



## **ABAC ODI JOURNAL Vision. Action. Outcome.**

ISSN : 2351- (print) , ISSN: 2408-2058 (electronic)

### **Defining the Next 2-5 Years Training & Development Programs: A Case of NBTC , Thailand**

*Jirayu Srisuphol, Sirichai Preudhikulpradab*

ABAC ODI JOURNAL Vision. Action. Outcome Vol 10 (2) pp. 109 -126

www. <http://www.assumptionjournal.au.edu/index.php/odijournal>

Published by the  
Organization Development Institute  
Graduate School of Business and Advanced Technology Management  
Assumption University

ABAC ODI JOURNAL Vision. Action. Outcome  
Is indexed by Thai Citation Index and ASEAN Citation Index

## **Defining the Next 2-5 Years Training & Development Programs: A Case of NBTC Thailand**

**Jirayu Srisuphol<sup>1</sup>, Sirichai Preudhikulpradab<sup>2</sup>**

<sup>1</sup>Corresponding Author, Middle-level officer Office of the National Broadcasting and Telecommunications Commission, Bangkok, Thailand. Email: Jirayu.s@nbt.go.th

<sup>2</sup>Lecturer and Program Director, Ph.D. Program in Hospitality and Tourism Management, Graduate School of Business and Advanced Technology Management Assumption University, Thailand. Email: victorsirichai@gmail.com

Received: 16 June 2022

Revised: 2 August 2022

Accepted: 8 August 2022

### **Abstract**

This qualitative research comprises two objectives: 1. to explore the insights of key informants (e.g., Senior-level officer, Mid-level officer, and officer) on the next 2 – 5 years' training and development programs for NBTC, and 2. to propose the next 2 – 5 years' training and development programs for NBTC based on the content analysis of the interview passages. The research site is the Office of The National Broadcasting and Telecommunications Commission (Office of NBTC) main headquarters in the Phaholyothin Road area. The population is full-time employees of the Office of NBTC, who oversee every cluster of NBTC (Broadcasting Cluster, Administration Cluster, Telecommunications Cluster, Regional Affairs Cluster, and Strategic and Internal Affairs Cluster), while the actual key informants comprise 30 persons. The research instrument employed in this study is in-depth interview questions. The findings from the contents analysis inter-coding process revealed ten themes, consisting of 1) Basic knowledge, 2) Mission and Vision, 3) New Technologies, 4) Working Technique, 5) Term of Reference (TOR), 6) meeting minutes, 7) Online Class, 8) Leadership, 9) Critical thinking, and 10) Systematic thinking & Strategic Planning. The conclusion is that the top three priorities for the next 2-5 years of training & development programs are in the areas of 1) Basic knowledge, 2) Term of Reference (TOR), and 3) Mission and Vision and New Technologies. Recommendations are presented by orders of the officer-level, middle-level, and senior-level roles, with details provided in the following part of this paper

Keywords: basic knowledge, mission and vision, new technologies, working technique, term of reference (tor), meeting minutes, online class

### **Introduction**

One of the human resources management (HRM) mechanisms is human resources development; the organization is inevitably dependent on human resources development which plays an important role in imparting organizational knowledge and growing learning as

a continuous process of organizational learning. Commonly, human resources development (HRD) is one of the functional departments in the organization with the specific scope of roles and responsibilities in developing and enabling human capital whereby the development and enablement can range from the individual personnel development plan, training and development, knowledge management, and specialized skills development essential for long-term success and sustainability.

Furthermore, in the context of the National Broadcast and Telecommunications Commission (Office of NBTC), human resources development also acts as a center for conveying and exchanging information and knowledge related to spectrum management, governance of broadcasting and telecommunications business for personnel and other stakeholders both within and outside the country, as well as performing other tasks as assigned. Given the current situation of growing expectations from cross-sector stakeholders both inside and outside the organization and exponential changes beyond the organization, it is unavoidable for the organizations to resist. Instead, the organizations are under pressure for their continuous effort and investment in enabling, developing, and growing their employees for long-term satisfaction and performance. Training and development are merely a must-have human intervention for most organizations, believing they can effectively upgrade and improve productivity. The one-size-fits-all strategy for all employees would not be as effective and worthy as today's organizational practices, especially when organizations are pressured to justify their time, money, and effort investments. Many organizations attempt and hope that what they invest as inputs will produce the same or greater outputs. Still, these challenges and gaps have perpetuated, leading to the need for the organization and human resources management function to investigate and explore ideas on how training & development could be more relevant and personalized.

### **Current situation**

First, in terms of the structure of training and development, for the last 2 - 5 years, NBTC's training programs have been structured by orders of organizational levels: new employees, middle-level employees, and senior-level employees as follows:

1. NBTC's training program for the new employees. In 2021, the training programs for new employees had these knowledges 1) History of Office of NBTC 2) Vision, Mission, and operation policy 3) Organizational structure and administrative structure, welfare benefit, privilege, and career path 4) Basic knowledge of Broadcasting, communication satellite, radio telecommunication, numbering, and Telecommunication 5) Rules and announcement that related to Broadcasting and Telecommunications sector and as well as other related issues 6) How to write Government Documents 7) Time management 8) Effective communication and coordination 9) Information Technology security, Intranet system, electronic mail system, Electronic Documentation System, Human Resources Information Service System, meeting room reservation system, and meeting online system 10) personality and social etiquette 11)

Good governance and moral and ethical standards of Office of NBTC 12) Government discipline and desirable behavior of employees 13) Activities to strengthen unity in the organization and 14) Developing the process of a growth mindset (Memorandum no. 2108/107 date February 8, 2021, page.17)

2. NBTC's training program for middle-level employees, moving up to the senior-level employees. In 2021, the training programs for middle-level employees moving up to the senior-level employees had these knowledge 1) scope of authority and expectation of Office of NBTC to senior-level employees 2 ) Personality development 3 ) Effective leadership and follower development 4 ) Public speaking techniques and presentation 5 ) principles of negotiating 6 ) Office of NBTC's budget process 7 ) Office of NBTC's finance and fiscal processes 8) Office of NBTC's parcel process 9) principles of management and projects 10) time management 11) continuous analysis and improvement 12) problem solving and decision making within the jurisdiction 1 3 ) conflict management in organizations 1 4 ) effective communication in the organization 15) coaching and team building, 16) good governance and moral and ethical standards of the Office of NBTC, and 1 7 ) government discipline and behavior that depends on the employees. (Memorandum no. 2108/107 date February 8, 2021, page.18)

3. NBTC's training program for senior-level employees, moving up to the Division Director or Expert. In 2021, the training programs for senior-level employees moving up to the Division Director or Expert had these bits of knowledge 1) master plan and strategy of NBTC and Office of NBTC 2 ) Preparation for participating in international activities 3 ) Spectrum Management and 4) Broadcasting and Telecommunications Management 5) strategic management 6) Human Resources and Organization Management 7) Information Technology Management in the Digital Economy Era 8) Leadership Development 9) Executive Psychology 10) problem solving process according to academic principles 11) Communication and presentations for results 12) Government discipline and desirable behavior of employees and 13) Video shooting and editing to create introductory teaching materials. (Memorandum no. 2108/107 date February 8, 2021, page.19)

Secondly, human resources development (HRD) has recently changed the delivery modes for training and development, from classroom-based learning to online learning to empower the trainees to study at their own pace and preferences. The study through the online system has both advantages and disadvantages. For example, the advantages of studying through the online system are that people can study wherever they go, need the internet to study, and do not need to go to the classroom. Nevertheless, the disadvantages of studying through the

online system are that if they have the internet or their internet or Wi-Fi is not working, they cannot continue studying. (Memorandum no. 2108/107 date February 8, 2021, page.17-19)

### **Research objectives**

1. To explore the insights of key informants (e.g., Senior-level officers, Mid-level officers, and new officers) on the next 2 – 5 years of training and development programs for NBTC.
2. To propose the next 2 – 5 years' training and development programs for NBTC based on the contents analysis of the interview passages.

### **Research questions**

1. What are the insights of key informants (e.g., Senior-level employees, Mid-level employees, and new employees) on the next 2 – 5 years' training and development program for NBTC?
2. What could be proposed for the next 2 – 5 years of training and development programs for NBTC?

### **Definition of term**

Training and development are educational activities within an organization created to enhance employees' knowledge and skills while providing information and instruction on performing specific tasks.

### **Significance of the study**

The findings allow the organization to know what employees want to learn and provide courses related to employees wanting to improve their working capacity. Secondly, employees know what they want to learn to improve their working capacity. For the mid-term impact, the organization can regulate interal Broadcasting and Telecommunications sector more efficiency. For the long-term impact, Broadcasting and Telecommunication's operators can operate Broadcasting and Telecommunication fair to customers.

## **Literature review**

### **Human Resource Development (HRD)**

According to Swanson (2001), Human Resources Development (HRD) is the process of increasing all people's knowledge, skills, and capabilities in each society or organization. Moreover, Haslinda (2009), HRD is a series of activities that support employees' behavioral change and learning opportunities. In addition, HRD activities aim to develop employee skills and resilience to the current and future demands of the organization, and the overall objective of HRD activities is to achieve high performance.

The study of institutions traverses the academic fields of economics, sociology, political science, and organizational theory. The common denominator for institutionalism in various disciplines appears to be that "institutions matter" (Kaufman, 2011)

The following are why human resource development is essential in an organization as identified by (Deepa, 2017) 1) For survival and stability, 2) For continuous development of employees' competencies to perform well in the constantly changing working environment, 3) To identify competency gaps of employees and train them to perform their present and future role effectively and create conditions to help employees bridge these gaps through development 4) To increase the motivation of the employees to promote team building and collaboration climate 5) To make them committed in their work 6) To encourage them to take the initiative and show reactivity and 7) To increase quality and productivity. According to (Alhalboosi, 2018), HRD provides opportunities for employees to develop their knowledge, skills, and other abilities.

Human resource development (HRD) can be conducted in formal and informal settings, ranging from onboarding programs for new employees to leadership development. Informal learning settings usually include coaching-mentoring by the manager or experienced employees, on-the-job learning, and team meetings, including collaborating with colleagues to overcome work problems or difficulties. Formal learning settings may include in-classroom training, college courses, planned organizational change, and a paid consultant or facilitator providing internal training.

### **Training and Development (T&D)**

Training is a part of a developmental process; it aims to enrich and develop a set of competencies and skills essential for the organization's growth, primarily dependent on employees to ensure the desired performance and productivity. In addition, training may involve a change in a person's attitude, skills, or knowledge, resulting in improved behavior and achievement of a specific outcome. Development is an added dimension, stretching beyond imparting information or knowledge. Instead, the development provides opportunities for employees to grow other competencies and skills that basic training cannot provide. When training and development are a composite element, it is an open-ended orientation whereby the content, context, and process applied in the organization could focus on beyond the current dimension of job requirements.

Swanson (2001) specified training and development as "the method which aims the improvement of performance in the employees through developing expertise system." (p. 304). Therefore, training and development fall under the HRD function, which has been argued to be an important function of HRM (Weil & Woodall 2005). Moreover (Werner & Desimone, 2012), training and development focus on preparing for future work responsibilities while also increasing the capacities of employees to perform their current jobs.

Training and development need a fine executive plan, providing essential skills training for recruits or current employees to control their job (Dessler, 2009)

According to (Pynes, 2009), T&D is a planned effort by an organization to facilitate the learning of job-related behavior on the part of its employees. Training and development are intended to enhance employees' performance through a learning process involving acquiring knowledge, improving skills, concepts, rules, or changing attitudes and behaviors in organizational settings (Ahmad & Din, 2009).

Training and development give employees the freedom for lifelong improvements, resulting in organizational growth, and it is a measure for curbing performance gaps in organizations (Isaac, 2009).

Training and development can be supposed to be a nonstop one as money spent on workers, for this reason, are well-invested (Nda and Fard, 2013). Human resource training and development designs unique content and forms to practically improve and develop employees' capabilities so that those capable organizations can maximize the quality of their human resources (Asfaw et al., 2015).

According to Ramadhani (2017), training is a learning experience that looks for a perpetual change in a person that will improve his capacity to perform at work. This means training must be planned to include either the changing or upgrading aptitudes, information, frame of mind, and social conduct.

Development prepares individuals through learning and education for the future needs of an organization. Its focus is on learning and personal development. Traditionally, lower-level employees were trained while higher-level employees were developed (Khoreva & Wechtler, 2018; Ikon, Onwuchekwa & Nwoye, 2018).

### **Organization Development Intervention**

Organization development (OD) studies and implements practices, systems, and techniques to affect organizational change. The goal is to modify an organization's performance and culture. The group's stakeholders typically initiate the organizational changes. OD emerged from human relations studies in the 1930s, during which psychologists realized that organizational structures and processes influence worker behavior and motivation. More recently, work on OD has expanded to focus on aligning organizations with their rapidly changing and complex environments through organizational learning, knowledge management, and organizational norms and values transformation. Key concepts of OD theory include organizational climate (the mood or unique "personality" of an organization, which includes attitudes and beliefs that influence members' collective behavior), organizational culture (the deeply seated norms, values, and behaviors that members share), and organizational strategies (how an organization identifies problems, plans action, negotiates change, and evaluates progress).

According to (Bradford and Burke, 2005), organizational development (OD) is a planned change field designed to enhance organizational effectiveness by meeting human and organizational needs. Likewise, Qureshi and Afzal (2008) articulated that OD is an improvement offered to the organization through developing its human resource using planned change interventions organization-wide using the human behavior approach. Furthermore, Holland and Salama (2010) pointed out that OD is a process through which organizations can be developed by adopting numerous planned change strategies that aim to achieve the firms' objectives and members' well-being.

Organizational Development (OD) Interventions are structured programs designed to solve a problem, thus enabling an organization to achieve the goal. In addition, these intervention activities are designed to improve the organization's functioning and enable managers and leaders to manage their team and organization cultures better. These OD interventions are required to address the issues that an organization might be facing ranging from the process, performance, knowledge, skill, will, technology, appraisal, career development, attrition, and top talent retention, and the list can be exhaustive.

Cummings & Worley (2009) classified the OD interventions into four types - 1) human process interventions at the personal, group, and total system levels, 2) interventions that transform an institutional structure and technology, 3) human resources interventions that enhance member performance and wellness, and 4) strategic interventions that involve managing the organization's relationship to its external environment and the internal structure and process required to support a business strategy.

There are four types of Organizational Development interventions: human process interventions, techno structural interventions, HRM interventions, and strategic change interventions.

1. Human Process Interventions are the change programs related to interpersonal relations, group, and organizational dynamics. These are some of the earliest and best-known OD interventions.

1.1 Individual interventions. These interventions are targeted at the individual, often improving communication with others. For example, an employee is coached on interpersonal behaviors that are counterproductive.

1.2 Group interventions. These interventions are aimed at the group's content, structure, or process—the contents are such as strategy, procedures, and policies. The structure is how a group is designed to act on the content. The process is how the group conducts its core tasks. For example, a contact center focuses on taking complaints from customers. The contact center has a hierarchical structure with a director, managers, and customer service staff. The contact center's process is to record as quickly as possible all complaints. Only a certain percentage are escalated to management depending on how serious and complex the nature of the complaint is.



1.3 Third-party interventions. Third-party interventions are often used when there are conflicts. Not all conflicts are bad, but bad conflicts should be resolved quickly. The third-party intervention helps to control and resolve the conflict. Often, the third party is the OD consultant.

1.4 Team building. Team building is the best-known OD intervention. It refers to activities that help groups improve the way they accomplish tasks. Examples of team-building activities are volunteering, team sports, and Pictionary.

1.5 Organizational confrontation meeting. A confrontation meeting aims to identify problems and improvement targets and set priorities. It is a starting point for addressing identified problems across the organization.

1.6 Intergroup relations interventions. Intergroup interventions are aimed at diagnosing and understanding in-group relations. Similarly, problems are identified, and priorities and improvement targets are set before working on the identified issues.

1.7 Large-group interventions. These interventions are in the middle of confrontation and intergroup interventions. The aim is to bring many organization members and other stakeholders together. Internal and external stakeholders work together collaboratively. Large-group interventions may address organization-wide problems or implement changes in structure or direction. For example, if it runs a care home, it will seek feedback from service users, relatives, and staff on ways to improve the quality of life for residents; this could start new activities or change the menu options. They are often referred to as "open space meetings," "world cafes," "future searches," and "appreciative inquiry summits."

2. Technostructural interventions refer to change programs aimed at the technology and structure of the organization. These are becoming increasingly relevant to today's technological landscape, with rapidly changing markets.

2.1 Organizational (structural) design. The organization's functional structure is key to how it will operate; you are familiar with the classical hierarchical organizational chart. This is referred to as the functional structure. Other structures are divisional, matrix, process, customer-centric, and network. Key activities in organizational design are reengineering and downsizing; this involves rethinking the way work is done, preparing the organization, and restructuring it around the new business processes.

2.2 Total quality management. Total quality management is known as continuous process improvement, lean, and six-sigma. It grew out of a manufacturing emphasis on quality control. In addition, it places customer satisfaction as central to the long-term success of an organization. As a result, there is a strong focus on total employee involvement in the

continuous improvement of products, processes, and workplace culture. Companies such as car manufacturer Toyota and phone manufacturer Motorola use this intervention.

2.3 Work design. All work should be done to achieve outcomes. These outcomes vary across organizations. For example, work can be designed to achieve an outcome as quickly as possible. Alternatively, emphasis may be placed on employee satisfaction (which can lead to a higher quality of outcome, but often this is costlier). Depending on which approach your organization chooses, the skills needed will differ. Designing work to lead to optimum productivity is called work design.

2.4 Job enrichment. Job enrichment is part of work design. The goal here is to create an interesting and challenging job for the person doing it. Examples of factors to consider are skill variety, task identity, autonomy, and feedback.

3. Human Resource Management Interventions. These are organizational development techniques that focus on how the individual is managed. Many of these are part of HRM functions.

3.1 Performance management. Good performance management includes goal setting, performance appraisal, and reward systems.

3.2 Developing talent. This includes talent management practices like coaching & mentoring, career planning, development interventions, and management and leadership development.

3.3 Diversity interventions. Diversity is a source of innovation. This includes age, gender, race, sexual orientation, disabilities, culture, and value orientation. These OD intervention techniques are aimed at increasing diversity.

3.4 Wellness interventions. Employee wellness interventions include stress management programs and employee assistance programs. They address social factors and aim for a healthy work-life balance.

4. Strategic Change Interventions. These organizational development techniques focus on the change processes that shake the organization to its core. The OD department plays a crucial part in executing this change.

4.1 Transformational change. This process involves changing the basic character of the organization, including how it is structured and how it operates. For example, Nintendo is famous for video games. However, the company was founded in 1889 to create card games. Due to changes in consumer interests, Nintendo shifted to electronic toys and later video games in the 1970s.

4.2 Continuous change. Continuous change is an intervention that enables organizations to improve gradually by making small incremental changes. A popular example

is a learning organization. This approach emphasizes learning from mistakes and failures more than punishing them.

4.3 Trans organizational change. Trans organizational change involves change interventions that move beyond a single organization; this includes mergers, allying, acquisitions, and strategic networking. For example, a common type of trans-organizational change is when a company buys or merges with a competitor.

### **Appreciative Inquiry and SOAR model**

Appreciative Inquiry (AI) is both philosophy and process, aiming to engage the entire system in an inquiry process to understand what gives life to the organization. The appreciative inquiry was initially developed in 1980 by David Cooperrider.

Appreciative inquiry (AI) examines what imparts life to humanly constructed systems when they operate at their best (Whitney & Trosten-Bloom, 2010). As a strength-based approach, it purposefully recognizes and values people and organizations' unique gifts and skills as social systems of boundless capacity (Whitney & Trosten-Bloom, 2010). This approach is grounded on a positive topic and fuels organizational change by engaging participants in an inquiry of memorable achievements and affirmative values and beliefs (Barrett & Fry, 2005).

The framework of Appreciative Inquiry comprises five D's: Define (D1), Discovery (D2), Dream (D3), Design (D4), and Destiny (D5). The application of Appreciative Inquiry (AI) varies by different organization practitioners. For example, some employ AI to engage with organizational members to formulate strategic development for implementations, while others use AI for the coaching process. However, regardless of how the AI is used, the goal is similar: to recognize the current strengths and successes, explore aspirations or possibilities, and turn all emerging discoveries into the designs of organizational interventions to cause change and transformation.

### **The SOAR Framework**

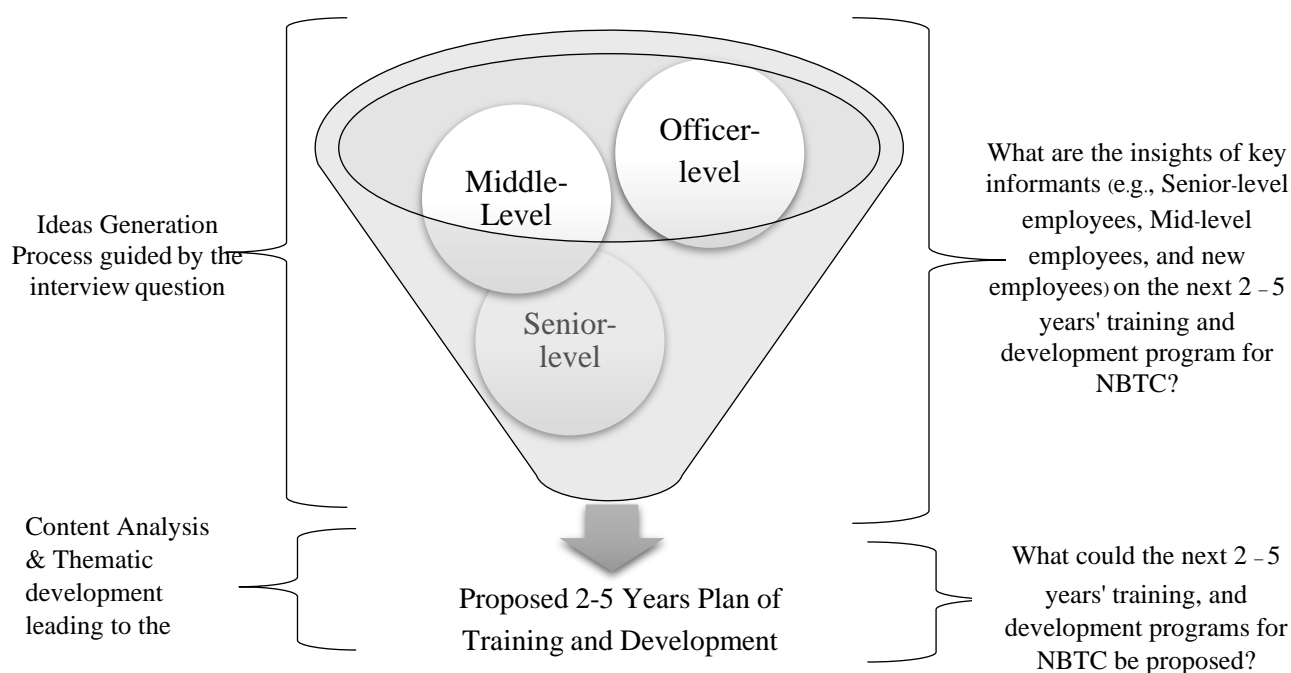
The SOAR framework invented by Stavros, Cooperrider & Kelley (2003) serves the organization practitioners to understand strengths, opportunities, aspirations, and results (SOAR). The analysis helps the organizations focus on the current strengths and future vision, developing key strategic priorities. This makes it into a strategic planning method that helps organizations focus on their future ambitions and the result these ambitions will yield. The SOAR framework was developed by Stavros, Cooperrider & Kelley (2003) after the Appreciative Inquiry (AI). The SOAR allows the organizations to articulate the results as the end-in-mind as they immerse themselves in their aspirations, opportunities, and strengths. Both AI and SOAR are engagement-based models whereby idea generation must be cultivated from organization members, and the ownership is collectivism.

**Conceptual Framework**

The conceptual framework, as presented below, begins with the idea generation process guided by the interview question, whereby the same set of question was used to interview all three levels to generate collective ideas or opinions on how the informants envision and visualize training and development essential for the next 2-5 years plan.

**Figure 1**

*Conceptual Framework*



**Research Methodology**

**Scope of Population and Sample of Procedure**

The organization has N = 991, while the actual sample size needs are n = 30. The interviewee is Senior, Middle, and new employees. According to Saunders (2012) and Creswell (2013), the valid number of qualitative ranges from 5-to 30 people.

**Scope of Research Instrument**

This study employed open-ended interview questions as the primary research instrument to recommend the participating organization's next 2-5 years of training and development programs.

**Table 1**

*Appreciative Inquiry interview question*

| 5D            | Interview Question   |
|---------------|--|
| D1: Define    | What could the next 2 – 5 years of training and development programs for NBTC be proposed? |
| D2: Discovery |  |
| D3: Dream     |  |
| D4: Design    |  |
| D5: Destiny   |  |

**Scope of the data analysis procedure**

The researcher transcribed all interview passages because the interviewees answered few words or short sentences, and it was easy to transcribe them. Data analysis requires coding incidents in the data while translating from Thai to the English language, building themes such as sub-theme and final theme, tally and percentage, and priority needs. After analyzing the data, the researcher compared the priority needs between senior-level employees, middle-level employees, and new employees.

**Result and discussion**

This study took place at the Office of NBTC, an independent regulatory agency following Section 47 of the Constitution of the Kingdom of Thailand, with its roles in regulating the allocation of the Radio Frequencies and Broadcasting and Telecommunications services, which are the main headquarter is at Phaholyothin Road.

This study used one interview question to answer two research questions: What could the next 2 – 5 years of training and development programs for NBTC be proposed.?

The research question was explored through a process of appreciative inquiry (AI) interview with ten officers who the newcomers with 1-3 years of working experience in this position were, 10 Mid-level officers who had 3-6 years of working experience, and 10 Senior-level officers who had 6-9 years working experience or above.

**What could the next 2 – 5 years of training and development programs for NBTC be proposed?**

Based on the findings, a proposed 2-5 years of training and development programs could be proposed by the arrangement of the organization levels. Although the similarities were observed from the juxtaposing data, the priority of needs varied at each level when it comes to training and development.

**For the officer level:** Training and Development needs from the view of this level comprise four priorities as follows:

The 1<sup>st</sup> priority was basic knowledge; according to the content analysis of all ten informants of the officer-level position, the basic knowledge they mentioned helped them perform the job better and improve self-efficacy. The basic knowledge included 1) how to write government documents and 2) disbursement.

The 2<sup>nd</sup> priority was mission and vision; according to the content analysis of six informants of the officer-level position, the mission and vision they mentioned helped them understand their job better and improve their working skills. Informants wanted the organization to communicate its mission and vision regularly embedded in training and development, which included 1) how to become a leading organization in ASEAN in regulating and developing communication affairs to develop the country's sustainability, 2) how to allocate spectrum transparently, and 3) how to regulate Broadcasting and Telecommunications perfectly.

The 3<sup>rd</sup> priority was modern technologies; according to the content analysis of four informants of the officer-level position, the new Technologies they mentioned helped them do their jobs easily and improve working competency. Modern training and development technologies included 1) sending documents through an electronic system, 2) using 5G to increase operating speed, and 3) developing an electronic system that can send documents through it and reduce using paper.

The 4<sup>th</sup> priority was working techniques; according to the content analysis of one informant of the officer-level position, Working Technique he/she mentioned helped his/her reduce wrong documents and improve working potential. Working techniques for training and development included: 1) how to write government documents, 2) budgeting, and 3) how to communicate correctly.

**For the middle level** Training and Development needs from the view of this level comprise three priorities as follows:

The 1<sup>st</sup> priority was Term of Reference (TOR) and Meeting minutes. For the Term of Reference (TOR), according to the content analysis of four middle-level informants, the Term of Reference (TOR) emerged, which helped them hire outsourcing companies. The informants wanted the skill that helped them to write Term of Reference (TOR), which included 1) understanding, 2) proficient writing of government documents skill, and 3) meticulous.

The meeting minutes emerged for the Meeting minutes, according to the content analysis of four middle-level informants. The informants mentioned they needed the skills to write the meeting minutes upon the meeting. Informants wanted the skills that helped them write meeting minutes for training and development, including 1) listening skills, 2) proficient in writing government documents skills and 3) meticulous.

The 2<sup>nd</sup> priority was new technologies; according to the content analysis of three informants of the Middle-level position, modern technologies emerged; they mentioned that these would help them do their jobs easily and improve work competency, productivity, and precision. The modern technologies include 1) using 5G in the workplace, 2) using AI, and 3) sending documents through the electronic system.

The 3<sup>rd</sup> priority was mission and vision, and the priority was an online class. For the mission and vision, according to the content analysis of two informants of the Middle-level position, the mission and vision emerged; the informants mentioned that these would help them better understand their job and improve their working skills to support the common goals. In addition, the informants wanted the organization to communicate its mission and vision regularly to stay up to date on what goes on from the strategic point of view. The range of topics and emphases of high-level communication for training and development include 1) being the leading organization in ASEAN; this creates a sense of pride, 2) the new updates on what and how to regulate Broadcasting and Telecommunications; this is to promote transparency, and 3) allocation of spectrum management; this creates a sense of clarity in roles and responsibility within the organization structure and systems.

For the Online Class, according to the content analysis of the two informants from the middle-level position, the online class emerged; they mentioned that this would help them easily learn at their own pace, time, and needs. In addition, the informants want to improve their technical and technological skills while reducing the classroom learning mode. The online classes should cover a range of topics: 1) how to write government or official documents, 2) free choice of subject whereby learning is not the classroom arrangement, and 3) Basic knowledge related to organization management.

**For the senior-level** Training and Development needs from the view of this level comprise three priorities as follows:

The 1<sup>st</sup> priority was mission and vision, new technologies, and leadership. For mission and vision, according to the content analysis of four informants of the Senior-level position, the mission and vision emerged, and the informants mentioned helped them understand their job better and improve their working skills. The informants wanted the organization to communicate its mission and vision regularly and embedded this in training and development, which included 1) allocating spectrum management regulating of the Office of

NBTC,

2) everything related to the Office of NBTC, and 3) being the leading organization in ASEAN.

For new technologies, according to the content analysis, four informants of the Senior-level position mentioned that modern technology helped them do their jobs easily and improve working competency. Modern training and development technologies included 1) online meetings, 2) using AI in the workplace, and 3) sending documents through the electronic system.

For leadership, according to the content analysis of four informants of the Senior-level position, the leadership theme emerged that helped them make better decisions with a sense of risk-taking. Leadership includes 1) the ability to respond to emergency cases while exercising good judgment and 2) sharing ideas between officers and directors or top executives.

The 2<sup>nd</sup> priority was critical thinking; according to the content analysis of three informants of the Senior-level position, critical thinking emerged; the informants mentioned this helped them systematically and unbiasedly share their opinions and improved their reasoning to gain support or buy-in from their team members. Critical thinking for training & development included 1) sharing opinions or ideas which are derived from the ability to analyze the situations to produce options for solutions, 2) inviting collective ideas from team members during the meeting, and 3) encouraging open communication and idea-sharing between officers and directors.

The 3<sup>rd</sup> priority was systematic thinking and strategic planning and an online class. For systematic thinking and strategic planning, according to the content analysis, two informants of the Senior-level position, the systematic thinking & strategic planning themes emerged; the informants mentioned that these helped them categorize which one needs to be done first and later, and these also improve working competency and efficiency. Systematic thinking & Strategic Planning for training and development included 1) visual chart, 2) prioritization analysis and 3) low-high effort & impact analysis.

For the online class, according to the content analysis, two informants of the Senior-level position; the online class theme emerged; the informants mentioned helped them easily learn wherever they go and improve their technology skills. The online class which they want to study included 1) every subject, 2) spectrum management, and 3) Broadcasting and Telecommunications management

Commonly, across all levels of analysis, two themes were the " must-haves" for all employees regardless of levels, which were mission and vision, and modern technologies, whereas other themes should be customized to match the needs of job-level contexts

## **Conclusion and Discussion**



This research has some significant organizational implications on training and development and discussion as follows:

The first implication found that all ten informants of officer positions focused on basic knowledge because they were new employees who had just come and worked at the Office of NBTC; they were not clear of the duty or responsibilities of the organization. This finding can be supported by organizational communication theory and leadership as Werner & Desimone (2012) stated that regular communication is one of the critical success factors for the individual, team, and organization.

The second implication was that most middle-level positions focused on writing the Term of Reference (TOR) and meeting minutes. For writing the Term of Reference (TOR), the middle and senior-level positions needed to do TOR for hiring the outside or third-party organization to conduct activities following the bureaus' requirements. Meanwhile, middle-level positions struggled with writing TOR, which became the middle-level position's need. For the writing meeting minutes skills were observed from the same level as the Term of Reference (TOR); every position needed to write meeting minutes; depended on whether the director assigned them. They were mostly newcomers to the officer position. Normally, the director assigned them to write meeting minutes only 1 or 2 times per year. If they do well, the director would assign them to write meeting minutes for every meeting. Likewise, the director assigned the middle and senior-level positions to do it. Some cannot do well, so they need the knowledge or tips to write meeting minutes. This finding can be supported by human resource development that one of the core skills essential for communication is listening, writing, and comprehension, which is the parts of communication skills as Deepa (2017), stated that one of the critical success factors for the individual, team, and organization is the presence of regular communication.

The last implication was that most senior-level positions focused on mission and vision, modern technologies, and leadership. For the leadership, the senior-level position is the top position before being a division director or expert if they were in the academic area. Therefore, they needed leadership skills to make the first decision before letting the executive director or bureau director make the final decision. With modern technologies, in this position, most employees in this position are middle-aged, and they expect themselves to get work done easily by using technologies to finish their jobs faster. This finding can be supported by strategic management and leadership (Swanson, 2001), stating that mission and vision represent the leadership dimension essential for long-term success and sustainability.

### **Limitations**

Several limitations and further studies could be suggested as follows: 1) during the COVID-19 situation, most employees worked from home (WFH), and only a few came to work at the Office of NBTC, 2) some employees answered the question briefly because they did not know

what they wanted for training and development in the next 2-5 years, including what kind of learning sessions they wanted to have more and less, 3) some employees are not based in the headquarters at Phaholyothin Road, the findings and conclusion on the need areas for training and development may not represent; thus additional studies should be conducted, 4) Interviewing the informants through the internet (Line Application) was sometimes unstable or malfunctioning that interrupted the interview session, 5) the level of commitment and purpose of the informants were varied from person to person; the articulation of their ideas and opinions may not be heartfelt answers, and thus would not truly resonate the true needs.

### References

- Asfaw, A.. & Lemessa, B (2015). *The impact of training and development on employee performance and effectiveness: A case study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia.*  
[https://www.ResearchGate.net/publication/286026270\\_The\\_Impact\\_of\\_Training\\_and\\_Development\\_on\\_Employee\\_Performance\\_and\\_Effectiveness\\_A\\_Case\\_Study\\_of\\_District\\_Five\\_Administration\\_Office\\_Bole\\_Sub-City\\_Addis\\_Ababa\\_Ethiopia](https://www.ResearchGate.net/publication/286026270_The_Impact_of_Training_and_Development_on_Employee_Performance_and_Effectiveness_A_Case_Study_of_District_Five_Administration_Office_Bole_Sub-City_Addis_Ababa_Ethiopia)
- Barrett, F.J. & Fry, R.E. (2005) *Appreciative Inquiry: A Positive Approach to Building Cooperative Capacity.*, Taos Institute.
- Bradford, D. L. & Burke, W. W. (Eds) (2005). *Reinventing organization development: new approaches to change in organizations*, 1st ed., Pfeiffer
- Cummings, T. G., & Worley, C. G. (2009). *Organization Development & Change*. South-Western Cengage Learning.
- Haslinda, A. (2009). Evolving terms of human resource management and development. *The Journal of International Social Research*, 2(9), 180-187.
- Holland, W. & Salama, A. (2010). In: Mulili, B. M. & Wong, P. (2011). Continuous organizational development (COD), *Industrial and Commercial Training*, 43(6), 377-384, <https://doi.org/10.1108/00197851111160513>
- Iftikhar Ahmad and Din Siraj ud, (2009), "EVALUATING TRAINING AND DEVELOPMENT", *Gomal Journal of Medical Sciences*, Vol. 7, No. 2.
- Ikon, M. A., Onwuchekwa, F. C. & Nwoye, C. O. (2018). Business Process Reengineering (BPR) and Competitive Advantage in a Recessed Economy. A study of Selected Brewing Firms in Anambra State, Nigeria. *International Journal of Management Technology*, 5 (2): 1-15.

- Kaufman, B. E. (2011). Comparative Employment Relations: Institutional and Neo-Institutional. *Andrew Young School of Policy Studies Research Paper Series No. 10-3*.  
<https://doi.org/10.2139/ssrn.1565567>
- Khoreva, V. & Wechtler, H. (2018). HR Practices and Employee performance: The mediating role of well-being. *Employee Relations*, 40(2), 227-243.
- Nda, M. M., & Fard, R. Y. (2013). The impact of employee training and development on employee productivity. *Global Journal of Commerce & Management Perspective*, 2, 91-93.
- Pynes, J. E., (2009), "Human resources management for public and nonprofit organizations," *A strategic approach*, 3<sup>rd</sup> Ed. Jossey-Bass a Wiley Imprint.
- Qureshi, A. A. & Afzal, S. (2008). Applications of organization development techniques in improving the quality of education, the proceeding of QMOD Conference, "Quality Management and Organizational Development Attaining Sustainability from Organizational Excellence to Sustainable Excellence," 127-139, 20-22 August, Helsingborg- Sweden.
- Ramadhani, R. M. (2017). *The effects of Human Resource Management Practices on Employees' Job Satisfaction in Monduli District Council*. Unpublished Thesis. University of Tanzania.
- Swanson, R. A. (ed.) (2001) Origins of contemporary human resource development', *Advances in Developing Human Resources* 3(2).
- Weil, A., & Woodall, J. 2005. HRD in France: the corporate perspective. *Journal of European Industrial Training*, 29,7, 529-540
- Werner, J M. & DeSimone, R. L. (2012). "Human Resource Development", 6<sup>th</sup> Ed, Cengage Learning
- Whitney, D. & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change*. 2nd ed. Berrett-Koehler.
- Whitney, D., Trosten-Bloom, A & Rader, K. (2010). *Appreciative leadership: focus on what works to drive winning performance and build a thriving organization*. McGraw-Hill.