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THESIS

**STRENGTHENING CAPACITY OF AGRICULTURAL EXTENSIONISTS' IN
WORKING WITH FARMERS AND NETWORKING**

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**A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
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The objective of this study was to develop a model to strengthen a capacity of agricultural extensionists' in working with farmers and networking and to produce a manual/guide on systematic development in agricultural extension. The study comprised 2 phase: the first phase: studied from 555 target persons, using the questionnaire, interview schedule and the second phase studied from 31 agricultural extensionists' and 100 networking using training evaluation form and revised the data of the researcher from both two phases by focus groups technique.

The result from the first phase found out that the model of characteristics of agricultural extensionists' consist of 5 dimensions: 1) knowledge 2) leadership 3) emotional 4) skill and 5) smartness, These characteristics could be synthesized to KLESS Competency Model which were related to each other in every dimension. In the second phase, it was found out that the agricultural extensionists' who attended the in service training performed well according to the KLESS Competency Model but still had weaknesses in knowledge and skill dimensions.

The ICCMP, which included 1) In-service training 2) Competency analysis 3) Course design 4) Motivation 5) Promotion, was identified as a mechanism to enhance the readiness of agricultural extensionists' to work with farmers and their network based on KLESS Competency Model in terms of internal and external characteristics of self-development and working with other persons. The study recommended that the organization staff the importance on personnel competency prior to job assignment so that the work could be implemented in line with the needs of stakeholders.

Student's signature

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CHAPTER I

INTRODUCTION

Statement of the Problem

The Department of Agricultural Extension (DOAE) of the Ministry of Agriculture and Cooperatives is responsible for the promotion and development of the farmers and farmers' organization in agricultural production and product management; it provides agricultural services to farmers and also promotes and develops community enterprise directed to farmers themselves. Farmer's promotion and development cannot be done without the Agricultural Extensionists' who is DOAE personnel, working in the field either at the district or sub-district or tambon level. He or she is the representative of the Ministry of Agriculture and Cooperatives in the transfer of production technology and in implementing the policy into action at the field level (production areas). Consequently, the Agricultural Extensionists' is in the process, the first provider of government service to reach down to the farmer. The Agricultural Extensionists' works in the field as a friend, adviser and teacher to farmers, and along with the farmers in Thailand, faces all the good and bad situations that may arise.

We can therefore say that the potentiality or quality of an agricultural product depends to some extent on the ability and efficiency of the work of an Agricultural Extensionists' If he or she is working without the right knowledge and ability; no skills, and lack of experience, no enthusiasm or heart to work together with farmers, then he or she will not understand how to lead the farmer to success and be proud of the profession.

If Thailand needs to develop the farmers to have high potentials and ability to compete in the production, it is therefore necessary to develop the personnel who work directly with the farmers, that is, the Agricultural Extensionists'. Two factors are needed for a systematic development of the Agricultural Extensionists', i.e.

the *internal and external* factors. Internally, meaning developing his inner self while externally, involving external factors such as knowledge, skills, ability. The Agricultural Extensionists' must have initiative and creative ideas, ideals, aspirations, soul and mind to be ready to build up the knowledge base and management of farmers and community to attain good quality life, high potential for production and a more sustainable power for competition.

At present, DOAE appointed Agricultural Extensionists' to work in 7,105 sub-districts (or tambon), each one responsible for two sub-districts from the whole staff of 5,883 Agricultural Extensionists', having an average age of 47 years old, an average working experience of 26 years, and 75% with educational background as Bachelor's Degree (DOAE, 2006). The World Bank used to support through a loan to Thailand for the National's Agricultural Extension System Development Project which extended services down to the tambon (sub-district) level. The proportion of Agricultural Extensionists' to farmer is 1:1,000 while using the Training and Visiting System (T&V) for their work since then. However, with the present situation of the whole government being restructured, DOAE is now facing a shortage of personnel (Agricultural Extensionists') to work with the farmer. Agricultural Extensionists' seem to have lost their enthusiasm and morale in work; they seem to have lost the mind and soul to build up farmers to be SMART FARMERS. With present condition, they lack stimulation and motivation to work as they feel that there is no future growth in their own official life. Secondly, external or surrounding factors, such as unsystematic work and policy, improper model of work, the functions and duties given are more than the persons' abilities and especially the additional duties from line agencies.

Changes in policies many times a year brought confusions, non-continuity and improper working conditions. For 26 years, DOAE has no empowerment of authorization, shortage of vehicle to use for work and less incentives such as per diem resulted in the decrease of willingness and readiness of the Agricultural Extensionists' to work. Thus, there is no more enthusiasm to build up SMART FARMERS which will be the critical problem for Agricultural Extensionists' (AE) in the near future.

The Agricultural Extensionists' of DOAE, Ministry of Agriculture and Cooperatives have the function and responsibility (mission) to respond to the farmer's need. In this kind of work, the AE should have the knowledge and ability to analyze the suitability and understanding of all the agricultural area, should know the potential and community readiness for the information and guideline to be used efficiently in their own responsible areas at the tambon (sub-district level), including knowledge and ability in transferring the production knowledge, production management, processing, marketing, community enterprise, and learning center for sufficient economy. By using Sub-district Agricultural Technology Transfer and Service Center (ATTC) as the center of work, AE provides the services, suggestion, and advice to the farmer, farmers organization and community enterprise efficiently; AE also supports the farmer in the community to participate in planning for Agricultural Development Plan which is suitable to the analysis result of community needs and farmers' need (DOAE, 2006).

The DOAE's working group for personnel development evaluation and motivation (MOAC: DOAE, 2006), proposed that the Agricultural Extensionists' should have core competency and line competency as follows:

- knowledge ability in building up the knowledge base to be transferred from theory into action in case of self-development and farmer development
- ability of being proactive in job's quality development
- giving cooperation work with both internal and external line agencies by using the communication processes for building up the suitable operation network under participatory approach and planning (PAP) including the competence of value added promotion (of the agricultural product) by using the learning process and executive administration management system which fits each area
- ability to integrate network thereby strengthening the work in the systematic and sustainability

- ability in management and administration by following and using the modern administration principles that would result to the success of the farmer such as increasing farmer's income, less investment and extending more opportunities to the agricultural activities.

In the same time the social expectation to DOAE's policy and strategy in the development of Agricultural Extensionists' as a leader on changing actions will improve the ability and potential of the farmer to operate efficiently the agricultural activities resulting into good management of agricultural production processing of high quality, will add more value to the product and its sustainability.

So we can expect that the AE will work with full academic knowledge, highly competent and suitable to give services to farmers under operation with line agencies and concerned persons such as administrator, academic agricultural extension persons including district agricultural extension officers, farmer leaders from farmer networks, and also with other professional persons in the field of agriculture, local leader, working group, from tambon administration authority, tambon leader and village leader.

The work of the Agricultural Extensionists' follows the job description and suits the community's needs, should follow the farmers' needs, co-operation with line agencies and concerned persons throughout the administration and systematic participation, work potential and efficiency will have good results if:

1. Farmer and community are ready to develop; there is a knowledge base to manage the network system of operation;

2. The AE with the following qualifications will lead to a successful quality life of farmers: leadership, ability in problem solving, giving suggestions; good communication ability and cooperative to people; bring government policies into action efficiently, including the potential in leading the farmers' network; encourage farmers to establish new network.

The research from Laksana and Ungsurat (Abstract, 1997) stated that the management of farmer's network by the group leader is still inefficient in managing the services for a number of agricultural activities to serve the DOAE's purpose.

The President of farmers' group has no potential to show out a good leadership status, members of the network group are still expecting that the farmer group can still provide enough agricultural inputs, and the members of the network group are also expecting that the farmer group leader's performance should include good human relations and also good governance in their work. This concept also harmonizes with the idea of Sungkawang (2005) who stated that the performance of network should have group members to be in good relations with each other, should have regular communication and exchange of information between them through a system: individual to individual, group to group, and between farmers' network in a community – this would then create a relation system in the exchange of learning and suited to the Exchange Theory (Nirathon, 1543), which explains that the group members should communicate and exchange information or ideas among them and the participation as network member should be voluntary.

Based on the above situation, DOAE should enhance the capacity building system for the Agricultural Extensionists' in the aspects of knowledge, efficiency, skills, innovation, creativity in ideas, readiness, team working with farmer, morale in work, enthusiasm in his own profession, flexibility in implementing policies for goal attainment and sustainability. The AE should set up working goal, line and system of working operations and the growth system. If the above development system could be achieved, then DOAE will have well capable and strengthened Agricultural Extensionists' who will have high potential to build up the SMART FARMER which will lead Thailand's agriculture into the world of competition, sustainable and strong.

As have been mentioned previously, it is important to conduct a research about the development of the abilities of the Agricultural Extensionists' in relation to his efficiency in working together with the farmers to build up the farmer's leadership status in performing the new network. It is also aimed that the AE's efficiency can

match to the farmer's need and community expectation related to the national economic and social development Plan. The researcher will gather the knowledge learned to build up a prototype model for Agricultural Extensionists' for use in daily work at the tambol (sub-district) level for the duties of DOAE, Ministry of Agriculture and Cooperatives.

Objectives

1. To analysis and synthesize the characteristic model for Agricultural Extensionists'to work together with farmer and farmers network as expected from Stakeholders.

2. To build up systematic model and produce the hand book for the development of Agricultural Extensionists' to have potential to work with farmer and farmer network.

3. To evaluate the training using systematic model and hand book for the development of Agricultural Extensionists' curriculum.

Research Contribution

1. The Characteristic and knowledge inquiry to be used by the AE in working closely together with the farmers and Stakeholders expert.

2. A prototype model built for the development system of an Agricultural Extensionists'capable of working together with the farmer and network.

3. To construct the Model of Agricultural Extensionists'characteristic for working capacity and working with network.

4. Curriculum development system for Agricultural Extensionists'.

Scope of Study

This research study will use analysis of data from documents, experts and concerned persons for the development of agricultural extensionists' and farmer. The study will include:

1. Point of study; factors related to the development of AE to have strong knowledge and capability to work together with the farmer and supporting farmer efficiently in setting up the farmers' network. These factors are:

1.1 Essential characteristics or qualities of an Agricultural Extensionists' such as:

1.1.1 Present potentials, ability or capability, characteristics

1.1.2 Potentials, ability, characteristics the farmers need

1.1.3 Potentials, ability, characteristics are expected by DOAE

1.1.4 Potentials, ability, characteristics which are expected by the society.

2. Knowledge base related to agricultural extension work, quality of life development for farmer, administration work and establishment of farmers' network.

3. The concerning Exporter from Agricultural Extensionists' mass communication, HRD. Professional, The Social Researcher.

4. Purposive sampling the Agricultural Extensionists' in Samut Prakran province and Networking in area.

Condition of Curriculum Implementation

1. Before used KLESS Competency Model need to analysis competency of targets group.
2. This training did not pre- test but Effective evaluation post training 1-3 month

CONCEPTUAL FRAMEWORK

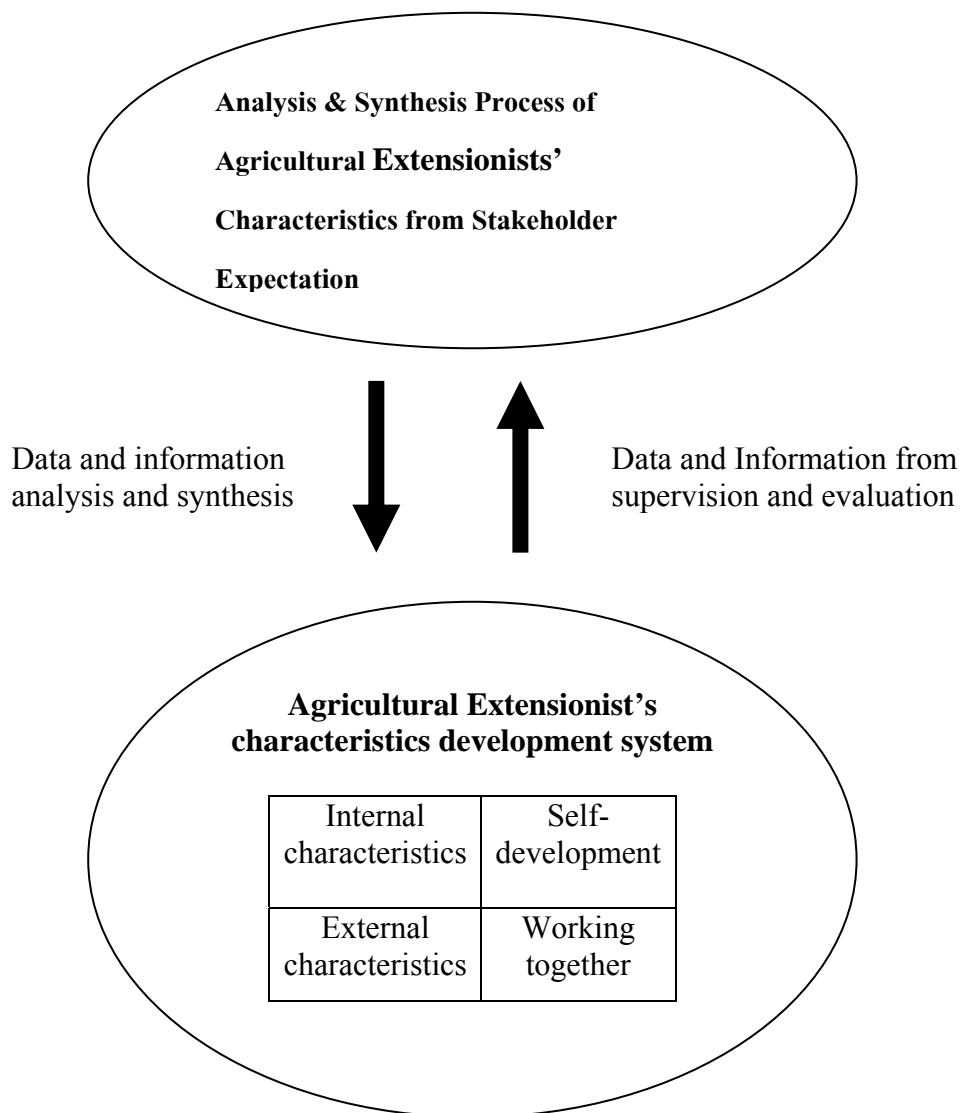


Figure 1 Conceptual framework

The methodology used in this research is similar to case study or educational process dealing with information analysis, collecting data from different sources to bring out the essential qualities or characteristics of an ideal agricultural extensionists'. Sources of information and data include farmers, concerned persons or those who have linkages; community and DOAE's needs and there after, setting up the ideal characteristics of the AE, considering both the internal and external factors involved. These factors include such qualities as: ability to work by himself and the ability to work together with other persons; sense of self-development and farmer development. After the study and analysis of the characteristics of the network farmer leader, then follows the creation of design of the development system for agricultural extensionists' that can have the potential to work together with farmers and can support the system of farmer network promotion. Testing of this system for its suitability through trials will be used.

Definitions

Agricultural Extensionist means: DOAE personnel who is working in the area at sub-district (Tambon) level and working closely with farmers and farmer leader.

Leader means : The person who received the recognition for the ability in his work throughout the target and also able to motivate others to follow that will lead to a change into a better condition.

Network leader means: The person who is able to motivate farmers to work together in the group in order to join activities for agricultural profession and the development of a quality life.

Leadership status means: The ability to build up enthusiasm and motivate/stimulate to change without position's power or institution's power, working throughout until the target/goal is achieved.

Farmers' network system means: A model of grouping farmers together to work together, cooperate with each other to gain an efficient working system to reach a common target or objective.

Agricultural Extension Stakeholders means: Farmers, Agricultural Extensionists', DOAE, Community and Social.

Knowledge means: The knowledge in agriculture and agriculture extension of the Agricultural Extensionists'.

Skill means: Level of capability of the Agricultural Extensionists' in their work field in terms of flexibility and accuracy.

Leadership means: Behavior of the Agricultural Extensionists' which influences the farmer or stakeholder and concerned person to attain the same successful target or objective.

Smart Agricultural Extensionists' means: The Agricultural Extensionists' who has systematic thinking, hard-working, capable and good relations with community and society, and work in a team.

Psychology in Agricultural Extension means: Strategies, techniques and tactics which Agricultural Extensionists' use to change the farmer's behavior and attitude in full heart of agricultural occupation.

Spirit of Agricultural Extension means: The life power of the Agricultural Extensionists' to have his own ideology in dedicating body, soul and mind, to helping other persons in Agricultural Extension Development to reach targets or objectives.

Core competency means: The competency which result to the direct success of the duty of Agricultural Extensionists'.

Functional competency means: Additional competency which support the duty of Agricultural Extensionists' to give more work quality

CHAPTER II

LITERATURE REVIEW

Related Concepts, Theories and Research Results

The research deals with the development of the ability of the Agricultural Extensionists' in working together with the farmers and supporting the status of leadership of farmer in establishing the farmers' network. Researchers reviewed the documents which are relevant to the concept, theory and research result and synthesized the conception framework for this research which comprises the following:

1. Agricultural Extensionists' Character Ability Development
2. Leadership Building
3. Farmers' Network Establishment
4. Related Research Results
5. Curriculum Design
6. KPI

1. Agricultural Extensionists' ability development

1.1 The role and responsibility of the Department of Agricultural Extension (DOAE)

DOAE of the Ministry of Agriculture and Cooperatives (MOAC) is one of MOAC's authorities that work closely with farmers, and is directly responsible for agricultural extension, as announced on the Royal Gazette dated October 20 1967 and this Act founded the DOAE on October 21, 1967.

In 2003 the role of DOAE was readjusted following the restructuring of the Ministry of Agriculture and Cooperatives. Act B.E 2003 resulted to DOAE's

functions and responsibilities as follows: to increase farmer's potential in production, processing, adding value to agricultural products, standard setting and setting up guidelines in agricultural extension, production and product control, transfer of technology to farmers to earn more income and stable production and to acquire agricultural professions in categories as follows: (a) promote and develop the knowledge of farmer and farmer organization in the production and processing of agricultural product; (b) provide agricultural services to farmers, and (c) promote and develop the knowledge and ability of farmer and farmer organization in the community enterprise and processing of agricultural product.

Appointment of field officers in the local area: 6 Regional Agricultural Extension Offices, 76 Provincial Agricultural Extension Offices, and 879 District Agricultural Extension Offices which cover up the 7,105 sub-district, each unit working through the transfer of technology in agriculture to farmers and farmer organization in their area with the same objective: to lift up the level of the farmer's quality of life. The job description of the AE as set up by the Civil Service Development Commission is as follows:

Functions and Responsibilities of Agricultural Extensionist

1. Study and analyse the potential of the area and location, farmer and community for data information and guideline to work for the agricultural extension in the responsible area.

2. Promote and cooperate in transferring the knowledge in plant production and management, freshwater fishery and basic animal production by using the Tambon Agricultural Transfer of Technology and Services Center (TATTSC) for implementation and operations.

3. Provide the services and promote agricultural profession including the development of farmer, farmer organization and community enterprise.

4. Give advice, recommendations and support farmers and the community in agricultural development planning.

5. Other work as appointed from the higher level.

The functions and responsibilities of the Regional Agricultural Extension Officer, the Provincial Agricultural Officer, District Agricultural Officer and the Agricultural Extensionists' focused mainly on the local services provided. As such the farmer is considered the centre of the development and the improvement or betterment of the quality of farmer's life depends on the work potential of the agricultural Extensionists' and the support system from the provincial and District Agricultural Extension Officer.

Competence of the Agricultural Extensionists'

The DOAE's working group for personnel development, evaluation and motivation (DOAE, 2006), in its analysis on the competency of DOAE's personnel, especially on the Agricultural Extensionists', stated the following conclusions:

CORE competency of Agricultural Extension

1. Building the knowledge base which means: the competency in analyzing the lesson, data and information according to concept and action resulted to self and organization development.

2. Total quality development which means: the ability in data, information and idea collection for analysis and set-up the total development process following the proactively in the job quality standard.

3. United cooperation which means: ability to unite the cooperation from both internal and external organizations using suitable communication and participation leading to solve the problems until the target or objective is reached.

Functional competency of Agricultural Extensionists'

1. Promote the agricultural product value means: ability to use wider and broader knowledge by utilizing data of market's need, innovation in production, evaluate the competency of target farmers in adding the value of agricultural product follows the processing standard by using the learning process and system management and administration suitable to the condition and problem of that area.

2. Integrating network to be strong and sustainable means: ability to unite and put together the agricultural production authorities, private authorities; administration and educational authorities, both in horizontal and vertical view resulting to shared knowledge, funds and administrative inputs and which are necessary to build strength and sustainability for increased income, less investment and greater opportunity for occupation in the farm.

3. Administration development that follows the modern political administration means: ability development of the service processes for the satisfaction of target officers and farmers following the modern political administration

Mookdasanit (1997): categorized in 3 groups the qualities of agricultural extensionists' which the Thai society needs:

1. Readiness group with both in mind and soul to work: the important qualities are vision on job, high aspirations, good attitude to the job and governance;

2. High potential group: full of knowledge, efficient and expert in their own profession, self-development and knowledge inquiry; responsible to the job, good human relationship, systematic thinking, and open to and accept another one's ideas; learn from people, then analyse and synthesize the knowledge base.

3. Skillful or skilled group: high skills in their jobs; good in cooperation, administration, able to transfer technology and give recommendations to farmer, good public relations and able to participate in work together with the farmer.

Southern Region Agricultural Extension Office in Songkhla (1987) stated that the function of agricultural extension in leading the farmer organization to be successful is the recommendation to found the farmer organization by pointing out the advantages of group or organization's work and also the cooperation between group and other agencies.

Srisangchan (2004) cited that the important qualities of Agricultural Extensionists' are: ability in communication, active and sincere in work, responsible and trustworthy, good human relations, high aspiration, ability in research and planning, always up-to-date with the current situation. Competency and ability of the Agricultural Extensionists' should have indicators for a clear objective in order to attain a concrete and successful job.

3 types of Agricultural Extensionists'

1. The Agricultural Extensionists' who is proactive and innovative with his mind and spirit ready to work in order to bring it new kind of work (innovation) into the area, visionary, dedicated to work together with the farmer group even without budget support from the government; good rapport (has established linkage) with the farmers in the area; able to encourage and motivate farmers to join the organization; high leadership; able to work independently with high potentiality for acquiring academic knowledge, can evaluate the work results through a competition in each year.

2. The Agricultural Extensionists' who is doing the job in a routine manner; just do the work when asked to do so through an order release or by official order, no rapport or affinity with the farmers, no aspiration or ambition or no enthusiasm at all

to do the work, not resourceful and has a limited or average potential for academic advancement.

3. The Agricultural Extensionists' who just works according to his job description or terms of reference, not much affinity to the farmers that some farmers in the area of his responsibility do not know him; lack of enthusiasm in the work; no academic interest; limited potential for academic advancement, lack of leadership; not in good relations with the farmers most of the time that sometimes lead him to be accused by farmers.

So, we can conclude that the qualifications or the essential qualities of an Agricultural Extensionists' should be: with logical and systematic thinking; has the ability to work, highly responsible, team worker; emotionally mature; experienced, efficient; proactive worker in the right way; elaborate; with high spirit for working; wise, clever, and open minded (listening to other's idea and not a one-track mind; creative, has some initiative in doing work; sociable; and dynamic.

1. Knowledge base for Agricultural Extensionists' development

1.1 Knowledge Management

Even there are many scientific concepts in knowledge management the end point will always be the utilization of knowledge to develop the organization's ability as much as possible. There are some processes to follow to acquire the knowledge and suitable system of sharing to target personnel (Yuthana Saeteo, 2004).

Aspects related to knowledge management:

- Knowledge acquired from both internal and external organizations
- Process of gathering knowledge and experience inside the organization

- Support in obtaining knowledge sharing between personnel of the organization
- A part of human resource development to enhance competence
- Selection and creation of media for more efficiency in the utilization of technology

1.2 Knowledge sequence

Yamazaki (n.d. cited in Saeteo, 2004) explained the meaning of “Knowledge” by the Chart of Pyramid as shown in Figure 1.

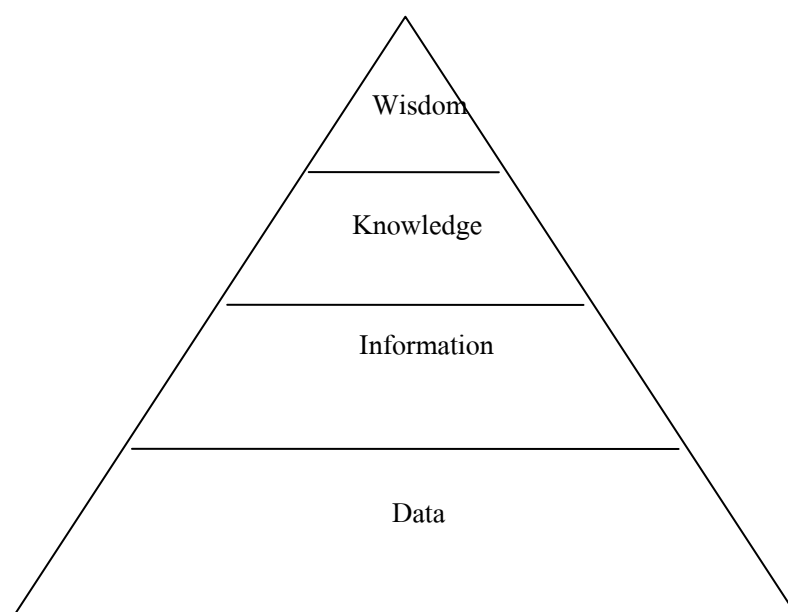


Figure 2 Knowledge Pyramid

The Chart shows that “data” are collected without transformation but “Information” transforms data arrange them and analyze them to obtain the results such as statistical analysis of population. Knowledge comes from the thinking process, compared and connected to other knowledge which then appear to “understand” and apply to use and utilization continuing from knowledge which is

inside the person up till “wisdom” is reached at the top of this process. Aside from completing the acquisition of knowledge by the person in this chart, the next step is how this knowledge is transferred to all over, not only to a few personnel in the organization. Therefore, management is needed.

1.3 Knowledge type

Knowledge is classified according to efficiency and ability in transferring knowledge (Totama, n.d. cited in Saeteo, 2004) and indicated 2 types of knowledge:

1.3.1 Tacit knowledge is the knowledge earned from experience, gifted or individual instinct which is hardly understood and difficult to express out verbally, article or number such as being skilled in work, skillful in handmade work, and good in problem analysis and logical thinking.

1.3.2 Explicit knowledge is the reasonable knowledge that is gathered in many forms such as note, text, theories, formulas, number or handbooks.

1.4 Steps in knowledge management

1.4.1 Survey and planning knowledge survey of the present environment is the first step to determine the status or condition of the organization’s knowledge base (e.g. in what field), then start to process the plan and set up the objective of the development.

1.4.2 Taking action by any method to acquire knowledge and shared inside the organization. Such channels or methods could be from own self past experiences, from trials, from experiences of other persons and from training and developing class and courses.

1.4.3 Transferring and sharing the knowledge is the process of the developed knowledge transfer and shared throughout the target personnel with emphasis on efficiency and output.

2. Leadership status building

2.1 Concept about leader and leadership status

2.1.1 Trait theory

Ungsurat (1995) mentioned about the Leadership trait theory as a concept which is mostly from psychologist who is educated about the leadership qualification in the years 1940 and 1950. This theorist group believed that “the leader should have characteristic different from the follower, especially in physical and personality since his birth with some traits which support him to be the leader”. Aside from this, Stogdill (1948: 71) was cited in the Review of Literature about the leader characteristics grouped according to 6 categories:

(a) Physical characteristics since birth such as height, weight, features including body built, face and appearance and believe that the features like being tall, big, strong and good looking will support the character and personality of the leader.

(b) Social and economic background such as education, social position, income and property ownership has higher or better opportunity to become a leader

(c) Intelligence can be measured from the wit, depending on genetics, environment, competitiveness, self-training, right decisions, educational level, flexibility and skills in language use and communication.

(d) Personality since birth but can be improved and developed to a better condition such as the ability to adjust, emotional balance, self-esteem, ability to face barriers or obstacle, initiative, possess creative ideas and ambitious.

(e) Task-related characteristics is authentically related to work such as being responsible, human relations to office colleagues, efficiency in administration, has initiative in work and creative.

(f) Social characteristics measured by a compromising attitude with the ability to seek cooperation from others; providing assistance to others, while at the same time also receives appreciation from the surrounding people; good contact and communication skills, ability to socialize and get along with different levels of personalities such as diplomats, knows how to encourage people and has the ability to make difficult situations easier.

2.1.2 Meaning of leader

Pukkapan (2001) stated that leader is the person who cooperates and guides people to work or stay together in a good way in order to achieve a common goal or objective happily and successfully.

Leader means the person who can encourage, motivate and lead another to work through the success of the objective with efficiency and positive output (Suthep Pongsriwat, 2002).

Bangpo (1995) said that Leader status or leadership means leading the organization in any method or influences to let the subordinates cooperate in working to reach the organization's objective and believed that this is due to 3 factors as follows:

2.1.2.1 Surrounding conditions inside the organization must be suitable to the person, if the organization needed to have a leader, the characteristic of the expecting person should fit to the situation.

2.1.2.2 Expectation of the follower means: the person who is the leader is able to solve for better situation or lead them in their work in order to reach the target.

2.1.2.3 Inspiration in work of group or organization and the leader should have high stimulation in willing to lead others to work successfully.

2.1.3 Composition of leader status

Pukkapan (2001) stated that the composition of leader status should be as follows:

2.1.3.1 Leader himself should have internal composition as the start, and then gradually become a CORE of the group or organization.

2.1.3.2 Followers who work together should have the readiness to be a good follower.

2.1.3.3 Target should be clear and should deeply understand the vital objective of group or organization

2.1.3.4 Punctuality attitude and method of organization will run the work to reach the target.

2.1.3.5 Things to be done for leading the work should be known to all the members of the organization.

2.1.3.6 Environmental condition facing the working situation

In conclusion, Leader is the person who is able to lead, motivate and encourage the follower to follow up to reach the target; the leader should have the characteristic of self-capability, good motivator and work efficiently to lead the working team and the organization successfully.

Leader status means: the action of person who can motivate the follower to adopt and follow to work smoothly, voluntarily and willingly.

Type of leader means: characteristic group of leader which explains the model, leading approach both officially and unofficially or leading by nature of qualification or influence of the person who is the leader.

3. Establishment of farmer network

3.1 Concept about farmer, group and network

3.1.1 Meaning of farmer

Khemthong (1992) gave a definition of farmer as: the person who earns main income from agricultural products such as rice farming, field crop farming, fruit growing and animal husbandry.

3.1.2 Type of farmer

Toongwha (1995) classified farmer for 3 groups as follows:

1) Big farmer is the farmer who has high cost of production, such as capital, labour, occupies land and other operations which are accessible to the market both local and international. This group has more opportunities and advantages from the other groups.

2) Medium farmer is the farmer who has medium cost of production mostly in the form of complete cycle farmer; this group will contact and cooperate with the local and international agri-business companies to make business transactions that will be beneficial to both parties.

3) Small farmer is the farmer who has the lowest cost of production, this is the biggest group and present all over and every part of the country. This is the most pitiful group because it is faced with all kinds of obstacles, economic and social problems including health, and even environmental problems as a result of the development processes from the past; with weak physical appearance in both body and mind.

Wichit Awakul classified farmers into 2 categories:

1) Livelihood farmer is the farmer who grows up crops and raise animals just enough for his own living or consumption of the family. This kind of farmer has no idea of improving the method to increase yield or more production for more income.

2) Commercial farmer is the farmer who utilizes the academic knowledge and new technologies to increase production of both crops and animals to sell in the market. This group uses improved agricultural inputs (i.e. fertilizer application, pest control, selection of improved varieties of plant and seeds, operates using modern machineries purchased from outside to help other kinds of professions.

In conclusion, farmer means the person who is engaged in agricultural profession who is well informed of production, processing and provision of agricultural services including agri-business; the main income of which is coming from selling the product or providing agricultural services.

From documentary education and research work, farmers can be classified into 4 types as follows:

1) Small farmer is the farmer who occupies an agricultural area or engaged in agricultural activity in less than 10 rai, and the income is less than 1,230 Baht/person/month, or 14,760 Baht/person/year from the occupational activities using main labour in the family, utilization from the surrounding and local resources in production, processing and distribution to the local market and savings from the income are less than the essential basic standard.

2) Sufficient farmer is the farmer who is engaged in farm occupation by using the area of 10-39 rai, just sufficient enough for the family; the remaining product would be sold for additional income. This farmer does not use chemical in his activity; using organic agriculture for his farm operations; just enough income to sustain his and his family life in an ordinary way.

3) Business farmer is operating the farm for commercial purpose, using high technology and big area of production of more than 40 rai, has alliance in production, links to the marketing system of both locally and internationally. He also uses market mechanism leading to production.

4) Industrial farmer is the advanced farmer of the country, mostly uses production in the big industrial scale, planning for the production and processing in form of ready to eat, complete cycle and marketing, these are marketing alliance and production alliance throughout the agricultural services, this type of farmers encourages the profession and income to the small farmer in the local area.

Network theory and establishment

Network means: character of connection or linking between the groups of people or groups of organizations which is voluntary to exchange data information and join activities together by arranging the mode or arranging the structure on people

or organization. The member is still free. In this meaning, the relation of network member is voluntary; network activities should be in equal status; membership in the network is not sensitive to the freeness or self-occupancy of the person or organization (Poonsuwan, 2004).

Theory and concept on network operations

Niratorn (2000) mentioned the theory and concept which explains the establishment of networking as follows:

1. Exchange theory means mutual exchange benefits with each other. This means that the main reason for establishing networking voluntarily will be advantageous for all members and will lead to a successful cooperation.

2. Synergy power can be explained by the equation of $1 + 1 = 3$ or $2+2=5$ which means that the synergy power to work leads to result of multiple values or will stronger than the work of just by the individual of each organization. This leads to the belief that synergy power would give more strength to the organization.

There are additional reasons to describe the establishment of network which are as follows:

1. Companionship in work is needed
2. Needs the resource and support in work
3. Needs to share the uncertain conditions in working together
4. Needs a problem solving skill to resolve multi-dimensional problems
5. Need to save a divided work and promote sharing of resources instead
6. Need to share the lessons learned and experiences in working together

These six reasons along with the essential condition of willingness and satisfaction to join the network will result to its establishment.

Advantages of the network

Kanjanaransinon (1999) pointed out the advantages of network as follows:

1. Network leads to exchange of data, information, skills, knowledge, experiences, instruments or tools and media throughout the meeting, seminar, laboratory, public relations, and cooperation in the project operation, and support given to all network members or even individual organization;

2. Exchange of data, information and cooperation of network leads to decreased workload and repeated utilization of resources resulting to rapid progress of development.

3. Network can link people faster and more efficiently, i.e. people who have not met before with different backgrounds, different working methods and different organizations. The arrangement could lead to more understanding among colleagues and other people working together and would benefit every unit in the organization or office.

4. Network can assist the interested persons and the organizations to get in contact with each other. Examples are interested persons who wanted to get link to an institution or agency which can assist or help them in solving their problems in an efficient and faster way. Network can also help in looking for a funding source to the person or organization that needs support.

In conclusion, network is the relations model between individual person to individual person, individual person to the group or group to group for the purpose of group management and implementation to reach the target/objective of an individual or an organization.

Cycle of quality control

In the working operation for quality of work, a systematic set of operation steps are followed as illustrated by the diagram of Demming's quality control (Khunpolkaew, 2005) in Fig. 2.

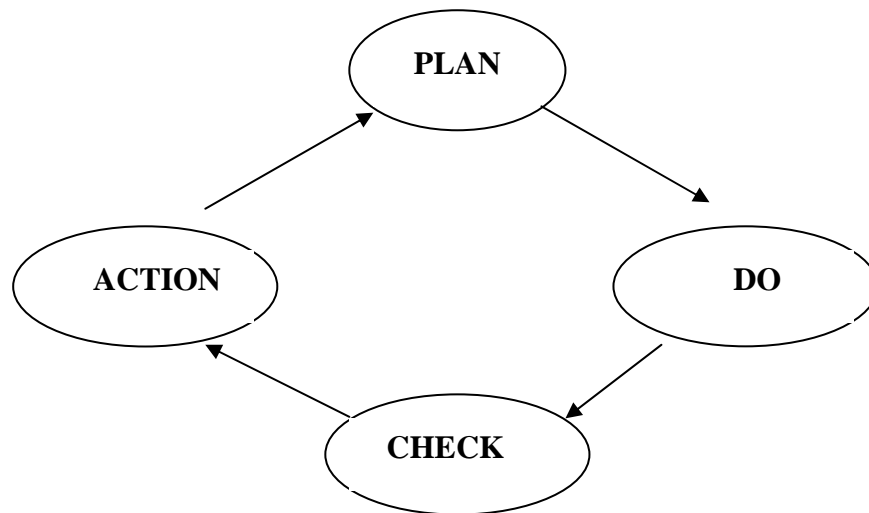


Figure 3 Cycle of quality control

PLAN – Operation plan for work system analysis and point of interest with technique of problem collection and analysis to find out the origin of the problem.

DO – taking action by following the setting plan to test the quality of the operational plan to resolve the problem or source of the problem

CHECK – testing the operations results, observation and finding out the effectiveness of the plan and operations method consequently setting up the standards of suitable operations

ACTION – taking action for quality of output by following the standard and systematic measure in the operation to maintain the quality of work continuously.

It can be said that the cycle of work quality control PDCA can be applied to study and research the system and steps of a clear-cut operation.

4. Related research documentation

Leader and leadership status:

Somudon (2003: Abstract) studied the development of leader who has good moral from the agricultural student involved in the process of future farmer organization of Thailand (FFT) and the objectives of the study are:

1) development of the leader who is in good morality among the agricultural students

2) comparison of characteristics of the moral leadership of the agricultural student between the ordinary group and trial group by using the model of research trial of Complete Randomized Hierarchical Designs which resulted that the agricultural student has developed moral leadership after the trial is higher than the previous trial even from self-evaluation, friend's evaluation and instructor's evaluation.

Analysis of the results from the testing of assumptions revealed that the development of moral leadership of agricultural student after the trial in different sizes of the institutes is highly significant using statistical method. When analysed the experience of student's activities overlapping with the size of the institute, it was found out that difference in the morality is insignificant. However, when analysis of overlapping of all factors, it was found out that the trial agricultural student got the moral leadership which is highly significant on statistical method.

Maneerod (2004: 13) studied about the leadership characteristics as needed in the high academic institute, training and study command headquarters of the Royal Thai Air Force concluded that the leader characteristics in 4 types as follows:

1. Characteristic in leadership status
2. Characteristic in personality

3. Characteristic in the administration
4. Characteristic in the profession

Watana and Ungsurat (1997: Abstgract) studied about the leadership status of agricultural group's president which resulted to the group's activity development in case of Nakhon Pathom Province. The objectives of the study were to determine the relations between the membership conditions and agricultural group's conditions to the success or failure of the president of the agricultural group's leadership status. The data about the agricultural group found out that the average time in the agricultural group establishment is 18.42 years; number of the group's membership did not change much. Almost every group did not have activity as the DOAE's assignment. The most expected activity is provision of agricultural inputs to sell to the members. Aside from this, it was found out that leadership status of president is successful in the real action than expected. The human relationship and morality action were not different in both groups.

Group and Network

The Department of Social Development and Welfare, under the Ministry of Social Development and Human Security (2004: 110) studied about the model supported network. The objective of the study is to find out guidelines to support network which suits to the Department's functions and responsibilities; response to the work strategies; assist the different units of the Department with a more clear-cut work guidelines. This is the quality study method which is done through data collecting with techniques, discussions with focal group and in-depth interview by the Delphi technique.

In-depth interview to the executives in the department and related agencies throughout the workshop and meeting the network core team. The sampling group came from the network core from both official and non-official sides, experts and experienced network personalities, famous academicians, personnel responsible to the

study area (12 from the academic promotion and support). The study was made in the period between January 2004 to August 2004 with 26 officers involved in the study.

Thanapatanapong (2002: Abstract) studied about analysis in communication for agricultural development of agricultural media society of Thailand and found out that the Network of Agricultural Media Society is a multidisciplinary character; the core group is the center of cooperation. There are 3 allies: core group, member group and ally group using the network communication in the horizontal lines on 7 activities as follows:

- Agricultural tour camping
- Country agricultural situation
- Problem solving in the society
- Sharing and cooperation of data information
- The movement of society
- General cases
- Private cases

Poocharoon (2004) showed the research results of the network's possibility development in the authority establishment as follows:

Model of the concept

The establishment of network authority which can develop the power of working together through the use of the strategic process to push forward the members getting deep linkage, emphasis on the network advantage in competition, the process of which are as follows:

- Extend the international cooperation to another's network
- Promote the competition between organization's network

- Build up the network balance
- Develop the authority within the network to have independent management and also be self-reliant

It was found out that the business network in most foreign countries, the authority has good management especially in utilizing the concept of strategic planning which gives importance between authorities resulting to the advantage of authority competitiveness and strengthening.

Prawatwachara (1996: Abstract) studied the way to develop the network system for private university with the objective to establish network for suitable knowledge resources. The results from the different aspects of the study, i.e. survey of basic background, idea and opinion and the need of development of the executives and the instructors came out as the model and tool by getting answers to the questionnaires from 17 experts using EDFR technique for 3 times. From the analysis results a model is synthesized for the executive to make the final check. It was found out that there are two possible components of the authority development model, namely (a) the administration management, and (b) the services.

Management system

Raksakul (1982: Abstract) studied about the problem and constraints of sub-district Agricultural Extensionist training and visiting system (T & V) on the National Agricultural Extension System Development project. It was found out that the 4 provinces in the northeastern part of Thailand engaged in T & V system which provided the knowledge and services to farmers for all over on a regular basis, especially to increase production efficiency and in improving the standard of living, problems encountered by the personnel administration to maintain the agricultural extensionist-farmer ratio of 1:1,000. Also the knowledge in agriculture provided to them is still insufficient and not suited to meet their needs, such as the lack of academic and highly experienced staff to train them.

5. Concept in Curriculum Design

Curriculum is the later word means 'Course to Run' or 'the running for Victory' (Oliva, 1982), By another definition, curriculum has defined as the contents of subjects which contains knowledge, skill and attitude and will become the objectives of the curriculum, (Theeravit, 2001)

Type of Curriculum

There are many types of curriculum, but for this Study, it will present for 3 types as follows:

1. Subject Matter Curriculum
2. Competencies Curriculum
3. Integrated Curriculum

1. Subject Matter Curriculum

By the wide used, curriculum is the subject which its final concept is knowledge. The contents will come from the specific philosophers, As for Convenience, the Curriculum should be included many subjects (Peernchop, 1977) as follows

- 1) The subject of conceptual Framework
- 2) The subject that emphasizes on contents more than students so that the Subject will include knowledge as its basement
- 3) The subject which set up for adults more than the students' interest
- 4) The subject which emphasize on result-based. All student should have the same learning and exam

5) Curriculum can be changed due to the subjects changed

6) The special curriculum is not emphasizes on psychology. Subjects will play as the teaching methods and emphasis on lecturers.

7) The system arrangement of subjects which arranged by topics or event, is not suitable for the situation of diary lives. (Dissara, 1992.)

2. Competencies Curriculum

The curriculum which depends on specific competencies has been used in the specific fields such as the Vocational Educations has bring this method in practice evaluation, By last 10 years, There is a new method to control and evaluate the efficiency of accountability and brought out another method which named ' Competencies Based Education' or CBE to train the teacher students. When it is widely used, it is known as' Competencies Based teacher Education. Or CBTE. For the example of curriculum management which emphasizes or competencies curriculum is' The Primary Teacher Curriculum in GE. 1981. 'this curriculum is purposed to produce the primary level' teacher to have high competencies in teaching.

The curriculum which emphasize on competency development has both strengtheness and weakness as follows

Strength tress

1) Can be able to increase the practice ability higher then ordinary curriculum

2) The curriculum can continue systematically both in simplistic and more experience.

Weakness

1) High cost depends on numbers of methodologies, instruments and tools

2) The emphasize on competency without bringing the study ability , may cause bad – impression for the specific curriculum. (Untranan.S.1999)

3) Integrated Curriculum

Untranan.S.1999 said The integrated Curriculum is the combination among all specific competencies so that the curriculum is not influenced by each subjects. The instigated curriculum arrangement should take one or more integrations Such as

1. Child – Centered Curriculum
2. Problem , Activities or Living as a center of curriculum

In general , the Integrated Curriculum has both strengthens and weakness as follows.

Strengthens

1. The combination both in contents and learning
2. Enhance to the basic need of students
3. Increase value experience to children
4. Create combination among all subjects and fields of knowledge.
5. Create skill and ability in various activities
6. Create problem Solving by analysation

Weakness

1. The problem will occur if the curriculum handbooks is not enough
2. The Teaching methodology need more instruments which may cause problems if they are not supplied.
3. Teachers can not understand the curriculum Thoroughly.

6. Indicators (KPI)

Indicators are variables which indicate the characters and represent operation system at a time.

To select the indicators, it need to know :(Pongkay.V.2007)

1. The Definition must be simple and easy
2. KPI should be measurable
3. KPI should have both dependant and independent variable
4. KPI should have frequency of reporting

Good Characteristics of Indicators. (Kanganawasee, 2001)

1. Validity It should have important characters

Relevant The indicators should have relationship to the characteristics which is necessary for measurement

Representative The indicators should be represented of all combination of characteristics

2. Reliability It should be believable and Station able for many replicate measurements as.

2.1 Objectivity The measurement should be systematic and visible.

2.2 Minimum Error The measurement should have least error by taking from relevant source of data

3. Neutrality It should have no bias among characteristics of indicators

4. Sensitivity The characteristics that show the clearly variations among analytical units.

5. Practicality It should be convenient for practice in :

5.1 Availability Data collection should be convenient in country, measurement and observation.

5.2 Interpretability The measurement should be easy to understand by searching for maximization and minimization.(Chalitchewin.N.2001)

For human measurement, the indicators are positive achievement, ability, good characteristics, satisfactions and services. For core and functional competency measurement, they are 4 indicators for measurement as follows:

- 1) The indicators of Agricultural Extensionists' competency
- 2) The criteria of Agricultural Extensionists' competency
- 3) The level of criteria of Agricultural Extensionists' competency
- 4) The check list of Agricultural Extensionists' competency.

CHAPTER III

RESEARCH METHODOLOGY

The research on the competency Development of Agricultural Extensionists' Capacity in Working with Farmers and Networking is the development research using concept of theory and review of previous research results by setting up a *conception framework* of the research method, a model build up and development process of agricultural extensionists'. The steps in detail are as follows:

1. Steps in Research

1.1 PLAN: analysis and set up of the characteristic of agricultural extensionists'

1.1.1 Analysis of concept, theory and academic principle in agricultural extension of the agricultural extensionists'.

1.1.2 Analysis of farmer's need by in-depth interview with farmer's focal group, and the leader of local administration authority.

1.1.3 Analysis of community's need with focal group's activity

1.1.4 Analysis of DOAE's expectations with the farmer's focal group activity and in-depth interview of DOAE's administration and relevant persons.

1.1.5 Characteristic of Agricultural Extensionists'

- Work completely
- Potentiality in leading farmer
- Spirit and enthusiasm of agricultural extensionists' to work with the farmer in the focal group's activity

1.2 DO : Design and develop the system for the improvement of characteristics of agricultural extensionists'

1.2.1 Design the system of the development for agricultural extensionists' from analysis of focal group activity.

1.2.2 Developing the characteristic of agricultural extensionists', examine the suitability of self-development by focal group activity; find out the IOC value of the system

- (a) working together with farmer
- (b) working together with network

1.3 CHECK: Evaluate the potential and competence of agricultural extensionists'

1.3.1 evaluate the competence of agricultural extensionists' in utilizing the knowledge base, using questionnaires by focal group activity

1.3.2 evaluate the farmer's satisfaction and ability in working with agricultural extensionists' compared with the farmer who did not work with agricultural extensionists', using questionnaires by focal group activity.

1.3.3 evaluate the administrator and agricultural extensionists' satisfaction using questionnaire by focal group activity.

1.4 ACTION : after checking: create the standard curriculum for agricultural extensionists' development

1.4.1 Synthesize the main and minor essential competencies of agricultural extensionists' by focal group activity and find out IOC (value index)

1.4.2 Activity setting for agricultural extensionists' development matching with responses to the main and minor essential competencies.

1.4.3 Checking the curriculum suitability by providing training on model and system testing.

2. Research Frame

2.1 In the pattern of PDCA cycle

2.2 Participation from every stakeholders both local and international agencies/authorities all over

2.3 Model of agricultural extensionists' building up of the characteristics from the bottom-top requirements (the needs from farmer, community, society, authority) which is the inside-out structure; initiated from the spirit through their potential, then synthesize the function and responsibility with emphasis on the efficiency and outcome.

2.4 Farmer's leadership came from the expectation of society, agricultural extensionists' as integrated in the network, dynamic and self-operating.

2.5 Every step of work has to pass the approval and certification followed the suitability and trust system as the concept of inside-out approach and outside-in approve.

2.6 Analysis and synthesis of Agricultural Extensionists' characteristic, also leading potential and efficiencies resulting from applied focal group activity.

3. Population and sampling

Population in this research is the agricultural extensionists' connecting with the farmer network development or successful agricultural extensionists' who has received outstanding annual awards, farmer groups. Social laboratory is the operational area representing data from sampling group in the community, also the farmer group leader in the community. Such as :

Population and 3 sampling groups in this research

Phase I : To construct the Agricultural Extensionists' characteristics Model and to design and development the training programme.

Phase II : To development Agricultural Extensionists' by training.

1. 180 Purposive sampling from farmers and farmer leader in Kanchanaburi, Chiang Rai, Srisaket, Rayong, Pathumthani and Nakorn Sri Thammarat

2. 180 Stratified sampling from agricultural extensionists' (sub-district agricultural extension officer) PC3-6 and district agricultural extension officer

3. 180 Purposive sampling from both local official administrator and private administrator including local leader in the community, tambon leader, village leader, also working groups from tambon administrative authority

4. 31 Purposive sampling the agricultural extensionists' in Samut Prakram Province and 100 networking in area

5. 26 The concerning expertise from agricultural extensionists', mass communication, HRD Professional, The Social researcher

Research tool

1. Questionnaire to collect primary data from the farmers, connected persons and experts.
2. In-depth interview forms for the focus groups to be collected in the social lab area (focus group, agricultural extensionists and connected persons)
3. The Semi-structure Interview and analysis from for the experts in the research points
4. Observation forms for the cooperation responses
5. KPI measurement for check and analysis of data obtained on qualifications, authenticity and trust.

Period of Study

Starting from June 2006 until March 2008.

Duration of Research

Table 1 Research Plan and data collection. Using tools collected data as tabulated.

Step	Activity	Data sources and Collection	Time
Plan (1) Analysis and set up of the characteristic of agricultural extensionist	1. Analysis of concept, theory and academic principle in agricultural extension of the agricultural extensionist.	Focus group documentation	June 2006 to January 2007
	2. Analysis of farmer's need by in-depth interview with farmer's focal group, and the leader of local administration authority.	Focus group documentation	

Table 1 (Continued)

Step	Activity	Data sources and Collection	Time
	3. Analysis of community's need with focal group's activity	Focus group documentation	
	4. Analysis of DOAE's expectations with the farmer's focal group activity and in-depth interview of DOAE's administration and relevant persons.	Focus group documentation	
Do (2) Design and develop the system for the improvement of characteristic of Agricultural Extensionist	1. Design and develop the system for the improvement of characteristics of agricultural extensionist 1.1 self-development system 1.2 working system, work together with farmers, network and connected persons	Interview form	February 2007
Check (3) Evaluate the potential and competence of agricultural extensionist	1. evaluate the competence of agricultural extensionist in utilizing the knowledge 2. evaluate the farmer's satisfaction and ability in working with agricultural extensionist as compared to farmer who did not work with AE (Adoption process)	Questionnaire and Interview form	May 2007 to July 2007

Table 1 (Continued)

Step	Activity	Data sources and Collection	Time
Action (4) Create the standard curriculum for agricultural extensionist development	1. Synthesize the main and minor essential competencies of AE 2. Activity set up for AE development matching with response to the main and minor essential competencies	IOC (value index) finding	August 2007 to Decembe r 2007

Data Analysis

Using statistical method as follows:

1. Quantitative data analysis and presence in descriptive statistics

1.1 frequency, distribute the frequency by arranging data number in sequence at same interval, number of data in each interval call frequency

1.2 percentage $(\%) = \frac{X}{N}$ when

X = sampling group

N = number of total group

1.3 Average value (\bar{X}) is the value from the total value divided by number of total value:

Formula: $\bar{X} = \frac{\sum x}{N}$ when

\bar{X} = average value of sampling group

$\sum x$ = total of the whole number

N = the number of data in sampling group

1.4 Analysis of IOC index

Formula: $IOC = \frac{\sum R}{n}$ when

$\sum R$ = total score from the amount of experts in each level
of the evaluation

n = total number of experts

1.5 Analysis of data gathering from questionnaires, interview form, researchers using statistics ready program to find the percentile value and quartile value

2. Qualitative Analysis

2.1 Content analysis is the analysis of the content gathered from group meeting and from review of literature and from document gathered from questions and interview of experts and analyzing together with 6 C Model (Kaewnak, 2001)

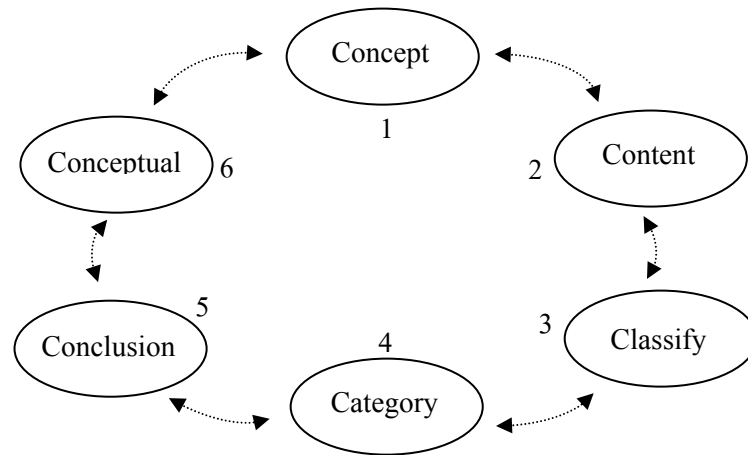


Figure 4 6'c model

2.2 Logical approach is the data analysis connected from content analysis informing the chain of events and the consequences followed by analysis of the data collected , thus making the matrix of logical framework as follows (Wongvanich, 2000).

Event	Consequences	Summary
1..... ↓ ↓ ↓
2..... → → →
3..... → → →

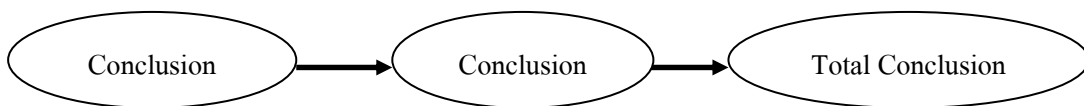


Figure 5 Logical approach is the data analysis

Data Presentation

PLAN Step, is the presentation of data gathered from the review of the meeting documents about characteristics of AE, leadership and leadership Model as farmer, community and society expectations. Presented as lecture (verbal briefing), table and photo chart showing the relationship of each point with emphasis on the conclusion of qualitative and quantitative analyses.

DO Step, is the design of the development system, data gathering for the system to develop the characteristics of AE in self-development to work together with farmers and networks, presented as lecture (verbal briefing), system in constructing model, table and photo chart.

CHECK Step, is the evaluation of the potential of AE, data gathering results to show the adoption of related persons, presented in table and photo charts.

ACTION Step is the synthesis of the competence of AE and activity set up in matching with that competency, data gathering is the handbook, standard curriculum for AE development, presented as lecture, model and operations handbook.

CHAPTER IV

RESULTS OF THE STUDY

Result of the Study the result of Study development of Agricultural Extensionists' capacity in working with Farmers and network were study two phase are follow as :

Phase I : To construct the Agricultural Extensionists' characteristics Model and to design and development the training program.

Phase II : To development Agricultural Extensionists' by training.

The Result of Phase I : The basic data from the document have been studied in many research works both inside and outside the country. Results from document analysis and data collection from small group meetings shows that the four characteristics of an Agricultural Extensionists' from the viewpoint of the stakeholder are the needs of the farmers, Agricultural Extensionists', DOAE and the community and society. Five personal characteristics of an Agricultural Extensionists' are knowledge, leadership, emotion, work skill and informa. Then, the researcher tabulated and performed a matrix analysis, which showed that it has 20 dimensions. They checked its suitability through the process of small group meetings of experts, and came to the conclusion that an Agricultural Extensionists' characteristics are divided into the dimensions as follows:

Table 2 Characteristics of an Agricultural Extensionists' based on the needs of farmers

Characteristics				
Dimension				
Knowledge	Leadership	Emotion	Work Skill	Smart
1. Job	1. Idea	1. Conscious	1. Work	1. Personality
-job planning	-creative ideas	-enthusiasm in	-agricultural	-smart
-communication	-knows how to	agricultural	extension work	-good
-agricultural	praise and	extension work	-transferring	personality
technology	motivate	-dares to face	knowledge	-trustworthy
-local wisdom		immediate	-building up	and faithful to
		problems	knowledge	farmers
2. Psychology	2. Learning	-open mind;		-polite
-community	-building the	accepts other's	2. cooperation	
analysis	learning process	ideas	-problem solving	2. Soul and
-understands	to the	-conscious in	-community's	mind
farmers	community	work	planning and	-wisdom in the
-works with	-good discipline	-good attitude to	practices	agricultural
farmers and	in agricultural	farmers	-strategy of	extension work
community	field	-calm and	agricultural	trustworthy and
		intelligence.	extension work	sincere to other
3.Agricultural	3. Moral		setting	people
Technology	-good man	2. Emotion		-readiness,
-agricultural	- high morality	-devoted to work	3.To set up Ag-	dedicate and
knowledge	and dedication	-can work	Ext Strategy	work for other
-agricultural	in work	together with	- team work	person
extension		farmers	-communication	-inter-relation
technic and		-can change the	participation	with the
development		critical time into	-strategy	community
		the good chance.	thinking	

Table 3 Characteristics of an Agricultural Extensionists' based on the needs of Agricultural Extensionists'

Characteristics				
Dimension				
Knowledge	Leadership	Emotion	Work Skill	Smart
1. Agricultural Context	1. Leadership Status	1. Conscious	1. Genius	1. Personality
-sustainable	-job leader	-self-control	-wisdom	-farmers confidence
-sufficient	-work in team	-fighting spirit	-systematic thinking	-farmers faith
economy	management	-alert	-psychology	-farmers trust
-community plan administration		-dare to face problems		
-knowledge management		-solving conflicts	2. Cooperative	2. Moral
	2. Work		- communication	-discipline
	-proactive			-punctual
2. Social Context	-good discipline,	2. Mind and	3. Agricultural	-wisdom
-globalization	devoted and	Soul	Extensionist	
-community movement	tolerant	-ideology	-transform the plan into action	3. Spiritual
-systematic ideas	-utilizes knowledge	-spirit	-community analysis	-ideology
-political/social	management	-dedication	-lecturer	-percept
		-honesty		-a model of the other
3. Policy Management	3. Farmers Problem solving	3. Self-Confident		
-planing strategy	-thinking leading	- self understanding		
-Agri-tech management	-learning leading Academic leading	-self adoption		

Table 4 Characteristics of an Agricultural Extensionists' based on the needs of DOAE staff

Characteristics				
Dimension				
Knowledge	Leadership	Emotion	Work Skill	Smart
1. Agricultural Extension	1. Farmers	1. Emotional	1. Work	1. Personality
-ag-ext system	Leadeing	Control	Processing	-good
-community planning	-thinking leading	-stable mind	-learning process	personality
management	-Learning leading'	-cool mind	-transferring process	-smiling face, bright
-cooperative	-working leading	2 Emotional	process	environment
-community service	2. Creative	Management	-thinking	-discrete
-agri-valueadded	problem solving	- good	-2.Knowledge	-not corrupt, honest and
	-creative ideas	-funny	Management	transparent
	-vision in work	emotional	- learning	
2. To use Technology	-learning		exchange	2. Wisdom
- working with community leader		3. Confidence	- knowledge	-intelligent and
- agri-technology	3. Agricultural Extension	in work	promotion	understanding in
-planning strategy	- team work with network	- discipline	- agri-ext research	work
	- set up working plan	-concious		3. Mind and
3. Psychology in work		-ideology	3. Communicatio	Soul
- knowledge in duty	- integration	-confidence	n Skill	-dedication, devote and work
- cocepyual of work	- team work building		-writing	for other
- responsible			-speaking	-trust in professional
				-readiness to service

Table 5 Characteristics of an Agricultural Extensionists' based on the needs of community and society

Characteristics				
Dimension				
Knowledge	Leadership	Emotion	Work Skill	Smart
1. Agricultural Extension Work System	1. Working	1. Emotional	1. Agricultural Extension Field Work	1. Behavior
-agricultural technology	-strategic idea	quittance	-cooperation	-honor the farmers
-communication	-clear cut in the work system	-well adjustable	-transfer of knowledge	-civil consciousness
-business administration	-proactive work	farmer's valuable	-society communication	-good human relation
-psychology in work	-work together with leader	-faithful in work	-work administration	2. Personality
-transfer the knowledge to farmers	-acceptable in work	2.Merit and Moral	-leadership	-good personality
	-together with farmers	- morality in work	-work in the field	-systematic thinking
	-cooperation	- morality in life		
2. Agricultural Business	with line agencies		2. Psychology in Agricultural Extension Work	-real action
-production		3. Honor	-community development and society	-expertise in extension work
-marketing	2Development leader	- farmers adoption		-leadership
-economic	- self-	- respect local wisdom		3.Soul
3. Services	delelopment	- trus	-inspiration building	-ideology
-together with farmers	-work development	community leader	-to convince farmers	-to attempt farmers
-agricultural data provided to farmers	-community development			-devote foe farmers

Table 5 (Continued)

Characteristics				
Dimension				
Knowledge	Leadership	Emotion	Work Skill	Smart
-inspiration to the professional -solving farmer's problems	3.Problem solving Leader - occupation -agricultural -a devastation in agricultural		3. Prablem solving skill - problem analysis -building participation -creative decision making	

The researcher collected data from primary focus group to make content analysis in the five dimensions of knowledge, leadership, emotions, skills and smart; the importance of each is explained as follows:

1. knowledge dimension : Agricultural Extensionists' should have extension knowledge on agricultural technology, psychology, social context, policy management, agricultural extension system, agri-business management and systematic thinking.

2. Leadership dimension: Agricultural extensionists' should play a leading role to stimulate farmers' thinking and learning and process; Be ethical leader, be able to tackle farmer's problem in a creative means; be ready to work proactively and devotedly ; can work as a team ; take a principle roles on self – development, system development and network development.

3. Dimension of emotional means an Agricultural Extensionists' understands himself and also can control his emotion, has high responsibility, pride and satisfaction with his, life including the social relations and management of relations between people in the society.

4. Dimension of work skill means the capability of an Agricultural Extensionists' to work in the field, work in a team and cooperate in work as suitable with the conditions of the area.

5. Dimension of a smartness Agricultural Extensionists' means an Agricultural Extensionists' who is systematic in thinking, capable of work, has high spirit in agricultural extension work and good relations with other persons.

From the characteristics of the Agricultural Extensionists' in each dimension which the expert has analyzed, explained and debated about the value of Agricultural Extensionists' efficiency in each side, it was found the relation connected and compromised in every dimension of development and dissolve into agricultural extensionists' characteristics as shown in figure 6.

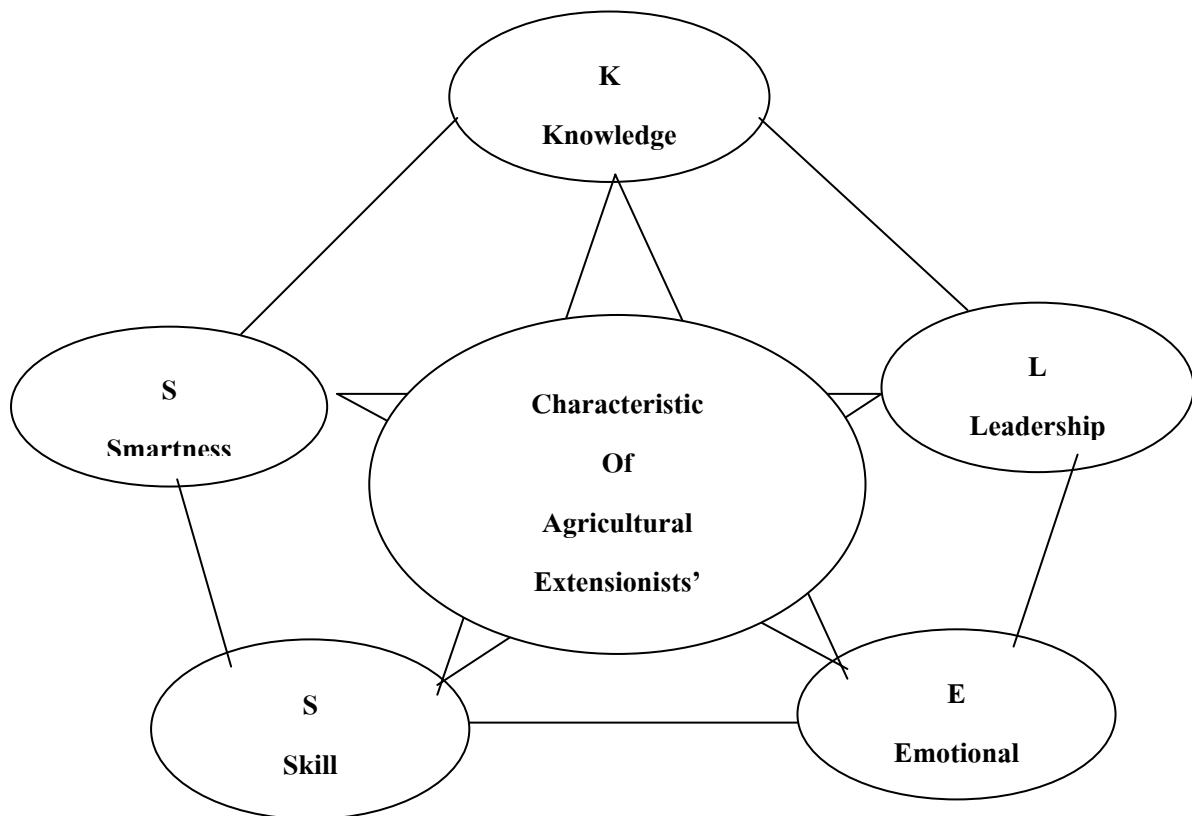


Figure 6 Characteristics relation of each composition of an Agricultural Extensionists' (KLESS Competency Model)

From figure 6, it can be concluded that the characteristics of an Agricultural Extensionists' consist of five dimensions which are: (1) dimension of knowledge (2) dimension of leadership (3) dimension of emotions (4) dimension of work skill and (5) dimension of smartness Agricultural Extensionists'; Characteristics in each dimension are related and linked with each other. This reflects the integrated capacities of Agricultural extensionists' in terms of knowledge, leadership, emotion, working skill and smartness that are required by all parties concurred.

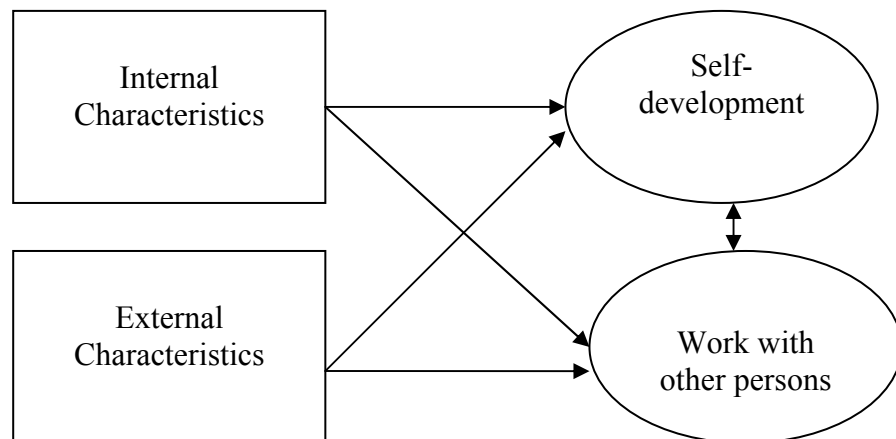


Figure 7 Agricultural Extensionists' Development Guide

From the study, data collected in the community area and results from small group meetings give important suggestions which are linked to the design of the system for Agricultural Extensionists' development processes, starting from training curriculum including subjects to develop the Agricultural Extensionists' by the characteristic follow the KLESS Competency Model: systematic planning, the monitoring and evaluation for characteristics of Agricultural Extensionists', also the adjustment and structure of the Department of Agricultural Extension development. This would require the support and the aspiration for a suitable and progressive development of Agricultural Extensionists' as figure 8.

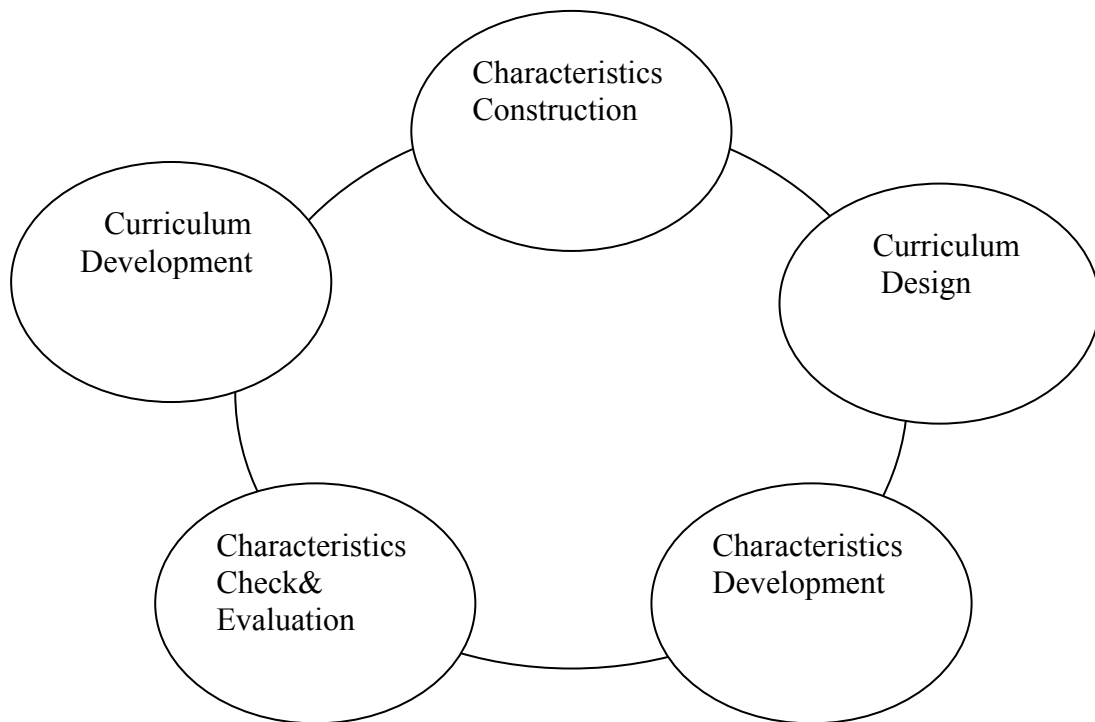


Figure 8 Process of development Agricultural Extensionists’

Building up the model and hand book for systematic development of Agricultural Extensionists’ to have partial in work with farmers and network.

To. construct the model and hand book for systematic development of Agricultural Extensionists’ capacity in work with farmer and Network.

Setting up the competency and ability of Agricultural Extensionists’ to have Characteristics suitable to the role of work to reach the need targets which are in 2 forms as follows:

1) Core competency : the competency which result to the direct success of the duty of Agricultural Extortionists’.

2) Functional competency : additional competency which support the duty of Agricultural Extortionists’ to give more work quality.

We can say that the role of Agricultural Extensionists' will be successful in both extension Administration (in cluding studying processes and development) and value added should have both core and functional competency.

From the analysis of the Characteristics for Agricultural Extensionists' which are compiled according to the 5 dimensions of KLESS Competency Model ; Each dimension can set up the core competency and function competency to complete each Characteristics of Agricultural Extensionists' to prepare readiness to work as shown in the table.

Table 6 Analysis of Agricultural Extortionists' following KLESS Competency Model (both core competency and functional competency.

Dimension	Core Competency	Functional Competency
Knowledge competency	1.Understanding in producing the strategic schemes	1.Understanding the social important issue .
	2.Knowledge in high thinking.	2.Having a knowledge about the policy management .
	3.Understanding the truly agricultural meaning	3.Knowledge for providing consults and advices to others
	4.Knowlege on agricultural business issue .	4.Understanding the local wisdom of villagers .
	5. Understanding on the administration policy to support the agricultural issues	5.Understanding the measures used for communication with others .
	6.Understanding on teamwork meaning	6.Understanding the management system of
	7.Understanding the psychology system .	knowledge supporting agricultural issues.
	8.Knowing works to agricultural Extension	

Table 6 (Continued)

Dimension	Core Competency	Functional Competency
Leadership competency	1.Leadership 3.Leadership in solving the agricultural problems. 4.Leadership of developing the team working system. 5.Becoming the team leadership 6.The working vision. 7.Relationship. 8.To become the leader in thinking. 9.To become the leader in developing personals , worker , job and organization.	1.Bring learning to farmers. 2.Moral and ethics. 3.Devote and sacrifice oneself for agriculture. 4.Leading in communication. 5.Ability in persuading others ‘ minds. 6.To become oneself as an example for farmers. 7.Becoming a discipline person. 8.Transferring the knowledge.
EQ competency	1.Emotional qualification. 2.Carefulness and patience. 3. Positive thinking . 4.Using the moral issue leading oneself. 5.Consciousness in working. 6.Self confidence.	1. Mindfulness controls oneself. 2.Give an honor to others. 3.Helpful mind. 4.Emotion is good and smiling.
Skill competency	1.There is high thinking skill. 2.Skill is used on the agricultural system. 3.There is a skill in management of agricultural business	1.The skill in managing the exchanging-learning stage. 2.Managing on term of policy. 3.The skill in communication. 4.Working with the community people.

Table 6 (Continued)

Dimension	Core Competency	Functional Competency
	4. There is skill in management of knowledge to support agricultures.	5. The skill on the facilitator of farmers.
	5. The great issues of scholarship.	6. Resources of local wisdom.
	6. There is a skill on managing the Team Work.	
	7. There is a skill supporting the agricultural issues.	
	8. The skill in communication.	
	9. The skill on strategy planning.	
	10. The skill in solving the problems of farmers .	
Smartness competency	1. Characteristic	1. Creating faith to others
	2. Good behaviors.	2. Advancing work
	3. Support morals .	3. There is an ideal of supporting.
	4. Soul in working .	
	5. Scholar	4. There is interest and is seeking more knowledge

From core competency and functional competency bring these to the measurement of the Harmonization in each dimension of KLESS competency model as:

Table 7 Analyzing the indicator 's similarity indexes in each dimensions of the
KLESS Competency Model First dimension : knowledge competency
Core Competency

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
1.Understanding in producing the strategic schemes. Indicator : There is a knowledge in producing strategic schemes and able to achieve the scheme , correctly . Criteria : Good – Producing the strategic scheme correctly. Medium – Producing the strategic matters completely Improving – The strategy was made , not perfect strategic schemes .	1.1 Have a vision . 1.2 Have a clear practical measure . 1.3 Able to practice really.				0.8

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
2.Knowledge in high thinking. Indicator : There is an understanding in thinking system of 10 dimensions on them can be explained . Criteria : Good –Able understanding and the thinking system can be well -explained . Medium –There are some understandings and they are able to be explained. Improve –Not understanding or the thinking system could not be explained .	2.1 Complete matters in 10 thinking dimensions . 2.2 Clearness in explanation . 2.3 Able to generate in accordance with the thinking system in reality .				0.6
3.Understanding the truly agricultural meaning Indicator : Having a knowledge about the agricultural core issue and it can be	3.1 Complete matters are produced in every dimensions. 3.2 Clearness of all matters is				0.6

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
transferred to others as well.	produced in every dimensions.				
Criteria : Good – Understanding it and being able to transfer the such knowledge clearly to others					
Medium – Understanding it and it can be truly explained to others					
Improve – Understanding the knowledge and at the same time they can be explained to others.					
4. Understanding on the administration policy to support the agricultural issues .	4.1 Generally involved situations.				1.0
Indicator : Analyzing the agricultural business situations , correctly.	4.2 The fact point / problems.				
	4.3 Solving / tendency .				
Criteria : Good – Analyzing all involved situation correctly and	4.4 Proposal .				
	4.5 Academic subjects .				

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
exactly .					
Medium – Able to analyze all concerned situations .					
Improve – Able to analyze some situations concerned.					
5.Knowledge on agricultural business issue	5.1 Analyzing the fact.				0.8
Indicator : Able to analyze the political changing situations and transfer them to other persons .	5.2 Analyzing the problem.				
	5.3 Using the academic issue to become the reference.				
Criteria : Good – Analyzing them from facts , problems , academic issues , conclusions and proposals	5.4 Producing the conclusion.				
Medium – Analyzing them from facts , problems , conclusions and proposals , but they are not complete .	5.5 Proposals.				
Improve – Analyzing					

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
them from some facts , some problems , some academic issues , some conclusions and some proposals					
6.Understanding on teamwork meaning.	6.1 Component of the team .				
Indicator :					
Understanding the issue including on how to make a team working , including producing works needing the teamwork.	6.2 Building the team managing system .				
Criteria : Good – Producing the works for teamwork , systematically.	6.3 Developing the team .				
Medium – Able to produce works for teamwork .	6.4 Prolonging the team .				
Improve – Producing works for teamwork , not perfect.					
7.Understanding the psychology system .	Check List				0.8
Indicator : having a	7.1 The characteristic				

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
knowledge of psychological issue to boost and analyze the target persons .	of the target persons . 7.2 Analyzing the data .				
Criteria : Good – Able to understand and analyze the target persons correctly.	7.3 Adjusting the psychology system for working .				
Medium : having a knowledge and analyzing the target persons	7.4 Using a special technique to focus on psychology.				
Improve – having knowledge and analyzing some target persons .					
8.Knowing works to support the agricultural fields .	8.1 System.				0.6
Indicator : Having all knowledge to support on agricultural systems including on how to explain the such knowledge clearly .	8.2 Technique . 8.3 Management and administration 8.4 Clear explanation.				
Criteria : Good – Able to explain it very	8.5 Assessment				

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
well and the knowledge .					
is perfect .					
Medium - Able to explain it .					
Improve – Able to explain on some what .					
1.Understanding the social important issue.	1.1 Understanding the social issue.				0.6
Indicator : Analyze the data concerning the social significant issue and it's results can be used for working .	1.2 Synthetizing or analyzing the social problems .				
Criteria : Good – Analyze or synthetize the social significant issue , correctly and exactly.	1.3 The social behaviors .				
Medium : Able to analyze or synthetize the social significant issue.					
Improve – Analyzing or synthetizing the social significant issue is not perfect.					

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
2.Having a knowledge about the policy management . Indicator : Having an understanding and capability in the policy management and it can be well used for daily work Criteria : Good – Able to manage on the policy and it can be well used for daily work . Medium – Able to set up the policy and adjust it to be worked daily. Improve –Capability in management of the policy or it can be partly adjust for daily work.	2.1 There is an understanding of the policy.				0.8
	2.2 There is a conduction on the policy				
	2.3 Administration and changes according to the policy .				
3.Knowledge for providing consults and advices to others Indicator : There is a knowledge and an	3.1 Understanding the farmer problems .				0.6

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
understanding on measures or systems to give consults for farmers or for becoming consultant with them.	3.2 Analyzing the farmer problems .				
Criteria : Good – Knowledge and an understanding as well as becoming a good consultant for farmers . Medium – Knowledge and understanding of agricultural works including being able to become consultant with farmers . Improve – Knowledge and understanding on the agricultural works is partly consulted with farmers .	3.3 Knowing on how to solve the farmer problems.				
4.Understanding the local wisdom of villagers . Indicator : There is knowledge about local	4.1 Understanding the farmer's significant knowledge .				

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
wisdom and bring that to be adjusted for conducting daily duties to meet the successful job .	4.2 Transferring the new knowledge . 4.3 Applying the local wisdom .				
Criteria : Good –Bring the local wisdom to be adjusted for daily works in success . Medium – Able to bring the local wisdom to be adjusted for daily works. Improve – Knowing the measure is not well.					
5.Understanding the measures used for communication with others .	5.1 Communication. 5.2 the central communication 5.3 Producing essences . 5.4 Knowing the communication 's way. 5.5 Knowing the results of the communication				0.8
Indicator : There is an understanding of communication with others which can be adjusted for the target purposes. Criteria : Good – Understand the					

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
communication system and meet the success of communication .					
Medium –Understand the communication system.					
Improve –					
Thecommunication is partly understood					
6.Understanding the management system of knowledge supporting agricultural issues.	6.1 Understanding of the knowledge managing .				0.6
	6.2 Building a learning stage..				
Indicator : There is an understanding or how to manage knowledge and build the best practice in the fieldwork.	6.3 Developing the learning system .				
	6.4 Building the best practice .				
Criteria : Good –					
Conduct on the knowledge management and the best practice happened.					
Medium – Conduct on the knowledge					

Table 7 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
management and the best practice happened.					
Improve –Conduct the knowledge management and some best practices occurred.					

Table 8 Analyzing the indicator 's similarity index in each dimensions of the KIESS Model Second dimension : the leader competency Core Competency

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
1.Leadership	1.1 Have a vision				1.0
Indicator : There is a leadership and capability to meet the expected target.	1.2 Dare to think / conduct.				
Criteria : Good –Able to bring works to advise other persons to meet the success .	1.3 Dare to lead the changes.				
Medium – Able to take those works for others in which will lead them	1.4 To meet the success and bring the persons , who conducted on the measure to meet their happiness				

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
to meet the target. Improve –Able to works or bring others , who conducted on those measures , to meet the target success					
2.Readiness for conducting the challenging works. Indicator : Able to think a new system different from the existing one or the new working way . Criteria : Good – There is a new working conduction , which is the new system . Medium – There is a new working system . Improve –There is only an existing working method .	2.1 There is a new thinking system. 2.2 Concentrating on the new working system . 2.3 Developing the good working behaviors. 2.4 Building a new working system.				0.8
3. Leadership in solving the agricultural	3.1 Bring analyzing the agricultural problem ‘s results				0.6

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
problems.	to be considered				
Indicator : There is an understanding and a capability to solve agricultural problems at their root points.	carefully. 3.2 Take the limited causes of the problem to be considered				
Criteria : Good – Totally solve problems.	carefully. 3.3 Take the understanding of agricultural problems to be considered				
Medium – Solve some problems only.	carefully.				
Improve – Unable to solve the problem.	3.4 Help release the farmer' s suffering problems.				
4.Leadership of developing the team working system.	4.1 Producing the clear working plan is a system.				0.8
Indicator : There is a clear working system and there is able to transfer the system , as an example, for other persons.	4.2 Limiting the working process 4.3 Transferring the working system.				
Criteria : Good – It is a clearly working					

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
measure or there is a working system.					
Medium – There is a clear working system.					
Improve – There is no clear working measure or there is no working system.					
5.Becoming the team leadership.	5.1 There is a system to build a teamwork.				0.8
Indicator : Building the administration team for the team and build the network team in the field to become firm.	5.2 There is a working in team.				
	5.3 There is a network for the team.				
Criteria : Good – There is a strong team and a network in the field .					
Medium – There is a strong team in conducting works .					
Improve – There is a teamwork in the field .					
6.The working vision.	6.1 There is a creative thinking .				0.8
Indicator : There is a vision developing to be	6.2 Build a new				

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
suitable with the situation changes based on the creative thinking and the result appearance.	thing for working . 6.3 There is a thinking system in working . 6.4 There is a transferring of the vision .				
Criteria : Good – There is a creative vision to improve the better work . Medium – There is a good creative idea . Improve – There is a simple working development.					
7.Relationship.	7.1 There is a good conduction with farmers .				
Indicator : There is a good relationship in working together with others and the job meets the success.	7.2 He or she is favorable for farmers .				
Criteria : Good – There is a good relationship to support the success in working .	7.3 He or she is the faith of farmers . 7.4 There is a communication outside .				
Medium – He or she has a good relationship .	7.5 There is a success on				

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
Improve – There is no relationship in working.	communication .				
8.To become the leader in thinking.	8.1 There is a thinking measure to support the agriculture.				
Indicator : Able to think and to let others think and conduct along with him or her in the creative way including ability to build the vision in working.	8.2 There is an exchange of learning with farmers .				
Criteria : Good – There is a communication in system and becoming the leader in working	8.3 To install the Best Practice with the network.				
Medium –There is thinking systematically.					
Improve –There is no thinking process in the system . .					

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
9.To become the leader in developing personals , worker , job and organization. Indicator : There is a learning and the leader to improve and develop the personals , workers, jobs and organization to go with the situations and to meet with the targets. Criteria : Good – There is a new form and a new choice in developing the personals , workers , jobs and organization. Medium – There is a choice in developing the personals, workers , jobs and organization . Improve – There is a development, but there is no complete.	9.1 Build a new form for developing oneself.				
	9.2 There is a learning method to develop the personals.				
	9.3 Build a process to develop jobs and organization.				
	9.4 There is a success from leading in development.				

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
1.Bring learning to farmers. Indicator: There is a process to set up a learning atmosphere scheme for farmers , in which causing a learning network and the Best Practice in agricultural profession for them. Criteria : Good – There is a setting –up of a learning process and a learning network Medium –There is a learning building. Improve – There is no a learning stage and a learning building.	1.1 Set-up a learning exchange stage . 1.2 Build an atmosphere for learning . 1.3 Expansion of a learning result. 1.4 Build a learning network. 1.5 Building the Best Practice for a learning .				0.6
2.Moral and ethics. Indicator : There is a moral and ethic system , including equality , in working. Criteria : Good - There is an moral and	2.1 Sympathize and understand other persons. 2.2 Becoming equal and justice to every person . 2.3 There is an				0.8

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
ethics as well as equality in working . Medium – There is a moral and ethics in working. Improve – There is a moral or ethics in workin.	believable and trusty manner .				
3.Devote and sacrifice oneself for agriculture. Indicator : Devote and sacrifice oneself, both the body and mind , to work inside and outside the official time. Criteria : Good – There is always a devoting and a sacrifice oneself for working . Medium – Devote and sacrifice oneself . Improve –There is no devoting and no sacrifice oneself .	3.1 Devote the body ability for agriculture . 3.2 Work outside the official time . 3.3 Offer personal property . 3.4 Try to work at most for good general results of every persons.				1.0

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
4. Leading in communication.	4.1 Begin in relation.				1.0
Indicator : There is a capability in communication ,both inside and outside organization, aiming to meet the success and cooperation among workers in the organization both inside and outside as well.	4.2 There is working together with others .				
	4.3 There is a success in working together with other persons .				
	4.4 There is a network linking to other persons .				
Criteria : Good – There is a good relationship in working both inside and outside the organization . Medium - There is a relation inside the organization . Improve – There is no relationship both inside or outside the organization .					

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
5.Ability in persuading others ‘ minds. Indicator : There is a capability in persuading others ‘ minds to change their behaviors to let works meet the target success. Criteria : Good – There is a persuading of others’ minds to conduct works with satisfaction . Medium – There is a persuading of others’ minds to adjust in working . Improve – There is no any persuading of others in working .	5.1 There is an experience of speaking .				0.8
	5.2 Changing the farmer behaviors .				
	5.3 There is a success of persuading				
	5.4 There is a cooperation with farmers				
6.To become oneself as an example for farmers. Indicator : There is setting oneself ‘s practice able to become	6.1 Setting up the suitable oneself . 6.2 Advising in working for farmers 6.3 Changing the farmers’ behaviors .				0.6

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
a good example to farmers , in term of thinking , working and changing on farmers behaviors.	6.4 Establish the good example farmer network.				
Criteria : Good – Becoming a good example and a good advice to farmers . Medium –Becoming an example and an adviser to farmers . Improve – It can not become an example or an pointing out for farmers .					
7.Becoming a discipline person.	7.1 Practice in accordance with the rules .				0.8
Indicator : Practicing oneself strictly in the discipline and getting the satisfaction from the commander.	7.2 Build the disciplines in a teamwork .				
Criteria : Good – Those are seen to observe the discipline fully until they are	7.3 To become an example of observing the discipline in teamwork.				

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
praised by others . Medium – Able to observe strictly on the discipline . Improve – Sometime , they could no observe the discipline .	7.4 He or she has ever been investigated about their discipline .				
8. Transferring the knowledge. Indicator : There is a knowledge and capability in transferring various knowledge to farmers in order to let them practice according to that knowledge and meet the success. Criteria : Good – There is a capability in transferring the knowledge for farmers and they can well practice on that knowledge . Medium - There is ability in transferring	8.1 Understand the transferring 's measure . 8.2 There is an experience in transferring the knowledge . 8.3 There is an art in transferring the knowledge . 8.4 The success occurred to farmers.				0.8

Table 8 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
that knowledge .					
Improve – The ability					
in transferring can be					
partly conducted					

Table 9 Analyzing the indicator 's similarity index in each dimensions of the KLESS
Model Third dimension : Competency of EQ Core Competency

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
1.Emotional qualification.	1.1 Understanding oneself and others .				1.0
Indicator : Able to understand oneself , to control oneself and to understand others very well including having a self faith and a good oneself attitude , works and farmers.	1.2 Controlling oneself 's emotion.				
	1.3 There is a good attitude to oneself .				
	1.4 There is a good attitude to farmers .				
Criteria : Good – There is an emotional qualification , an ability to control oneself and an understanding other					

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
persons in working . Medium – There is an emotional qualification to control oneself . Improve - There is no emotional qualification to control oneself					
2.Carefulness and patience. Indicator : There is a working psychology used creating attraction , morale and willpower for farmers. Criteria : Good – Use psychology in working to build attraction , morale and willpower for farmers . Medium – Understand on how to build attraction and morale and willpower for farmers Improve – There is no understanding on how to work or seeing value of farmers.	2.1 There is an addition of attraction for farmers . 2.2 See values of farmers 2.3 There is an creating morale for farmers. 2.4 Being a careful person. 2.5 Being a calm person				0.8

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
3. Positive thinking . Indicator : There is a positive thinking process, being the optimism, creating a new thing in working system. Criteria : Good – There is a good attitude such as becoming the optimism , including thinking a new thing in the world . Medium –There is a good attitude , becoming the optimism including creating new things in the world . Improve – There is no good attitude , seeing all things pessimism or there is no building a new thing in the world .	3.1 There is a creative thinking to support farmers. 3.2 Becoming an optimism person. 3.3 Build a new thing in working.				0.8
4.Using the moral issue leading oneself. Indicator : Using moral issues leading in	4.1 Provide justice and equality. 4.2 Work with transparency .				0.8

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
working such as giving equality and justice to every persons	4.3 There is a morale issue leading oneself .				
Criteria : Good –Using moral issues and ethics leading works including equality and justice . Medium – Using moral issues and ethics leading works. Improve – No using moral issues and ethics leading works.	4.4 Using the moral system in working .				
5.Consciousness in working.	5.1 Conduct benefits for the majority .				
Indicator : There is a responsibility by seeing benefits of majority more than personal benefits and working on duty with intention and agreeing to sacrifice every thing .	5.2 Sacrifice oneself for works .				
	5.3 Concentrate on the success of works .				
	5.4 Have a real intention to become responsible for works.				
Criteria : Good – There is responsibility for the majority works , paying intention and					

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
scarification to works .					
Medium – There is responsibility for the majority work.					
Improve – There is no responsibility to the majority work .					
6.Self confidence.	6.1 There is an understanding in works .				1.0
Indicator : There is a good mind in working and is favorable by the society .	6.2 There is a system in working.				
Criteria : Good – There is moral issues to work , having a good mind and self confidence .	6.3 Polite and become gentle to farmers .				
Medium : There is a system in working , having a good mind and self confidence .	6.4 Self confidence.				
Improve – Lack of self confidence in working .					
1. Mindfulness controls oneself.	1.1 There is mindfulness in speaking .				1.0
Indicator : There is a mindfulness in thinking and doing on what is	1.2 There is mindfulness in				

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
right and in supporting desires of farmers, including daring to refuses on what is the wrong thing and holding up on oneself wisdom .	proposing the works. 1.3 Dare to do what is right . 1.4 Refuse what is wrong. 1.5 There is mindfulness on oneself in continuing life .				
Criteria : Good – There is a mindfulness in thinking , speaking and doing including delivering works perfectly . Medium – There is mindfulness in thinking , speaking and doing together with delivering works . Improve – There is no mindfulness in thinking , speaking and doing together with delivering imperfect works.					
2. Give an honor to others.	2.1 Respecting an honor in oneself .				1.0
Indicator : There is an honor in oneself and an honor given to others ,	2.2 Give an honor to others . 2.3 Respect ranks				

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
including understanding of others .					
an importance of human being .	2.4 Keep on oneself honor and others.				
Criteria : Good –					
Giving and keeping an honor in oneself and others very well.					
Medium – There is an giving honor and keeping an honor to oneself and others .					
Improve – There is a part to give and keep the honor for oneself and others .					
3.Helpful mind.	3.1 There is a giving.				0.8
Indicator : There is a good and helpful mind , including mercy to surrounding persons .	3.2 Becoming a good mind.				
	3.3 Becoming a mercy to others .				
	3.4 Help for farmers .				
Criteria : Good –					
Becoming a good mind and always becoming helpful to surrounding persons .					
Medium – Being a beautiful mind .					

Table 9 (Continued)

Indication / criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
Improve – There is no the helpful and mercy mind to others .					
.Emotion is good and smiling.	4.1 Becoming a good emotion.				0.8
Indicator : Becoming a stable emotion including smiling to others on which able to work amid various conflicts .	4.2 Becoming the comedy emotion .				
	4.3 Able to manage on oneself emotion.				
Criteria : Good – Smiling and unchanging to any emotion pressures , the emotion is stable.	4.4 Ready to work in pressuring situation.				
Medium – Smile and unchanging to what pressure on working.					
Improve – No smiling or changing to what pressure in working.					

Table 10 Analyzing the indicator 's similarity index in each dimension of the KLESS Model Fourth dimension : Competency on skill capable to work Core Competency

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
1. There is high thinking skill. Indicator : There is a thinking skill of 10 dimensions developing and adjusting the attitude process in working with farmers perfectly Criteria : Good –A thinking system in 10 high dimensions each is used. Medium – Able to use high thinking system. Improve – There is no usage of the high thinking system.	1.1 Thinking in the viewing process 1.2 Thinking on a new system. 1.3 Producing a thinking system in solving the problem. 1.4 There is an analyzing thought				1.0
2. Skill is used on the agricultural system. Indicator : There is a skill in working with farmers and understanding on agricultural matters, including capability of	2.1 Understanding the agricultural system 2.2 Knowing the agricultural systems 2.3 Applying the agricultural system for farmers.				1.0

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
<p>working to drive farmers to meet the satisfaction and meet their success .</p> <p>Criteria : Good – There is a success of changing behaviors of farmers stemming from using their skill , knowledge and capability .</p> <p>Medium : Changing farmers’ behaviors by entering the farmers ‘ agricultural system .</p> <p>Improve – There is no changing behaviors of farmers or no understanding the agricultural system .</p>					
<p>3. There is a skill in management of agricultural business</p> <p>Indicator : Ready for the working change to deal with agricultural business generally for the purpose of additional value occurring deriving</p>	<p>3.1 Know agricultural market systems.</p> <p>3.2 Adjusting the production according to the market needs</p> <p>3.3 Managing the balance of the</p>				0.6

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
from working .	agriculture's				
Criteria : Good –Able	Demand / Supply.				
to create roles on	3.4 Create				
agricultural business in	additional values to				
general and there is an	agricultural				
additional value as well.	production.				
Medium – Create the					
roles in agricultural					
business in the majority					
and increase additional					
value .					
Improve – Create the					
roles in agricultural					
business in majority and					
add some values .					
4. There is skill in	4.1 Build the				0.8
management of	occasion in learning.				
knowledge to support	4.2 Manage the				
agricultures.	learning process for				
Indicator : There is a	farmers .				
knowledge , skill and	4.3 Create a				
building the knowledge	channel of exchange				
managing process for	the learning .				
farmers as well as the	4.4 Create the Best				
learning network and a	Practice from				
channel of changes ,	learning				
learning and transferring					

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
the knowledge used for successful conduction					
Criteria : Good – Able to manage the learning on which is able to generate learning and building the Best Practice in working .					
Medium – Able to manage the knowledge, occurring the learning and creating the Best Practice in working.					
Improve –Able to manage some learning on which caused the learning appearance and finally create some of the Best Practice in works.					
5.The great issues of scholarship.	5.1 There is skillful hearing in analyzing .				0.8
Indicator : There is a special efficiency in thinking , hearing , writing and reading and	5.2 There is a skill in thinking efficiently .				

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
they are brought to be transferred and adjusted for working for the purpose of meeting the success , continually	5.3 There is a skill in conversation and an exchange of knowledge				
Criteria : Good -Those scholar matters are used for developing works and for meeting the success .	5.4 There is a skill of noting working information.				
Medium – Those scholar issues are used to develop works .					
Improve – No using those scholar issues in working .					
6. There is a skill on managing the Team Work.	6.1 There is a skill on building a teamwork.				0.8
Indicator : There is an setting up the team and developing the team as well as administrating the team , building and conducting in teamwork successfully .	6.2 A skill on developing teamwork				
	6.3 Running teamwork to meet efficiencies .				

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
Criteria : Good –There is a team working and there is running the team to become the capable team, continually . Medium – There is a working in team . Improve – There is a teamwork but no continually or there is no efficiency .	6.4 Administrating the activities fully at the network to support agricultural fields .				
7. There is a skill supporting the agricultural issues. Indicator : There is an efficiency to support agriculture to meet the success , able to change farmers ‘ behaviors and to increase the additional value of the supported works , clearly	7.1 The skill in creating recognition to farmers . 7.2 The skill in changing farmers ‘ behaviors . 7.3 The skill in transferring supports of the agricultural issues				1.0
Criteria : Good – Success in every level supporting the changes of farmers ‘s behaviors and occurring additional					

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
value .					
Medium – Success in every level supporting to change farmers ‘ behaviors.					
8.The skill in communication.	8.1 Communication in term of the fully running conduction.				0.8
Indication :There is a relationship between farmers and completely supporting of the organization in which causes the meeting of success.	8.2 Create cooperation from the related persons				
Criteria : Good – There is a success of communication to be recognized by farmers .	8.3 Create the process related to the conduction .				
Medium – Able to communicate in working.					
Improve – There is no perfect in connection.					
9.The skill on strategy planning.	9.1 The skill on the attitude to conduction .				0.6
Indicator :There is a skill in a strategy	9.2 The skill in				

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
planning and bringing that strategy to be adjusted for using in working in order to meet the success.	analyzing the SWOT Analysis 9.3 The skill on planning in term of the strategy .				
Criteria : Good – Develop the strategy planning to meet the success . Medium –Able to develop the strategy planning in working . Improve – There is no developing the strategy planning in working .					
10.The skill in solving the problems of farmers .	10.1 Concentrate on the farmers' problems .				0.6
Indicator : The process in solving the problem is used systematically and reducing the problems which can be recognized by the farmers.	10.2 Analyzing the problem system of farmers .				
	10.3 The skill on managing in solving the problems.				
	10.4 The skill on assessment of				
Criteria : Good – There is a process to solve problems and farmers					

Table 10 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	to improve	IOC
recognized it . Medium – There is a process in solving the problems. Improve – There is no a process solving the problems continually .	solving the problems.				

Table 11 Analyzing the indicator ‘s similarity index in each dimension of the KLESS Model Fourth dimension : Competency on skill capable to work Functional Competency

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
1.The skill in managing the exchanging-learning stage. Indicator : Create the occasion and a channel in exchanging the learning for those involving including transferring the learning stemming from exchanging and learning to become the conduction.	1.1 Planning the exchange and learning stage . 1.2 The skill on building a channel of exchange - learning . 1.3 The skill in conclusion of the knowledge . 1.4 The skill in				0.8

Table 11 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
Criteria : Good – Create occasion for exchanging , learning and the knowledge become the occurred systematically . Medium – Create occasion of exchanging and learning including the channel of exchange the learning Improve – There is no occasion of exchange and learning .	transferring the knowledge to become the conduction.				
2.Managing on term of policy. Indicator : Conduct along the policy and modifying the policy to the conduction in dealing with the agricultural land desired to meet the targets in accordance with the policy.	2.1 Analyzing , planning and managing the policy. 2.2 Analyzing or synthetize the policy process . 2.3 Bringing the policy to the conduction .				0.8
Criteria : Good – There is a modifying the policy for every conduction which is done well . Medium – Modifying the policy to the conduction . Improve – There is no	2.4 Assessing the result in term of the policy .				

Table 11 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
modifying the policy to the conduction .					
3.The skill in communication.	3.1 Developing the communication				1.0
Indicator : There is an building all communication systems to meet the success in accordance with targets .	system 3.2 Using the communication process				
Criteria : Good – Using all communication process to meet the success of works .	3.,3 Developing the communication system				
Medium – Able to use the communications.	3.4The success of the communication				
Improve – Able to communicate, but the work does not meet the success.					
4.Working with the community people.	4.1 There is a good relationship with the community.				1.0
Indicator : There is a skill in entering the region, working together with the community and the people in the community recognize the success of works with the real cooperation.	4.2 The community provided cooperation.				
	4.3 There is a result of working with the community.				
Criteria : Good – Working with the community people					

Table 11 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
and the people gave the communication .					
Medium – Working with the community and the community people provided some cooperation.					
Improve – Working with the community and the people of the community do not provide cooperation .					
5.The skill on the facilitator of farmers.	5.1 Give a good advice to farmers .				0.8
Indicator : There is ability in advising and working with farmers closely both in the time of suffering and happiness .	5.2 There is confident in farmers .				
	5.3 Becoming a good consultant .				
Criteria : Good – Becoming the facilitator who has lived with farmers all the time .					
Medium – Becoming the facilitator who lived with farmers for some time .,					
Improve – There is no facilitator to live with farmers all the time .					

Table 11 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
6.Resources of local wisdom.	6.1 There is an understanding the local wisdom.				0.8
Indicator : There is a knowledge , capability and efficiency in adjusting the local wisdoms in each areas for supporting to meet the success .	6.2 There is developing the local wisdom .				
Criteria : Good – Ability and efficiency in adjusting the local wisdom for use in areas and meeting the success .	6.3 There is an applying the local wisdom .				
Medium – The ability and efficiency to adjust the local wisdom to be used in the areas and meet the success .	6.4 There is a result of using the local wisdom .				

Table 12 Analyzing the indicator 's similarity index in each dimension of the KLESS
Model Fifth dimension : Competency for smart Core Competency

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
1. Characteristic	1.1 Ability in				0.6
Indicator : There is a good characteristic, which is special manner, to be able to create the trusty and faith for farmers .	setting up oneself.				
	1.2 Good dressing.				
	1.3 Good looking.				
	1.4 Farmers have belief and have a				
Criteria : Good – There is a faith .					
good favorable and trusty					
character for farmers .					
Medium – There is a					
favorable characteristic .					
Improve – There is an					
unfavorable character and					
trust for farmers .					
2. Good behaviors.	2.1 Becoming a				0.6
Indicator : Practicing oneself is a good example by using some Dhamma in working together with others and there is discipline , sacrifice, patience , moral and ethics in working with farmers .	good example to farmers .				
	2.2 There is a good behavior .				
	2.3 There is a discipline in working				
	2.4 There is moral and ethics .				
Criteria : Good –					
Becoming an example for					
using Dhamma on oneself					

Table 12 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
behaviors , sacrifice , patience , moral and ethics in working . Medium – Becoming a good sample to observe the discipline , sacrifice and patience . Improve – Becoming an example of less using the four Brahmavihara , the four Iddhipada , moral and ethics in working.					
3.Support morals .	3.1 There is a				0.6
Indicator : Becoming the strong supporter on using moral and ethics and goodness in working with farmers .	favorable moral quality . 3.2 Creating 3.3 thinking for farmers to do good.				
Criteria : Good - Becoming a good supporter of moral and ethics . Medium – Able to become a supporter on moral and ethics . Improve – No becoming a supporter on moral and ethics.	3.4 There is moral to support farmers .				

Table 12 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
4.Soul in working .	4.1 There is an ideal				1.0
Indicator : There is an intention , concentration with soul in working to let work meet the success .	4.2 Paying intension and sacrifice .				
There is no retreating because of obstacles , seeing the success of works and their results for farmers as the important target	4.3 Supporting important persons.				
Criteria : Good – There is high soul in working.	4.4 There is result of works to become interests for farmers .				
Medium – There is a medium soul in working .					
Improve – there is less soul in working .					
5. Scholar	5.1 There is scholar				
Indicator : There is a scholar in every dimension working , able to bring the scholar in working to meet the success and occurring results of the Best Practice .	5.2 Knowing about the society				
	5.3 Knowing the community of the people .				
Criteria : Good – There is scholar in each dimension of working and working to meet the success of the Best	5.4 Knowing the society.				

Table 12 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
Practice					
Medium - There is a scholar in every dimension of working and working to meet the success .					
Improve –There is no scholar in every dimension of working and not able to work for the success .					
1.Creating faith to others	1.1 Building understanding to farmers				0.6
Indicator : Building a good attitude , trust and faith for developing works and changing behaviors of farmers .	1.2 Building recognition for farmers.				
Criteria : Good – Building a good faith for farmers , workers , profession and concerned officials.	1.3 There is a good attitude to farmers .				
Medium – Able to build faith for farmers , workers , profession and concerned officials .	1.4 Build a good behavior in work supporting the agricultural .				
Improve – There is no able to build faith for farmers , workers , profession and concerned officials					

Table 12 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
2. Advancing work	2.1 Planning				0.6
Indicator : Having a knowledge and understanding , ability in advancing working , ability in transferring knowledge and ready to work for meeting the success.	working in advance. 2.2 Using information in working .				
Criteria : Good – Able to work seen by farmers . Medium : There is able to work. Improve – There is no capable to work.	2.3 Using a crisis to become a good chance to support the agricultural. 2.4 Giving advancing information to farmers .				
3. There is an ideal of supporting.	3.1 There is a soul supporting the agricultural .				1.0
Indicator : There is oneself ideal , intension and conduction to support according oneself ideal to meet the success .	3.2 There is ideal to work for the agricultural. 3.3 Paying intension to support the work qualities for the agricultural .				
Criteria : Good – There is a success stemming from the good ideal . Medium – There is intention of working . Improve – There is not a					

Table 12 (Continued)

Indicator / Criteria	Check List	Level of evaluation			
		good	medium	To improve	IOC
success stemming from ideal to become the supporter of the agricultural.					
4. There is interest and is seeking more knowledge.	4.1 Interesting changes of the community .				0.8
Indicator : There is a desire to hear , speaking , thinking , writing and remembering .	4.2 Following the social important movement.				
Use the scholar important issues to work completely.	4.3 Developing oneself continually .				
Criteria : Good – There is good scholar important issues to work .	4.4 Build the learning organization and supporting the agricultural .				
Medium – Use those scholar important issues to work .					
Improve – No using the scholar important issues to work .					

$$\text{Formula IOC} = \frac{\sum R}{N}$$

R = base of specialists .

N = the number of specialists Suitable IOC is 0.5 up.

To construct the Agricultural Extensionists' Development Curriculum

The curriculum development 3 Process Design

1. The curriculum Factor Analysis with 5 Module

2. The training curriculum structure each module follows :

2.1 Name of the module

2.2 Module objective

2.3 Module Scope

2.4 Learning Activity

2.5 Measurement Activity

3. The curriculum evaluation with index of congruence analysis by 12 expertise: IOC Level > 0.6-1.00 for all Perspectives.

The Document of Agricultural Extensionists' Development Curriculum

The researcher to development the document of curriculum training for development Agricultural Extensionists' characteristic by classify 5 Module follow

Module 1 : To development Knowledge Competency of Agri-Ext

Module 2 : To development Leadership Competency of Agri-Ext

Module 3 : To development Emotional Competency of Ag-Ext

Module 4 : To development Working Skill Competency of Agri-Ext

Module 5 : To development Smartness Competency of Agri-Ext

The training curriculum structure

Module 1 : The management and Agricultural Extension knowledge

Scope of Subject

1. Knowledge Management and Policy Deployment
2. The Agricultural Extension and Agricultural Business context
3. Thinking knowledge and working psychology

Module 2 : The Leadership and Networking Management

Scope of Subject

1. The Leadership and Organization Development
2. The Problem solving and proactive working
3. Network Management and working Merit

Module 3 : The EQ and Human Relationship

Scope of Subject

1. The Emotion maturity and working mind
2. The Creative thinking and self confidence
3. Human relationship and the Network relation

Module 4 : The Communication Skill and The Agri-Extension Management

Scope of Subject

1. The Agri-Extension knowledge management
2. The Problem solving and Team working skill
3. The Communication and coordinative skill

Module 5 : The Personality and Spiritual of Agri-Extensionists'

Scope of Subject

1. The Personality of Agricultural Extensionists'
2. The Spiritual and Ethics
3. The discipline and Self divested learning skill

The Learning Activity

1. The Academic Lecture
2. Group Process
3. Case Studies
4. Mini-Walk Rally
5. Learning Presentation

The Evaluation Activity

1. Learning Participation
2. Case Studies Presentation
3. Learning Achievement

The Measurement Method

1. Training Registration
2. Case Studies Evaluation
3. The Participation Observation
4. The Learning Interview
5. The Past-Training Evaluation
6. The Leadership checklist
7. The Competency KPI

Table 13 IOC of Curriculum

1= suitable 0= not-sure -1=un suitable

step	element	IOC
1	Curriculum Name	0.80
2	Curriculum Philosophy	0.60
3	Curriculum Objective	1.00
4	Module1 (K)	0.80
5	Module2 (L)	0.80
6	Module3 (EQ)	0.60
7	Module4 (S)	0.80
8	Module5 (Sm)	0.80
9	Subject Detail	
	9.1.1 Knowledge in thinking and soul in work	0.80
	9.1.2 Agri-Ext and Agri-Bussiness	0.80
	9.1.3 KM and Policy management	0.60
	9.2.1 Leadership and organization capacity development	1.00
	9.2.2 Systematic of problem solving	1.00
	9.2.3 Networking management	1.00
	9.3.1 EQ	1.00
	9.3.2 Creative thinking and self confident	0.80
	9.3.3 Relationship with networking	0.60
	9.4.1Ad-ext Communication	0.80
	9.4.2 Team work	0.60
	9.4.3 Ad-ext KM	0.60
	9.5.1 Ad-ext Personality	0.80
	9.5.2 Ad-ext soul and merit	0.80
	9.5.3 Moral in work	0.80

Phase II Developing Agricultural Extensionists' by training

Training Evaluation Agricultural Extensionists' Developing Curriculum

Course Training Evaluation

The research training with Agri-Ext in Samutproknan Province 31 persons timing 4 day 40 hours and networking who working with Agri-Ext 100 persons and evaluation in topics are as follows:

1. The learning Evaluation
2. The Past Training Evaluation
3. The Leadership Evaluation
4. The Agri-Ext Personality Evaluation
5. The farmers Satisfaction Evaluation
6. The Competency level Evaluation as follows

Table 14 The Learning Evaluation

Evaluation	Understand %	Non- Understand %
1. Course Objective understanding	96.7	3.3
2. Learning Activity understanding	96.7	3.3
3. Learning Participation	100	-
4. Role and Function understanding	96.7	3.3
5. Learning Process understanding	90	10
6. Subject Learning Process understanding	93.3	6.7

From table we can mention that the Agri-Ext who passed the course can be understanding in learning participation 100% and understanding course objective, learning activity ,role and function 96.7% and the last subject learning process and learning process 90%.

Table 15 The Past training (1 month) Evaluation

Evaluation aspect	Level of Evaluation			
	Good	Medium	To be improved	Average
1. Working System understanding	24	7	-	2.77
2. Knowledge Implementation	24	7	-	2.77
3. System working Planning	11	9	0	1.64
4. Pre-Briefing of working	16	15	0	2.51
5. Out – come Evaluation process	21	10	0	2.67
6. Stakeholder working presentation	15	16	0	2.48
7. Systematic Thinking for work	16	15	0	2.51
8. Problem solving skill	21	10	0	2.67
9. Working knowledge Satisfy	22	9	0	2.7
10. Working outcome Appreciate	24	7	0	2.77
Criteria	1.00-1.50	=	To be improved	
	1.51-2.50	=	Medium	
	2.51-3.00	=	Good	

From table we can mention the Ag-Ext who passed the course good level all topics accept in system working planing are medium.

Table 16 The Leadership Evaluation

Evaluation aspect	Level of Evaluation			
	Good	Medium	To be improved	Average
1. Working Leader	20	11	0	2.64
2. Working Vision	21	10	0	2.67
3. New thinking process of Working	16	15	0	2.51
4. Farmer Network Leading	23	8	0	2.74
5. Problem solving Ready	22	9	0	2.7
6. Agri- Extension Leader	21	10	0	2.67
7. Working Problem Adversity	23	8	0	2.74
8. Farmers Persuasive Skill	22	9	0	2.7
9. Organization Development Leader	20	11	0	2.64
10. Leading Satisfy	21	10	0	2.67

From table we can mention that the Ag-Ext who passed the training good level for all perspectives.

Table 17 The Agri-Ext Personality

Evaluation aspect	Level of Evaluation			
	Good	Medium	To be improved	Average
1. Good Health (Body & Mind)	29	3	0	3.00
2. Good EQ	26	5	0	2.83
3. Cool of calm mind	23	8	0	2.74
4. Human Relationship	26	5	0	2.84
5. Good Attitude to the farmers	24	7	0	2.90
6. Social skill Personality	28	3	0	2.77
7. Good Attitude to the function	25	6	0	2.80
8. Good Mind for the farmers	27	4	0	2.87
9. Good Communication to the Farmers	26	5	0	2.83
10. Self Satisfy for the personality	24	7	0	2.77

From table we can mention that the Ag-Ext who passed the training good level for all perspectives.

Table 18 The Farmer Satisfaction Evaluation

(N = 100)

Evaluation aspect	Level of Evaluation			
	Good	Medium	To be improved	Average
1. Agri- Ext Personality	95	5	0	2.95
2. Agri- Ext Thinking System	90	10	0	2.9
3. Agri- Ext Ability	92	8	0	2.92
4. Agri- Ext Skill	98	2	0	2.98
5. Agri- Ext Leadership	88	12	0	2.88
6. Agri- Ext Problem solving	95	5	0	2.95
7. Agri- Ext Attention	95	5	0	2.95
8. Agri- Ext Counseling	100	0	0	3
9. Agri- Ext Emotional	100	0	0	3
10. Agri- Ext Smartness and Clever	92	8	0	2.92

From table we can mention that the farmer who working with the Ag-Ext had Satisfy in good level all perspectives.

Conclusion after the Agri- Ext passed training course they can improved or change behavior to be good with KLESS competency model as follow : Knowledge Leadership Emotional Skill and Smartness in good level evaluation.

The result of Agri-Ext characteristic KPI each dimension

1. Evaluation dimension

1.1 K competency Core-Functional

1.2 L Leadership Core-Functional

1.3 E EQ Core-Functional

1.4 S Skill Core-Functional

1.5 S Smart Core-Functional

2. Element of evaluation System

2.1 KPI

2.2 3 Level of evaluation

2.2.1 Good

2.2.2 Medium

2.2.3 to improve

Table 19 KPI in each dimensions of the KLESS Competency Model

First dimension : knowledge competency Core Competency

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
1.Understanding in producing the strategic schemes.	1. Have a vision .	29	0	2	2.87
	2. Have a clear practical measure .	26	0	5	2.68
	3. Able to practice really	26	0	5	2.68
2.Knowledge in high thinking.	2.1 Complete matters in 10 thinking dimensions.	0	17	14	1.55
	2.2 Clearness in explanation .	0	22	9	1.71
	2.3 Able to generate in accordance with the thinking system in reality	26	0	5	2.68
3.Understanding the truly agricultural meaning	3.1 Complete matters are produced in every dimensions.	0	21	10	1.68
	3.2 Clearness of all matters is produced in every dimensions.	0	19	12	1.61
4. Understanding on the administration policy to support the agricultural issues .	4.1 Generally involved situations.	30	0	1	2.94
	4.2 The fact point / problems.	28	0	3	2.81
	4.3 Solving /tendency	27	0	4	2.74
	4.4 Proposal .	28	0	3	2.81
	4.5 Academic subjects	30	0	1	2.94

Table 19 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
5.Knowledge on agricultural business issue.	5.1 Analyzing the fact.	29	0	2	2.87
	5.2 Analyzing the problem.	29	0	2	2.87
	5.3 Using the academic issue to become the reference.	0	19	12	1.61
	5.4 Producing the conclusion.	0	22	9	1.71
	5.5 Proposals.	26	0	5	2.68
6.Understanding on teamwork meaning.	6.1 Component of the team.	29	0	2	2.87
	6.2 Building the team managing system.	29	0	2	2.87
	6.3 Developing the team .	27	4	0	2.87
	6.4 Prolonging the team.	0	21	10	1.68
7.Understanding the psychology system.	7.1 The characteristic of the target persons.	29	0	2	2.87
	7.2 Analyzing the data.	30	0	1	2.94
	7.3 Adjusting the psychology system for working.	28	3	0	2.90
	7.4 Using a special technique to focus on psychology.	31	0	0	3.00

Table 19 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
8.Knowing works to support the agricultural fields .	8.1 System.	31	0	0	3.00
	8.2 Technique.	29	0	2	2.87
	8.3 Management and administration	28	0	3	2.81
	8.4 Clear explanation.	27	0	4	2.74
	8.5 Assessment.	27	0	4	2.74
1.Understanding the social important issue.	1.1 Understanding the social issue.	29	0	2	2.87
	1.2 Synthetizing or analyzing the social problems.	26	0	5	2.68
	1.3 The social behaviors.	29	0	2	2.87
2.Having a knowledge about the policy management. .	2.1 There is an understanding of the policy.	30	0	1	2.94
	2.2 There is a conduction on the policy	29	0	2	2.87
	2.3 Administration and changes according to the policy.	26	0	5	2.68
3.Knowledge for providing consults and advices to others.	3.1 Understanding the farmer problems.	31	0	0	3.00
	3.2 Analyzing the farmer problems.	31	0	0	3.00

Table 19 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	3.3 Knowing on how to solve the farmer problems.	29	0	2	2.87
4. Understanding the local wisdom of villagers.	4.1 Understanding the farmer's significant knowledge.	29	0	2	2.87
	4.2 Transferring the new knowledge.	0	24	7	1.77
	4.3 Applying the local wisdom.	25	0	6	2.61
5. Understanding the measures used for communication with others	5.1 Communication	30	0	1	2.94
	5.2 the central communication .	28	0	3	2.81
	5.3 Producing essences.	28	0	3	2.81
	5.4 Knowing the communication 's way.	28	0	3	2.81
	5.5 Knowing the results of the communication.	26	0	5	2.68
6. Understanding the management system of knowledge supporting agricultural issues.	6.1 Understanding of the knowledge managing.	31	0	0	3.00
	6.2 Building a learning stage..	31	0	0	3.00
	6.3 Developing the learning system.	29	0	2	2.87

Table 19 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	6.4 Building the best practice.	0	22	9	1.71

In the dimension of KNOWLEDGE for Agricultural Extortionists' is in the good level in core competency accept Knowledge in high thinking. And agri-bus in functional competency in the good level accept local wisdom and KM

Table 20 KPI in each dimensions of the KLESS Competency Model

Second dimension : the leader competency Core Competency

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
1.Leadership	1.1 Have a vision .	29	0	2	2.87
	1.2Dare to think /	29	0	2	2.87
	conduct.	30	0	1	2.94
	1.3Dare to lead the				
	changes.	31	0	0	3.00
	1.4To meet the				
	success and bring the				
	persons , who				
	conducted on the				
	measure to meet their				
	happiness.				

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
2. Readiness for conducting the challenging works.	2.1 There is a new thinking system.	25	0	6	2.61
	2.2 Concentrating on the new working system .	0	23	8	1.74
	2.3 Developing the good working behaviors.	23	0	8	2.48
	2.4 Building a new working system.	25	0	6	2.61
3.Leadership in solving the agricultural problems.	3.1 Bring analyzing the agricultural problem ‘s results to be considered carefully.	29	0	2	2.87
	3.2 Take the limited causes of the problem to be considered carefully.	31	0	0	3.00
	3.3 Take the understanding of agricultural problems to be considered carefully.	31	0	0	3.00
	3.4 Help release the farmer’ s suffering problems.	29	0	2	2.87

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
4.Leadership of developing the team working system.	4.1 Producing the clear working plan is a system	29	0	2	2.87
	4.2 Limiting the working process	26	0	5	2.68
	4.3 Transferring the working system	0	22	9	1.71
5.Becoming the team leadership.	5.1 There is a system to build a teamwork.	0	24	7	1.77
	5.2 There is a working in team.	25	0	6	2.61
	5.3 There is a network for the team.	0	19	12	1.61
6.The working vision.	6.1 There is a creative thinking .	26	0	5	2.68
	6.2 Build a new thing for working.	26	0	5	2.68
	6.3 There is a thinking system in working.	0	19	12	1.61
	6.4 There is a transferring of the vision	0	22	9	1.71
7.Relationship.	7.1 There is a good conduction with farmers	26	0	5	2.68
	7.2 He or she is favorable for farmers.	25	0	6	2.61

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	7.3 He or she is the faith of farmers .	27	0	4	2.74
	7.4 There is a communication outside	30	0	1	2.94
	7.5 There is a success on communication.	25	0	6	2.61
8.To become the leader in thinking.	8.1 There is a thinking measure to support the agriculture.	27	0	4	2.74
..	8.2 There is an exchange of learning with farmers.	30	1	0	2.97
	8.3 To install the Best Practice with the network.	0	23	8	1.74
9.To become the leader in developing personals , worker , job and organization.	9.1 Build a new form for developing oneself.	23	0	8	2.48
	9.2 There is a learning method to develop the personals.	26	0	5	2.68
	9.3 Build a process to develop jobs and organization.	0	22	9	1.71

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
1. Bring learning to farmers.	9.4 There is a success from leading in development.	0	22	9	1.71
	1.1 Set-up a learning exchange stage.	29	0	2	2.87
	1.2 Build an atmosphere for learning.	28	0	3	2.81
	1.3 Expansion of a learning result.	25	0	6	2.61
	1.4 Build a learning network.	0	24	7	1.77
	1.5 Building the Best Practice for a learning.	0	22	9	1.71
2. Moral and ethics.	2.1 Sympathize and understand other persons.	31	0	0	3.00
	2.2 Becoming equal and justice to every person.	31	0	0	3.00
	2.3 There is an believable and trusty manner.	30	0	1	2.94
3. Devote and sacrifice oneself for agriculture.	3.1 Devote the body ability for agriculture.	31	0	0	3.00
	3.2 Work outside the official time.	29	0	2	2.87

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	3.3 Offer personal property.	30	0	1	2.94
	3.4 Try to work at most for good general results of every persons.	30	0	1	2.94
	4.1 Begin in relation.	31	0	0	3.00
	4.2 There is working together with others.	31	0	0	3.00
4.Leading in communication.	4.3 There is a success in working together with other persons .	0	22	9	1.71
	4.4 There is a network linking to other persons.	26	0	5	2.68
	5.1 There is an experience of speaking.	29	0	2	2.87
	5.2 Changing the farmer behaviors.	0	18	13	1.58
5.Ability in persuading others 'minds.	5.3 There is a success of persuading	0	22	9	1.71
	5.4 There is a cooperation with farmers	29	0	2	2.87

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
6.To become oneself as an example for farmers.	6.1 Setting up the suitable oneself .	31	0	0	3.00
	6.2 Advising in working for farmers	31	0	0	3.00
	6.3 Changing the farmers' behaviors .	28	0	3	2.81
	6.4 Establish the good example farmer network.	27	0	4	2.74
7. Becoming a discipline person.	7.1 Practice in accordance with the rules	30	0	1	2.94
	7.2 Build the disciplines in a teamwork.	29	0	2	2.87
	7.3 To become an example of observing the discipline in teamwork.	24	0	7	2.55
	7.4 He or she has ever been investigated about their discipline .	29	0	2	2.87
8. Transferring the knowledge.	8.1 Understand the transferring 's measure .	30	0	1	2.94

Table 20 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	8.2 There is an experience in transferring the knowledge .	27	0	4	2.74
	8.3 There is an art in transferring the knowledge .	25	0	6	2.61
	8.4 The success occurred to farmers.	26	0	5	2.68

In Leadership the Agricultural Extensionists' good level accept to built new innovation, and teamwork systematic of thinking and best practice

Table 21 KPI in each dimensions of the KLESS Competency Model

Third dimension: Competency of EQ Core Competency

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
1.Emotional qualification.	1.1 Understanding oneself and others.	30	0	1	2.94
	1.2 Controlling oneself 's emotion.	30	0	1	2.94
	1.3 There is a good attitude to oneself .	30	0	1	2.94
	1.4 There is a good attitude to farmers.	31	0	0	3.00

Table 21 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
2.Carefulness and patience.	2.1 There is an addition of attraction for farmers .	30	0	1	2.94
	2.2 See values of farmers	31	0	0	3.00
	2.3 There is an creating morale for farmers .	27	0	4	2.74
	2.4 Being a careful person .	30	0	1	2.94
	2.5 Being a calm person	31	0	0	3.00
3. Positive thinking.	3.1 There is a creative thinking to support farmers.	30	0	1	2.94
	3.2 Becoming an optimism person.	30	0	1	2.94
	3.3 Build a new thing in working.	21	0	10	2.35
4.Using the moral issue leading oneself.	4.1 Provide justice and equality.	31	0	0	3.00
	4.2 Work with transparency.	31	0	0	3.00
	4.3 There is a morale issue leading oneself.	31	0	0	3.00

Table 21 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	4.4 Using the moral system in working.	31	0	0	3.00
5.Consciousness in working.	5.1 Conduct benefits for the majority.	31	0	0	3.00
	5.2 Sacrifice oneself for works.	30	0	1	2.94
	5.3 Concentrate on the success of works	30	0	1	2.94
	5.4 Have a real intention to become responsible for works.	31	0	0	3.00
6.Self confidence.	6.1 There is an understanding in works.	28	0	3	2.81
	6.2 There is a system in working.	30	0	1	2.94
	6.3 Polite and become gentle to farmers.	31	0	0	3.00
	6.4 Self confidence.	29	0	2	2.87
1. Mindfulness controls oneself.	1.1 .There is mindfulness in speaking.	29	0	2	2.87
	1.2 There is mindfulness in proposing the works.	26	0	5	2.68

Table 21 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	1.3 Dare to do what is right.	31	0	0	3.00
	1.4 Refuse what is wrong	29	0	2	2.87
	1.5 There is mindfulness on oneself in continuing life .	31	0	0	3.00
2.Give an honor to others.	2.1 Respecting an honor in oneself.	31	0	0	3.00
	2.2 Give an honor to others .	31	0	0	3.00
	2.3 Respect ranks of others .	31	0	0	3.00
	2.4 Keep on oneself honor and others.	31	0	0	3.00
3.Helpful mind.	3.1 There is a giving.	31	0	0	3.00
	3.2 Becoming a good mind.	31	0	0	3.00
	3.3 Becoming a mercy to others.	31	0	0	3.00
	3.4 Help for farmers.	31	0	0	3.00
4.Emotion is good and smiling.	4.1 Becoming a good emotion.	30	0	1	2.94
	4.2 Becoming the comedy emotion.	25	0	6	2.61

Table 21 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	4.3 Able to manage on oneself emotion.	28	0	3	2.81
	4.4 Ready to work in pressuring situation	28	0	3	2.81

From the table we can mention that in EQ characteristic the Agri-Ext in good level all perspective.

Table 22 KPI in each dimensions of the KLESS Competency Model

Fourth dimension : Competency on skill capable to work Core Competency

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
1. There is high thinking skill.	1.1 Thinking in the viewing process	24	0	7	2.55
	1.2 Thinking on a new system.	0	14	17	1.45
	1.3 Producing a thinking system in solving the problem.	0	17	14	1.55
	1.4 There is an analyzing thought.	0	22	9	1.71

Table 22 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
2.Skill is used on the agricultural system.	2.1 Understanding the agricultural system .	30	0	1	2.94
	2.2 Knowing the agricultural systems .	27	0	4	2.74
	2.3 Applying the agricultural system for farmers .	27	0	4	2.74
3.There is a skill in management of agricultural business	3.1 Know agricultural market systems .	0	20	11	1.65
	3.2 Adjusting the production according to the market needs	0	20	11	1.65
	3.3 Managing the balance of the agriculture's Demand / Supply.	0	20	11	1.65
	3.4 Create additional values to agricultural production.	25	0	6	2.61
4.There is skill in management of knowledge to support agricultures.	4.1 Build the occasion in learning .	0	21	10	1.68
	4.2 Manage the learning process for farmers .	29	0	2	2.87
	4.3 Create a channel of exchange the learning .	0	23	8	1.74

Table 22 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	4.4 Create the Best Practice from learning.	0	22	9	1.71
5.The great issues of scholarship.	5.1 There is skillful hearing in analyzing.	0	22	9	1.71
	5.2 There is a skill in thinking efficiently.	0	10	21	1.32
	5.3 There is a skill in conversation and an exchange of knowledge.	0	15	16	1.48
	5.4 There is a skill of noting working information.	0	19	12	1.61
6.There is a skill on managing the Team Work.	6.1 There is a skill on building a teamwork.	31	0	0	3.00
	6.2 A skill on developing teamwork	27	0	4	2.74
	6.3 Running teamwork to meet efficiencies.	25	0	6	2.61
	6.4 Administrating the activities fully at the network to support agricultural fields.	0	20	11	1.65

Table 22 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
7. There is a skill supporting the agricultural issues.	7.1 The skill in creating recognition to farmers	29	0	2	2.87
	7.2 The skill in changing farmers ' behaviors.	25	0	6	2.61
	7.3 The skill in transferring supports of the agricultural issues.	0	24	7	1.77
8. The skill in communication.	8.1 Communication in term of the fully running conduction.	29	0	2	2.87
	8.2 Create cooperation from the related persons.	30	0	1	2.94
	8.3 Create the process related to the conduction.	27	0	4	2.74
9. The skill on strategy planning.	9.1 The skill on the attitude to conduction.	28	0	3	2.81
	9.2 The skill in analyzing the SWOT Analysis.	28	0	3	2.81
	9.3 The skill on planning in term of the strategy.	0	23	8	1.74

Table 22 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
10.The skill in solving the problems of farmers .	10.1 Concentrate on the farmers' problems.	29	0	2	2.87
	10.2 Analyzing the problem system of farmers .	26	0	5	2.68
	10.3 The skill on managing in solving the problems.	27	0	4	2.74
	10.4 The skill on assessment of solving the problems.	0	20	11	1.65
1.The skill in managing the exchanging-learning stage.	1.1 Planning the exchange and learning stage .	30	0	1	2.94
	1.2 The skill on building a channel of exchange - learning.	28	0	3	2.81
	1.3The skill in conclusion of the knowledge.	27	0	4	2.74
	1.4The skill in transferring the knowledge to become the conduction.	24	0	7	2.55
2.Managing on term of policy.	2.1 Analyzing , planning and managing the policy.	0	24	7	1.77

Table 22 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
3.The skill in communication.	2.2 Analyzing or synthetize the policy process.	0	24	7	1.77
	2.3 Bringing the policy to the conduction.	0	24	7	1.77
	2.4 Assessing the result in term of the policy.	0	16	15	1.52
	3.1 Developing the communication system.	0	23	8	1.74
	3.2 Using the communication process.	25	0	6	2.61
	3.3 Developing the communication system.	27	0	4	2.74
	3.4The success of the communication.	0	22	9	1.71
4.Working with the community people.	4.1 There is a good relationship with the community.	0	24	7	1.77
	4.2 The community provided cooperation.	31	0	0	3.00

Table 22 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	4.3 There is a result of working with the community.	30	0	1	2.94
5.The skill on the facilitator of farmers.	5.1 Give a good advice to farmers.	27	0	4	2.74
	5.2 There is confident in farmers .	31	0	0	3.00
	5.3 Becoming a good consultant.	31	0	0	3.00
6.Resources of local wisdom.	6.1 There is an understanding the local wisdom.	28	0	3	2.81
	6.2 There is developing the local wisdom.	27	0	4	2.74
	6.3 There is an applying the local wisdom.	28	0	3	2.81
	6.4 There is a result of using the local wisdom	26	0	5	2.68
In EQ the AE good level					

Table 23 KPI in each dimensions of the KLESS Competency Model Fifth dimension : Competency for smartness Core Competency

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
1. Characteristic	1.1 Ability in setting up oneself.	31	0	0	3.00
	1.2 Good dressing.	30	0	1	2.94
	1.3 Good looking.	28	0	3	2.81
	1.4 Farmers have belief and have a faith.	30	0	1	2.94
2. Good behaviors.	2.1 Becoming a good example to farmers.	29	0	2	2.87
	2.2 There is a good behavior.	31	0	0	3.00
	2.3 There is a discipline in working	30	0	1	2.94
	2.4 There is moral and ethics.	31	0	0	3.00
3. Support morals	3.1 There is a favorable moral quality.	26	0	5	2.68
	3.2 Creating thinking for farmers to do good.	26	0	5	2.68
	3.3 There is moral to support farmers.	30	0	1	2.94
4. Soul in working	4.1 There is an ideal and intention.	31	0	0	3.00
	4.2 Paying intension and sacrifice.	31	0	0	3.00

Table 23 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
5. Scholar	4.3 Supporting farmers to become important persons.	31	0	0	3.00
	4.4 There is result of works to become interests for farmers	30	0	1	2.94
	5.1 There is scholar in majority works.	30	0	1	2.94
	5.2 Knowing about the society	30	0	1	2.94
	5.3 Knowing the community of the people	27	0	4	2.74
	5.4 Knowing the society.	27	0	4	2.74
	1.1 Building understanding to farmers	31	0	0	3.00
	1.2 Building recognition for farmers.	30	0	1	2.94
1. Attitude	1.3 There is a good attitude to farmers.	28	0	3	2.81
	1.4 Build a good behavior in work supporting the agricultural.	30	0	2	2.97

Table 23 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
2. working strategy	2.1 Planning working in advance.	29	0	2	2.87
	2.2 Using information in working.	31	0	0	3.00
	2.3 Using a crisis to become a good chance to support the agricultural.	30	0	1	2.94
	2.4 Giving advancing information to farmers.	31	0	0	3.00
3. There is an ideal of supporting.	3.1 There is a soul supporting the agricultural	26	0	5	2.68
	3.2 There is ideal to work for the agricultural.	26	0	5	2.68
	3.3 Paying intension to support the work qualities for the agricultural.	30	0	1	2.94
4. There is interest and is seeking more knowledge.	4.1 Interesting changes of the community.	31	0	0	3.00
	4.2 Following the social important movement.	31	0	0	3.00

Table 23 (Continued)

KPI	criteria	Level of evaluation			
		good	medium	To improve	average
	4.3 Developing oneself continually .	31	0	0	3.00
	4.4 Build the learning organization and supporting the agricultural .	30	0	1	2.94

In the dimension of SMART for Agricultural Extensionists' is in the good level in both core competency and functional competency: so can be concluded that in 5 dimensions, mostly the Agricultural Extensionists' passed the evaluation in the good level.

The Evaluation of AE network.

The researcher has followed up and evaluated the AE's net work who passed the training Course in "The characteristic development of the Agricultural Extensionists' follows KLESS Competency Model both in network building process and results from the capacity development in network member of Agricultural Extensionists' are as follows:

1. Network building process of Agricultural Extension work The AE who passed the three months training course has utilized the knowledge and skills to develop the network in agricultural extension by supporting and promoting for more quality inside the community by evaluating the management process in agricultural extension network development and work with farmer as follows.

Table 24 Evaluation result Agricultural Extension net work building process.

Number	Evaluation aspect	Level of Evaluation			
		good	Medium	To be improved	Average
1	Supporting the net work to join Vision in Agricultural Extension	84	10	6	2.74
2	Join in set up the clear cut target of The net work	91	6	3	2.88
3	Participation in work planning of the net work	80	10	10	2.70
4	Participation in Agricultural Extension activities	80	10	10	2.70
5	Net work members got more in helping each other	83	10	7	2.76
6	Net work members has inter-relation for more contract and communication	90	6	4	2.86
7	Net work members has set up the Clear function and responsibility of each	90	6	4	2.86
8	Net work members has more learning process with each other	84	10	6	2.78
9	Net work has avenged data base in agricultural	84	10	6	2.78
10	Net work is the enter for public hearing and exchange knowledge	90	10	0	2.90

I. Net work to strong then development

Aside from the ability in net work building with suitable process, the Agricultural Agricultural Extensionists' who passed the KLESS Competency Model characteristic development course is also made more strong then by utilizing their potentiality of knowledge each from training course. The strengthening of the network can be evaluated as follows :

Table 25 Evaluation Result : Net work strengthening ability

No.	Evaluation aspect	Level of Evaluation			
		good	Medium	To be improved	Average
1	Strong core building in the net work	90	10	0	2.90
2	Good communication system inside Network	84	10	6	2.78
3	Knowledge management in	90	5	5	2.85
4	Agricultural Extension in the network	84	6	10	2.74
5	team working system in the network	90	10	0	2.90
6	System of studying process to each other in the net work	80	10	10	2.70
7	Efficient cooperation in the network	90	5	5	2.85
8	Incuse of members who dedicate to public in the net work	80	10	10	2.70
9	Good relations between the members of the network	84	6	10	2.74
10	Participate to solve farmer's problem in the net work	84	6	10	2.74
10	Integrated local wisdom for more agricultural extension in the network	90	10	0	2.90

From tables 24-25 we can mention that the Agricultural Extensionists' who passed the KLESS competency course and work after that for 3 months can be suitable to work together with farmer in the case of clear out target set up, using net work as the center for public hearing and exchange knowledge, set up clear function and responsibility of each member, net work member has inter-relation for more conduct and communication, supporting the net work to join vision in Agricultural Extension, network members has learning process to each other more-arranged data base in Agricultural, network members get more helping each other, participation in work planning and activities of the network and network strengthened in development process in the good level, there are strong core building in the network, knowledge management, system of studying process to each other, more members who dedicate to public integration of local wisdom, good communication system, team working system, efficient cooperation and more good relation between the members.

We can conclude that the net work development process and strengthen building for Agricultural Extensionists' should have the characteristic as follows:

1. Strong core in the net work
2. good communication skills
3. knowledge management in Agricultural Extension
4. good team working system
5. studying process with each other
6. efficient cooperation
7. members dedicated work to public
8. good relationship between the members
9. participation in solving farmer's problem
10. integration of local wisdom with Agricultural Extension

Table 26 Conclusion result: the Agricultural Extensionists' characteristic development following KLESS competency model.

Development dimension	indication	Level of Evaluation			
		good	Medium	To be improved	Average
Knowledge core Competency	1. Understanding in the strategic Planning	27	0	4	2.74
	2. Knowledge in high level Thinking	8	13	10	1.94
	3. Understanding in Agricultural Context	0	20	11	1.65
	4. Understanding in administration policy of Agricultural Extension	29	0	2	2.87
	5. Knowledge in Agri-business Context	21	4	6	2.48
	6. Understanding in team working	28	2	1	2.87
	7. Understanding in working Psychology	29	1	1	2.90
	8. Knowledgeable in Agricultural Extension work	28	0	3	2.81
Functional competency	1. Understanding in social context	28	0	3	2.81
	2. Knowledge in policy management	29	0	2	2.87
	3. Knowledge in giving consultation and suggestion	30	0	1	2.94
	4. Understanding in local wisdom	28	0	3	2.81
	5. Understanding in communication principle	28	0	3	2.81

Table 26 (Continued)

Development dimension	indication	Level of Evaluation			
		good	Medium	To be improved	Average
Leadership (core competency)	6. Understanding in Agricultural Extension knowledge management	30	1	0	1.97
	1. Leadership status	30	0	1	2.94
	2. proactive work readiness	24	0	7	2.55
	3. Leading to solve farmer's problem	30	0	1	2.94
	4. Leading to develop work system	27	1	3	2.77
	5. Leading in team working	25	5	1	2.77
	6. Vision in work	26	4	1	2.81
	7. human relation	27	0	4	2.74
	8. Leading in idea initiation	19	8	4	2.48
	9. Leader in development human Work organization	25	4	2	2.74
Functional compe- tency	1. Bring learning to farmers.	28	2	1	2.87
	2. Moral and ethics.	31	0	0	3.00
	3. Devote and sacrifice oneself for agriculture.	30	0	1	2.94
	4. Leading in communication.	30	1	0	2.97
	5. Ability in persuading others ' minds	26	4	1	2.87
	6. To become oneself as an example for farmers	31	0	0	3.00
	7. Becoming a discipline person	30	0	1	2.94
	8. Transferring the knowledge	29	0	2	2.87

Table 26 (Continued)

Development dimension	indication	Level of Evaluation			
		good	Medium	To be improved	Average
EQ Core Competency	1.Emotional qualification.	30	0	1	2.94
	2.Carefulness and patience.	30	0	1	2.94
	3. Positive thinking .	30	0	1	2.94
	4.Using the moral issue leading oneself.	30	0	1	2.94
	5.Consciousness in working.	31	0	0	3.00
	6.Self confidence.	30	0	1	2.94
Functional competency	1. Mindfulness controls oneself.	29	0	2	2.87
	2.Carefulness and patience.	31	0	0	3.00
	3. Positive thinking .	31	0	0	3.00
	4.Using the moral issue leading oneself.	29	0	2	2.87
Skill in work ability	1. skill in high level thinking	4	14	13	1.71
	2. skill in Agricultural system	28	0	3	2.82
	3. skill in Agri-business management	13	11	7	2.19
	4. Skill in knowledge management for Agricultural Extension	18	10	3	2.48
	5. wisdom presence	0	22	9	1.71
	6. skill in team work management	28	1	2	2.84
	7. skill in Agricultural Extension work	27	1	3	2.77
	8. skill in cooperation	27	0	2	2.68

Table 26 (Continued)

Development dimension	indication	Level of Evaluation			
		good	Medium	To be improved	Average
(functional competency)	9. skill in strategic planning	28	2	1	2.87
	10. skill in farmer's problem solving	29	0	2	2.87
	1. skill in public hearing and knowledge exchange management	30	0	1	2.94
	2. Policy management	0	25	6	1.81
	3. skills in contact and communication	25	5	1	2.77
	4. working with the community	30	1	0	2.97
	5. skill in escorted	30	0	1	2.94
	6. Local wisdom source	28	0	3	2.81
	1. Personality	30	0	1	2.94
	2. Virtue action	31	0	0	3.00
Skill in the SMART (core competency)	3. precept promotion	30	0	1	2.94
	4. Model in work	31	0	0	3.00
	5. knowledge flexibility	30	0	1	2.94
	1. enthusiasm building to other	30	0	1	2.94
	2. practice working	28	1	2	2.84
	3. work with Agricultural Extension intention and spirit	29	0	2	2.87
	4. eagerly to leaves catch up the knowledge	29	1	1	2.90

From the table it can be concluded that the characteristic development of Agricultural Extensionists' follow the KLESS Competency Model in each dimension ; the evaluation from competency some in good level, some in medium level such as knowledge (K) inside the understanding in Agricultural Context is the weak point to be fulfilled in using KLESS Competency Model. the same as work ability inside the wisdom and policy management.

The researcher has designed and developed the system of hand book which composed of

1. Objectives of the hand book
2. important aspects of the Agricultural Extension work before training, during training and after training
3. Process of work in each step of training as follows

Table 27 Processes and steps of training

Timing	Characteristic of work			
	Administration	Academic	Service	General service
Before the training	1. Project planning	1. subject contain 2. in structure for training	1. training place 2. training facilities	1. cooperation to concern person
	2. Budget allocation			2. document producing
During the training	1. curriculum arrangement	1. training manage ment	1. service to instructor	1. operate the training
	2. curriculum control	2. supporting for instructor	2. service to training participant	2. document support

Table 27 (Continued)

Timing	Characteristic of work			
	Administration	Academic	Service	General service
After the training	1. Analysis and evaluation	1. result and outcome	1. analysis for service result	1. collection data and report
	2. reporting	2. project evaluation	2. report making	2. conclusion of the training

CHAPTER V

CONCLUSION, RESULT ANALYSIS AND RECOMMEND

Conclusion of the research

From the analysis of building up systematic model and to produce hand book for Agricultural Extensionists' development the results revealed the important characteristics of Agricultural Extensionists' following the need of related people. The Agricultural Extensionists' should have Characteristics in 5 dimensions following KLESS competency model as shown in Figure 9

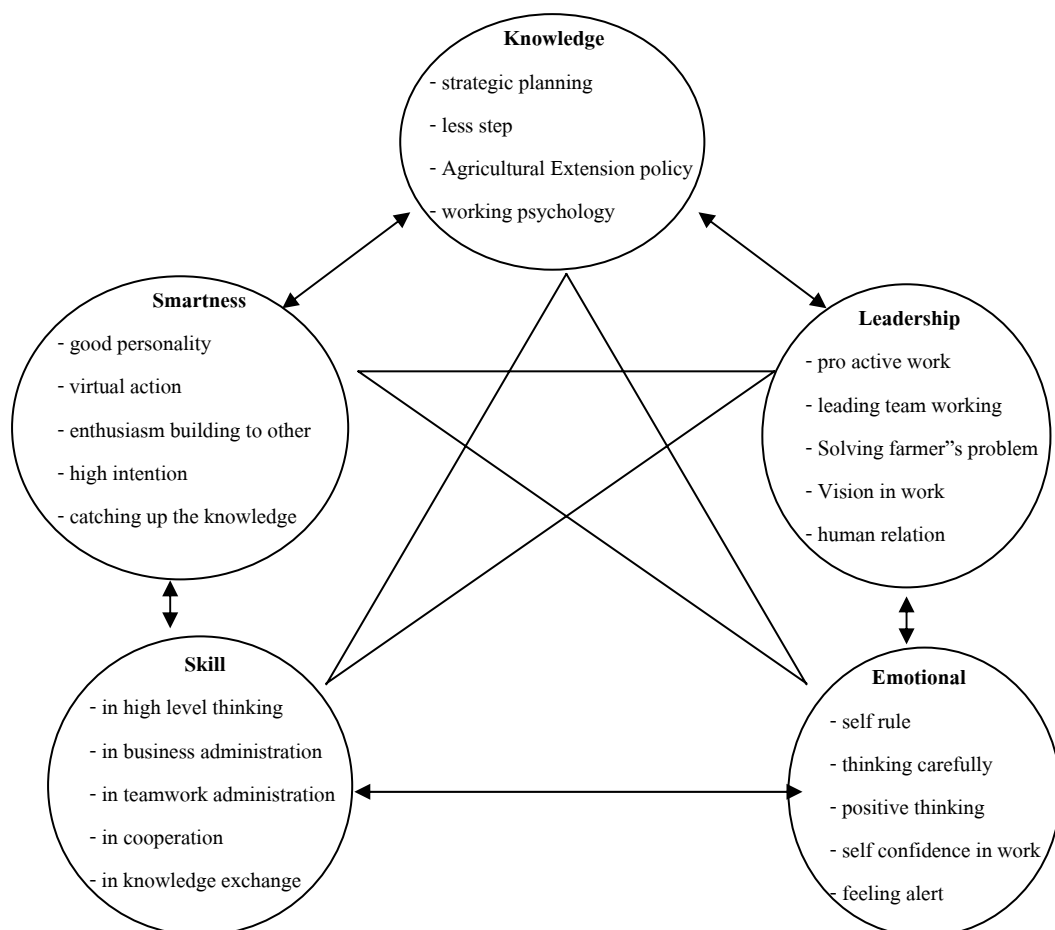


Figure 9 KLESS Competency Model Agricultural Extensionists' characteristics

Then the researcher started to develop the curriculum for Agricultural Extensionists' development by checking quality evaluation and curriculum document by research expert. The curriculum development in Agricultural Extension administration and Agricultural Extensionists' development were analyzed : quality evaluation of curriculum document by the local group conversation consisting of 5 unit of study Models, which are as follows:

Module

- (1) Characteristic development in Knowledgeable Agricultural Extensionists'
- (2) Characteristic development in Leadership of Agricultural Extensionists'
- (3) Characteristic development in maturity of Emotion of Agricultural Extensionists'
- (4) Characteristic development in Skill of work of Agricultural Extensionists'
- (5) Characteristic development in Smart of work of Agricultural Extensionists'

In the Agricultural Extensionists' development process it was found out that from the training result, the participants has developed the knowledge and understanding of strategic planning and high level thinking in agricultural system, in Agricultural Extension policy administration, in context of Agricultural business, in team working, in working psychology and knowledge in agricultural Extension suitable with core competency of Agricultural Extensionists' (DOAE,2002) Importance in Knowledge building and ability to develop work quality and knowledgeable in cooperation for both Internal and external agencies in the principle of the participation are also obtained

Results in the development of the characteristics of Agricultural Extensionists' in the Leadership revealed that the participants have developed their leadership by daring to show out the readiness for proactive work, leading to solve farmer's problem, team working vision in work, good human relations, leading for idea initiation and leading in self development human development, work development and organization development that are suit to the characteristic of the leader Dept of Livestock Development 2006 It was also mentioned that the leader should know all

work in his duty, role and work in full efficiency and suited to the leader stat as GRID theory (Blake& Morton,1994 as cited in Mckee& Carlson 2002) in from of perfect leadership which has characteristic of dedication to public and encouraging participants to make a linkage to understand the work and leads to success in the working style which stresses that “when work is done, men are happy, so work and men are successful together within the organization

Result of the characteristic development of Agricultural Extensionists’ in emotional Maturity revealed that the sampling group who passed the training course have developed self understanding, good attitude to him self and others, calm and intelligent, positive idea morality in work, work with conscious and self confirm This is in parallel with research results of Lakesamawijan (2002) abstract which found out that positive attitude of personnel to the leader, and the leader who has positive attitude in the organization will reflect higher work efficiency.

Results in the development of characteristics of Agricultural Extensionists’ on the Skill competency in Agricultural Extension work have found out that the sampling group who passed the training course have developed their skills in arrowging the pubic hearing and knowledge exchange, in policy management in contact and communication, in working with community in supporting the farmer and in the application to utilize the local wisdom for Agricultural Extention work which is also in line with the research results of Srisangchan (2004) that mentions that the important characteristic of the Agricultural Extensionists’ should have skill in communication, human relations and motivation building to farmer.

Results in the development of the in characteristic of Agricultural Extensionists’ in the SMART, have found out that the participants have developed pro-active work, working with principles, catching up the knowledge, good personality, good moral in work, knowledgeable and good building farmers respect and trust to the agricultural extensionists’ suits the idea of Kookistkul (2003) in the leadership, his research mentioned that when one is working in the local area, he should also give true love into that local area by side with local people in order to

have unity, and one must have cooperation between government agencies and local people.

The trial of development curriculum for Agricultural Extensionists' which was developed by researcher in expert, showed that one the Characteristics of the Agricultural Extensionists' can be developed following KLESS competency Model in appearance, figure forms or illustrations and efficiency.

In the unit of study 5 Muddles in 5 dimensions have found out that in the knowledge dimension of Agricultural Extensionists' skill the weak point are in the understanding of agricultural context and in work ability and wisdom therefore concerned person should process these two dimensions for the completion of KLESS Competency Model, The result of Agricultural Extensionists' development following KLESS Competency Model perfect the development of Agricultural Extensionists' characteristics as shown in the Figure 10 below.

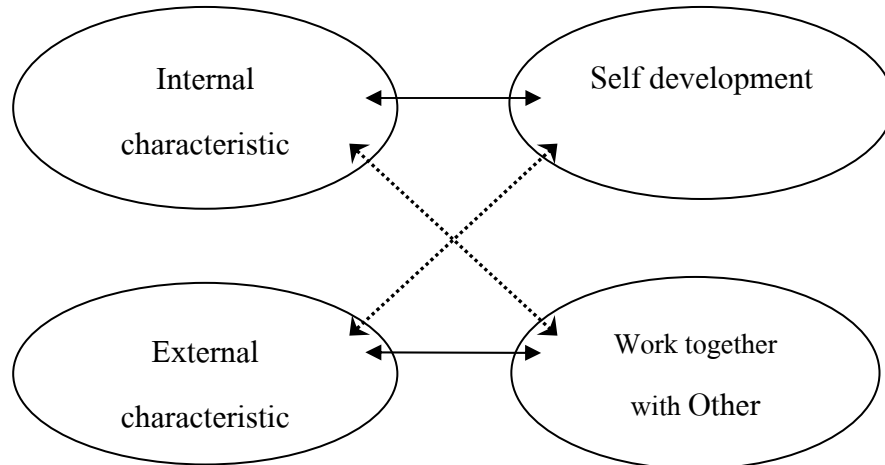


Figure 10 Result of the important characteristics development of agricultural extensionists'

From the Figure 10 : the evaluation result of the curriculum of the training course for Agricultural Extensionists' are as follows.

1. The development of inner characteristics for

1.1 self development for

- 1.1.1 knowledge of high level thinking.
- 1.1.2 understanding in Agricultural Extension work
- 1.1.3 leadership status
- 1.1.4 vision in work

1.2 Work together with other for

- 1.2.1 Strategic planning
- 1.2.2 team working
- 1.2.3 working psychology
- 1.2.4 human relations in work

The characteristics development process for Agricultural Extensionists' should have self development such as high level in thinking, understanding in Agricultural Extension work, leadership status, vision in good work and also the ability in working together with other, such as strategic planning team working and building the human relations to farmer and farmer net work

2. The development of external characteristics for

2.1 Self development as

- 2.1.1 Leader in self development
- 2.1.2 perceived promotion
- 2.1.3 leader in cooperation

2.1.4 building work responsibility

2.2 working together with other as

2.2.1 good motivator

2.2.2 good morals in work

2.2.3 good discipline to set as example to the farmer

2.2.4 kind hearted with high suits.

The external characteristics of Agricultural Extensionists' in self development will give importance to the leader in self-development, perceived promotion, leader cooperation, conscious and high responsibility, as well as external characteristics development in working together with other which the AEIST should have the ability to motivate others good moral in work good discipline to set as an example to farmers and always kind hearted. The curriculum for AEIST development can adjust the study behavior from training process during in-service training where in the participants are ready in different aspect such as:

1. More work experience
2. Knowledge in agricultural extension work
3. Consciousness in work
4. Knowledge of the working rules and regulations
5. High responsibility

Research Results Analysis

There are 3 objectives in this research which are as follows:

1. To analyze and synthesis the characteristic model for Agricultural Extensionists' to work together with farmer and farmers net work as expected from concerned persons.

2. To build up systematic model and produce the hand book for the development of Agricultural Extensionists' to have potential to work with farmer and farmer net work.

3. To evaluate the training using systematic model and hand book for the development of Agricultural Extensionists' curriculum.

The 3 objectives of this research resulted to the development of new knowledge base both in process and resulting to manage every step of knowledge as follows:

Table 28 knowledge base processes and result.

Steps in research	Knowledge system	
	Knowledge in processes	Knowledge result
1. Analysis and synthesis of the characteristic of the Agricultural Extensionists'	1. Studying process, analysis of the document system in Agricultural Extension 2. Process to analyse the characteristic of Agricultural Extensionists' as expected from stakeholder and check by the expert.	1. Group of the characteristic of Agricultural Extension in 5 dimension 2. Model competency of Agricultural Extensionists' Following KLESS competency model
2. Build p and trial in characteristic, of Agricultural Extensionists' development curriculum.	1. Process of curriculum document producing and also analysis of quality evaluation 2. Process of Agricultural Extensionists' training project.	1. Earning the curriculum document which passes. the approval of quality evaluation. 2. Earning the evaluation result of trial

Table 28 (Continued)

Steps in research	Knowledge system	
	Knowledge in processes	Knowledge result
		in Agricultural Extensionists' development curriculum.
3. Synthesis and producing handbook using Agricultural Extensionists' development curriculum.	1. Analysis process and training hand book design 2. Development of hand book document and quality and checking and controls	1. Obtaining document: training management to hand book 2. Results gained quality evaluation for training hand book.

From Table 28 the researcher has developed experiences research and systematic study, starting from the inspiration in building up the knowledge to develops the characteristic the Agricultural characteristic of the Agricultural Extensionists' to suit with the development of Agricultural Extension work both in the duty of academic person and Agricultural Extensionists' which can work successfully, developed the people to earn the knowledge than makes quality work; gives cooperation to work together with farmer and farmer network starting from systematic study, collecting date, analysis and synthesis of the characteristic of Agricultural Extensionists'. Build-up and trial the curriculum, synthesis and the producing hand book for systematic curriculum to effect from the running in every step of the process to bring into knowledge result systema, The result from analysis came out as important characteristics of Agricultural Extensionists' which is sythesised the sign from expertise model inform of Agricultural Extensionists' in the KLESS Competency Model, consisting of 5 Modules and are related to each other (even the reason), initiate to form the continuous line of development from one character to another charactor following KLESS competency Model as figure below.

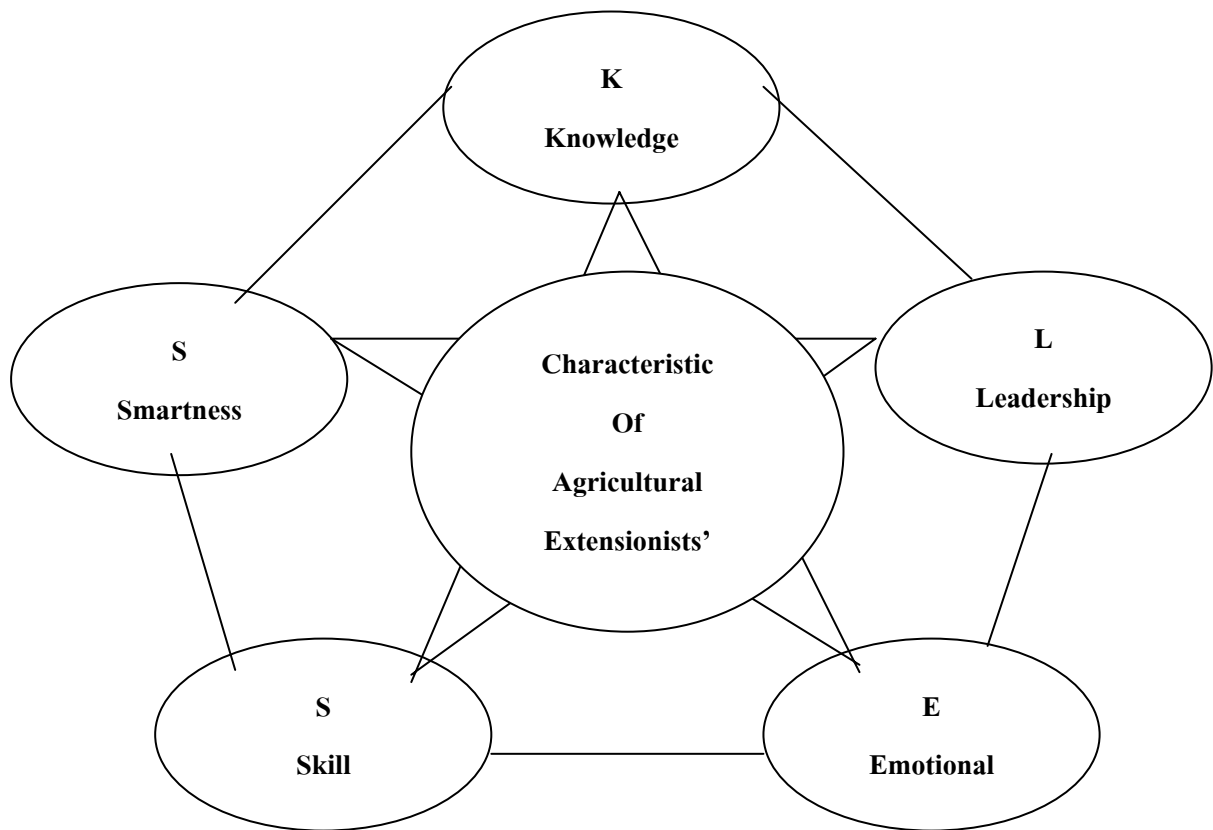


Figure 11 Characteristics of Agricultural Extensionists' (KLESS Competency Model)

and also arrange the training to 31 Agricultural Extensionists', the evaluation result came out as : successful in the learning process, participation in learning process, and utilizing the knowledge to work with farmer and farmer network which are all in the satisfaction of change, every authority are in the characteristics development of Agricultural Extensionists' all of 5 Modules , so can say that the process of utilizing the development curriculum to develop the Agricultural Extensionists' is affecting to the 2 main and 4 minor characteristic as follows:

1. Internal Characteristics development of Agricultural Extensionists'

- 1.1 for self development.

- 1.2 To work together with each other.

2. External Characteristics development of Agricultural Extensionists'

2.1 self development.

2.2 working together with each other.

The conclusion of the research : the in-services training is the stimulation of learning process, continuation of the development, strengthening capability knowledge and skills in work, work consciousness, banding the work up to success, cooperation with other, initiation knowledge based management to developed the characteristics of Agricultural Extensionists' as expected.

The research started from the analysis and synthesis of the characteristics of Agricultural Extensionists' as expected from concerned persons up to through the KLESS competency Model which developed the curriculum of the training, then trial up to evaluation, after which production of the hand book for training in every step.

The researcher also developed experiences such as knowledgebase building in systematic steps of research process until the conclusions are reached.

The cycle of working system is as shown below:



Figure 12 system for the Agricultural Extensionists' characteristics development

from Figure 12 the procedure start from study, analysis and review of literature; followed by conversation with focal group to analyze the suitable characteristics of Agricultural Extensionists'. Then follows the building up the Model of Agricultural Extension's characteristic as expected from concerned persons, Synthesis of the Model follows KLESS competency Mode, and curriculum development with document's quality inspection and evaluation by two training experts one personal development expert, and one network psychologist. The Agricultural Extensionists' characteristics development follows the KLESS

competency Model, then utilized the training curriculum which passed the quality inspection and evaluation to train by : planning, preparing, starting of training until completed of the monitoring and evaluation. The results of the research provided lesson to learn about the aspects to be adjusted or improved to suit with in the context of knowledge and skills by using “ICCMP” process as follows:

1. Intensive training during the work period.
2. Competency analysis of the target person.
3. Course design suit to the competency.
4. Motivation to work after passing the training course and giving awards to the person with good performance.
5. Promotion to higher position

Recommendation

1. Policy recommendation

1.1 The organization have to give the importance for expected characteristics of Agricultural Extensionists' in two factors which are the person's competency and work system.

1.2 Every level of Agricultural Extensionists' should obtain the support in competency development continuously and efficiently

2. Operation recommendation

2.1 The role of Agricultural Extensionists' in net work building and development for work quality and activity strengthening should be adjusted to the present context and continuously

2.2 Working standard is still not clear in format, it is therefore necessary to have leading model in work with the network.

3. For future research

3.1 Should find out the working system of Agricultural Extension in the local area which is suitable to the needs of concerned persons.

3.2 Should find out the other curriculum for continue Agricultural Extensionists' development

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APPENDIX

SUPPLEMENT

Name of Experts

1. Associat Professor Dr. Thipyarat Siphetleang (D.E.d) Royal Thai Air Force Academy
2. Associat Professor Dr. Prasong Praneatponkran (Ph.D) Royal Thai Air Force Academy.
3. Associat Professor Dr. Pattana Sukprasert (Ph.D) Kasetsart University.
4. Associat Professor Dr. Savitree Rangsipat (Ph.D) Kasetsart University.
5. Associat Professor Dr. Jinda Clabthong (Ph.D) Sukhothai Thammathirat University.
6. Associat Professor Dr. Pornchai Leangapapong (Ph.D) Chiangmai University.
7. Assistant Professor Dr. Phornphan Wirapreyangkul (Ph.D) Thammasat University.
8. Assistant Professor Dr. Surapon Phonprom (Ph.D) Mahachulalongkornrajavidyalai University.
9. Group Captain Dr. Somjit Keawnak (D.E.d) Institute of Higher Education.
10. Dr. Suntra Tobua (D.E.d) Boromarajonani College of Nursing.
11. Dr. Wasan Thongthai (D.E.d) Kasetsart University.
12. Dr. Thipawan Sichan (Ph.D) Kasetsart University.
13. Dr. Somjit Yothakong (Ph.D) Sukhothai Thammathirat University.
14. Dr. Pranorm Saraiyaswat (Ph.D) Technician, Researcher.
15. Thongchat Raksakul (MS.) Past of Senator/ Director Department of Agricultural Fxtention.
16. Phairat Wangdee (MS.) Director of Provincial Agricultural Extension officer.
17. Panya Phuriwakin (MS.) Director of Natural Protect Center
18. Aulhan Yucharernpong (MS.) Agricultural Extentionist who succesfull in career.
19. Kungsi Thongyoi (MS.) Charenn Pokapan Co, Ltd.

20. Sakda Nitiphatrakul (MS.) Agricultural business.
21. Wilas Chansri (BS.) Agricultural Extentionist who succesfull in career.
22. Ratchada Intiya (BS.) Mass Media CH 7.
23. Wrayut Thanachoksawang (BS.) Head of Small group enterprise.
24. Teera Wongcharean (BS.) NGO.
25. Sanphet Mesamsen Director of Agricultural Radio.
26. Hunsu Chanpet Head of Woman group.

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2004 Secretary
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