.

- *The one with optimistic, look at every thing well, if the inside was good so came the outcome. The one who looked on the contrary, he looked at things as problems and felt afraid, unconfident. It could be seen by the manner. (15)*

- *It should be different, the self-developed person could think and lengthened because he always got something new in contact. He thought of crisis as opportunity, his viewpoint, attitude were different. The one without self-development should stay still but the one who always did the thinking should have good attitude toward things coming. (28)*

It may be summarized that the sample of this research thought that the self-developed person differed from the one without self-development in many subject matters (The sample answered one answer each) detailed as in Table 9.

Table 9 : The difference between the person with self-development and the person without self-development

The difference between the person with self-development and the person without self-development	Number (n:30)
Curiosity, the need to search for new things	11
To emphasize the work quality	9
Eagerness, confidence and patience	5
Analysis thinking capability	3
Good attitude	2

5. Compositions affecting self-development

Thirty sample of this research thought the compositions affecting the self-development are as the following :

5.1 Working position progress

Fourteen sample thought the composition affecting the self-development was the working position progress.

- It was work, if we developed we grew. Mostly everyone who worked wanted progress, if we got progress, everything was all fine. (01)

- It was the fundamental of everyone who needed good life, accomplished the work. For me I wanted to accomplish my work, to be smarter. I wanted to be smart. (03)

- Tried to learn to the utmost to get the work done, learned continuously, had to be smart. It we were smart we would got more progress in working position. (04)

- Personally I needed working position accomplishment to get to aimed point that in 3 years where I should be in the organization, my working position had to be in progress. (05)

- It had to the progress in the working position. (06)(14)(23)

- *Still got small knowledge, if I knew more the working life would be more comfortable. If we knew more, had more experiences, we could solve the facing problem faster and had the time left. If we got stuck with that problem it was the waste of life. I wanted to work it out fast. (07)*

- *Everyone wanted to be successful, we wanted to be better at work. If we were smart we got high working position, we need high experiences to get higher working position. (08)*

- *I got objective to be in progress, I was eager to have more knowledge, better capability before setting the objective point. (21)*

- *I thought the more we learned the more we were competent. This could applied to every matter including having progress in the working and everything. (25)*

- *The progress in the working was to get higher working position or that we knew every bit of this part of work to get the broader view of the working. (26)*

- *It was the must. If not it was lifeless working no progress in working position. (28)*

- *It was for the progress of the work, for higher position. (29)*

5.2 Individual need

Thirteen sample thought the composition affecting the self-development was the individual need.

- *I was the hyperactive. I did not want to stay still, I adjusted all the time or else the life would be boring. I liked new and challenging things. (10)*

- *I wanted to be better, smarter, something changeable. I did not like the routine. (11)*

- *Personally it was my inner attraction, my personality. I needed to learn more. (12)*

- *To change myself, I could not stay stationary. I was bored, it happened easily. Whatever I did, I did well, I needed to know more by myself. (13)*

- *From seeing the examples that the self-developed person could be successful. Self-development whether made the business successful or not it was considered the self-development. (15)*

- *In the future we might have our own business, we learned the experiences to develop, to get options of what to do next. Then we would have thinking stability. (16)*

- *Actually I wanted self-development to know more. Some works were difficult I felt challenging. It was nice to get such works. (17)*

- *I got the objective as my pressure. It was life objective, the success in various ways was like we had goal of success both in work and family. (18)*

- *I felt the need of self-development to make myself better, so I did. (19)*

- *Right now I thought only to develop for being better, smarter than the others so I could get better opportunity. (20)*

- *We did not know how far we should go and where we should be so we prepared ourselves the best we could and when we made our decision which way to turn to we were ready to go. (22)*

- *The more we learned the more it would be beneficial for us in the future. Because in the future we did not do as we did now, at least we should develop for more knowledge, to be more grown up. It would bring us convenience in the future. (24)*

- *It was pressure. I liked it, it was fun getting something new. (30)*

5.3 Expectation from people surrounded

Three sample thought the composition affecting the self-development was the expectation from people surrounded.

- *Mainly it was the acceptance of the people in the society. Knowing a lot, knowing actually made the people in the society accept us more. Our knowledge helped not only us but also other people, they wanted to consult that made us feel worthy in the society. (02)*

- *We worked, we were in the same society. Getting along with other people, society played a part. If we remained motionless all the time, no improvement the people surrounded us would wondered why we never got development. (09)*

- *Mostly it was the parents expectation. The parents taught about working society, being with a lot of people. (27)*

It may be summarized that there were various composition affecting the self-development (The sample gave one answer each) detailed as Table 10.

Table 10 : The opinion of the sample concerning the compositions affecting the self-development need

The opinion of the sample concerning the compositions affecting the self-development need	Number (n:30)
Working position progress	14
Individual need	13
Expectation from people surrounded	3

6. Method used for self-development

Thirteen sample of this research used self-development methods while working in Siam Cement Group as the following :

6.1 Participation in the activities set by the company

6.1.1 Training, Seminar

Twenty-seven sample had self-development method of attending the training, seminar and various courses.

- *Firstly self-development activities were the training about the working unit, starting from tree to paper. It was set by the working unit for us to learn about the work of each department, instructed every parts. When we was put in the working position, we observed specified work. (01)*

- It was the seminar to make acquaintance, walk rally group or sitting learning in the class up to the readiness of the course, the lecturer and the learner. The subject matters were set by the company for example academic topic of producing paper method, factory procedure. Safety was essential, the company made us aware of studying about the security maybe the security in working in the factory, if anything happened what kind of leadership we should have to help the factory get the least damage. (02)

- First period there was almost no working, only the seminar. It was the standard course of the company about ISO, Safety and fundamental working knowledge. (03)

- To learn every working matter of the company even though we were engineers, it was marketing business, planting the trees till they became paper. (04)

- To attend training courses for new employees for 10 days. It was learning about the organization that had many businesses, to know what each place do, learn about producing paper procedure and the training about safety. (05)

- Mostly there were a lot of trainings, they were good development, including life development like the subject of instructor Woraput about systematic thinking and activities like the meeting at section and section chief level to make us known about the business at the present, the meeting was set monthly at different levels. (06)

- In the company was the training and the seminars. (07)

- Mainly it was work learning about 2 weeks, it was work learning in complete procedure starting from producing procedure and working units in the company, personnel, accountant etc. We learned every working unit to get more knowledge for this part. (09)

- Right now it was fundamental training for 10 days about procedure here like paper production. (10)

- *They emphasized individual development, there were many courses for me I attended about 15-16 course such as new type of human resource, tax needed to be known, reading money budget, disciplines that everyone had to know, using computer in the personal working etc. The lectures were both from the inside and the outside up to the courses. If we did not have the specialized we had to invite from the outside. In the first period the training course was 12 days to learn about marketing business, credit, accounting etc. They were like general classrooms, with the lectures, case study, workshop and test evaluation. (12)*

- *The course would be divided into 2 parts one part was necessary, the chief would assign for you and the another one the chief let us close the course to take for our self-development like the speech, modern marketing. There were bolt inside and outside courses. For the courses outside the chief would let us go if we asked for permission telling our willingness to actually get the knowledge. (13)*

- *Training about work such as programming new software, attending the training at the bought company to be taught what to do and learn the working here, every where, all company business. It was only the study. (14)*

- *Having taken courses about paper business ever since starting working here, I kept on learning. They were driving for safety, learning at the factory at all stages. I observed the other's work to see how they worked and then learned about our department and actual market. (15)*

- *There was one week paper producing factory observation activities, to see only the production part. (16)*

- *The courser like safety ISO the quality of product enlargement activities, and the fundamental ones about the technology of the paper industrial. My course specific about my responsible work was the repair work and maintenance. The company would send us to attend the mutation analysis courses, etc.. (17)*

- *Training of the company in the first period was good. We were trained outside a lot mostly about the work. They were either bargaining on international trading set by the company. (18)*

- *The company set training courses, starting from the fundamental knowledge about the paper, marketing, sales and sometimes there were workshops. (19)*

- *There were a lot of courses, mostly about marketing, building relationship with the customers. Mostly they were work connecting, which were systematic. They hired a lot of people, took good care, had good work preparation, and had chance to observe every section, business even in other company. (20)*

- *There was also the secretary work seminar set by the company. We learned to write letters, learned about etiquette that the secretary should learn. (22)*

- *There was learning at the factory, attending the seminar, production observation, box producing factory observation. The seminar was about the efficient working method development procedure. We learned how to solve the complicated exporting method. (23)*

- *There were courses for the coworkers that worked together, teaching them to know themselves, their nature, and how to behave when they worked together. It was spending the life together emphasizing unity. (24)*

- *There were many fields, here we got human relationship field like going work camp training us to stay with the others dealing work with us to be closer, making human relationship, leadership. It was the training itself. (25)*

- *Here we were sent for the training concerning our work, what could be used in the future. There was programming training activities that could be used for self-development, (L C) letter of Credit training. Mostly they were the working development and 10-day-training at Ban Pong factory it was production observation. We went to the market to see what they sold, the product presentation to the customer, learn the complete business requirement, to see other parts' originates. (26)*

- *We got computer course to make us feel smarter. (27)*

- *There was training about the businesses we got in marketing field. Next month there would be business presentation. (29)*

- *The chief sent us to the trainings for example HR Professional training. For the Siam Cement Group had very good training system, sending the employees to learn at various factories. It was learning by observation, and doing for a month period like training the new employees.* (30)

6.1.2 Participation as the operator

Nine sample had self-development methods by the method of participation as the operator in various projects.

- *There I was an engineer, the project was to period was to periodically reach the target of the project starting from fixed infinity to intimating work of one project.*(03)

- *For QC the employees must be trained about what to do, there were complete steps of training about their work what happened, what they had. We had a lot of framework projects. Mostly we were free to choose, if any problem happened to our work, what we could develop, solve, we chose to do and enlarge about what to do. For the problem solving method, we studied more.* (06)

- *Repair work got to help project work. They got work distribution for my responsible work, we made plans. At present mainly I made plan for 6-8 years quite big project plan. We planned together for a long time and helped keeping the observation at one level.* (17)

- *We got project like setting the seminar for there sales representatives because in some places we were technician parts. We observed the paper we imported to sell so we had to set the seminar, we planned, collected data, prepared data, reserved the meeting room etc. We also planed the project about the work we got.* (20)

- *There was group division, if any problem occurred at the present we solved by the QC procedure. The situation was not fixed we could find anything to self-develop.* (21)

- *It was like the common report, it was the working concerning the problems we encountered. We planned what they happened from, how to solve. There were 4-5 persons in one project, some problems needed time to collect data, some needed several months. (24)*

- *If it was project that was problem solving, it was the employee group policy that everyone had to do 3 months per one project. It had to be the report about his taking part in problem solving, problem derived from what, the way to solve the problem, and summary. (25)*

- *To do QC problem solving, it was helping in groups. (27)*

- *To make responsible project was up to the amount of the work, the project like the assignment from the chief to make employee plan. It was quite big, so its advancement should be reported to the chief often. (30)*

6.1.3 Learn from the elder coworker

Five sample had self-development methods by learning from the elder coworker.

- *Mostly the elder coworker distributed the work for us. (01)*

- *I got elder coworker to give guideline for studying the subject matter. We got the topic, found the answer, presented to him. He told us what to study. He helped a lot. To watch somebody doing something first was the good advantage. (05)*

- *In the working we knew new things, made documents, how we behaved when we met the customers. We went with the elder coworkers, we learned from them. It was the learning. (09)*

- *At first I got elder coworker to take care, evaluate. He stayed with us until we learned the objective. (15)*

- *In the first period the person who worked the same as us kept watching the schedule carefully to see how much he should take care us. When everything was constant, some works were our responsible works. But if there was any doubt, we could always ask. (24)*

6.2 Learning by oneself

6.2.1 Reading books, documentary works.

Seventeen sample had self-development methods of reading books, documentary works.

- Here generally they were the newspapers Thairut, Delinews, Bangkok Post, Bangkok Business for the employees to read, learn. They learned about external business happening.(02)

- Sometimes the experts had no time, they would recommend the books or documents. So we studied, they were the company documents. It was direct knowledge.(04)

- Reading books, I used to work at the Research center before, no one taught us, we had to search for information from the textbooks, translated books written.(05)

- Reading newspapers and journals sometimes. (07)(23)(24)

- I moderately enjoyed reading books. I was interested in reading newspapers, news and technician books. I always read. (08)

- In business to see in general about how Thailand economy was doing, which industrial part started, I read from the newspapers. (10)

- Mostly it was self-study. It was reading books about administration. Leadership was from many publications, so I made my own selection. I read the newspaper like Managers only the part of business. (12)

- I sometimes read but I liked watching pictures. Any books were fine, I liked the pictures, they conveyed a lot. (13)

- It was reading, first I wrote the web using the unaccustomed language, so I had to read for studying. (14)

- I ordered magazines, cell phone business, marketing business to read for what I liked. (16)

- Reading books concerning the working to help solving the problem, to understand more. I registered as member of the journal about American paper, to look for the paper trend. (17)

- I read rather broadly. I liked to read biographies of the people in any fields or occupations. About the How to skill I mainly emphasized the business matter. I read news from newspapers everyday. (18)

- I read any books, magazines I was actually interested in. If it concerned the working I searched to read. (20)

- I worked as a secretary, it was delicate work. I studied from the work scope arranged by the old secretary so I did better job with a little bit of missing. By learning her working procedure, I seldom made mistakes. (22)

- Reading newspapers, finding everything about the working, following up. (25)

- Rather pay attention to the learning like if there were new books, manuals sent maybe as the copy or the Xerox of that whole book. If it was beneficial for our development the chief would provide for us like the story about leadership. (28)

6.2.2 From the internet

Seventeen sample had self-development by the internet.

- If I could not find the information, I searched from the internet. (01)

- I had to use technology like internet, network of the company daily. (04)

- I searched the information from the internet because it was update data, about the topic we wanted the people in the organization to read. Mostly I read the website of cement more then paper business. (05)

- I searched quite often, sometimes we doubted many things. (08)

- Mostly I searched for two purposes either chatting with friends or searching for information. At home I used a lot with TCC net that we could search. The news concerning paper business was update, I used the company website. (09)

- If I had free time I searched the internet. (10)

- I used the internet quite often everyday, all day. Sometime I exchanged the knowledge with friends. (14)

- *At this time searching from the website here to see about the differences between our merchandise with that of our rival. (15)*

- *Now I used internet everyday. (07)(16)(17)(26)*

- *I thought of e-mail, internet because we could use to contact with the customer. Internet was easier for it was the books we chose what we wanted to see. (18)*

- *Mainly it was the internet. We used it whenever we were doubtful. (20)*

- *I also used the internet, it was the helpful media because it got everything we needed to know, it was convenient, could search in the web. But the e-learning was high disciplinary so it was not continuous because of the working and the personal monetary matter. (22)*

- *I used the internet almost every night. It we could find the data source needed it helped us to develop better. (25)*

- *I used the internet quite often, for the purpose of the analysis, searching data. (29)*

6.2.3 From the working

Fifteen sample had self-development method of learning by working.

- *I was rather snoop, anywhere broke down I got there by myself to repair the damage. We got knowledge mostly from the work site, to see the real thing. It derived from the working like learning by ourselves. We did the working management, did the thinking and took action, set the system, the priority clearly. (01)*

- *From the working I learned and self-developed actually. We had to really study everyday to make us highly developed. We should really do it. (03)*

- *The management administration was trying to make a plan, though work learning was the attempt to plan what we should get today. (04)*

- *Took action of the responsible assignment, we developed more. First, we did not know what to use, after we operated by ourselves, we developed. (05)*

- We got new work with no experience, it was the must that we needed to know the work it was the development. We knew what we had, what to do, checked the weak point then developed. We shared the knowledge, exchanged the knowledge.(07)

- They got the steps. First we learned the overall condition, learned deeply and then at least learned about management and administration. (07)

- To attack the work like documentary work, programming work, we got work all the time. We used working experiences during this period. (08)

- To help working developed about the responsibilities. We had to manage our time and be more responsible like to think of the working, to make work plan, to do as being ordered by the boss, to search for complete data, to plan for this month operation, work distribution. Who would take care of this point. Whose responsibility? (11)

- I was part of the activities, I did the marketing promotion. Every event made me develop to do more. The next job from the obtained data that was my experiences I would not do the same mistakes. Making plan was the first thing for the working without it you could not work. You did not have the right objective. Because of making plan, we had more careful and better work. (13)

- When I actually worked I got the schedule of time to follow. The work was divided into 3 parts, the first part was designated the date to finish, the date that designation dued, we had to plan. (14)

- We worked only in the company but the work we did rather self-developed, it was human development, that was each step, each year, each month the responsibility was broad. Within the past 2 years I rather got more opportunities, made me practice the skills. (18)

- To make plan like today there would be a call to solve the problem we should plan who we should go to see first, where to go to be complete in one day up to the priorities of the things coming. We had to plan our working. (20)

- *To take real action, after getting a little bit of learning I had to work because they needed the ones who could help. We learned the working by the working project. (23)*

- *About real operation, giving knowledge was like import and export. If we realized that we never learned, we learned from here by asking or from the problem that would lead to the knowledge finally. We had to think of the method to make our work easier. (26)*

- *Mostly it was much of the actual work. This kind of work, we managed about the before and after of doing the job. It was considered the development. (28)*

- *It should be time management, If we got a lot of work during one period we should set the priority of doing the work, then designated the time. The difficult ones we had to do first because we had to find a lot of data, it took time, if it was small one and was not difficult, it could be done later.(29)*

6.2.4 To talk, inquire with / from the elder coworker

Three sample had self-development method by talking, inquiring the elder coworker.

- *We had to be informed about the situation happened recently that at the present how the company sold, by talking with the elders, the chief it was like unconventional conversation. (02)*

- *Following up the business how about our business, our rival, mostly we talked with the elders. (08)*

- *Followed business news, listening to the other's conversation. (27)*

6.2.5 Watching television

Three sample watched the television as the self-development method.

- *Watched the news everyday only the ones I felt interested. (17)*

- *Watched television general programs, news, UBC for at least we could listen to the English language. (29)*

- *Watching morning television was not uninterrupted. I took a bath got dressed. At night I watched about versatile knowledge, country event, gasoline price increased or not, the economy, whether marketing event got any impact. (21)*

6.2.6 To learn from external institution

Two sample learned from external institution as the self-development method.

- *I used to learn English at Chulalongkorn. (11)*

- *Now I took private English course, grammar and TOFFL. (20)*

It may be summarized that the sample of this research had the self-development methods of participation in the activities set by the company and self-studying as detailed in Table 11.

Table 11 : Self-development method of the sample

Self-development methods of the sample	Number (n : 30)
Participation in the activities set by the company	
- Training, seminar	27
- Participating as the operator in various projects	9
- Learning from elder coworker	5
Self-learning	
- Reading books, documents	19
- From the internet	17
- From the working	16
- Talking, inquiring the chief, the elders	3
- Watching television	3
- Studying from external institution	2

7. Self-development method of the sample which were considered appropriate for themselves

Thirty sample of this research had ideas about the various self-development methods that were appropriate to themselves as follows:

7.1 Self-learning

Sixteen sample thought the appropriate self-development method for themselves was self-learning as the following :

7.1.1 Reading

Ten sample thought the appropriate self-development method for themselves was reading.

- It should be reading because the learned one told that he got from the books. (04)

- It should be reading text books because it was the easiest, we could pick out to read without waiting for opportunity. (05)

- It should be studying and self-reading. I meant taking courses and reading books. (06)

- I thought it was learning by oneself, so we could know a lot more. (07)

- Reading was convenient for me. If I wanted to know about this matter I bought a book to read at any time I preferred. (11)

- I used reading books, but it had to be reading with the practice. (14)

- Reading was good, we should brought out to action. (17)

- Self-studying needed not to depend on anybody. It was our own capability. We managed and could do by ourselves if we were determined to learn. (25)

- It was the most appropriate way of self-learning. We could do whenever we were free. (29)

- Reading books of any types. (30)

7.1.2 Inquiring the experts

Six sample thought the appropriate self-development method for themselves was inquiring the experts.

- The appropriate method for me was staying with the experienced one and took real action. (01)

- Real practice and asking the ones who specially took care of this area. (08)

- It should be asking and observing the others. (10)

- I liked to ask, talk with people, it was the two way communication. We had understanding fundamental before. I asked what I doubted. (16)

- The fastest and most appropriate way for us was to learn about working from the elders. (22)

- It should be talking, when facing the problem we talked, counseled the specialist till we got the way out. (26)

7.2 The training, seminar

Nine sample thought the appropriate self-development method was attending the training, seminar.

- The appropriate matter for me was the training, seminar. I shared my ideas with the others. I got more advantage. It was the efficient method for the equal time spending. (02)

- I liked classroom training if there was the interaction between the instructor and the learner. The learning was interesting. (12)

- Attending the seminar, training because it took time the least. (15)

- Personally it depended on the good lecturer. It would be the best for the attending the training and was able to table and contact with him. (18)

- The most appropriate way was taking courses like seminar. It helped us to learn, know more and be more skillful. (20)

- I was not diligent normally, like special learning it was fixed period. We were forced to do more. (21)

- It should be attending the seminar because we spent the full day to get all the benefit because of the certain designated subject matter. (23)

- Taking seminars course was our interesting selection because of the lecturer with expertise knowledge to provide the knowledge. We could ask if we had doubt. (24)

- I like seminar but sometimes it was too big. We could not study all of it.
(27)

7.3 Learning from the working / operation

Five sample thought the appropriate self-development method was learning the working, operation.

- I thought I learned and actually self-developed from the working. Working hard, practicing everyday made better development. (03)

- Because we often made mistakes in the working then we thought and then improved of self-development (09)

- I thought doing by oneself could helped. We knew the problem, the starting point, how to solve. That was the experience we got from the real practice. (13)

- To learn from one's own experience, the working. I could remember the solving method we did. (19)

- It was the working, getting the responsible assignment. (28)

It may be summarized that there were various ideas about appropriate self-development methods of the sample as detailed in Table 12

Table 12 : The self-development method that the sample thought were appropriate for them

The self-development report that the sample thought were appropriate for them	Number (n:30)
Self-learning	16
- Reading	10
- Inquiring the experts	6
Attending the training, seminar	9
Learning from working, operation	5

8. Person affecting supporting the sample to gain self-development

Thirty sample of the research got people affecting supporting them to gain self-development as the following (more than 1 answer was accepted)

8.1 The people at the workplace

Twenty-two sample thought that the persons affecting supporting the self-development was the people at the workplace. (chief and coworkers)

- *The chief scheduled staying here for 2-3 weeks, he participated in supporting. (01)*

- *It was quite important if the chief pushed us to do something about self-development there would be the channel to self-develop in the organization more clearly. Maybe some coworkers helped. (02)*

- *In the Siam Cement Group, everybody was nice, smart. All my coworkers were smart, eager. To be in this kind of society helped me feel active. (03)*

- *Like studying English, my friends persuaded me. (06)*

- *It was the chief. If he did not support, we had no challenging, no chance. (07)*

- *It was the elder coworkers who worked together, they supported by instructing and guiding. (08)*

- *I got the chief, he wanted the employees to learn new things all the time. (10)*

- *At work the elders gave some books to read, sometimes I exchanged with the friends. (11)*

- *It was the chief support, we could get the learning. (12)*

- *Sometimes it was our coworkers who asked for assistance. (13)*

- *The chief told us how to study the work. (14)*

- *It was the chief we could talk with. (17)*

- *Some friends clearly helped each other. We helped each other. (18)*

- *The one who worked as the chief was important. (20)*

- *The chief played important part in providing something for us to try and search. Sometimes the coworkers also did the same. (21)*

- *The chief did the support, was like our model making us wanting to develop. (22)*
- *The chief always told about interesting matters. (24)*
- *The chief gave the support if it was appropriate and beneficial. (26)*
- *At work, the chief gave the training, the advice. (27)*
- *The boss supported by sending to class, to the training. (28)*
- *The chief supported us to learn what was appropriate. (29)*
- *The chief supported our request. (30)*

8.2 People in the family

Nineteen sample thought that the people affected supporting the self-development were the people in the family (father, mother, relatives brothers or sisters).

- *About computer my elder brother was specialized in this field I learned from him. I learned about social activities from my parents. (02)*
- *The family supported what did not concern directly to the work. (04)*
- *Parents gave great support if we needed to learn. (05)*
- *Family played the very important part from the childhood. Family was the fundamental. (07)*
- *At home, mostly they taught how to do if we made mistakes, we went home, discussed, they advised, taught all the time. (09)*
- *It was the family to see various strange places. (10)*
- *Family took great part, tried to make us self-develop. (12)*
- *Our family did not have time to associate but supported the learning. We could consult about anything. (13)*
- *It was at home, my mother. (15)*
- *My family would not object what I would do, they drew the line follow. (16)*
- *The people surrounded us were important, the family was the first. (18)*
- *My family backed me up if I made my decision without objection. (21)*
- *It was from the parents about development and improvement continuously. (23)*

- *The family supported. (24)*
- *For me, it was my father mainly. (25)*
- *The family instilled us not to be stationary, we had to find knowledge by reading books, attending schools. (26)*
- *We were free to make decision, mostly the family, friends, the elders, the chief would not obstruct. (28)*
- *At home, my parents read books since childhood I read theirs. (29)*
- *My parents, they instilled from the time we were children. (30)*

8.3 Oneself

Seven sample thought the self-development derived from one's own need.

- *If the total was 100% mine was about 60%. (03)*
- *It started from ourselves, if we thought of development we took action. (04)*
- *Ourselves was the most important.(07)*
- *First it came from oneself. (13)*
- *Nobody supported, it was from my own need completely. (19)*
- *Really it was from myself.(20)*
- *At first it was myself, to think and take action. (24)*

It may be summarized that the sample had varied people affected supporting the self-development as detailed in Table 13.

Table 13 : People affecting supporting the sample to gain self-development

The people affecting supporting the sample to gain self-development	Number (n:30)
People in the office	22
People in the family	19
Oneself	7

9. The people that the sample held on as the model in the self-development

Thirty sample in this research had the people held as the model in the self-development as the following:

9.1 The people in the workplace

Twelve sample thought the model they held on for the self-development was the people in the workplace. (the chief, and elder coworker)

- I got elder coworker who I wanted to reach at his point, he kept going up so I had to develop. (01)

- I looked at the employee working in a higher position. We talked, he could give the answer to my problem, I got information, learned from him, I got faith in him, so if I could I would make someone have faith in me. (02)

- The chief worked a lot. He was idol man, smart, good and hard working. He got complete family life. (03)

- I had one elder worker, he knew everything, he tried to read every subject matter. He read and studied what he felt interested and it concerned about the work he did also my chief and another elder coworker. (04)

- I wanted to be like him, the utmost; I tried to develop to the point of his being. The chief was good model about moral, skillfulness. I was proud of him. (05)

- If was the chief, he was smart, knowledgeable, he knew all the answers. He was also friendly and prudent. He was kind and loved his subordinates. (09)

- My elder coworker might not study in computer field but he could do the work. It made work easy. (10)

- I got one elder coworker he knew everything about the car. I wanted to be like him, know what he knew. (13)

- My elder coworker in the department taught me about the working. He was good at work, searched to read, read more. (17)

- My chief is a good model. Now, I'm so close to him. He's going to be the Vice President of the Group. He's both kind and smart. (22)

- *They are able to get work done qualifying as scheduled. He was my senior at the plant I got acquainted. I wanted to be just like him. (26)*

- *My department chief liked learning, reading books, and he would talk about what he read. He liked learning. (29)*

9.2 People in the family

Six sample thought the model they held on for the self-development was people in the family (father, mother, relatives, brothers, sisters).

- *They were people in the family with high working position. I always noticed their gradual continual growth. (14)*

- *The most outstanding was my mother. First, she was an up-country teacher. Then her life changed after she did a new business coupled with the development. It was the better change. She developed in preferring. Her change is in better studying style. (15)*

- *It was my uncle. He was my model since I started the entrance examination for the university. My uncle was the model of my life. (16)*

- *At home my younger brother developed also. He did a good job. His father was open. (18)*

- *It was my father. It was his daily life. He did not waste his time. Whenever he was free he read books or did something useful. (25)*

- *It was my father. He loved learning, observing and reading everything. Therefore I absorbed his behavior. I could talk about everything. (30)*

9.3 Famous people in the society

Four sample thought the model held on for the self-development were some famous people in the society (Mr. Thaksin Shinawatra, Mr. Tan Oishi, and new generation businessmen).

- *It was Khun Thaksin. He got the will to work. After the fall, he could rise again and reached the top of life. I admired his coming to this highest point. (08)*

- I liked Mr. Tan Oishi. He liked learning. What he wanted to know, he had to know. He observed and never stayed still. What could be lengthened, he would do. His curiosity power made him develop like continual global open. (11)

- It was new generation businessmen I found in the books. I would take the outstanding part of each one to make appropriate adjustment for myself. (23)

- In fact, I liked Khun Thaksin. He was clever, could turn the crisis to the opportunities. I also liked Khun Tan Oishi/ Green Tea. I would like to be good like him though I might not be as good as him. (24)

9.4 No model

Three sample had opinions that no one was their model.

- None. I was no need to follow. (19)

- I would observe good points of that person; not the whole person only each aspect. (21)

- None. There should not be. No one could be like anyone. None, actually. (28)

9.5 Instructor

Six sample thought the model held for the self-development was their instructor.

- He was the university instructor. He had his own business. He had a good family. He was my instructor when I studied for the master's degree. He could manage his time, had good concentration, and had learned fast. I actually admired him. It would be nice if I were capable like him. I wanted to follow his actions. (12)

- It was my English teacher. Outwardly, he might look boastful, but he had good attempts. He was a normal person, he tried his best and did not conceal himself. He did not think that he was more inferior than the others. He thought that everyone could be developed but the development should be done definitely. He always instilled this concept. (20)

9.6 Peers

Two sample thought the model held for the self-development was peers.

- *It was my peers. I saw some friends reading books everyday although some were not relevant to their work. They got self-learning; they were more determined. For example, they search for something to read by themselves. (06)*

- *They were my friends. They had good responsibility. (27)*

9.7 Oneself

One sample thought the model held for the self-development was oneself .

- *I clung to myself. I knew that from every step I took, I acknowledged what I got. If we clung to the others, we did not know how they did. We should know our own position, our own knowledge condition. We should have more knowledge for better development. It was impossible to hold on the others as models since the work characteristic and situations were different. (07)*

It might be summarized that the sample group had a variety of self-development models as detailed in Table 14.

Table 14 : Persons as models in self-development

Persons as models in self-development	Number (n = 30)
People in the workplace	12
People in the family	6
Famous people in the society	4
No model	3
Instructor	2
Peers	2
Oneself	1

10. Requirements for the department support for the self-development

Thirty sample thought that they needed their working units to support the following activities. (could be more than 1 answer)

10.1 To get training courses, seminars activities

Twenty-one sample proposed the company to supports the training and seminar courses, arrangement.

- *There should be language training course. (01)*
- *We would like to have the employee who knew how to bring out the creativity. There should be some principles taking it out. It was up to the company to get the device to take that person's potential out. (02)*
- *The courses should be arranged according to the working line of particular employees. (04)*
- *I had many problems with English; it would be nice to have the English instructor to teach us here, in the plant, so that we did not have to travel. The instructor might come from any institute. The class might be 2 days a week, 2 hours or one hour a day. There should be many students. (05)*
- *There should be courses about working ideas, planning, personality, leadership, etc. The engineers are the supervisors and they have to supervise jobs. About the language, now we had to manage about learning by ourselves. There should be courses arranged after the working hours providing the instructors to teach us. (06)*
- *We needed the training about new techniques, the state-of-the-art techniques that could develop our machine. (08)*
- *There should be extra activities like the relationship continuation activities. Maybe because each company operated separately; the employees hardly talked with each other. (09)*
- *Regarding English language, the unit should increase because our business is likely to expand to other countries. We should develop the English language in the department, the English courses should be held seriously. Only the persons who desired to develop their English skills and had strong intention should be selected to attend these courses. (12)*

- *There should be courses or activities prepared depending on each department to attend. Seminar courses, lectures or the like should be arranged frequently to get new ideas. Regarding the human relationship activities, there should be taking the trips, going outside, so we had joint activities and were familiar with each other, which could facilitate our working. (10)*

- *There should be joint activities because we were the group of the companies; we should have opportunities to join together frequently. This would make us feel as that we were parts of the organization, also took part in developing this organization. (15)*

- *Knowledge about marketing, English, etc. which are useful for working line should be supplemented. (16)*

- *Regarding the detailed fundamental courses for particular duties, if they were seriously focused, they would be better especially emphasizing detailed content. Sometimes, it seemed like the class attendance records learning only. (18)*

- *There should be some learning such as English language for the development. Anyone interested in taking course could come and signed their names. (20)*

- *There should be the seminar course and we could take part in proposing what we wanted to learn. There might be the opinion box so that we could express our ideas about the kind of seminar we wanted. (21)*

- *The Siam Cement Group posted many seminars and courses in its website, but we were too busy to check the schedule. So, meeting, seminar, there should be other warp of more thoroughly announcement. (22)*

- *There should be the business English courses such as business negotiations. I wanted the support for foreign languages. Either for me or the others, special learning will benefit both the company and the learner. (23)*

- *I wanted to take the activities creating relationship with the people dealing with us. This kind of activities should be held seriously. (24)*

- *There should be seminars outside the organization; we would be able to learn more about external work because sometimes we stayed only in the organization. (25)*

- *There may be training or the unit set the activities, not only for the task emphasis to develop the work preparing the mind to be ready to work, made the life fit. In the work there were many employees, tourism activities on weekends might be arranged for better relationship. (26)*

- *Our time should be more spent for various developments. We should have more seminar time; however, we were so busy as well. Mainly, we could learn from our job. (28)*

- *I needed the knowledge sharing in small groups. The topics should be raised and each person told the opinions; not just telling the stories, but everyone had to be involved. This activity may be done in English because it was the emphasis now. (29)*

10.2 Library and book corners

Eight sample proposed that the company to support for the library and book corners.

- *There are few books here. More books should be provided. (04)*

- *There should be a library in each building. If we had reading room here; it would be easy to take any book to read. (11)*

- *The library should be updated. (17)*

- *The library should be updated; it should not contain only old information. (20)*

- *There should be a small reading corner or newspaper corner to find out some information. There was no library here; so the information was scattered in many departments. (21)*

- *I thought the working environment should consist of good climate; some space for reading books. (23)*

- *Here, there should be areas like the library consisting of books, useful magazines and which could be borrowed. Each department got books but not all books were kept in one place. (29)*

- *What should be added was the library or reading room or learning room where we have other activities relating to business not only reading books. (30)*

10.3 Internet

Four sample proposed that the company to give supports for the use of internet.

- *In using the Internet, it was limited. I had to be careful not to overuse it. Sometimes, we had to search for much more information but the use is still limited. I thought every engineer should have the password in using the internet. Now, I had to use my chief's internet under his control. (07)*

- *Regarding the internet, it was necessary to search for more knowledge from it. But, we were usually unable to access into other websites. Our working line needed more knowledge. (14)*

- *Right now, it was so difficult to use the internet; it was open for high-level workers. But, in today's working, we had to rely on the internet. Nowadays, I had to invest by myself at home. (20)*

- *Internet was like a learning source; it should be used and used in limited hours. The Internet should be used to find out some information to discuss with customers. (29)*

10.4 Self-service

Four sample proposed that the company should not give more supports because they could serve themselves.

- *None. We had to search for it by ourselves. If we did it actually, it was possible and easier than asking for the others' help or making something provided for us. (03)*

- *Many facilities and supports were provided here but they might not be relevant to everyone' needs. For me, if anything was not sufficient or quick enough, I would buy it. For my work, I was willing to spend for it fully. (13)*

- I did not want the Company to provide anything for me; I could get it for myself since it would be most relevant to my desire. I could do it by myself. (19)

- No. We felt that we could not develop in time; we were not good enough, so it was useless to ask because nothing was better. (27)

10.5 Job observation

Three sample proposed the company to give supports about job observations.

- There should be the job observation in many companies. (01)

- For the job observation relating to our work, we should be assigned to attend or to learn new technologies or external trends. (05)

- Job observations at other places should be arranged frequently so that we have various learning aspects. Perhaps, some knowledge from one source could be applied for another workplace. It could broaden our views. (17)

10.6 Universal publicity about development activities

One sample proposed the company to give the support by having the universal publicity about the development activities.

- The public relations should be more stimulated to allow more employees to know where it was, how to access into it. Someone might have never known before. There should be the motivation and made it more colorful and interesting. (12)

It may be summarized that the sample group gave proposals to the company for supports in many matters (each one could give more than 1 answer) for self-development as details in Table 15.

Table 15: Activities that the sample group required the company's support

Activities that the sample group required the company's support	Number (n= 30)
Trainings, seminars and activities	21
Library and book corners	8
Internet	4
Self-service	4
Operation observation	3
Universal publicity about development activities	1

CHAPTER V

DISCUSSION

The research on “Compositions of the self-development of the employees in the learning organization” served the purpose of studying the compositions of the self-development of the employees in the learning organization. What was needed to know from this research was as the following 1) What were the compositions of the self-development of the employees in the learning organization? 2) How did the employees self-develop? 3) What were the requirements of the sample concerning supporting the employees to get self-development?. The sample of this research was the 30 employees in the paper and packaging business of the Siam Cement Group who had working period not more than 3 years and were willing to self-develop.

1. Compositions affecting self-development

It was found that the compositions affecting the self-development were the progress in the working position and the need of the individual.

The information from this research was in accordance with the research of Woraporn Sornserm (2005), Supaporn Korpornprasert and Poradee Kannanuwat (2004) Kusuma Trichangnium (2004), Praneat Taengon (2002), Kanitha Thitiwatana (1999), Kalayanee Kamdaeng (1999) and Suwaree Thiengthat (1999).

Every employee required the progress in the working position. The progress growth was the internal factor that stimulated everyone to have desire to work (Herzberg, 1959:100-117) if a person got working progress he preferred to work but any workplace did not provide this kind of stimulation (working position progress) it would be hard to inspire a person to work with.

For the sample in this research, it was found that the companies in the paper and packaging business showed clear working progress in career path. If the employee or the sample knew how to self-develop according to the designated direction, it would not be difficult to be successful.

2. Methods of self-development

From this research it was found that the sample group had several ways of self-development; for example, participation in the activities set by the company (training, seminar, talking action in several projects and learning from elder coworkers), and self-learning (reading books and documents, using of internet, and working).

This information was in accordance with the research of Kasem Kongsiangsung (2004), Rungnapa Klomkaew (2003), Mathurin Sirthup (2002), Wichien Kaenrai (1999), Nirand Wacharinrat (1997), Kanitha Muttaharaj (1995), Thawan Masjarat (1985), Charnchai Sawitrungsima and Cherdwit Ritprasart (1977).

It was found from this research that the sample had various methods of self-development.

According to human nature, each person had different skill, readiness in using each instrument, and preference that made him chose different self-development method. Each person chose his own method and no matter what method was used the objective was the self-development.

It was noticeable that the sample got accustomed with the self-development of using modern instrument like varied electronic media, computer media which was in accordance with the research of Kasem Kongsiangsung (2004), Rungnapa Klomkaew (2003), Mathurin Sirthup (2002), Wichien Kaenrai (1999), and Tawan Masjarat (1985).

The world at present, the new-age people got used to electronic media, computer media. Large companies or organizations required the employees who had knowledge, skill and expertise in modern media. So it was no wonder that the persons who came to work got to have knowledge and skill to be able to pass the test to become the workers. Furthermore these workers had to meet the competition, they had to acquire knowledge to be able to compete with the others and provide the progress for themselves or else they might not follow up their coworkers and prosperity.

Other than using various instruments in self-searching for knowledge, more than half of the sample used learning from the people method (17 out of 30). Maybe because of the getting used to acquiring the transmission of knowledge and guidance from the people like the instructors of the sample, or the belief that this group of people had love and good wishes, the searching for knowledge from these people still remained.

3. Requirements for the support from the company provided for the self-development of the employees

It was found from this research that the sample required the company to support various activities to provide the self-development of the workers as the following: to set the training courses (21), to set up the library or various books corner (8) and to use the internet (4).

This research also presented that there were several ways that the employees required the company to support providing the self-development, such as training, using several kinds of media to facilitate. It was noticeable that such information was in accordance with the research of Kasem Konsiangsung (2004), Sahawat Prapaisubsakul (2003), Mathurin Sirithup (2002), and Supathra Jaruwathanapanich (2000).

However most of the employees (21 out of 30) thought that the way to promote the self-development in the organization that the employees required was the training which was in accordance with the research of Piput Puchang (2001).

It was noticeable that to set the training was the way most employees required more than the others.

To overall analysis, it could be seen that the methods of promoting learning that the employees required was to build up the organization climate that made the employees alert and have desire to self-develop. Moreover the administrators should gave complete support such as the support for electronic instruments, unlimited time for using the internet (for some units), providing time for the employees to self-develop just like the ideas of the administrators of Siam Commercial Bank (2003) and Kasikorn Thai Bank (2004). If everything was carried out absolutely, the organization development toward learning organization would be more successful.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The research on “Compositions of the self-development of the employees in the learning organization” served the purpose of studying the compositions of the self-development of the employees in the learning organization. What was needed to know from this research was as the following 1) what were the compositions of the self-development of the employees in the learning organization? 2) How did the employees self-develop? 3) What were the requirements of the sample concerning supporting the employees to get self-development?

The sample used in this research were 30 employees in the Paper and Packaging Business of the Siam Cement Group who had working period not more than 3 years and were willing to self-develop. The instrument used in this research was one set of the interview prepared by the researcher.

Data analysis was content analysis and statistics used in this research was frequency distribution.

Conclusions

Part 1 : General data of the sample

The sample of this research were the 30 employees in the Paper and Packaging Business of the Siam Cement Group who had working period not more than 3 years and self-development were voluntary, Most of them were males in the age period of 20-30, with bachelor’s degree, single, with working period less than one year. Ten persons got the working position in the paper business as the engineers, ten persons as the sales representatives and ten persons as the office employees.

Part 2 : The opinion concerning the compositions of the self-development of the employees in the learning organization.

1. From this research of the 30 sample, 17 persons explained the definition of self-development as making the self-improvement for the better and progress, the next, 11 persons thought it was searching for new knowledge.

2. From the study, the sample thought there were several ways of self-development. All of the sample (30 persons) described self-development as the training, the next, 29 persons thought of it as reading from other media not books such as television, radio, computer, internet : 27 persons thought of it as furthered study at the higher level : 24 persons thought of it as learning from the others' experiences such as the experienced, the chief : 17 persons thought of it as the work, actual operation.

3. From this research, the 21 sample thought that a person with self-development characteristic had to be preferring learning, yearning for knowledge, being eager, next, 13 persons thought of it as preferring experiences, new things.

4. From this research, the 11 sample thought that the self-developed person differed from the one without self-development in the field of curiosity, need to search for new things, next, 9 persons thought of it as work quality emphasis.

5. From this research, the 14 sample thought the composition affecting self-development was working position progress, next, 13 persons thought of need of the individual.

6. From this research, the 27 sample thought of self-development method by participation in the activities prepared by the company such as training, seminar, next, 19 persons thought of self-learning such as reading books, documents, : 17 persons from internet and : 16 persons from working.

7. From this research according to the opinions of 16 sample the appropriate self-development method for themselves was self-learning such as reading, inquiring the experienced, next, 9 persons thought of attending the training, the seminar.

8. From the study, the 22 sample thought the people who supported the self-development were the people at the workplace such as the chief and coworkers, next, 19 persons thought of the people in the family such as father, mother, relative, brother and sister.

9. From the research, the 12 sample thought the person to be held on as the model were the people at the workplace like the superiors and elder coworkers.

10. From the research, the 21 persons sample required the activities support from the company such as setting the training course, seminar.

Results from the Research

1. People self-developed from the external and internal factors such as the progress in the career path and the individual's need to self-develop.

2. The major composition that made self-development was oneself.

3. The surrounding people of the sample took part in supporting the individual to self-develop.

4. There were various ways of self-development methods including the participation in the activities provided by the company and self-learning.

5. The appropriate self-development method was self-learning.

6. The employees required the training, seminar as the support from the company to develop their potential.

Suggestions for the people involved

Organization

1. The unit should designate the clear progress career path for the working.

2. The methods the employees used for self-development were reading books, computer, internet and person used as media, the experienced. If the unit prepared these instruments for the employees it would rouse the employees to self-develop.

3. There should be certain specific period of time each week or month for the personnel or the experienced to meet, talk, exchange the knowledge or to have the experienced provide knowledge to the employee. It should be exact schedule.

4. There were several activities prepared by the unit to provide the employees the self-development such as setting the training, assigning the elder-coworker to take care, to join in the operation in several projects.

5. Training was the strategy the employees felt interested in.

6. The self-development of the employees required the chief to take part in the promotion, support with appropriate methods from the chief to make his subordinates self-develop.

People who required to self-develop

1. There were several methods of self-development such as attending the training, self-learning such as reading books, internet, and actual operation, etc. which one could choose self-development method which was appropriate for him.

2. The self-development should be struggled, grabbed and searched by oneself, the unit could prepared only some parts of the environment.

3. The one who self-developed had to get learning how to learn method that was appropriate to his skill.

Suggestions for further research

1. There should be the study about the activities arranged for the employees which could support the employees to self-develop.

2. There should be the study about the format, method of measurement and evaluation of self-development of the employees in the learning organization.

3. There should be the study about other factors of the unit which affected the self-development of the employees.

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APPENDIX

แบบสัมภาษณ์**องค์ประกอบของการพัฒนาตนเองของพนักงานในองค์กรแห่งการเรียนรู้****ส่วนที่ 1 ข้อมูลทั่วไป**

1. เพศ

- ชาย หญิง

2. อายุ

- 20 - 35 ปี 36 - 45 ปี
 46 - 60 ปี 61 ปีขึ้นไป

3. วุฒิการศึกษา

- ต่ำกว่าปริญญาตรี
 ปริญญาตรีหรือเทียบเท่า
 ปริญญาโท
 ปริญญาเอก

4. สถานภาพ

- โสด สมรส ม่าย / หย่า

5. ตำแหน่งงานที่ท่านปฏิบัติในบริษัท

- วิศวกร
 ผู้แทนขาย , การตลาด
 พนักงานประจำออฟฟิศ (เช่น HR , IT และธุรการ เป็นต้น)

6. ประสบการณ์ในการทำงานทั้งหมดของท่าน

- ต่ำกว่า 1 ปี 1- 3 ปี
 4 - 10 ปี 10 - 20 ปี
 20 ปีขึ้นไป

7. ระยะเวลาในการทำงานกับบริษัทในเครือธุรกิจกระดาษและบรรจุภัณฑ์

ต่ำกว่า 1 ปี

1-3 ปี

ส่วนที่ 2 องค์ประกอบของการพัฒนาตนเองของพนักงานใหม่ ในองค์การแห่งการเรียนรู้ (Learning Organization)

1. ท่านมีความเข้าใจในคำว่า “การพัฒนาตนเอง (Self – development)” คืออะไร

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.....

2. การพัฒนาตนเองที่ท่านรู้จักมีกี่วิธี อะไรบ้าง

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3. คนที่มีการพัฒนาตนเองจะมีคุณลักษณะอย่างไร

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.....

4. คนที่พัฒนาตนเองแตกต่างกับคนซึ่งไม่ได้พัฒนาตนเองอย่างไร

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.....
.....

5. ทำไมท่านถึงสนใจที่จะพัฒนาตนเอง อะไรเป็นแรงผลักดันให้ท่านพัฒนาตนเอง

.....
.....

6. ประเด็นการถาม คือ กิจกรรมที่ท่านพัฒนาตนเอง ได้แก่กิจกรรมอะไรบ้าง (โปรดระบุ)

6.1 กิจกรรมทั่วไป (ถ้ากิจกรรมที่ตอบครอบคลุม ข้อ 6.2 - 6.4 ไม่ต้องถามข้อดังกล่าว)

6.2 ด้าน Business (การทำธุรกิจ)

6.3 ด้าน Functional (การปฏิบัติงานในหน้าที่รับผิดชอบ)

6.4 ด้าน Management (การบริหารงาน)

คำตอบที่ได้จาก 6.1 - 6.4 ทุกกิจกรรมต้องถามประเด็นต่อไปนี้

6.5 จำนวนชั่วโมงที่ท่านใช้ในการพัฒนาตนเอง

6.6 แหล่งความรู้ในการพัฒนาตนเอง

- เรียนด้วยตนเอง

... อ่านหนังสือ (ประเภทใด)

... ฟังวิทยุ

... ดูโทรทัศน์

... Internet หรือ Intranet

... อื่นๆ โปรดระบุ.....

- เรียนจากสถาบันการศึกษา (formal)

- เรียนจากบุคคลซึ่งเป็นแหล่งความรู้ (informal)

6.7 ในการทำกิจกรรมพัฒนาตนเอง มีใครบังคับให้ท่านทำ

... สัมผัสใจทำด้วยตนเอง

... ผู้บังคับบัญชา

... เป็นส่วนหนึ่งของงานที่ต้องเรียนเพื่อความก้าวหน้า

6.8 ผู้สนับสนุนเรื่องค่าใช้จ่ายคือใคร

... ตนเอง

... หน่วยงานออกให้ทั้งหมด

... หน่วยงานออกให้เพียงบางส่วน

7. วิธีการพัฒนาตนเองที่เหมาะสมกับตัวท่านเอง ท่านคิดว่าเป็นวิธีใด

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8. ใครบ้างที่มีส่วนสนับสนุนให้ท่านมีการพัฒนาตนเอง และใครคือบุคคลซึ่งท่านยึดเป็นแบบอย่างในการพัฒนาตนเอง

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9. ท่านต้องการให้หน่วยงานสนับสนุน ให้ท่านมีการพัฒนาตนเองอย่างไร ด้วยวิธีการใดบ้าง

.....
.....
.....

BIOGRAPHY

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