

EFFECTIVENESS OF WORK-BASED LEARNING CURRICULUM OF PANYAPIWAT INSTITUTE OF MANAGEMENT, THAILAND

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Abstract:

This study aimed to assess the effectiveness of work-based learning curriculum as implemented by Panyapiwat Institute of Management in Thailand using Kirkpatrick's model of training assessment. Five levels were highlighted namely reaction, learning, behaviour, result and return on investment. The research was principally a qualitative study that used documentary analysis as the method for gathering data and answering the research problems. Documents were analyzed, interpreted and validated by interviews of different stakeholders namely the alumni, the administrators, the faculty members, the present employers of the alumni, and the different heads of the offices. An enhanced model is presented to develop a more effective human capital in the business.

Keywords: *Work-based learning, reaction, learning, behavior, result and return on investment*

1. INTRODUCTION

A functional and skill- focused curriculum that will develop the efficiency and effectiveness of the learners in the actual field must be endorsed and supported by the higher education institutions to develop a stronger workforce with authentic knowledge and experience in their fields. Mark K. Smith (2001) supports John Dewey's attention to experience and reflection, democracy and community and to environments for learning similar to many other writers and educators such as Coyle, Kolb, Lindeman, Rogers, Boud and Schön.

This philosophy of pragmatism finds application in the concept of work-based learning (WBL) (Thomassen, 2011). Learning is not centered only on theoretical issues but in solving real-life problems. Learning develops through problem solving. The actual involvement of the students may be needed to develop their abilities in replicating the theories learned in their work place.

Panyapiwat Institute of Management (PIM) was established on 9th March 2007 as a subsidiary of CP All Co. Ltd. Thailand and has been officially recognized by the Ministry of Education. In Thailand, PIM is the only institution of higher education emphasizing the enhancement of both academic and actual work experience. All course offerings comprise of theoretical learning and actual work start from the first year of studies following the PIM's enhanced WBL curriculum. Each semester is equally divided for the attainment of Study plus Work Program. Students of each programs are also separated into two sets, while the first set is in the study period, the other is at work. There will be a swap of duties after the twelfth week of each semester.

At work, student would be able to apply the gained knowledge from theoretical study with their professional lecturers. In school, they are ready to relate the experiences with their superiors

in problem solving and other practical skills. They can bridge the gap of work and study through direct involvement. They perform their tasks and work on the unsettled issues. This follows the institutions motto "Create Professionals by Professionals."

Benard (2004) believes that WBL experiences add relevance to the curriculum by showing how classroom learning is applied to real work situations and exposing students to various career options. Furthermore, WBL opportunities address students' diverse learning styles.

According to Clarke and Llewellynn(2012), the most effective and valuable learning experience for people in work is often that which occurs through the medium of work or is prompted in response to specific workplace issues (Eraut, Alderton, Cole, & Senker, 2000; Eraut, Steadman, Maillardet, Miller, Ali, Blackman, et al., 2005; Felstead, Fuller, Unwin, Ashton, Butler, & Lee, 2005). As such, the workplace is recognized as a valid and authentic environment in which a planned curriculum for learning can be designed. According to Lester (2010), WBL allows individuals in work to use their activities as a vehicle for high level learning and to gain an industry award. Cairns and Stephenson (2002) have mentioned that WBL can include learning that is for work and takes place at work, but its main feature is that it centres on learning through work – active and reflective engagement with work activities that produce academically valid and practically useful personal and professional development.

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal. This model was then updated in 1975, and finally in 1994, when he published his best-known work, "Evaluating Training Programs." (Mind Tools 1996). Craig (1996) asserts that this model is perhaps the best known techniques or steps in evaluation methodology for judging the learning process. The four levels of evaluation are:

Level 1: Effectiveness along Reaction Level

Kirkpatrick (1996) refers to Level 1 as the reaction level. This is a measure of how well the learners like the learning process. This level shows how the trainees reacted to the training. Trainers would want students to feel that the training is a precious experience, to feel good about the trainers, the topic, the material, its presentation, and the venue. It is important to measure reaction, because it helps trainers understand how well the training was received by the audience. This also assists trainers develop a better training in the future (Mind Tools, 1996). If students like the process or have a positive reaction to the process it is hypothesized that learning is effective.

In this study, this reaction level is operationally defined as the satisfaction of the first two sets of PIM graduates had with their WBL experience. If students are perceived to be satisfied, as indicated by the survey conducted by the PIM office of research immediately after their course, it means that the WBL program was effective at this level.

Level 2: Effectiveness along Learning Level

Kirkpatrick (1996) defines learning as the extent to which participants change attitudes, increase knowledge, and/or increase skill as a result of attending a program. Learning can be measured by the learned knowledge, developed or improved skills and changed attitudes.

Prof. Burked Johnson (1996), College of Education, University of South Alabama in his article mentioned that knowledge is typically measured using already available or instructor constructed achievement tests. Skills typically require some kind of motor or manual response on the examinee's part, or some kind of manipulation; therefore, a performance test is used. A performance test is just a test that requires the test taker to create a product or demonstrate a

process. Attitudes are measured with questionnaires. These should be done immediately right after the training event to determine if participants gained the knowledge, skills, or attitudes.

Level 3: Effectiveness along Behaviour Level

Level three measures the extent to which a change in manners has occurred because someone attended a training program. This change may occur when someone has a desire to change, know what to do and how to do it, work in the right climate and must be rewarded for changing (Kirkpatrick, 1996). More importantly, this level measures the effect on job performance of the trainees (Johnson, 1996). This specifically involves measuring the transfer of knowledge, skills, and attitudes from the training context to the workplace. It is important to see the level three evaluations so as to provide measurement of actual behaviour on the job, rather than only measuring or demonstrating positive reaction and/or learning. Moreover, the outcomes of level 3 are intrinsically useful as intervening variables required for level four evaluations.

Operationally, behaviour in this study will be measured by the series of evaluations made by the alumni's immediate superiors and HRD after a year of work at 7-11 stores and other partner companies of CP ALL during their locked-in periods. Records are available at PIM's office of research and development. This evaluation was conducted as part of the annual progress report of the ORD and as a follow up to alumni's performance.

Level 4: Effectiveness along Result Level

This involves measuring the final behavioural results seen in the workplace that occurred because a person attended a training session. Result can include increased production, improved work quality, reduced turnover, etc. Level four outcomes can include other major results that contribute to the effective and efficient functioning of an organization. Level four includes any outcome that most people would agree is "good for the business." These outcomes are either changes in financial outcomes or changes in variables that should have a relatively direct effect on financial outcomes at some point in the future. (Johnson, 1996)

In this study, level 4 will be measured by the employers' assessment of the PIM alumni who are working with them as regular employees. This assessment will measure the effectiveness of the WBL program through direct interviews. Employers/ HRD personnel directly in-charge of the employees and have direct access to the performance records of the PIM alumni.

Level 5: Effectiveness along Return on investment (ROI)

Phillips (2003) added a fifth level of Kirkpatrick's model. Jack Phillips is an internationally renowned expert on measuring the return on investment (ROI) of human resource development activities. However, he maintains that the exact criteria for selecting the most appropriate learning events to evaluate up to level five of his framework will depend upon the culture of the organization and the level of experience of its learning and development professionals. In this study, ROI will be measured through ethnographic procedure using the recorded data and the researcher's observation since PIM is just a very new institution and still in the process of putting more investments.

2. PURPOSE OF THE STUDY

Specifically, this research will be done in order to satisfy these purposes:

- i. to assess the level of effectiveness of the WBL and to identify the strengths and the areas of improvement of its implementation as perceived by the several stakeholders such as the alumni, employers of the alumni, the administrators and faculty members of PIM.
- ii. To create an enhanced WBL model to further strengthen PIM curriculum.

3. METHODOLOGY

3.1 Scope of the Data

The primary data utilized in this document study were consolidated, analyzed, and interpreted. These data were derived from several offices of Panyapiwat Institute of Management. For Level 1 (Reaction level), the Batch 1 and Batch 2 Alumni's Evaluation result towards PIM were considered. These data were obtained from the files of annual reports of the office of Research and Development. There were 428 alumni's records of the alumni considered in this study. For the second level (Learning level), the office of students' records of the registrar's provided the primary data of the alumni's GPAX. These GPAX is the general average of all 428 graduates from the first two batches. These GPAX were total of all the scores obtained by each alumni during their study and internship for four years. The third primary data were the result of the employers' evaluation to the PIM alumni during their lock-in period. These records were obtained from the files of PIM's annual reports from the office of Research and Development. There were 163 respondents for the first batch and 154 respondents the second batch. These respondents were the managers, the employers and the heads of the department of the first two batches of PIM alumni. Finally for the level 5 (ROI) Field notes and observations were considered to see the WBL effectiveness.

3.2 Selection of the Participants

Interviews were used to gather primary data for Level 4 (Results). Ten employers / managers / department heads/ HR were asked to be the key informants for this level who directly gave answers on how the alumni contributed to the efficiency and profitability of the business. Their responses were transcribed coded and grouped for interpretation.

In each level, other stakeholders (not included in the data collection) were interviewed to check the accuracy and trustworthiness of the findings and used for the triangulation of the data. There were 10 alumni from the third batch, 3 PIM administrators, one HR officer, and 5 faculty members were interviewed. These stakeholders validated and enhanced the credibility and reliability of the findings and conclusion.

3.3 Design

This study is a qualitative research. Specifically, document analysis of records obtained from the PIM was employed as a primary research strategy. The researcher collected, analyzed and generalized the data the available documents from PIM offices such as the perception and opinions of the graduates about the institution, the evaluation reports of the trainers during the internships, the general averages (GPAX) of the alumni at the end of course, and the performance evaluation of the alumni as evaluated by their current employers. Data were collected from the different offices of PIM such as the Office of Research and Development (ORD), Office of the Vice Dean of the Faculty of Business Administration, Office of the Student Affairs and development, Office of Students Records and Finance.

The effectiveness of the WBL in terms of the first level - reaction was determined by the perceptions and opinions of the graduates about the WBL. The researcher used the evaluations conducted by the ORD. These evaluations concerned the students' opinions about the curriculum and instruction, facilities, internal and external services, faculty and personnel, and quality of the graduates. This tool is a combination of Likert-scale type questionnaire and open-ended questions. The evaluation tool used by the ORD is a 4-point scale with descriptive equivalents as follows:

Numerical score	LEVEL OF SATISFACTION	LEVEL OF EFFECTIVENESS
4	Very satisfied	Very effective
3	Satisfied	Effective
2	Less satisfied	Less effective
1	Least satisfied	Least Effective

The level of satisfaction is equated to the level of effectiveness. Very satisfied would mean very effective; satisfied would mean effective; less satisfies would mean less effective; and least satisfied would mean least effective. The data was supported and validated by the interviews of ten PIM alumni who are now working at CP ALL company.

The second document is the GPAX. It is the cumulative general average of each student obtained from each semester. This includes all the grades from all the subjects enrolled for the semester as assessed by their course facilitators and the internships grades provided by the managing staff. Both study and work grades reflect the performance (based on set criteria), attitude, and attendance cumulated in 4 years.

The next document is the Employers' Evaluation of PIM Alumni. This evaluation is conducted by the current employers to all fulltime employees who have rendered a required length of employment to the company. This evaluation is normally done semi- annually or annually depending to their company policy. This intends to check on the work performance, general knowledge and skills, attitude and etiquettes, qualities and abilities at work of the employees particularly the PIM alumni since the institution has just started supplying the human resource for CP Company and its subsidiaries. This evaluation was interpreted similar to the previously mentioned questionnaire. This also measured the third level – behaviour.

The effectiveness at the fourth level –results, was determined primarily through interviews. These interviews revealed the outcomes of the behavioural changes of the trainees on the actual operations of the different companies. Specifically, the researcher determined whether the organization was able to operate more efficiently and effectively as a result of the behaviours of the graduates.

The effectiveness of the fifth level was measured through the researcher's field note, observation and interviews. The company's corporate social responsibilities and the vision of the CEOs in creating educated human resource can create better customers' trust and loyalty. The company's product and services are well supported and give positive ROI.

Data were organized and summarized in order to determine the over-all effectiveness of WBL. These analyses also surfaced the weaknesses of the WBL as well as the strengths which enabled the researcher to prepare an enhanced model of WBL. Analyses, generalizations and/or predictions on each trend will be critically formulated. A rich narrative description will be provided to substantiate the data gathered and to obtain reliability on the findings. These findings will be the main topics of discussion for the interview. Interview protocol was formulated to guide the entire process of validating the findings from the document analyses. Administrators, faculty members, and employers were considered as the key informants for the interviews. These interviews also intended to provide a clear and deeper picture of the constraints, problems, challenges of implementing a WBL curriculum.

3.3.1 Research Instruments

This effectiveness assessment of the WBL at PIM, Thailand is qualitatively measured through document analysis and interviews. Table 1 shows sources of the documents for each

level of effectiveness following the Kirkpatrick model and the validation interviews to enhance the credibility of the instruments.

In the documentary study, the researcher focused on the evaluation documents of the institution presented by the office of research and development. These documents were part of the institution's annual reports manifesting the credibility and trustworthiness of the obtained data. Related data were gathered, analyzed, and interpreted as to effectiveness measure. Evaluation documents were in the form of satisfaction level but this research equated the satisfaction level to effectiveness level.

As Bogdan (2003) affirmed that the researcher is the key instrument who enters and spends considerable time in order to do the in-depth interviews with the key informants, gathered field notes and observations and collected experiences as a complete participant were highly considered in this study. A series of qualitative validation interviews were conducted to check the reliability of the documents and the findings of the study. One on one personal interviews, telephone interviews, email interviews and online interviews were facilitate for the credibility checking. Creswell (2003) emphasized that people's words and actions represent the data of qualitative inquiry and this requires methods that allow the researcher to capture language and behaviour. During the interview, the unstructured questions were asked just to guide the researcher in the interview process.

3.3.2 Ethical Consideration

This study fully considered and respected the proper authorities. An appropriate protocol was obtained starting from acquisition of permit from PIM president and asked the consent of the deans and other higher administrators for data gathering. Documents were obtained from the authorities on their own prerogatives. This study protects and safe guard the human rights of the participants. In the interview, the researcher performed the role as a complete participant. Informal questioning and confidential documenting were used not to hurt the feeling of the participants. Pseudo names were used or names were omitted in the process of analyzing and reporting data to protect the identity of the subject to eliminate any risk. In some cases like in a meeting or in a conference, the researcher asked for recording with the purpose of checking the ideas of the participant only and the recordings were deleted after the end of this research.

3. RESULT AND DISCUSSION

In this section the researcher will present the results of the study in details. The obtained data for each effectiveness level of Kirkpatrick model using PIM as the subject of the study will be presented in tabular forms, graphs, exhibits, transcriptions and codes. The credibility and reliability of the data will be also discussed through the qualitative triangulation of interviews of the respective PIM stakeholders. Results for each level will be interpreted qualitatively.

Level 1: Effectiveness along Reaction Level

PIM's office of research is constantly monitoring and reporting the satisfaction level of the graduates towards the WBL curriculum, the trainings and the institute in general. The overall satisfaction rating towards the institution were found to be $\bar{X} = 3.06$ and 3.11 respectively

Table 1: Alumni's Satisfaction Rating towards PIM

	\bar{X} Batch 1	Satisfaction Level	\bar{X} Batch 2	Satisfaction Level
Curriculum and learning management	2.92	Satisfied	3.09	Satisfied
Knowledge, skills, experience provided by the institution	2.94	Satisfied	3.31	Very Satisfied
Building and facilities, campus environment	2.88	Satisfied	2.91	Satisfied
Support System and Learning facilities	2.76	Satisfied	2.83	Satisfied
Counseling and Advising, Academic and University Life support	2.86	Satisfied	2.88	Satisfied
Student's Activities	2.46	Less Satisfied	2.45	Less Satisfied
Services provided by the faculties and other offices	2.64	Satisfied	2.6	Satisfied
Faculty and Personnel	*	-	3.19	Satisfied
Networking System between students, faculty and the institute	*	-	2.96	Satisfied
Overall Satisfaction Rating Towards the Institution	3.06	Satisfied	3.11	Satisfied

*Remarks: During the first evaluation of Batch1, two areas were not included in the assessment namely the faculty and other personnel and the networking system between students, faculty and the institute; .N= 428 and the Highest Mean Score $\bar{X} = 4$)

Where:

\bar{X}	Level of Satisfaction	Level of Effectiveness
3.26– 4.00	Very Satisfied	Very effective
2.51 – 3.25	Satisfied	Effective
1.76 – 2.50	Less Satisfied	Less effective
1.00 – 1.75	Least Satisfied	Least effective

The faculty and other personnel received the highest satisfactory mean score rating ($\bar{X}= 3.19$) from the batch 2. The batch 2 alumni received the most valuable support and effective teaching from their teachers. The teachers were very much willing to help most of the time, whether inside the campus or off campus. They established good rapport with the students and unselfishly shared their knowledge and time as testified by one graduate. The friendly atmosphere motivated the alumni to get useful advices that helped them to finish the course.

Level 2: Effectiveness along Learning Level

During the study period, twelve weeks are allotted for the lecture and laboratory. This includes the two weeks examination time and completion of semestral requirements. This shows that ten weeks are spent for studying. More or less there were six to seven different courses offered each study term. Fig. 5 shows the example of the actual schedule of the alumni with 6 major subjects. The days without the actual classes were used for group study and project making.

During the work period, similarly there are twelve weeks. The first week will be orientation and seminar about the roles, duties, policies, and other working conditions. Students are given the chance to choose which 7-11 branch they would like to be assigned. Most students prefer to work near to their houses to lessen the boarding expenses and have a chance to be with their family. They are getting remuneration for their work and entitled to the other employees' benefits.

PIM president believes that this strategy would develop the students continuously and prepare the graduates to work in this borderless global economy. "The student of PIM would therefore have knowledge in both theory and practice relevant to the real world, as they learn from the faculty members and expert from inside and outside the country with direct experience; together with the opportunities of field trip to the leading domestic and foreign companies", he elaborated.

Level 3: Effectiveness along Behaviour Level

The researcher used the evaluation of the immediate heads /supervisors of the first two of batches after a year of working as full time employees of the companies. There were 163 respondents for Batch 1 (April 2011) and 154 (April 2012) respondents for batch 2 as conducted by the ORD. These employers have the direct and actual observations to the alumni and fully understand the nature of work of CP All and its subsidiaries. PIM's research and development office (ORD) is conscientiously monitoring the progress of the alumni and the other stakeholders in order to be informed about the strengths and weaknesses of WBL and be able to suggest to the higher authorities the corresponding actions based on the result of the studies.

The instrument used by the ORD was a 5-scaled Likert questionnaire as the result. The questionnaire was based on the National Qualifications Framework for Higher Education in Thailand also known as Thailand Qualification Framework (TQF) with the emphasis on the expected outcomes in five learning domains namely: Ethical and Moral Development, Knowledge, Cognitive Skills, Interpersonal Skills and Responsibility, and Analytical and communication Skills. This TQF itemizes the expectations and characteristics of each level of the higher education.

Table-2: Employers' Evaluation to PIM Batch 1 and Batch 2 Alumni as Employees

Areas of Assessment		\bar{X} Batch 1 (n=163)	Level of Satisfaction	\bar{X} Batch 2 (n=154)	Level of Satisfaction
I.	Integrity and Ethics	4.28	Very satisfied	4.17	Very satisfied
II.	Knowledge	4.20	Very satisfied	3.85	Very satisfied
III.	Scholarly Aptitudes	4.03	Very satisfied	3.84	Very satisfied
IV.	Amiabilities and Accountabilities	4.28	Very satisfied	4.18	Very satisfied
V.	Analytical, Communication and Technological skills	4.03	Very satisfied	3.79	Very satisfied
VI.	Institutional Identity	4.19	Very satisfied	3.93	Very satisfied

Note: Satisfaction level is translated to Effectiveness level

Where:

Mean Score	1.00 – 1.50	1.51 – 2.50	2.51 – 3.50	3.51 – 4.50	4.51 – 5.00
Level of Satisfaction	Least satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Completely satisfied

Level of Effectiveness	Least Effective	Slightly Effective	Moderately Effective	Very Effective	Completely Effective
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The behaviour level was measured using six areas of assessment namely Integrity and Ethics, Knowledge, Scholarly Aptitudes, Amiabilitys and Accountabilities, Analytical, Communication and Technological skills, and Institutional Identity. Each area will be discussed in details. Employers of both batches gave the highest score for the Area 4 amiabilitys and accountabilities and Area 1 integrity and ethics. This implies that WBL of PIM is successful in producing sociable, responsible, honest, and reliable employees. Similarly, employers of both batches agreed that Area 5 analytical, communication and technological skills and Area 3 scholarly aptitudes are the lowest rated areas of assessment. Alumni as expected by this level should possess relevant statistical or mathematical techniques and apply them creatively in interpreting information and suggesting possible solutions to problems.

Level 4: Effectiveness along Result Level

Kirkpatrick's level 4 Result is mainly focused on the contribution of the participants to the company after the training. Reiterating the word of CP ALL CEO about the human as the most important resource of the company, they develop several useful attitudes, skills, personality and outputs that would contribute to the growth of the company. The WBL training at PIM is making an empire that will support the company with love, loyalty, honesty, trust, creativity and happiness. These personalities make a strong organization. Tanya Prive (2012) has posted Top 10 qualities that make a great leader, most of the results of this study conformed with her article. If the organization is strong inside, the aimed outputs are easy to achieve.

The skills obtained by the alumni from WBL at PIM are the foundation they apply at work. The employers can recognize the result of the training trough their performance. The continuous hiring of PIM alumni even after their lock-in period shows their effectiveness at work.

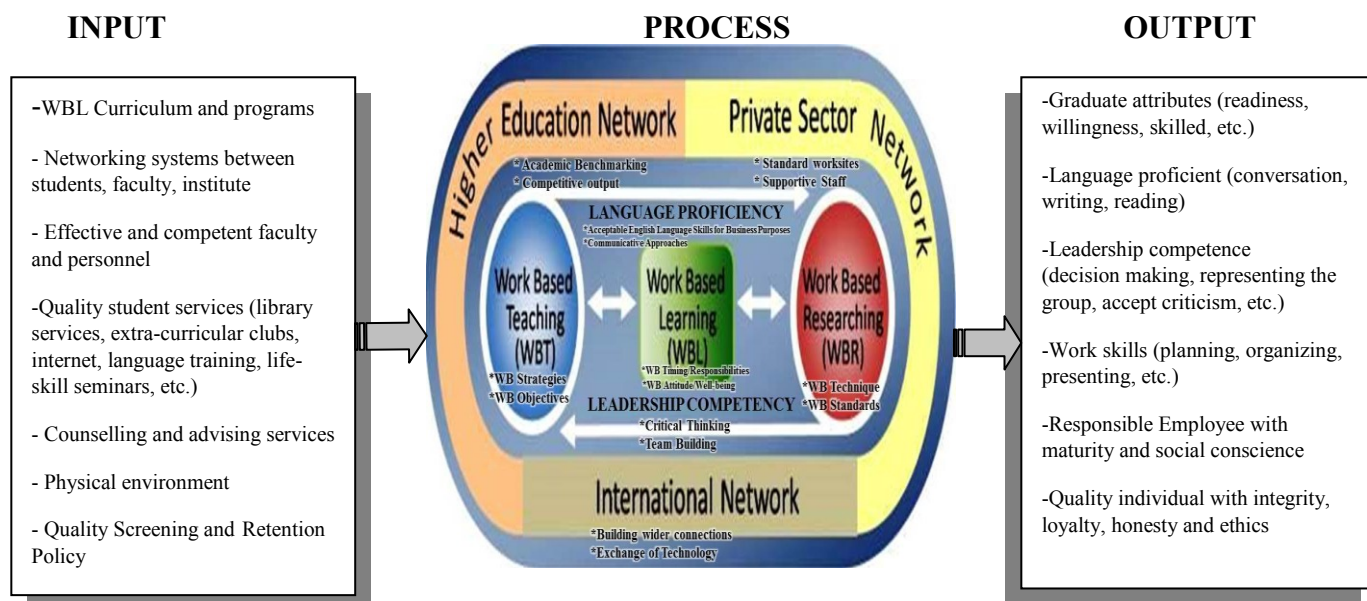


Figure-: Enhanced Model of WBL

(This enhanced model is based on the actual WBL model of PIM. The researcher was authorized by the PIM office of the dean of Liberal Arts to make some enhancement for purpose of this present study.)

Finally, the scientific qualitative procedure was applied in the interview of the employers, managers, administrators, HR officer and faculty members revealed that the alumni can contribute to the growth and development of the company in terms of Positive attitudes toward work, skills, personality, and output. Since the stakeholders positively perceived the contributions of the alumni in gaining the customers' loyalty, patronage and trust; it is therefore fair and just to conclude that the result level is effective.

Level 5: Return on Investment (ROI)

Ethnographic observations as a qualitative procedure used in determining the return on investments without naming any figures but through observations, field notes and so whatever is seen, heard, or experienced is recorded and considered; it is found that:

1. CP All is making a huge investment on education and training through PIM.
2. PIM provides human capital for CP All businesses that help lessen the training expenditures and fewer turnovers of the employees.
3. CP All businesses are gaining more popularity and customers' loyalty through the CSR activities.

With no doubt, CP All is gaining intangible profits and making the business more efficient and more effective. This is safe to conclude that as the company is gaining, a positive ROI is then attained, and if it is positive therefore it is effective.

PIM has been very effective in the implementation of WBL in Thailand considering that they are the most visible pioneer in the successful operation of the curriculum. The potentials of PIM in running the "work and study system" responded to the need of the businesses to run efficiently through the enormous supply of human resources and at the same time these students are able to explore the workplace while earning the degree. The readiness of PIM in every aspect of educational management and administration made things easy and possible. With the strong foundation from the visionary CEO, the selection of highly qualified and experienced administrators, lecturers and other employees, the financial support of the corporation, the community trust and support, the parents' confidence to the system and the full effort of the students are the valuable factors to its accomplishment.

Through the CEO's strategic management system, WBL has been introduced and applied as the identity of the institute. In the implementation of the curriculum, a well-researched WBL model has been used to achieve the vision of the CEO. Originally, the inner loop of the model consists of the interrelationship between WB Learning, WB Teaching and WB Researching. The success of the WBL curriculum can be achieved through potential and professional teachers with the support of research findings and its recommendations.

Teaching staff and non teaching personnel are encouraged to attend trainings and workshops concerning work based teaching and learning. This is the WB Teaching (WBT); the administration has set the standards on the facilitation of teaching and learning with due consideration of students' well-being and individual differences. The other side of the inner loop is the WB Researching (WBR). As a work based institution, the entire program must be administered under reliable research findings. This is the biggest job of everyone in the institution, to conduct practical and operational studies that are necessary and in its utmost urgency and importance. Administrators at all levels, teachers and lecturers, non-teaching employees, and students must come up with research output and make a productive program using its own research outputs.

These interrelated work based connections can be best achieved with the mastery of two other competencies namely: language proficiency and leadership. From the findings, PIM alumni

are lacking of these two areas of expertise. Language proficiencies and leadership competencies are the two main attributes of the successful top executives. According to the Toastmasters International (2013) that good communication is vital in businesses. People who express themselves clearly and confidently are persuasive and comfortable communicating with wide range of people. Language and leadership are both skills. They can be learned. English as declared to be the official language of AEC must be prioritized by every institution in ASEAN. Thailand as a speaker of English as foreign language must try to quantify the experiences to utilize the language to its maximum. Classroom as a venue of language learning can help but the opportunity to actually use the language in the real situation would be a better option. Leadership must be learned through experience and actual encounter with people. PIM work based system is a great chance for the students to see and experience the leadership styles and skills at various levels and situations. Ability to work as a team is one most experience issue at work with a diversified staff. Ability to critically think in solving problems enables makes a great leader.

The outside loop of the enhanced model details the importance of support system or networks in the WBL implementation. These three main networks that help facilitate the system are the private sector network, higher education network, and the international network. These sets of connections provide a wider grasp to make WBL experience more worthwhile. The private sectors allow the interns to understand the real work setup of a company. The interns are regarded as regular employee. They have to face both constructive and depressing part of a worker's life. These private sectors are sometimes private individuals who support PIM in the WBL explorations. They also connect the institute to perform corporate social responsibility (CSR) to provide the interns with the experience of participating voluntarily in some charitable activities. This experience cultivates the humanitarian aspect of the students. The model develops strong connections and strong support from the companies and their staff.

4. CONCLUSION

The establishment of PIM as a corporate university is one of the biggest investments of CP ALL Company. It shows the wisdom of the CEO in developing his own source of human capital. He has a crystal clear vision of making long lasting businesses in the country and abroad with loyal and efficient workers. PIM, as governed by highly qualified professional educators and guided by the country's successful tycoons, will definitely be a flourishing business institution locally and internationally in the near future. Thus, the findings of the study supported the following conclusions:

Level 1: Effectiveness along Reaction Level

Documents analyzed show that the alumni gave an overall satisfaction rating of 3.06 for batch 1 and 3.11 for batch 2 totalling to 3.09 which mean satisfied. The satisfaction level of the findings is equated to the effectiveness level, therefore the reaction level of the alumni towards the WBL training is found to be effective.

Level 2: Effectiveness along Learning Level

Documents analyzed show that the alumni, both batch 1 and 2 has got the overall GPAX of 2.83 which has the descriptive meaning as good. The grading criteria are transmuted as to the level of effectiveness. Therefore the overall learning level of the alumni is at effective level.

Level 3: Effectiveness along Behaviour Level

Documents analyzed show that the employers/ managers / heads of the department of the alumni gave an overall satisfaction rating of 4.17 for batch 1 and 3.96 for batch 2 totalling to

4.07 which mean very satisfied. The satisfaction level of the findings is equated to the effectiveness level, therefore the overall change of behaviour of the alumni after the training is found to be very effective.

Level 4: Effectiveness along Result Level

The scientific qualitative procedure was applied in the interview of the employers, managers, administrators, HR officer and faculty members revealed that the alumni can contribute to the growth and development of the company in terms of-

- a. Positive attitudes toward work
- b. Skills
- c. Personality
- d. Output

Level 5: Effectiveness along Return on Investment Level

Ethnographic observations as a qualitative procedure used in determining the return on investments without naming any figures but through observations, field notes and so whatever is seen, heard, or experienced is recorded and considered; it is found that:

1. CP All is making a huge investment on education and training through PIM.
2. PIM provides human capital for CP All businesses that help lessen the training expenditures and fewer turnovers of the employees.
3. CP All businesses are gaining more popularity and customers' loyalty through the CSR activities.

With no doubt, CP All is gaining intangible profits and making the business more efficient and more effective. This is safe to conclude that as the company is gaining, a positive ROI is then attained, and if it is positive therefore it is effective.

5. RECOMMENDATIONS FOR PRACTICAL APPLICATIONS

WBL System will be a better option for the university students if it can provide most of the conventional expectations plus some other unique features that stakeholders would like to achieve. These are some of the recommendations for the stakeholders in accordance to the findings and conclusions of this study.

For the Administrators and Curriculum Developers:

1. To revisit and re-arrange the time-frame of the curriculum; look for more feasible alternatives to the study-time, the course content, the ability-based groupings and all the other requirements of both study and work scheme.
2. To provide institutionalized WBL programs that will give more opportunities for the students to get involved in the curricular and extra-curricular activities like sports, music, academic and non-academic clubs, and exposure tours.
3. To strengthen the admission and retention policy and elevate the quality of scholars.
4. To provide programs that will enhance more exposure to other companies, other organizations, and other institutions not under the same umbrella.
5. To consider the enhance model of this study in the facilitation of WBL system.

For the Faculty Members and Lecturers:

1. To be more flexible in handling classes; be aware and understand the feelings, the needs and the readiness of each student; consider the effective teaching strategies.
2. To use WBL approaches in teaching; allow the students to learn from their own experience; allow them to think on their own, not to dictate nor give orders.

3. To maximize the integration of English language and other general knowledge in all the courses.
4. To provide activities that allows analysis, systematic organization, planning and presentations.

For the Employers/Managers/ Head of the Department:

1. To offer more support and give training to the intern students; give more encouragement and provide a more friendly work atmosphere.
2. To establish self-confidence and give a chance to develop the decision making skills of the interns; allow them to practice leadership skills among other workers.
3. To give incentives to those who can use other languages for motivational purposes.
4. To discover the interns' abilities and assign them in the right positions where they can have complete progress and total development.

For the Students:

1. To be more active and enthusiastically search for more knowledge that would strengthen the lectures given in the classroom. Be responsible and be independent enough for your personal development and for your own seek of wisdom. Do not limit yourself with the learning avenues. Learning occurs everywhere not only inside the four corners of the classroom.
2. To conduct group study sessions for the exchange of ideas in the informal set-up. Leadership can be also practiced during these sessions.
3. To practice more conversational skills and be more confident in using the English language.
4. To take the opportunities of learning by doing; more initiatives and diligence at work and during study period.
5. To enjoy the university life under the work-based system.

6. RECOMMENDATIONS FOR FUTURE STUDIES

The findings of this study may create a big impact in the academic and business community. The researcher believes that further studies should be administered to enhance reliability of the findings. Here are some of the recommendations for future researchers:

1. A larger scope of participants should be considered. Administrators, lecturers, current students, alumni, parents and other business sectors not affiliated with CP ALL or PIM can be the expanded participants for the next research.
2. A mixed research method of quantitative and qualitative can be applied in order to support the descriptive data by some numerical data and make more reliable findings. Observation and participatory approach research may also add the validity further of the researches.
3. Comparative and experimental studies on the effectiveness of WBL curriculum using other models of effectiveness can be applied to check different areas of assessment in other context.
4. A collective survey of corporate universities and colleges using WBL in South-east Asia focusing on resolving the issues on mismatch of the present educational system and unemployment.

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