THE CREATIVE DESIGN PROCESS OF TRAINING IN ORDER TO DEVELOP THE GROUP COMMUNICATION SKILL OF INTERNATIONAL STUDENTS

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ABTRACT

Abstract— Communication is the important skill that can be not avoided, all humans are living the society, need good relationship, connection, alliance, be respected, as well as be loved, hence the researcher will use the interesting point and adapt it with communication skill especially, group communication skill to develop the potential of international student program. The main objectives of the research to educate 1) The creative design process of training in order to develop the group communication skill of international students and 2) To develop the the group communication skill of international students

This research is quantitative, and experiment research. The researcher designs the concept of training by design thinking concept, and experimental room with 30 participants (1/3 part of all international students). The methodology process is starting from all participants attend in the experiment room then test the pre-test, the next process is activities are designed by design thinking concept, after that all participants have to do the post-test and focus group in order to get the outcome of creative design process of training and the way to develop the human in group communication context.

Finally, the researcher has got the interesting keys that are able to make a good relationship, behavioral changing, and the track that lead to the excellent trick to develop the international students in group communication context, which understanding with diversity, culture and attitude of each other.

Research objectives

1. To educate the creative design process of training in order to develop the group communication skill of international students
2. To develop the the group communication skill of international students

Research Question

1. How to create the creative design process of training in order to develop the group communication skill of international students
2. What is the key of group communication skill that can develop the international students

Keywords— Group communication, Design thinking, Creative Design, Training

Conceptual Research Framework
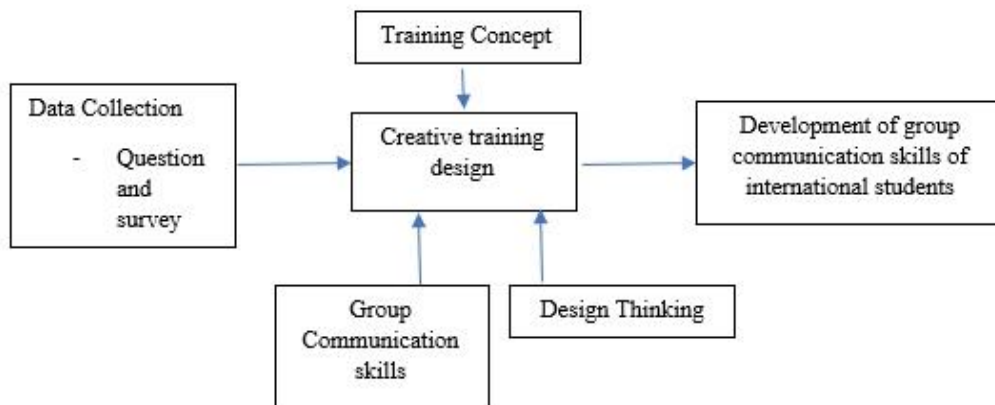
INTRODUCTION

As we known all the human need a society, expand their species, desire to build good relationships, friendships, and convey ideas. An attitude that allows humans or surrounding people to understand their goals and needs (Kanittha Jitsaeng, 2021).

In a previous study, documents be shown, there were significant and various factors, which could make, the impressive trick, attraction strategies, and key factors that create attraction or expectation between individuals. behavior in personal communication. Whether it's the courage to show off physically. assertiveness in terms of attitude and opinions choice of disclosure Communicating in a very informal manner media selection (Metta Wiwattananukul, 2014), which leads to relationship development for higher relationship development

Hence, the expression of thought and action, which maintains interpersonal relationships is necessary in various dimensions such as daily life, working, family dimension in which to maintain that relationship. There are important elements of expression through verbal and non-verbal to create good relationships between people. or minimize conflicts which if the presentation or expressing themselves appropriately will help support the development of a better relationship

The activities for changing and inspiration to create positive energy within the mind which is considered an important component in developing relationships and the ability of the person (Kanokorn Ruangsri, 2017) in the various contexts.

which can be seen There are many people in society. or in organizations that have problems expressing both ideas and practice which affects relationships within the organization Including their daily practice Therefore, learning through training will contribute to a person's expression to achieve the set objectives.

For these reasons the researcher is focusing on training in creative training design for relationship development and the ability of individuals to express themselves in the dimension of life, family and work, there will be education through the design of presentation content. performance techniques along with speaking techniques in order to be able to adapt to future communications which will be of great benefit both in terms of practice and theoretically and individuals interested in

LITERATURE REVIEWS

Concepts and theories about training

According to the previous studying, training is a process of building knowledge and skills for positive behavioral changing (Somchai Kiyanyong and Atjaree Na Takuathang, 2007). It also includes activities created to increase operational efficiency. self improvement and increase knowledge, understanding and ability to work (Supaporn Phisalputra and Yongyuth Kessakorn, 1978) and the objectives of the training are arranged according to the type of work, consisting of organizing training within the organization. and training for the general public (Nattaphan Kajornan, 2003 cited in Rattanaporn Boonnuch. 2012). Moreover the training process will provide the

3 main key points are increasing the knowledge, skill, and attitude (Kalanyoo Petcharaporn and Chaiwat waree. 2011)

Training Objectives

which management training for the general public has the following objectives

1. To develop skills and expertise in the profession
2. To develop ideas, attitudes, and appropriate personality
3. To develop and practice the ability to make decisions.
4. To develop learning to use relevant tools in the profession
5. To create professional satisfaction
6. For further development and professional development
7. to improve environmental factors to be more appropriate
8. to encourage and inspiration for work
9. To understand professional goals more clearly

Training type

From the above objectives, it can be seen that training is consistent with human development in many dimensions. All of which aim to develop people in a better direction. In addition to the objectives mentioned above, combat training is divided into 5 types (Wilawan Rapeephisarn, 2004 cited in Rattanaporn Boonnuch. 2012) as follows:

1. Orientation is training to create awareness of guidelines, policies, regulations of the organization. for beginners
2. Real-world training is the training that the co-trainer a participatory process and practical
3. Skilled worker training is a specific training
4. An internship is a real work experience. Jytte Klausen, Elian Tschaen Barbieri, Aaron Reichlin-Melnick, and Aaron Y. Zelin, 2012.
5. Special Training is a training organized to develop or rectify the situation that arises in order to develop and increase work efficiency

Training method

To increase training efficiency choosing a training method is another important factor in ensuring that training runs smoothly. The result of the training topics and participants in the training which can be divided into 8 methods (Wilawan Rapeephisarn, 2004 cited in Rattanaporn Boonnuch. 2012) as follows:

1. Lecture training is a formal training. by training leader Will be a speaker and have quite a lot of important details
2. Brainstorming training is the brainstorming of trainees' ideas. to find the best approach on different topics
3. Circle discussion training is brainstorming to solve problems or find ways to act together.
4. Training by case study analysis is training through case studies. in order to clearly see the picture
5. Discussion meeting is training from 2 people or more to consult and find the right way.
6. On-site training is a practical experiment.
7. Demonstration is training with demonstration. as a guideline for practice
8. Seminars are the introduction of various ideas. applied in the form of group learning

from the concept of training mentioned above can be used as a framework for the design of the communication process of performances to achieve consistency and achieve maximum efficiency

The concept of message design (Message Design)

David K. Berlo (David K.Berlo) discussed the communication model. There are 4 important components, consisting of SMCR or Source, the sender, the message, the channel, the communication channel, and the receiver (Kanchana Kaewthep, 2006). Being a reliable messenger skills that can be clearly visualized There is a communication design that matches the target group. There are appropriate channels for sending messages. And the receiver has the same level of competence as the prepared substance. It will result in communication in the form of training. become more efficient

In addition to the understanding of the four main elements, what is essential for smooth in the presentation is Skills in both verbal and non-verbal communication (Rung Sriassadaporn, 2015), which will result in communication through performances in the training to understand. and achieve the objectives more efficiently

In designing training materials. It is essential to focus on various factors. In order to be able to select substances to match the target group appropriately. There are 6 important factors in the design of substances (Kanjana Kaewthep, 2006 cited in Kanokorn Ruangsri, 2017) as follows:

1. The messenger factor or substance manufacturers refers to the general population

2. The audience factor refers to the attitude and perspective of the audience. Including what is the view on the messenger?

3. Substance factor means mentioning the content. and important issues in communication to achieve that objective

4. Media factor refers to the type of communication media such as print media, online media, television media, etc.

5. Target factors of communication content composition presentation method and audience analysis

6. Communication context means communication area. in different contexts, whether interpersonal communication group communication between groups Including communication at the organization level

From the factors mentioned above Therefore, it can be pointed out that in organizing training, there are important factors that the trainers must analyze. so that the content or message sent therein can inspire stimulate and produce positive results

METHODS

Experiment research project, there are steps to study and collect information as follows

1. Explore and analyze problems and obstacles in group communication that leads to self-development and develop relationships and problem-solving with international students.

2. Design processes and learning activities that will lead students in international programs to develop intergroup relationships that focus on the creation of training designs and design Thinking such as practice, breathing, speaking, facial expressions, which breath and people reaction language use within the group including personality aspects as well as practical training. In order to communicate between groups that are most effective.

2.1 Develop personality, such as organizing the body to communicate between groups by using training methods in virtual scenarios with specialist as a consultant and recommend (Coach) in communication skill and commented into the development plan, for example, practice among people within the group. and between groups

2.2 Designing questions to lead discussions. Reflection thoughts/feelings from activities and allow all participants for the exchange of feelings after the event join with classmates and teachers openly.

2.3 design of measuring instruments and assessment level of knowledge and pre- and post-learning skills (pretest, post-test) by validating the validity of Tools by experts in group communication and between groups of 3 people

3. Experiment with the training-based learning process. Design thinking to be applied in the context of teaching and learning process, and development of personal characteristics be suitable for training. with regard to time management, activities, exchange of thoughts, feelings. Finally, the researcher providers pretest quiz and after the activity and homework in self-reflection as a reflection note.

4. Evaluate the changing of students from reflection note, pre-test and post-test by using a questionnaire to measure the level of changing in their own cognition (between attending the activities and after activities). Participant will be gotten the reflections, feedback and discussion by participatory observation researchers, lecturers and classmates.

5. Analyze and summarize the results of experiment by gathering self-assessment results from the point of view of students, tests before and after class and the observational results, participation of researchers and speakers

RESULTS

From the study on the creative design process of training in order to develop the group communication skill of international students is divided by research objectives as follows:

1. The research results on educate the creative design process of training in order to develop the group communication skill of international students revealed that students had the ability to understand own characteristics can distinguish and evaluate your strengths and weaknesses by learning, experience and reflection, feelings after learning and being able to design and be creative. In term of training design in accordance with the nature of the group all participant do understand effectively. from the results of the analysis pre-test and post-test provided on various topics and found that students have variations in language, personality, and intergroup relationships.

2. Research results on develop the group communication skill of international students found that students able to create a self-observation process and group observation be better than the previous situation which can be divided into 3 large groups

- Developing the qualities of voice, posture and style
- Development of features posture through the body public appearance and dress
- Developing ways of thinking and speaking, including problem solving that corresponds to the context of the group

From the experimental results, it was found that beginning of the trial process since the questionnaire training process design to develop intergroup relationships taking the test first and after the activity and reflection note, the students learned a variety of their abilities and characteristics. This will lead to a clearer relationship between the groups. Findings arising from learning theoretical concepts together in class with teachers classmates and research assistants, it was found that the students were very satisfied with the exchange of knowledge with their classmates. because it allows for a clear comparison of examples. This makes it possible to analyze and critique strengths and weaknesses and training designs. including creative learning lead to self- improvement and be a part of helping to improve the relationship between groups more effectively

CONCLUSION AND FUTURE WORK

From the study on the creative design process of training in order to develop the group communication skill of international students, the researcher found that students can understand the characteristics unique in terms of outstanding features and inferior features about training design to develop interpersonal relationships. It is the result of the learning process of group communication, which are sorted to learn individual inquiries and jointly design through the Design Thinking process. This project can encourage students to ask questions to find and understand the characteristics of themself and the group in order to create the suitable creativity for the context of the group, using of tone, gestures, style, speaking, thinking, problem solving that requires the art of communicating by communicating to the public. In terms of personality including body structure and appears, associated with human characteristics when living together and can develop relationships in a better direction. In addition, students are able to organize their thoughts and words clearly to the point and must also be able to search for information. able to accompany the speech to suit the situation able to impress the audience voice control eyesight facial expression and behave appropriately which includes personality to build credibility with the audience within the group**.**

Creating a learning process through co-trainers and additional roles as co-trainers to co-design training resulting in interesting processes such as Deep Listening in order to know the real needs of learners Group Reflection to give learners the opportunity to speak and listen to ideas feelings of self and others and making a Reflection Note to reflect on the individual to see the strengths, weaknesses, and pass on their own abilities and enter the Design Thinking process to make the design of the training to be most effective.

The learning in this training design style can be further extended. and applied in larger groups or larger organizations to develop group relations efficiently

In further, researchers who are interested in training process can use the guideline to develop into the upper lever or wider scale such as using it into the big organization, which making the good relationship for all

colleagues or using it between administrators and worker to understand the culture and relationship of cultural organization in order to the productive work in the context of group.

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