Academic Management Strategies of Secondary Schools Based
on the Concept of Intercultural Competence

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เหมือนฝัน โกรัตนะ : กลยุทธ์การบริหารวิชาการของโรงเรียนมัธยมศึกษาตามแนวคิดสมรรถนะระหว่าง
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากรอบแนวคิดการบริหารวิชาการของโรงเรียนมัธยมศึกษาและกรอบ
แนวคิดสมรรถนะระหว่างวัฒนธรรม 2) ศึกษาระดับสมรรถนะระหว่างวัฒนธรรมของนักเรียน 3) วิเคราะห์จุดแข็ง จุดอ่อน
โอกาส และภาวะคุกคาม (SWOT) ของการบริหารวิชาการของโรงเรียนมัธยมศึกษาตามแนวคิดสมรรถนะระหว่าง
วัฒนธรรม และ 4) พัฒนากลยุทธ์การบริหารวิชาการตามแนวคิดสมรรถนะระหว่างวัฒนธรรม โดยใช้ระเบียบวิธีวิจัยผสมวิธี
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กลุ่มสาระ และครู จำนวน 307 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วย แบบสอบถามและแบบประเมิน การ
วิเคราะห์ข้อมูลประกอบด้วยความถี่ ร้อยละ ค่าเฉลี่ยเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความต้องการจำเป็น
(PNImodified) และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) กรอบแนวคิดการบริหารวิชาการของโรงเรียนมัธยมศึกษา ประกอบด้วย 4 องค์ประกอบ
ได้แก่ การพัฒนาหลักสูตร การเรียนการสอน สื่อและแหล่งเรียนรู้ และการวัดและประเมินผล และกรอบแนวคิดสมรรถนะ
ระหว่างวัฒนธรรม ประกอบด้วย 10 องค์ประกอบ ได้แก่ การสื่อสารระหว่างบุคคล ความอดทนต่อภาวะกำกวม ความยืดหยุ่น
ทางพฤติกรรม ความเห็นอกเห็นใจระหว่างวัฒนธรรม ประสิทธิผลในการทำงานเป็นทีมระหว่างวัฒนธรรม การค้นพบความรู้
ระหว่างวัฒนธรรม การเข้าสังคมระหว่างวัฒนธรรม การเคารพผู้อื่น การมุ่งเป้าหมายระหว่างวัฒนธรรม และการไม่ตัดสินผู้อื่น
2) ระดับสมรรถนะระหว่างวัฒนธรรมของนักเรียนโดยภาพรวมอยู่ในระดับสูง องค์ประกอบที่มีค่าเฉลี่ยสูงสุด 3 ลำดับแรก
ได้แก่ ความเห็นอกเห็นใจระหว่างวัฒนธรรม การเคารพผู้อื่น และการไม่ตัดสินผู้อื่น และองค์ประกอบที่มีค่าเฉลี่ยต่ำสุด 3
ลำดับสุดท้าย ได้แก่ การเข้าสังคมระหว่างวัฒนธรรม ประสิทธิผลในการทำงานเป็นทีมระหว่างวัฒนธรรม และความยืดหยุ่นทาง
พฤติกรรม 3) ผลการวิเคราะห์ SWOT พบว่า การเรียนการสอนเป็นจุดแข็ง การวัดและประเมินผลเป็นจุดอ่อนที่มีความ
ต้องการจำเป็นสูงสุด รองลงมาคือ การพัฒนาหลักสูตร และสื่อและแหล่งเรียนรู้ตามลำดับ 4) กลยุทธ์การบริหารวิชาการ
ประกอบด้วย 4 กลยุทธ์ 8 กลยุทธ์รอง และ 33 วิธีดำเนินการ ได้แก่ 4.1) ปฏิรูปการวัดและประเมินผลเพื่อพัฒนา
สมรรถนะระหว่างวัฒนธรรมของนักเรียน (2 กลยุทธ์รอง 11 วิธีดำเนินการ) 4.2) ออกแบบหลักสูตรสถานศึกษาใหม่เพื่อ
พัฒนาสมรรถนะระหว่างวัฒนธรรมของนักเรียน (2 กลยุทธ์รอง 6 วิธีดำเนินการ) 4.3) เสริมสร้างสื่อการเรียนรู้และ
ทรัพยากรเพื่อพัฒนาสมรรถนะระหว่างวัฒนธรรมของนักเรียน (2 กลยุทธ์รอง 7 วิธีดำเนินการ) และ 4.4) เสริมสร้างการ
เรียนการสอนเพื่อพัฒนาสมรรถนะระหว่างวัฒนธรรมของนักเรียน (2 กลยุทธ์รอง 9 วิธีดำเนินการ)

สาขาวิชา   บริหารการศึกษา   ลายมือชื่อนิสิต ....

ปีการศึกษา   2565   ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

                                       ลายมือชื่อ อ.ที่ปรึกษาร่วม ....

Muanfan Korattana : Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence. Advisor: Asst. Prof. PENVARA XUPRAVATI, Ph.D. Co-advisor: Prof. PRUET SIRIBANPITAK, Ph.D.

The research objectives were to 1) study conceptual frameworks of academic management of secondary schools and intercultural competence, 2) study students' intercultural competence levels, 3) analyze strengths, weaknesses, opportunities, and threats (SWOT) of academic management of secondary schools based on the concept of intercultural competence, and 4) develop academic management strategies based on the concept of intercultural competence, using a multiphase mixed-methods design methodology. The study population was 19 schools, with 307 respondents, including school administrators, head teachers, and teachers. Research instruments included questionnaires and evaluation forms. Data analysis included frequencies, percentages, arithmetic mean, standard deviations, modified priority needs index (PNI$_{modified}$), and content analysis.

Research results revealed that 1) the conceptual framework of academic management of secondary schools included curriculum development, teaching and learning, learning media and resources, and measurement and evaluation and the conceptual framework of intercultural competence included ten components, including interpersonal communication, tolerance for ambiguity, behavioral flexibility, intercultural empathy, intercultural team effectiveness, intercultural knowledge discovery, intercultural sociability, respect for otherness, intercultural goal orientation, and nonjudgementalness. 2) Students' intercultural competence was perceived at a high level overall. The three components with the highest mean scores included intercultural empathy, respect for otherness, and nonjudgementalness, and the three components with the lowest mean scores included intercultural sociability, intercultural team effectiveness, and behavioral flexibility. 3) SWOT results showed that only teaching and learning were rated as strengths. Measurement and evaluation were weaknesses with the highest priority needs; curriculum development was secondary; and learning media and resources were the third. 4) Academic management strategies consisted of four strategies, two substrategies, and 33 procedures: 4.1) reform measurement and evaluation to develop student intercultural competence (two substrategies and eleven procedures), 4.2) redesign the educational institution curriculum aimed at developing student intercultural competence (two substrategies and six procedures), 4.3) strengthen learning media and resources to develop student intercultural competence (two substrategies and seven procedures), and 4.4) strengthen teaching and learning to develop student intercultural competence (two substrategies and nine procedures).

Field of Study:	Educational Management	Student's Signature ....
Academic Year:	2022	Advisor's Signature ....
		Co-advisor's Signature ....

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TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

Page

CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Study

Globalization and multiculturalism have resulted in geopolitical and societal changes (Hong & Cheon, 2017), and as society changes, identities are negotiated and renegotiated through a process of cultural syncretism, rather than being monolithic, stable, or binary (Hajisoteriou & Angelides, 2016). As a result, communities around the world are growing more cosmopolitan as culturally diverse individuals live together (Zhang & Zhou, 2019). The Association of Southeast Asian Nations (ASEAN) integration and globalization have also made Thailand gradually become a globalized society that requires its citizens to better understanding of different cultures.

One of the problems is language communication. According to Sharifian (2010), if more than 80% of English communication is currently happening between non-native speakers, rather than investigating the phonological and syntactic characteristics of several global English dialects, it is critical examine the cultural schemata that these individuals use to navigate their cross-cultural interactions that underpins their semantic and pragmatic levels. Individuals need a diverse set of cultural agreements, exposures, adjustments, and new attitudes to attain the language communication objective in cultural diversity (as cited in Suwannasom, 2016). Many people are discovering that they need to learn new skills in order to communicate across language and cultural differences (Fantini, 2009). According to Fantini, this entails not only making themselves understood—whether in their own language, the

interlocutor's native language, or a third language not natural to either party—but also, perhaps more importantly, acquiring novel interactions and behaviors that transcend those of their innate systems. Thai students of English hear a variety of English spoken by native speakers as well as non-native speakers from various linguistic and cultural backgrounds (Suwannasom, 2016) due to the above-mentioned shifts. To survive in globalized environments, Thai learners need to not only communicate in languages but also deal with other cross-cultural differences. Serious challenges may arise when people in a society do not understand and act with people from different cultures.

European Commission (2014) and European Union Agency for Fundamental Rights (FRA) (2015) stated that intercultural challenges may include increases in prejudice, intolerance, and discrimination towards minority religious and ethnic groups, which are greater now than at any time in the past 50 years (as cited in Barrett, 2018). These challenges can also result in serious crimes. Recently, in America, several misconducts and crimes have arisen. British Broadcasting Corporation (BBC) reported examples of these misconducts and crimes. They include the death of an elderly Thai immigrant after being thrown to the ground; a Filipino-American slashed in the face with a box cutter; a Chinese woman set on fire after being smacked; and eight individuals killed in a shooting spree that spans three Asian spas in one night (Cabral, 2021). These problems do not happen in Thailand, though. As Thailand becomes a globalized society, mentioned problems are significant to prevention. The best way to do this is to develop people in society to be culturally competent, especially young people so that they can learn, live, and work effectively and appropriately in diverse environments. Educators have said explicitly that they are

responsible for preparing students not only for employment but also for the complicated interactions that come with global citizenship (Bennett, 2009).

Individuals who function well in these culturally diverse environments have been labeled as effective interculturalists with high degrees of intercultural competence (IC) by academics, such as Eriksen (2018) and Sercu (2010). IC necessitates the development of postmodern understandings of cultures that emphasize their fluid nature as unstable combinations of sameness and otherness (Leclercq, 2002, as cited in Hajisoteriou & Angelides, 2016). IC has been identified as a vital sign of interculturalism in globalized environments, and it has frequently seen in governmental and educational institutions' mission declarations aimed at producing knowledgeable and well-equipped individuals (Bennett, 2013). Thus, IC has become one of the significant end results for a country's citizens. Thailand is a diverse society with several regional linguistic, geographic, socioeconomic, and natural beauty diversity, historical treasures, and numerous specialized customs and cultural practices (Pawlak, 2016), especially central Thailand and Bangkok have a diversified civil society, ranging from the prominent intellectual and political elite to squatters and migrants (Asia Development Bank, 2011). Since integration of ASEAN Economic Community (AEC), Thailand is increasingly a central country for neighboring countries immigrants whose children access to education in Thailand. All students must acknowledge and value diversity and numerous identities, such as culture, language, religion, and gender, and embrace their shared humanity in light of the cultural diversity in school communities and the scholastic obstacles that immigrant children confront (Sricharatchanya, 2019). In addition, Thailand is famous

in its tourism and beauty of living attracting foreign nationals to come to live and work. Therefore, it is necessary to equip its citizens with intercultural competence.

The concept of IC is frequently interchanged with global citizenship or competence, transnational competence, cross-cultural skills, cross-cultural adaptation, cross-cultural awareness, cultural or intercultural intelligence, intercultural sensitivity, cultural or multicultural competence, and intercultural communicative competence (Deardorff, 2012; Fantini, 2009). Originally, Deardorff (2006) defined IC as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (p. 194). Various scholars have identified components of this construct, such as (Deller & Stahl, 2015; Gudykunst, 1991; INCA project team, 2004; Matveev, 2002).

INCA project team (2004) suggested six components of the IC, including tolerance of ambiguity, behavioral flexibility, communicative awareness, knowledge discovery, respect for otherness, and empathy. These abilities allow individuals to work effectively in culturally heterogeneous environments. Besides tolerance for ambiguity and behavioral flexibility, competent managers in intercultural contexts need to possess goal orientation, sociability and interest in other people, cultural empathy, nonjudgmentalness, and metacommunication skills. In addition to performing effectively in the cross-cultural workplace, IC can be used for team effectiveness, including interpersonal skills, team effectiveness, intercultural uncertainty, and intercultural empathy (Matveev, 2002). Tolerance for ambiguity is the ability to accept unclear, complex, unexpected, and unfamiliar situations due to cultural differences and deal with them constructively (Deller & Stahl, 2015; Gudykunst, 1991; INCA project team, 2004; Matveev, 2002). Behavioral flexibility

refers to the ability to adapt one's own behavior to different requirements, contexts, and intercultural situations (Deller & Stahl, 2015; Gudykunst, 1991; INCA project team, 2004). Another important component of IC that is agreed from several scholars is empathy. Intercultural empathy is the ability to understand, see, and feel others' thoughts and feelings and respond to them appropriately (Deller & Stahl, 2015; Gudykunst, 1991; INCA project team, 2004; Matveev, 2002). In multicultural organizations, IC helps to team effectiveness, which is facilitated by cohesiveness, trust, and commitment (Matveev & Milter, 2004). In educational contexts, IC helps language learners achieve linguistic competency in the target language (Hismanoglu, 2011), supporting the idea that linguistic competence is inextricably linked to IC (Suntharesan, 2013, as cited in Zhang & Zhou, 2019). Thus, IC is important both in the intercultural workplace and school settings.

Barrett et al. (2014) emphasized that persons with good IC would not only be able to operate successfully and properly in intercultural contexts but will also be able to act as "mediators" among culturally distinct people by interpreting and explaining various worldviews. Nonetheless, research reveals that many adult students lack the necessary intercultural competences (e.g., Bai, 2016; Cushner, 2015; Peng, Wu, & Fan, 2015; Yarosh, Lukic, & Santibáez-Gruber, 2018) (as cited in Zhang & Zhou, 2019). A lack of IC leads to prejudice, discrimination, and hostile speech, all of which are directly tied to misunderstandings between persons of various cultural origins and affiliations (Barrett, 2012). Therefore, students with good IC can overcome intercultural challenges and be able to live and work successfully in globalized environments. Equipping students with IC is a crucial role for educators. Thai schools rapidly establish various international programs embedded in their schools to

familiarize students with the globalized contexts that they need to face in the present and future.

Recently, the Office of Basic Education Commission (OBEC) has informed about "Student Acceptance from the Development of Thailand as an Educational Hub in the Region Project" (Office of Basic Educaiton Commission, 2020). This project consists of three different programs: international program (IP), multilingual program (MP), and science and mathematics bilingual program (SMBP). The establishment of the project explains the significance of intercultural environments in which Thai students need to engage.

Why are 19 schools under the above-mentioned project significant? These schools are chosen by OBEC to take part in the project, so they are qualified in operating international programs as well as other related programs that are suitable for intercultural environments. The schools may provide various programs that support students to study and live in intercultural situations. Therefore, these 19 schools are significant to the population in the current study.

To respond to this demand, Thai schools, especially secondary schools, must be ready for developing their students to become interculturally competent. Secondary students are at the age that matures enough to do something in different environments and get ready to face new situations. They can study, live, and work in foreign countries through various educational exchange programs. The Thai basic education curriculum in 2008 stipulates that upper secondary students are able to "choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organize language and cultural activities in

accordance with their interests (Ministry of Education, 2008, pp. 255-257)." At the secondary level, students have ample opportunities for learning multiple languages and joining intercultural activities. These experiences are also important when they go to university. The secondary level is a transition between basic education and higher education. It is imperative that they need to absorb IC since they are at the secondary level.

In addition, existing literature demonstrates the significance of promoting IC at the secondary level. According to Office of the Education Council (2019), secondary school students possessed global citizenship at the moderate level regarding respect for otherness. The study results of Bastaki (2017) indicate that the upper secondary school students who took part in Model United Nations were able to recognize global citizenship as a potential citizen status, which involved gaining global knowledge, growing a sense of ethical care about and responsibility for dealing with global problems, and pledged to take action in unison for a sustainable future. Therefore, secondary school students are the target group of IC development.

According to a review by Zhang and Zhou (2019), IC can be improved through various programs, including intercultural training, international trips, professional development programs, study-abroad programs, culturally diverse group work, and civic engagement experiences. These programs can be characterized as a part of curriculum development, teaching and learning, and measurement and evaluation. In educational management, these three functions fall into "academic management". In a mission to develop the IC of the students, academic management is key.

Regarding curriculum development, the literature highlights internationalized curriculum and intercultural education/curriculum, as well as global citizenship education that contribute to developing the students' IC. Internationalization of curriculum (IoC) has the potential to improve social interactions in multicultural courses, benefiting both local and international students (Barker & Mak, 2015). After the end of the semester, students have greater levels of cultural inclusiveness in multicultural classes and cultural learning development (Mak et al., 2014). Intercultural education has become compulsory in some countries for more than decades, such as the Netherlands. However, very few Dutch schools have succeeded in incorporating "the intercultural" into the curriculum (Leeman & Ledoux, 2003). Intercultural education helps students become competent global citizens, able to successfully live, coexist, and negotiate an increasingly multilingual, multicultural, multinational social setting by developing intercultural competencies (Pica-Smith et al., 2018). Global citizenship education aims at developing individuals to become global citizens. Global citizens must develop intercultural competence, be knowledgeable and informed about the world and its challenges, and be able to communicate in multiple languages and recognize cultural differences (Cantón & Garcia, 2018).

In light of the teaching and learning dimension of academic management, various pedagogical approaches are found to develop IC. These include experiential learning (e.g., Colvin, 2014; Hatoss, 2019; Kurpis & Hunter, 2017; Wang, 2019), project-based learning, problem-based learning, collaborative or cooperative learning (e.g., Appiah-Kubi & Annan, 2020; de Hei et al., 2020; Saito et al., 2017; Stankic & Begonja, 2021), and transformative learning (e.g., Chwialkowska, 2020; Hart et al.,

2017). Cooperative learning project-based learning, and problem-based learning can be a part of experiential learning. Intercultural simulation, as an instructional approach to experiential learning, can be used for enhancing students' IC. After participating in the intercultural simulation, students provided positive feedback, including having a chance to interact with people from different cultural backgrounds, better understanding of the culture, cultural origins, and cultural inheritance, experiencing the process of dealing with cultural conflict and choosing effective strategies for working together in a multicultural environment (Wang, 2019). Ramburuth and Daniel (2011) found that case-based teaching, as a form of experiential learning, encourages students to think critically and analytically, fosters cooperation and interpersonal connections, gives an opportunity for students to build communication and intercultural communication skills, and encourages students to think creatively and solve problems. According to their findings, when applied to actual events that tell the "story" of real-world characters, cases and the experiential form of learning can bring to life theories and concepts covered in the subject.

Another learning theory that contributes to developing IC is transformative learning theory. Study-abroad programs (ESP) and international service learning are key to transformative learning in developing IC. The ESP components, including accommodation, academic context, community engagement, cultural orientation, self-reflection during the ESP, and mentoring during the ESP, contributed to the increase in the cross-cultural competence of the students (Chwialkowska, 2020). International service learning has a positive influence on students' IC, especially emotional resilience (ER) in comparison with flexibility or openness (FO), perceptual acuity (PA), and personal autonomy (PA) (Xin, 2011). In the language setting, Barili and

Byram (2021) found that teaching intercultural citizenship through the international service learning (ISL) may foster good attitudes and understanding toward others who have different viewpoints as well as engage in civic action to create positive change in the increasingly heterogeneous communities in which we live and work. They added that the method of direct contact with beneficiaries in the varied communities both locally and internationally is particularly helpful in establishing critical cultural awareness and students' own understanding of language competency improvement. Managing the teaching and learning may consider relevant effective teaching approaches that can develop the IC of the students.

Supporting teaching and learning, learning media and resources are key. This function of academic management allows students to build up their learning with practical tools or resources in addition to the teacher's teaching. Moreover, learning resources assist students to explore learning apart from the classroom. Learning resources that are available within the school attract students to engage in learning and direct them to self-learning. Learning media and resources in this disruptive era are technological tools. Technology helps teachers prepare their lessons more interesting. Thus, learning media and resources is an important area in academic management to develop students to be intercultural-competent.

With regard to the measurement and evaluation of academic management, there are various methods for the measurement and evaluation of IC. Deardorff (2011) suggested the assessment process of IC: prioritizing goals related to intercultural competence; stating goals and measurable objectives; assessment approaches, methods, and tools. In the first step, it is important to define the concept itself and generate specific measurable outcomes and indicators within the context to be

assessed, as well as prioritize specific aspects of intercultural competence based on the overall mission, goals, and purpose of the course or program. Once the specific aspects of intercultural competence are prioritized, writing measurable objectives or outcome statements related to each of the prioritized aspects is the next step through a multimethod and multiperspective assessment plan that goes beyond the learner's perspective. The step of assessment approaches, methods, and tools includes both direct (i.e., learning contracts, E-portfolios, critical reflection, performance) and indirect evidence (i.e., surveys or inventories from the learner-perspective, interviews, focus groups). These assessment approaches, methods, and tools are considered a part of authentic assessment. As IC can be reflected as an experience that students earn in the cross-cultural context, authentic assessment is crucial to assess IC.

A form of student evaluation known as authentic assessment involves testing skills and abilities that are important and meaningful outside of the classroom or the workplace, is cognitively challenging and intrinsically meaningful, follows a format that is consistent with how talent is evaluated in the real world, and has a significant positive impact on students (Burrack, 2018). Further evidence seems to suggest that the use of e-portfolios, blogs, virtual world scenarios, and other Web 2.0-related tools may provide a more authentic assessment experience (Caruana, 2015) and can be used for assessing students' IC. The use of critical reflection of students is found to effectively assess the IC of the students who participate in language or cultural immersion programs (Uribe et al., 2014).

As mentioned above, academic management plays a key role in developing students' outcomes—IC. Also, many studies in Thailand centered on the language setting, such as intercultural communication, and thus there is a lack of intercultural

competence that covers the whole. Previous studies emphasized intercultural competence in different contexts other than education, especially basic education. Thus, this study's purpose is to study secondary schools' academic management strategies according to the concept of intercultural competence.

1.2 Research Questions

1. What are conceptual frameworks for academic management of secondary schools and intercultural competence of students?

2. What are intercultural competence levels of secondary school students?

3. What are strengths, weaknesses, opportunities, and threats of academic management based on the concept of intercultural competence of students?

3. What are academic management strategies based on the concept of students' intercultural competence?

1.3 Research Objectives

1. To study conceptual frameworks for academic management of secondary schools and intercultural competence.

2. To study intercultural competence levels of secondary school students

3. To analyze strengths, weaknesses, opportunities, and threats of secondary schools' academic management based on the concept of intercultural competence.

4. To develop academic management strategies of secondary schools based on the concept of intercultural competence.

1.4 Definition of Terms

To explain their meaning and application in the current study, the following terms are operationally defined.

Intercultural competence refers to abilities that can be reflected as knowledge, skills, and attitudes to appropriately and effectively understand, manage, communicate, interact, and work with others from different cultural contexts to achieve one's goals that consist of 1) interpersonal communication; 2) tolerance for ambiguity; 3) behavioral flexibility; (4) intercultural empathy; 5) team effectiveness; 6) knowledge discovery; 7) sociability; 8) respect for otherness; 9) goal orientation; and 10) nonjudgmentalness.

Interpersonal communication refers to the ability to be aware own cultural conditions and differences in communication and interaction with others from different cultures to clarify culturally different perceptions and avoid misunderstandings.

Tolerance for ambiguity refers to the ability to accept and effectively deal with uncertainty due to cultural differences.

Behavioral flexibility refers to the ability to adapt own behaviors to unexpected and culturally different situations.

Intercultural empathy refers to the ability to understand other people's thoughts and feelings in a cross-cultural context.

Team effectiveness refers to the ability to work cooperatively with others from different cultures to achieve team goals.

Knowledge discovery refers to the ability to discover and acquire new knowledge of a culture and act using that knowledge effectively under the constraints of real-time communication and interaction.

Sociability refers to the ability to establish and maintain meaningful relationships with other people, combined with a genuine interest in other people.

Respect for otherness refers to the ability to regard the values, customs, and practices of other people from different cultures.

Goal orientation refers to the ability to achieve one's task goals despite barriers, opposition, or discouragement in a cross-cultural context.

Nonjudgmentalness refers to the ability to (self-) critically reflect on one's own values, beliefs, and behaviors and to avoid judging other people against one's own norms.

Academic management refers to the management of curriculum development, teaching, and learning, learning media and resources, and measurement and evaluation.

Curriculum development refers to a process of identifying learning outcomes and contents related to students' intercultural competence.

Teaching and learning refer to in-classroom and out-classroom learning activities to develop students' intercultural competence.

Learning media and resources refer to the procurement, preparation, and development of learning media and resources to develop students' intercultural competence.

Measurement and evaluation refer to setting criteria and requirements and collecting information to judge student learning outcomes related to students' intercultural competence.

Academic management strategies refer to proactive approaches to academic management developed using strengths, weaknesses, opportunities, and threats (SWOT).

Secondary school refers to the 19 secondary schools under supervision of the OBEC that participated in the Education Hub project and implement international program (IP).

1.5 Conceptual Framework of the Research Study

To construct a conceptual framework for this study, the researcher conducted a thorough review of relevant literature on the academic management of secondary schools and intercultural competence (see CHAPTER 2). Academic management that is conceptualized from different sources (Asawapoom, 2008; MOE, 2007; Pooprasert, 2002; Wahachat, 2007; Wonganutaroj, 2010) includes four components: curriculum development, teaching and learning, learning media and resources, and measurement and evaluation. Intercultural competence is conceptualized in ten components: interpersonal communication, tolerance for ambiguity, behavioral flexibility, intercultural empathy, team effectiveness, knowledge discovery, sociability, respect for otherness, goal orientation, and nonjudgmentalness (Deller & Stahl, 2015; INCA project team, 2004; Matveev, 2002), as shown in Figure 1.

| Academic Management of Secondary Schools (Asawapoom, 2008; MOE, 2007; Pooprasert, 2002; Wahachat, 2007; Wonganutaroj, 2010)

1. Curriculum development
2. Teaching and learning
3. Learning media and resources
4. Measurement and evaluation | Intercultural Competence (Deller & Stahl, 2015; INCA project team, 2004; Matveev, 2002)
1. Interpersonal communication
2. Tolerance for ambiguity
3. Behavioral and cognitive flexibility
4. Intercultural empathy
5. Team effectiveness
6. Knowledge discovery
7. Sociability
8. Respect for otherness
9. Goal orientation
10. Nonjudgementalness |

Strategy Development
1. Modified Priority Needs Index (Wongwanich, 2019)
2. SWOT Analysis (Hunger & Wheelen, 2014; Siribanpitak, 2009)
3. TOWS Matrix (Siribanpitak, 2009; Weihrich, 1982)

Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence

Figure 1: Conceptual Framework of the Research Study

1.6 Scope of the Study

The population of this study was 19 public schools under the supervision of the OBEC, which participate in "the Development of Thailand as an Educational Hub in the Region Project" and open international program (IP) (OBEC, 2020).

Variables in the current study included academic management and intercultural competence. Academic management consisted of curriculum development, teaching and learning, learning media and resources, and measurement and evaluation. Intercultural competence included 1) interpersonal communication; 2) tolerance for ambiguity; 3) behavioral flexibility; 4) intercultural empathy; 5) team effectiveness; 6) knowledge discovery; 7) sociability; 8) respect for otherness; 9) goal orientation; and 10) nonjudgmentalness.

Data collection in this study was conducted from July 2022 to April 2023.

1.7 Expectations of the Study

1.7.1 Academics

The present study explored a conceptual framework of secondary school students' intercultural competence at the basic education level as literature focused on higher education, and additionally in Thailand most studies focused on the intercultural competence of others rather than students and in language settings.

This study's key finding offered the developed academic management strategies for enhancing students' intercultural competence. The result contributed to new knowledge in the field of educational management regarding strategic management in the Thai context.

1.7.2 Practices

The study results provided the BEC with empirical evidence on students' intercultural competence and strengths and weaknesses of academic management. OBEC used the findings for organizing programs to reduce weaknesses. The findings also helped OBEC design educational policies along with the developed strategies to promote students' intercultural competence and support educational institutions to enhance it.

School administrators can use the identified strategies and modify them as necessary for specific environments to promote students' intercultural competence.

Students can develop their intercultural competence to effectively and appropriately communicate or work in a cross-cultural context.

CHAPTER 2

REVIEW OF THE LITERATURE

This study aimed to study conceptual frameworks of secondary schools' academic management and intercultural competence; analyze strengths, weaknesses, opportunities, and threats of academic management; and develop academic management strategies based on the concept of intercultural competence. The literature review can be divided into the following areas:

1) Intercultural competence

2) Academic management

3) Strategy development concepts

4) Academic management of secondary schools under the Education Hub Project

5) Related research

2.1 Intercultural Competence

Before understanding the concepts of intercultural competence, it is crucial to clarify some key words – "culture" and "competence."

2.1.1 Concepts related to Culture and Competence

According to Cambridge Advanced Learner's Dictionary, "culture" is "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time." Culture can be defined as "things that make prosperity for a particular group, such as Thai culture, the culture of dressing, the way of life of a particular group, such as folk culture and hill tribe culture," according to the website of Royal Society of Thailand. The word that best describes the recurrent pattern of behavior is "culture" (Brislin, 1990). Culture comprises "patterns, explicit and

implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action" (Kroeber & Kluckhohn, 1952, p. 181). Therefore, culture is a way of life, including explicit and implicit patterns of behaviors, attitudes, beliefs, and values of a group of people transmitted by symbols or actions.

"Competence" is interchangeably used with "competency" in the literature; however, both are different for some reasons. Trotter and Ellison (1997) distinguished competence from competency as "outputs for minimum standards" and "inputs for superior performance" respectively (as cited in Siek, 2014). Siek (2014) summarized the definitions of "competency" from various sources as "an underlying characteristic including knowledge, skills, attitudes, and attributes of a person that leads to superior performance in a job or situation (p. 16)." Based on the differences between competence and competency mention above and the definition of competency, competence can be defined as the knowledge, skills, and attitudes of a person that produce outputs for minimum standards of a job or situation.

2.1.2 Definitions of Intercultural Competence

The definition of intercultural competence varies depending on disciplinary differences; it is inextricably linked to the word "culture" (Zheng et al., 2019). Intercultural competence is defined by various scholars and researchers. The following sections review definitions and components of intercultural competence. In the components of intercultural competence section, the researcher synthesized

intercultural competence components from relevant literature to construct a preliminary conceptual framework for intercultural competence in the current study.

When working in a group with people from various cultural backgrounds, intercultural competence allows you to interact both efficiently and in a way that is acceptable to others (INCA project team, 2004).

Intercultural competence can be broadly defined as the ability of an individual to function effectively across cultures (Whaley & Davis, 2007); or the ability to think and act in appropriate ways in intercultural situations (Hammer et al., 2003).

Fantini (2000) defined intercultural competence as a mix of the ability to develop relationships, communicate effectively, and obtain cooperation with others.

A popular definition of intercultural competence is defined by Deardorff (2004) as "behaving and communicating effectively and appropriately based on one's intercultural knowledge, skills, and attitudes" (p. 196).

Intercultural competence can be defined as an "ability acquired on the basis of the certain knowledge and attitudes that enable individuals to work effectively in the context of different cultures" (Mažeikienė & Virgailaitė-Mečkauskaitė, 2007, p. 71).

Spitzberg and Changnon (2009) provided a definition of intercultural competence as the appropriate and effective management of interaction between persons who, to some extent or another, represent distinct or divergent affective, cognitive, and behavioral orientations to the world.

UNESCO (2013) defined intercultural competence as "having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as

well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures (p. 16)."

Bennett (2015) defined intercultural competence as a set of affective, cognitive, and behavioral skills, as well as characteristics that let people engage effectively and appropriately in a range of cultural settings.

Odağ et al. (2016), in their study, defined intercultural competence from undergraduate students' perspective as "understanding others' worldviews and being able to effectively communicate and engage with people from different cultures.

In short, intercultural competence can be defined as abilities that can be reflected as knowledge, skills, and attitudes to appropriately and effectively understand, manage, communicate, interact, and work with others from different cultural contexts to achieve one's goals. Derived from the definition of intercultural competence, intercultural competence components are necessary to review to have a deep insight into and even conceptualize it for the study framework.

2.1.3 Components of Intercultural Competence

INCA project team (2004) developed a framework of intercultural competence for assessing young professionals working abroad or in multicultural or multilingual teams in their own country. This framework consists of six components as follows:

1) Tolerance of ambiguity: The ability to find the unexpected and unfamiliar an enjoyable challenge and want to help resolve possible problems in ways that appeal to as many other group members as possible; to accept lack of clarity and ambiguity and to be able to deal with it constructively; to accept unclear or undefined situations and deal with them in a constructive manner.

2) Behavioral flexibility: The ability to adapt the way one works with others to avoid unnecessary conflicts of procedure and expectation; to adopt other people's customs and courtesies where this is likely to be appreciated, accept less familiar working procedures where this will raise the level of goodwill, and so on; to adapt one's own behavior to different requirements and situations; the ability to adapt behaviors to different context and intercultural situations.

3) Communicative awareness: The ability to be alert to the many ways in which misunderstanding might arise through differences in speech, gestures, and body language; be prepared to adopt less familiar conventions; be ready to seek clarification and may need on occasion to ask other members of the group to agree on how they will use certain expressions or specialized terms; establish relationships between linguistic expressions and cultural contents; identify and consciously work with various communicative conventions of foreign partners; and modify correspondingly one's own linguistic forms of expression.

4) Knowledge discovery: The ability to be willing both to do research in advance and to learn from intercultural encounters; take the trouble to find out about the likely values, customs, and practices of those one is going to work with and will note carefully as one interacts with them, any additional points that might influence the way one chooses to work with them; acquire new knowledge of a culture and cultural practices and act using that knowledge, those attitudes, and those skills under the constraints of real-time communication and interaction.

5) Respect for otherness: The ability to be ready to regard other people's values, customs, and practices as worthwhile in their own right and not merely as different from the norm; feel strongly that others are entitled to apply these values,

customs, and practices and should not lose respect on account of them while one may not share them; adopt a firm but diplomatic stance over points of principle on which one disagrees; demonstrate curiosity, openness, and readiness to suspend disbelief about other cultures and belief about one's own.

6) Empathy: The ability to understand other people's thoughts and feelings and see and feel a situation through their eyes; show a concern not to hurt others' feelings or infringe on their system of values; intuitively understand what other people think and how they feel in concrete situations. Empathic people can deal appropriately with the feelings, wishes, and ways of thinking of other persons.

Similarly, Deller and Stahl (2015) suggested seven intercultural competences of the interculturally competent manager, including tolerance for ambiguity, behavioral flexibility, goal orientation, sociability, cultural empathy, nonjudgmentalness, and metacommunication skills, which are detailed as follows:

1) Tolerance for ambiguity: The ability to resist stressful situations and to function effectively in a new environment where the expatriate experiences ambiguity, complexity, and uncertainty.

2) Behavioral flexibility: The capacity to vary one's behavior according to the immediate requirements of the situation and to the demands of the foreign culture.

3) Goal orientation: The ability and desire to achieve one's task goals despite barriers, opposition, or discouragement.

4) Sociability and interest in other people: A willingness to establish and maintain meaningful relationships with other people, combined with a genuine interest in other people.

5) Cultural empathy: The capacity to accurately sense other peoples' thoughts, feelings, and motives and to respond to them appropriately.

6) Nonjudgmentalness: A predisposition to (self-) critically reflect on one's own values, beliefs, and behaviors and to avoid judging other people against one's own norms.

7) Metacommunication skills: The capacity to sensibly guide the intercultural communication process in order to clarify culturally different perceptions and avoid misunderstandings.

Literature highlights four dimensions of intercultural competence from perspectives of team effectiveness and intercultural effectiveness, consisting of interpersonal skills, team effectiveness, intercultural uncertainty, and intercultural empathy (Matveev, 2017; Matveev, 2002; Matveev & Milter, 2004). Their descriptions are as follows:

1) Interpersonal skills: Ability to acknowledge differences in communication and interaction styles; ability to deal with misunderstandings; being comfort when communicating with foreign nationals; awareness of your own cultural conditioning; basic knowledge about the country, the culture, and the language of team members.

2) Team effectiveness: Ability to understand and define team goals, roles, and norms; ability to give and receive constructive feedback; ability to discuss and solve problems; ability to deal with conflict situations; ability to display respect for other team members; participatory leadership style; ability to work cooperatively with others.

3) Intercultural uncertainty: Ability to deal with cultural uncertainty; ability to display patience, tolerance of ambiguity and uncertainty due to cultural differences;

openness to cultural differences; willingness to accept change and risk; ability to exercise flexibility.

4) Intercultural empathy: Ability to see and understand the world from others' cultural perspectives; exhibiting a spirit of inquiry about other cultures, values, beliefs, and communication patterns; ability to appreciate dissimilar working styles; ability to accept different ways of doing things; nonjudgmental stance toward the ways things is done in other cultures.

The components of intercultural competence can be synthesized as shown in Table 1.

Table 1 A Synthesis of Intercultural Competence Components

Components of Intercultural Competence	Matveev (2002)	INCA project team (2004)	Deller and Stahl (2015)	This study
Interpersonal skills	√			Interpersonal communication
Communicative awareness		√		
Metacommunication skills			√	
Tolerance for ambiguity		√	√	Tolerance for ambiguity
Intercultural uncertainty	√			
Behavioral flexibility		√	√	Behavioral flexibility
Empathy		√		Intercultural empathy
Intercultural empathy	√			
Cultural empathy			√	
Team effectiveness	√			Team effectiveness
Knowledge discovery		√		Knowledge discovery
Respect for otherness		√		Respect for otherness
Sociability			√	Sociability
Goal orientation			√	Goal orientation
Nonjudgmentalness			√	Nonjudgmentalness

Note. Sources from Matveev (2002), NCA project team (2004), and Deller and Stahl (2015)

Table 1 shows the synthesized components of intercultural competence from various sources. The principle of synthesis was that the researcher looked at existing literature and coded the meaning of keywords in the component definition. After that, the researcher categorized similar keywords into one category or one component. As

different authors used different words, but they have the same meaning, some grouped components were renamed, such as interpersonal communication. The researcher integrated or renamed them as follows: 1) interpersonal communication; 2) tolerance for ambiguity; 3) behavioral flexibility; 4) intercultural empathy; 5) team effectiveness; 6) knowledge discovery; 7) sociability; 8) respect for otherness; 9) goal orientation; and 10) nonjudgmentalness. These ten components are used as the preliminary conceptual framework for this study.

To develop the intercultural competence of the students, academic management compared to other three areas of school management, including budget management, personnel management, and general management, plays a crucial role.

2.2 Academic Management

This part of the literature review focuses on definitions and components of academic management that contribute to developing the intercultural competence of the students.

2.2.1 Definitions of Academic Management

According to the Ministry of Education (MOE), academic affairs are the main mission of educational institutions under the National Education Act 1999 and its amendments (No. 2) 2002, Article 39 that states the power of academic management of educational institutions in educating and organizing the learning process, and setting goals of education to develop a complete human being, both physically, mentally, intellectually, knowledgeably, morally and ethically, and living happily with others (MOE, 2002). It is concerned with the improvement of educational quality, which is the educational institution's ultimate purpose (Pooprasert, 2002).

Therefore, academic management is to develop competent graduates. Developing competent graduates is involved with different aspects of academic affairs.

Academic management, according to Smithason (1997), is the supervision of all school-related activities involving the creation and enhancement of curricula, teaching resources, and student learning experiences as well as the professional growth of teachers in order to achieve all development goals.

Academic management is defined by Wahachat (2007) as a process or all operational actions engaged in enhancing teaching and learning and bettering results in order to satisfy curriculum goals and maximize the advantages for students.

Asawapoom (2008) defined academic management as an operation to make the academic management mission, especially the teaching and learning management, and learning of learners, to be effective and achieve the stated educational objectives.

According to Wonganutaroj (2010), academic management is the process of overseeing all initiatives aimed at enhancing teaching and learning, including policy development, planning, development, and improvement, as well as teaching evaluation, with the goal of achieving the curriculum's goals and advancing education to the benefit of students.

In summary, academic management is a process of all activities in educational institutions involved with planning, policy formulation, development and improvement of curricula, teaching and learning, teaching resources, evaluation of the teaching and learning, and teacher development for more effective teaching and learning, meeting the curriculum objectives, educational aims, and creating the best benefit of the students.

2.2.2 Components of Academic Management

Pooprasert (2002) revealed that academic management includes the following components:

1) Management of curriculum

2) Instructional management

3) Internal supervision

4) Learning assessment management

5) Academic personnel development

6) Additional academic projects

7) Research and development

8) Educational information systems

9) Academic performance evaluation of educational institutions.

MOE (2007) prescribed 17 components of academic management as follows:

1) Developing or operating on giving opinions, developing a local curriculum

2) Academic planning

3) Teaching and learning in educational institutions

4) Development of curriculum of educational institutions

5) Development of the learning process

6) Measurement and evaluation and the transfer of grades.

7) Research to improve educational quality in educational institutions.

8) Developing and promoting learning resources

9) Educational Supervision

10) Guidance

11) Development of the internal quality assurance system and educational standards

12) Promoting the community to have academic strength

13) Coordination for academic development with educational institutions and other organizations

14) Promotion and technical support for individuals, families, organizations, agencies, institutions, enterprises, and other educational institutions

15) Establishing regulations and guidelines for academic work of educational institutions.

16) Selecting textbooks and lessons for use in educational institutions

17) Development and use of technology for education (pp. 29-30).

Wahachat (2007) suggested 12 components of the academic management in an educational institution as follows:

1) Curriculum development

2) Learning process development

3) Development of learning resources

4) Development of innovative media and educational technology

5) Educational Supervision

6) Education guidance

7) Research to improve the quality of education

8) Measurement and evaluation and transfer of grades

9) Development of quality assurance system within educational institutions

10) Promoting academic knowledge to the community

11) Coordination for academic development with other educational institutions

12) Promotion and technical support for individuals, families, organizations, agencies and other institutions providing education.

Asawapoom (2008) claimed that academic management involves academic planning, curriculum development, instructional management, supervision and teaching and learning development, and academic performance assessment.

Wonganutaroj (2010) similarly revealed that academic management consists of educational planning, managing teaching and learning, instructional services, and measurement and evaluation. In accordance with Wonganutaroj, operating teaching and learning entails scheduling classes and teachers, preparing teachers and lesson plans, and enhancing teaching and learning. Teaching and learning services include learning resources, libraries, and instruction supervision. Measurement and evaluation are processes that need to be came next.

Table 2 provides an overview of academic management elements found in pertinent literature.

Table 2: A Synthesis of Academic Management Components

Components of Academic Management	Pooprasert (2002)	Wahachat (2007)	MOE (2007)	Asawapoom (2008)	Wonganutaroj (2010)	This study
Curriculum management	√					Curriculum development
Curriculum development		√		√		
Developing or operating on giving opinions, developing a local curriculum			√			
Development of curriculum of educational institutions			√			
Selecting textbooks and lessons for use in educational institutions			√			Teaching and learning
Instruction management	√			√		
Teaching and learning in educational institutions			√	√	√	
Teaching and learning services					√	

Components of Academic Management	Pooprasert (2002)	Wahachat (2007)	MOE (2007)	Asawapoom (2008)	Wonganutaroj (2010)	This study
Learning process development		√				
Development of the learning process			√			
Academic planning			√	√	√	
Education guidance		√	√			
Internal supervision	√			√		
Educational Supervision		√	√			
Academic personnel development	√					
Research and development	√					
Research to improve the quality of education		√	√			
Development of quality assurance system within educational institutions		√				
Development of the internal quality assurance system and educational standards			√			
Coordination for academic development with other educational institutions		√				
Promoting academic knowledge to the community		√				
Promoting the community to have academic strength			√			
Promotion and technical support for individuals, families, organizations, agencies and other institutions providing education		√	√			
Coordination for academic development with educational institutions and other organizations			√			
Establishing regulations and guidelines for academic work of educational institutions			√			
Other academic projects	√					
Academic information systems	√					
Development of learning resources		√				Learning media and resources
Developing and promoting learning resources			√			
Development of innovative media and educational technology		√				
Development and use of technology for education			√			
Academic performance evaluation of educational institutions	√			√		Measurement and evaluation
Learning assessment management	√					
Measurement and evaluation and transfer of grades		√	√			
Measurement and evaluation					√	

Note. Sources from Pooprasert (2002), Wahachat (2007), MOE (2007), Asawapoom (2008), and Wonganutaroj (2010)

As shown in Table 2, components of academic management are synthesized and categorized into four main components: 1) curriculum development, 2) teaching and learning, 3) learning media and resources, and 4) measurement and evaluation.

The four components of academic management are critical in enhancing students' intercultural competence. The parts that follow go over the most important aspects of each component that go into establishing intercultural competence.

2.2.2.1 Curriculum Development

2.2.2.1.1 Definitions of Curriculum

Differences in the substance of curriculum definitions, according to Oliva (1997), are mostly linked to whether the emphasis is on (1) the purposes of goals of the curriculum (e.g., a curriculum is to develop reflective thinking); (2) contexts within which the curriculum is found (e.g., a curriculum is to develop the individual learner in all aspects of growth); or (3) strategies used throughout the curriculum (e.g., a curriculum is to develop problem-solving processes). Various scholars have defined the term in their own preferences.

According to Tyler (1949), curriculum refers to all of the learning experiences that a school plans and directs in order to achieve its educational objectives.

Saylor et al. (1981) defined a curriculum as a plan for offering people various opportunities to learn.

Similarly, Pratt (1980) defined a curriculum as a well-organized set of formal education and/or training goals.

Ornstein and Hunkins (2018) considered a curriculum to have five essential components: a plan for goal achievement; experiences of learning; a field of study; a subject matter; and levels of grade.

In brief, a curriculum can be defined as an organized set or a plan of the learning experiences and opportunities that a school plans and directs in order to achieve its educational objectives.

2.2.2.1.2 Curriculum Development Process

Ralph W. Tyler, another influential author who published the book of "Basic Principles of Curriculum and Instruction", proposed four stages of developing curriculum, including 1) setting objectives, 2) selecting learning experiences, 3) organizing instruction, and 4) evaluating the progress (Tyler, 1949).

Taba (1962) illustrated seven stages of curriculum development:

1) Identifying the demands of society as well as the needs of the growth of the country, local communities, and students for whom the curriculum is designed.

2) Defining learning objectives: stating the goals of the learning.

3) Choosing instructional content requires choosing those that are relevant to the objectives and evaluating their validity.

4) Arranging the learning materials according to the pupils' maturity, academic success, and interests.

5) Choosing teaching techniques and/or engagement techniques to get pupils interested in the material.

6) Organizing learning activities entails placing them in a particular order according to the topic.

7) Deciding what to review and how to evaluate it: choosing an evaluation method to make sure the goals have been met.

The process of developing a curriculum involves numerous steps: A philosophy must be established, student ability must be evaluated, potential instructional techniques must be considered, tactics must be put into practice, assessment tools must be chosen, and adjustments must be made on a regular basis (Wiles & Bondi, 2014).

In summary, the curriculum development comprises the following steps:

1) Formulation of the learning objectives,

2) Selection and organization of the learning experiences

3) Evaluation of the learning objectives.

2.2.2.1.3 Outcomes-Based Education and Backward Design

Outcomes specify what students should understand or be capable to do after finishing a program of study or course, and are defined by educational goals known as standards, which are complemented by learning objectives in terms that are observable and measurable (Shaftel, 2010).

European Unions (2011) stated that mastering these specific capabilities is the emphasis of outcomes-based education. Specific verbs must be utilized in relation to the learning outcomes. Other verbs to use instead of "understand" include "describe," "define," "recall," "list," "talk," and "explain" (as cited in Allais, 2014). The outcomes-based paradigm differs from the classic input-output approach—content and resources.

Wiggins and McTighe (2005) proposed three steps of backward design:

1) Determine desired outcomes: goals, standards (national, local, and school), and curriculum expectations are assessed at this step. Due to the limited time available, goals and expectations must be prioritized.

2) Identify appropriate evidence: Curriculum planners as well as teachers consider a unit or course in view of the assessment evidence needed to document and validate that the targeted learning occurred, rather than just as content to be incorporated or a series of activities for learning.

3) Teachers and curriculum developers consider learning activities while planning learning experiences and instruction. In this stage, various critical questions are addressed, such as What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, tactics) will students require in order to perform well and achieve the intended outcomes? What activities will provide students with the knowledge and skills they require? In light of performance goals, what will need to be taught and coached, and how should it be best taught? What materials and resources are most appropriate for achieving these objectives?

The outcomes of the current study are intercultural competence. Specific factors related to the curriculum that foster intercultural competence are then reviewed.

2.2.2.1.4 Internationalized Curriculum

Intercultural competence is an outcome of internationalization (Deardorff, 2006). A major goal of internationalized curriculum, or internationalization of curriculum (IoC) is to bring about more productive social interactions in multicultural classes and benefit domestic and international students alike (Barker & Mak, 2015). Actually, the idea of IC has been influenced by higher education management literature, but it serves best to the basic education level. Definitions of IoC can be viewed in different ways.

1) Definitions of IoC

Organization for Economic Co-operation and Development (OECD) defined IoC as "a curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students" (OECD,

1995, p. 9). IoC refers to both the process by which educational institutions educate their students for life and work in a globalized society, as well as the product or conclusion of that effort (Green & Whitsed, 2020). Some definitions include multiple cultural bases. For instance, IoC can be "content (that) does not arise out of a single cultural base but engages with a global plurality in terms of sources of knowledge ... encourages students to explore how knowledge is produced, distributed and utilized globally ... helps students to develop an understanding of the global nature of scientific, economic, political and cultural exchange" (Webb, 2005, p. 111). The incorporation of international, intercultural, and global dimensions into the content of the curriculum, as well as the learning outcomes, assessment tasks, teaching techniques, and support services of a program of study, is known as the internationalization of the curriculum (Leask, 2015). According to Green and Whitsed, this definition is useful for two reasons: it directly refers to the intercultural components of the curriculum and it places a strong emphasis on student learning objectives.

2) Learning Outcomes of IoC

Green and Mertova (2009) summarized the following common outcomes:

1) Global viewpoints: "critical awareness of other countries and cultures," as well as the impact of globalization at home and abroad.

2) Intercultural competence: a grasp of the nature of racism as well as being "sensitive to the opinions of others," as well as the ability to communicate in different cultural contexts.

3) Professional identity and responsible global citizenship: recognizing the "necessity" of "engaging with issues of fairness and social justice" in one's life and work. Being a global citizen is thought to underpin the preceding two goals.

Specifically, underlying the call to internationalize the curriculum is the belief that developing intercultural competence is a key goal of internationalization and that all students, both local and international, require at least a basic level of intercultural competence in order to function effectively in an increasingly diverse society and globalized economy (Eisenchlas & Trevaskes, 2007). According to Eisenchlas and Trevaskes (2007), by definition, internationalizing students' experiences is a process that can take place only in unique "instances" of contact between individuals and/or groups within the context of their own curricular material and assessment processes; as a result, internationalization of the curriculum, like the concept of culture itself, should be viewed as contextual, with varied meanings and significance in different circumstances (Eisenchlas & Trevaskes, 2007).

3) Practices of IoC

Doing IoC is inherently "reflective and reflexive," requiring all parties engaged to have a heightened awareness and readiness to understand and respond to the interrelationship between self, others, and the setting in which teaching and learning take place (Green & Mertova, 2009). IoC is personally and intellectually demanding because it is involved with academic staff in a crucial engagement with the foundations of their disciplinary knowledge, and recognized ways of teaching and assessing student learning (i.e., their world view) (Green & Whitsed, 2020).

Engaging the academic staff in IoC is a key to success. Academic staff may not participate in IoC because they are under-informed, under-supported, under-

prepared, and under-confident, or because they do not regard it as their role (Green & Whitsed, 2013). Several factors are critical to the success of this approach, including adequate institutional support and resources, good facilitation to create safe spaces for debate and imagination, and the inclusion of entire teaching teams, all of which are supported by an understanding of curriculum development as a social practice (Green & Whitsed, 2020).

Eisenchlas and Trevaskes (2007) suggested three programs to internationalize the students' experience as follows:

1) Internationalizing the culture experience using research activities: the selection of learning experiences covers intercultural studies, such as intercultural adaptation. The organization of the learning experiences can be viewed as group learning or cooperative learning that allows students to work in a small group about intercultural topics and opportunities for idea exchange.

2) Exploring culture and internationalization through interviews: this is about promoting interaction between local and international students in an informal face-to-face situation to raise awareness that people's expressions of cultural norms can be seen in ordinary activities including making requests, receiving apologies, and complaining. Students reflected on human characteristics (such as age, socioeconomic level, gender, and religion) that play a big impact in changing expected behaviors as one of the most important aspects of the encounters. The worksheet activities are used to stimulate reflection not only on what is normally done in a particular social situation but also on the values that reinforce behaviors.

3) An exchange program in the local community: Volunteer native Spanish speakers, either individuals or families, were enlisted to work one-on-one with

students, and weekly sessions between students and volunteers were scheduled over an eight-week period. Each week, the students were given a topic to discuss with their host families that addressed aspects of the daily lives of Spanish-speaking migrants in Australia while also eliciting memories of their home country. Topics include writing letters of introduction to the families; making phone calls and organizing meetings; first contact: visit and description of hosts; the Hispanic family: continuity and change; the migration experience; national and cultural identity; cultural values; friendships and romance; linguistic varieties of Spanish; and non-verbal communication.

2.2.2.2 Teaching and learning

Moore (2007) described teaching as "the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development" (p. 5) (as cited in Moore, 2015).

Khotbanthao (2008) stated that developing a learning plan and organizing the learning process in accordance with learners' aptitudes and interests, as well as developing skills corresponding to desirable characteristics, can be defined as teaching and learning. This includes creating an atmosphere, environment, and learning resources to facilitate the organization of the learning process, bringing local wisdom or a parent network, and establishing a learning community.

Wonganutaroj (2010) defined teaching and learning as training teachers for instruction and scheduling, producing lesson plans, and creating activities for learning.

Thus, teaching and learning can be characterized as preparing instruction, implementing teaching strategies and methods, including multiple models for learning and pedagogy, and establishing an encouraging and happy learning environment.

Different learning models, methods, or strategies, as well as learning theories develop students' intercultural competence. These include experiential learning, cooperative learning/collaborative learning, project-based learning, as well as transformative learning.

2.2.2.2.1 Experiential learning

Kolb (1984) described experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (p. 41). It is derived directly from living experience, as opposed to formal, content-based, or traditional schooling (Keeton & Tate, 1978).

Kolb (2015) explained the four modes of learning as follows:

1) A concrete experience orientation emphasizes being immersed in experiences and dealing with immediate human circumstances in a personal way. It emphasizes feeling over thinking; a preoccupation with the uniqueness and intricacy of present reality over theories and generalizations; and an intuitive, "artistic" approach to problems over a systematic, scientific approach. Individuals with a concrete-experience orientation appreciate and excel at relating to others. They frequently make solid intuitive decisions and work well in unstructured conditions. This person appreciates relating to others and being involved in real-world events and has an open-minded view of life.

2) A reflective observation perspective focuses on grasping the significance of ideas and circumstances by attentively observing and impartially describing them. It prioritizes comprehension over practical application; it is concerned with what is true or how things happen rather than what will work; and it prioritizes meditation over action. Reflective people like intuiting the meaning of situations and ideas and are adept at seeing their ramifications. They are skilled in viewing things from various angles and appreciating various points of view. Patience, fairness, and deliberate, thoughtful judgment are important to those with this orientation.

3) An abstract conceptualization perspective relies on the use of logic, ideas, and concepts. It emphasizes thinking rather than emotion; a focus on developing general ideas rather than intuitively comprehending distinct, specialized areas; and a scientific rather than aesthetic approach to problem-solving. A person with an abstract-conceptual orientation appreciates and excels in methodical planning, abstract symbol manipulation, and quantitative analysis. Precision, the rigor and discipline of studying concepts, and the aesthetic beauty of a clean conceptual system are important to people with this attitude.

4) An active experimenting orientation focuses on actively influencing individuals and changing conditions. It prioritizes practical applications above intellectual understanding; a pragmatic concern with what works rather than the ultimate truth; and an emphasis on doing rather than observing. People with an active-experimentation mentality love and excel at doing tasks. They are willing to take some risks to achieve their goals. They also appreciate having an impact on their surroundings and enjoy seeing outcomes.

2.2.2.2.2 Project-based learning

Lam (2012) stated that project-based learning is a transdisciplinary teaching style that engages learners in investigation around real-life questions. Blumenfeld et al. (1991) described that students seek solutions to problems by asking and refining questions, debating theories, forecasting, planning investigations, gathering and analyzing data, drawing conclusions, communicating their findings to others, and creating objects such as papers, models, computer programs, and video productions.

Lam (2012) suggested three main elements of project-based learning:

1) A leading question centered on a real-world trouble and whose content is valuable to students.

2) Students can perform investigations to acquire ideas, apply knowledge, and create artifacts that prove their mastery of the driving question.

3) Students collaborate in the learning community to share their knowledge.

Barron et al. (1998) suggested that project-based learning should be implemented using four principles:

1) Creating connections between actions and the original conceptual knowledge is hoped to be fostered by carefully structuring the leading question.

2) Providing scaffolding for students before they finish projects.

3) It includes several opportunities for formative self-evaluation.

4) Establishing social institutions that promote participation and self-determination.

According to Cheng et al. (2008), project-based learning only when group procedures contained the four aspects of positive interdependence, individual

accountability, equitable participation, and social skills did students' learning effectiveness rise.

On three levels, academic institutions are becoming increasingly dedicated to altering their educational style:

1) Using new project-based practices and current didactical techniques to teach conventional discipline courses.

2) Addressing new and complex current issues, shifting from disciplinary-centered to problem-centered classes/projects

3) Changing the whole pedagogical goal to educate students to be superiors in innovation by focusing on mental functions rather than topics or problems (Bertola et al., 2016).

The key feature of project-based learning is to solve a real problem, and thus problem-based learning is underpinned.

2.2.2.2.3 Problem-based learning

Problem-based learning (PBL) is a teaching strategy designed to train learners for real-world situations (Jonassen & Hung, 2012). According to Jonassen and Hung, PBL enhances outcomes of learning of students by backing their knowledge application abilities, problem-solving skills, higher order thinking, and self-regulated learning by motivating students to solve issues.

Barrows (1996) determined four aspects of PBL, involving problem-centered, contextualized, student-centered or self-regulated, and collaborative learning processes as follows:

1) First of all, A genuine problem that needs to be solved serves as the impetus for the students' learning in problem-based learning (Jonassen & Hung,

2012). Since the problems need cross-disciplinary teamwork and require students to draw on prior knowledge to synthesize and incorporate new information, instructors design them to be accurate representations of the scenarios or problems that students may encounter in the workplace after graduation (Pepper, 2015).

2) Second, as Jonassen and Hung noted, students learn domain knowledge as well as applicable knowledge schematics and contexts through the problem-solving process.

3) Third, according to Jonassen and Hung, self-directed learning is a crucial element of problem-based learning.

4) Last but not least, as Jonassen and Hung said, in problem-based learning, students engage in small groups and collaborate, define what the "problem" is, and jointly generate learning challenges or objectives for their self-directed learning. They noted that having to work in groups enables pupils to develop their interpersonal, communication, collaboration, and teamwork abilities. Students engage in the necessary cognitive processes that enable them to actively and independently develop, apply, assimilate, and concentrate on the intended content knowledge in a particular context as a result of the PBL process's components (Jonassen & Hung, 2012).

2.2.2.2.4 Collaborative learning or cooperative learning

Udvari-Solner (2012) defined collaborative learning as a process in which students work in pairs or small groups of no more than six individuals to seek and appreciate each other's talents and contributions. Udvari-Solner found three formats of collaborative learning as follows:

1) Formal learning groups are created to perform a certain task or activity in a single class time or over several weeks over a unit or semester of study.

2) Informal learning groups are loosely structured student groups that develop on their own during a class session and are used to check for understanding, solve problems, respond to questions, compare ideas, or take notes.

3) Study teams are formed with the goal of giving mutual assistance in the completion of course or class tasks, and their membership is consistent and kept throughout the course. Members of study groups should meet outside of class on a regular basis to study together and provide support or direction to one another, but this is not always practical in secondary and higher education settings.

Effective collaborative learning consists of five basic components:

1) supportive interdependence

2) face-to-face interactions

3) individual accountability

4) sociability

5) group processing (Johnson and Johnson, 1999, as cited in Zheng, 2017).

This approach of incorporating cooperative learning into the curriculum has been shown to be an effective means of increasing academic success while decreasing bias in intergroup engagement. (Harrison, 2001; Slavin, 1995, as cited in Eisenchlas & Trevaskes, 2007). Activities in cooperative learning in developing intercultural competence can be described as follows.

Eisenchlas and Trevaskes (2007) suggested three programs for internationalizing students' experience as follows:

1) Internationalizing the experience of culture using research: Students were initially asked to establish groups with at least one student from a diverse ethnic and/or linguistic background. They were then asked to research a specific issue in the field of intercultural studies (for example, intercultural adaptation) by looking at how it is mirrored in as many different cultures as there were members in the group. Although individuals were responsible for the portion of their essay that was related to their selected language or culture, it was the group's responsibility to choose the essay's substance and style. Students were thus expected to discuss ideas, analyze cultural practices that they may have been unfamiliar with previously, combine them with their own opinions, and agree on the essay's formal framework. Small group participation allowed international students who might not have felt confident enough to fully participate in larger class discussions owing to linguistic barriers to make significant contributions to the debates. The research essay design and writing, on the other hand, was only a small part of the task.

2) Discovering internationalization and culture through interviews: Students met with their partners once a week for six weeks, with a new topic to discuss each week. They talked to each other about the weekly theme, first in Chinese and then in English. Each participant received a weekly worksheet in both English and Chinese that served as a conversation starter and a focal point for the connection. Scenarios that were specific to real-life circumstances were included in the worksheet (such as asking for advice, meeting someone at a party, negotiating in the academic setting, and so on). Making first encounters, forming friendships, and so on were among the six topics.

3) An exchange program in the regional community: Students were provided weekly readings in Spanish for class discussion in preparation for the meetings. Newspaper articles, poems, short novels, and diary entries, for example, were used as readings. Students created surveys or questionnaires based on the readings, which they used as the foundation for in-depth discussions with the volunteers. The following week, the findings from these interactions were compiled and discussed in class. The similarities and differences between Spanish-speaking persons and Australians were given special consideration. These debriefing sessions were deemed necessary to avoid any misconceptions and to assist students in analyzing and interpreting intercultural communications in order to obtain a better knowledge of the "larger picture." As a result, a survey done at the end of the semester found that students thought the curriculum was excellent. They not only appreciated the chance to connect with native speakers other than their university lecturers and tutors, but they also found the informal setting to be less daunting than their language classes.

Experiential learning includes the aforementioned problem-based learning and problem-solving learning, project-based learning, and collaborative learning or cooperative learning.

An international entrepreneurship class may be used as an example of the task in these types of learning (Curtis et al., 2020) as follows. The students were given the task with researching the relevant market or sector, competitors, and potential nations or regions into which the business should expand. They were then instructed to synthesize the information to decide which were, in their opinion, the best two countries to venture into: one in the European Union (EU) and one outside EU. They also needed to decide on a marketing plan and a way to penetrate those markets. As

a consequence, the students had to concentrate on their learning (i.e., put the learning outcomes into practice) and pick, explain, and apply pertinent international entrepreneurial frameworks in an actual-life situation. Additionally, they could choose to participate in one of the initiatives. Additionally, they had the choice of working individually, in pairs, or in groups of three. Authentic assessment, which will be discussed in the measurement and evaluation section, is a creative assessment that is ideal for this learning approach.

2.2.2.3 Learning media and resources

Thadaeng, Prapracha, and Dechaisri (2002) defined learning media as intermediaries or things such as materials, tools, techniques, methods, and activities that help learners to learn and develop and can bring that knowledge to be used in their careers as well as to live happily and effectively (as cited in Termjit, 2016).

Shores (1960) defined instructional materials as tools that help convey meaning organized by teachers and students to promote learning. Instructional tools of all kinds are classified as instructional materials, such as books in the library and audiovisual materials including television, radio, slides, film strips, pictures, maps, real objects, and community resources (as cited in Termjit, 2016).

Brahmawong (1994) defined teaching media as materials and methods of teaching to be used as a medium for communicating the meaning that the teacher wishes to send or convey to the learners effectively (as cited in Termjit, 2016).

Instructional media are materials or techniques used by lecturers to solve all learning challenges, even noise factors, both humanly and non-humanly (Adegbija & Fakomogbon, 2013).

Riverside Campus Higher Education Center (RCC) defined instructional media as all the materials and physical means an instructor used to execute instruction and accelerate students' achievement of instructional objectives, which includes classroom technology, computer labs, Blackboard, and audio and video conferencing (RCC, 2021).

Learning media, environment, and resources refer to the preparation of an environment within and outside the classroom, social environment, provision of learning media, and resources to promote learning, skill development, and student development for appropriate goals for each age group (Ekapun, 2019).

In summary, learning media and resources are defined as the preparation of both human and non-human materials, techniques, methods, activities as well as community resources that a teacher uses to implement instruction and promote students' achievement of instructional objectives.

Gagne and Medsker (1996) provided a useful guideline for the use of instructional media in effective teaching and learning as follows:

1) Real equipment: this is the actual equipment that was used on the task. Computers, machinery, laboratory chemicals, and tools are examples.

2) Simulator: equipment that simulates the operation of real-world machines or systems, including the "feel." The flight simulator is an example.

3) Training device: reproduces the basic performance of actual equipment but not its look or operating characteristics (e.g., a maintenance trainer for electronic equipment).

4) Computer: text and graphics are displayed on the screen. Animation and sound may be used. Students can utilize a keyboard, mouse, or touch screen to interact.

5) Interactive multimedia: sound, data, graphics, still images, and video are all examples of computer-based text. They allow access to any segment at any time (randomly).

6) Virtual reality: even though the learner is actually engaging with a computer screen, this application of interactive video disc throws the learner into a simulated setting that feels real. Virtual libraries and laboratories are good examples of this type of technology.

7) Radio or TV broadcast: one-way sound or motion picture communication with sound from a central station.

8) Motion picture (Film or video): motion and sound capabilities are included in the visual presentation. It is not interactive, but it's great for teaching. Films and videos are two examples.

9) Programmed text: in small phases, printed word frames are delivered. It necessitates frequent responses and feedback.

10) Slide tape or filmstrip: still images, text, and graphics are displayed visually. There is no way to interact with the sound.

11) Audio poster or chart whiteboard, chalkboard flipchart: print material that is static and may include photos and color.

12) Overhead transparencies and slides: static projected media for graphics and text (as cited in Adegbija & Fakomogbon, 2013).

Learning resources are various in nature. They are printed and non-printed resources. Printed resources should be up-to-date and usually expensive (Adegbija & Fakomogbon, 2013). However, they warned that teachers should realize that printed resources cannot substitute teaching. Resources centers and virtual or digital libraries have a role in storing learning resources. Education resource centers (ERCs) are responsible for interactions, interdisciplinary cooperation, and knowledge exchange or transfer by teachers from different disciplines (FRN, 1998, as cited in Adegbija & Fakomogbon, 2013). According to Adegbija and Fakomogbon, ERCs have functioned as follows:

1) Retrieval and storage of books and non-printed materials.

2) Updating students and teachers on the trendy development in their different disciplines.

3) Providing information on available instructional methods and media.

A virtual library is a type of digital library that allows users to access a wide range of information resources via computers and telecommunications (Onifade & Egunjobi, 2003, as cited in Adegbija & Fakomogbon, 2013). Sometimes, it has no boundary; it expands to a community network. Learning resources can be extracted from the community where a school locates. They include museums, zoos, banks, hydroelectric power stations, and media houses. Students increase their learning experience from these types of learning resources and interact with stakeholders within the community. In the big data era, there are plenty of learning resources that learners can access by themselves, such as videotapes, films, and the Internet (e.g., YouTube, Coursera, ChulaMOOC).

2.2.2.4 Measurement and Evaluation

In addition to curriculum development and teaching and learning, measurement and evaluation are other functions of academic management that contribute to developing the intercultural competence of the students. There are various definitions proposed by researchers and scholars.

Chanchalor (1999) revealed that measurement and evaluation are a continuous process from the teaching process but must be related and consistent with the objectives and with the teaching, that is, the measurement must be based on the learning objectives and what teachers have organized teaching activities. The results of the measurement will provide information to teachers and related persons to improve teaching and learning activities and to know whether learners achieve their objectives. At the same time, the objectives and teaching and learning activities are what determine the appropriate measurement models.

Keawkeeyoonand and Punpattanakul (2002) defined measurement and evaluation as a process by which teachers develop the quality of learners and help to obtain information that shows the progress and achievements of the learners, including useful information to encourage students to develop and learn to their full potential.

Kohtbantau (2017) defined measurement and evaluation as a process that consists of defining rules or guidelines regarding measurement and evaluation and encouraging teachers to conduct measurements and assessments with an emphasis on authentic assessments based on processes, practices, and performance, including the development of tools and evaluation to meet the standards.

In short, measurement and evaluation are a process of setting criteria, defining rules, or guidelines, collect information on the progress and achievement of the learners to encourage students to develop to their full potential.

2.2.2.4.1 Authentic Assessment

The most common type of assessment is authentic assessment, which is thought to accurately assess performance of students in real-life problem-solving. Authentic assessment, as defined by Grant Wiggins, an educational expert who is credited with coining the term, refers to tasks or activities that people perform in the real life. Authentic assessment is an approach to evaluate students which has a significant impact on them, is cognitively multifaceted and intrinsically meaningful, uses a framework that is similar to how talent is assessed in the actual world, and assesses skills and abilities that are relevant and important outside of the classroom or the workplace (Burrack, 2018). In the classroom and on large-scale standardized examinations, Thorndike and Thorndike-Christ (2014) defined genuine assessment as tasks that challenge students to apply their knowledge and abilities to real-world issues in order to assess mastery of educational goals. One goal of authentic evaluation, according to Burrack, is to determine how well a student's knowledge and skills can be used outside of the classroom. According to Burrack, authentic evaluation can indicate students' capacity to examine a current news piece, calculate potential savings in a planned budget, assess a hypothetical theory, perform a musical instrument, communicate in a foreign language, or use additional knowledge and skills.

When an evaluation contains some of the following features, teacher educators and researchers consider it authentic, including assessment context: actual activity or

context, performance-based task, cognitively challenging task; The duty of the student is to defend the answer or result, participate in formative assessment, and work collaboratively with other students and the teacher; scoring: "mastery" is the performance expectation; numerous indicators or portfolios are utilized; the scoring parameters are either known to or established by the students (Frey et al., 2012).

Examples of authentic assessments include role plays and simulations, lab experiments, application letters, proposals for funds, and other real-world problem-solving activities (Burrack, 2018).

Authentic assessment is comparable to performance evaluation. However, not all performance evaluations are genuine (Burrack, 2018). According to Burrack, rubrics are frequently used to assess the quality of performance on activities that are intended to be realistic demonstrations of learning; rubrics can aid students in achieving higher levels of achievement by incorporating them into the content and process, empowering task facilitation, assisting with knowledge synthesis to guide strategic thinking and problem-solving, and turning the task into a game. According to Burrack, the scoring device's descriptors define the decision to score student learning in authentic assessment based on acceptable views of technique and product relevant to the intended task. He underlined the importance of matching learning outcomes to the grading instrument.

An example of authentic assessment from the active experiential learning approach in the international entrepreneurial class (Curtis et al., 2020) mentioned above is divided into two parts. 50 % of their score are accounted for a 10-minute live video presentation, a screencast, an animation, or another creative technique suggested by the learners. The remaining 50% is for a 1,500-word critical evaluation

and reflection report on the process the students had commenced. This allows them to reflect on their personal view of the assessment and to identify whether they had found difficulties or failed in the process, as well as what they could learn for the future. This example shows that authentic assessment either assess the types of learning mentioned above and the skills of innovation leaders, such as opportunity exploration, idea generation, championing, implementation, and strategic thinking.

The assessment of cooperative learning on internationalizing students' experience can be described as follows. The teacher designed a group research essay as a course assessment item that focused on internationalization, enculturation, and intergroup contact; this assessment item requires students to collaborate, share their own experiences, and conduct empirical research on the foreign student population as their subjects of inquiry (Eisenchlas & Trevaskes, 2007).

In Thailand, there are education policies that support the global citizenship of Thai people.

2.3 Global Citizenship Education for Thai People

Office of the Education Council (2019) suggests that desired qualities of Thai people consist of 21st-century skills, Thainess, and global citizenship. In its report, Thailand promotes free trade that results in high competition; Thai people need to be ready for the competition by becoming both Thai and global citizens.

Educational policies place importance on developing Thai people to possess Thainess and global citizenship. For instance, in schools, there are information and communication technologies used in foreign languages (Office of the Education Council, 2019).

In 2018, Thailand released the National Education Standards. Desired outcomes of education (DOE) of Thailand consists of three basic characteristics (Office of the Education Council, 2018b) as follows:

1) Learner Person: Being diligent; eager to learn; lifelong learning skills in order to catch up with the digital world and the future, and have competency arising from knowledge, skills, aesthetics; and reserve and apply Thai wisdom, and life skills to get a job or create honest livelihood on basis of sufficiency, life security, and good life quality for oneself, family, and society.

2) Innovative Co-Creator: Having intellectual skills, 21st century skills, digital intelligence, creative thinking skills, cross-cultural skills, competency on inter-disciplinary science integration, and entrepreneurial skills in order to co-creator and develop technological and social innovations, and increase opportunity and value for oneself and society.

3) Active Citizen: Being people who love nation and community; having responsibility, consciousness of being a good Thai and world citizen, volunteer spirit, ideology, and taking part in national development based on democracy, justice, and equality for management of natural resources and sustainable environment, and peaceful co-existence in society and global community.

Regarding the basic education curriculum, the content is in line with building Thai people to become good and global citizens (Office of the Education Council, 2019).

2.4 Strategy Development Concepts

As this study employed several approaches, including needs assessment, to develop strategies, it is critical to review needs assessment research.

2.4.1 Needs Assessment Research

This study needs assessment research (Kaufman, 2000; Wongwanich, 2005), which evaluates stakeholders' needs regarding the current and desirable states of the academic management of secondary schools. The result of the needs assessment research is to develop strategies for secondary schools' academic management in enhancing the intercultural competence of the students.

2.4.1.1 Definition of Needs Assessment

Before defining "Needs Assessment", it is necessary to define "Needs". Needs can be described in a variety of ways, from Maslow's Hierarchy of Needs to Plato's and Aristotle's definitions of state needs (Watkins & Kavale, 2014). According to Kaufman (2000), a need is a discrepancy between present results and intended or required outcomes. A need can alternatively be defined as a measurable gap between two conditions: what exists now and what should exist in the future (J. W. Altschuld & Watkins, 2014).

Wongwanich (2005) summarized different definitions of needs assessment recommended by various scholars as follows:

1) Maslow (physical needs, security and safety needs, needs for love and belonging, wants for respect, needs for self-actualization);

2) Stufflebeam (disagreement view, democratic perspective, diagnostic view, and analytical view);

3) Scriven (upkeep, incremental, performance, and therapeutic needs);

4) Roth (needs of preliminary and retroactive);

5) Moroney (normal needs, perceived needs, stated needs, and comparative needs);

6) Gilmore and Campbell (actual/true needs versus perceived/reported needs);

7) Kaufman (input needs, the process needs, product needs, output needs, outcome needs, solution needs, Alpha needs, Beta needs, Gamma needs, Delta needs, Epsilon needs, Zeta needs);

8) Witkin (essential needs, minor needs, higher needs, service receiver needs, service provider needs, and resources or solution needs);

9) White (met needs, unmet needs);

10) Rossi and Freeman (quantitative needs and qualitative needs);

11) Wongwanich ((Needs for the self, for the group, for the organization, for the present, and for the future).

A needs assessment is a method for detecting gaps between present and desired outcomes and prioritizing their correction (Kaufman, 2000). Kaufman's Organization Elements Model (OEM), which has been utilized for systemic assessment and planning, was created from this concept. OEM is a paradigm for connecting three sorts of needs: gaps in results at the societal (mega), organizational (macro), and individual/team (micro) levels (Kaufman, 2000).

Wongwanich (2005) stated that needs assessment can be used for goal setting, for planning (by using Context-Input-Product Evaluation (CIPP) framework and the Center for the Study of Evaluation (CSE) framework: needs assessment; program planning; formative evaluation; summative evaluation; and planning and implementation. Needs assessment entails making judgments about the needs and placing them in a prioritized order to help us decide what to do next (Altschuld & Watkins, 2014). As a result, researchers prefer to employ needs assessment approaches for planning rather than evaluation so that people can see the glass as half

empty rather than half full (Altschuld considers that the gaps give a connotation of a negative viewpoint, focusing on the empty half of the glass).

2.4.1.2 Needs Assessment Process

A needs assessment can be viewed in three steps as follows:

1) Preassessment: A reconnaissance to ascertain the situation's details and determine whether any needs exist;

2) Assessment: This step entails extensive surveying, in-depth literature review, data collecting, and need causal analysis; and

3) Post assessment: Actions are taken to address needs, action plans are carried out, and methods for assessing the needs assessment itself are suggested (Witkin, 1984).

Wongwanich (2005) suggested five steps in needs assessment as follows:

1) Studying desired conditions: "What should be" (a vision and action plan);

2) Studying current conditions: "What is" (the practice status);

3) The examination of the disparity between the desired and the present state/needs (i.e., what needs to be accomplished still) by allocating results according to priority helps to pinpoint the needs assessment;

4) Evaluation of the causes of the gaps and establishment of a priority order ranking of the causes;

5) The needs analysis will inform the study and the suggested fixes.

A needs assessment can be used in strategic planning, using additional tools such as analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT). Surveys for needs assessments have been devised to collect data on needs as gaps using dual- and triple-response scales (Altschuld, 2010; Altschuld & Watkins, 2014).

According to Altschuld and Watkins, causal analysis can be used to identify the gap that could lead to change and which solution option has the best probability of succeeding.

Needs assessment is comprised of different steps: needs identification, needs prioritization, needs analysis, and needs a solution (Wongwanich, 2005). According to Wongwanich (2005), each phase of requirements assessment corresponds to the usage of different data collecting and analysis approaches. The researcher should employ questionnaires, interviews, observations, focus groups, brainstorming, community forums, and mean difference to identify needs. Prioritization of needs should be based on rank order, presented by Modified Priority Needs Index (PNI$_{modified}$). PNI$_{modified}$ is used in this study to identify the needs priority.

2.4.2 SWOT Analysis

The development of an organization's mission, objectives, strategies, and policies is referred to as strategy formulation or strategic planning. It all starts with a situation analysis, sometimes known as a SWOT analysis (Hunger & Wheelen, 2011). Hunger and Wheelen stated that the organization uses the results of external and internal environment assessments to minimize vulnerabilities and prevent dangers while leveraging its own strengths to capitalize on opportunities. As a result, as they claimed, it is beneficial in the development of the plan. SWOT analysis is a tool for examining both the internal and external environment. Monitoring, assessing, and disseminating information from the external and internal environments to important people within the business is known as environmental scanning according to Hunger and Wheelen.

The organization can identify its own strengths and weaknesses by assessing its internal environment, which includes organizational structure, policy, efficiency and effectiveness of organizations, employees, financial performance, materials, and management equipment. For example, the internal environment of the academic management of a school includes four aspects: curriculum development, teaching and learning, and measurement and evaluation.

Table 3: SWOT Analysis

		Internal resources	
		Strengths	Weaknesses
Environment	Opportunities	Maximize	Remediate/ Ignore
	Threats	Deflect/ Reduce	Minimize

Source: Fidler, (2002); Siribanpitak, (2009)

As shown in Table 3, according to this SWOT analysis, a growth point is a mix of an external opportunity and an internal strength. Simultaneously, an external threat and an internal weakness must be mitigated. When chances collide with internal flaws, it's debatable whether to address the flaws or forgo the opportunity (Fidler, 2002). The table can be described as follows:

1) Opportunities: In the opportunities block list the external opportunities available in the organization's current and future environment.

2) Threats. In the Threats (T) block, list the external threats facing the organization now and in the future.

3) Strengths. In the Strengths (S) block, list the current and future strengths of the organization.

4) Weaknesses. In the Weaknesses (W) block, list the current and future weaknesses of the organization.

An organization can assess opportunities and threats thanks to analysis of the external environment. Examining the external environment focuses on the sociocultural, political, technological, and economic aspects. The analysis for Political, Economic, Sociocultural, and Technological, or PEST/STEP analysis, is the main emphasis of the analytical instrument used for sociocultural environment scanning (Hunger & Wheelen, 2011):

1) Political aspect: Political stability, bureaucracy, regulation, competition, education law, employment law, civil service status, healthcare protection, and so on;

2) Economic aspect: Economic growth, monetary and fiscal policies, government budget, education spending, and so on;

3) Socio-cultural aspect: Educational attainment, population social structure, lifestyles, religion and beliefs, population growth rate, age distribution and life expectancy, gender, family size, minorities, and so on;

4) Technological aspect: Infrastructure and facilities, internet connectivity, technological advancement, and R&D spending.

To develop strategies, SWOT analysis alone is not sufficient, it needs a matching technique to match SWOT into strategies. This technique is also called "TOWS Matrix Analysis," proposed by Weihrich (1982).

2.4.3 TOWS Matrix Analysis

The TOWS matrix aids in the identification of an organization's external opportunities and threats, as well as its internal strengths and weaknesses. The goal of TOWS is to come up with four different strategic options. It is employed in the development of strategies (Hunger & Wheelen, 2011), as shown in Table 4.

Table 4: A TOWS Matrix

External Factors / Internal Factors	Strengths (S) List down 5-10 internal strengths here	Weakness (W) List down 5-10 internal weaknesses here
Opportunities (O) List down 5-10 external opportunities here	**SO Strategy** Create strategies here that make use of strengths to seize opportunities.	**WO Strategy** Create strategies here that make use of opportunities to reduce weaknesses
Threats (T) List down 5-10 external threats here	**ST Strategy** Create strategies here that make use of strengths to avert threats	**Strategy WT** Create strategies here that reduce weaknesses and avert threats

Source: Hunger & Wheelen, (2011) and Siribanpitak, (2009)

Table 4 shows the four strategies and alternatives developed from SWOT. They include:

1) **SO strategy** (Strengths-Opportunities): established by analyzing how an organization might leverage its strengths to capitalize on opportunities. The organization will take advantage of external chances to defend its strengths.

2) **ST strategy** (Strengths-Threats): enabling the organization to avoid threats by leveraging its own strengths. Competitors are posing a threat. The organization's present performance is reflected in its strengths. This is how to fight off competitors by focusing on one's own abilities.

3) **WO strategy** (Weaknesses-Opportunities): taking advantage of opportunities by defeating weaknesses. An organization should look at external opportunities, such as budget increases or new policies to tackle its own weakness.

4) **WT strategy** (Weaknesses-Threats): defensive strategies that are intended to reduce weaknesses and avoid threats.

2.5 Academic Management of Secondary Schools under the Education Hub Project

The Ministry of Education has a policy for the Office of the Basic Education Commission to develop a project to develop Thailand as a regional education center

(Education Hub) since 2010 with the objective to work on developing secondary education management to meet quality and international standards, preparing for Thai students to enter the ASEAN community, opening a special classroom for the project of developing Thailand into a regional education center (Office of Basic Education Commission, 2017). The Project has no scope for educational services because of giving the opportunity for all targeted students in all regions. It allows one special classroom per school, and the special classroom is limited to 25 students per class.

The objectives of the 19 schools implementing international program under the Education Hub Project are (Office of Basic Education Commission, 2017) as follows:

1. Exceptional academic performance in all courses, including English, Math, Science, and Information and Communication Technology (ICT).

2. Self-directed learners and thinkers with the capacity to gather knowledge from a variety of sources, as well as to collaborate and adapt within the community. They will respect continuing education.

3. Having strong moral principles and ideals. They will be able to support, cherish, and respect many cultural traditions in their neighborhood. They should also be able to apply and modify what they have learned to actual circumstances.

4. People who display self-assurance, responsibility, and the capacity to forge positive bonds with others.

5. Capable of juggling one's bodily, emotional, and social wellbeing. They will exhibit the capacity to collaborate and think creatively in order to advance society.

The criteria for recruiting students under the Project are as follows (Office of Basic Education Commission, 2017):

1) Have good behavior, good discipline and get well with others

2) Have completely good health

3) Parents can afford expenses throughout their children's studies.

4) Be Thai citizens or foreigners

Specifically, schools under the Education Hub Project recruits new students from seventh grade to twelfth grade with qualifications: 1) students graduated from Thai programs with a grade point average (GPA) of at least 3.5 in English subjects and 2) students graduated from the international program or foreign countries (if not English-based curriculum, GPA of English subjects must be at least 3.5) (Office of Basic Education Commission, 2017).

The schools under the Education Hub offers courses based on the Cambridge International Testing Center curriculum and has been officially approved as the "Cambridge International Testing Center" in Thailand since its inception until now. The Cambridge curriculum is used by more than 10,000 schools in 160 countries around the world and is a highly regarded course of study by both academic institutions and the global workforce. The schools have arranged teaching and evaluation in the main subjects, namely mathematics, science, English, and computers and information (ICT) according to the curriculum of the International Testing Center (CAIE), Cambridge University. In addition, various subjects have been developed on the basis and guidelines of this curriculum. with applications to suit the context of Thailand and the Asian region, such as Thai language and culture, Chinese language, Asian studies, and music. Almost all textbooks are from publishers in the UK. Basic subject textbooks must be certified by CAIE. In addition to learning from quality textbooks that meet international standards, students also learn how to search for

information from various sources on their own and participate in a variety of extracurricular activities to broaden their horizons.

Regarding teaching and learning, it is an opportunity for Thai students to develop international learning skills and have a very good level of English language proficiency. At the same time, foreigners who come to live in Thailand will have the opportunity to send their children to study in international programs and learn together with Thai students in government schools. The quality of teachers is critical to the learning and development of students, especially in teaching and learning based on the Cambridge Curriculum Framework. It is necessary to acquire a foreign teacher who has a good understanding of the subject matter and is able to transfer knowledge appropriately. The schools, therefore, focuses on selecting qualified teachers for the project and is consistent with the curriculum guidelines as follows:

1) Most of the teachers are westerners whose national language is English.

2) Be a graduate at least at the bachelor's degree level with a major subject corresponding to the teaching subject.

3) A person who loves teaching and realizes the importance of his/her role in developing students' potential.

4) Have a valid work permit in Thailand (Office of Basic Education Commission, 2017)

However, there may be invited instructors as adjunct instructors in some specific subject areas.

International standards, particularly those from the Cambridge International Examinations (CIE) criteria, are used as the basis for educational assessments and evaluations (Office of Basic Education Commission, 2017).

2.6 Related Research

Nam (2011) studied intercultural development in the short-term study abroad context: a comparative case study analysis of global seminars in Asia (Thailand and Laos) and in Europe (Netherlands) through a mixed-methods approach. The findings suggest that a three-week short-term study abroad program can improve participants' intercultural sensitivity and professional and personal development—career goals, educational aspirations, self-awareness, worldview and perspective change, global engagement, critical thinking skills, and motivation related to international affairs. Individual preparation, the nature of activities in the host nation, and the degree of cultural difference between the home and host countries all have an impact on intercultural growth.

Bagić and Vrhovac (2012) suggested three ethnographic research tasks for developing high school students' intercultural competence in a study abroad. The tasks aim to achieve observing, analyzing, and interpreting real foreign culture signs that are compared to one's own culture. They include keeping a guided diary; stereotyping about the English culture; recognizing the street signs.

Baiutti (2018) studied assessment indicators of secondary students' IC when returning from the one-year study abroad program. Findings reveal that indicators included attitudes of curiosity, openness, and respect; self-awareness, knowledge of home and host contexts; critical thinking and adaptability (internal outcome); ethno-relative view and effective and appropriate communication and behavior in an intercultural situation (external outcome).

Arshavskaya (2018) used ethnographic interviews to promote intercultural competence in diverse US classrooms. The findings suggest the use of ethnographic

interviews increased students' awareness of their own culture and of themselves related to their own culture and knowledge of other cultures. However, the intervention had no significant positive impact on students' interest in other cultures.

Abduh and Rosmaladewi (2018) conducted a study on promoting intercultural competence in bilingual programs in Indonesia by employing a semi-structure interview with eight lecturers in Math, Economics, and Political Science to explore their perceptions of the strategies to teach and promote intercultural values. The findings show that open-minded attitudes, reciprocal interaction, and respect for diversity are all intercultural competence components. In-country programs and international intercultural programs are two essential strategies for promoting intercultural competency. The in-country programs include English debating, language clubs, student clubs, and writing clubs. The inclusion of club activities here is due to the fact that these activities use English and Indonesian as instructional and communication languages. The international intercultural programs include short-term, mid-term, and long-term immersion activities. A short-term immersion activity takes between 1 week and 4 weeks, including seminars, conferences, short courses, short training, short workshops, and summer courses. Despite its short duration, it allowed students to gain exposure to international learning opportunities and overseas cultures. It is compulsory as required by all rules and regulations set by the international university partners. The mid-term immersion activities took from 1 to 6 months. Examples of the activities included unity service programs, student-exchange programs, and internship programs. These activities allowed students to gain exposure to the use of English in a real working environment and international working cultures. The long-term immersion activities took more than 6 months (e.g., 6-month

programs and double degree programs). They enabled students to build person-to-person networks and friendships.

Samphanthanakarn et al. (2019) studied intercultural competence development using video-based instruction for grade 10 Thai students. The pre- and post-test questionnaires were used to collect data. The results indicate that video-based instruction improved students' intercultural competence.

Barrett (2018) proposed actions schools can take to enhance the IC of students. The actions were divided into three categories. The first category is actions based on intergroup contact, including motivating intercultural friendships, organizing study abroad periods, arranging for students to have internet-based intercultural contact, setting up school-community connections and partnerships, and implementing service-learning projects. The second category is actions based on pedagogical approaches. They included supporting students' critical reflection on their intercultural experiences and on their own cultural affiliations; using pedagogical approaches such as cooperative learning and project-based learning; using other pedagogical activities to enhance the development of specific components of intercultural competence (e.g., activities emphasizing multiple perspectives, role plays and simulations, the analysis of texts, films, and plays, and ethnographic tasks). The third category is actions based on school institutional policies, including using a culturally inclusive curriculum and adopting a whole-school approach to valuing diversity and human rights.

CHAPTER 3

RESEARCH METHODOLOGY

This study employs a multiphase mixed methods design (Creswell & Plano Clark, 2011), which is divided into four main phases as follows:

Phase I: Study conceptual frameworks

Phase II: Study levels of students' intercultural competence

Phase III: Analyze SWOT

Phase IV: Develop key strategies, strategies, and procedures

3.1 Phase I: Study Conceptual Frameworks of the Academic Management and Intercultural Competence

The researcher reviewed and synthesized relevant literature on academic management and intercultural competence and drafted conceptual frameworks of academic management and intercultural competence for experts to evaluate.

3.1.1 Participants

Five experts were purposively selected. Experts included one educational management scholar, two school directors with doctoral degrees, and two experts in intercultural education.

3.1.2 Instrument

An evaluation form instrument was used to gather both quantitative and qualitative data regarding components of academic management and intercultural competence. The instrument consisted of three parts: demographic information of the respondent, components of academic management and intercultural competence, and additional comments or recommendations. The first part asked for the respondent's

personal details, including full name, highest education level and field of study, work experience, and contact details. The second part asked the respondent to what extent he or she agreed and to comment or recommend each component of academic management and intercultural competence proposed by the researcher based on the literature review, with three choices of "Agree (+1), Not Sure (0), and Disagree (-1)."

3.1.3 Data Collection

Before collecting data, the researcher requested authorization letters for data collection from the Faculty of Education, Chulalongkorn University. Hard copies of evaluation forms were sent to the experts individually by both the researcher and the post office.

3.1.4 Data analysis

Qualitative data from the evaluation form instrument were analyzed using content analysis, and quantitative data were analyzed using frequencies and percentages.

3.2 Phase II: Study Students' Intercultural Competence Levels

After conceptual frameworks were verified in Phase I, the researcher conducted a survey to measure levels of students' intercultural competence.

3.2.1 Population and Sample

At least 30 students per school were selected using convenience sampling. After questionnaires were administered to 50 twelfth-grade students per school, 1,059 students took part in this phase, as illustrated in Table 5.

Table 5: Population of the Study in Phase II

Region	Schools	School Size		Students
		Special Large	Large	
Central	7	7	0	379
Eastern	2	1	1	100
Northeastern	5	5	0	327
Northern	2	2	0	100
Southern	3	2	1	153
Total	19	17	2	1,059

3.2.2 Instrument

A self-reported questionnaire was used in this phase. The questionnaire consisted of three sections: demographic information of the respondent in Section 1 regarding gender and age, intercultural competence of the students in Section 2 consisting of 43 items, and open-ended questions in Section 3 asking students to look back at and describe one critical incident that she interacted with foreign friends or nationals regarding challenges they face and how they deal with those challenges (see APPENDIX D). The respondents were asked to rate each statement with a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The reliability and content validity of the questionnaire instrument was measured by Cronbach's alpha coefficient (α) and Item Objective Congruence (IOC) index from five content experts, respectively. Reliability coefficients (α) of all IC components were above .7, except for two components – Interpersonal Communication (α = .657) and Tolerance for Ambiguity (α = .624), as displayed in Table 6. Cronbach's alpha values above .70 or higher are considered acceptable (Nunnally, 1978). However, values of Cronbach's alpha as low as .6 may be acceptable for some types of research, such as exploratory research, according to Nunnally, and are moderately acceptable (Taber, 2018). The values of the IOC index were between 0.6 and 1 (above 0.5), indicating that the

content validity of the questionnaire was acceptable (see, APPENDIX B, for more details).

Table 6: Reliability of the Student Intercultural Competence Questionnaire

Components of Intercultural Competence	Items	α (n=61)
1. Interpersonal communication	5	.657
2. Tolerance for ambiguity	4	.624
3. Behavioral flexibility	4	.840
4. Intercultural empathy	5	.761
5. Intercultural team effectiveness	4	.713
6. Intercultural knowledge discovery	4	.778
7. Intercultural sociability	4	.745
8. Respect for otherness	5	.842
9. Intercultural goal orientation	4	.788
10. Nonjudgmentalness	4	.862
Student Intercultural Competence Questionnaire	**43**	**.964**

3.2.3 Data collection

Data were gathered through the post office and an online protocol (Google Form). The questionnaires were administered after obtaining authorization letters from the Faculty of Education, Chulalongkorn University. The respondents attentively read the questionnaire before deciding whether or not to offer to take part in the study. The participation of the respondents in the study was strictly confidential and voluntary. The respondents were allowed to read the ethical issues specified in the questionnaire. The completed surveys were viewed as evidence of participation.

3.2.4 Data analysis

Quantitative data from the questionnaires were analyzed using frequencies, percentages, arithmetic mean, and standard deviation. Content analysis was used to examine the qualitative information from open-ended questions.

The interpretation of mean scores is as follows (Srisaat, 1996):

4.51 – 5.00 is interpreted as the highest level

3.51 – 4.50 is interpreted as the high level

2.51 – 3.50 is interpreted as the moderate level

1.51 – 2.50 is interpreted as the low level

1.00 – 1.50 is interpreted as the lowest level

3.3 Phase III: Analyze SWOT of the Academic Management Based on the Concept of Intercultural Competence

In this phase, a quantitative approach was adopted. Two steps were carried out to achieve the research objective, including studying priority needs and analyzing SWOT, as follows.

3.3.1 Study Priority Needs of Academic Management Based on the Concept of Intercultural Competence

3.3.1.1 Population

The population of this study was all public schools under the jurisdiction of the OBEC, which took part in "the Development of Thailand as an Educational Hub in the Region Project" and ran an international program (IP), accounting for 19 schools. Respondents included school administrators, headteachers, and teachers. A school director, a vice school director in charge of academic affairs, and eight teachers were conveniently selected from each school. Table 7 provides a description of the study population in this phase. Data related to each region were presented on a purpose of illustrating descriptive characteristics of the study population and discussion (if any).

Table 7: Population of the Study Phase III

Region	Schools (count)	School Size	
		Special Large	Large
Central	7	7	0
Eastern	2	1	1
Northeastern	5	5	0
Northern	2	2	0
Southern	3	2	1
Total	19	17	2

Note. data from OBEC (2020).

3.3.1.2 Instrument

The instrument in this phase was a questionnaire. The questionnaire was developed by the researcher based on the first phase. The questionnaire comprised three sections as follow:

Section 1: Demographic information of the respondent, including gender, age, education level, current position, and work experience.

Section 2: Academic management based on the concept of intercultural competence, consisting of 200 items. For example, question 1 asked, "1. At what level does your school develop the curriculum that aims at developing students' intercultural competence as follows? 1.1 interpersonal communication, 1.2….." The section was formatted as a dual response: current state and desirable state. In the second section, participants were asked to rate each statement for current and desirable states on a five-point Likert scale (from 1 = lowest level of practice/lowest level of desire to 5 = highest level of practice/highest level of desire, respectively).

Section 3: Open-ended questions, consisting four questions. For example, question 1 asked, "1. Regarding curriculum development, how do you think to develop secondary school students' intercultural competence mentioned above, such as interpersonal communication, tolerance for ambiguity etc.?"

3.3.1.3 Data collection

Prior to data collection, the researcher requested authorization letters for data collection from the Faculty of Education, Chulalongkorn University. Questionnaires were sent through the post office and an online protocol (Google Form). The participants attentively reviewed the questionnaire before deciding whether or not they wanted to volunteer for the study. The participation of the respondents in the study was strictly confidential and voluntary. The respondents were allowed to read the ethical issues specified in the questionnaire. The completed questionnaires were considered proof of participation.

3.3.1.4 Data analysis

Quantitative data from the questionnaire instrument was analyzed by frequencies, percentages, mean, standard deviation, and $PNI_{modified}$. Qualitative data from open-ended questions were analyzed by content analysis.

The interpretation of mean scores is as follows (Srisaat, 1996):

4.51 – 5.00 is interpreted as the highest level

3.51 – 4.50 is interpreted as the high level

2.51 – 3.50 is interpreted as the moderate level

1.51 – 2.50 is interpreted as the low level

1.00 – 1.50 is interpreted as the lowest level

3.3.2 Analyze SWOT of Academic Management Based on the Concept of Intercultural Competence

From the results of the priority needs in the first step, the researcher ranked the values of $PNI_{modified}$.

To identify SWOT, the values of $PNI_{modified}$ are divided into two groups—high group and low group, by calculating a midrange value of $PNI_{modified}$ in the group. The midrange value in the group can be calculated by summing the highest value of $PNI_{modified}$ and the lowest value of $PNI_{modified}$ in the group and then dividing by 2. Values of $PNI_{modified}$ higher than the midrange value are considered "High Group" and lower than or equal are deemed "Low Group."

In the internal environment, any function of academic management or statement has a value of $PNI_{modified}$ in the high group is considered "Weaknesses (W)", while in the low group is considered "Strengths (S)." Similarly, in the external environment, any external factor or statement that has a value of $PNI_{modified}$ higher than an average value in the group is considered "Threats (T)", while the lower ones are considered "Opportunities (O)."

3.4 Phase IV: Developing Strategies, Substrategies, and Procedures

3.4.1 Drafting Strategies, Substrategies, and Procedures

Based on the results of the SWOT analysis in Phase III, the researcher drafted strategies, substrategies, and procedures using the TOWS matrix. Strategies are developed based on the four components of academic management based on the concept of intercultural competence, and substrategies are developed based on the subcomponents of academic management. Strategies and substrategies are constructed by matching SWOT as follows:

1) SO (Strength - Opportunity): it is an aggressive strategy that take advantage of strengths to exploit opportunities.

2) ST (Strength - Threat): it is a diversification strategy that take advantage of strengths to reduce threats.

3) WO (Weaknesses - Opportunities): it is a turnaround strategy that take advantage of opportunities to reduce weaknesses.

4) WT (Weaknesses - Threat): it is a defensive strategy that reduce weaknesses and avert threats.

The researcher drafted procedures based on the substrategies, open-ended questions from the questionnaires, and related literature. The first draft of the strategies was scrutinized by the advisor and co-advisor. After that, the researcher brought the first draft into the next phase.

3.4.2 Evaluating Suitability and Feasibility of Strategies, Substrategies, and Procedures by Individual Experts

The first draft of the strategies, substrategies, and procedures was evaluated by experts in terms of suitability and feasibility, as well as comments or recommendations.

3.4.2.1 Participants

Fifteen experts were purposively selected. However, only ten experts participated in this stage. Experts included two experts in educational management, one expert in intercultural competence, and seven school directors.

3.4.2.2 Instrument

During this stage, an evaluation form was utilized. The evaluation form of the first draft was developed by the researcher and checked by the advisor and co-advisor. It consisted of three sections as follows:

Section 1: Demographic information of the respondent

Section 2: Suitability and feasibility of strategies, substrategies, and procedures using a five-point Likert scale (1 = least suitable or least feasible to 5 = most suitable or most feasible, respectively) and provided spaces for comments

Section 3: Additional comments and recommendations.

3.4.2.3 Data collection

The evaluation forms were administered to the experts individually via online protocols (Line application and Email).

3.4.2.4 Data analysis

Quantitative data from the evaluation form were analyzed by frequencies, percentages, mean, and standard deviation. Qualitative data from comments and recommendations were analyzed by content analysis.

Based on the comments or recommendations, the researcher adapted the first draft of the strategies, substrategies, and procedures and then asked the advisor and co-advisor to check. Therefore, the second draft was developed.

3.4.3 Evaluating Suitability and Feasibility of Strategies, Substrategies, and Procedures by a Focus Group

The second draft of the strategies, substrategies, and procedures was validated by experts and stakeholders in terms of suitability and feasibility, including other comments or recommendations through a focus group discussion.

3.4.3.1 Participants

Nineteen experts and participants were purposively selected. However, only eleven experts and participants joined the focus group. The participants included two experts in educational management, three experts in intercultural education, two school directors, and four teachers.

3.4.3.2 Instrument

During this stage, an evaluation form was utilized. The evaluation form of the second draft was developed by the researcher and scrutinized by the advisor and co-advisor. It consisted of three sections as follows:

Section 1: Demographic information of the respondents

Section 2: Suitability and feasibility of the second draft of key strategies, strategies, and procedures using a five-point Likert scale (1 = least suitable/least feasible to 5 = most suitable/most feasible, respectively) and provided spaces for comments

Section 3: Additional comments and recommendations.

3.4.3.3 Data collection

The researcher requested focus group invitation letters from the Faculty of Education, Chulalongkorn University, and sent them to each participant via both online and onsite protocols. The focus group discussion was held online, recorded, and completely transcribed.

3.4.3.4 Data analysis

Qualitative data of the evaluation form instrument were analyzed using content analysis. Quantitative data were analyzed by frequencies, percentages, mean, and standard deviation.

The researcher adjusted the second draft of the strategies, substrategies, and procedures based on comments or recommendations from the focus group, and then asked the advisor and co-advisor to review them. Following that, the final draft was developed.

The research phases can be summarized as shown in Table 8.

Table 8: A Summary of Research Methodology

Objectives	Phases	Research Design and Procedures	Products
1. To study conceptual frameworks of academic management and intercultural competence	1. Study conceptual frameworks of academic management and intercultural competence	1. Review and synthesize literature on academic management and intercultural competence 2. Evaluating conceptual frameworks -Participants: 5 experts -Instrument: an evaluation form with a rating of disagree, not sure, and agree along with comments -Data Collection: by the researcher via the onsite protocol -Data analysis: frequencies, percentages, and content analysis	Conceptual frameworks of academic management and intercultural competence
2. To study intercultural competence levels of secondary school students	2. Study the intercultural competence levels of the students	-Population: 19 schools -Instrument: a questionnaire about the intercultural competence level of the students -Data collection: the researcher, administered through the post office -Data analysis: frequencies, percentages, mean, standard deviation	Intercultural competence levels of the students (mean score)
3. To analyze the SWOT of academic management based on the concept of intercultural competence	3. Analyze SWOT	Analyze priority needs: 1. Population: 19 schools. Informants included school directors and teachers. 2. Instrument: questionnaire about the current state and desirable state with a 5-Likert rating scale 3. Data collection: the researcher sent questionnaires via the post office and an online protocol (Google Form) 4. Data analysis: mean, standard deviation, frequencies, Percentages, $PNI_{modified}$ and content analysis	Current state, desirable state, and $PNI_{modified}$ of academic management based on the concept of intercultural competence
		Analyze SWOT: 1. Ranking $PNI_{modified}$ 2. Classifying the high group and low group. The higher $PNI_{modified}$ in the group were considered as strengths and opportunities, while the lower considered as weaknesses and threats	Strengths, weaknesses, opportunities, and threats of academic management based on the concept of students' intercultural competence

Objectives	Phases	Research Design and Procedures	Products
4. To develop strategies for academic management based on the concept of intercultural competence	4. Develop strategies for academic management based on the concept of intercultural competence	Draft strategies, substrategies, and procedure (first draft): -TOWS matrix	SO, ST, WO, and WT strategies; substrategies, and procedures of academic management based on the concept of students' intercultural competence
		Evaluate the first draft of strategies, substrategies, and procedures by individual experts: 1. Participants: 10 experts 2. Instrument: a questionnaire about suitability and feasibility with a 5-Likert rating scale with additional comments 3. Data collection: the researcher via an online protocol (Line and Email). 4. Data analysis: mean, standard deviation, and content analysis	The second draft of strategies; substrategies, and procedures of academic management based on the concept of students' intercultural competence
		Evaluate the second draft of strategies, substrategies, and procedures by a focus group: 1. Participants: 11 experts 2. Instrument: a focus group interview 3. Data collection: by the researcher and research assistants via an online protocol (Zoom). 4. Data analysis:: mean, standard deviation, and content analysis	The final draft of strategies; substrategies, and procedures of academic management based on the concept of students' intercultural competence

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CHAPTER 4

RESULTS OF DATA ANALYSIS

This study aimed to develop academic management strategies for secondary schools based on the concept of intercultural competence (IC), consisting of four research objectives as follows:

1. To study conceptual frameworks of secondary schools' academic management and intercultural competence.

2. To study intercultural competence levels of secondary school students

3. To analyze strengths, weaknesses, opportunities, and threats of secondary schools' academic management based on the concept of intercultural competence.

4. To develop secondary schools' academic management strategies based on the concept of intercultural competence.

The presentation of data analysis results is in accordance with the research objectives mentioned above.

4.1 Conceptual Frameworks of Academic Management of Secondary Schools and Intercultural Competence

Comments and suggestions from the five experts are illustrated in Table 9.

Table 9: Results of Conceptual Frameworks of Academic Management and Intercultural Competence by Experts Evaluation

Components	Experts' Evaluation (n = 5)				Comments or Suggestions
	Agree	Not Sure	Disagree	Percent	
Academic Management					
1. Curriculum development	5			100	Should add "curriculum structure" (in the

Components	Experts' Evaluation (n = 5)				Comments or Suggestions
	Agree	Not Sure	Disagree	Percent	
					operational definition)
2. Teaching and learning	5			100	Should be revised to "learning and teaching activities rather than "learning activities" (in the operational definition)
3. Learning media and resources	5			100	
4. Measurement and evaluation	5			100	
Intercultural Competence					-Should revise keywords of some competences to include "cross-cultural" or "intercultural" -Should add another competence "Global Perspective"
1. Interpersonal communication	5			100	
2. Tolerance for ambiguity	5			100	
3. Behavioral and cognitive flexibility	5			100	
4. Intercultural empathy	5			100	
5. Team effectiveness	5			100	
6. Knowledge discovery	4	1		80	Should expand the meaning or have keywords that convey intercultural competence also
7. Sociability	5			100	
8. Respect for otherness	5			100	
9. Goal orientation	5			100	
10. Nonjudgmentalness	4	1		80	Should be revised (in the Thai version) as "ability to critically reflect"

Table 9 reveals that most experts agreed with the components of both academic management and intercultural competence. All components of academic management were agreed upon by all experts (100%). Similarly, all components of intercultural competence were agreed upon by all experts (100%), except for "knowledge discovery" and "nonjudgmentalness" agreed by four experts (80%).

In terms of the comments and suggestions, for components of academic management experts revised mostly on operational definitions with slightly wordy revisions. For example, one expert commented, "should include [curriculum structure]

in its definition." For components of intercultural competence, critical suggestions were about keywords related to the intercultural context. Based on these suggestions, some components were revised to "intercultural team effectiveness," "intercultural knowledge discovery," and "intercultural goal orientation." The suggestion to include "global perspective or global mindedness" in the IC was considered not appropriate. Theoretically, they are different constructs. The IC is deeper in its meaning. Global mindedness means "a world-view in which one feels connected to a world community accompanied with a subsequent feeling of responsibility for its members" (Hansen, 2010, as cited in Cushner, 2015, p. 203). Cushner differentiated IC from other terms (e.g., global citizenship, global competence, global mindedness, and international mindedness) because IC emphasizes the penetration that happens among individuals at the interpersonal level when people from diverse backgrounds come together to collaborate in pursuing a common goal [see Curshner (2015), for more detail]. Thus, the researcher decided not to include "global perspective or global mindedness" in the IC.

Academic Management of Secondary Schools	Intercultural Competence
1. Curriculum development 2. Teaching and learning 3. Learning media and resources 4. Measurement and evaluation	1. Interpersonal communication 2. Tolerance for ambiguity 3. Behavioral and cognitive flexibility 4. Intercultural empathy 5. Intercultural team effectiveness 6. Intercultural knowledge discovery 7. Intercultural Sociability 8. Respect for otherness 9. Intercultural goal orientation 10. Nonjudgementalness

Figure 2: Conceptual Frameworks of Academic Management and Intercultural Competence

Figure 2 illustrates a complete version of conceptual frameworks of academic management of secondary schools and intercultural competence after expert evaluation.

4.2 Intercultural Competence Levels of the Students

This section presents the results of the second research objective, including descriptive data of the respondents and the intercultural competence levels of the students, through tables.

Table 10: Demographic Information of the Students Sample (n=1,059)

Variables	Frequency (%)			
	Female	Male	Preferred not to say	Total
1. Region				
Central	260 (24.6)	119 (11.2)	0 (0.0)	379 (35.8)
North	51 (4.8)	49 (4.6)	0 (0.0)	100 (9.4)
East	60 (5.7)	40 (3.8)	0 (0.0)	100 (9.5)
South	80 (7.6)	73 (6.9)	0 (0.0)	153 (14.5)
Northeast	218 (20.6)	108 (10.2)	1 (0.1)	327 (30.9)
Total	669 (63.2%)	389 (36.7%)	1 (0.1)	1,059 (100)
2. School Size				
Large	54 (5.1)	48 (4.5)	0 (0.0)	102 (9.6)
Special Large	615 (58.1)	341 (32.2)	1 (0.1)	957 (90.4)
Total	669 (63.2)	389 (36.7)	1 (0.1)	1,059 (100)
3. Age				
14	7 (0.7)	4 (0.4)	0 (0.0)	11 (1.0)
15	24 (2.3)	10 (0.9)	1 (0.1)	35 (3.3)
16	3 (0.3)	7 (0.7)	0 (0.0)	10 (0.9)
17	62 (5.9)	28 (2.6)	0 (0.0)	90 (8.5)
18	570 (53.8)	338 (31.9)	0 (0.0)	908 (85.7)
19	3 (0.3)	2 (0.2)	0 (0.0)	5 (0.5)
Total	669 (63.2)	389 (36.7)	1 (0.1)	1,059 (100)

Noted. Data collected online (29.2%)

As shown in Table 10, two third of the students (63.2%) were male. Students whose schools were located in the central (35.8%) and northeastern regions (30.9%)

combined accounted for almost two-thirds of the data. Most students (90.4%) came

from special large schools. The majority of students (85.7%) had the age of 18.

Table 11: Intercultural Competence Levels of the Students

Intercultural Competence Components	$\bar{x}$	*SD*	Result	Rank
1. Interpersonal Communication	**3.83**	**0.395**	**High**	**6**
I am aware of my own cultural conditions in communicating and collaborating with different nationals.	3.83	0.778		
I acknowledge differences in communication and interaction styles of different nationals.	3.79	0.734		
I can deal appropriately with misunderstandings when communicating with foreign nationals.	3.79	0.662		
I have a way to check if he or she is understood when communicating with a foreigner.	3.90	0.797		
I have basic knowledge about the country, the culture, and the language of team members from different cultures.	3.83	0.709		
2. Tolerance for Ambiguity	**3.82**	**0.423**	**High**	**7**
I demonstrate openness to cultural differences.	3.81	0.677		
I am willing to accept change and risk when faced with cultural differences.	3.95	0.543		
I have a smooth interaction and dialogue with foreigners.	3.83	0.737		
I stay calm in difficult situations in intercultural environments.	3.69	0.693		
3. Behavioral Flexibility	**3.82**	**0.458**	**High**	**8**
I can adapt my own behavior to different requirements of the foreign culture.	3.57	0.669		
I can adapt to the customs and manners of others.	3.59	0.747		
I can adjust the way I communicate with people from different cultures.	3.91	0.695		
I can adjust the use of language to communicate with people from different cultures when facing unexpected events.	4.22	0.861		
4. Intercultural Empathy	**4.05**	**0.471**	**High**	**1**
I can understand the feelings of people from different cultures.	3.77	0.854		
I notice when someone from a different culture is in trouble.	3.97	0.727		
I can respond appropriately with feelings, wishes, and ways of thinking of people from different cultures.	4.19	0.702		
I show a concern not to hurt the feelings of people from different cultures.	4.15	0.765		
I exhibit a spirit of inquiry about other cultures.	4.15	0.773		
5. Intercultural Team Effectiveness	**3.81**	**0.470**	**High**	**9**
I can define goals, roles, and norms of my intercultural team.	4.10	0.872		
I can give and receive constructive feedback from my team members from different cultures.	3.62	0.728		
I can deal appropriately with conflict situations among team members from different cultures.	3.71	0.659		
I display respect for team members from different cultures.	3.81	0.604		
6. Intercultural Knowledge Discovery	**3.85**	**0.488**	**High**	**5**
I am willing both to do research in advance and to learn from intercultural relationships.	3.78	0.662		
I take the data and existing resources to find out about the likely values, customs and practices of those from other cultures I am going	3.81	0.672		

Intercultural Competence Components	$\bar{x}$	SD	Result	Rank
to work with.				
I discover new knowledge of a different culture under time and contextual constraints.	3.85	0.662		
I can acquire new knowledge related to any additional points that influence the way I choose to work with people from different cultures.	3.98	0.545		
7. Respect for Otherness	**3.97**	**0.413**	**High**	**2**
I regard different values, customs and practices of people from other cultures.	3.98	0.533		
I use language with respect when I disagree with people from different cultures.	4.00	0.629		
I demonstrate curiosity, openness, and readiness to suspend disbelief about other cultures.	3.99	0.590		
I treat people from other cultures with the same respect as I treat people from my own culture.	3.93	0.632		
8. Intercultural Sociability	**3.74**	**0.460**	**High**	**10**
I can initiate contact with the foreign friends.	3.93	0.670		
I smile when I meet the foreigners.	3.79	0.682		
I actively participate in intercultural friendship activities.	3.56	0.736		
I ask about his or her personal background in the conversation with a foreign friend.	3.58	0.755		
I can establish and maintain meaningful relationships with people from different cultures.	3.86	0.671		
9. Intercultural Goal Orientation	**3.87**	**0.449**	**High**	**4**
I express approval of the host culture.	4.08	0.841		
I avoid cultural stereotypes when interacting with people from different cultures.	3.81	0.648		
I avoid making jokes about host country people.	3.65	0.729		
I discuss the uniqueness of the host culture in a factual manner, with respect and understanding of cultural differences.	3.95	0.678		
10. Nonjudgmentalness	**3.87**	**0.577**	**High**	**3**
I express approval of the host culture.	4.17	0.868		
I avoid cultural stereotypes when interacting with people from different cultures.	3.83	0.621		
I avoid making jokes about host country people.	3.62	0.908		
I discuss the uniqueness of the host culture in a factual manner, with respect and understanding of cultural differences.	3.88	0.794		
Total	**3.86**	**0.710**	**High**	

Noted. Data collected online (29.2%)

As illustrated in Table 11, the overall intercultural competence of the students was at a high level ($\bar{x}$ = 3.86). All intercultural competence components of the students were at a high level and ranged from 3.74 to 4.05. The top three components that scored the highest included Intercultural Empathy ($\bar{x}$ = 4.05, SD = 0.471), Respect for Otherness ($\bar{x}$ = 3.97, SD = 0.413), and Nonjudgmentalness ($\bar{x}$ = 3.87, SD

= 0.577). The three lowest-scored components were Intercultural Sociability ($\bar{x}$ = 3.74, *SD* = 0.460), Intercultural Team Effectiveness ($\bar{x}$ = 3.81, *SD* = 0.470), and Behavioral Flexibility ($\bar{x}$ = 3.82, *SD* = 0.458).

4.3 SWOT of Academic Management Based on the Concept of Intercultural Competence

This section presents demographic data of the respondents, current state, desirable state, priority needs, and SWOT results of academic management based on the concept of intercultural competence.

Table 12: Demographic Information of the Respondents (n=307)

Variables	Frequency (%)		
	Female	Male	Total
1. Region			
Central	49 (16)	60 (19.5)	109 (35.5)
Northern	13 (4.2)	19 (6.2)	32 (10.4)
Eastern	16 (5.2)	15 (4.9)	31 (10.1)
Southern	22 (7.2)	23 (7.5)	45 (14.7)
Northeastern	46 (15)	44 (14.3)	90 (29.3)
2. School Size			
Large	14 (4.6)	16 (5.2)	30 (9.8)
Special Large	132 (43)	145 (47.2)	277 (90.2)
3. Age			
Less than 31	19 (6.2)	31 (10.1)	50 (16.3)
31-40	50 (16.3)	41 (13.4)	91 (29.7)
41-50	58 (18.9)	68 (22.1)	126 (41)
Greater than 50	19 (6.2)	21 (6.8)	40 (13)
4. Education			
Bachelor	78 (25.4)	71 (23.1)	149 (48.5)
Master	63 (20.5)	74 (24.1)	137 (44.6)
Doctoral	5 (1.7)	16 (5.2)	21 (6.9)
5. Position			
School Director	3 (1)	16 (5.2)	19 (6.2)
Vice School Director	7 (2.3)	14 (4.6)	21 (6.9)
Head Teacher	91 (29.6)	71 (23.1)	162 (52.7)
Teacher	45 (14.7)	60 (19.5)	105 (34.2)
6. Experience			
Less than 11	52 (16.9)	29 (9.4)	81 (26.4)
11-20	52 (16.9)	68 (22.1)	120 (39.1)
21-30	33 (10.7)	47 (15.3)	80 (26.1)

Variables	Frequency (%)		
Greater than 30	9 (2.9)	17 (5.5)	26 (8.5)
Total	146 (47.6)	161 (52.4)	307 (100)

Note. Data was gathered on-site (78.2%) and online (21.8%).

As shown in Table 12, about half of the respondents (52.4%) were male. Most respondents (70.7%) were between 31 and 50 years of age. The majority of the respondents came from schools located in the central and northeastern regions (35.5%; 29.3%, respectively). Almost all of the respondents (92.2%) worked at special large schools. The majority of the respondents held Bachelor's (48.5%) and Master's (44.6%). About half of the respondents were head teachers, and one-third were teachers. All 19 school directors and vice school directors joined the study (f = 19; f = 21, respectively). More than one-third of the respondents (39.1%) had work experience for between 11 and 20 years. A combination of the respondents working for 10 or less than 10 years and for 21-30 years constituted about half of the respondents.

In the dataset of academic management components, the midrange value is calculated as follows:

Midrange = $PNI_{modified}$ [(0.269 + 0.439)/2 = 0.354]

High group: $PNI_{modified}$ of 0.355-0.439 = Weaknesses

Low group: $PNI_{modified}$ 0.269-0.354 = Strengths

Table 13: Current State, Desirable State, Priority Needs, and Internal Environmental Analysis Results of Academic Management Based on the Concept of Intercultural Competence in an overall aspect (n = 307)

Academic Management Based on the Concept of Intercultural Competence	Internal Environment (Overall)							
	Current State		Desirable State		Priority Needs		High/ Low Group	SWOT Result
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
Academic Management	**3.44**	**0.400**	**4.72**	**0.443**				
1. Curriculum Development	3.31	0.504	4.73	0.453	0.428	2	High	W
2. Teaching and Learning	3.73	0.264	4.73	0.449	0.269	4	Low	S
3. Learning Media and Resources	3.43	0.337	4.68	0.433	0.364	3	High	W
4. Measurement and Evaluation	3.29	0.594	4.73	0.452	0.439	1	High	W

Note. W = Weakness, S = Strength.

As shown in Table 13, in an overall aspect only Teaching and Learning was the strength. Measurement and Evaluation were the weakness and had the highest value of $PNI_{modified}$ ($PNI_{modified}$ = 0.439). Curriculum Development as a weakness had the second highest value of $PNI_{modified}$ ($PNI_{modified}$ = 0.428).

In the dataset of intercultural competence components, the midrange value is calculated as follows:

Midrange = $PNI_{modified}$ [(0.333 + 0.426)/2 = 0.379]

High group: $PNI_{modified}$ of 0.380-0.426 = Weaknesses

Low group: $PNI_{modified}$ 0.333-0.379 = Strengths

Table 14: Current State, Desirable State, Priority Needs, and Internal Environmental Analysis Results of Academic Management Based on the Concept of Intercultural Competence Regarding Intercultural Competence Competences (n = 307)

Intercultural Competence Components	Current State		Desirable State		Priority Needs		High/ Low Group	SWOT Result
			Internal Environment					
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
1. Interpersonal communication	3.37	0.449	4.73	0.455	0.405	2	High	W
2. Tolerance for ambiguity	3.48	0.386	4.73	0.449	0.358	5	Low	S
3. Behavioral flexibility	3.49	0.384	4.73	0.451	0.354	6	Low	S
4. Intercultural empathy	3.37	0.485	4.73	0.451	0.404	3	High	W
5. Intercultural team effectiveness	3.32	0.582	4.73	0.449	0.426	1	High	W
6. Intercultural knowledge discovery	3.44	0.484	4.73	0.450	0.374	4	Low	S
7. Intercultural Sociability	3.50	0.389	4.73	0.449	0.35	7	Low	S
8. Respect for otherness	3.52	0.302	4.69	0.435	0.333	10	Low	S
9. Intercultural goal orientation	3.51	0.296	4.68	0.440	0.333	9	Low	S
10. Nonjudgmentalness	3.50	0.344	4.68	0.434	0.336	8	Low	S

Note. W = Weakness, S = Strength

As illustrated in Table 14, intercultural team effectiveness, interpersonal communication, and intercultural empathy were the weaknesses ($PNI_{modified}$ = 0.426; $PNI_{modified}$ = 0.405; $PNI_{modified}$ = 0.404, respectively). Respect for otherness, intercultural goal orientation, and nonjudgmentalness were the strengths with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.333; $PNI_{modified}$ = 0.333; $PNI_{modified}$ = 0.336, respectively).

In the dataset of curriculum development, the midrange value is calculated as follows:

Midrange = $PNI_{modified}$ [(0.282 + 0.607)/2 = 0.444]

High group: $PNI_{modified}$ of 0.445-0.607 = Weaknesses

Low group: $PNI_{modified}$ of 0.282-0.444 = Strengths

In the dataset of teaching and learning, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.199 + 0.479)/2 = 0.339]

High group: PNI$_{modified}$ of 0.340-0.479 = Weaknesses

Low group: PNI$_{modified}$ of 0.199-0.339 = Strengths

In the dataset of learning media and resources, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.237 + 0.471)/2 = 0.354]

High group: PNI$_{modified}$ of 0.355-0.471 = Weaknesses

Low group: PNI$_{modified}$ of 0.237-0.354 = Strengths

In the dataset of measurement and evaluation, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.288 + 0.582)/2 = 0.435]

High group: PNI$_{modified}$ of 0.436-0.582 = Weaknesses

Low group: PNI$_{modified}$ of 0.288-0.435 = Strengths

Table 15: Current State, Desirable State, Priority Needs, and Internal Environmental Analysis Results of Academic Management Based on the Concept of Intercultural Competence (n = 307)

Academic Management Based on the Concept of Intercultural Competence	Internal Environment						High/ Low Group	SWOT Result
	Current State		Desirable State		Priority Needs			
	μ	σ	μ	σ	PNI$_{modified}$	Rank		
1. Curriculum Development	**3.31**	**0.504**	**4.73**	**0.453**	**0.428**	**2**	**High**	**W**
1.1 Interpersonal communication	2.94	0.700	4.73	0.450	0.607	1	High	W
1.2 Tolerance for ambiguity	3.41	0.499	4.73	0.454	0.387	6	Low	S
1.3 Behavioral flexibility	3.68	0.486	4.72	0.455	0.282	10	Low	S
1.4 Intercultural empathy	3.44	0.535	4.73	0.465	0.377	7	Low	S

Academic Management Based on the Concept of Intercultural Competence	Internal Environment						High/ Low Group	SWOT Result
	Current State		Desirable State		Priority Needs			
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
1.5 Intercultural team effectiveness	3.19	0.842	4.73	0.452	0.483	3	High	W
1.6 Intercultural knowledge discovery	3.16	1.317	4.73	0.458	0.499	2	High	W
1.7 Intercultural sociability	3.20	0.838	4.73	0.454	0.478	4	High	W
1.8 Respect for otherness	3.47	0.525	4.73	0.458	0.366	9	Low	S
1.9 Intercultural goal orientation	3.44	0.523	4.72	0.470	0.373	8	Low	S
1.10 Nonjudgmentalness	3.20	0.423	4.72	0.471	0.476	5	High	W
2. Teaching and Learning	**3.73**	**0.264**	**4.73**	**0.449**	**0.269**	**4**	**Low**	**S**
2.1 Interpersonal communication	3.20	0.423	4.73	0.452	0.479	1	High	W
2.2 Tolerance for ambiguity	3.41	0.524	4.73	0.450	0.389	2	High	W
2.3 Behavioral flexibility	3.64	0.487	4.73	0.450	0.300	3	Low	S
2.4 Intercultural empathy	3.64	0.499	4.73	0.450	0.298	4	Low	S
2.5 Intercultural team effectiveness	3.67	0.491	4.73	0.450	0.289	5	Low	S
2.6 Intercultural knowledge discovery	3.95	0.250	4.73	0.450	0.199	10	Low	S
2.7 Intercultural sociability	3.94	0.267	4.73	0.450	0.202	6	Low	S
2.8. Respect for otherness	3.94	0.268	4.73	0.465	0.200	8	Low	S
2.9 Intercultural goal orientation	3.94	0.267	4.73	0.468	0.200	7	Low	S
2.10 Nonjudgmentalness	3.94	0.256	4.73	0.452	0.199	9	Low	S
3. Learning Media and Resources	**3.43**	**0.337**	**4.68**	**0.433**	**0.364**	**3**	**High**	**W**
3.1 Interpersonal communication	3.65	0.491	4.72	0.470	0.293	8	Low	S
3.2 Tolerance for ambiguity	3.21	0.419	4.73	0.452	0.471	1	High	W
3.3 Behavioral flexibility	3.23	0.428	4.73	0.454	0.464	3	High	W
3.4 Intercultural empathy	3.22	0.426	4.73	0.452	0.467	2	High	W
3.5 Intercultural team effectiveness	3.23	0.438	4.73	0.452	0.464	4	High	W
3.6 Intercultural knowledge discovery	3.50	0.514	4.73	0.452	0.352	6	Low	S
3.7 Intercultural sociability	3.43	0.503	4.73	0.454	0.377	5	High	W
3.8 Respect for otherness	3.44	0.510	4.55	0.504	0.325	7	Low	S
3.9 Intercultural goal orientation	3.68	0.474	4.55	0.504	0.237	10	Low	S
3.10 Nonjudgmentalness	3.68	0.489	4.55	0.505	0.237	9	Low	S
4. Measurement and Evaluation	**3.29**	**0.594**	**4.73**	**0.452**	**0.439**	**1**	**High**	**W**
4.1 Interpersonal communication	3.67	0.492	4.72	0.470	0.288	10	Low	S
4.2 Tolerance for ambiguity	3.40	0.885	4.72	0.455	0.390	7	Low	S
4.3 Behavioral flexibility	3.41	0.890	4.72	0.455	0.384	8	Low	S
4.4 Intercultural empathy	3.17	0.832	4.72	0.455	0.489	3	High	W
4.5 Intercultural team effectiveness	3.18	0.833	4.73	0.454	0.488	4	High	W
4.6 Intercultural knowledge discovery	3.18	0.829	4.73	0.452	0.489	2	High	W
4.7 Intercultural sociability	3.44	0.523	4.73	0.452	0.374	9	Low	S
4.8 Respect for otherness	3.22	0.439	4.73	0.452	0.468	6	High	W
4.9 Intercultural goal orientation	2.99	0.688	4.73	0.452	0.582	1	High	W
4.10 Nonjudgmentalness	3.20	0.809	4.73	0.452	0.480	5	High	W

Note. W = Weakness, S = Strength

As shown in Table 15, regarding curriculum development, interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and nonjudgmentalness were the weaknesses ($PNI_{modified}$ = 0.607; $PNI_{modified}$ = 0.499; $PNI_{modified}$ = 0.483; $PNI_{modified}$ = 0.478; $PNI_{modified}$ = 0.476, respectively). Behavioral flexibility, respect for otherness, and intercultural goal orientation were the strengths with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.282; $PNI_{modified}$ = 0.366; $PNI_{modified}$ = 0.373, respectively).

Regarding teaching and learning, interpersonal communication and tolerance for ambiguity were the weaknesses ($PNI_{modified}$ = 0.479; $PNI_{modified}$ = 0.389, respectively). Intercultural knowledge discovery, nonjudgmentalness, and respect for otherness were the strengths with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.199; $PNI_{modified}$ = 0.199; $PNI_{modified}$ = 0.200, respectively).

Regarding learning media and resources, tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability were the weaknesses ($PNI_{modified}$ = 0.471; $PNI_{modified}$ = 0.467; $PNI_{modified}$ = 0.464; $PNI_{modified}$ = 0.464; $PNI_{modified}$ = 0.377, respectively). Intercultural goal orientation, nonjudgmentalness, and interpersonal communication were the strengths with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.237; $PNI_{modified}$ = 0.237; $PNI_{modified}$ = 0.293, respectively).

Regarding measurement and evaluation, intercultural goal orientation, intercultural knowledge discovery, and intercultural empathy were the weaknesses with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.582; $PNI_{modified}$ = 0.489; $PNI_{modified}$ = 0.489, respectively).
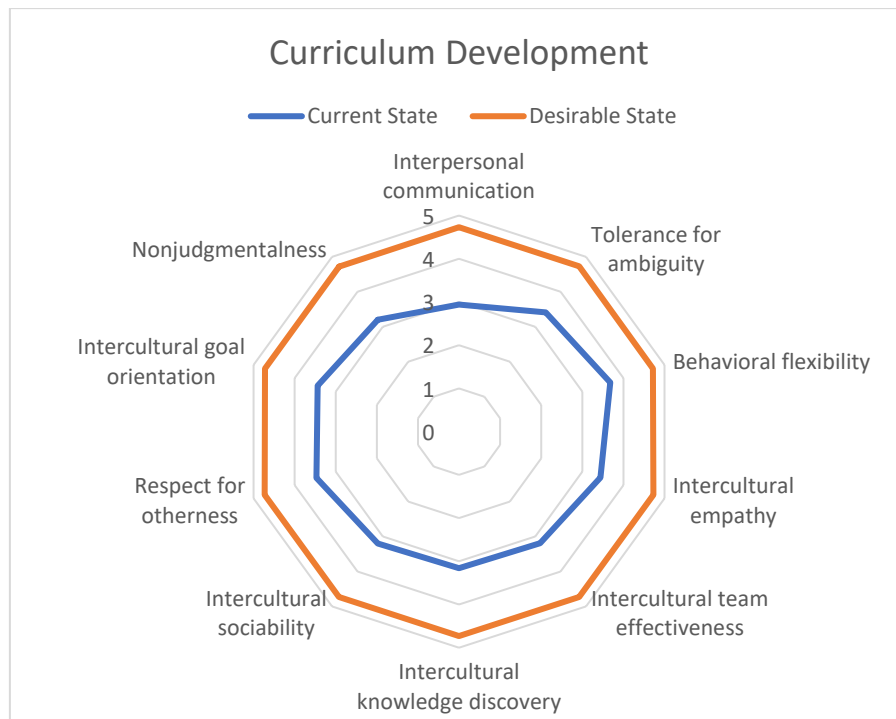
Figure 3: Current State and Desirable State of Curriculum Development Based on the Concept of Intercultural Competence
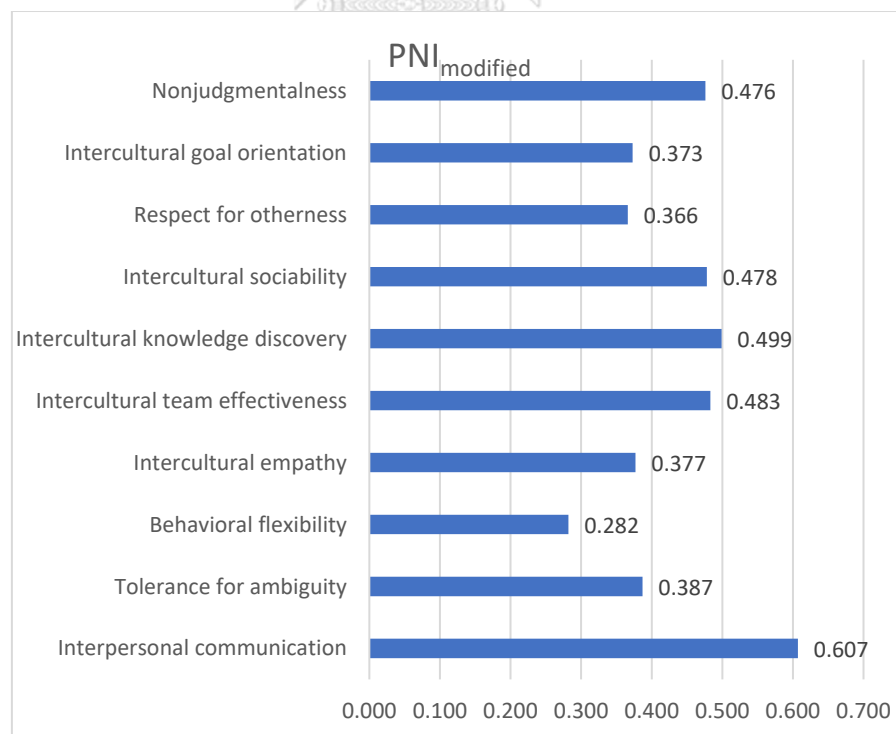
Figure 4: PNI_{modified} of Curriculum Development Based on the Concept of Intercultural Competence
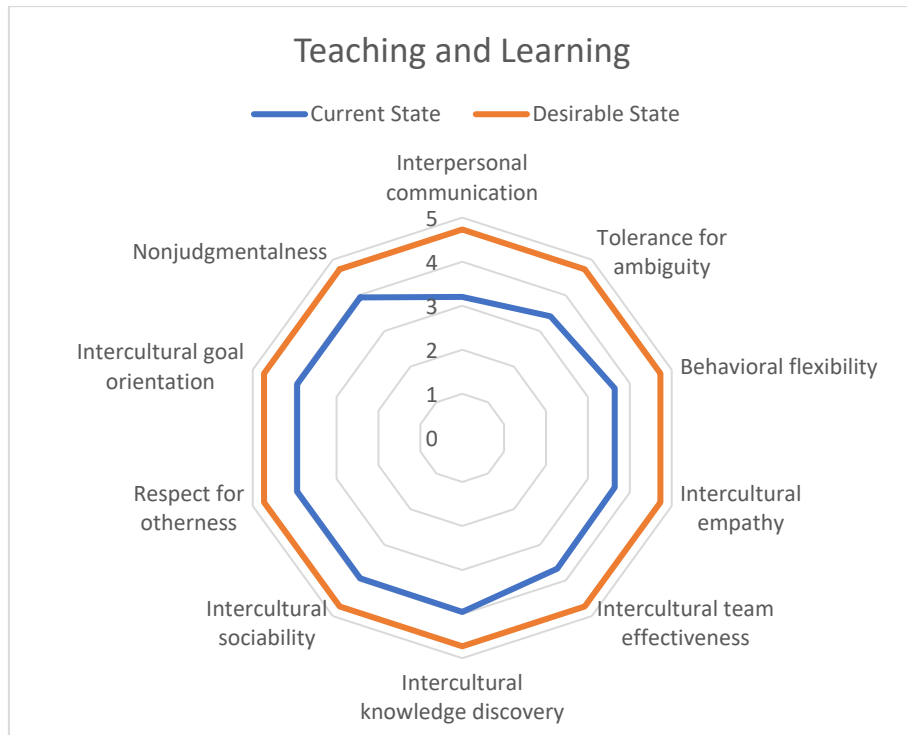
Figure 5: Current State and Desirable State of Teaching and Learning Based on the Concept of Intercultural Competence
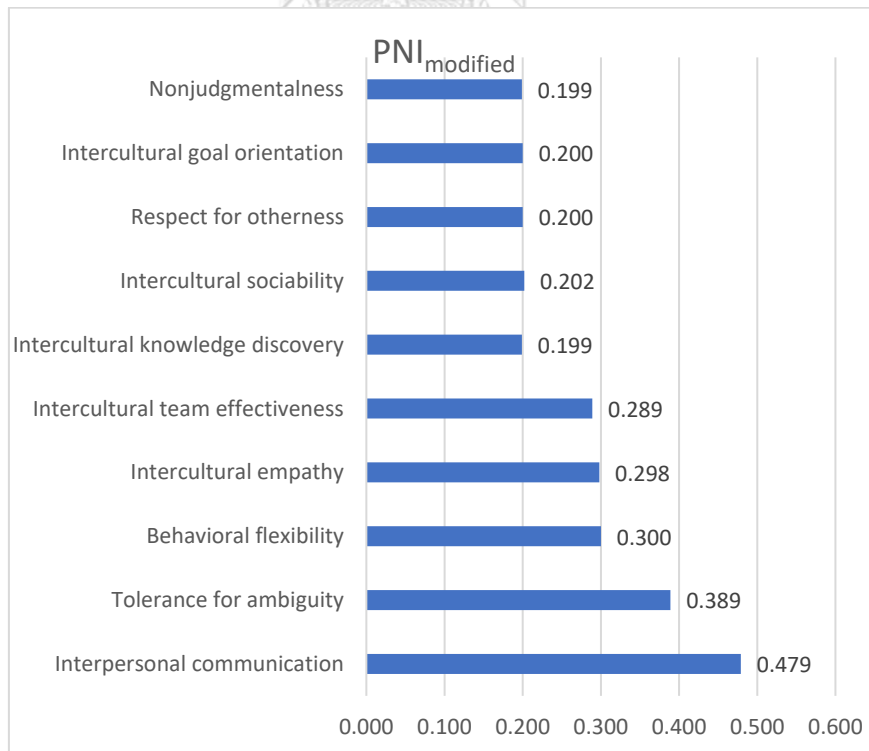
Figure 6: PNI$_{modified}$ of Teaching and Learning Based on the Concept of Intercultural Competence

Figure 7: Current State and Desirable State of Learning Media and Resources Based on the Concept of Intercultural Competence
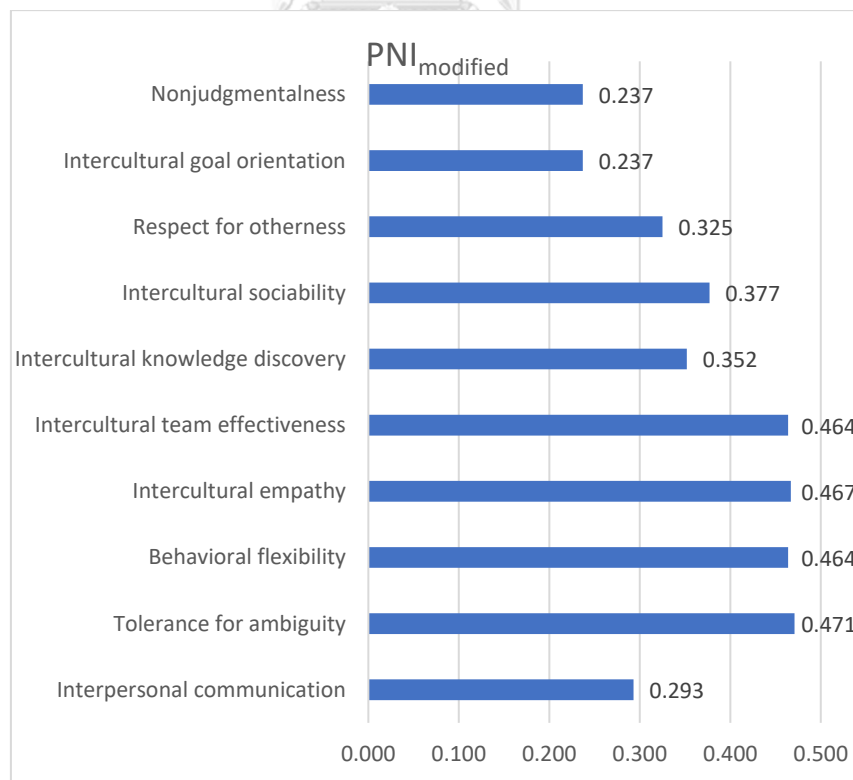
Figure 8: PNImodified of Learning Media and Resources Based on the Concept of Intercultural Competence
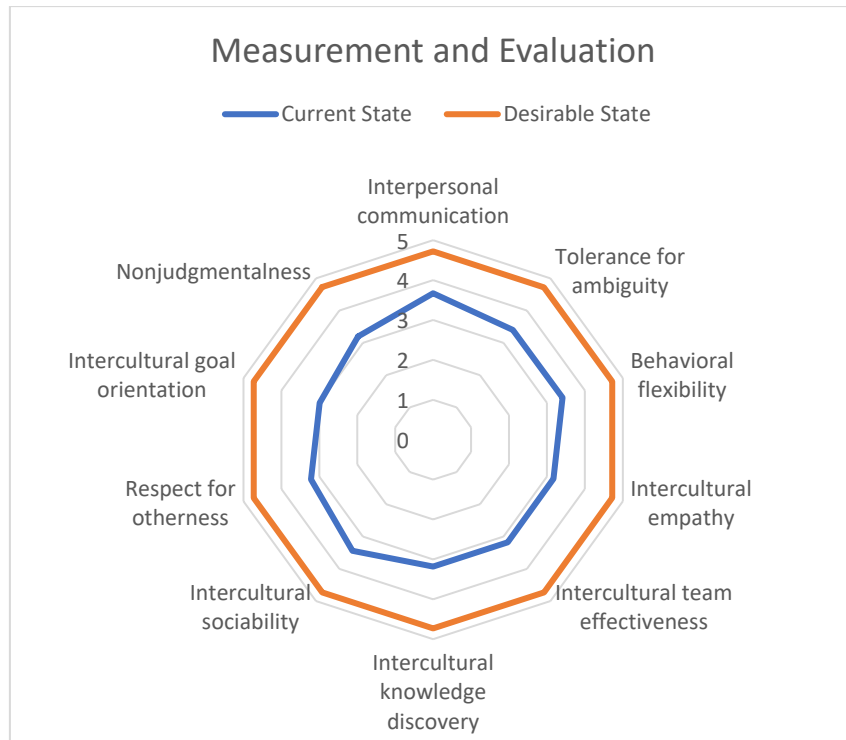
Figure 9: Current State and Desirable State of Measurement and Evaluation Based on the Concept of Intercultural Competence
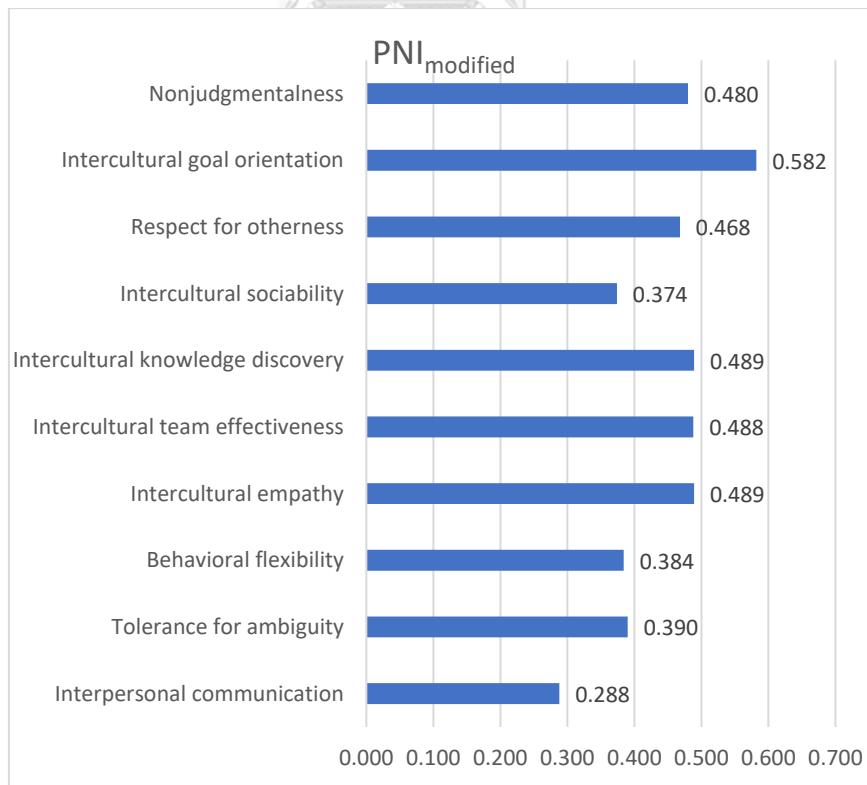
Figure 10: PNI$_{modified}$ of Measurement and Evaluation Based on the Concept of Intercultural Competence

In the dataset of the external environment, the midrange value is calculated as follows:

Midrange = $PNI_{modified}$ [(0.451 + 0.570)/2 = 0.510]

High group: $PNI_{modified}$ of 0.511-0.570 = Threats

Low group: $PNI_{modified}$ of 0.451-0.511 = Opportunities

Table 16: Current State, Desirable State, Priority Needs, and External Environmental Analysis Results of Academic Management Based on the Concept of Intercultural Competence in an Overall Aspect (n = 307)

Academic Management Based on the Concept of Intercultural Competence	External Environment (Overall)							
	Current State		Desirable State		Priority Needs		High/ Low Group	SWOT Result
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
1. Political-Legal	3.06	0.306	4.72	0.451	0.540	2	High	T
2. Economic	3.01	0.523	4.72	0.454	0.570	1	High	T
3. Sociocultural	3.15	0.494	4.72	0.456	0.497	3	Low	O
4. Technological	3.16	0.439	4.72	0.451	0.495	4	Low	O

Note. T = Threat, O = Opportunity

As shown in Table 16, technological and sociocultural factors were the opportunities ($PNI_{modified}$ = 0.495; $PNI_{modified}$ = 0.497, respectively) and economic and political-legal factors were the threats ($PNI_{modified}$ = 0.570; $PNI_{modified}$ = 0.540, respectively).

In the dataset of academic management components in the political-legal environment, the midrange value is calculated as follows:

Midrange = $PNI_{modified}$ [(0.465 + 0.674)/2 = 0.569]

High group: $PNI_{modified}$ of 0.570-0.674 = Threats

Low group: $PNI_{modified}$ of 0.465-0.569 = Opportunities

In the dataset of academic management components in the economic environment, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.505 + 0.702)/2 = 0.603]

High group: PNI$_{modified}$ of 0.604-0.702 = Threats

Low group: PNI$_{modified}$ of 0.505-0.603 = Opportunities

In the dataset of academic management components in the socioeconomic environment, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.456 + 0.553)/2 = 0.504]

High group: PNI$_{modified}$ of 0.505-0.553 = Threats

Low group: PNI$_{modified}$ of 0.456-0.504 = Opportunities

In the dataset of academic management components in the technological environment, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.430 + 0.590)/2 = 0.510]

High group: PNI$_{modified}$ of 0.511-0.590 = Threats

Low group: PNI$_{modified}$ of 0.430-0.510 = Opportunities

Table 17: Current State, Desirable State, Priority Needs, and External Environmental Analysis Results of Academic Management Based on the Concept of Intercultural Competence Regarding Academic Management Components (n = 307)

Academic Management Based on the Concept of Intercultural Competence	External Environment							
	Current State		Desirable State		Priority Needs		High/ Low Group	SWOT Result
	μ	σ	μ	σ	PNI$_{modified}$	Rank		
1. Political-Legal	**3.06**	**0.306**	**4.72**	**0.451**	**0.540**	**2**	**High**	**T**
1.1 Curriculum Development	3.11	0.378	4.72	0.450	0.518	3	Low	O

| Academic Management Based on the Concept of Intercultural Competence | External Environment | | | | | | High/ Low Group | SWOT Result |
| | Current State | | Desirable State | | Priority Needs | | | |
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
1.2 Teaching and Learning	3.22	0.556	4.72	0.457	0.465	4	Low	O
1.3 Learning Media and Resources	2.82	0.428	4.72	0.454	0.674	1	High	T
1.4 Measurement and Evaluation	3.11	0.622	4.72	0.454	0.518	2	Low	O
2. Economic	**3.01**	**0.523**	**4.72**	**0.454**	**0.570**	**1**	**High**	**T**
2.1 Curriculum Development	2.99	0.359	4.72	0.456	0.577	2	Low	O
2.2 Teaching and Learning	3.12	0.615	4.72	0.455	0.513	3	Low	O
2.3 Learning Media and Resources	3.14	0.484	4.72	0.455	0.505	4	Low	O
2.4 Measurement and Evaluation	2.77	0.832	4.72	0.455	0.702	1	High	T
3. Sociocultural	**3.15**	**0.494**	**4.72**	**0.456**	**0.497**	**3**	**Low**	**O**
3.1 Curriculum Development	3.24	0.559	4.72	0.457	0.456	4	Low	O
3.2 Teaching and Learning	3.15	0.679	4.72	0.456	0.497	2	Low	O
3.3 Learning Media and Resources	3.17	0.320	4.72	0.456	0.487	3	Low	O
3.4 Measurement and Evaluation	3.04	0.596	4.72	0.459	0.553	1	High	T
4. Technological	**3.16**	**0.439**	**4.72**	**0.451**	**0.495**	**4**	**Low**	**O**
4.1 Curriculum Development	3.30	0.362	4.72	0.459	0.430	4	Low	O
4.2 Teaching and Learning	3.15	0.496	4.72	0.459	0.499	2	Low	O
4.3 Learning Media and Resources	2.97	0.720	4.72	0.458	0.590	1	High	T
4.4 Measurement and Evaluation	3.22	0.580	4.73	0.435	0.470	3	Low	O

Note. T = Threat, O = Opportunity

As shown in Table 17, political-legal and technological factors were the threats to learning media and resources ($PNI_{modified}$ = 0.674; $PNI_{modified}$ = 0.590, respectively), and economic and sociocultural factors were the threats to measurement and evaluation ($PNI_{modified}$ = 0.702; $PNI_{modified}$ = 0.553, respectively). Sociocultural and technological factors were the opportunities for curriculum development with the lowest value of $PNI_{modified}$ ($PNI_{modified}$ = 0.456; $PNI_{modified}$ = 0.430, respectively). Political-legal and economic factors were the opportunities for teaching and learning and learning media and resources respectively with the lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.465; $PNI_{modified}$ = 0.505, respectively).

Since so many midrange values have to be calculated in Table 18, only one midrange value is computed as an example. In the dataset of intercultural competence components in curriculum development in the political-legal environment, the midrange value is calculated as follows:

Midrange = PNI$_{modified}$ [(0.352+ 0.666)/2 = 0.509]

High group: PNI$_{modified}$ of 0.510-0.666 = Threats

Low group: PNI$_{modified}$ of 0.352-0.509 = Opportunities

Table 18: Current State, Desirable State, Priority Needs, and External Environmental Analysis Results of Academic Management Based on the Concept of Intercultural Competence Regarding Intercultural Competence Components (n = 307)

| Academic Management Based on the Concept of Intercultural Competence | External Environment | | | | | | | |
| | Current State | | Desirable State | | Priority Needs | | | |
	μ	σ	μ	σ	PNI$_{modified}$	Rank	High/ Low Group	SWOT Result
1) Political-legal	**3.06**	**0.306**	**4.72**	**0.451**	**0.540**	**2**	**High**	**T**
1. Curriculum Development	**3.11**	**0.378**	**4.72**	**0.450**	**0.518**	**3**	**Low**	**O**
1.1 Interpersonal communication	3.06	0.322	4.72	0.451	0.540	5	High	T
1.2 Tolerance for ambiguity	2.86	0.557	4.72	0.450	0.650	4	High	T
1.3 Behavioral flexibility	2.83	0.550	4.72	0.457	0.666	1	High	T
1.4 Intercultural empathy	2.84	0.554	4.72	0.457	0.664	3	High	T
1.5 Intercultural team effectiveness	2.83	0.534	4.71	0.460	0.665	2	High	T
1.6 Intercultural knowledge discovery	3.28	0.485	4.72	0.457	0.439	8	Low	O
1.7 Intercultural sociability	3.49	0.538	4.72	0.459	0.353	9	Low	O
1.8 Respect for otherness	3.21	0.879	4.72	0.455	0.472	7	Low	O
1.9 Intercultural goal orientation	3.21	0.878	4.72	0.457	0.473	6	Low	O
1.10 Nonjudgmentalness	3.49	0.538	4.72	0.457	0.352	10	Low	O
2. Teaching and Learning	**3.22**	**0.556**	**4.72**	**0.457**	**0.465**	**4**	**Low**	**O**
2.1 Interpersonal communication	3.28	0.490	4.72	0.459	0.439	6	Low	O
2.2 Tolerance for ambiguity	3.34	0.519	4.72	0.457	0.415	7	Low	O
2.3 Behavioral flexibility	3.35	0.524	4.72	0.459	0.407	8	Low	O
2.4 Intercultural empathy	3.55	0.548	4.71	0.460	0.328	9	Low	O
2.5 Intercultural team effectiveness	3.56	0.541	4.72	0.459	0.324	10	Low	O
2.6 Intercultural knowledge discovery	3.15	0.768	4.71	0.460	0.498	5	High	T

Academic Management Based on the Concept of Intercultural Competence	External Environment						High/ Low Group	SWOT Result
	Current State		Desirable State		Priority Needs			
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
2.7 Intercultural sociability	2.93	0.907	4.72	0.459	0.609	1	High	T
2.8. Respect for otherness	2.94	0.909	4.72	0.459	0.604	2	High	T
2.9 Intercultural goal orientation	2.95	0.912	4.71	0.460	0.597	3	High	T
2.10 Nonjudgmentalness	3.15	0.776	4.72	0.457	0.500	4	High	T
3. Learning Media and Resources	**2.82**	**0.428**	**4.72**	**0.454**	**0.674**	**1**	**High**	**T**
3.1 Interpersonal communication	2.88	0.570	4.72	0.457	0.641	5	Low	O
3.2 Tolerance for ambiguity	3.08	0.334	4.72	0.459	0.532	8	Low	O
3.3 Behavioral flexibility	2.89	0.597	4.72	0.457	0.635	7	Low	O
3.4 Intercultural empathy	3.08	0.387	4.72	0.459	0.529	9	Low	O
3.5 Intercultural team effectiveness	3.10	0.396	4.72	0.455	0.523	10	Low	O
3.6 Intercultural knowledge discovery	2.88	0.567	4.72	0.455	0.640	6	Low	O
3.7 Intercultural sociability	2.57	0.645	4.72	0.457	0.837	2	High	T
3.8 Respect for otherness	2.58	0.654	4.73	0.454	0.834	3	High	T
3.9 Intercultural goal orientation	2.57	0.640	4.72	0.455	0.838	1	High	T
3.10 Nonjudgmentalness	2.58	0.664	4.73	0.454	0.832	4	High	T
4. Measurement and Evaluation	**3.11**	**0.622**	**4.72**	**0.454**	**0.518**	**2**	**Low**	**O**
4.1 Interpersonal communication	2.56	0.635	4.72	0.457	0.841	1	High	T
4.2 Tolerance for ambiguity	2.79	0.592	4.72	0.455	0.694	2	High	T
4.3 Behavioral flexibility	3.01	0.784	4.72	0.455	0.571	4	Low	O
4.4 Intercultural empathy	3.00	0.786	4.72	0.455	0.573	3	Low	O
4.5 Intercultural team effectiveness	3.22	0.883	4.72	0.455	0.468	6	Low	O
4.6 Intercultural knowledge discovery	3.22	0.885	4.72	0.455	0.465	7	Low	O
4.7 Intercultural sociability	3.21	0.882	4.72	0.455	0.469	5	Low	O
4.8 Respect for otherness	3.51	0.544	4.73	0.454	0.346	10	Low	O
4.9 Intercultural goal orientation	3.30	0.500	4.72	0.455	0.431	9	Low	O
4.10 Nonjudgmentalness	3.28	0.503	4.72	0.455	0.441	8	Low	O
2) Economic	**3.01**	**0.523**	**4.72**	**0.454**	**0.570**	**1**	**High**	**T**
1. Curriculum Development	**2.99**	**0.359**	**4.72**	**0.456**	**0.577**	**2**	**Low**	**O**
1.1 Interpersonal communication	3.29	0.494	4.72	0.459	0.435	8	Low	O
1.2 Tolerance for ambiguity	3.29	0.497	4.72	0.455	0.434	10	Low	O
1.3 Behavioral flexibility	3.07	0.335	4.72	0.457	0.537	5	Low	O
1.4 Intercultural empathy	3.29	0.502	4.72	0.457	0.435	9	Low	O
1.5 Intercultural team effectiveness	3.28	0.499	4.72	0.459	0.437	7	Low	O
1.6 Intercultural knowledge discovery	3.08	0.739	4.72	0.459	0.531	6	Low	O
1.7 Intercultural sociability	2.65	0.671	4.72	0.459	0.779	2	High	T
1.8 Respect for otherness	2.65	0.656	4.72	0.457	0.780	1	High	T
1.9 Intercultural goal orientation	2.66	0.655	4.72	0.459	0.775	4	High	T
1.10 Nonjudgmentalness	2.65	0.645	4.72	0.457	0.778	3	High	T
2. Teaching and Learning	**3.12**	**0.615**	**4.72**	**0.455**	**0.513**	**3**	**Low**	**O**
2.1 Interpersonal communication	2.44	0.925	4.72	0.457	0.932	1	High	T
2.2 Tolerance for ambiguity	2.66	0.927	4.72	0.455	0.775	3	High	T
2.3 Behavioral flexibility	2.86	0.545	4.72	0.457	0.650	4	High	T

Academic Management Based on the Concept of Intercultural Competence	External Environment						High/ Low Group	SWOT Result
	Current State		Desirable State		Priority Needs			
	μ	σ	μ	σ	PNI$_{modified}$	Rank		
2.4 Intercultural empathy	2.65	0.921	4.72	0.459	0.779	2	High	T
2.5 Intercultural team effectiveness	3.16	0.772	4.72	0.459	0.494	5	Low	O
2.6 Intercultural knowledge discovery	3.36	0.509	4.72	0.459	0.402	8	Low	O
2.7 Intercultural Sociability	3.78	0.456	4.72	0.459	0.249	10	Low	O
2.8. Respect for otherness	3.56	0.535	4.72	0.459	0.325	9	Low	O
2.9 Intercultural goal orientation	3.36	0.830	4.72	0.457	0.405	7	Low	O
2.10 Nonjudgmentalness	3.35	0.828	4.72	0.459	0.407	6	Low	O
3. Learning Media and Resources	**3.14**	**0.484**	**4.72**	**0.455**	**0.505**	**4**	**Low**	**O**
3.1 Interpersonal communication	3.35	0.824	4.72	0.455	0.409	9	Low	O
3.2 Tolerance for ambiguity	3.36	0.826	4.72	0.455	0.406	10	Low	O
3.3 Behavioral flexibility	3.14	0.756	4.72	0.455	0.504	6	Low	O
3.4 Intercultural empathy	3.16	0.764	4.72	0.457	0.495	8	Low	O
3.5 Intercultural team effectiveness	3.15	0.761	4.72	0.455	0.499	7	Low	O
3.6 Intercultural knowledge discovery	2.87	0.554	4.72	0.457	0.643	1	High	T
3.7 Intercultural sociability	3.09	0.336	4.72	0.455	0.530	3	High	T
3.8 Respect for otherness	3.09	0.335	4.72	0.459	0.524	5	Low	O
3.9 Intercultural goal orientation	3.09	0.331	4.72	0.457	0.527	4	High	T
3.10 Nonjudgmentalness	3.07	0.345	4.72	0.459	0.536	2	High	T
4. Measurement and Evaluation	**2.77**	**0.832**	**4.72**	**0.455**	**0.702**	**1**	**High**	**T**
4.1 Interpersonal communication	3.06	0.734	4.72	0.459	0.542	10	Low	O
4.2 Tolerance for ambiguity	3.06	0.739	4.72	0.455	0.544	9	Low	O
4.3 Behavioral flexibility	2.85	1.075	4.72	0.455	0.659	6	Low	O
4.4 Intercultural empathy	2.57	1.131	4.72	0.455	0.840	1	High	T
4.5 Intercultural team effectiveness	2.57	1.122	4.72	0.459	0.833	2	High	T
4.6 Intercultural knowledge discovery	2.59	1.135	4.72	0.459	0.821	3	High	T
4.7 Intercultural sociability	2.66	0.917	4.72	0.459	0.775	5	High	T
4.8 Respect for otherness	2.64	0.908	4.72	0.457	0.784	4	High	T
4.9 Intercultural goal orientation	2.87	0.551	4.72	0.457	0.645	8	Low	O
4.10 Nonjudgmentalness	2.87	0.547	4.72	0.459	0.645	7	Low	O
3) Sociocultural	**3.15**	**0.494**	**4.72**	**0.456**	**0.497**	**3**	**Low**	**O**
1. Curriculum Development	**3.24**	**0.559**	**4.72**	**0.457**	**0.456**	**4**	**Low**	**O**
1.1 Interpersonal communication	2.87	0.559	4.72	0.457	0.647	1	High	T
1.2 Tolerance for ambiguity	2.88	0.570	4.72	0.459	0.640	2	High	T
1.3 Behavioral flexibility	3.05	0.766	4.72	0.457	0.550	3	High	T
1.4 Intercultural empathy	3.05	0.768	4.71	0.460	0.546	4	High	T
1.5 Intercultural team effectiveness	3.55	0.605	4.72	0.459	0.330	7	Low	O
1.6 Intercultural knowledge discovery	3.57	0.552	4.71	0.460	0.321	9	Low	O
1.7 Intercultural sociability	3.57	0.534	4.72	0.457	0.322	8	Low	O
1.8 Respect for otherness	3.58	0.533	4.71	0.460	0.318	10	Low	O
1.9 Intercultural goal orientation	3.15	0.774	4.72	0.459	0.497	6	High	T
1.10 Nonjudgmentalness	3.14	0.771	4.71	0.460	0.499	5	High	T
2. Teaching and Learning	**3.15**	**0.679**	**4.72**	**0.456**	**0.497**	**2**	**Low**	**O**

Academic Management Based on the Concept of Intercultural Competence	External Environment						High/ Low Group	SWOT Result
	Current State		Desirable State		Priority Needs			
	μ	σ	μ	σ	PNI$_{modified}$	Rank		
2.1 Interpersonal communication	3.13	0.779	4.72	0.459	0.505	7	High	T
2.2 Tolerance for ambiguity	3.13	0.810	4.72	0.459	0.507	6	High	T
2.3 Behavioral flexibility	3.12	0.805	4.71	0.460	0.510	5	High	T
2.4 Intercultural empathy	3.33	0.870	4.72	0.459	0.418	9	Low	O
2.5 Intercultural team effectiveness	3.33	0.874	4.72	0.457	0.418	10	Low	O
2.6 Intercultural knowledge discovery	3.05	0.772	4.72	0.457	0.548	2	High	T
2.7 Intercultural Sociability	3.04	0.759	4.72	0.457	0.551	1	High	T
2.8. Respect for otherness	3.05	0.763	4.72	0.459	0.547	3	High	T
2.9 Intercultural goal orientation	3.06	0.741	4.72	0.457	0.541	4	High	T
2.10 Nonjudgmentalness	3.28	0.493	4.72	0.457	0.437	8	Low	O
3. Learning Media and Resources	**3.17**	**0.320**	**4.72**	**0.456**	**0.487**	**3**	**Low**	**O**
3.1 Interpersonal communication	3.07	0.315	4.72	0.457	0.537	1	High	T
3.2 Tolerance for ambiguity	3.08	0.328	4.72	0.455	0.533	2	High	T
3.3 Behavioral flexibility	3.09	0.346	4.72	0.457	0.528	4	High	T
3.4 Intercultural empathy	3.10	0.346	4.72	0.455	0.522	7	High	T
3.5 Intercultural team effectiveness	3.38	0.512	4.71	0.467	0.395	10	Low	O
3.6 Intercultural knowledge discovery	3.37	0.511	4.72	0.457	0.399	9	Low	O
3.7 Intercultural sociability	3.37	0.511	4.72	0.457	0.399	8	Low	O
3.8 Respect for otherness	3.09	0.354	4.71	0.467	0.523	6	High	T
3.9 Intercultural goal orientation	3.08	0.328	4.72	0.466	0.531	3	High	T
3.10 Nonjudgmentalness	3.09	0.331	4.72	0.455	0.528	5	High	T
4. Measurement and Evaluation	**3.04**	**0.596**	**4.72**	**0.459**	**0.553**	**1**	**High**	**T**
4.1 Interpersonal communication	2.88	0.567	4.72	0.457	0.639	3	High	T
4.2 Tolerance for ambiguity	2.88	0.564	4.72	0.457	0.641	2	High	T
4.3 Behavioral flexibility	2.88	0.570	4.71	0.467	0.639	4	High	T
4.4 Intercultural empathy	2.88	0.579	4.72	0.466	0.638	5	High	T
4.5 Intercultural team effectiveness	2.87	0.572	4.72	0.457	0.643	1	High	T
4.6 Intercultural knowledge discovery	3.16	0.774	4.71	0.467	0.492	8	Low	O
4.7 Intercultural sociability	3.16	0.768	4.72	0.457	0.495	7	Low	O
4.8 Respect for otherness	3.17	0.777	4.72	0.459	0.490	9	Low	O
4.9 Intercultural goal orientation	3.15	0.767	4.72	0.466	0.496	6	Low	O
4.10 Nonjudgmentalness	3.36	0.514	4.72	0.457	0.404	10	Low	O
4) Technological	**3.16**	**0.439**	**4.72**	**0.451**	**0.495**	**4**	**Low**	**O**
1. Curriculum Development	**3.30**	**0.362**	**4.72**	**0.459**	**0.430**	**4**	**Low**	**O**
1.1 Interpersonal communication	3.36	0.515	4.72	0.466	0.402	8	Low	O
1.2 Tolerance for ambiguity	3.07	0.320	4.72	0.455	0.536	1	High	T
1.3 Behavioral flexibility	3.08	0.328	4.72	0.464	0.532	2	High	T
1.4 Intercultural empathy	3.29	0.482	4.72	0.459	0.434	5	Low	O
1.5 Intercultural team effectiveness	3.29	0.484	4.72	0.466	0.432	6	Low	O
1.6 Intercultural knowledge discovery	3.51	0.532	4.72	0.457	0.345	10	Low	O
1.7 Intercultural sociability	3.50	0.526	4.72	0.464	0.350	9	Low	O
1.8 Respect for otherness	3.29	0.497	4.72	0.455	0.434	4	Low	O

| Academic Management Based on the Concept of Intercultural Competence | External Environment | | | | | | High/ Low Group | SWOT Result |
| | Current State | | Desirable State | | Priority Needs | | | |
	μ	σ	μ	σ	$PNI_{modified}$	Rank		
1.9 Intercultural goal orientation	3.28	0.486	4.72	0.464	0.438	3	Low	O
1.10 Nonjudgmentalness	3.31	0.504	4.72	0.464	0.426	7	Low	O
2. Teaching and Learning	**3.15**	**0.496**	**4.72**	**0.459**	**0.499**	**2**	**Low**	**O**
2.1 Interpersonal communication	3.29	0.489	4.72	0.457	0.435	7	Low	O
2.2 Tolerance for ambiguity	3.30	0.500	4.72	0.466	0.429	8	Low	O
2.3 Behavioral flexibility	2.87	0.562	4.72	0.457	0.645	1	High	T
2.4 Intercultural empathy	2.87	0.560	4.72	0.466	0.642	2	High	T
2.5 Intercultural team effectiveness	2.88	0.577	4.72	0.466	0.636	3	High	T
2.6 Intercultural knowledge discovery	3.17	0.770	4.72	0.457	0.489	5	Low	O
2.7 Intercultural sociability	3.16	0.775	4.72	0.466	0.491	4	Low	O
2.8. Respect for otherness	3.17	0.771	4.72	0.457	0.488	6	Low	O
2.9 Intercultural goal orientation	3.37	0.832	4.71	0.467	0.397	10	Low	O
2.10 Nonjudgmentalness	3.37	0.828	4.72	0.457	0.399	9	Low	O
3. Learning Media and Resources	**2.97**	**0.720**	**4.72**	**0.458**	**0.590**	**1**	**High**	**T**
3.1 Interpersonal communication	3.37	0.836	4.71	0.467	0.397	9	Low	O
3.2 Tolerance for ambiguity	3.38	0.829	4.72	0.457	0.397	8	Low	O
3.3 Behavioral flexibility	3.17	0.785	4.71	0.467	0.489	7	Low	O
3.4 Intercultural empathy	3.38	0.519	4.72	0.459	0.395	10	Low	O
3.5 Intercultural team effectiveness	3.08	0.338	4.72	0.457	0.532	6	Low	O
3.6 Intercultural knowledge discovery	2.65	0.911	4.72	0.466	0.779	2	High	T
3.7 Intercultural sociability	2.64	0.908	4.71	0.467	0.782	1	High	T
3.8 Respect for otherness	2.66	0.926	4.72	0.457	0.771	5	High	T
3.9 Intercultural goal orientation	2.65	0.921	4.72	0.466	0.777	3	High	T
3.10 Nonjudgmentalness	2.66	0.923	4.72	0.459	0.772	4	High	T
4. Measurement and Evaluation	**3.22**	**0.580**	**4.73**	**0.435**	**0.470**	**3**	**Low**	**O**
4.1 Interpersonal communication	2.86	1.071	4.71	0.469	0.647	1	High	T
4.2 Tolerance for ambiguity	3.15	1.197	4.71	0.469	0.497	3	Low	O
4.3 Behavioral flexibility	3.36	0.829	4.71	0.470	0.403	7	Low	O
4.4 Intercultural empathy	3.36	0.834	4.71	0.470	0.402	8	Low	O
4.5 Intercultural team effectiveness	3.16	0.774	4.71	0.460	0.492	4	Low	O
4.6 Intercultural knowledge discovery	3.16	0.768	4.71	0.470	0.491	5	Low	O
4.7 Intercultural sociability	3.36	0.533	4.71	0.470	0.400	9	Low	O
4.8 Respect for otherness	3.37	0.517	4.71	0.462	0.397	10	Low	O
4.9 Intercultural goal orientation	3.08	0.342	4.71	0.470	0.526	2	High	T
4.10 Nonjudgmentalness	3.32	0.500	4.92	0.286	0.483	6	Low	O

Note. T = Threat, O = Opportunity

As shown in Table 18, regarding curriculum development in the political-legal environment, nonjudgmentalness, intercultural knowledge discovery, and intercultural sociability were the opportunities with the top three lowest values of $PNI_{modified}$

($PNI_{modified}$ = 0.352; $PNI_{modified}$ = 0.353; $PNI_{modified}$ = 0.439 respectively). Behavioral flexibility, intercultural team effectiveness, and intercultural empathy were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.666; $PNI_{modified}$ = 0.665; $PNI_{modified}$ = 0.664 respectively). Regarding teaching and learning, intercultural team effectiveness, intercultural empathy, and behavioral flexibility were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.324; $PNI_{modified}$ = 0.328; $PNI_{modified}$ = 0.407 respectively). Intercultural sociability, respect for otherness, and intercultural goal orientation were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.609; $PNI_{modified}$ = 0.604; $PNI_{modified}$ = 0.597 respectively).

In the political-legal environment, regarding learning media and resources, intercultural team effectiveness, intercultural empathy, and tolerance for ambiguity were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.523; $PNI_{modified}$ = 0.529; $PNI_{modified}$ = 0.532 respectively). Intercultural goal orientation, intercultural sociability, and respect for otherness were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.838; $PNI_{modified}$ = 0.837; $PNI_{modified}$ = 0.834 respectively). Regarding measurement and evaluation, intercultural team effectiveness, intercultural empathy, and tolerance for ambiguity were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.523; $PNI_{modified}$ = 0.529; $PNI_{modified}$ = 0.532 respectively). Intercultural goal orientation, intercultural sociability, and respect for otherness were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.838; $PNI_{modified}$ = 0.837; $PNI_{modified}$ = 0.834 respectively).

In the economic environment, regarding curriculum development, interpersonal communication, intercultural empathy, and tolerance for ambiguity were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.434; $PNI_{modified}$ = 0.435; $PNI_{modified}$ = 0.435 respectively). Respect for otherness intercultural sociability, and nonjudgmentalness were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.780; $PNI_{modified}$ = 0.779; $PNI_{modified}$ = 0.778 respectively). Regarding teaching and learning, intercultural sociability, respect for otherness, and intercultural knowledge discovery were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.249; $PNI_{modified}$ = 0.325; $PNI_{modified}$ = 0.402 respectively). Interpersonal communication, intercultural empathy, and tolerance for ambiguity were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.932; $PNI_{modified}$ = 0.779; $PNI_{modified}$ = 0.775 respectively).

In the economic environment, regarding learning media and resources, tolerance for ambiguity, interpersonal communication, and intercultural empathy were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.406; $PNI_{modified}$ = 0.409; $PNI_{modified}$ = 0.495 respectively). Intercultural knowledge discovery, nonjudgmentalness, and intercultural sociability were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.643; $PNI_{modified}$ = 0.536; $PNI_{modified}$ = 0.530 respectively). Regarding measurement and evaluation, interpersonal communication, tolerance for ambiguity, and intercultural goal orientation were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.542; $PNI_{modified}$ = 0.544; $PNI_{modified}$ = 0.645 respectively). Intercultural empathy, intercultural team effectiveness, and intercultural knowledge discovery were

the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.840; $PNI_{modified}$ = 0.83; $PNI_{modified}$ = 0.821 respectively).

In the sociocultural environment, regarding curriculum development, respect for otherness, intercultural knowledge discovery, and intercultural sociability were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.318; $PNI_{modified}$ = 0.321; $PNI_{modified}$ = 0.322 respectively). Interpersonal communication, tolerance for ambiguity, and behavioral flexibility were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.647; $PNI_{modified}$ = 0.640; $PNI_{modified}$ = 0.550 respectively). Regarding teaching and learning, Intercultural team effectiveness, intercultural empathy, and nonjudgmentalness were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.418; $PNI_{modified}$ = 0.418; $PNI_{modified}$ = 0.437 respectively). Intercultural sociability, intercultural knowledge discovery, and respect for otherness were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.551; $PNI_{modified}$ = 0.548; $PNI_{modified}$ = 0.547 respectively).

In the sociocultural environment, regarding learning media and resources, intercultural team effectiveness, intercultural knowledge discovery, and intercultural sociability were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.395; $PNI_{modified}$ = 0.399; $PNI_{modified}$ = 0.4399 respectively). Interpersonal communication, tolerance for ambiguity, and intercultural goal orientation were the threats with the top three highest values of $PNI_{modified}$ ($PNI_{modified}$ = 0.537; $PNI_{modified}$ = 0.533; $PNI_{modified}$ = 0.531 respectively). Regarding measurement and evaluation, nonjudgmentalness, respect for otherness, and intercultural knowledge discovery were the opportunities with the top three lowest values of $PNI_{modified}$

(PNI$_{modified}$ = 0.404; PNI$_{modified}$ = 0.490; PNI$_{modified}$ = 0.492 respectively). Intercultural team effectiveness, tolerance for ambiguity, and interpersonal communication were the threats with the top three highest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.643; PNI$_{modified}$ = 0.641; PNI$_{modified}$ = 0.639 respectively).

In the technological environment, regarding curriculum development, intercultural knowledge discovery, intercultural sociability, and interpersonal communication were the opportunities with the top three lowest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.345; PNI$_{modified}$ = 0.350; PNI$_{modified}$ = 0.402 respectively). Tolerance for ambiguity, behavioral flexibility, and intercultural goal orientation were the threats with the top three highest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.536; PNI$_{modified}$ = 0.532; PNI$_{modified}$ = 0.438 respectively). Regarding teaching and learning, intercultural goal orientation, tolerance for ambiguity, and nonjudgmentalness were the opportunities with the top three lowest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.397; PNI$_{modified}$ = 0.399; PNI$_{modified}$ = 0.429 respectively). Behavioral flexibility, intercultural empathy, and intercultural team effectiveness were the threats with the top three highest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.645; PNI$_{modified}$ = 0.642; PNI$_{modified}$ = 0.636 respectively).

In the technological environment, regarding learning media and resources, intercultural empathy, interpersonal communication, and tolerance for ambiguity were the opportunities with the top three lowest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.395; PNI$_{modified}$ = 0.397; PNI$_{modified}$ = 0.397 respectively). Intercultural sociability, intercultural knowledge discovery, and intercultural goal orientation were the threats with the top three highest values of PNI$_{modified}$ (PNI$_{modified}$ = 0.782; PNI$_{modified}$ = 0.779; PNI$_{modified}$ = 0.777 respectively). Regarding measurement and evaluation, respect for

otherness, intercultural sociability, and intercultural empathy were the opportunities with the top three lowest values of $PNI_{modified}$ ($PNI_{modified} = 0.397$; $PNI_{modified} = 0.400$; $PNI_{modified} = 0.402$ respectively). Interpersonal communication and intercultural goal orientation were the threats ($PNI_{modified} = 0.647$; $PNI_{modified} = 0.526$ respectively).
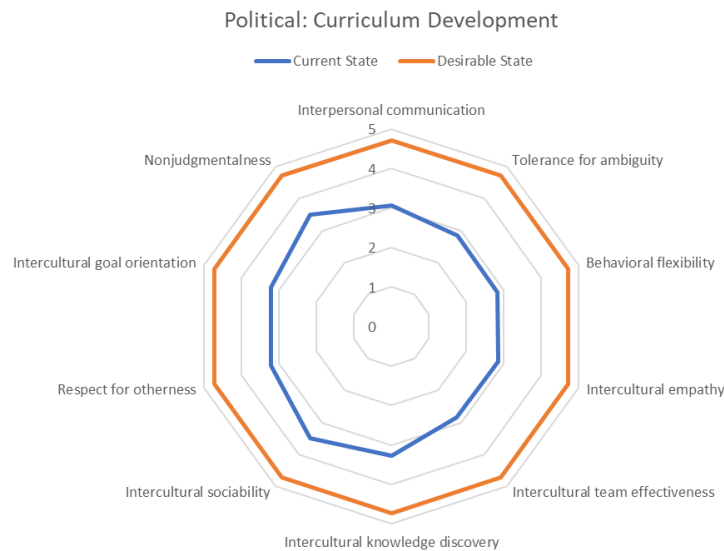
Figure 11: Current and Desirable State of Curriculum Development Based on the Concept of Intercultural Competence influenced by Political Factors
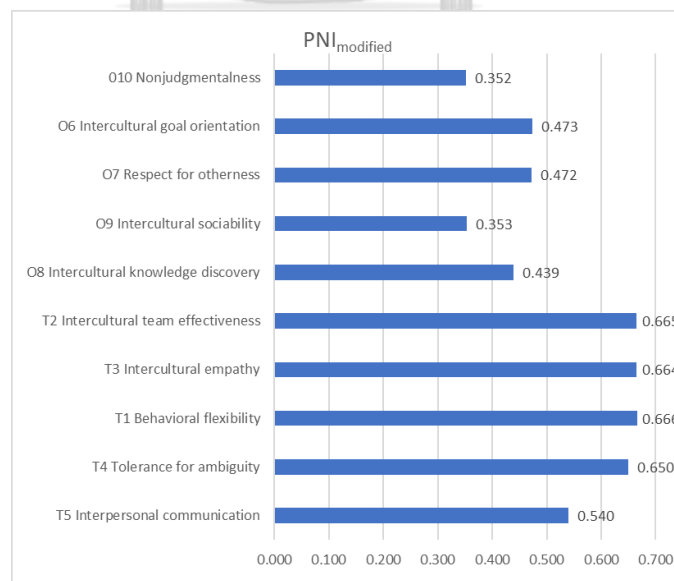
Figure 12: $PNI_{modified}$ of Curriculum Development Based on the Concept of Intercultural Competence Influenced by Political Factors
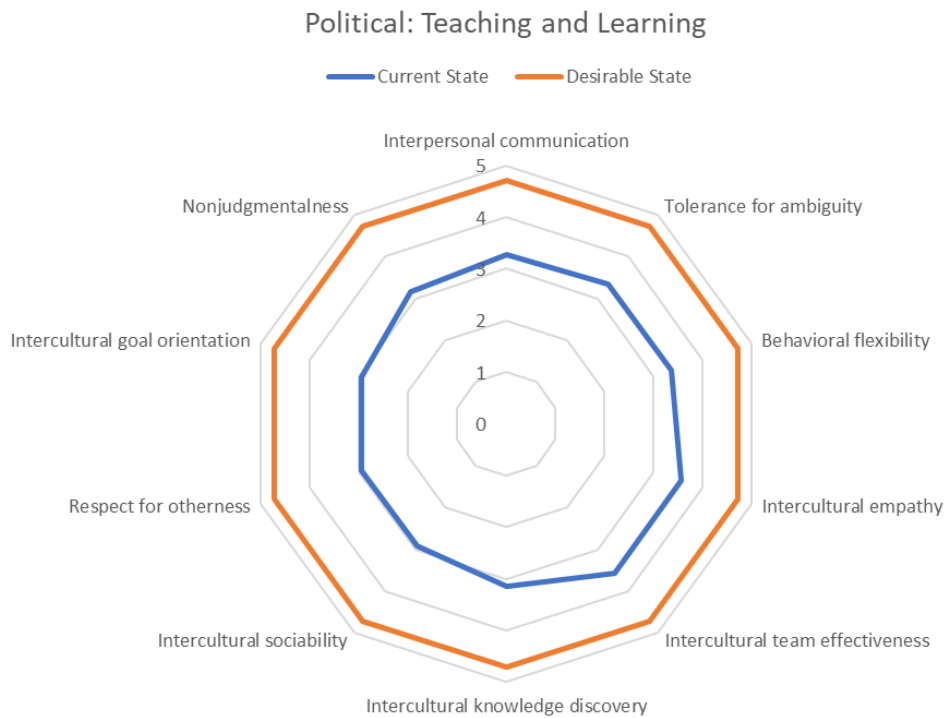
Figure 13: Current and Desirable State of Teaching and Learning Based on the Concept of Intercultural Competence influenced by Political Factors
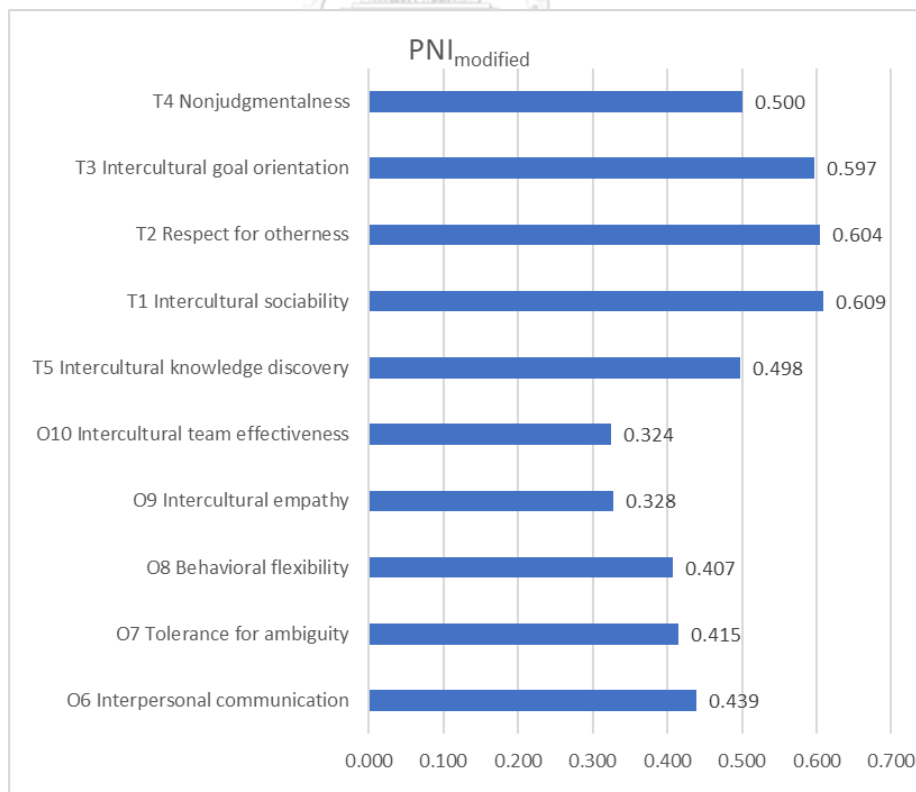
Figure 14: PNI_{modified} of Teaching and Learning Based on the Concept of Intercultural Competence Influenced by Political Factors
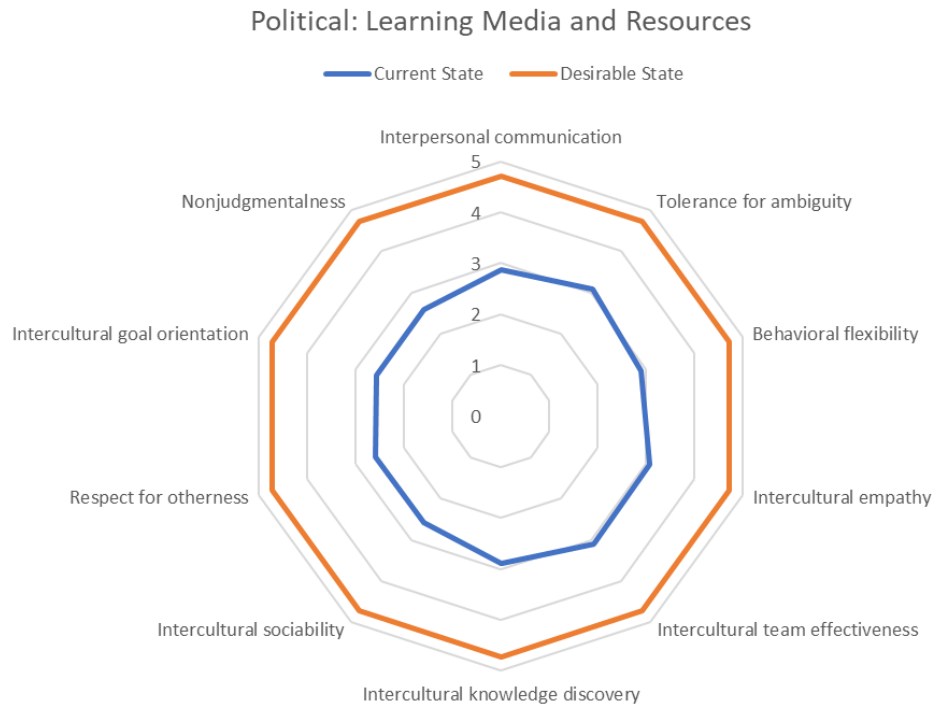
Figure 15: Current and Desirable State of Learning Media and Resources Based on the Concept of Intercultural Competence influenced by Political Factors
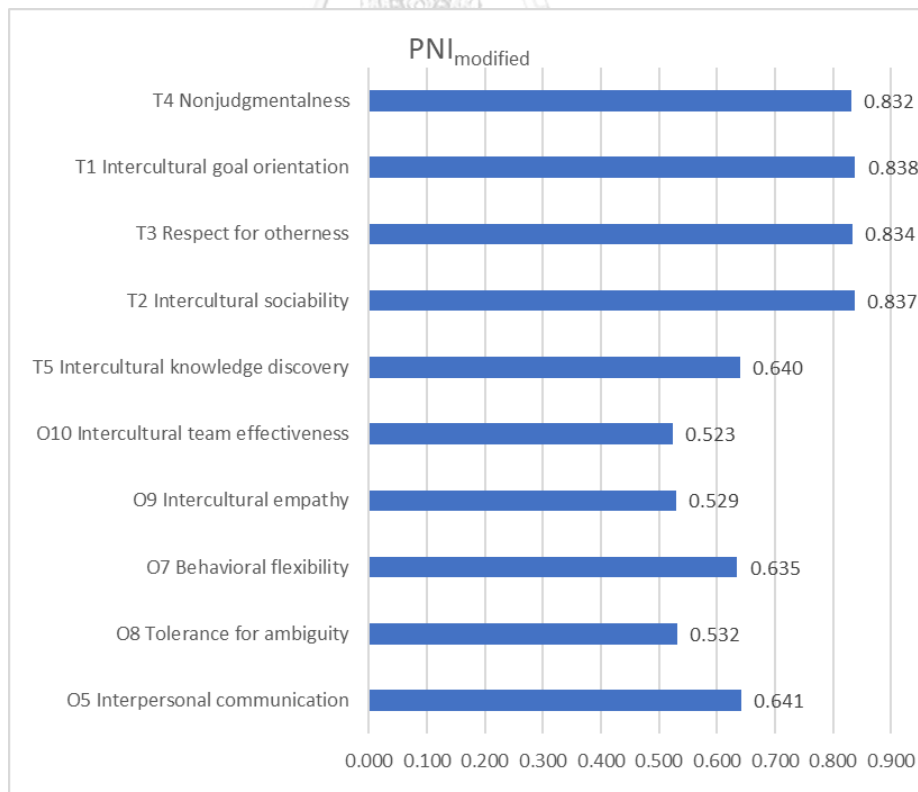
Figure 16: PNI_modified of Learning Media and Resources Based on the Concept of Intercultural Competence Influenced by Political Factors
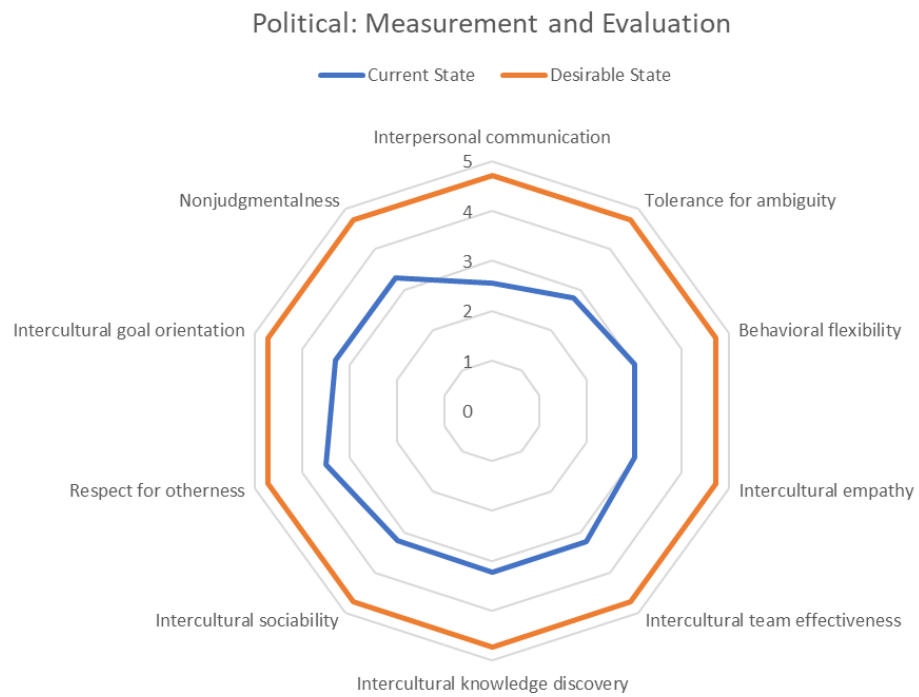
Figure 17: Current and Desirable State of Measurement and Evaluation Based on the Concept of Intercultural Competence influenced by Political Factors
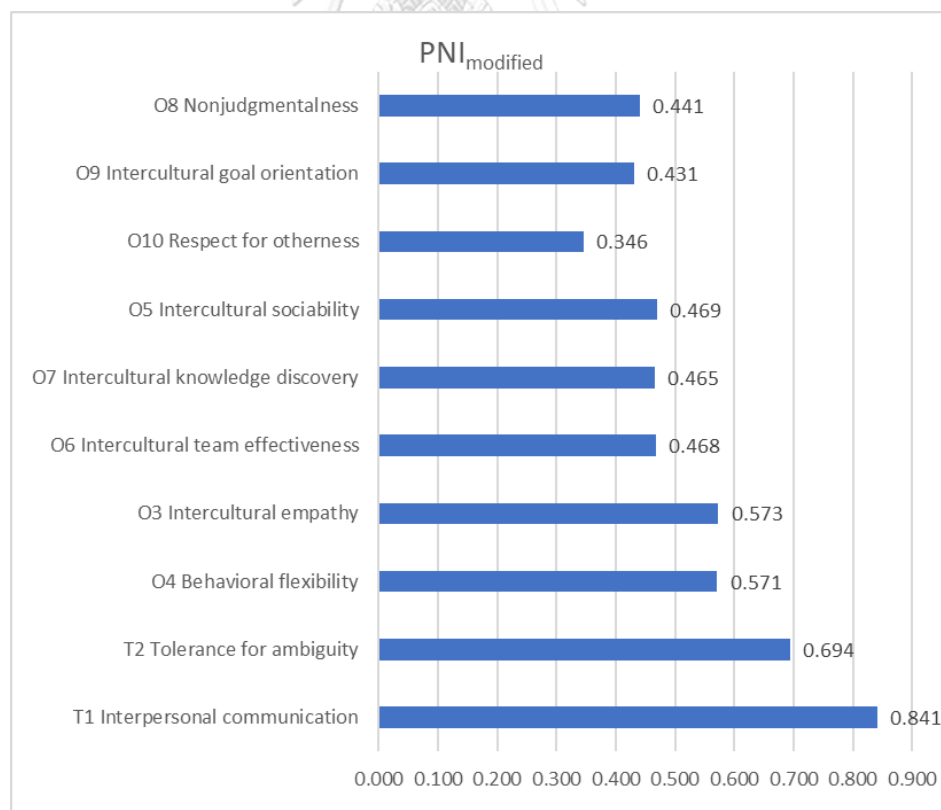
Figure 18: PNI_{modified} of Measurement and Evaluation Based on the Concept of Intercultural Competence Influenced by Political Factors
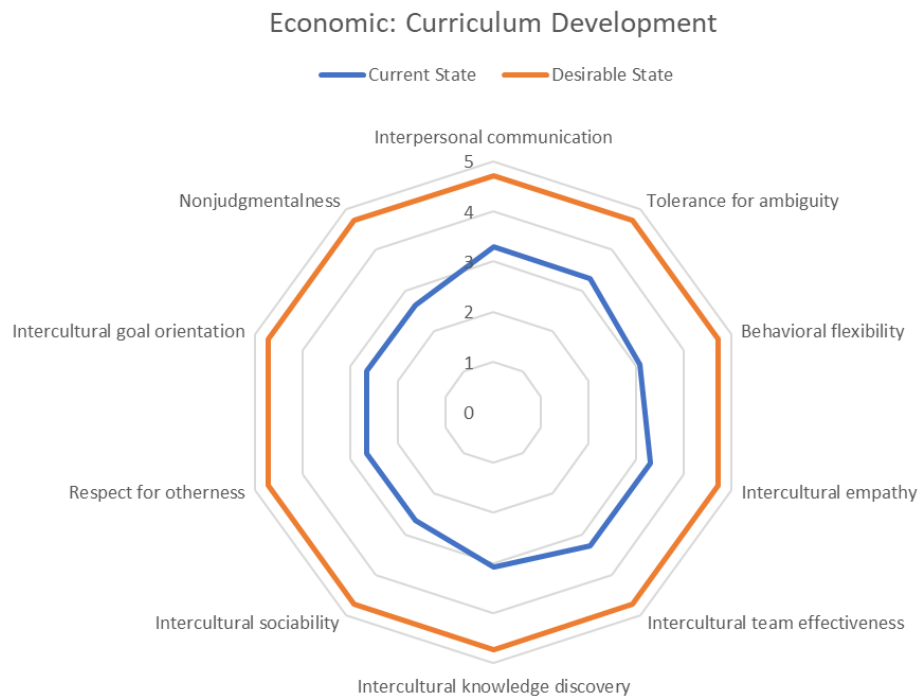
Figure 19: Current and Desirable State of Curriculum Development Based on the Concept of Intercultural Competence influenced by Economic Factors
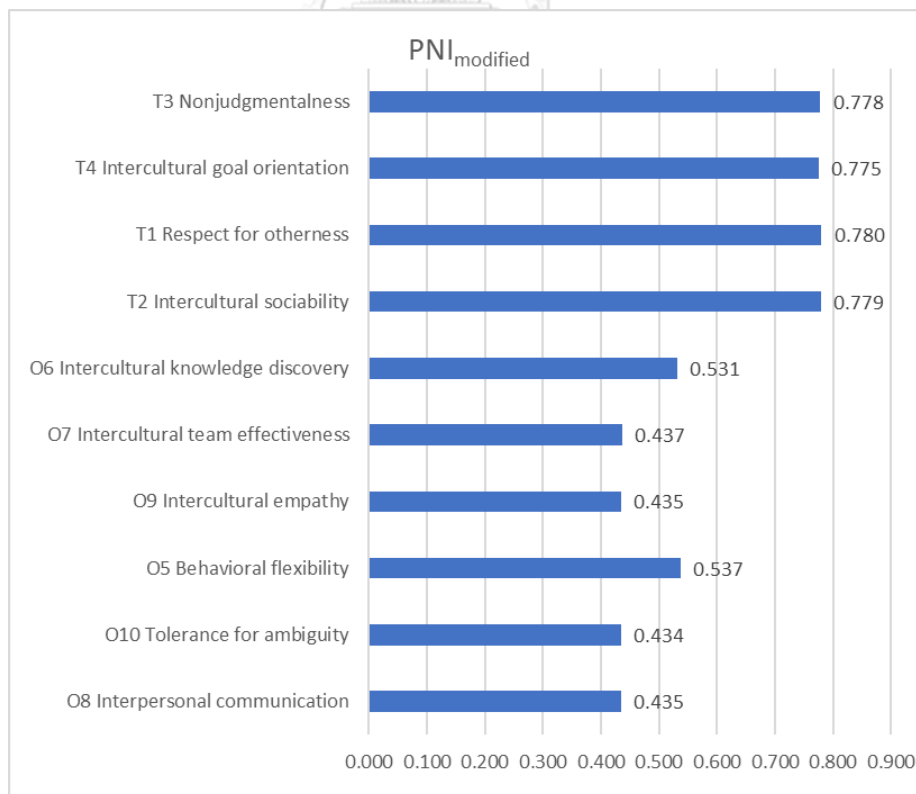
Figure 20: PNI_modified of Curriculum Development Based on the Concept of Intercultural Competence Influenced by Economic Factors
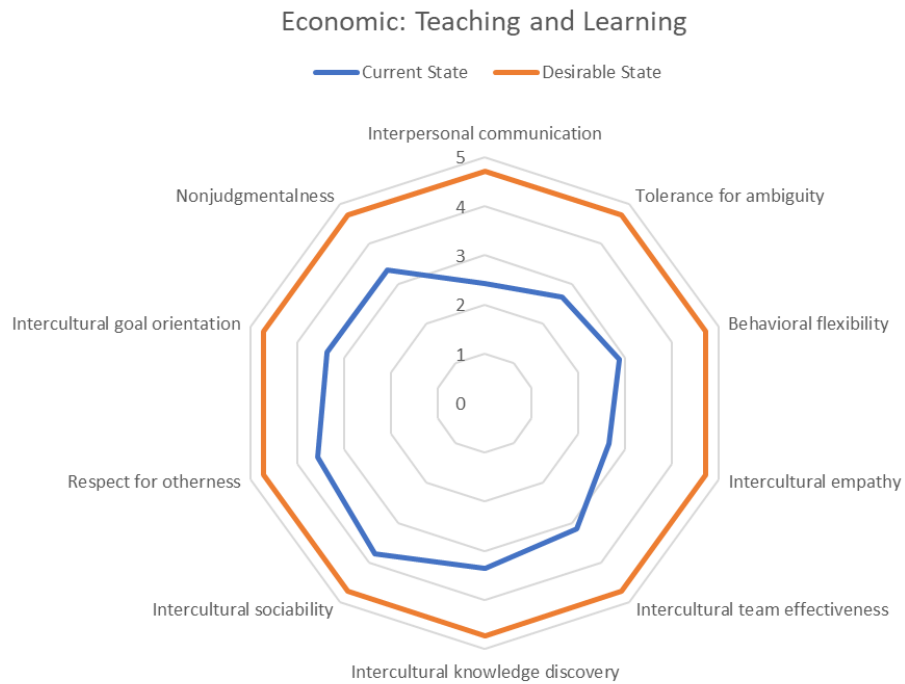
Figure 21: Current and Desirable State of Teaching and Learning Based on the Concept of Intercultural Competence influenced by Economic Factors
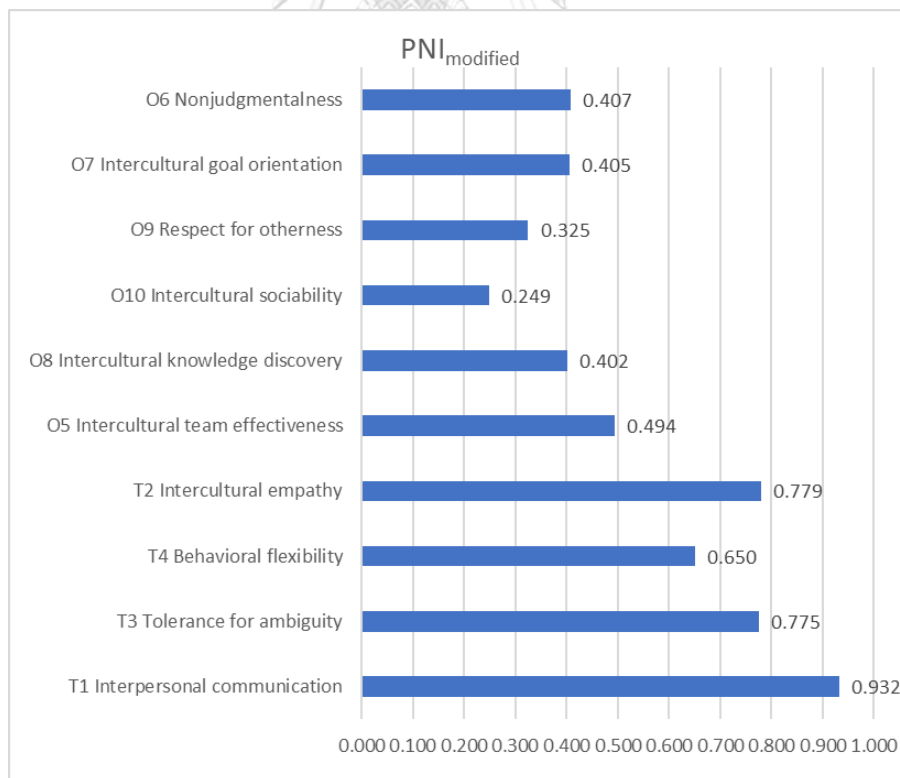
Figure 22: PNI$_{modified}$ of Teaching and Learning Based on the Concept of Intercultural Competence Influenced by Economic Factors
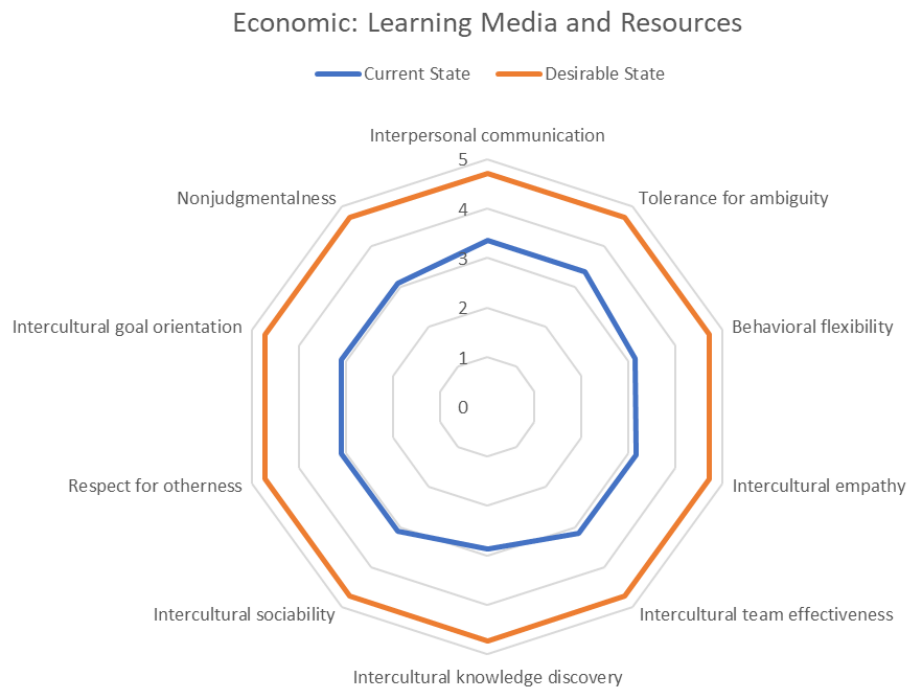
Figure 23: Current and Desirable State of Learning Media and Resources Based on the Concept of Intercultural Competence influenced by Economic Factors
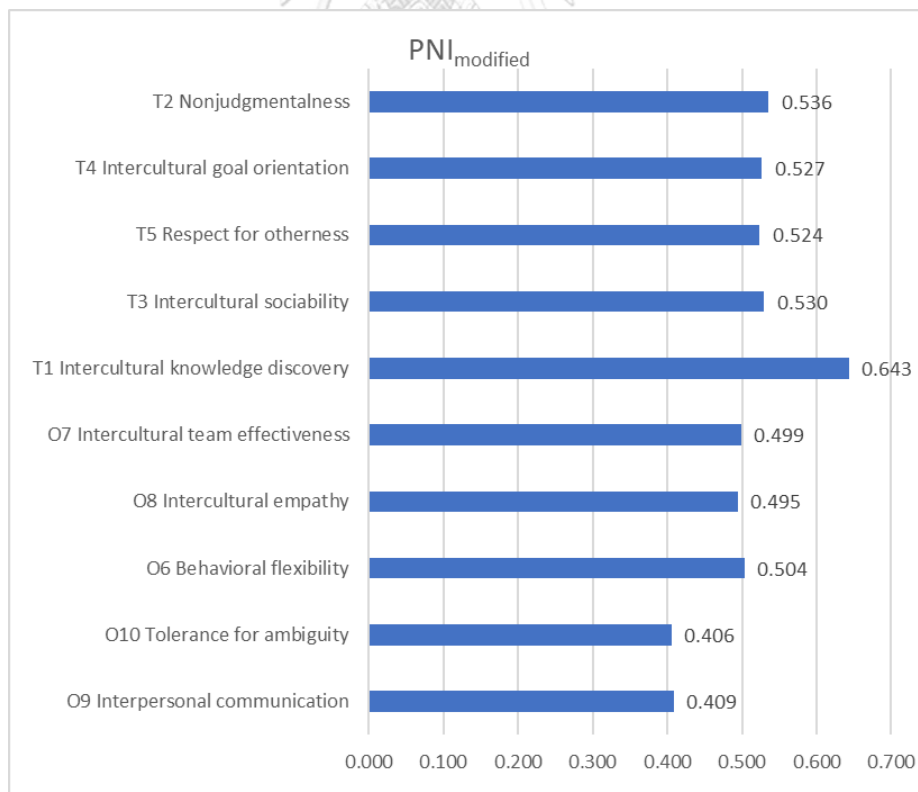
Figure 24: PNI_{modified} of Learning Media and Resources Based on the Concept of Intercultural Competence Influenced by Economic Factors
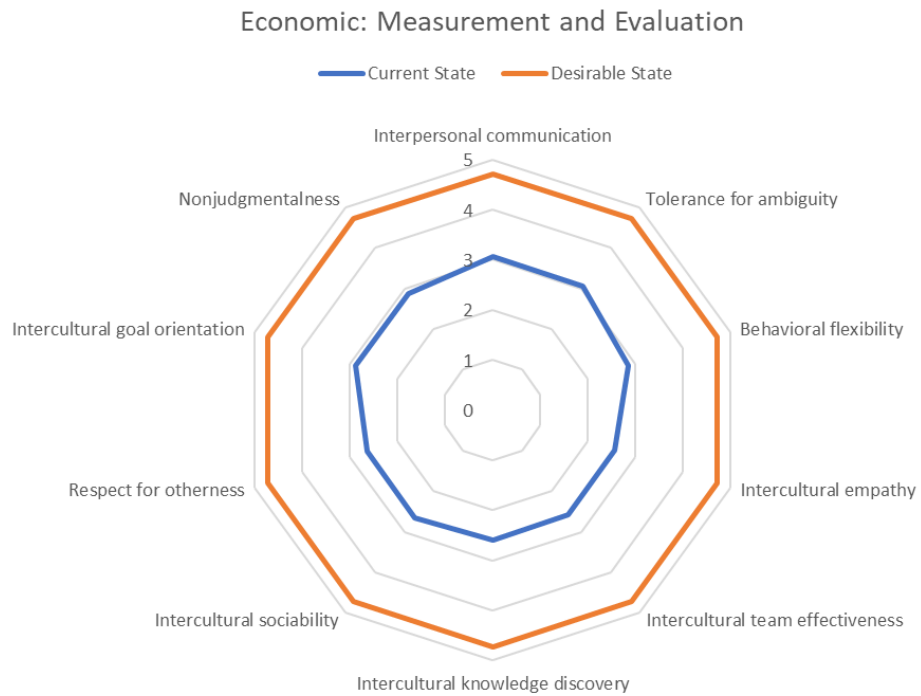
Figure 25: Current and Desirable State of Measurement and Evaluation Based on the Concept of Intercultural Competence influenced by Economic Factors
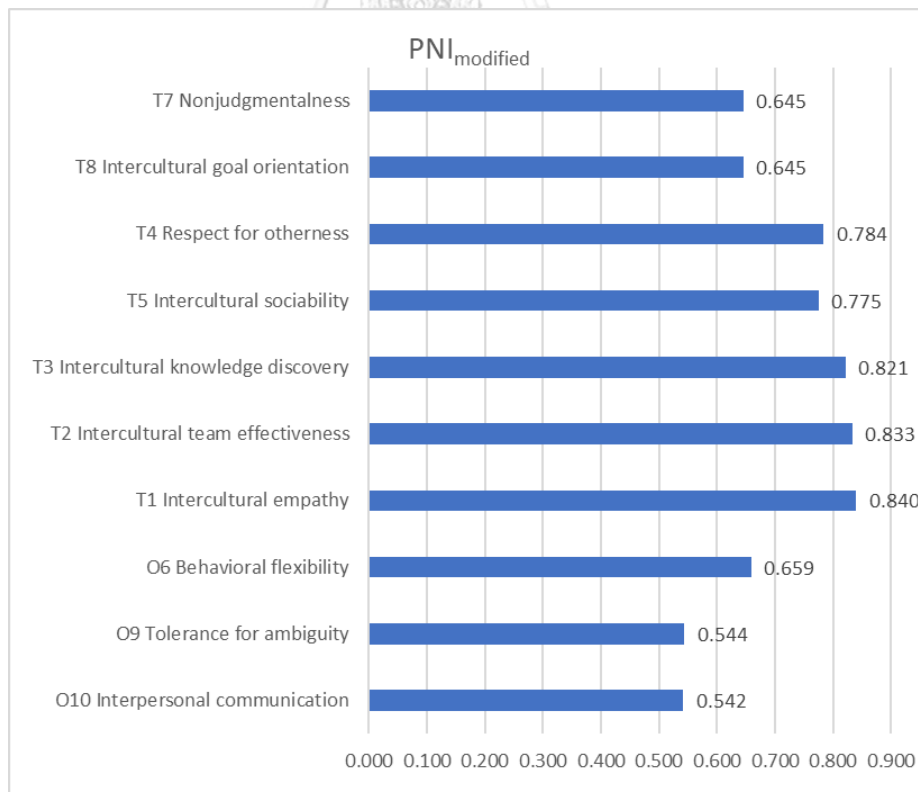
Figure 26: PNI_modified of Measurement and Evaluation Based on the Concept of Intercultural Competence Influenced by Economic Factors
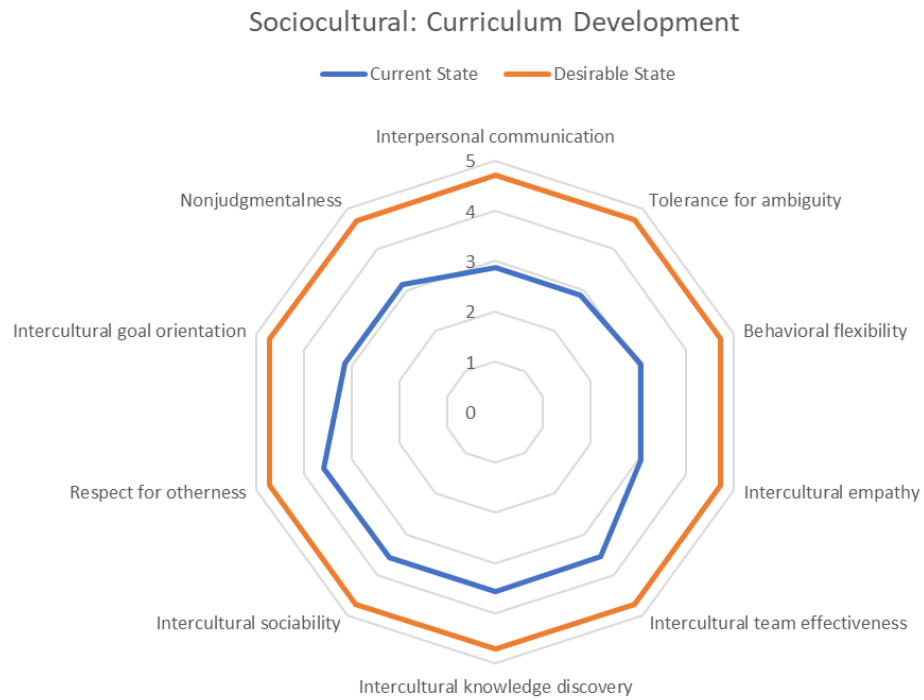
Figure 27: Current and Desirable State of Curriculum Development Based on the Concept of Intercultural Competence influenced by Sociocultural Factors
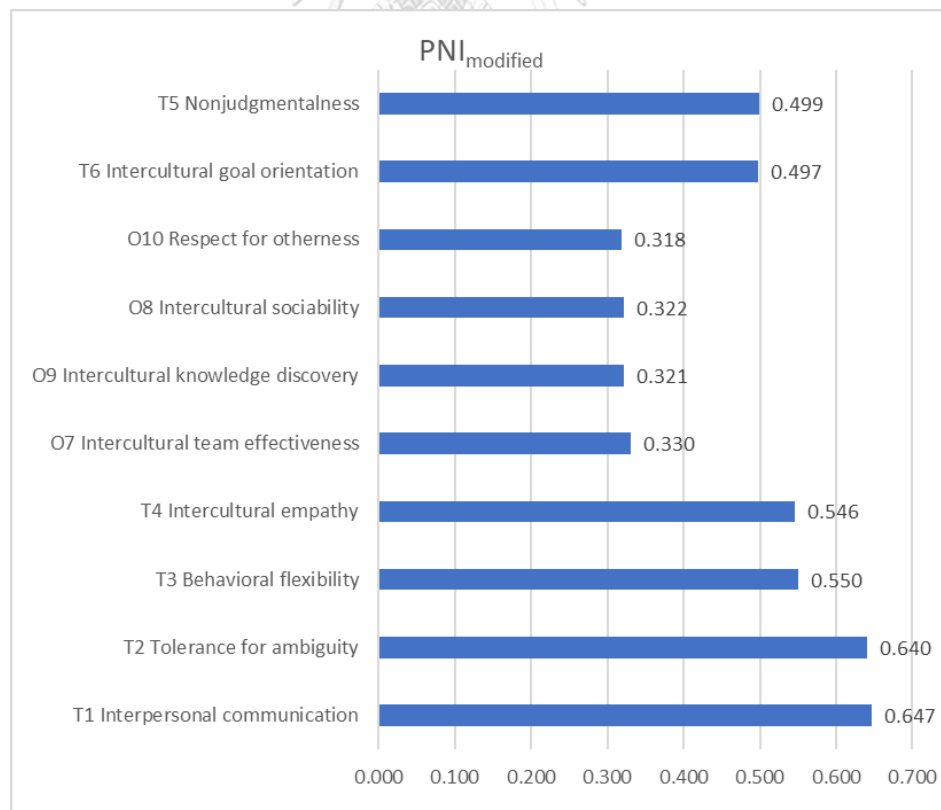
Figure 28: PNI$_{modified}$ of Curriculum Development Based on the Concept of Intercultural Competence Influenced by Sociocultural Factors
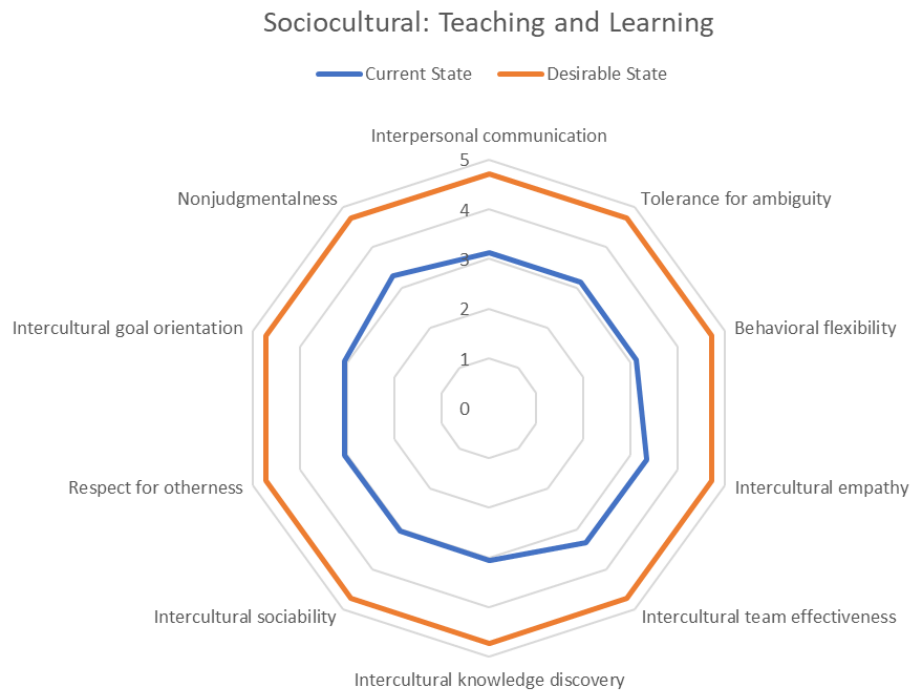
Figure 29: Current and Desirable State of Teaching and Learning Based on the Concept of Intercultural Competence influenced by Sociocultural Factors
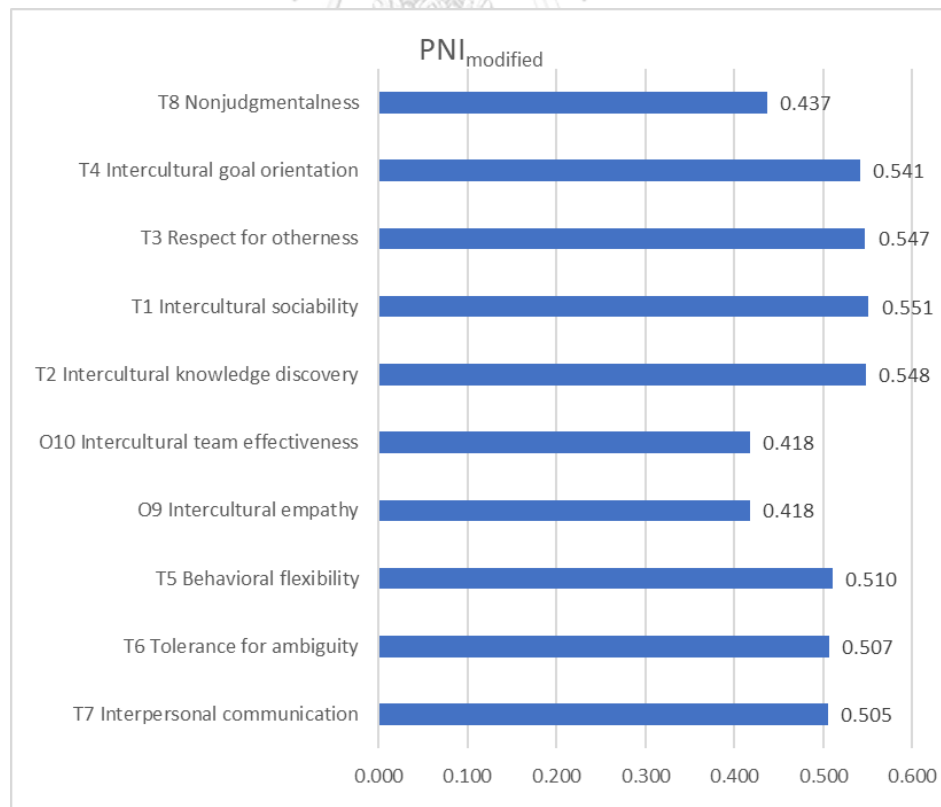
Figure 30: PNI$_{modified}$ of Teaching and Learning Based on the Concept of Intercultural Competence Influenced by Sociocultural Factors
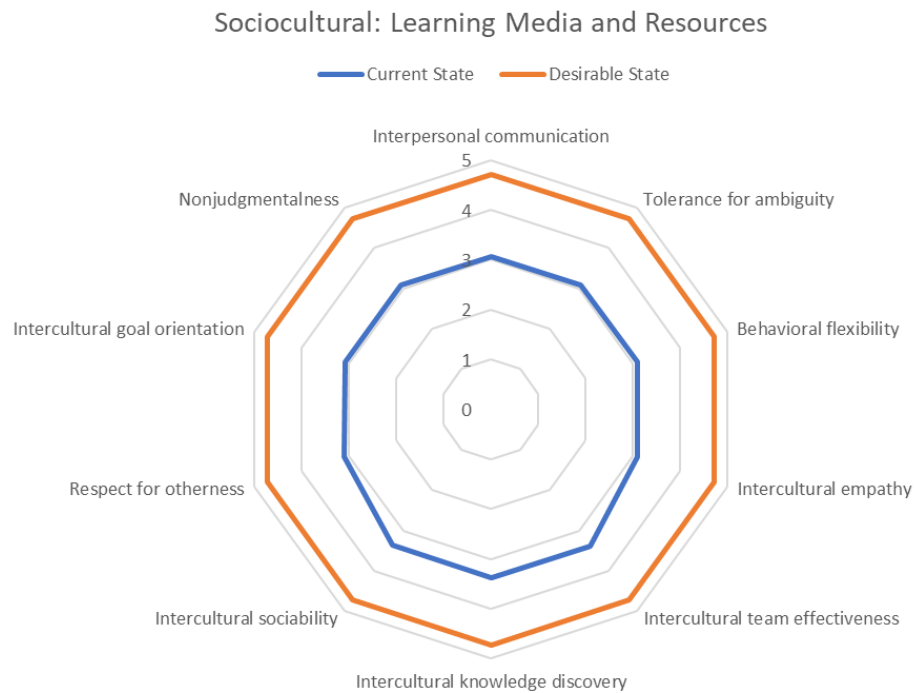
Figure 31: Current and Desirable State of Learning Media and Resources Based on the Concept of Intercultural Competence influenced by Sociocultural Factors
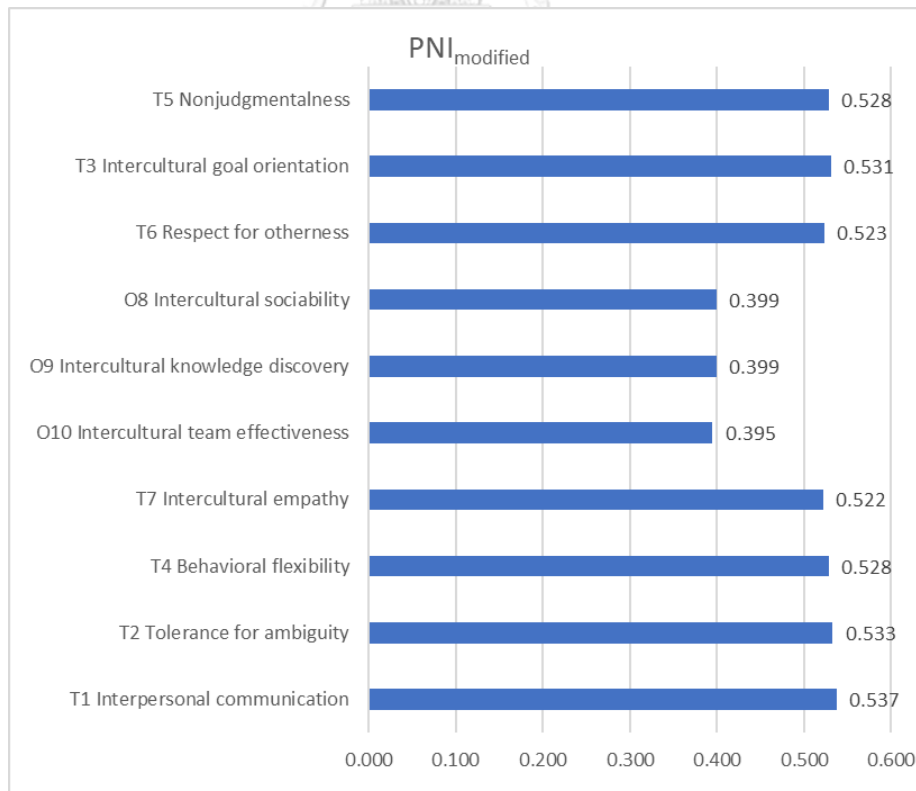
Figure 32: PNI_modified of Learning Media and Resources Based on the Concept of Intercultural Competence Influenced by Sociocultural Factors
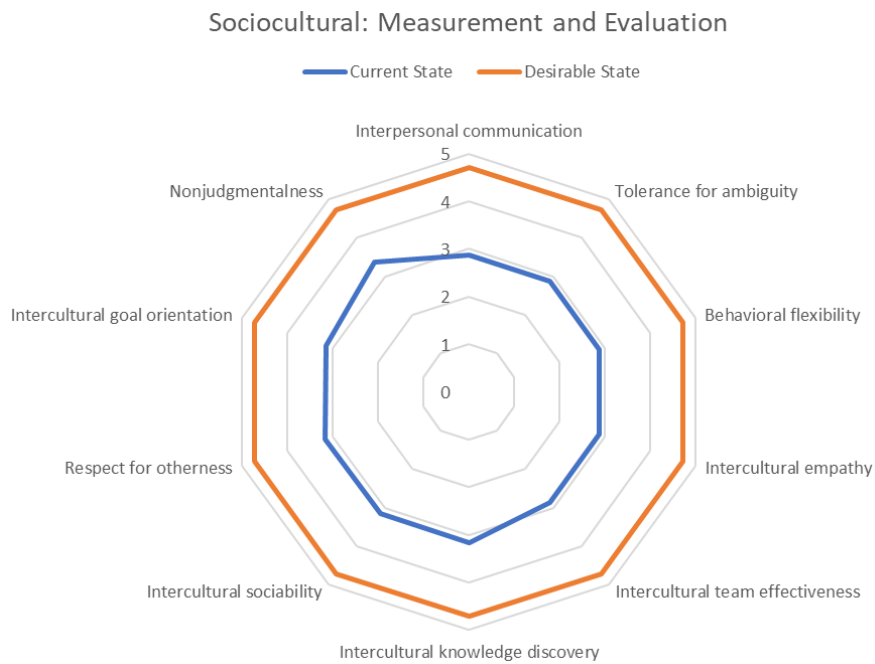
Figure 33: Current and Desirable State of Measurement and Evaluation Based on the Concept of Intercultural Competence influenced by Sociocultural Factors
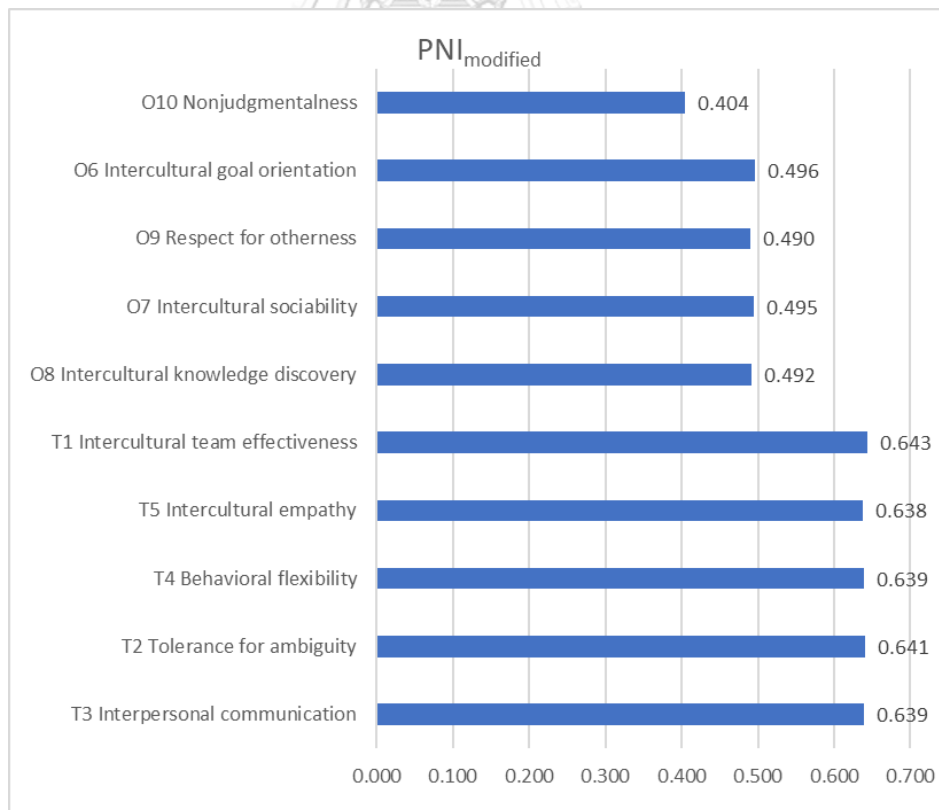
Figure 34: PNI$_{modified}$ of Measurement and Evaluation Based on the Concept of Intercultural Competence Influenced by Sociocultural Factors
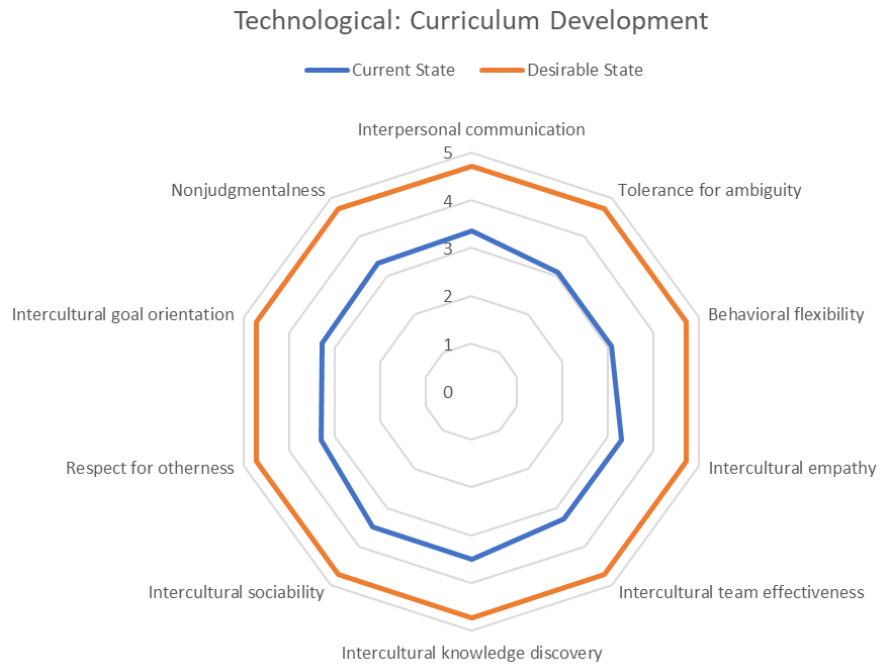
Figure 35: Current and Desirable State of Curriculum Development Based on the Concept of Intercultural Competence influenced by Technological Factors
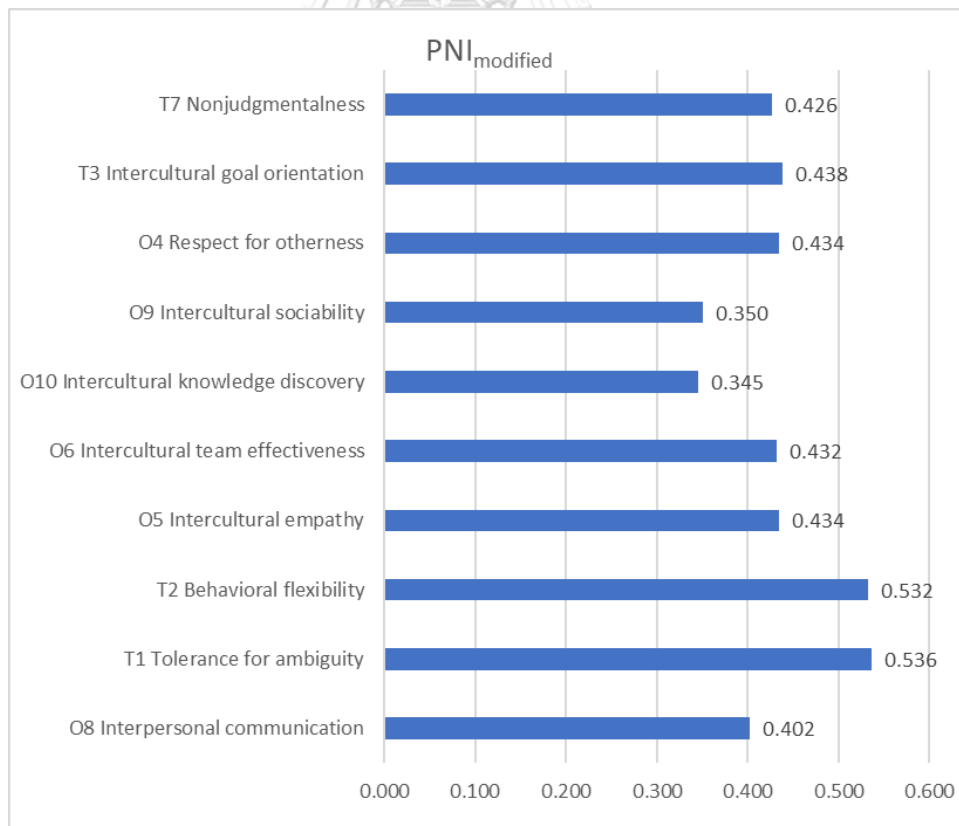
Figure 36: PNI$_{modified}$ of Curriculum Development Based on the Concept of Intercultural Competence Influenced by Technological Factors
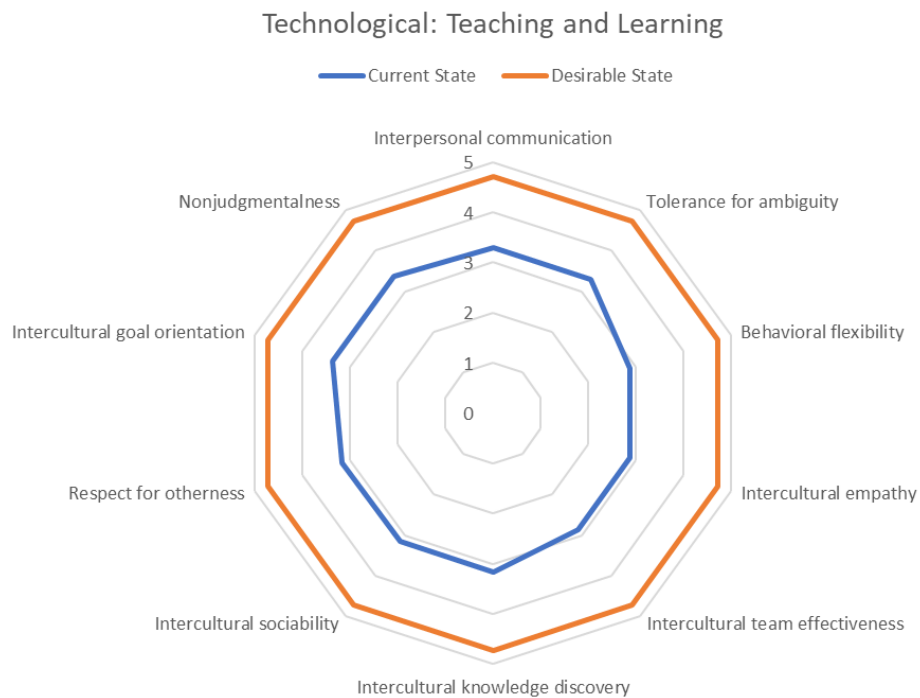
Figure 37: Current and Desirable State of Teaching and Learning Based on the Concept of Intercultural Competence influenced by Technological Factors
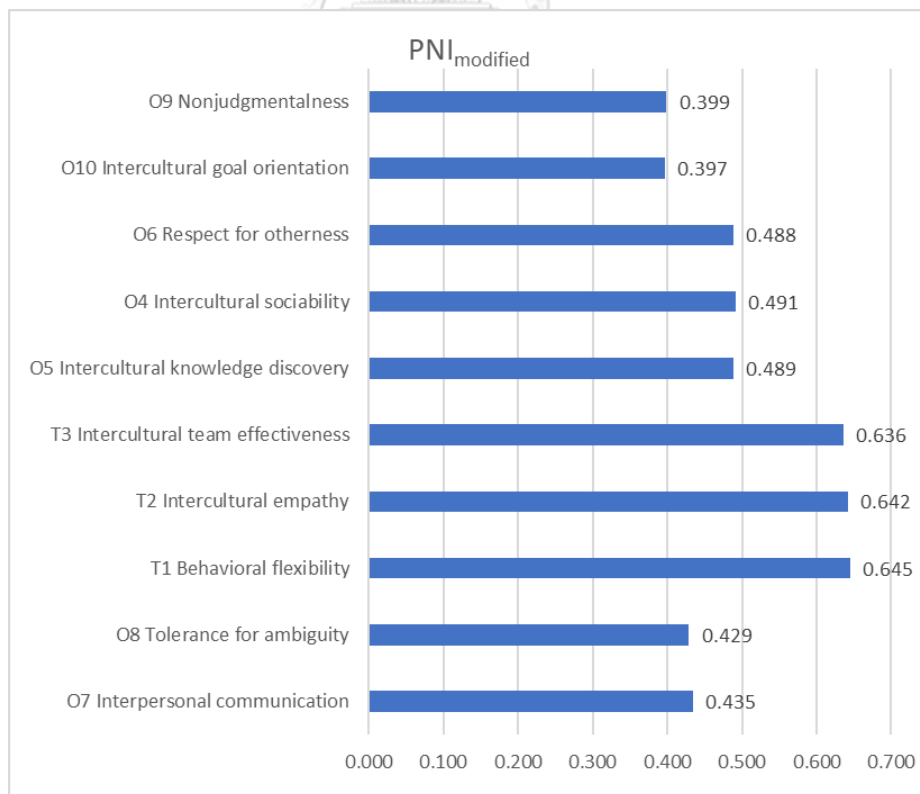
Figure 38: PNI_modified of Teaching and Learning Based on the Concept of Intercultural Competence Influenced by Technological Factors

Figure 39: Current and Desirable State of Learning Media and Resources Based on the Concept of Intercultural Competence influenced by Technological Factors
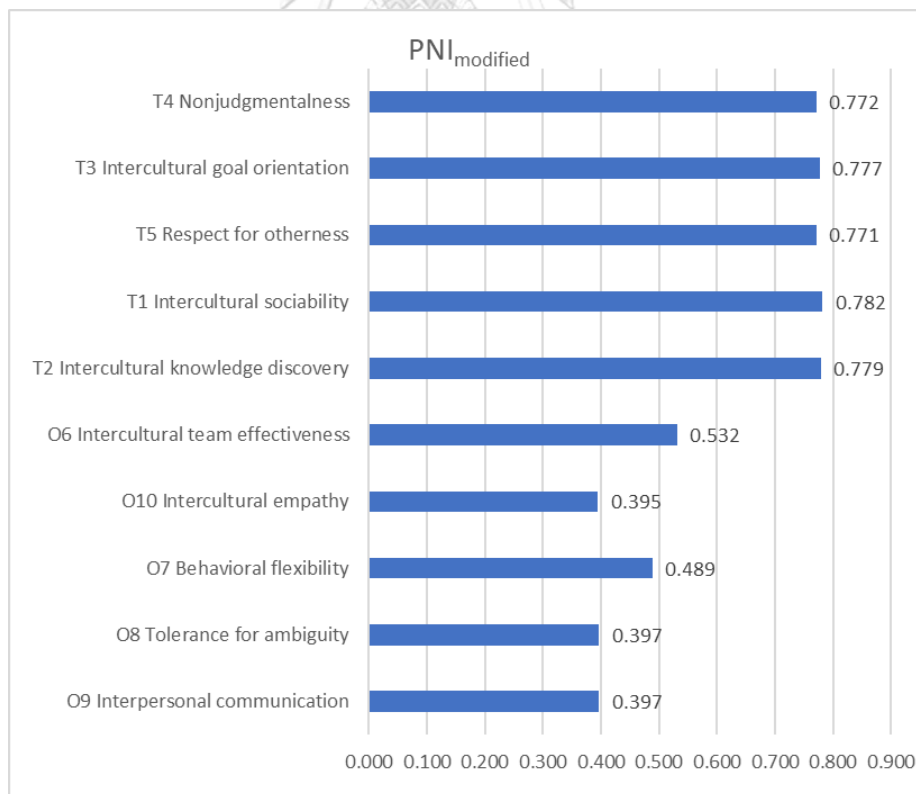
Figure 40: PNImodified of Learning Media and Resources Based on the Concept of Intercultural Competence Influenced by Technological Factors

Technological: Measurement and Evaluation
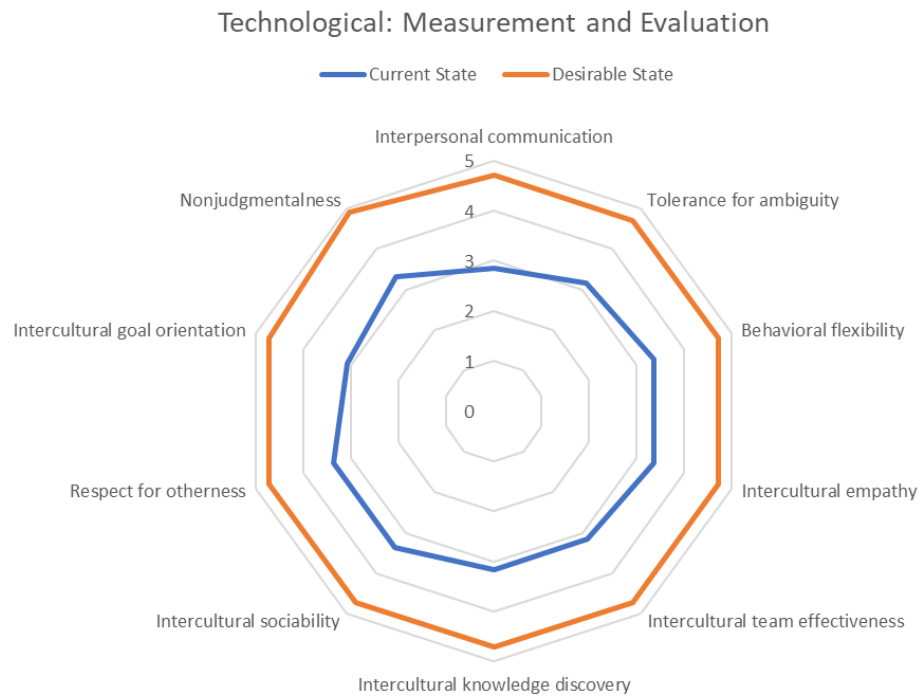
Figure 41: Current and Desirable State of Measurement and Evaluation Based on the Concept of Intercultural Competence influenced by Technological Factors

$PNI_{modified}$

O6 Nonjudgmentalness	0.483
O2 Intercultural goal orientation	0.526
O10 Respect for otherness	0.397
O9 Intercultural sociability	0.400
O5 Intercultural knowledge discovery	0.491
O4 Intercultural team effectiveness	0.492
O8 Intercultural empathy	0.402
O7 Behavioral flexibility	0.403
T3 Tolerance for ambiguity	0.497
T1 Interpersonal communication	0.647
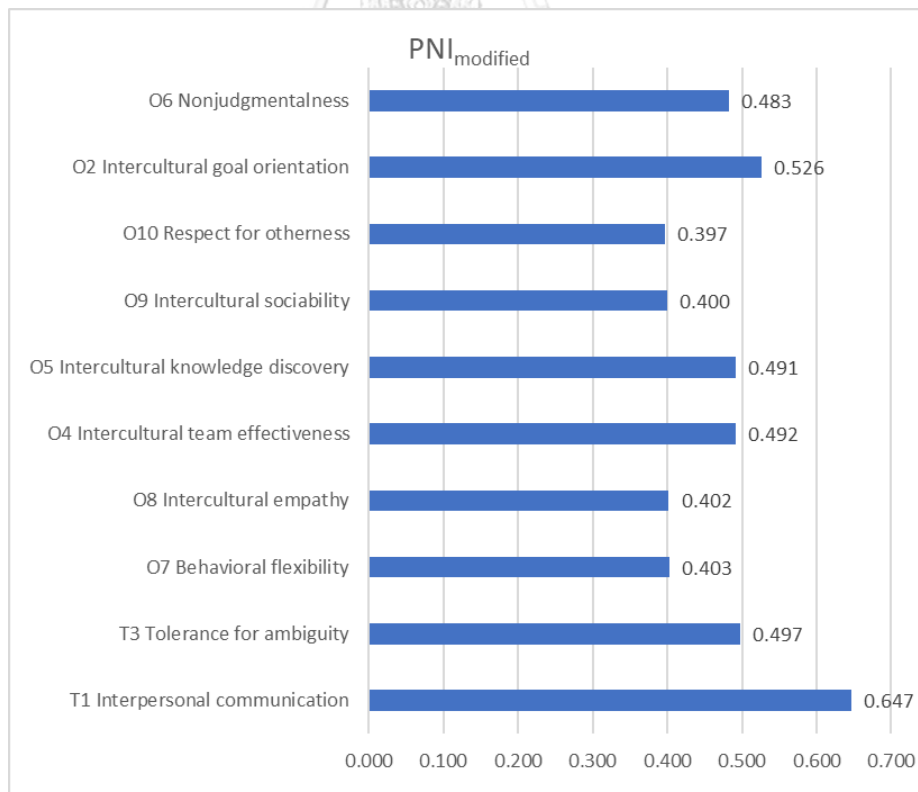
Figure 42: PNI_modified of Measurement and Evaluation Based on the Concept of Intercultural Competence Influenced by Technological Factors

Table 19: Comments and Recommendations on Academic Management Based on the Concept of Intercultural Competence

Academic Management	Comments and Recommendations
1. Curriculum Development	-Communicate with students clearly and ask questions often. -Manage a more diverse selection of courses than before to cover all races and regions such as America, Asia, Africa, etc. -Organize courses and activities that use English communication -Extra-curricular activities are added to the curriculum. -The curriculum should be updated to be more modern.
2. Teaching and Learning	-Communicate clearly with students. -Add more innovative teaching, such as letting students know or simulate situations encountering cultural differences. -Bilingual school (Thai-English) -Organize training or provide knowledge on competency development for teachers. -Should reduce unnecessary teacher workload
3. Learning media and resources	-Organize off-site field trips that can allow students to encounter a cultural environment that is different from what they have known -Purchase books that make libraries have more books in foreign languages -Create or promote existing learning resources to have a more competency knowledge base.
4. Measurement and evaluation	-Have clear indicators, follow up on assessment results regularly, maybe every 3 months, or keep measuring opinions. or always ask students. -Teachers control and assess. -Develop exams to be able to assess the performance of learners directly. -Students should be assessed authentically.

4.4 Developing Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence

As mentioned in CHAPTER 3, the TOWS matrix was utilized to develop academic management strategies for secondary schools based on the concept of intercultural competence. The following sections show a summary of strengths, weaknesses, opportunities, threats, and the TOWS matrix.

Table 20: Strengths and Weaknesses of Academic Management of Secondary Schools Based on the Concept of Intercultural Competence

Strength-S (PNI$_{modified}$)	Weaknesses-W (PNI$_{modified}$)
S1 Teaching and Learning (.269)	**W1 Measurement and Evaluation (.439)**
S11 Teaching and learning in developing *intercultural knowledge discovery* (.199)	W11 Measurement and evaluation in developing *intercultural goal orientation* (.582)
S12 Teaching and learning in developing *nonjudgmentalness* (.199)	W12 Measurement and evaluation in developing *intercultural knowledge discovery* (.489)
S13 Teaching and learning in developing *respect for otherness* (.200)	W13 Measurement and evaluation in developing *intercultural empathy* (.489)
S14 Teaching and learning in developing *intercultural goal orientation* (.200)	W14 Measurement and evaluation in developing *intercultural team effectiveness* (.488)
S15 Teaching and learning in developing *intercultural sociability* (.202)	**W2 Curriculum Development (.428)**
S16 Teaching and learning in developing *intercultural team effectiveness* (.289)	W21 Curriculum development in developing *Interpersonal communication* (.607)
S17 Teaching and learning in developing *intercultural empathy* (.298)	W22 Curriculum development in developing *intercultural knowledge discovery* (.499)
S18 Teaching and learning in developing *behavioral flexibility* (.300)	W23 Curriculum development in developing *intercultural team effectiveness* (.483)
S2 Learning Media and Resources (.364)	W24 Curriculum development in developing *intercultural sociability* (.478)
S21 Learning media and resources in developing *Respect for otherness* (.237)	W25 Curriculum development in developing *nonjudgmentalness* (.476)
S22 Learning media and resources in developing *Intercultural goal orientation* (.237)	**W3 Learning Media and Resources (.364)**
S23 Learning media and resources in developing *Nonjudgmentalness* (.293)	W31 Learning media and resources in developing *tolerance for ambiguity* (.471)
S24 Learning media and resources in developing *Interpersonal communication* (.293)	W32 Learning media and resources in developing *intercultural empathy* (.467)
S25 Learning media and resources in developing *Intercultural knowledge discovery* (.325)	W33 Learning media and resources in developing *behavioral flexibility* (.464)
S3 Curriculum Development (.428)	W34 Learning media and resources in developing *intercultural team effectiveness* (.464)
S31 Curriculum development in developing *Behavioral flexibility* (.282)	W35 Learning media and resources in developing *intercultural sociability* (.377)
S32 Curriculum development in developing *Respect for otherness* (.366)	**W4 Teaching and Learning (.269)**
S33 Curriculum development in developing *Intercultural goal orientation* (.373)	W41 Teaching and learning in developing *Interpersonal communication* (.479)
S34 Curriculum development in developing *Intercultural empathy* (.377)	W42 Teaching and learning in developing *Tolerance for ambiguity* (.389)
S35 Curriculum development in developing *Tolerance for ambiguity* (.387)	
S36 Curriculum development in developing *Behavioral flexibility* (.476)	
S4 Measurement and Evaluation (.439)	
S41 Measurement and evaluation in developing *Interpersonal communication* (.288)	

Strength-S (PNI$_{modified}$)	Weaknesses-W (PNI$_{modified}$)
S42 Measurement and evaluation in developing *Intercultural sociability* (.374) S43 Measurement and evaluation in developing *Behavioral flexibility* (.384) S44 Measurement and evaluation in developing *Tolerance for ambiguity* (.390)	

Table 21: Opportunities and Threats of Academic Management of Secondary

Schools Based on the Concept of Intercultural Competence

Opportunities-O (PNI$_{modified}$)	Threats-T (PNI$_{modified}$)
O1 Technological Factors (.495)	**T1 Economic Factors (.570)**
O11 Curriculum Development (.430)	**T11 Measurement and Evaluation (.702)**
O111 Technological factors enable curriculum development to develop *Intercultural knowledge discovery* (.345)	T111 Economic factors are a threat to measurement and evaluation in developing *Intercultural empathy* (.840)
O112 Technological factors enable curriculum development to develop *Intercultural sociability* (.350)	T112 Economic factors are a threat to measurement and evaluation in developing *Intercultural team effectiveness* (.368)
O113 Technological factors enable curriculum development to develop *Interpersonal communication* (.402)	T113 Economic factors are a threat to measurement and evaluation in developing *Intercultural knowledge discovery* (.368)
O114 Technological factors enable curriculum development to develop *Nonjudgmentalness* (.426)	T114 Economic factors are a threat to measurement and evaluation in developing *Respect for otherness* (.784)
O115 Technological factors enable curriculum development to develop *Intercultural team effectiveness* (.432)	T115 Economic factors are a threat to measurement and evaluation in developing *Intercultural sociability* (.775)
O116 Technological factors enable curriculum development to develop *Intercultural empathy* (.434)	**T12 Curriculum Development (.577)**
O117 Technological factors enable curriculum development to develop *Respect for otherness* (.434)	T121 Economic factors are a threat to curriculum development in developing *Respect for otherness* (.780)
O118 Technological factors enable curriculum development to develop *Intercultural goal orientation* (.438)	T122 Economic factors are a threat to curriculum development in developing *Intercultural sociability* (.779)
O12 Measurement and Evaluation (.470)	T123 Economic factors are a threat to curriculum development in developing *Nonjudgmentalness* (.778)
O121 Technological factors enable Measurement and Evaluation to develop *Respect for otherness* (.397)	T124 Economic factors are a threat to curriculum development in developing *Intercultural goal orientation (.775)*
O122 Technological factors enable Measurement and Evaluation to develop *Intercultural sociability* (.400)	**T13 Teaching and Learning (.513)**
O123 Technological factors enable Measurement and Evaluation to develop	T131 Economic factors are a threat to teaching and learning in developing *Interpersonal communication* (.932)
	T132 Economic factors are a threat to teaching and

Opportunities-O (PNI$_{modified}$)	Threats-T (PNI$_{modified}$)
Intercultural empathy (.402)	learning in developing *Intercultural empathy* (.779)
O124 Technological factors enable Measurement and Evaluation to develop *Behavioral flexibility* (.403)	T133 Economic factors are a threat to teaching and learning in developing *Tolerance for ambiguity* (.775)
O125 Technological factors enable Measurement and Evaluation to develop *Nonjudgmentalness* (.483)	T134 Economic factors are a threat to teaching and learning in developing *Behavioral flexibility* (.650)
O126 Technological factors enable Measurement and Evaluation to develop *Intercultural knowledge discovery* (.491)	**T14 Learning Media and Resources**
	T141 Economic factors are a threat to Learning Media and Resources in developing *Intercultural Knowledge discovery* (.643)
O127 Technological factors enable Measurement and Evaluation to develop *Intercultural team effectiveness* (.492)	T142 Economic factors are a threat to Learning Media and Resources in developing *Nonjudgmentalness* (.536)
O128 Technological factors enable Measurement and Evaluation to develop *Tolerance for ambiguity* (.497)	T143 Economic factors are a threat to Learning Media and Resources in developing *Intercultural Sociability* (.530)
O13 Teaching and Learning (.499)	T144 Economic factors are a threat to Learning Media and Resources in developing *Intercultural goal orientation* (.527)
O131 Technological factors enable Teaching and Learning to develop *Intercultural goal orientation* (.397)	**T2 Political-Legal Factors (.540)**
O132 Technological factors enable Teaching and Learning to develop *Nonjudgmentalness* (.399)	**T21 Learning media and resources (.674)**
	T211 Political-legal factors are a threat to Learning Media and Resources in developing *Intercultural goal orientation* (.838)
O133 Technological factors enable Teaching and Learning to develop *Tolerance for ambiguity* (.429)	T212 Political-legal factors are a threat to Learning Media and Resources in developing *Intercultural sociability* (.837)
O134 Technological factors enable Teaching and Learning to develop *Interpersonal communication* (.435)	T213 Political-legal factors are a threat to Learning Media and Resources in developing *Respect for otherness* (.834)
O135 Technological factors enable Teaching and Learning to develop *Respect for otherness* (.488)	T214 Political-legal factors are a threat to Learning Media and Resources in developing *Nonjudgmentalness* (.832)
O136 Technological factors enable Teaching and Learning to develop *Intercultural knowledge discovery* (.489)	**T22 Measurement and Evaluation (.518)**
	T221 Political-legal factors are a threat to Measurement and Evaluation in developing *Interpersonal communication* (.841)
O137 Technological factors enable Teaching and Learning to develop *Intercultural sociability* (.491)	T222 Political-legal factors are a threat to Measurement and Evaluation in developing *Tolerance for ambiguity* (.694)
O14 Learning media and resources (.590)	**T23 Curriculum Development (.518)**
O141 Technological factors enable Teaching and Learning to develop *Intercultural empathy* (.395)	T231 Political-legal factors are a threat to curriculum development in developing *Behavioral flexibility* (.666)
O142 Technological factors enable Teaching and Learning to develop *Interpersonal communication* (.397)	T232 Political-legal factors are a threat to curriculum development in developing *Intercultural team effectiveness* (.665)
O143 Technological factors enable Teaching and Learning to develop *Tolerance for ambiguity* (.397)	T233 Political-legal factors are a threat to

Opportunities-O (PNI$_{modified}$)	Threats-T (PNI$_{modified}$)
O144 Technological factors enable Teaching and Learning to develop *Behavioral flexibility* (.489)	curriculum development in developing *Intercultural empathy* (.664)
O145 Technological factors enable Teaching and Learning to develop *Intercultural team effectiveness* (.532)	T234 Political-legal factors are a threat to curriculum development in developing *Tolerance for ambiguity* (.650)
O2 Sociocultural Factors (.497)	T235 Political-legal factors are a threat to curriculum development in developing *Interpersonal communication* (.540)
O21 Curriculum Development (.456)	
O211 Sociocultural factors enable curriculum development to develop *Respect for otherness* (.318)	**T24 Teaching and Learning (.465)**
	T241 Political-legal factors are a threat to Teaching and Learning in developing *Intercultural sociability* (.609)
O212 Sociocultural factors enable curriculum development to develop *Intercultural knowledge discovery* (.321)	T242 Political-legal factors are a threat to Teaching and Learning in developing *Respect for otherness* (.604)
O213 Sociocultural factors enable curriculum development to develop *Intercultural sociability* (.322)	T243 Political-legal factors are a threat to Teaching and Learning in developing *Intercultural goal orientation* (.597)
O214 Sociocultural factors enable curriculum development to develop *Intercultural team effectiveness* (.330)	T244 Political-legal factors are a threat to Teaching and Learning in developing *Nonjudgmentalness* (.500)
O22 Learning media and resources (.487)	T245 Political-legal factors are a threat to Teaching and Learning in developing *Intercultural knowledge discovery* (.498)
O221 Sociocultural factors enable learning media and resources to develop *Intercultural team effectiveness* (.395)	
O222 Sociocultural factors enable learning media and resources to develop *Intercultural knowledge discovery* (.399)	**T3 Sociocultural Factors (.497)**
	T31 Measurement and Evaluation (.553)
O223 Sociocultural factors enable learning media and resources to develop *Intercultural sociability* (.399)	T311 Sociocultural factors are a threat to Measurement and Evaluation in developing *Intercultural team effectiveness* (.643)
O23 Teaching and Learning (.497)	T312 Sociocultural factors are a threat to Measurement and Evaluation in developing *Tolerance for ambiguity* (.641)
O231 Sociocultural factors enable learning media and resources to develop *Intercultural team effectiveness* (.418)	T313 Sociocultural factors are a threat to Measurement and Evaluation in developing *Interpersonal communication* (.639)
O232 Sociocultural factors enable learning media and resources to develop *Intercultural empathy* (.418)	T314 Sociocultural factors are a threat to Measurement and Evaluation in developing *Behavioral flexibility* (.639)
O233 Sociocultural factors enable learning media and resources to develop *Nonjudgmentalness* (.437)	T315 Sociocultural factors are a threat to Measurement and Evaluation in developing *Intercultural empathy* (.638)
O24 Measurement and Evaluation (.553)	**T32 Teaching and Learning (.497)**
O241 Sociocultural factors enable measurement and evaluation to develop *Nonjudgmentalness* (.404)	T321 Sociocultural factors are a threat to Teaching and Learning in developing *Intercultural sociability* (.551)
O242 Sociocultural factors enable measurement and evaluation to develop *Respect for otherness* (.490)	T322 Sociocultural factors are a threat to Teaching and Learning in developing *Intercultural knowledge discovery* (.548)
O243 Sociocultural factors enable measurement	

Opportunities-O (PNI$_{modified}$)	Threats-T (PNI$_{modified}$)
and evaluation to develop *Intercultural knowledge discovery* (.492)	T323 Sociocultural factors are a threat to Teaching and Learning in developing *Respect for otherness* (.547)
O244 Sociocultural factors enable measurement and evaluation to develop *Intercultural sociability* (.495)	T324 Sociocultural factors are a threat to Teaching and Learning in developing *Intercultural goal orientation* (.541)
O245 Sociocultural factors enable measurement and evaluation to develop *Intercultural goal orientation* (.496)	T325 Sociocultural factors are a threat to Teaching and Learning in developing *Behavioral flexibility* (.510)
O3 Political-Legal Factors (.540)	
O31 Teaching and Learning (.465)	T326 Sociocultural factors are a threat to Teaching and Learning in developing *Tolerance for ambiguity* (.507)
O311 Political-legal factors enable teaching and learning to develop *Intercultural team effectiveness* (.324)	T327 Sociocultural factors are a threat to Teaching and Learning in developing *Tolerance for ambiguity* (.505)
O312 Political-legal factors enable teaching and learning to develop *Intercultural empathy* (.328)	**T33 Learning media and resources (.487)**
O313 Political-legal factors enable teaching and learning to develop *Behavioral flexibility* (.407)	T331 Sociocultural factors are a threat to Learning media and resources in developing *Interpersonal communication* (.537)
O314 Political-legal factors enable teaching and learning to develop *Tolerance for ambiguity* (.415)	T332 Sociocultural factors are a threat to Learning media and resources in developing *Tolerance for ambiguity* (.533)
O315 Political-legal factors enable teaching and learning to develop *Interpersonal communication* (.439)	T333 Sociocultural factors are a threat to Learning media and resources in developing *Intercultural goal orientation* (.531)
O32 Curriculum Development (.518)	
O321 Political-legal factors enable curriculum development to develop *Nonjudgmentalness* (.352)	T334 Sociocultural factors are a threat to Learning media and resources in developing *Behavioral flexibility* (.528)
O322 Political-legal factors enable curriculum development to develop *intercultural sociability* (.353)	T335 Sociocultural factors are a threat to Learning media and resources in developing *Nonjudgmentalness* (.528)
O323 Political-legal factors enable curriculum development to develop *intercultural knowledge discovery* (.439)	T336 Sociocultural factors are a threat to Learning media and resources in developing *Intercultural empathy* (.522)
O324 Political-legal factors enable curriculum development to develop *respect for otherness* (.472)	**T34 Curriculum Development (.456)**
O325 Political-legal factors enable curriculum development to develop *intercultural goal orientation* (.473)	T341 Sociocultural factors are a threat to Learning media and resources in developing *Interpersonal communication* (.647)
O33 Measurement and Evaluation (.518)	T342 Sociocultural factors are a threat to Learning media and resources in developing *Tolerance for ambiguity* (.640)
O331 Political-legal factors enable measurement and evaluation to develop *respect for otherness* (.346)	
O332 Political-legal factors enable measurement and evaluation to develop *Intercultural goal orientation* (.431)	T343 Sociocultural factors are a threat to Learning media and resources in developing *Behavioral flexibility* (.550)
	T344 Sociocultural factors are a threat to Learning media and resources in developing *Intercultural empathy* (.546)
O333 Political-legal factors enable measurement and evaluation to develop *Nonjudgmentalness*	T345 Sociocultural factors are a threat to Learning

Opportunities-O (PNI$_{modified}$)	Threats-T (PNI$_{modified}$)
(.441)	media and resources in developing *Nonjudgmentalness* (.499)
O334 Political-legal factors enable measurement and evaluation to develop *Intercultural Knowledge discovery* (.465)	T346 Sociocultural factors are a threat to Learning media and resources in developing *Intercultural goal orientation* (.497)
O335 Political-legal factors enable measurement and evaluation to develop *Intercultural Team effectiveness* (.468)	**T4 Technological Factors (.495)**
	T41 Learning Media and Resources (.590)
O336 Political-legal factors enable measurement and evaluation to develop *Intercultural Sociability* (.469)	T411 Technological factors are a threat to Learning media and resources in developing *Intercultural sociability* (.782)
O337 Political-legal factors enable measurement and evaluation to develop *Behavioral flexibility* (.469)	T412 Technological factors are a threat to Learning media and resources in developing *Intercultural knowledge discovery* (.779)
O338 Political-legal factors enable measurement and evaluation to develop *Intercultural empathy* (.573)	T413 Technological factors are a threat to Learning media and resources in developing *Intercultural goal orientation* (.777)
O34 Learning Media and Resources	T414 Technological factors are a threat to Learning media and resources in developing *Nonjudgmentalness* (.772)
O341 Political-legal factors enable learning media and resources to develop *Intercultural team effectiveness* (.523)	T415 Technological factors are a threat to Learning media and resources in developing *Respect for otherness* (.771)
O342 Political-legal factors enable learning media and resources to develop *Intercultural empathy* (.529)	**T42 Teaching and Learning (.499)**
O343 Political-legal factors enable learning media and resources to develop *Tolerance for ambiguity* (.532)	T421 Technological factors are a threat to Teaching and Learning in developing *Behavioral flexibility* (.645)
O344 Political-legal factors enable learning media and resources to develop *Behavioral flexibility* (.635)	T422 Technological factors are a threat to Teaching and Learning in developing *Intercultural empathy* (.642)
O345 Political-legal factors enable learning media and resources to develop *Intercultural knowledge discovery* (.640)	T423 Technological factors are a threat to Teaching and Learning in developing *Intercultural team effectiveness* (.636)
O346 Political-legal factors enable learning media and resources to develop *Interpersonal communication* (.641)	**T43 Measurement and Evaluation (.470)**
O4 Economic Factors (.570)	T431 Technological factors are a threat to Teaching and Learning in developing *Interpersonal communication* (.647)
O41 Learning media and resources (.505)	T432 Technological factors are a threat to Teaching and Learning in developing *Interpersonal communication* (.526)
O411 Economic factors enable learning media and resources to develop *Tolerance for ambiguity* (.406)	**T44 Curriculum Development (.430)**
O412 Economic factors enable learning media and resources to develop *Interpersonal communication* (.409)	T441 Technological factors are a threat to Teaching and Learning in developing *Tolerance for ambiguity* (.536)
O413 Economic factors enable learning media and resources to develop *Intercultural empathy* (.495)	T442 Technological factors are a threat to Teaching and Learning in developing *Behavioral flexibility* (.532)
O414 Economic factors enable learning media and resources to develop *Intercultural Team*	

Opportunities-O (PNI$_{modified}$)	Threats-T (PNI$_{modified}$)
effectiveness (.499) O415 Economic factors enable learning media and resources to develop *Behavioral flexibility* (.504) O416 Economic factors enable learning media and resources to develop *Respect for otherness* (.524)	

Table 22: TOWS Matrix of Academic Management of Secondary Schools Based

on the Concept of Intercultural Competence

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
Teaching and Learning (S1) **(0.269)**	**Opportunity (O1):** O131 Technological factors enable Teaching and Learning to develop *Intercultural goal orientation* (.397) O132 Technological factors enable Teaching and Learning to develop *Nonjudgmentalness* (.399) O133 Technological factors enable Teaching and Learning to develop *Tolerance for ambiguity* (.429) O134 Technological factors enable Teaching and Learning to develop *Interpersonal communication* (.435) O135 Technological factors enable Teaching and Learning to develop *Respect for otherness* (.488) **Opportunity (O2):** O231 Sociocultural factors enable learning media and resources to develop *Intercultural team effectiveness* (.418) O232 Sociocultural factors enable learning media and resources to develop *Intercultural empathy* (.418) O233 Sociocultural factors enable learning media and resources to develop *Nonjudgmentalness* (.437)
Strength (S1): S11 Teaching and learning in developing *intercultural knowledge discovery* (.199) S12 Teaching and learning in developing *nonjudgmentalness* (.199) S13 Teaching and learning in developing *respect for otherness* (.200) S14 Teaching and learning in developing *intercultural goal orientation* (.200) S15 Teaching and learning in developing	**Strength-Opportunity (SO) Aggressive Strategy** S1O1 Technological factors enable teaching and learning to develop intercultural competence regarding: S12O132 *Nonjudgmentalness* (.199) S13O135 *Respect for otherness* (.202) S13O131 *intercultural goal orientation* (.200) S1O2 Sociocultural factors enable teaching and learning to develop intercultural competence regarding:

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
intercultural sociability (.202)	S12O233 *Nonjudgmentalness* (.199)
Teaching and Learning (S1) (0.269)	**Threat (T1):** T131 Economic factors are a threat to teaching and learning in developing *Interpersonal communication* (.932) T132 Economic factors are a threat to teaching and learning in developing *Intercultural empathy* (.779) T133 Economic factors are a threat to teaching and learning in developing *Tolerance for ambiguity* (.775) T134 Economic factors are a threat to teaching and learning in developing *Behavioral flexibility* (.650) **Threat (T2):** T241 Political-legal factors are a threat to Teaching and Learning in developing *Intercultural sociability* (.609) T242 Political-legal factors are a threat to Teaching and Learning in developing *Respect for otherness* (.604) T243 Political-legal factors are a threat to Teaching and Learning in developing *Intercultural goal orientation* (.597) T244 Political-legal factors are a threat to Teaching and Learning in developing *Nonjudgmentalness* (.500) T245 Political-legal factors are a threat to Teaching and Learning in developing *Intercultural knowledge discovery* (.498)
Strength (S1): S11 Teaching and learning in developing *intercultural knowledge discovery* (.199) S12 Teaching and learning in developing *nonjudgmentalness* (.199) S13 Teaching and learning in developing *respect for otherness* (.200) S14 Teaching and learning in developing *intercultural goal orientation* (.200) S15 Teaching and learning in developing *intercultural sociability* (.202)	**Strength-Threat (ST): Diversification Strategy** S1T2 Political-legal factors enable teaching and learning to develop intercultural competence regarding: S11T245 *Intercultural knowledge discovery* (.199) S12T244 *Nonjudgmentalness* (.199) S13T242 *respect for otherness* (.200) S14T243 *Intercultural goal orientation* (.200) S15T241 *Intercultural sociability* (.202)
Measurement and Evaluation (W1) (0.439)	**Opportunity (O1):** O121 Technological factors enable Measurement and Evaluation to develop *Respect for otherness* (.397) O122 Technological factors enable Measurement and Evaluation to develop *Intercultural sociability* (.400) O123 Technological factors enable Measurement and Evaluation to develop *Intercultural empathy* (.402) O124 Technological factors enable Measurement and

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
	Evaluation to develop *Behavioral flexibility* (.403) O125 Technological factors enable Measurement and Evaluation to develop *Nonjudgmentalness* (.483) **Opportunity (O2):** O241 Sociocultural factors enable measurement and evaluation to develop *Nonjudgmentalness* (.404) O242 Sociocultural factors enable measurement and evaluation to develop *Respect for otherness* (.490) O243 Sociocultural factors enable measurement and evaluation to develop *Intercultural knowledge discovery* (.492) O244 Sociocultural factors enable measurement and evaluation to develop *Intercultural sociability* (.495) O245 Sociocultural factors enable measurement and evaluation to develop *Intercultural goal orientation* (.496)
Weaknesses (W1): W11 Measurement and evaluation in developing *intercultural goal orientation* (.582) W12 Measurement and evaluation in developing *intercultural knowledge discovery* (.489) W13 Measurement and evaluation in developing *intercultural empathy* (.489) W14 Measurement and evaluation in developing *intercultural team effectiveness* (.488)	**Weakness-Opportunity (WO): Turnaround Strategy** W1O1 Technological factors enable measurement and evaluation to develop intercultural competence regarding: W13O123 *intercultural empathy* (.489) W1O2 Sociocultural factors enable measurement and evaluation to develop intercultural competence regarding: W11O245 *intercultural goal orientation* (.582) W12O243 *intercultural knowledge discovery* (.489)
Measurement and Evaluation (W1) (0.439)	**Threat (T1):** T111 Economic factors are a threat to measurement and evaluation in developing *Intercultural empathy* (.840) T112 Economic factors are a threat to measurement and evaluation in developing *Intercultural team effectiveness* (.368) T113 Economic factors are a threat to measurement and evaluation in developing *Intercultural knowledge discovery* (.368) T114 Economic factors are a threat to measurement and evaluation in developing *Respect for otherness* (.784) T115 Economic factors are a threat to measurement and evaluation in developing *Intercultural sociability* (.775) **Threat (T2):** T221 Political-legal factors are a threat to

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
	Measurement and Evaluation in developing *Interpersonal communication* (.841) T222 Political-legal factors are a threat to Measurement and Evaluation in developing *Tolerance for ambiguity* (.694)
Weaknesses (W1): W11 Measurement and evaluation in developing *intercultural goal orientation* (.582) W12 Measurement and evaluation in developing *intercultural knowledge discovery* (.489) W13 Measurement and evaluation in developing *intercultural empathy* (.489) W14 Measurement and evaluation in developing *intercultural team effectiveness* (.488)	**Weaknesses-Threat (WT) Defensive Strategy** W1T1 Economic factors are a threat to Measurement and evaluation in developing intercultural competence regarding: W12T113 *intercultural knowledge discovery* (.489)
Curriculum Development (W2) (.428)	**Opportunity (O1):** O111 Technological factors enable curriculum development to develop *Intercultural knowledge discovery* (.345) O112 Technological factors enable curriculum development to develop *Intercultural sociability* (.350) O113 Technological factors enable curriculum development to develop *Interpersonal communication* (.402) O114 Technological factors enable curriculum development to develop *Nonjudgmentalness* (.426) O115 Technological factors enable curriculum development to develop *Intercultural team effectiveness* (.432) **Opportunity (O2):** O211 Sociocultural factors enable curriculum development to develop *Respect for otherness* (.318) O212 Sociocultural factors enable curriculum development to develop *Intercultural knowledge discovery* (.321) O213 Sociocultural factors enable curriculum development to develop *Intercultural sociability* (.322) O214 Sociocultural factors enable curriculum development to develop *Intercultural team effectiveness* (.330)
Weaknesses (W2): W21 Curriculum development in developing	**Weakness-Opportunity (WO): Turnaround Strategy**

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
Interpersonal communication (.607) W22 Curriculum development in developing *intercultural knowledge discovery* (.499) W23 Curriculum development in developing *intercultural team effectiveness* (.483) W24 Curriculum development in developing *intercultural sociability* (.478) W25 Curriculum development in developing *nonjudgmentalness* (.476)	W2O1 Technological factors enable curriculum development to develop intercultural competence regarding: W21O113 *Interpersonal communication* (.607) W22O111 *Intercultural knowledge discovery* (.499) W23O115 *Intercultural team effectiveness* (.483) W24O112 *Intercultural sociability* (.478) W25O114 *Nonjudgmentalness* (.476) W2O2 Sociocultural factors enable curriculum development to develop intercultural competence regarding: W22O212 *intercultural knowledge discovery* (.499) W23O214 *intercultural team effectiveness* (.483) W24O213 *intercultural sociability* (.478)
Curriculum Development (W2) (.428)	**Threat (T1):** T121 Economic factors are a threat to curriculum development in developing *Respect for otherness* (.780) T122 Economic factors are a threat to curriculum development in developing *Intercultural sociability* (.779) T123 Economic factors are a threat to curriculum development in developing *Nonjudgmentalness* (.778) T124 Economic factors are a threat to curriculum development in developing *Intercultural goal orientation* (.775) **Threat (T2):** T231 Political-legal factors are a threat to curriculum development in developing *Behavioral flexibility* (.666) T232 Political-legal factors are a threat to curriculum development in developing *Intercultural team effectiveness* (.665) T233 Political-legal factors are a threat to curriculum development in developing *Intercultural empathy* (.664) T234 Political-legal factors are a threat to curriculum development in developing *Tolerance for ambiguity* (.650) T235 Political-legal factors are a threat to curriculum development in developing *Interpersonal communication* (.540)
Weaknesses (W2): W21 Curriculum development in developing *Interpersonal communication* (.607) W22 Curriculum development in developing	**Weaknesses-Threat (WT) Defensive Strategy** W2T1 Economic factors are a threat to curriculum development in developing intercultural competence regarding:

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
intercultural knowledge discovery (.499) W23 Curriculum development in developing *intercultural team effectiveness* (.483) W24 Curriculum development in developing *intercultural sociability* (.478) W25 Curriculum development in developing *nonjudgmentalness* (.476)	W24T122 *intercultural sociability* (.478) W25T123 *nonjudgmentalness* (.476) W2T2 Political-legal factors are a threat to curriculum development in developing intercultural competence regarding: W21T235 *Interpersonal communication* (.607) W23T232 *intercultural team effectiveness* (.483)
Learning Media and Resources (W3) (.364)	**Opportunity (O1):** O141 Technological factors enable Teaching and Learning to develop *Intercultural empathy* (.395) O142 Technological factors enable Teaching and Learning to develop *Interpersonal communication* (.397) O143 Technological factors enable Teaching and Learning to develop *Tolerance for ambiguity* (.397) O144 Technological factors enable Teaching and Learning to develop *Behavioral flexibility* (.489) O145 Technological factors enable Teaching and Learning to develop *Intercultural team effectiveness* (.532) **Opportunity (O2):** O221 Sociocultural factors enable learning media and resources to develop *Intercultural team effectiveness* (.395) O222 Sociocultural factors enable learning media and resources to develop *Intercultural knowledge discovery* (.399) O223 Sociocultural factors enable learning media and resources to develop *Intercultural sociability* (.399)
Weaknesses (W3): W31 Learning media and resources in developing *tolerance for ambiguity* (.471) W32 Learning media and resources in developing *intercultural empathy* (.467) W33 Learning media and resources in developing *behavioral flexibility* (.464) W34 Learning media and resources in developing *intercultural Team effectiveness* (.464) W35 Learning media and resources in developing *intercultural sociability* (.377)	**Weakness-Opportunity (WO): Turnaround Strategy** W3O1 Technological factors enable learning media and resources to develop intercultural competence regarding: W31O143 *tolerance for ambiguity* (.471) W32O141 *Intercultural empathy* (.467) W33O144 *behavioral flexibility* (.464) W34O145 *intercultural Team effectiveness* (.464) W3O2 Sociocultural factors enable learning media and resources to develop intercultural competence regarding: W34O221 *intercultural Team effectiveness* (.464) W35O223 *intercultural sociability* (.377)
Learning Media and Resources (W3) (.364)	**Threat (T1):** T141 Economic factors are a threat to Learning Media and Resources in developing *Intercultural*

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	TOWS Matrix
	Knowledge discovery (.643)
	T142 Economic factors are a threat to Learning Media and Resources in developing *Nonjudgmentalness* (.536)
	T143 Economic factors are a threat to Learning Media and Resources in developing *Intercultural Sociability* (.530)
	T144 Economic factors are a threat to Learning Media and Resources in developing *Intercultural goal orientation* (.527)
	Threat (T2):
	T211 Political-legal factors are a threat to Learning Media and Resources in developing *Intercultural goal orientation* (.838)
	T212 Political-legal factors are a threat to Learning Media and Resources in developing *Intercultural sociability* (.837)
	T213 Political-legal factors are a threat to Learning Media and Resources in developing *Respect for otherness* (.834)
	T214 Political-legal factors are a threat to Learning Media and Resources in developing *Nonjudgmentalness* (.832)
Weaknesses (W3):	**Weaknesses-Threat (WT) Defensive Strategy**
W31 Learning media and resources in developing *tolerance for ambiguity* (.471)	W3T1 Economic factors are a threat to learning media and resources in developing intercultural competence regarding:
W32 Learning media and resources in developing *intercultural empathy* (.467)	W35T143 *intercultural sociability* (.377)
W33 Learning media and resources in developing *behavioral flexibility* (.464)	W3T2 Political-legal factors are a threat to learning media and resources in developing intercultural competence regarding:
W34 Learning media and resources in developing *intercultural team effectiveness* (.464)	W35T212 *intercultural sociability* (.377)
W35 Learning media and resources in developing *intercultural sociability* (.377)	

Table 22 provides a TOWS matrix for developing strategies and substrategies. The data in Table 22 were derived from Table 13, Table 16, Table 20, and Table 21. Teaching and learning (S1) as the strength, measurement and evaluation (W1), curriculum development (W2), and learning media and resources (W3) as the

weaknesses were chosen as internal environments. Technological (O1) and sociocultural (O2) factors as the opportunities and economic and political-legal factors as the threats were taken into account. Matching intercultural competence components between internal environments and external environments were conducted and the matched components were taken to be included in substrategies.

Table 23: TOWS Matrix Summary of Academic Management of Secondary Schools Based on the Concept of Intercultural Competence

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	Political-Legal (P)	Economic (E)	Sociocultural (S)	Technological (T)
1. Curriculum Development	**WO**	**WO**	**WO**	**WO**
1.1 Interpersonal communication	WT	WO	WT	**WO**
1.2 Tolerance for ambiguity	ST	SO	ST	ST
1.3 Behavioral flexibility	ST	SO	ST	ST
1.4 Intercultural empathy	ST	SO	ST	SO
1.5 Intercultural team effectiveness	WT	WO	WO	**WO**
1.6 Intercultural knowledge discovery	WO	WO	WO	**WO**
1.7 Intercultural sociability	WO	WT	WO	**WO**
1.8 Respect for otherness	SO	ST	SO	SO
1.9 Intercultural goal orientation	SO	ST	ST	SO
1.10 Nonjudgmentalness	WO	WT	WT	**WO**
2. Teaching and Learning	**SO**	**SO**	**SO**	**SO**
2.1 Interpersonal communication	WO	WT	WT	WO
2.2 Tolerance for ambiguity	WO	WT	WT	WO
2.3 Behavioral flexibility	**SO**	ST	ST	ST
2.4 Intercultural empathy	**SO**	ST	SO	ST
2.5 Intercultural team effectiveness	**SO**	SO	SO	ST
2.6 Intercultural knowledge discovery	ST	SO	ST	SO
2.7 Intercultural sociability	ST	SO	ST	SO
2.8. Respect for otherness	ST	SO	ST	SO
2.9 Intercultural goal orientation	ST	SO	ST	SO
2.10 Nonjudgmentalness	ST	SO	SO	SO
3. Learning media and resources	**WT**	**WO**	**WO**	**WT**
3.1 Interpersonal communication	SO	SO	ST	SO
3.2 Tolerance for ambiguity	WO	WO	WT	WO
3.3 Behavioral flexibility	WO	WO	WT	WO

Academic Management of Secondary Schools Based on the Concept of Intercultural Competence	Political-Legal (P)	Economic (E)	Sociocultural (S)	Technological (T)
3.4 Intercultural empathy	WO	WO	WT	WO
3.5 Intercultural team effectiveness	WO	WO	**<u>WO</u>**	WO
3.6 Intercultural knowledge discovery	SO	ST	SO	ST
3.7 Intercultural sociability	WT	WT	**<u>WO</u>**	WT
3.8 Respect for otherness	ST	SO	ST	ST
3.9 Intercultural goal orientation	ST	ST	ST	ST
3.10 Nonjudgmentalness	ST	ST	ST	ST
4. Measurement and Evaluation	**WO**	**WT**	**WT**	**WO**
4.1 Interpersonal communication	ST	SO	ST	ST
4.2 Tolerance for ambiguity	ST	SO	ST	SO
4.3 Behavioral flexibility	SO	SO	ST	SO
4.4 Intercultural empathy	WO	WT	WT	**<u>WO</u>**
4.5 Intercultural team effectiveness	WO	WT	WT	**<u>WO</u>**
4.6 Intercultural knowledge discovery	WO	WT	WO	**<u>WO</u>**
4.7 Intercultural sociability	SO	ST	SO	SO
4.8 Respect for otherness	WO	WT	WO	**<u>WO</u>**
4.9 Intercultural goal orientation	WO	WO	WO	WT
4.10 Nonjudgmentalness	WO	WO	WO	**<u>WO</u>**

As shown in Table 23, four highlighted strategies (WO and SO) were chosen to develop substrategies and procedures as the first draft in the next section. WT strategies were not chosen because they were a combination of weaknesses and threats and thus, they should be not interesting. The four highlighted strategies were selected because of the lowest values of $PNI_{modified}$ in comparison to other three external factors. For example, as shown in Table 18, technological ($PNI_{modified}$ = .470) and political-legal factors ($PNI_{modified}$ = .518) were the opportunities for measurement and evaluation; economical and sociocultural factors were the threats to measurement and evaluation and they were thus not taken into account for developing strategies because they were WT strategies. Technological factors as the opportunity for

measurement and evaluation had the lowest value of PNI$_{modified}$, the WO strategy of measurement and evaluation as the weakness affected by technological factors as the opportunity was selected.

Components of IC (WO or SO based on each strategy) that were bold and underlined were taken into the substrategies as a focus point to be developed.

4.4.1 Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (First Draft)

Strategies, substrategies, and procedures were developed based on the principles as follows:

1) Strategies are developed based on the conceptual framework of academic management of secondary schools, consisting of curriculum development, teaching and learning, learning media and resources, and measurement and evaluation and the results of TOWS matrix.

2) Substrategies are developed based on the strategies and values of PNI$_{modified}$ of intercultural competence components that are weaknesses matched with external environments in each strategy (see Table 22), which need to be developed first, and the top three highest and lowest mean scores of students' intercultural competence levels (see Table 11), as well as the TOWS matrix (WO or SO based on Table 23).

3) Procedures are developed based on the results of the internal environment and the external environment analysis and the content analysis of open-ended question answers in the questionnaire and relevant literature.

Strategies, substrategies, and procedures were developed according to the principles above, as illustrated in Table 24.

Table 24: Academic Management Strategies of Secondary Schools Based on the

Concept of Intercultural Competence (First Draft)

Strategies	Substrategies	Procedures
1. Transform measurement and evaluation to develop student intercultural competence ($PNI_{modified}$ = .439/W1) (W1O1/ W1O2)	1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. (W13O123) -Intercultural empathy (.489) (Table 22) **WO** (Table 23) -Intercultural sociability ($\bar{x}$ = 3.74) (Table 11) -Intercultural team effectiveness ($\bar{x}$ = 3.81) (Table 11) **WO** (Table 23) -Behavioral flexibility ($\bar{x}$ = 3.82) (Table 11) -Intercultural knowledge discovery **WO** (Table 23) -Respect for otherness **WO** (Table 23) -Nonjudgmentalness **WO** (Table 23)	1.1.1 Appoint a school committee to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. 1.1.2 Use technologies in enhancing measurement and evaluation. 1.1.3 Develop manuals for using measurement and evaluation criteria. 1.1.4 Provide teachers with training on using measurement and evaluation criteria. 1.1.5 Monitor and evaluate the use of measurement and evaluation criteria.
	1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness. (W11O245/W12O243) -Intercultural goal orientation (.582) (Table 22) -Intercultural knowledge discovery (.489) (Table 22) **WO** (Table 23) -Intercultural sociability ($\bar{x}$ = 3.74) (Table 11) -Intercultural team effectiveness ($\bar{x}$ = 3.81) (Table 11) **WO** (Table 23) -Behavioral flexibility ($\bar{x}$ = 3.82)	1.2.1 Develop an assessment team and plan to determine tools/methods best fit to measure and evaluate students' intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness, as well as determining a timeline and assigning responsibilities for implementing the plan. 1.2.2 Engage both internal and external stakeholders in the evaluation. 1.2.3 Use at least three integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios. 1.2.4 Develop the assessor manual and the assessee manual

Strategies	Substrategies	Procedures
	(Table 11) -Intercultural empathy **WO** (Table 23) -Respect for otherness **WO** (Table 23) -Nonjudgmentalness **WO** (Table 23)	1.2.5 Conduct workshops, seminars, and facilitated discussions on intercultural competence assessment for intercultural competence educators and other stakeholders. 1.2.6 Monitor and evaluate the implementation of the assessment plan.
2. Redesign the curriculum aimed at developing student intercultural competence ($PNI_{modified}$ = .428/W2) (W2O1/W2O2)	2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility. (W21O113, W22O111, W23O115, W24O112, W25O114) -Interpersonal communication (.607) (Table 22) **WO** (Table 23) -Intercultural knowledge discovery (.499) (Table 22) **WO** (Table 23) -Intercultural team effectiveness (.483) (Table 22) ($\bar{x}$ = 3.81) (Table 11) **WO** (Table 23) -Intercultural sociability (.478) (Table 22) ($\bar{x}$ = 3.74) (Table 11) **WO** (Table 23) -Nonjudgmentalness (.476) (Table 22) **WO** (Table 23) -Behavioral flexibility ($\bar{x}$ = 3.82) (Table 11)	2.1.1 Appoint a school committee in charge of school curriculum review and development to set policies and plans on integrating intercultural competence into the curriculum. 2.1.2 Request technology-enhanced training on school curriculum review and development focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility for the established school committee and teachers. 2.1.3 Integrate technology use into the curriculum. 2.1.4 Monitor and evaluate results of the training.
	2.2 Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, behavioral flexibility, and nonjudgmentalness. (W22O212, W23O214, W24O213) -Interpersonal communication **WO** (Table 23) -Intercultural knowledge discovery (.499) (Table 22) **WO** (Table 23) -Intercultural team effectiveness	2.2.1 Appoint a school committee in charge of international curriculum. 2.2.2 Request intercultural competence experts and international curriculum experts to train the established committee and teachers. 2.2.3 Build international networks for facilitating international curriculum review and development. 2.2.4 Monitor and evaluate the results of training and international curriculum design.

Strategies	Substrategies	Procedures
	(.483) (Table 22) ($\bar{x}$ = 3.81) (Table 11) **WO** (Table 23) -Intercultural sociability (.478) (Table 22) ($\bar{x}$ = 3.74) (Table 11) **WO** (Table 23) -Behavioral flexibility ($\bar{x}$ = 3.82) (Table 11) -Nonjudgmentalness **WO** (Table 23)	
3. Develop learning media and resources to develop student intercultural competence (PNI$_{modified}$ = .364/W3) (W3O1/W3O2)	3.1 Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. (W31O143/ W32O141/ W33O144/ W34O145) -Tolerance for ambiguity (.471) (Table 22) -Intercultural empathy (.467) (Table 22) -Behavioral flexibility (.464) (Table 22) ($\bar{x}$ = 3.82) (Table 11) -Intercultural team effectiveness (.483) (Table 22) ($\bar{x}$ = 3.81) (Table 11) **WO** (Table 23) -Intercultural sociability (.478) (Table 22) ($\bar{x}$ = 3.74) (Table 11) **WO** (Table 23)	3.1.1 Appoint a school committee to develop policies and plans on technology-enhanced learning media and resources. 3.1.2 Design online learning media to support students' intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. 3.1.3 Monitor and evaluate satisfaction of using online learning media.
	3.2 Utilize community resources in the learning process to develop student intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (W34O221/ W35O223) -Intercultural team effectiveness (.464) (Table 22) ($\bar{x}$ = 3.81) (Table 11) **WO** (Table 23) -Intercultural sociability (.377) (Table 22) ($\bar{x}$ = 3.74) (Table 11) **WO** (Table 23) -Behavioral flexibility ($\bar{x}$ = 3.82) (Table 11)	3.2.1 Appoint a school committee in charge of external relations to develop policies on promoting networking and relationship building on learning media and resources in the community. 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources, focusing on students' intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 3.2.3 Monitor and evaluate the results of implemented events.
4. Strengthen teaching and	4.1 Develop learning activities to develop student intercultural	4.1.1 Appoint a school committee to develop policies and plans on learning

Strategies	Substrategies	Procedures
learning to develop student intercultural competence (PNI$_{modified}$ = 0.269/S1) (S1O1/S1O2)	competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. (S12O132/ S13O135/ S13O131) -Nonjudgmentalness (.199) (Table 22) ($\bar{x}$ = 3.87) (Table 11) -Respect for otherness (.200) (Table 22) ($\bar{x}$ = 3.97) (Table 11) -Intercultural goal orientation (.200) (Table 22) -Intercultural empathy ($\bar{x}$ = 4.05) (Table 11) **WO** (Table 23) -Behavioral flexibility **WO** (Table 23) -Intercultural team effectiveness **WO** (Table 23)	activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy behavioral flexibility, and intercultural team effectiveness. 4.1.2 Utilize learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community. 4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control. 4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring.
	4.2 Strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. (S12O233) -Nonjudgmentalness (.199) (Table 22) ($\bar{x}$ = 3.87) (Table 11) -Respect for otherness ($\bar{x}$ = 3.97) (Table 11) -Intercultural empathy ($\bar{x}$ = 4.05) (Table 11) **WO** (Table 23) -Behavioral flexibility **WO** (Table 23) -Intercultural team effectiveness **WO** (Table 23)	4.2.1 Appoint a school committee to develop policies and plans on intercultural competence educator professional development. 4.2.2 Conduct intercultural trainings for teachers, including immersion experience and study abroad program. 4.2.3 Monitor and evaluate the results of intercultural training.

4.4.2 Suitability and Feasibility of Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (First Draft)

Evaluation results from ten experts on the suitability and feasibility of academic management strategies of secondary schools based on the concept of intercultural competence (first draft) are illustrated in Table 25 and Table 26.

Table 25: Results of Suitability and Feasibility of Academic Management Strategies and Substrategies of Secondary Schools Based on the Concept of Intercultural Competence (First Draft)

Strategies and Substrategies	Suitability		Feasibility	
	$\bar{x}$ *(SD)*	Level	$\bar{x}$ *(SD)*	Level
Strategy 1: Transform measurement and evaluation to develop student intercultural competence	4.10 (0.316)	High	4.00 (0.471)	High
Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on *intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness.*	4.40 (0.516)	High	4.50 (0.527)	High
Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on *intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness.*	4.30 (0.483)	High	4.30 (0.483)	High
Strategy 2: Redesign the curriculum aimed at developing student intercultural competence	4.40 (0.699)	High	4.30 (0.675)	High
Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on *interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility.*	4.60 (0.516)	Highest	4.30 (0.675)	High
Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on *interpersonal communication, intercultural knowledge discovery,*	4.60 (0.516)	Highest	4.50 (0.527)	High

Strategies and Substrategies	Suitability		Feasibility	
	$\bar{x}$ *(SD)*	Level	$\bar{x}$ *(SD)*	Level
intercultural team effectiveness, intercultural sociability, behavioral flexibility, and nonjudgmentalness.				
Strategy 3: Develop learning media and resources to develop student intercultural competence	4.40 (0.516)	High	4.30 (0.675)	High
Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence regarding *tolerance for ambiguity*, *intercultural empathy*, *behavioral flexibility*, *intercultural team effectiveness*, and *intercultural sociability*.	4.20 (0.422)	High	4.10 (0.568)	
Substrategy 3.2: Utilize community resources in the learning process to develop student intercultural competence regarding *intercultural team effectiveness*, *intercultural sociability*, and *behavioral flexibility*.	4.20 (0.632)	High	4.10 (0.568)	High
Strategy 4: Strengthen teaching and learning to develop student intercultural competence	4.50 (0.527)	High	4.50 (0.527)	High
Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on *nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.*	4.50 (0.527)	High	4.50 (0.527)	High
Substrategy 4.2: Strengthen a variety of learning approaches to develop student intercultural competence, focusing on *nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.*	4.50 (0.527)	High	4.40 (0.516)	High

As shown in Table 25, the suitability and feasibility of all strategies and sub strategies were at the high level, except for substrategy 2.1 and substrategy 2.2 of the curriculum development strategy with the highest level in terms of suitability.

Table 26: Results of Suitability and Feasibility of Procedures of Academic Management Strategies and Substrategies of Secondary Schools Based on the Concept of Intercultural Competence (First Draft)

Procedures	Suitability		Feasibility	
	$\bar{x}$ *(SD)*	Level	$\bar{x}$ *(SD)*	Level
Strategy 1: Transform measurement and evaluation to develop student intercultural competence				

Procedures	Suitability		Feasibility	
	$\bar{x}$ (SD)	Level	$\bar{x}$ (SD)	Level
Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on *intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness.*				
1.1.1 Appoint a school committee to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness.	4.60 (0.516)	Highest	4.60 (0.516)	Highest
1.1.2 Use technologies in enhancing measurement and evaluation.	4.30 (0.949)	High	4.40 (0.516)	High
1.1.3 Develop manuals for using measurement and evaluation criteria.	4.40 (0.516)	High	4.30 (0.483)	High
1.1.4. Provide teachers with a training on using measurement and evaluation criteria.	4.40 (0.516)	High	4.50 (0.527)	High
1.1.5 Monitor and evaluate the use of measurement and evaluation criteria.	4.30 (0.675)	High	4.50 (0.527)	High
Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on *intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness*.				
1.2.1 Develop an assessment team and plan to determine tools/methods best fit to measure and evaluate students' intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness, as well as determining a timeline and assigning responsibilities for implementing the plan.	4.20 (0.919)	High	4.30 (0.675)	High
1.2.2 Engage both internal and external stakeholders in the evaluation.	4.40 (0.516)	High	4.20 (0.789)	High
1.2.3 Use at least three integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios.	4.40 (0.516)	High	4.20 (0.422)	High
1.2.4 Develop the assessor manual and the assessee manual	4.60 (0.516)	Highest	4.50 (0.527)	High
1.2.5 Conduct workshops, seminars, and facilitated discussions on intercultural competence assessment for intercultural competence educators and other stakeholders.	4.40 (0.516)	High	4.20 (0.632)	High
1.2.6 Monitor and evaluate the implementation of the assessment plan.	4.40 (0.966)	High	4.60 (0.516)	Highest
Strategy 2: Redesign the curriculum aimed at developing student intercultural competence				
Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on *interpersonal communication, intercultural knowledge discovery,*				

Procedures	Suitability		Feasibility	
	$\bar{x}$ *(SD)*	Level	$\bar{x}$ *(SD)*	Level
intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility.				
2.1.1 Appoint a school committee in charge of school curriculum review and development to set policies and plans on integrating intercultural competence into the curriculum.	4.40 (0.516)	High	4.40 (0.699)	High
2.1.2 Request technology-enhanced training on school curriculum review and development focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility.for the established school committee and teachers.	4.30 (0.675)	High	4.20 (0.632)	High
2.1.3 Integrate technology use into the curriculum.	4.40 (0.966)	High	4.20 (0.919)	High
2.1.4 Monitor and evaluate results of the training.	4.30 (0.949)	High	4.60 (0.516)	Highest
Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on *interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, behavioral flexibility, and nonjudgmentalness*.				
2.2.1 Appoint a school committee in charge of international curriculum.	4.20 (0.919)	High	4.20 (0.789)	High
2.2.2 Request intercultural competence experts and international curriculum experts to train the established committee and teachers.	4.20 (0.789)	High	4.20 (0.789)	High
2.2.3 Build international networks for facilitating international curriculum review and development.	4.30 (0.675)	High	4.20 (0.632)	High
2.2.4 Monitor and evaluate the results of training and international curriculum design.	4.30 (0.949)	High	4.40 (0.699)	High
Strategy 3: Develop learning media and resources to develop student intercultural competence				
Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence regarding *tolerance for ambiguity*, *intercultural empathy*, *behavioral flexibility*, *intercultural team effectiveness*, and *intercultural sociability*.				
3.1.1 Appoint a school committee to develop policies and plans on technology-enhanced learning media and resources.	4.40 (0.516)	High	4.50 (0.527)	High
3.1.2 Design online learning media to support students' intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.	4.30 (0.675)	High	4.50 (0.527)	High
3.1.3 Monitor and evaluate satisfaction of using online learning media.	4.30 (0.483)	High	4.40 (0.527)	High
Substrategy 3.2: Utilize community resources in the learning process to develop student intercultural competence regarding *intercultural team effectiveness*, *intercultural sociability*, and *behavioral*				

Procedures	Suitability		Feasibility	
	$\bar{x}$ *(SD)*	Level	$\bar{x}$ *(SD)*	Level
flexibility.				
3.2.1 Appoint a school committee in charge of external relations to develop policies on promoting networking and relationship building on learning media and resources in the community.	4.50 (0.707)	High	4.70 (0.483)	Highest
3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources, focusing on students' intercultural team effectiveness, intercultural sociability, and behavioral flexibility.	4.60 (0.516)	Highest	4.20 (0.789)	High
3.2.3 Monitor and evaluate the results of implemented events.	4.10 (0.876)	High	4.30 (0.483)	High
Strategy 4: Strengthen teaching and learning to develop student intercultural competence				
Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on *nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.*				
4.1.1 Appoint a school committee to develop policies and plans on learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.	4.20 (0.632)	High	4.30 (0.483)	High
4.1.2 Utilize cooperative learning for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community.	4.40 (0.516)	High	4.30 (0.483)	High
4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.	4.20 (0.632)	High	4.50 (0.707)	High
4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring.	4.40 (0.516)	High	4.40 (0.516)	High
Substrategy 4.2: Strengthen a variety of learning approaches to develop student intercultural competence, focusing on *nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.*				
4.2.1 Appoint a school committee to develop policies and plans on intercultural competence educator professional development.	4.40 (0.699)	High	4.60 (0.699)	Highest
4.2.2 Conduct intercultural trainings for teachers, including immersion experience and study abroad program.	4.20 (0.919)	High	4.50 (0.527)	High
4.2.3 Monitor and evaluate the results of intercultural training.	4.10 (0.876)	High	4.20 (0.422)	High

As shown in Table 26, regarding the measurement and evaluation strategy (strategy 1) and under strategy 1.1, the suitability and feasibility of all procedures were at a high level, except for procedure 1.1.1 with the highest level of both suitability and feasibility. Under strategy 1.2, the suitability and feasibility of all procedures were at a high level, except for procedure 1.2.4 with the highest level of suitability and procedure 1.2.6 with the highest level of feasibility.

Regarding the curriculum development strategy and under strategy 2.1, the suitability and feasibility of all procedures were at a high level, except for procedure 2.1.4 with the highest level of feasibility. Under strategy 2.2, the suitability and feasibility of all procedures were at a high level.

Regarding the learning media and resources strategy and under strategy 3.1, the suitability and feasibility of all procedures were at a high level. Under strategy 3.2, the suitability and feasibility of all procedures were at a high level, except for procedure 3.2.1 with the highest level of feasibility and procedure 3.2.2 with the highest level of suitability.

Regarding the teaching and learning strategy and under strategy 4.1, the suitability and feasibility of all procedures were at a high level. Under strategy 4.2, the suitability and feasibility of all procedures were at a high level, except for procedure 4.2.1 with the highest level of feasibility.

Table 27: Comments and Suggestions of Experts on Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (First Draft)

Strategies, Substrategies, and Procedures	Comments or Suggestions
Strategy 1: Transform measurement and evaluation to develop student intercultural competence	

Strategies, Substrategies, and Procedures	Comments or Suggestions
Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on *intercultural empathy, intercultural sociability, intercultural team effectiveness*, and *behavioral flexibility*.	
1.1.1 Appoint a school committee to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.	
1.1.2 Use technologies in enhancing measurement and evaluation.	-Should be moved to 1.2
1.1.3 Develop manuals for using measurement and evaluation criteria.	
1.1.4. Provide teachers with a training on using measurement and evaluation criteria.	-Revise the Thai writing -Teachers should be involved in determining criteria to be suitable for practice.
1.1.5 Monitor and evaluate the use of measurement and evaluation criteria.	-Add "reflection" -How to monitor? -What to do with the assessment results? (Improve criteria/broaden understanding)
Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding *intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness,* and *behavioral flexibility*.	
1.2.1 Develop an assessment team and plan to determine tools/methods best fit to measure and evaluate students' intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility, as well as determining a timeline and assigning responsibilities for implementing the plan.	"tools/methods best fit" conflict with integrated assessment.
1.2.2 Engage both internal and external stakeholders in the evaluation.	- Add the introductory word "Give Opportunity for" in the Thai version writing -Should expand the meaning "such as.........."
1.2.3 Use at least three integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios.	- Emphasis should be placed on "variety" in integrated assessment. -Change "at least three" to "variety"
1.2.4 Develop the assessor manual and the assessee manual	
1.2.5 Conduct workshops, seminars, and	-Edit Thai version writing (Remove "intercultural

Strategies, Substrategies, and Procedures	Comments or Suggestions
facilitated discussions on intercultural competence assessment for intercultural competence educators and other stakeholders.	competence" from "intercultural competence educators" -Should expand on what the discussions is for.
1.2.6 Monitor and evaluate the implementation of the assessment plan.	The previous procedure did not specify "Assessment Plan"
Strategy 2: Redesign the curriculum aimed at developing student intercultural competence	-Redesign and modernize -Should specify "educational institution curriculum"
Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on *interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness*, and *behavioral flexibility*.	-Change the Thai version writing
2.1.1 Appoint a school committee in charge of school curriculum review and development to set policies and plans on integrating intercultural competence into the curriculum.	
2.1.2 Request technology-enhanced training on school curriculum review and development focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility for the established school committee and teachers.	It is unclear how technology is involved in curriculum development.
2.1.3 Integrate technology use into the curriculum.	-Should give examples of activities that demonstrate integration. -It is unclear how technology is involved in curriculum development.
2.1.4 Monitor and evaluate results of the training.	-Focus should be placed on evaluating the curriculum that is designed. -2.1.2-2.1.4 does not specifically address "learning outcomes of the curriculum"
Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on *intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability*, and *behavioral flexibility*.	-Revise Thai word -Should have a substrategy or how the learning experience is organized (give a clear example) -Approaches/methods that lead to efficiency should be identified. -What contributes to *behavioral flexibility* should be addressed.
2.2.1 Appoint a school committee in charge of international curriculum.	
2.2.2 Request intercultural competence experts and international curriculum experts to train the established committee and teachers.	Should be combined with 2.2.1
2.2.3 Build international networks for facilitating international curriculum review and	Building an international network has so many factors involved that it's difficultly feasible.

Strategies, Substrategies, and Procedures	Comments or Suggestions
development.	
2.2.4 Monitor and evaluate the results of training and international curriculum design.	-2.2.2-2.2.4 is unclear how it relates to learning experience selection. -Previous procedures did not specify about "Internationalized Curriculum"?
Strategy 3: Develop learning media and resources to develop student intercultural competence	-Change "Develop" to "Strengthen"
Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence regarding *tolerance for ambiguity*, *intercultural empathy*, *behavioral flexibility*, *intercultural team effectiveness*, and *intercultural sociability*.	In the substrategy, approaches/methods that lead to the goals identified in the substrategy should be established.
3.1.1 Appoint a school committee to develop policies and plans on technology-enhanced learning media and resources.	
3.1.2 Design online learning media to support students' intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.	Corrected writing "support" to "promote students' intercultural competence development"
3.1.3 Monitor and evaluate satisfaction of using online learning media.	-Add "reflection"
Substrategy 3.2: Utilize community resources in the learning process to develop student intercultural competence regarding *intercultural team effectiveness*, *intercultural sociability*, and *behavioral flexibility*.	-Change "Utilize" to "Mobilize" -Intercultural sociability can be difficult (Should state practices that have been met especially in substrategies)
3.2.1 Appoint a school committee in charge of external relations to develop policies on promoting networking and relationship building on learning media and resources in the community.	-Changing "learning media" to "learning resources" would be more appropriate.
3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources, focusing on students' intercultural team effectiveness, intercultural sociability, and behavioral flexibility.	Expanding on who the event is for
3.2.3 Monitor and evaluate the results of implemented events.	-Add "reflection" -Not clear
Strategy 4: Strengthen teaching and learning to develop student intercultural competence	
Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on *nonjudgmentalness, respect for otherness, intercultural goal orientation*, and *intercultural empathy*.	Guidelines/Approaches should be clearly stated on what they are.

Strategies, Substrategies, and Procedures	Comments or Suggestions
4.1.1 Appoint a school committee to develop policies and plans on learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, and intercultural empathy.	
4.1.2 Utilize cooperative learning for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community.	Beginning words should be adjusted to be proactive and emphasize the use of verbs.
4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.	How does a 10 Factor Check help develop intercultural competency? (How to proceed with inspection results?)
4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring.	-Add "reflection"
Substrategy 4.2: Strengthen a variety of learning approaches to develop student intercultural competence regarding *nonjudgmentalness, respect for otherness,* and *intercultural empathy.*	
4.2.1 Appoint a school committee to develop policies and plans on intercultural competence educator professional development.	- Who are the educators? (Supervisor/Director/Teacher) - Should develop "teaching"
4.2.2 Conduct intercultural trainings for teachers, including immersion experience and study abroad program.	4.2.2-4.2.3, It is unclear how it relates to 4.2.
4.2.3 Monitor and evaluate the results of intercultural training.	-Add "reflection"
	For the appointment of various committees, it should also specify who they are to make the method clearer and concrete

4.4.3 Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (Second Draft)

Based on the comments and suggestions of the experts, the strategies, substrategies, and procedures (second draft) were developed as illustrated in Table 28.

Table 28: Academic Management Strategies of Secondary Schools Based on the

Concept of Intercultural Competence (Second Draft)

Strategies	Substrategies	Procedures
1. Transform measurement and evaluation to develop student intercultural competence (PNI$_{modified}$ = .439/W1) (W1O1/W1O2)	1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. (W13O123)	1.1.1 Appoint a school committee, including school administrators, headteachers, internal quality assurance staff, teachers, and assessment specialists, to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence. 1.1.2 Develop manuals for using measurement and evaluation criteria. 1.1.3 Provide teachers with training on using measurement and evaluation criteria. 1.1.4 Monitor and evaluate the use of measurement and evaluation criteria through reflection and bring the assessment results for improving the criteria.
	1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness. (W11O245/W12O243)	1.2.1 Develop an assessment team and plan to integrate tools/methods to measure and evaluate students' intercultural competence as well as determining a timeline and assigning responsibilities for implementing the plan. 1.2.2 Apply the concept of collaborative evaluation by engage both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation. 1.2.3 Use various integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios. 1.2.4 Develop the assessor manual and the assessee manual. 1.2.5 Conduct workshops, seminars, and facilitated discussions about intercultural competence assessment for teachers and other stakeholders. 1.2.6 Use technologies in enhancing measurement and evaluation.

Strategies	Substrategies	Procedures
		1.2.7 Monitor and evaluate the implementation of the integrated assessment and intercultural competence as learning outcomes.
2. Redesign the educational institution curriculum aimed at developing student intercultural competence (PNI$_{modified}$ = .428/W2) (W2O1/W2O2)	2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility. (W21O113, W22O111, W23O115, W24O112, W25O114)	2.1.1 Appoint a school committee in charge of school curriculum review and development, including school administrators, headteachers, internal quality assurance staff, teachers, and curriculum development specialists, to set policies and plans on integrating intercultural competence into the curriculum. 2.1.2 Offer technology-enhanced training on school curriculum review and development that develops students' intercultural competence for the established school committee and teachers. 2.1.3 Monitor and evaluate results of the technology-enhanced training on school curriculum review and development.
	2.2 Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, behavioral flexibility, and nonjudgmentalness. (W22O212, W23O214, W24O213)	2.2.1 Plan the selection of learning activities/experiences that enhance students' intercultural competence. 2.2.2 Integrate internationalized learning experiences, including internationalized immersion experience into each subject. 2.2.3 Monitor and evaluate the quality of learning experiences using experts in curriculum and intercultural education.
3. Strengthen learning media and resources to develop student intercultural competence (PNI$_{modified}$ = .364/W3) (W3O1/W3O2)	3.1 Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. (W31O143/ W32O141/ W33O144/ W34O145)	3.1.1 Appoint a school committee, including school administrators, headteachers, teachers, IT support staff, and educational technology specialists, to develop policies and plans on technology-enhanced learning media and resources. 3.1.2 Design online learning media to promote development of students' intercultural competence. 3.1.3 Monitor and evaluate satisfaction of using online learning media and give reflection.
	3.2 Mobilize community resources in the learning process to develop	3.2.1 Appoint a school committee in charge of external relations, including

Strategies	Substrategies	Procedures
	student intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (W34O221/ W35O223)	school administrators, headteachers, teachers, external relation staff, and local and multinational companies, to develop policies on promoting networking and relationship building on learning media and resources in the community. 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources for teachers, parents, and local businesses/authority. 3.2.3 Monitor and evaluate the results of implemented workshops, seminars, and guest speaker events and give reflection.
4. Strengthen teaching and learning to develop student intercultural competence ($PNI_{modified}$ = 0.269/S1) (S1O1/S1O2)	4.1 Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. (S12O132/ S13O135/ S13O131)	4.1.1 Appoint a school committee, including school administrators, headteachers, teachers, internal quality assurance staff, and instructional specialists, to develop policies and plans on learning activities to develop student intercultural competence. 4.1.2 Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community. 4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control. 4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and give reflection.
	4.2 Strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural	4.2.1 Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning.

Strategies	Substrategies	Procedures
	empathy, behavioral flexibility, and intercultural team effectiveness. (S12O233)	4.2.2 Train teachers about learning approaches to developing intercultural competence. 4.2.3 Engage community stakeholders in implementing learning approaches. 4.2.4 Monitor and evaluate the results of intercultural training and the implementation of learning approaches and give reflection.

4.4.4 Suitability and Feasibility of Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (Second Draft)

Comments and recommendations on academic management strategies of secondary schools based on the concept of intercultural competence (second draft) from eleven experts participating in the focus group were as shown in Table 29.

Table 29: Comments and Suggestions of Focus Group Participants on Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (Second Draft)

Strategies, Substrategies, and Procedures	Comments or Suggestions
Strategy 1: Transform measurement and evaluation to develop student intercultural competence.	
Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.	
Procedure 1.1.1: Appoint a school committee, including school administrators, headteachers, internal quality assurance staff, teachers, and assessment specialists, to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence.	-"school committee, including….," can responsibility be overlapped, or each member does individually or separately, and "to formulate policies…" do they formulate the policies together or only school administrators and assessment specialists? -The word "school committee" can be confusing to be referred to as a whole aspect

Strategies, Substrategies, and Procedures	Comments or Suggestions
	of the committee of the educational institution, but in this case, it may not be about that aspect, it may be about committee in charge of curriculum or academic affairs. "I agreed with this," said by another participant.
Procedure 1.1.2: Develop manuals for using measurement and evaluation criteria.	
Procedure 1.1.3: Provide teachers with training on using measurement and evaluation criteria.	-As committee members include staff as well, the training should include staff too. (2 participants)
Procedure 1.1.4: Monitor and evaluate the use of measurement and evaluation criteria through reflection and bring the assessment results for improving the criteria.	
Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.	
Procedure 1.2.1: Develop an assessment team and plan to integrate tools/methods to measure and evaluate students' intercultural competence as well as determining a timeline and assigning responsibilities for implementing the plan.	-Who is the assessment team? -Is it (the assessment team) the committee above?
Procedure 1.2.2: Apply the concept of collaborative evaluation by engaging both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation.	
Procedure 1.2.3: Use various integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios.	
Procedure 1.2.4: Develop the assessor manual and the assessee manual.	
Procedure 1.2.5: Conduct workshops, seminars, and facilitated discussions about intercultural competence assessment for teachers and other stakeholders.	
Procedure 1.2.6: Use technologies in enhancing measurement and evaluation.	-As stated in 1.1.3, there should be training on using technology in measurement and evaluation.
Procedure 1.2.7: Monitor and evaluate the implementation of the integrated assessment and intercultural competence as learning outcomes.	
Strategy 2: Redesign the educational institution curriculum aimed at developing student	-In the curriculum development, it should include parents as well.

Strategies, Substrategies, and Procedures	Comments or Suggestions
intercultural competence.	
Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility.	
Procedure 2.1.1: Appoint a school committee in charge of school curriculum review and development, including school administrators, headteachers, internal quality assurance staff, teachers, and curriculum development specialists, to set policies and plans on integrating intercultural competence into the curriculum.	
Procedure 2.1.2: Offer technology-enhanced training on school curriculum review and development that develops students' intercultural competence for the established school committee and teachers.	
Procedure 2.1.3: Monitor and evaluate results of the technology-enhanced training on school curriculum review and development.	
Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility.	
Procedure 2.2.1: Plan the selection of learning activities/experiences that enhance students' intercultural competence.	
Procedure 2.2.2: Integrate internationalized learning experiences, including internationalized immersion experience into each subject.	-"Integrate internationalized learning experiences" is not clear, what does it mean? Can it be integrated into all subjects?
Procedure 2.2.3: Monitor and evaluate the quality of learning experiences using experts in curriculum and intercultural education.	-What techniques can be used in monitoring and evaluation? May include student feedback or student journals.
Strategy 3: Strengthen learning media and resources to develop student intercultural competence.	-Lack of teacher training on developing learning media
Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.	
Procedure 3.1.1: Appoint a school committee, including school administrators, headteachers,	

Strategies, Substrategies, and Procedures	Comments or Suggestions
teachers, IT support staff, and educational technology specialists, to develop policies and plans on technology-enhanced learning media and resources.	
Procedure 3.1.2: Design online learning media to promote development of students' intercultural competence.	-It is not necessary to develop online learning media by ourselves only. We can use existing online learning media that are compatible with intercultural competence.
Procedure 3.1.3: Monitor and evaluate satisfaction of using online learning media and give reflection.	-Should evaluate effectiveness as well in addition to satisfaction.
Substrategy 3.2: Mobilize community resources in the learning process to develop student intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility.	
Procedure 3.2.1 Appoint a school committee in charge of external relations, including school administrators, headteachers, teachers, external relation staff, and local and multinational companies, to develop policies on promoting networking and relationship building on learning media and resources in the community.	
Procedure 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources for teachers, parents, and local businesses/authority.	
Procedure 3.2.3 Monitor and evaluate the results of implemented workshops, seminars, and guest speaker events and give reflection.	
Strategy 4: Strengthen teaching and learning to develop student intercultural competence	-Should include Professional Learning Community (PLC) among teachers as anywhere in this strategy.
Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, and intercultural empathy.	
Procedure 4.1.1: Appoint a school committee, including school administrators, headteachers, teachers, internal quality assurance staff, and instructional specialists, to develop policies and plans on learning activities to develop student intercultural competence.	
Procedure 4.1.2: Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program	-Is it a subset of 4.2? -"1) internationalizing the experience of culture using research" should be clarified. -"2) discovering internationalization and culture through interviews" should write

Strategies, Substrategies, and Procedures	Comments or Suggestions
in the regional community.	wider aspect such as discovering internationalization and culture through various learning activities and can use brackets to specify.
Procedure 4.1.3: Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.	-Can you clarify this item? -It is a good point.
Procedure 4.1.4: Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and give reflection.	
Substrategy 4.2: Strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, and intercultural empathy.	
Procedure 4.2.1: Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning.	
Procedure 4.2.2: Train teachers about learning approaches to developing intercultural competence.	-Some schools have foreign teachers, except for social science subjects, so should we train foreign teachers too or only Thai teachers?
Procedure 4.2.3: Engage community stakeholders in implementing learning approaches.	
Procedure 4.2.4 Monitor and evaluate the results of intercultural training and the implementation of learning approaches and give reflection.	
Other Comments and Suggestions: -Every strategy has the words "appointing committee" that leads to consisting of many committees. Those committees are the same committee? or they are separate according to each strategy?	

4.4.5 Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (Final Draft)

Replying on the results of the focus group interview, the second draft of the strategies, substrategies, and procedures was revised and developed as shown in Table 30.

Table 30: Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (Final Draft)

Strategies	Substrategies	Procedures
1. Transform measurement and evaluation to develop student intercultural competence (PNI$_{modified}$ = .439/W1) (W1O1/W1O2)	1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. (W13O123)	1.1.1 Appoint a committee in charge of measurement and evaluation, including school administrators, headteachers, internal quality assurance staff, teachers, assessment specialists and parents, to together formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence. 1.1.2 Develop manuals for using measurement and evaluation criteria. 1.1.3 Provide teachers and staff with training on using measurement and evaluation criteria. 1.1.4 Monitor and evaluate the use of measurement and evaluation criteria through reflection and bring the assessment results for improving the criteria.
	1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness. (W11O245/W12O243)	1.2.1 Integrate assessment tools/methods to measure and evaluate students' intercultural competence as well as determining a timeline and assigning responsibilities for implementing the plan. 1.2.2 Apply the concept of collaborative evaluation by engaging both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation. 1.2.3 Use various integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios. 1.2.4 Develop the assessor manual and the assessee manual. 1.2.5 Conduct workshops, seminars, and facilitated discussions about intercultural competence assessment for teachers and other stakeholders. 1.2.6 Provide teachers and staff with using technologies in enhancing

Strategies	Substrategies	Procedures
		measurement and evaluation. 1.2.7 Monitor and evaluate the implementation of the integrated assessment and intercultural competence as learning outcomes.
2. Redesign the educational institution curriculum aimed at developing student intercultural competence (PNI$_{modified}$ = .428/W2) (W2O1/W2O2)	2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility. (W21O113, W22O111, W23O115, W24O112, W25O114)	2.1.1 Appoint a committee in charge of school curriculum review and development, including school administrators, headteachers, internal quality assurance staff, teachers, and curriculum development specialists, and parents to set policies and plans on integrating intercultural competence into the curriculum. 2.1.2 Offer technology-enhanced training on school curriculum review and development that develops students' intercultural competence for the established school committee and teachers. 2.1.3 Monitor and evaluate results of the technology-enhanced training on school curriculum review and development.
	2.2 Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, behavioral flexibility, and nonjudgmentalness. (W22O212, W23O214, W24O213)	2.2.1 Plan the selection of learning activities/experiences that enhance students' intercultural competence. 2.2.2 Integrate internationalized learning experiences, including internationalized immersion experience into the subjects that can be integrated. 2.2.3 Monitor and evaluate the quality of learning experiences using various methods, such as using experts in curriculum and intercultural education and student feedback.
3. Strengthen learning media and resources to develop student intercultural competence (PNI$_{modified}$ = .364/W3) (W3O1/W3O2)	3.1 Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. (W31O143/ W32O141/ W33O144/ W34O145)	3.1.1 Appoint a committee in charge of learning media and resources, including school administrators, headteachers, teachers, IT support staff, and educational technology specialists, to develop policies and plans on technology-enhanced learning media and resources. 3.1.2 Provide teachers and staff with training on developing learning media and resources. 3.1.3 Design online learning media and

Strategies	Substrategies	Procedures
		use existing online learning media available on the internet to promote development of students' intercultural competence. 3.1.4 Monitor and evaluate satisfaction and effectiveness of using online learning media and give reflection.
	3.2 Mobilize community resources in the learning process to develop student intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (W34O221/ W35O223)	3.2.1 Appoint a committee in charge of external relations, including school administrators, headteachers, teachers, external relation staff, and local and multinational companies, to develop policies on promoting networking and relationship building on learning media and resources in the community. 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources for teachers, parents, and local businesses/authority. 3.2.3 Monitor and evaluate the results of implemented workshops, seminars, and guest speaker events and give reflection.
4. Strengthen teaching and learning to develop student intercultural competence ($PNI_{modified} =$ 0.269/S1) (S1O1/S1O2)	4.1 Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. (S12O132/ S13O135/ S13O131)	4.1.1 Appoint a committee in charge of teaching and learning, including school administrators, headteachers, teachers, internal quality assurance staff, and instructional specialists, to develop policies and plans on learning activities to develop student intercultural competence. 4.1.2 Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community. 4.1.3 Develop professional learning communities (PLCs) among teachers and staff about intercultural competence of the students by considering three successful characteristics of PLCs: supportive leadership, a focus on teaching and learning, and data-driven discussions.

Strategies	Substrategies	Procedures
		4.1.4 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control. 4.1.5 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and give reflection.
	4.2 Strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. (S12O233)	4.2.1 Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning. 4.2.2 Train teachers about learning approaches to developing intercultural competence. 4.2.3 Engage community stakeholders in implementing learning approaches. 4.2.4 Monitor and evaluate the results of intercultural training and the implementation of learning approaches and give reflection.

Table 31 shows a comparison among first draft, second draft, and final version of strategies, substrategies, and procedures. The words in bold were the differences.

Table 31: A Comparison among First Draft, Second Draft, and Final Version of Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence

First Draft	Second Draft	Final Version
Strategy 1: Transform measurement and evaluation to develop student intercultural competence Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural	Strategy 1: Transform measurement and evaluation to develop student intercultural competence Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural	Strategy 1: Transform measurement and evaluation to develop student intercultural competence Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural

First Draft	Second Draft	Final Version
sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. 1.1.1 Appoint a school committee to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. 1.1.2 Use technologies in enhancing measurement and evaluation. 1.1.3 Develop manuals for using measurement and evaluation criteria. 1.1.4 Provide teachers with training on using measurement and evaluation criteria. 1.1.5 Monitor and evaluate the use of measurement and evaluation criteria. Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness. 1.2.1 Develop an assessment team and plan to determine tools/methods best fit to measure and evaluate students' intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness,	sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. 1.1.1 Appoint a school committee, **including school administrators, headteachers, internal quality assurance staff, teachers, and assessment specialists,** to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence. 1.1.2 Develop manuals for using measurement and evaluation criteria. 1.1.3 Provide teachers with training on using measurement and evaluation criteria. 1.1.4 Monitor and evaluate the use of measurement and evaluation criteria **through reflection and bring the assessment results for improving the criteria**. Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness. 1.2.1 Develop an assessment team and plan to **integrate tools/methods** to measure and evaluate students' intercultural competence as well as determining a timeline and assigning responsibilities for implementing the plan. 1.2.2 **Apply the concept of collaborative evaluation by** engage both internal, **such as**	sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness. 1.1.1 Appoint **a committee in charge of measurement and evaluation**, including school administrators, headteachers, internal quality assurance staff, teachers, assessment specialists and **parents**, to together formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence. 1.1.2 Develop manuals for using measurement and evaluation criteria. 1.1.3 Provide teachers and staff with training on using measurement and evaluation criteria. 1.1.4 Monitor and evaluate the use of measurement and evaluation criteria through reflection and bring the assessment results for improving the criteria. Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness. 1.2.1 Integrate assessment tools/methods to measure and evaluate students' intercultural competence as well as determining a timeline and assigning responsibilities for implementing the plan. 1.2.2 Apply the concept of collaborative evaluation by

First Draft	Second Draft	Final Version
and nonjudgmentalness, as well as determining a timeline and assigning responsibilities for implementing the plan. 1.2.2 Engage both internal and external stakeholders in the evaluation. 1.2.3 Use at least three integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios. 1.2.4 Develop the assessor manual and the assessee manual 1.2.5 Conduct workshops, seminars, and facilitated discussions on intercultural competence assessment for intercultural competence educators and other stakeholders. 1.2.6 Monitor and evaluate the implementation of the assessment plan.	**teachers and internal quality assurance staff**, and external stakeholders, **such as parents and local organizations/authority**, in the evaluation. 1.2.3 Use **various** integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios. 1.2.4 Develop the assessor manual and the assessee manual. 1.2.5 Conduct workshops, seminars, and facilitated discussions **about** intercultural competence assessment for **teachers** and other stakeholders. **1.2.6 Use technologies in enhancing measurement and evaluation.** 1.2.7 Monitor and evaluate the implementation of the **integrated assessment and intercultural competence as learning outcomes.**	engaging both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation. 1.2.3 Use various integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios. 1.2.4 Develop the assessor manual and the assessee manual. 1.2.5 Conduct workshops, seminars, and facilitated discussions about intercultural competence assessment for teachers and other stakeholders. **1.2.6 Provide teachers and staff with using technologies in enhancing measurement and evaluation.** 1.2.7 Monitor and evaluate the implementation of the integrated assessment and intercultural competence as learning outcomes.
Strategy 2: Redesign the curriculum aimed at developing student intercultural competence Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility. 2.1.1 Appoint a school committee in charge of school curriculum review and development to set policies and plans on integrating intercultural competence into the curriculum.	Strategy 2: Redesign the **educational institution** curriculum aimed at developing student intercultural competence Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility. 2.1.1 Appoint a school committee in charge of school curriculum review and development, **including school administrators, headteachers, internal quality assurance staff, teachers, and**	Strategy 2: Redesign the **educational institution** curriculum aimed at developing student intercultural competence Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility. 2.1.1 Appoint a school committee in charge of school curriculum review and development, **including school administrators, headteachers, internal quality assurance staff, teachers, and**

First Draft	Second Draft	Final Version
2.1.2 Request technology-enhanced training on school curriculum review and development focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility for the established school committee and teachers. 2.1.3 Integrate technology use into the curriculum. 2.1.4 Monitor and evaluate results of the training. Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 2.2.1 Appoint a school committee in charge of international curriculum. 2.2.2 Request intercultural competence experts and international curriculum experts to train the established committee and teachers. 2.2.3 Build international networks for facilitating international curriculum review and development. 2.2.4 Monitor and evaluate the results of training and international curriculum design.	**curriculum development specialists**, to set policies and plans on integrating intercultural competence into the curriculum. 2.1.2 **Offer** technology-enhanced training on school curriculum review and development **that develops students' intercultural competence** for the established school committee and teachers. 2.1.3 Monitor and evaluate results of the **technology-enhanced** training on school curriculum review and development. Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 2.2.1 Plan the selection of learning activities/experiences that enhance students' intercultural competence. 2.2.2 Integrate **internationalized** learning experiences, including **internationalized immersion experience** into each subject. 2.2.3 Monitor and evaluate the quality of learning experiences using experts in curriculum and intercultural education.	**curriculum development specialists**, to set policies and plans on integrating intercultural competence into the curriculum. 2.1.2 **Offer** technology-enhanced training on school curriculum review and development **that develops students' intercultural competence** for the established school committee and teachers. 2.1.3 Monitor and evaluate results of the **technology-enhanced** training on school curriculum review and development. Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 2.2.1 Plan the selection of learning activities/experiences that enhance students' intercultural competence. 2.2.2 Integrate internationalized learning experiences, including internationalized immersion experience into the subjects **that can be integrated**. 2.2.3 Monitor and evaluate the quality of learning experiences using various methods, such as using experts in curriculum and intercultural education **and student feedback**.
Strategy 3: Develop learning media and resources to develop student intercultural competence Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence regarding tolerance for ambiguity, intercultural empathy, behavioral	Strategy 3: **Strengthen** learning media and resources to develop student intercultural competence Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence regarding tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.	Strategy 3: Strengthen learning media and resources to develop student intercultural competence Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence regarding tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.

First Draft	Second Draft	Final Version
flexibility, intercultural team effectiveness, and intercultural sociability. 3.1.1 Appoint a school committee to develop policies and plans on technology-enhanced learning media and resources. 3.1.2 Design online learning media to support students' intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. 3.1.3 Monitor and evaluate satisfaction of using online learning media. Substrategy 3.2: Utilize community resources in the learning process to develop student intercultural competence regarding intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 3.2.1 Appoint a school committee in charge of external relations to develop policies on promoting networking and relationship building on learning media and resources in the community. 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources, focusing on students' intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 3.2.3 Monitor and evaluate the results of implemented events.	3.1.1 Appoint a school committee, **including school administrators, headteachers, teachers, IT support staff, and educational technology specialists**, to develop policies and plans on technology-enhanced learning media and resources. 3.1.2 Design online learning media to promote development of students' intercultural competence. 3.1.3 Monitor and evaluate satisfaction of using online learning media and **give reflection**. Substrategy 3.2: **Mobilize** community resources in the learning process to develop student intercultural competence regarding intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 3.2.1 Appoint a school committee in charge of external relations, **including school administrators, headteachers, teachers, external relation staff, and local and multinational companies**, to develop policies on promoting networking and relationship building on learning media and resources in the community. 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources **for teachers, parents, and local businesses/authority**. 3.2.3 Monitor and evaluate the results of implemented **workshops, seminars, and guest speaker events and give reflection**.	3.1.1 Appoint a **committee in charge of learning media and resources**, including school administrators, headteachers, teachers, IT support staff, and educational technology specialists, to develop policies and plans on technology-enhanced learning media and resources. **3.1.2 Provide teachers and staff with training on developing learning media and resources.** 3.1.3 Design online learning media **and use existing online learning media available on the internet** to promote development of students' intercultural competence. 3.1.4 Monitor and evaluate satisfaction **and effectiveness** of using online learning media and give reflection. Substrategy 3.2: Mobilize community resources in the learning process to develop student intercultural competence regarding intercultural team effectiveness, intercultural sociability, and behavioral flexibility. 3.2.1 Appoint a school committee in charge of external relations, including school administrators, headteachers, teachers, external relation staff, and local and multinational companies, to develop policies on promoting networking and relationship building on learning media and resources in the community. 3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources for teachers, parents, and local businesses/authority. 3.2.3 Monitor and evaluate the results of implemented workshops, seminars, and guest

First Draft	Second Draft	Final Version
		speaker events and give reflection.
Strategy 4: Strengthen teaching and learning to develop student intercultural competence Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. 4.1.1 Appoint a school committee to develop policies and plans on learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, and intercultural empathy. 4.1.2 Utilize learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community. 4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control. 4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring. Substrategy 4.2: Strengthen the use of a variety of learning approaches to develop student intercultural competence,	Strategy 4: Strengthen teaching and learning to develop student intercultural competence Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. 4.1.1 Appoint a school committee, **including school administrators, headteachers, teachers, internal quality assurance staff, and instructional specialists**, to develop policies and plans on learning activities to develop student intercultural competence. 4.1.2 Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community. 4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control. 4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and **give reflection**. Substrategy 4.2: Strengthen the use of a variety of learning approaches to develop student intercultural competence,	Strategy 4: Strengthen teaching and learning to develop student intercultural competence Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. 4.1.1 Appoint a school committee in charge of teaching and learning, including school administrators, headteachers, teachers, internal quality assurance staff, and instructional specialists, to develop policies and plans on learning activities to develop student intercultural competence. 4.1.2 Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community. **4.1.3 Develop professional learning communities (PLCs) among teachers and staff about intercultural competence of the students by considering three successful characteristics of PLCs: supportive leadership, a focus on teaching and learning, and data-driven discussions.** 4.1.4 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation,

First Draft	Second Draft	Final Version
focusing on nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. 4.2.1 Appoint a school committee to develop policies and plans on intercultural competence educator professional development. 4.2.2 Conduct intercultural trainings for teachers, including immersion experience and study abroad program. 4.2.3 Monitor and evaluate the results of intercultural training.	focusing on nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. 4.2.1 Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning. 4.2.2 Train teachers about learning approaches to developing intercultural competence. 4.2.3 Engage community stakeholders in implementing learning approaches. 4.2.4 Monitor and evaluate the results of intercultural training and the implementation of learning approaches and **give reflection**.	language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control. 4.1.5 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and give reflection. Substrategy 4.2: Strengthen the use of a variety of learning approaches to develop student intercultural competence regarding nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness. 4.2.1 Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning. 4.2.2 Train teachers about learning approaches to developing intercultural competence. 4.2.3 Engage community stakeholders in implementing learning approaches. 4.2.4 Monitor and evaluate the results of intercultural training and the implementation of learning approaches and give reflection.

Figure 43: Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (Final Version)
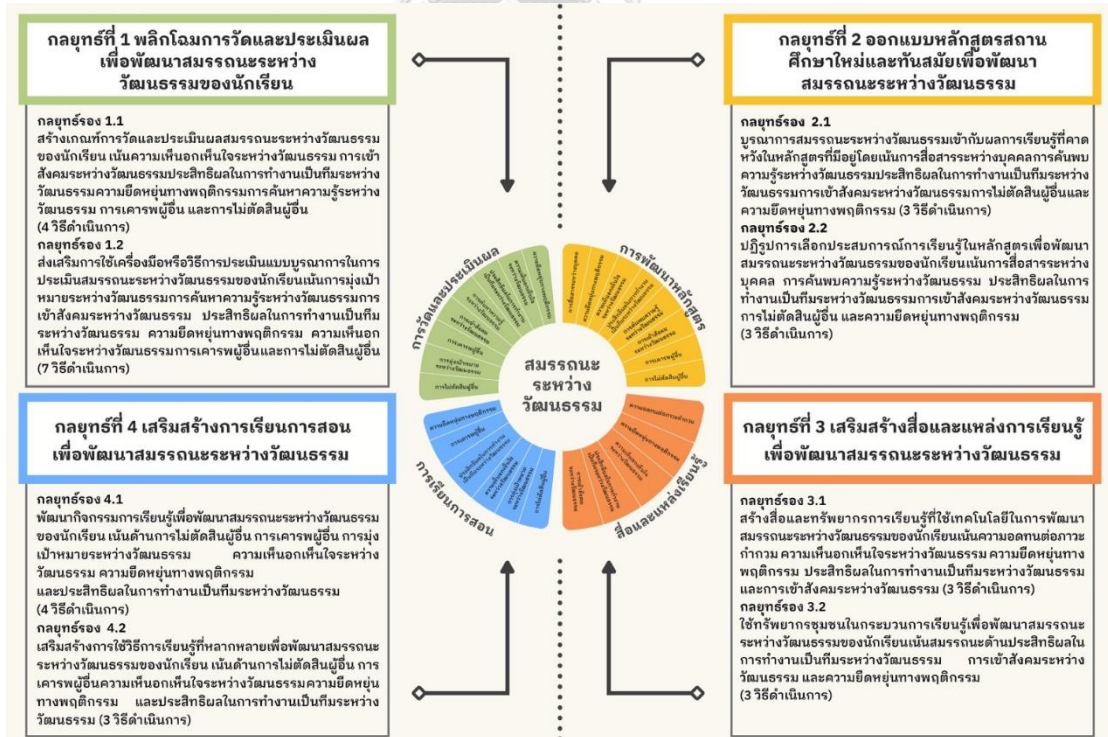
Figure 44: Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence Final Draft (Thai Version)

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study is to develop academic management strategies for secondary schools based on the concept of intercultural competence (IC), consisting of four research objectives as follows:

1. To study conceptual frameworks of academic management of secondary schools and intercultural competence

2. To study intercultural competence levels of secondary school students

3. To analyze strengths, weaknesses, opportunities, and threats of academic management of secondary schools based on the concept of intercultural competence

4. To develop academic management strategies for secondary schools based on the concept of intercultural competence

The research methodology of the study adopts a multiphase mixed methods design carried out into four phases: 1) studying conceptual frameworks by a thorough review of literature and expert evaluations, 2) studying intercultural competence levels of the students by a self-reported survey, 3) analyzing SWOT by a survey of current and desirable states, and 4) developing academic management strategies by a TOWS matrix.

5.1 Summary

5.1.1 Conceptual Frameworks of Academic Management of Secondary Schools and Intercultural Competence

The conceptual framework of academic management of secondary schools in Cambodia consisted of four areas: 1) curriculum development, 2) teaching and learning, 3) learning media and resources, and 4) measurement and evaluation. The

conceptual framework of intercultural competence consisted of ten components: 1) interpersonal communication, 2) tolerance for ambiguity, 3) behavioral flexibility, 4) intercultural empathy, 5) intercultural team effectiveness, 6) intercultural knowledge discovery, 7) intercultural sociability, 8) respect for otherness, 9) intercultural goal orientation, and 10) nonjudgmentalness.

5.1.2 Intercultural Competence Levels of the Students

Intercultural competence of the students in an overall aspect ($\bar{x} = 3.86$) and all components of IC were at a high level. Intercultural competence components had mean values in the range of 3.74-4.05. Intercultural empathy, respect for otherness, and nonjudgmentalness had the top three highest mean values. Intercultural sociability, intercultural team effectiveness, and behavioral flexibility had the top three lowest mean scores.

5.1.3 Strengths, Weaknesses, Opportunities, and Threats of Academic Management of Secondary Schools Based on the Concept of Intercultural Competence

In the internal environment, among four areas of academic management, teaching and learning were the strengths, while measurement and evaluation, curriculum development, and learning media and resources were the weaknesses. Regarding intercultural competence components, intercultural team effectiveness, interpersonal communication, and intercultural empathy were the weaknesses. Respect for otherness, intercultural goal orientation, and nonjudgementalness were the strengths of the top three lowest PNI$_{modified}$.

In the external environment, technological and sociocultural factors were opportunities, and economic and political-legal factors were the threats. Regarding

academic management components, all external environments are opportunities for curriculum development and teaching and learning. Economic and sociocultural factors were threats to measurement and evaluation. Political-legal and technological factors were the threats to learning media and resources.

5.1.4 Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence

Academic management strategies of secondary schools based on the concept of intercultural competence consisted of four strategies, eight substrategies, and 33 procedures as follows:

Strategy 1: Transform measurement and evaluation to develop student intercultural competence

Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural knowledge discovery, respect for otherness, and nonjudgmentalness.

Procedure 1.1.1: Appoint a committee in charge of measurement and evaluation, including school administrators, headteachers, internal quality assurance staff, teachers, assessment specialists and parents, to together formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence.

Procedure 1.1.2: Develop manuals for using measurement and evaluation criteria.

Procedure 1.1.3: Provide teachers and staff with training on using measurement and evaluation criteria.

Procedure 1.1.4: Monitor and evaluate the use of measurement and evaluation criteria through reflection and bring the assessment results for improving the criteria.

Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, behavioral flexibility, intercultural empathy, respect for otherness, and nonjudgmentalness.

Procedure 1.2.1: Integrate assessment tools/methods to measure and evaluate students' intercultural competence as well as determining a timeline and assigning responsibilities for implementing the plan.

Procedure 1.2.2: Apply the concept of collaborative evaluation by engaging both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation.

Procedure 1.2.3: Use various integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios.

Procedure 1.2.4: Develop the assessor manual and the assessee manual.

Procedure 1.2.5: Conduct workshops, seminars, and facilitated discussions about intercultural competence assessment for teachers and other stakeholders.

Procedure 1.2.6: Provide teachers and staff with using technologies in enhancing measurement and evaluation.

Procedure 1.2.7: Monitor and evaluate the implementation of the integrated assessment and intercultural competence as learning outcomes.

Strategy 2: Redesign the educational institution curriculum aimed at developing student intercultural competence

Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility.

Procedure 2.1.1: Appoint a school committee in charge of school curriculum review and development, including school administrators, headteachers, internal quality assurance staff, teachers, and curriculum development specialists, to set policies and plans on integrating intercultural competence into the curriculum.

Procedure 2.1.2: Offer technology-enhanced training on school curriculum review and development that develops students' intercultural competence for the established school committee and teachers.

Procedure 2.1.3: Monitor and evaluate results of the technology-enhanced training on school curriculum review and development.

Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility.

Procedure 2.2.1: Plan the selection of learning activities/experiences that enhance students' intercultural competence.

Procedure 2.2.2: Integrate internationalized learning experiences, including internationalized immersion experience into the subjects that can be integrated.

Procedure 2.2.3: Monitor and evaluate the quality of learning experiences using various methods, such as using experts in curriculum and intercultural education and student feedback.

Strategy 3: Strengthen learning media and resources to develop student intercultural competence.

Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.

Procedure 3.1.1: Appoint a committee in charge of learning media and resources, including school administrators, headteachers, teachers, IT support staff, and educational technology specialists, to develop policies and plans on technology-enhanced learning media and resources.

Procedure 3.1.2: Provide teachers and staff with training on developing learning media and resources.

Procedure 3.1.3: Design online learning media and use existing online learning media available on the internet to promote development of students' intercultural competence.

Procedure 3.1.4: Monitor and evaluate satisfaction and effectiveness of using online learning media and give reflection.

Substrategy 3.2: Mobilize community resources in the learning process to develop student intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility.

Procedure 3.2.1: Appoint a school committee in charge of external relations, including school administrators, headteachers, teachers, external relation staff, and local and multinational companies, to develop policies on promoting networking and relationship building on learning media and resources in the community.

Procedure 3.2.2: Organize networking, guest speaker events, and workshops/ seminars on learning media and resources for teachers, parents, and local businesses/authority.

Procedure 3.2.3: Monitor and evaluate the results of implemented workshops, seminars, and guest speaker events and give reflection.

Strategy 4: Strengthen teaching and learning to develop student intercultural competence.

Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.

Procedure 4.1.1: Appoint a committee in charge of teaching and learning, including school administrators, headteachers, teachers, internal quality assurance staff, and instructional specialists, to develop policies and plans on learning activities to develop student intercultural competence.

Procedure 4.1.2: Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community.

Procedure 4.1.3: Develop professional learning communities (PLCs) among teachers and staff about intercultural competence of the students by considering three successful characteristics of PLCs: supportive leadership, a focus on teaching and learning, and data-driven discussions.

Procedure 4.1.4: Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.

Procedure 4.1.5: Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and give reflection.

Substrategy 4.2: Strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural empathy, behavioral flexibility, and intercultural team effectiveness.

Procedure 4.2.1: Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning.

Procedure 4.2.2: Train teachers about learning approaches to developing intercultural competence.

Procedure 4.2.3: Engage community stakeholders in implementing learning approaches.

Procedure 4.2.4: Monitor and evaluate the results of intercultural training and the implementation of learning approaches and give reflection.

5.2 Discussions

The results of this study are discussed according to each research objective.

5.2.1 Conceptual Frameworks of Academic Management of Secondary Schools and Intercultural Competence

Curriculum development, teaching and learning, learning media and resources, and measurement and evaluation, synthesized by the literature review and agreed upon by experts, are four components of academic management. Literature highlights the four components of academic management (Asawapoom, 2008; MOE, 2007; Pooprasert, 2002; Wahachat, 2007; Wonganutaroj, 2010). Normally academic management involves curriculum development, teaching and learning, and measurement and evaluation. Learning media and resources are incorporated into academic management because of their importance for the teaching and learning process, leading to developing expected learning outcomes – intercultural competence. This result is consistent with Amadioha (2009). Amadioha (2009) elaborated that the importance of learning materials is involved in facilitating the teaching and learning process, supporting conceptual thinking that makes instructional more permanent, stimulating students' interests and self-activity, and developing thinking continuity. Learning materials are more useful and effective when they are intended to meet the child's learning needs. The children convey the symbols that are meaningful to them (Laybour, 2020).

The four components of academic management are in line with many previous studies (Aramduang, 2020; Mekvilai, 2020; Muangthong, 2021; Rojsaranrom, 2019; Siriprom, 2020; Songkitipisal, 2020; Thepsena, 2021; Vorakamin, 2019).

Ten proposed components of intercultural competence, agreed by five experts, consisted of 1) interpersonal communication, 2) tolerance for ambiguity, 3) behavioral flexibility, 4) intercultural empathy, 5) intercultural team effectiveness, 6)

intercultural knowledge discovery, 7) intercultural sociability, 8) respect for otherness, 9) intercultural goal orientation, and 10) nonjudgmentalness. This result explains that the ten components are consistent with the literature (Deller & Stahl, 2015; INCA project team, 2004; Matveev, 2002). However, as presented in CHAPTER 4, "Global Perspective or Global Mindedness" was suggested to be included in the IC, but the researcher decided not to include it because it is a similar construct compared to IC, so it cannot be a component of IC. In other words, it is a variable or concept like IC.

The word "intercultural" was added to some components, including intercultural team effectiveness, intercultural knowledge discovery, intercultural sociability, and intercultural goal orientation, according to the suggestions of an expert. This result is because of making these components more intercultural and not getting confused with general concepts.

The ten components of IC represent two aspects, meaning the ability of students to communicate appropriately and effectively both in work/study and team effectiveness environments. Deller and Stahl (2015) and INCA project team (2004) emphasized the IC of managers' intercultural work environments. Matveev (2002) suggested IC in intercultural team effectiveness. Some of the ten components contribute to much success. Interpersonal communication predicted 50 percent of team effectiveness (Abe & Wiseman, 1983), and intercultural empathy accounted for 12 percent (Cui & Awa, 1992). Interpersonal communication and intercultural empathy are suggested by three sources as presented in the synthesis of IC (Table 1), as well as tolerance of ambiguity. It indicates that the three components importantly contribute to the success of intercultural situations.

5.2.2 Intercultural Competence Levels of the Students

Intercultural competence of the students in an overall aspect and all components were at a high level. The results may explain that all 19 schools have been implementing the international curriculum under the mentioned project. The international curriculum can make students familiar with intercultural situations.

This study found that intercultural empathy, respect for otherness, and nonjudgmentalness had the top three highest mean values. This result implies that students of the 19 schools under the project perceived themselves as good at understanding and listening to their foreign peers and foreigners' feelings and thoughts; being ready to respect and demonstrating curiosity and openness about foreign counterparts' values, customs, and practices; avoiding judging foreign counterparts against their own norms (Deller & Stahl, 2015; INCA project team, 2004; Matveev, 2002).

Intercultural sociability, intercultural team effectiveness, and behavioral flexibility are found to have the top three lowest mean scores. The results may explain that students still have challenges in building relationships with and interest in foreign nationals and peers (Deller & Stahl, 2015); defining team goals, roles, and norms as well as dealing with conflict situations (Matveev, 2002); adapting the way they work with their foreign counterparts to avoid unnecessary conflicts (INCA project team, 2004). Specifically, intercultural sociability was perceived as the lowest mean value. This result may be because of Thai culture or Thainess. Deveney (2005) investigated Thai culture impact on student learning in an international school in Thailand and found that Thai culture really mattered. Students were non-participative and passive. So how can teachers deal with this issue? According to Wlodkowski and Ginsberg

(2000), people become more motivated to learn when they can perceive that what they are learning makes sense and is significant in light of their beliefs and viewpoints. Therefore, teachers must bring their teaching meaningful and important for students' real life.

5.2.3 Strengths, Weaknesses, Opportunities, and Threats of Academic Management of Secondary Schools Based on the Concept of Intercultural Competence

In an overall aspect, this study found that teaching and learning were the strengths, and measurement and evaluation, curriculum development, and learning media and resources were the weaknesses with the highest $PNI_{modified}$ respectively, which is completely consistent with the study of Songkitipisal (2020).

In the internal environment, teaching and learning were found as strengths. The results can be explained that teachers are implementing the international curriculum as well as expected in the curriculum. They may adopt effective instructional strategies, methods, and activities in their teaching, including cooperative learning. This result is consistent with the study of Eisenchlas and Trevaskes (2007) that suggested three programs for students' experience of internationalization: 1) internationalizing the experience of culture using research, 2) discovering internationalization and culture through interviews, and 3) preparing an exchange program in the regional community.

In the first program, students form groups with at least one student from a different cultural background and research a particular issue in the field of intercultural studies such as intercultural adaptation. Students discuss ideas, analyze cultural practices that they may have been unfamiliar with previously, combine them

with their own opinions, and agree on the essay's formal framework. In the second program, students met each other once a week for six weeks to discuss topics in the given worksheet, including asking for advice, meeting someone at a party, negotiating in the academic setting, establishing first contacts, developing friendships, expectations in academic settings, what is negotiable in academic settings, seeking help and dealing with conflicting motivations. In the third program, students conduct surveys based on weekly given readings (i.e., newsier articles, poems, short novels and diary entries), which are used for class discussions.

Measurement and evaluation were found as the weaknesses with the highest values of PNI$_{modified}$. It can be explained that measurement and evaluation for IC highly need reform. The result is in line with Chitayawong (2019) claiming that measurement and evaluation were the weakness of the OBEC, which focuses solely on classroom achievement, but not comprehensive measurement and evaluation in all dimensions. Educational institutions must continue to improve the measurement and evaluation process to be in line with the present, focusing on assessing the necessary skills and 21st-century competencies. It reflects that the measurement and evaluation at present have not focused on the measurement and evaluation of competency and have not yet defined issues or criteria for assessing learners' entrepreneurial leadership competencies.

Office of the Education Council (2018a) stipulated that the main characteristics of the competence-based measurement and evaluation must be measured from behaviors that show the ability to use knowledge, skills, attitudes and characteristics according to the performance criteria and evidence, emphasizing

authentic assessment, such as assessment from practice, portfolio assessment, self-assessment and peer assessment.

The current study's results are also consistent with Fantini (2009) highlighting some issues related to intercultural competence assessment. the focus of assessment is also uncertain, despite an assortment of recently created instruments that purport to forecast intercultural success, monitor intercultural processes, or measure the effects of an intercultural experience. For evaluating intercultural competence, methods that include portfolios, journals, observation, interviews, performance activities, and the like are often more beneficial (Fantini, 2009). Fantini additionally suggested that assessing intercultural competence requires some considerations: the areas to assess (e.g., the ten components of IC in the current study), test types (e.g., attitude tests, competency-based tests, criterion-referenced and norm-referenced tests, or achievement or standardized tests), assessment formats (e.g., direct, indirect, discrete, global), and assessment techniques and strategies (e.g., closed and open-ended questions, oral and written activities, individual and interactive activities in pairs or groups.

In an overall aspect of the external environment, this study found that technological and sociocultural factors were opportunities for and economic and political-legal factors were the threats to academic management, which are completely consistent with the study of Vorakamin (2019).

In the external environment, technological and sociocultural factors were opportunities for academic management. The results explain that technology lays a crucial role in academic management, including the teaching and learning process, learning materials and resources, and measurement and evaluation. Thailand

Development Research Institute (2014) mentioned that learning must integrate technology into content and teaching methods by using technology to support new learning theories in developing content and skills. Suthasinobon (2019) claimed that curriculum and digital learning are a new dimension of education in the 21st century that combines modern technology with learning management. The use of technology to apply in teaching and learning has made it possible to form a blended learning model to happen as a form of integrated learning management. An organization that combines the use of digital technology with traditional teaching methods to achieve learning that is both effective and efficient. It also promotes a community of learning.

Regarding the sociocultural factors, the results may explain that stakeholder participation is supportive of academic management for developing the IC of the students. Communities of all 19 schools endorse the project of an education zone that implements the international curriculum. Building partnership with communities and external stakeholders is an important thing for the schools to do for enhancing students' IC. The result is consistent with Office of Knowledge Management and Development (2017) revealing that social factors today are a learning society, which raises the potential of people to build the country's competitiveness in the long run and analyzes data to be more reliable and clearer with a digital system that is full of information.

Economic and political-legal factors were the threats to academic management. This result may be due to the country's political situation resulting in frequent changes in high-ranking educational leaders, causing the policy to promote education management to be inconsistent, thus affecting the quality of education for students as well as the condition of the economy of both Thailand and the world

economy has been in a slump since before the epidemic crisis (Covid-19) until now, affecting the livelihood of each household, and that parents of students do not have the income to support the education of their children in each family as they should, therefore students receive less educational opportunities as well.

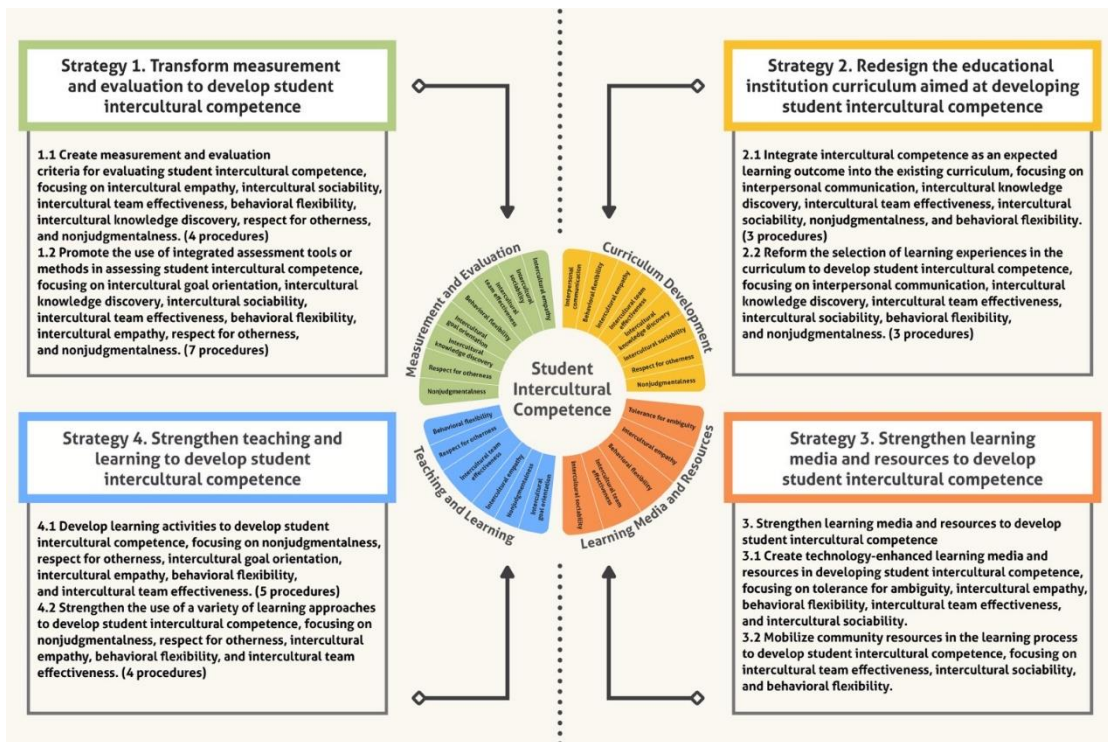**5.2.4 Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence**

Among the four academic management strategies, the strategy of measurement and evaluation was ranked first and the last was the strategy of teaching and learning. This ranking is because of $PNI_{modified}$ ranking. It can be conveyed that the strategy of measurement and evaluation and the strategy of teaching and learning were firstly and lastly prioritized, respectively. Therefore, the researcher chooses to discuss these two aspects.

Procedures were developed based on the substrategies, answers from open-ended questions, external environments, and the principle of PIE (Plan, Implement, and Evaluate) in order to bring the strategies into practice successfully and to audit the strategies.

The first strategy (measurement and evaluation) is the turnaround strategy which takes advantage of the opportunity to minimize weaknesses. The two substrategies support the strategy in terms of two areas: create measurement and evaluation criteria and use tools of measurement and evaluation. The two substrategies for mainly developing the four components of IC (i.e., intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility) are in line with IC levels of students, including intercultural sociability ($\bar{x}$ = 3.74), intercultural team effectiveness ($\bar{x}$ = 3.81), and behavioral flexibility ($\bar{x}$ =

3.82), which had the lowest mean scores. The three competences must be prioritized for development through the substrategies and procedures.

The procedures focused on taking technological and sociocultural factors as opportunities for reducing weaknesses in the two areas of measurement and evaluation. The procedures are consistent with the answers to the open-ended questions, "have clear indicators, follow up on assessment results regularly, maybe every three months or keep measuring opinions. or always ask students." In addition, technological and sociocultural factors were included in the procedures, including "use technologies in enhancing measurement and evaluation" and "apply the concept of collaborative evaluation by engaging both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation."

The comments from experts focused on clarifying the school committee members and the use of assessment results, so the first and the last procedures were revised. In creating measurement and evaluation criteria, training and especially manuals must be provided for effective implementation. In addition, in the focus group, one participant suggested that the training should include topics related to the use of technology in measurement and evaluation too.

Data gathered from the opened-ended questions and comments from experts suggested that the evaluation should be both standardized and authentic. For example, one participant said that exams should be developed to assess the learner's performance, and another participant added that students should be assessed authentically. One goal of authentic assessment is to see how well a student's knowledge and abilities are utilized outside of the classroom (Burrack, 2018).

According to Burrack, examples of authentic evaluation include simulations and role plays, application letters, laboratory experiments, and budget proposals. The score in an authentic evaluation in an international entrepreneurship class can be separated into two sections (Curtis et al., 2020).

The strategy of teaching and learning consisted of two substrategies: develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, and intercultural empathy and strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, and intercultural empathy. The two substrategies are aligned with students' IC levels that had the highest mean scores (above average IC), including intercultural empathy ($\bar{x}$ = 4.05) and respect for otherness ($\bar{x}$ = 3.97).

In terms of teaching and learning, the data indicate that teachers are following the worldwide curriculum as planned. They may employ effective educational strategies, methods, and activities, such as cooperative learning, in their instruction. This finding is consistent with the findings of Eisenchlas and Trevaskes (2007), who proposed three programs for internationalizing students' cultural experiences: 1) internationalizing cultural experience through research, 2) exploring internationalization and culture through interviews, and 3) arranging an exchange program in the regional community. Schools should preserve their strengths in teaching and learning and continue to implement the programs listed above, as indicated by the literature. Furthermore, schools must use study abroad programs and intercultural service learning on a continuing basis. Pre-departure orientation was the best predictor of positive development score improvement in intercultural competence

between the pre- and post-study abroad periods (Hanada, 2019). According to the same study, it has a greater influence if the program is academically accredited. As the world changes, technology plays an important part in the study abroad program in increasing intercultural ability. The digital virtual environment can foster IC because it offers rich experiential and relational or conversational learning opportunities, particularly through the affordances of immersion, social interaction, content creation, and knowledge sharing (Machado et al., 2016).

All in all, the strategies were developed in the overall aspect, not specifically to the context of each school. Therefore, adopting these strategies should also consider the contexts of specific schools.

5.3 Recommendations

The recommendations are divided into two sections: recommendations for practices and recommendations for future research.

5.3.1 Recommendations for Practices

The findings of this study provide policy makers and practitioners with some recommendations as follows:

Ministry of Education, Thailand, particularly the OBEC should bring academic management strategies for developing students' IC into practice for all 19 schools under the Education Hub Project and other schools with similar characteristics to determine how successful they are and discover what challenges the practitioners face as this study developed the strategies, substrategies, and procedures of academic management for developing IC of the students.

School administrators should emphasize the measurement and evaluation strategy for developing the IC of the students because findings suggest that measurement and evaluation had the highest need.

Teachers should construct effective IC measurement and evaluation because this study discovered that measurement and evaluation were the most needed.

Teachers should continue to implement the internationalized curriculum using diverse teaching approaches, such as cooperative learning, to boost students' internationalized experiences, as the current study suggests that teaching and learning have the lowest demands.

Teachers prioritize intercultural team effectiveness development because this study reveals the greatest requirement for intercultural team effectiveness.

Students should improve their weaknesses in IC regarding respect for otherness, intercultural team effectiveness, and behavioral flexibility by studying and participating in intercultural learning activities since this study found that the three mentioned components of IC scored the lowest.

5.3.2 Recommendations for Future Research

Future research should be evaluation research on the implementation of academic management strategies for developing students' IC.

Further studies should design a policy on academic management in promoting students' IC as this study yielded academic management strategies for developing students' IC that can be taken into account for designing the policy.

Future research should focus on developing a model for measurement and evaluation for developing students' IC with emphasis on three components, including respect for otherness, intercultural team effectiveness, and behavioral flexibility as the

results of this study indicated that measurement and evaluation had the highest need and three components, including respect for otherness, intercultural team effectiveness, and behavioral flexibility were found to be the lowest of IC levels.

Future research should study the competencies of school administrators and teachers for developing students' IC with emphasis on three components, including respect for otherness, intercultural team effectiveness, and behavioral flexibility as respect for otherness, intercultural team effectiveness, and behavioral flexibility were found to be the lowest of IC levels.

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APPENDICES

APPENDIX A
List of Experts and Research Participants

List of Content Experts for Evaluating Conceptual Frameworks and Research Instruments

1. Assoc. Prof. Nantarat Charoenkul, PhD	Chair of Educational Management Division, Faculty of Education, Chulalongkorn University
2. Assoc. Prof. Singhanat Nomnian, PhD	Research Institute for Languages and Cultures of Asia, Mahidol University
3. Assoc. Prof. Apipa Prachyapruit, PhD	Associate Professor, Department of Educational Policy, Management, and Leadership
4. Mr. Niyom Phaisopha	Director of Secondary Education Service Area Office Bangkok 1, MOE
5. Mr. Sermrit Wairitthanakul	Director of Secondary Education Service Area Office, Nonthaburi MOE

List of Experts for Strategy Evaluation (First Draft)
Experts in Educational Management

1. Assoc. Prof. Nantarat Charoenkul, PhD	Chair of Educational Management Division, Faculty of Education, Chulalongkorn University
2. Dr. Panya Akkaraputtapong	Lecturer, Department of Education Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University

Experts in Intercultural Education

3. Assoc. Prof. Apipa Prachyapruit, PhD	Associate Professor, Department of Educational Policy, Management, and Leadership

School Administrators

4. Dr. Jinnaphat Phiboonwithidthamrong	Director of Suankularb Wittayalai School
5. Dr. Khajitphan Suvanasiribhakdi	Satriwithaya School
6. Dr. Kanyapat Kanphuwanan	Satriwitthaya 2 School
7. Dr. Prawat Sutthiprapa	Horwang School
8. Dr. Somporn Sangwara	Bodindecha (Sing Singhaseni) School
9. Dr. Prachuap Intarachot	Samsenwittayalai School
10. Dr Phumsit Sukontawong	Potisarnpittayakorn School

List of Experts and Participants in the Focus Group
Experts in Educational Management

1. Assoc. Prof. Sumet Ngamkanok, PhD	Associate Professor of Educational Administration Department, Faculty of Education, Burapha University

2. Assoc. Prof. Apipa Prachyapruit, PhD   Associate Professor, Department of Educational Policy, Management, and Leadership, Chulalongkorn University

Experts in Intercultural Education

3. Asst. Prof. Unaree Taladngoen   Assistant Professor, School of Liberal Arts, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna

4. Maythiya Khruawan   Lecturer, Faculty of Liberal Arts, Huachiew Chalermprakiet University

5. Kwanchanok Nusong   Lecturer, School of Business English, Faculty of Humanities And Social Sciences, Muban Chombueng Rajabhat University

School Administrators

6. Dr. Prawat Sutthiprapa   Director of Horwang School

7. Dr. Sarayut Rattanapanya   Director of Suankularb Wittayalai Thonburi School

Teachers

8. Ms.Benjaporn Pholphadung   Pathumthep Witthayakarn School

9. Ms.Patchara Tuivieng   Udonpittayanukoon School

10. Mr.Yutthasak Sawangsamutchai   Yothinburana School

11. Mr.Amnuay Pupatanun   Satree Phuket School

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APPENDIX B

Content Validity Examination Results

Section 1: Personal Data of the Respondent

Questions	Experts					IOC	Comments or Suggestions
	1	2	3	4	5		
1. Gender: ☐ Male ☐ Female	1	1	-1	1	1	0.6	Should add "prefer not to say"
2. Age (years old):	1	0	1	1	1	0.8	Should be interval

Section 2: Intercultural Competence of Secondary School Students

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
1) Interpersonal communication: the ability to aware own cultural conditions and differences in communication and interaction with others from different cultures to clarify culturally different perceptions and avoid misunderstandings.	1. I acknowledge differences in communication and interaction styles of different nationals.	1	1	1	1	1	1	
	2. I can deal appropriately with misunderstandings when communicating with foreign nationals.	1	1	1	1	1	1	
	3. I ask if he or she is understood when communicating with a foreigner.	0	1	1	1	1	0.8	
	4. I have basic knowledge about the country, the culture, and the language of team members from different cultures.	1	1	1	1	1	1	
2) Tolerance for ambiguity: the ability to accept and effectively deal with uncertainty due to cultural differences.	5. I demonstrate openness to cultural differences.	0	1	1	1	1	0.8	
	6. I am willing to accept change and risk when faced with cultural differences.	1	1	1	1	1	1	
	7. I react patiently toward foreign nationals.	0	0	1	1	1	0.6	
	8. I stay calm in difficult situations when I am in intercultural environment.	1	1	1	1	1	1	
3) Behavioral flexibility:	9. I can adapt my own	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
the ability to adapt own behaviors to unexpected and culturally different situations.	behavior to different requirements and demands of the foreign culture.							
	10. I adopt other people's customs and courtesies where this is likely to be appreciated.	0	0	1	1	1	0.6	
	11. I am always the person I appear to be when communicating with people from different cultures.	1	0	1	1	1	0.8	
	12. I often act like the same person when communicating with people from different cultures.	0	0	1	1	1	0.6	
4) Intercultural empathy: the ability to understand other people's thoughts and feelings in a cross-cultural context.	13. I can understand the feelings of people from different cultures.	1	1	1	1	1	1	
	14. I notice when someone from a different culture is in trouble.	1	1	1	1	1	1	
	15. I can deal appropriately with feelings, wishes, and ways of thinking of people from different cultures.	0	0	1	1	1	0.6	
	16. I show a concern not to hurt the feelings of people from different cultures.	0	0	1	1	1	0.6	
	17. I exhibit a spirit of inquiry about other cultures.	0	0	1	1	1	0.6	
5) Team effectiveness: the ability to work cooperatively with others from different cultures to achieve team goals.	18. I can define goals, roles, and norms of my intercultural team.	1	1	1	1	1	1	
	19. I can give and receive constructive feedback from my team members from different cultures.	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
	20. I can deal appropriately with conflict situations among team members from different cultures.	1	1	1	1	1	1	
	21. I display respect for team members from different cultures.	1	1	1	1	1	1	
6) Knowledge discovery: the ability to acquire new knowledge of a culture and act using that knowledge effectively under the constraints of real-time communication and interaction.	22. I am willing both to do research in advance and to learn from intercultural relationships.	0	1	1	1	1	0.8	
	23. I take the trouble to find out about the likely values, customs and practices of those from other cultures I am going to work with.	0	0	1	1	1	0.6	
	24. I discover new knowledge of a different culture and act using that knowledge.	1	0	1	1	1	0.8	
	25. I carefully note any additional points that might influence the way I choose to work with them as working with people from different cultures.	1	0	1	1	1	0.8	
7) Sociability: the ability to establish and maintain meaningful relationships with other people, combined with a genuine interest in other people.	26. I am ready to regard values, customs, and practices of people from other cultures as worthwhile.	1	1	1	1	1	1	
	27. I adopt a firm but diplomatic stance over principles on which people from different cultures disagrees.	0	1	1	1	1	0.8	
	28. I demonstrate curiosity, openness, and readiness to suspend disbelief about other cultures.	0	1	1	1	1	0.8	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
	29. I treat people from other cultures with the same respect as I treat people from my own culture.	0	1	1	1	1	0.8	
8) Respect for otherness: the ability to regard values, customs, and practices of other people from different cultures.	30. I can establish and maintain meaningful relationships with people from different cultures.	1	1	1	1	1	1	
	31. I initiate contact with the foreign friends.	1	1	1	1	1	1	
	32. I ask about the foreign friends' personal background.	0	1	1	1	1	0.8	
	33. I smile at the foreigners.	0	1	1	1	1	0.8	
9) Goal orientation: the ability to achieve one's task goals despite barriers, opposition, or discouragement in a cross-cultural context.	34. I actively take part in international meetings.	1	0	1	1	1	0.8	
	35. I don't withdraw if faced with difficulties in intercultural situations.	0	0	1	1	1	0.6	
	36. I try to overcome language barriers when I study or work with the foreign friends.	1	1	1	1	1	1	
	37. I pay attention to time restrictions when I live in foreign cultures.	0	0	1	1	1	0.6	
10) Nonjudgementalness: the ability to (self-) critically reflect on one's own values, beliefs, and behaviors and to avoid judging other people against one's own norms.	38. I express approval of the host culture.	0	0	1	1	1	0.6	
	39 I avoid cultural stereotypes when interacting with people from different cultures.	1	1	1	1	1	1	
	40. I avoid making jokes about host country people.	0	1	1	1	1	0.8	
	41. I discuss the uniqueness of the host culture in a factual manner.	0	1	1	1	1	0.8	

Section 3: Open-Ended Question

Questions	Expert					IOC	Comments or Suggestions
	1	**2**	**3**	**4**	**5**		
Please look back at one critical incident or experience in the past that you can remember and which you interacted with foreign nationals or foreign friends. Please describe it in detail as follows: what happened? What challenges did you face with? How did you deal with those challenges? What were the results of dealing with those challenges?	0	1	1	1	1	0.8	And if I could turn back time, did you choose to do the same or not and how?

Questionnaire on Current and Desirable States of Academic Management Strategy Based on the Concept of Intercultural Competence

Section 1: Personal Data of the Respondent

Questions	Experts					IOC	Comments or Suggestions
	1	**2**	**3**	**4**	**5**		
1. Gender: ☐ Male ☐ Female	-1	1	1	1	1	1	Should add "prefer not to say"
Age (years old): ☐ less than 30 ☐ 31-40 ☐ 41-50 ☐ greater than 50	1	1	1	1	1	1	Should be "less than 31"
3. Education Level: ☐ Bachelor ☐ Master ☐ Doctoral ☐ Others (please specify):................	1	1	1	1	1	1	
4. Current Position: ☐ Director ☐ Vice Director in charge of academic affairs ☐ Teacher	1	1	1	1	1	1	
5. Work experience in the current position (years): ☐ less than 10 ☐ 11-20 ☐ 21-30 ☐ greater than 30	1	1	1	1	1	1	

Section 2: Current and Desirable States of Academic Management based on the Concept of Intercultural Competence

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	**2**	**3**	**4**	**5**		
Curriculum development: a process of identifying learning outcomes and contents related to students'	1. At what level does your school **develop the curriculum** that aims at developing students' intercultural competence as follows?							
	1.1 Interpersonal communication	1	1	1	1	1	1	
	1.2 Tolerance for ambiguity	1	1	1	1	1	1	
	1.3 Behavioral flexibility	1	1	1	1	1	1	
	1.4 Intercultural empathy	1	1	1	1	1	1	
	1.5 Intercultural team effectiveness	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
intercultural competence.	1.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	1.7 Intercultural sociability	1	1	1	1	1	1	
	1.8 respect for otherness	1	1	1	1	1	1	
	1.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	1.10 Nonjudgementalness	1	1	1	1		1	
Teaching and learning: in-classroom and out-classroom learning activities to develop students' intercultural competence.	2. At what level does your school **organize teaching and learning** to develop students' intercultural competence as follows?							
	2.1 Interpersonal communication	1	1	1	1	1	1	
	2.2 Tolerance for ambiguity	1	1	1	1	1	1	
	2.3 Behavioral flexibility	1	1	1	1	1	1	
	2.4 Intercultural empathy	1	1	1	1	1	1	
	2.5 Intercultural team effectiveness	1	1	1	1	1	1	
	2.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	2.7 Intercultural sociability	1	1	1	1	1	1	
	2.8 respect for otherness	1	1	1	1	1	1	
	2.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	2.10 Nonjudgementalness	1	1	1	1	1	1	
Learning media and resources: procurement, preparation, and development learning media and resources to develop students' intercultural competence.	3. At what level does your school **develop learning media and resources** to develop students' intercultural competence as follows?							
	3.1 Interpersonal communication	1	1	1	1	1	1	
	3.2 Tolerance for ambiguity	1	1	1	1	1	1	
	3.3 Behavioral flexibility	1	1	1	1	1	1	
	3.4 Intercultural empathy	1	1	1	1	1	1	
	3.5 Intercultural team effectiveness	1	1	1	1	1	1	
	3.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	3.7 Intercultural sociability	1	1	1	1	1	1	
	3.8 respect for otherness	1	1	1	1	1	1	
	3.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	3.10 Nonjudgementalness	1	1	1	1	1	1	
Measurement and evaluation: setting criteria and requirements and collecting	4. At what level does your school **measure and assess student learning outcomes** related to students' intercultural competence follows?							
	4.1 Interpersonal communication	1	1	1	1	1	1	
	4.2 Tolerance for ambiguity	1	1	1	1	1	1	
	4.3 Behavioral flexibility	1	1	1	1	1	1	
	4.4 Intercultural empathy	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
information to judge student learning outcomes related to students' intercultural competence.	4.5 Intercultural team effectiveness	1	1	1	1	1	1	
	4.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	4.7 Intercultural sociability	1	1	1	1	1	1	
	4.8 respect for otherness	1	1	1	1	1	1	
	4.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	4.10 Nonjudgementalness	1	1	1	1	1	1	

Section 3: External Environment of Academic Management based on the Concept of Intercultural Competence

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
Political factors (P): national strategy, state policy, policy of the Ministry of Education, and relevant regulations, which are external factors that contribute to the academic management of secondary schools based on the concept of intercultural competence.	1. At what level do *political factors* enable **curriculum development** to develop students' **intercultural competence** as follows?							
	1.1 Interpersonal communication	1	1	1	1	1	1	
	1.2 Tolerance for ambiguity	1	1	1	1	1	1	
	1.3 Behavioral flexibility	1	1	1	1	1	1	
	1.4 Intercultural empathy	1	1	1	1	1	1	
	1.5 Intercultural team effectiveness	1	1	1	1	1	1	
	1.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	1.7 Intercultural sociability	1	1	1	1	1	1	
	1.8 respect for otherness	1	1	1	1	1	1	
	1.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	1.10 Nonjudgementalness	1	1	1	1	1	1	
	2. At what level do *political factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?							
	1.1 Interpersonal communication	1	1	1	1	1	1	
	1.2 Tolerance for ambiguity	1	1	1	1	1	1	
	1.3 Behavioral flexibility	1	1	1	1	1	1	
	1.4 Intercultural empathy	1	1	1	1	1	1	
	1.5 Intercultural team effectiveness	1	1	1	1	1	1	
	1.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	1.7 Intercultural sociability	1	1	1	1	1	1	
	1.8 respect for otherness	1	1	1	1	1	1	
	1.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	1.10 Nonjudgementalness	1	1	1	1	1	1	
	3. At what level do *political factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?							
	1.1 Interpersonal communication	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
	1.2 Tolerance for ambiguity	1	1	1	1	1	1	
	1.3 Behavioral flexibility	1	1	1	1	1	1	
	1.4 Intercultural empathy	1	1	1	1	1	1	
	1.5 Intercultural team effectiveness	1	1	1	1	1	1	
	1.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	1.7 Intercultural sociability	1	1	1	1	1	1	
	1.8 respect for otherness	1	1	1	1	1	1	
	1.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	1.10 Nonjudgementalness	1	1	1	1	1	1	
	4. At what level do *political factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?							
	1.1 Interpersonal communication	1	1	1	1	1	1	
	1.2 Tolerance for ambiguity	1	1	1	1	1	1	
	1.3 Behavioral flexibility	1	1	1	1	1	1	
	1.4 Intercultural empathy	1	1	1	1	1	1	
	1.5 Intercultural team effectiveness	1	1	1	1	1	1	
	1.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	1.7 Intercultural sociability	1	1	1	1	1	1	
	1.8 respect for otherness	1	1	1	1	1	1	
	1.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	1.10 Nonjudgementalness	1	1	1	1	1	1	
Economic factors (E): global economic situation, financial situation, budget, investment, interest rate, and other factors that are conducive to the academic management of secondary schools based on the concept of intercultural competence.	5. At what level do *economic factors* enable **curriculum development** to develop students' **intercultural competence** as follows?							
	2.1 Interpersonal communication	1	1	1	1	1	1	
	2.2 Tolerance for ambiguity	1	1	1	1	1	1	
	2.3 Behavioral flexibility	1	1	1	1	1	1	
	2.4 Intercultural empathy	1	1	1	1	1	1	
	2.5 Intercultural team effectiveness	1	1	1	1	1	1	
	2.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	2.7 Intercultural sociability	1	1	1	1	1	1	
	2.8 respect for otherness	1	1	1	1	1	1	
	2.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	2.10 Nonjudgementalness	1	1	1	1	1	1	
	6. At what level do *economic factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?							
	2.1 Interpersonal communication	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
	2.2 Tolerance for ambiguity	1	1	1	1	1	1	
	2.3 Behavioral flexibility	1	1	1	1	1	1	
	2.4 Intercultural empathy	1	1	1	1	1	1	
	2.5 Intercultural team effectiveness	1	1	1	1	1	1	
	2.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	2.7 Intercultural sociability	1	1	1	1	1	1	
	2.8 respect for otherness	1	1	1	1	1	1	
	2.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	2.10 Nonjudgementalness	1	1	1	1	1	1	
	7. At what level do *economic factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?							
	2.1 Interpersonal communication	1	1	1	1	1	1	
	2.2 Tolerance for ambiguity	1	1	1	1	1	1	
	2.3 Behavioral flexibility	1	1	1	1	1	1	
	2.4 Intercultural empathy	1	1	1	1	1	1	
	2.5 Intercultural team effectiveness	1	1	1	1	1	1	
	2.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	2.7 Intercultural sociability	1	1	1	1	1	1	
	2.8 respect for otherness	1	1	1	1	1	1	
	2.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	2.10 Nonjudgementalness	1	1	1	1	1	1	
	8. At what level do *economic factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?							
	2.1 Interpersonal communication	1	1	1	1	1	1	
	2.2 Tolerance for ambiguity	1	1	1	1	1	1	
	2.3 Behavioral flexibility	1	1	1	1	1	1	
	2.4 Intercultural empathy	1	1	1	1	1	1	
	2.5 Intercultural team effectiveness	1	1	1	1	1	1	
	2.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	2.7 Intercultural sociability	1	1	1	1	1	1	
	2.8 respect for otherness	1	1	1	1	1	1	
	2.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	2.10 Nonjudgementalness	1	1	1	1	1	1	
Social Factors (S): education system, values, culture, customs, quality of	9. At what level do *socio-cultural factors* enable **curriculum development** to develop students' **intercultural competence** as follows?							
	3.1 Interpersonal communication	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	2	3	4	5		
life, social problems, changes in population structure, and other factors that are conducive to the academic management of secondary schools based on the concept of intercultural competence.	3.2 Tolerance for ambiguity	1	1	1	1	1	1	
	3.3 Behavioral flexibility	1	1	1	1	1	1	
	3.4 Intercultural empathy	1	1	1	1	1	1	
	3.5 Intercultural team effectiveness	1	1	1	1	1	1	
	3.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	3.7 Intercultural sociability	1	1	1	1	1	1	
	3.8 respect for otherness	1	1	1	1	1	1	
	3.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	3.10 Nonjudgementalness	1	1	1	1	1	1	
	10. At what level do *socio-cultural factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?							
	3.1 Interpersonal communication	1	1	1	1	1	1	
	3.2 Tolerance for ambiguity	1	1	1	1	1	1	
	3.3 Behavioral flexibility	1	1	1	1	1	1	
	3.4 Intercultural empathy	1	1	1	1	1	1	
	3.5 Intercultural team effectiveness	1	1	1	1	1	1	
	3.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	3.7 Intercultural sociability	1	1	1	1	1	1	
	3.8 respect for otherness	1	1	1	1	1	1	
	3.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	3.10 Nonjudgementalness	1	1	1	1	1	1	
	11. At what level do *socio-cultural factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?							
	3.1 Interpersonal communication	1	1	1	1	1	1	
	3.2 Tolerance for ambiguity	1	1	1	1	1	1	
	3.3 Behavioral flexibility	1	1	1	1	1	1	
	3.4 Intercultural empathy	1	1	1	1	1	1	
	3.5 Intercultural team effectiveness	1	1	1	1	1	1	
	3.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	3.7 Intercultural sociability	1	1	1	1	1	1	
	3.8 respect for otherness	1	1	1	1	1	1	
	3.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	3.10 Nonjudgementalness	1	1	1	1	1	1	
	12. At what level do *socio-cultural l factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?							
	3.1 Interpersonal communication	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	**2**	**3**	**4**	**5**		
	3.2 Tolerance for ambiguity	1	1	1	1	1	1	
	3.3 Behavioral flexibility	1	1	1	1	1	1	
	3.4 Intercultural empathy	1	1	1	1	1	1	
	3.5 Intercultural team effectiveness	1	1	1	1	1	1	
	3.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	3.7 Intercultural sociability	1	1	1	1	1	1	
	3.8 respect for otherness	1	1	1	1	1	1	
	3.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	3.10 Nonjudgementalness	1	1	1	1	1	1	
Technological factors (T): advances in information and communication technology (ICT), new technologies and innovations, and other factors that are conducive to the academic management of secondary schools based on the concept of intercultural competence.	13. At what level do *technological factors* enable **curriculum development** to develop students' **intercultural competence** as follows?							
	4.1 Interpersonal communication	1	1	1	1	1	1	
	4.2 Tolerance for ambiguity	1	1	1	1	1	1	
	4.3 Behavioral flexibility	1	1	1	1	1	1	
	4.4 Intercultural empathy	1	1	1	1	1	1	
	4.5 Intercultural team effectiveness	1	1	1	1	1	1	
	4.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	4.7 Intercultural sociability	1	1	1	1	1	1	
	4.8 respect for otherness	1	1	1	1	1	1	
	4.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	4.10 Nonjudgementalness	1	1	1	1	1	1	
	14. At what level do *technological factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?							
	4.1 Interpersonal communication	1	1	1	1	1	1	
	4.2 Tolerance for ambiguity	1	1	1	1	1	1	
	4.3 Behavioral flexibility	1	1	1	1	1	1	
	4.4 Intercultural empathy	1	1	1	1	1	1	
	4.5 Intercultural team effectiveness	1	1	1	1	1	1	
	4.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	4.7 Intercultural sociability	1	1	1	1	1	1	
	4.8 respect for otherness	1	1	1	1	1	1	
	4.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	4.10 Nonjudgementalness	1	1	1	1	1	1	
	15. At what level do *technological factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?							
	4.1 Interpersonal communication	1	1	1	1	1	1	
	4.2 Tolerance for ambiguity	1	1	1	1	1	1	

Operational Definitions	Items	Expert					IOC	Comments/ Suggestions
		1	**2**	**3**	**4**	**5**		
	4.3 Behavioral flexibility	1	1	1	1	1	1	
	4.4 Intercultural empathy	1	1	1	1	1	1	
	4.5 Intercultural team effectiveness	1	1	1	1	1	1	
	4.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	4.7 Intercultural sociability	1	1	1	1	1	1	
	4.8 respect for otherness	1	1	1	1	1	1	
	4.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	4.10 Nonjudgementalness	1	1	1	1	1	1	
	16. At what level do *technological factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?							
	4.1 Interpersonal communication	1	1	1	1	1	1	
	4.2 Tolerance for ambiguity	1	1	1	1	1	1	
	4.3 Behavioral flexibility	1	1	1	1	1	1	
	4.4 Intercultural empathy	1	1	1	1	1	1	
	4.5 Intercultural team effectiveness	1	1	1	1	1	1	
	4.6 Intercultural knowledge discovery	1	1	1	1	1	1	
	4.7 Intercultural sociability	1	1	1	1	1	1	
	4.8 respect for otherness	1	1	1	1	1	1	
	4.9 Goal orientation in intercultural contexts	1	1	1	1	1	1	
	4.10 Nonjudgementalness	1	1	1	1	1	1	

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APPENDIX C

Research Instrument Revision

Student Intercultural Competence Level Questionnaire

Items	Items Revision
Interpersonal communication (α = .657)	
	I am aware of my own cultural conditions in communicating and collaborating with different nationals. (New item)
I acknowledge differences in communication and interaction styles of different nationals.	
I can deal appropriately with misunderstandings when communicating with foreign nationals.	
I ask if he or she is understood when communicating with a foreigner.	I **have a way to check** if he or she is understood when communicating with a foreigner.
I have basic knowledge about the country, the culture, and the language of team members from different cultures.	
Tolerance for ambiguity (α = .624)	
I demonstrate openness to cultural differences.	
I am willing to accept change and risk when faced with cultural differences.	
I react patiently toward foreign nationals.	I have a smooth interaction and dialogue with foreigners.
I stay calm in difficult situations when I am in intercultural environment.	I stay calm in difficult situations **in intercultural environment.**
Behavioral flexibility (α = .840)	
I can adapt my own behavior to different requirements and demands of the foreign culture.	
I adopt other people's customs and courtesies where this is likely to be appreciated.	I can adapt to the customs and manners of others.
I am always the person I appear to be when communicating with people from different cultures.	I can adjust the way I communicate with people from different cultures.
I often act like the same person when communicating with people from different cultures.	I can adjust the use of language to communicate with people from different cultures when facing unexpected events.
Intercultural empathy (α = .761)	
I can understand the feelings of people from different cultures.	
I notice when someone from a different culture is in trouble.	
I can deal appropriately with feelings, wishes, and ways of thinking of people from different cultures.	I can respond appropriately with feelings, wishes, and ways of thinking of people from different cultures.
I show a concern not to hurt the feelings of people from different cultures.	

Items	Items Revision
I exhibit a spirit of inquiry about other cultures.	
Intercultural Team effectiveness (α = .713)	
I can define goals, roles, and norms of my intercultural team.	
I can give and receive constructive feedback from my team members from different cultures.	
I can deal appropriately with conflict situations among team members from different cultures.	
I display respect for team members from different cultures.	
Intercultural Knowledge discovery (α = .778)	
I am willing both to do research in advance and to learn from intercultural relationships.	
I take the trouble to find out about the likely values, customs and practices of those from other cultures I am going to work with.	I take **the data and existing resources** to find out about the likely values, customs and practices of those from other cultures I am going to work with.
I discover new knowledge of a different culture and act using that knowledge.	I discover new knowledge of a different culture **under time and contextual constraints**.
I carefully note any additional points that might influence the way I choose to work with people from different cultures.	I can **acquire new knowledge related to** any additional points that influence the way I choose to work with people from different cultures.
Respect for otherness (α = .842)	
I am ready to regard values, customs, and practices of people from other cultures as worthwhile.	I regard different values, customs and practices of people from other cultures.
I adopt a firm but diplomatic stance over principles on which people from different cultures disagrees.	I use language with respect when I disagree with people from different cultures.
I demonstrate curiosity, openness, and readiness to suspend disbelief about other cultures.	I am open and ready to accept friends from other cultures.
I treat people from other cultures with the same respect as I treat people from my own culture.	
Intercultural Sociability (α = .788)	
I can establish and maintain meaningful relationships with people from different cultures.	I can **maintain** and maintain meaningful relationships with people from different cultures.
I initiate contact with the foreign friends.	**I can** initiate contact with the foreign friends.
	I actively participate in intercultural friendship activities. (New item)
I ask about the foreign friends' personal background.	I ask about **his or her personal background in the conversation with a foreign friend.**
I smile at the foreigners.	I smile when I meet the foreigners.

Items	Items Revision
Intercultural goal orientation (α = .862)	
I actively take part in international meetings.	I actively take part in **meetings with foreign friends.**
I don't withdraw if faced with difficulties in intercultural situations.	I don't withdraw if faced with difficulties in **situations where I have to meet up with friends from other cultures.**
I try to overcome language barriers when I study or work with the foreign friends.	
I pay attention to time restrictions when I live in foreign cultures.	
Nonjudgementalness (α = .964)	
I express approval of the host culture.	
I avoid cultural stereotypes when interacting with people from different cultures.	
I avoid making jokes about host country people.	
I discuss the uniqueness of the host culture in a factual manner.	I discuss the uniqueness of the host culture in a factual manner, **with respect and understanding of cultural differences**.

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APPENDIX D
Research Instruments

Questionnaire

"Intercultural Competence"

ID:

For twelfth grade students

Instruction:

      1. This questionnaire is conducted to answer the second research objective that is "*to study intercultural competence levels of secondary school students.*" In other words, it is to explore innovation leadership skills of the secondary school students.

      2. The questionnaire consists of three sections as follows:

Section 1: Personal data of the respondent

Section 2: Intercultural Competence

Section 3: Open-ended question

      3. The questionnaire will take about 20 minutes

      4. The information obtained from this questionnaire is for research purposes only, which the researcher will analyze and present the results as a whole. This will not affect you or your work in any way. Please kindly answer the questionnaire that best matches your opinion. The information received from you will be valuable in enhancing the education of Thailand.

      5. Thank you for taking the time to fill out this questionnaire.

                            Ms. Muanfan Korattana

                            Doctoral Candidate, Educational Management

                            Faculty of Education, Chulalongkorn University

Contact:

Tel: xxx-xxx-xxxx

Email: pang_661@yahoo.com

Section 1: Personal Data of the Respondent

Instruction: Please tick (✓) in the box ☐ that is true for you or fill in the space provided.

1. Gender: ☐ Male   ☐ Female   ☐ prefer not to be identified

2. Age (years old):................

Section 2: Intercultural Competence

Instruction: Please read the following statements and tick (✓) in column number 1, 2, 3, 4, or 5 at the end of each statement that is true for you as follows:

    5 refers to you "strongly agree" with the statement

    4 refers to you "agree" with the statement

    3 refers to you are "neither agree nor disagree" with the statement

    2 refers to you "disagree" with the statement

    1 refers to you "strongly disagree" with the statement

No.	Statements	Strongly Agree → Strongly Disagree				
		5	**4**	**3**	**2**	**1**
1	I am aware of my own cultural conditions in communicating and collaborating with different nationals.	5	4	3	2	1
2	I acknowledge differences in communication and interaction styles of different nationals.	5	4	3	2	1
3	I can deal appropriately with misunderstandings when communicating with foreign nationals.	5	4	3	2	1
4	I have a way to check if he or she is understood when communicating with a foreigner.	5	4	3	2	1
5	I have basic knowledge about the country, the culture, and the language of team members from different cultures.	5	4	3	2	1
6	I demonstrate openness to cultural differences.	5	4	3	2	1
7	I am willing to accept change and risk when faced with cultural differences.	5	4	3	2	1
8	I have a smooth interaction and dialogue with foreigners.	5	4	3	2	1
9	I stay calm in difficult situations in intercultural environments.	5	4	3	2	1
10	I can adapt my own behavior to different requirements of the foreign culture.	5	4	3	2	1
11	I can adapt to the customs and manners of others.	5	4	3	2	1
12	I can adjust the way I communicate with people from	5	4	3	2	1

	different cultures.					
13	I can adjust the use of language to communicate with people from different cultures when facing unexpected events.	5	4	3	2	1
14	I can understand the feelings of people from different cultures.	5	4	3	2	1
15	I notice when someone from a different culture is in trouble.	5	4	3	2	1
16	I can respond appropriately with feelings, wishes, and ways of thinking of people from different cultures.	5	4	3	2	1
17	I show a concern not to hurt the feelings of people from different cultures.	5	4	3	2	1
18	I exhibit a spirit of inquiry about other cultures.	5	4	3	2	1
19	I can define goals, roles, and norms of my intercultural team.	5	4	3	2	1
20	I can give and receive constructive feedback from my team members from different cultures.	5	4	3	2	1
21	I can deal appropriately with conflict situations among team members from different cultures.	5	4	3	2	1
22	I display respect for team members from different cultures.	5	4	3	2	1
23	I am willing both to do research in advance and to learn from intercultural relationships.	5	4	3	2	1
24	I take the data and existing resources to find out about the likely values, customs and practices of those from other cultures I am going to work with.	5	4	3	2	1
25	I discover new knowledge of a different culture under time and contextual constraints.	5	4	3	2	1
26	I can acquire new knowledge related to any additional points that influence the way I choose to work with people from different cultures.	5	4	3	2	1
27	I regard different values, customs and practices of people from other cultures.	5	4	3	2	1
28	I use language with respect when I disagree with people from different cultures.	5	4	3	2	1
29	I demonstrate curiosity, openness, and readiness to suspend disbelief about other cultures.	5	4	3	2	1
30	I treat people from other cultures with the same respect as I treat people from my own culture.	5	4	3	2	1
31	I can initiate contact with the foreign friends.	5	4	3	2	1
32	I smile when I meet the foreigners.	5	4	3	2	1
33	I actively participate in intercultural friendship activities.	5	4	3	2	1
34	I ask about his or her personal background in the	5	4	3	2	1

	conversation with a foreign friend.					
35	I can establish and maintain meaningful relationships with people from different cultures.	5	4	3	2	1
36	I actively take part in meetings with foreign friends.	5	4	3	2	1
37	I don't withdraw if faced with difficulties in situations where I have to meet up with friends from other cultures.	5	4	3	2	1
38	I try to overcome language barriers when I study or work with the foreign friends.	5	4	3	2	1
39	I pay attention to time restrictions when I live in foreign cultures.	5	4	3	2	1
40	I express approval of the host culture.	5	4	3	2	1
41	I avoid cultural stereotypes when interacting with people from different cultures.	5	4	3	2	1
42	I avoid making jokes about host country people.	5	4	3	2	1
43	I discuss the uniqueness of the host culture in a factual manner, with respect and understanding of cultural differences.	5	4	3	2	1

Section 3: Open-Ended Question

Please look back at one critical incident or experience in the past that you can remember and which you interacted with foreign nationals or foreign friends. Please describe it in detail as follows: what happened? What challenges did you face with? How did you deal with those challenges? What were the results of dealing with those challenges?

Thank you very much

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Questionnaire

"Current and Desirable States of Academic Management Strategies of Secondary Schools based on the Concept of Intercultural Competence"

Instruction:

　　　1. This questionnaire is a part of the doctoral dissertation and conducted to answer the 3rd research objective that is "*to analyze strengths, weaknesses, opportunities, and threats of academic management based on the concept of intercultural competence.*"

　　　2. The questionnaire consists of three sections as follows:

　　　Section 1: Personal data of the respondent

　　　Section 2: Current and desirable states of academic Management based on the concept of intercultural competence

Section 3: External environment of academic management based on the concept of intercultural competence

Section 4: Open-ended questions

　　　3. You may need to read definitions of terms before and during answering questions to clearly understand specific key terms in the questions.

　　　4. The information obtained from this questionnaire is for research purposes only, which the researcher will analyze and present the results as a whole. This will not affect you or your work in any way. Please kindly answer the questionnaire that best matches your opinion. The information received from you will be valuable in enhancing the education of Thailand.

　　　5. Thank you very much for taking the time to fill out this questionnaire.

<div align="right">

Ms. Muanfan Korattana

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Faculty of Education, Chulalongkorn University

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Contact:

Line ID:

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Definitions of Terms

Intercultural competence refers to the ability to communicate and collaborate effectively with people of other cultures that consists of (1) interpersonal communication; (2) tolerance for ambiguity; (3) behavioral flexibility; (4) intercultural empathy; (5) team effectiveness; (6) knowledge discovery; (7) sociability; (8) respect for otherness; (9) goal orientation; and (10) nonjudgementalness.

Interpersonal communication refers to the ability to aware own cultural conditions and differences in communication and interaction with others from different cultures to clarify culturally different perceptions and avoid misunderstandings.

Tolerance for ambiguity refers to the ability to accept and effectively deal with uncertainty due to cultural differences.

Behavioral flexibility refers to the ability to adapt own behaviors to unexpected and culturally different situations.

Intercultural empathy refers to the ability to understand other people's thoughts and feelings in a cross-cultural context.

Team effectiveness refers to the ability to work cooperatively with others from different cultures to achieve team goals.

Knowledge discovery refers to the ability to acquire new knowledge of a culture and act using that knowledge effectively under the constraints of real-time communication and interaction.

Sociability refers to the ability to establish and maintain meaningful relationships with other people, combined with a genuine interest in other people.

Respect for otherness refers to the ability to regard values, customs, and practices of other people from different cultures.

Goal orientation refers to the ability to achieve one's task goals despite barriers, opposition, or discouragement in a cross-cultural context.

Nonjudgementalness refers to the ability to (self-) critically reflect on one's own values, beliefs, and behaviors and to avoid judging other people against one's own norms.

Academic management refers to curriculum development, teaching and learning, learning media and resources, and measurement and evaluation to develop students' intercultural competence.

Curriculum development refers to a process of identifying learning outcomes and contents related to students' intercultural competence.

Teaching and learning refer to in-classroom and out-classroom learning activities to develop students' intercultural competence.

Learning media and resources refer to procurement, preparation, and development learning media and resources to develop students' intercultural competence.

Measurement and evaluation refer to setting criteria and requirements and collecting information to judge student learning outcomes related to students' intercultural competence.

Section 1: Personal Data of the Respondent

Instruction: Please tick (✓) in the box ☐ that is true for you or fill in the space provided.

1. Gender: ☐ Male ☐ Female

2. Age (years old): ☐ less than 35 ☐ 36-45 ☐ greater than 45

3. Education Level:

☐ Bachelor ☐ Master ☐ Doctoral ☐ Others (please specify):..................................

4. Current Position: ☐ Director ☐ Vice Director ☐ Teacher

5. Work experience in the current position (years):

☐ less than 10 ☐ 11-20 ☐ 21-30 ☐ greater than 30

Section 2: Current and Desirable States of Academic Management based on the Concept of Intercultural Competence

Instruction: Please read the following questions and tick (✓) in number 1, 2, 3, 4, or 5 in the **current state** column as follows:

5 refers to your school currently practices that point at the highest level

4 refers to your school currently practices that point at the high level

3 refers to your school currently practices that point at the medium level

2 refers to your school currently practices that point at the low level

1 refers to your school currently practices that point at the lowest level

and tick (✓) in number 1, 2, 3, 4, or 5 in the **desirable state** column as follows:

5 refers to you expect your school to practice that point at the highest level

4 refers to you expect your school to practice that point at the high level

3 refers to you expect your school to practice that point at the medium level

2 refers to you expect your school to practice that point at the low level

1 refers to you expect your school to practice that point at the lowest level

Example of answering the questionnaire:

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
1. At what level does your school **develop the curriculum** that aims at developing students' **intercultural competence** as follows?										
1.1 interpersonal communication	5	4	3̷	2	1	5̷	4	3	2	1
1.2 tolerance for ambiguity	5	4̷	3	2	1	5̷	4	3	2	1

Interpretation (Question 1.1): You see your school currently develop the curriculum that focuses on students' intercultural competence regarding interpersonal communication at the **medium level**, and you think your school should develop the curriculum that focuses on students' intercultural competence regarding interpersonal communication at the **highest level**.

Academic Management based on the Concept of Intercultural Competence	**Current State**					**Desirable State**				
	5	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
1. At what level does your school **develop the curriculum** that aims at developing students' **intercultural competence** as follows?										
1.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
1.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
1.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
1.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
1.5 team effectiveness	5	4	3	2	1	5	4	3	2	1
1.6 knowledge discovery	5	4	3	2	1	5	4	3	2	1
1.7 sociability	5	4	3	2	1	5	4	3	2	1
1.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
1.9 goal orientation	5	4	3	2	1	5	4	3	2	1
1.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
2. At what level does your school organize **the teaching and learning** to develop students' **intercultural competence** as follows?										
2.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
2.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
2.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
2.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
2.5 team effectiveness	5	4	3	2	1	5	4	3	2	1
2.6 knowledge discovery	5	4	3	2	1	5	4	3	2	1
2.7 sociability	5	4	3	2	1	5	4	3	2	1
2.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
2.9 goal orientation	5	4	3	2	1	5	4	3	2	1
2.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
3. At what level does your school develop **learning media and resources** to develop										

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	4	3	2	1	5	4	3	2	1
students' **intercultural competence** as follows?										
3.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
3.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
3.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
3.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
3.5 team effectiveness	5	4	3	2	1	5	4	3	2	1
3.6 knowledge discovery	5	4	3	2	1	5	4	3	2	1
3.7 sociability	5	4	3	2	1	5	4	3	2	1
3.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
3.9 goal orientation	5	4	3	2	1	5	4	3	2	1
3.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
4. At what level does your school **measure and evaluate students' learning outcomes** related to students' **intercultural competence** as follows?										
4.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
4.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
4.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
4.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
4.5 team effectiveness	5	4	3	2	1	5	4	3	2	1
4.6 knowledge discovery	5	4	3	2	1	5	4	3	2	1
4.7 sociability	5	4	3	2	1	5	4	3	2	1
4.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
4.9 goal orientation	5	4	3	2	1	5	4	3	2	1
4.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1

Section 3: External environment of academic management based on the concept of intercultural competence

Definitions of Terms

Political factors (P) refer to national strategy, state policy, policy of the Ministry of Education, and relevant regulations, which are external factors that contribute to the academic management of secondary schools based on the concept of intercultural competence.

Economic factors (E) refer to global economic situation, financial situation, budget, investment, interest rate, and other factors that are conducive to the academic management of secondary schools based on the concept of intercultural competence.

Social Factors (S) refer to education system, values, culture, customs, quality of life, social problems, changes in population structure, and other factors that are conducive to the academic management of secondary schools based on the concept of intercultural competence.

Technological factors (T) refer to advances in information and communication technology (ICT), new technologies and innovations, and other factors that are conducive to the academic management of secondary schools based on the concept of intercultural competence.

Instruction: Please read the following questions and tick (✓) on number 1, 2, 3, 4, or 5 in the **current state** column as follows:

5 refers to you see those external factors help your school's current practices of that point at the highest level

4 refers to you see those external factors help your school's current practices of that point at the high level

3 refers to you see those external factors help to your school's current practices of that point at the medium level

2 refers to you see those external factors help your school's current practices of that point at the low level

1 refers to you see those external factors help your school's current practices of that point at the lowest level

And tick (✓) on number 1, 2, 3, 4, or 5 in the **desirable state** column as follows:

5 refers to you think those external factors should help your school practice that point at the highest level

4 refers to you think those external factors should help your school practice that point at the high level

3 refers to you think those external factors should help your school practice that point at the medium level

2 refers to you think those external factors should help your school practice that point at the low level

1 refers to you think those external factors should help your school practice that point at the lowest level

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	4	3	2	1	5	4	3	2	1
1. At what level do *political factors* enable **curriculum development** to develop students' **intercultural competence** as follows?										
1.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
1.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
1.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
1.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
1.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
1.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	4	3	2	1	5	4	3	2	1
1.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
1.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
1.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
1.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
2. At what level do *political factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?										
2.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
2.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
2.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
2.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
2.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
2.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
2.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
2.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
2.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
2.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
3. At what level do *political factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?										
3.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
3.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
3.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
3.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
3.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
3.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
3.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
3.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
3.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
3.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
4. At what level do *political factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?										
4.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
4.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
4.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
4.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
4.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
4.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
4.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
4.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
4.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
4.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
5. At what level do *economic factors* enable **curriculum development** to develop										

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	4	3	2	1	5	4	3	2	1
students' **intercultural competence** as follows?										
5.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
5.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
5.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
5.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
5.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
5.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
5.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
5.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
5.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
5.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
6. At what level do *economic factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?										
6.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
6.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
6.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
6.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
6.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
6.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
6.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
6.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
6.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
6.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
7. At what level do *economic factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?										
7.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
7.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
7.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
7.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
7.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
7.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
7.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
7.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
7.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
7.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
8. At what level do *economic factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?										
8.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
8.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
8.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	**4**	**3**	**2**	**1**	**5**	**4**	**3**	**2**	**1**
8.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
8.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
8.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
8.7 sociability	5	4	3	2	1	5	4	3	2	1
8.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
8.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
8.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
9. At what level do *socio-cultural factors* enable **curriculum development** to develop students' **intercultural competence** as follows?										
9.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
9.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
9.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
9.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
9.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
9.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
9.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
9.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
9.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
9.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
10. At what level do *socio-cultural factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?										
10.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
10.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
10.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
10.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
10.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
10.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
10.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
10.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
10.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
10.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
11. At what level do *socio-cultural factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?										
11.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
11.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
11.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
11.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
11.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
11.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
11.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
11.8 respect for otherness	5	4	3	2	1	5	4	3	2	1

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	4	3	2	1	5	4	3	2	1
11.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
11.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
12. At what level do *socio-cultural l factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?										
12.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
12.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
12.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
12.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
12.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
12.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
12.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
12.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
12.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
12.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
13. At what level do *technological factors* enable **curriculum development** to develop students' **intercultural competence** as follows?										
13.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
13.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
13.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
13.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
13.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
13.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
13.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
13.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
13.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
13.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
14. At what level do *technological factors* enable **teaching and learning** to develop students' **intercultural competence** as follows?										
14.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
14.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
14.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
14.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
14.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
14.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
14.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
14.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
14.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
14.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
15. At what level do *technological factors* enable **learning media and resources** to develop students' **intercultural competence** as follows?										

Academic Management based on the Concept of Intercultural Competence	Current State					Desirable State				
	5	4	3	2	1	5	4	3	2	1
15.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
15.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
15.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
15.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
15.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
15.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
15.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
15.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
15.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
15.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1
16. At what level do *technological factors* enable **measurement and evaluation on student learning outcomes** related to students' **intercultural competence** as follows?										
16.1 interpersonal communication	5	4	3	2	1	5	4	3	2	1
16.2 tolerance for ambiguity	5	4	3	2	1	5	4	3	2	1
16.3 behavioral flexibility	5	4	3	2	1	5	4	3	2	1
16.4 intercultural empathy	5	4	3	2	1	5	4	3	2	1
16.5 intercultural team effectiveness	5	4	3	2	1	5	4	3	2	1
16.6 intercultural knowledge discovery	5	4	3	2	1	5	4	3	2	1
16.7 intercultural sociability	5	4	3	2	1	5	4	3	2	1
16.8 respect for otherness	5	4	3	2	1	5	4	3	2	1
16.9 intercultural goal orientation	5	4	3	2	1	5	4	3	2	1
16.10 nonjudgementalness	5	4	3	2	1	5	4	3	2	1

Section 4: Open-Ended Questions

1. Regarding curriculum development, how do you think to develop secondary school students' intercultural competence mentioned above, such as interpersonal communication, tolerance for ambiguity etc.?

2. Regarding teaching and learning, how do you think to develop secondary school students' intercultural competence mentioned above, such as interpersonal communication, tolerance for ambiguity etc.?

3. Regarding learning media and resources, how do you think to develop secondary school students' intercultural competence mentioned above, such as interpersonal communication, tolerance for ambiguity etc.?

4. Regarding measurement and evaluation, how do you think to develop secondary school students' intercultural competence mentioned above, such as interpersonal communication, tolerance for ambiguity etc.?

Thank you very much for your valuable time.

Evaluation Form

"Suitability and Feasibility of Academic Management Strategies of Secondary Schools based on the Concept of Intercultural Competence (Firsts Draft)"

Instruction:

1. This evaluation form is part of the doctoral program in Educational Management and is conducted to answer the fourth research objective of the above-mentioned dissertation title that is "*to develop academic management strategies of secondary schools based on the concept of intercultural competence*."

2. The evaluation form consists of two sections as follows:

Section 1: Demographic information of the evaluator

Section 2: Strategies and substrategies of secondary schools' academic management based on the concept of innovation leadership skills

Section 3: Procedures of the substrategies of secondary schools' academic management based on the concept of innovation leadership skills

3. You may read Appendix for assisting your evaluation (Appendix is about data used for developing strategies and the draft of the strategies in detail).

4. The information obtained from this evaluation form will be analyzed and then used to develop the second draft of the strategies in the next phase.

5. Thank you very much for taking the time to participate in this evaluation.

<div align="right">
Ms. Muanfan Korattana
Doctoral Candidate, Educational
Management
Faculty of Education, Chulalongkorn University
</div>

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Operational Definitions of Terms

Intercultural competence refers to the ability to communicate and collaborate effectively with people of other cultures that consists of (1) interpersonal communication; (2) tolerance for ambiguity; (3) behavioral flexibility; (4) intercultural empathy; (5) team effectiveness; (6) knowledge discovery; (7) sociability; (8) respect for otherness; (9) goal orientation; and (10) nonjudgementalness.

Interpersonal communication refers to the ability to aware own cultural conditions and differences in communication and interaction with others from different cultures to clarify culturally different perceptions and avoid misunderstandings.

Tolerance for ambiguity refers to the ability to accept and effectively deal with uncertainty due to cultural differences.

Behavioral flexibility refers to the ability to adapt own behaviors to unexpected and culturally different situations.

Intercultural empathy refers to the ability to understand other people's thoughts and feelings in a cross-cultural context.

Intercultural Team effectiveness refers to the ability to work cooperatively with others from different cultures to achieve team goals.

Intercultural Knowledge discovery refers to the ability to acquire new knowledge of a culture and act using that knowledge effectively under the constraints of real-time communication and interaction.

Intercultural Sociability refers to the ability to establish and maintain meaningful relationships with other people, combined with a genuine interest in other people.

Respect for otherness refers to the ability to regard values, customs, and practices of other people from different cultures.

Intercultural Goal orientation refers to the ability to achieve one's task goals despite barriers, opposition, or discouragement in a cross-cultural context.

Nonjudgementalness refers to the ability to (self-) critically reflect on one's own values, beliefs, and behaviors and to avoid judging other people against one's own norms.

Academic management refers to curriculum development, teaching and learning, learning media and resources, and measurement and evaluation to develop students' intercultural competence.

Curriculum development refers to a process developed from an outcome-based education using a backward design consists of formulating learning objectives, selecting, and organizing learning experiences, and evaluating the learning objectives.

Teaching and learning refer to instructional approaches or learning activities carried out within a set curriculum framework.

Learning media and resources refer to the preparation of both human and non-human materials, techniques, methods, activities as well as community resources that a teacher use to implement instruction and promote students' achievement of instructional objectives consists of designing technological tools and utilizing community resources.

Measurement and evaluation refer to setting evaluation criteria, constructing measuring instrument, as well as assessment types for learning.

Academic management strategies: proactive approaches to academic management based on strengths, weaknesses, opportunities, and threats (SWOT).

Conceptual Framework of the Study

Academic Management of Secondary Schools (Asawapoom, 2008; MOE, 2007; Pooprasert, 2002; Wahachat, 2007; Wonganutaroj, 2010) 1. Curriculum development 2. Teaching and learning 3. Learning media and resources 4. Measurement and evaluation	**Intercultural Competence** (Deller & Stahl, 2015; Gudykunst, 1991; INCA project team, 2004; Matveev, 2002) 1. Interpersonal communication 2. Tolerance for ambiguity 3. Behavioral flexibility 4. Intercultural empathy 5. Intercultural Team effectiveness 6. Intercultural Knowledge discovery 7. Intercultural Sociability 8. Respect for otherness 9. Intercultural goal orientation

Strategy Development
1. Modified Priority Needs Index (Wongwanich, 2019)
2. SWOT Analysis (Hunger & Wheelen, 2014; Siribanpitak, 2009)

Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence

Strategy Development Principles

1) Strategies are developed based on the conceptual framework of academic management of secondary schools, consisting of curriculum development, teaching and learning, learning media and resources, and measurement and evaluation.

2) Substrategies are developed based on the strategies and values of $PNI_{modified}$ of intercultural competence components that are weaknesses, which need to be developed first, and top three highest and lowest mean scores of students' intercultural competence levels, as well as TOWS matrix.

3) Procedures are developed based on the results of the internal environment and the external environment analysis and the content analysis of open-ended question answers in the questionnaire and relevant literature.

Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (in overall aspect)

Strategy 1. Transform measurement and evaluation to develop student intercultural competence

1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. (5 procedures)
1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. (6 procedures)

Strategy 2. Redesign the curriculum aimed at developing student intercultural competence

2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgementalness, and behavioral flexibility. (4 procedures)
2.2 Develop learning media and resources to develop student innovation leadership skills focusing on innovation vision and strategy, innovative thinking, and innovation recognition and support. (3 procedures)

Strategy 4. Strengthen teaching and learning to develop student intercultural competence

4.1 Develop learning activities to develop student intercultural competence, focusing on nonjudgementalness, respect for otherness, intercultural goal orientation, and intercultural empathy. (4 procedures)
4.2 Strengthen the use of a variety of learning approaches to develop student intercultural competence regarding nonjudgementalness, respect for otherness, and intercultural empathy. (3 procedures)

Strategy 3. Develop learning media and resources to develop student intercultural competence

3.1 Create technology-enhanced learning media and resources in developing student intercultural competence regarding tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. (3 procedures)
3.2 Utilize community resources in the learning process to develop student intercultural competence regarding intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (3 procedures)

Section 1: Demographic Information of the Evaluator

Name-Surname: ....

Education Level: .... Major:...

Current position: ....

Workplace:...

Work experience in the current position (years)...

Tel: ....

Email:...

Section 2: Strategies and substrategies of academic management of secondary schools based on the concept of intercultural competence

Instruction: Please tick (✓) in the column number 1, 2, 3, 4, or 5 with the criteria as follows:

Suitability

      5 refers to the strategy/substrategy/procedure is suitable at the **highest** level

      4 refers to the strategy/substrategy/procedure is suitable at the **high** level

      3 refers to the strategy/substrategy/procedure is suitable at the **moderate** level

      2 refers to the strategy/substrategy/procedure is suitable at the **low** level

1 refers to the strategy/substrategy/procedure is suitable at the **lowest** level

Feasibility

5 refers to the strategy/substrategy/procedure can be successfully implemented at the **highest** level

4 refers to the strategy/substrategy/procedure can be successfully implemented at the **high** level

3 refers to the strategy/substrategy/procedure can be successfully implemented at the **moderate** level

2 refers to the strategy/substrategy/procedure can be successfully implemented at the **low** level

1 refers to the strategy/substrategy/procedure can be successfully implemented at the **lowest** level

Strategies and Substrategies	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
1. Transform measurement and evaluation to develop student intercultural competence ($PNI_{modified}$ = .439/W1) (W1O1)											
1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. (W13O123) -Intercultural empathy (.489) -Intercultural sociability ($\bar{x}$ = 3.74) -Intercultural team effectiveness ($\bar{x}$ = 3.81) -Behavioral flexibility ($\bar{x}$ = 3.82)											
1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. (W11O245/W12O243) -Intercultural goal orientation (.582) -Intercultural knowledge discovery (.489) -Intercultural sociability ($\bar{x}$ = 3.74) -Intercultural team effectiveness ($\bar{x}$ = 3.81) -Behavioral flexibility ($\bar{x}$ = 3.82)											
2. Redesign the curriculum aimed at developing student intercultural competence (PNImodified = .428/W2)											

Strategies and Substrategies	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
(W2O1/W2/O2)											
2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgementalness, and behavioral flexibility. (W21O113, W22O111, W23O115, W24O112, W25O114) -Interpersonal communication (.607) -Intercultural knowledge discovery (.499) -Intercultural team effectiveness (.483) ($\bar{x}$ = 3.81) -Intercultural sociability (.478) ($\bar{x}$ = 3.74) -Nonjudgementalness (.476) -Behavioral flexibility ($\bar{x}$ = 3.82)											
2.2 Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (W22O212, W23O214, W24O213) -Intercultural knowledge discovery (.499) -Intercultural team effectiveness (.483) ($\bar{x}$ = 3.81) -Intercultural sociability (.478) ($\bar{x}$ = 3.74) -Behavioral flexibility ($\bar{x}$ = 3.82)											
3. Develop learning media and resources to develop student intercultural competence ($PNI_{modified}$ = .364/W3) (W3O1/W3O2)											
3.1 Create technology-enhanced learning media and resources in developing student intercultural competence regarding tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. (W31O143/ W32O141/											

Strategies and Substrategies	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
W33O144/ W34O145) -Tolerance for ambiguity (.471) -Intercultural empathy (.467) -Behavioral flexibility (.464) ($\bar{x}$ = 3.82) -Intercultural team effectiveness (.483) ($\bar{x}$ = 3.81) -Intercultural sociability (.478) ($\bar{x}$ = 3.74)											
3.2 Utilize community resources in the learning process to develop student intercultural competence regarding intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (W34O221/ W35O223) -Intercultural team effectiveness (.464) ($\bar{x}$ = 3.81) -Intercultural sociability (.377) ($\bar{x}$ = 3.74) -Behavioral flexibility ($\bar{x}$ = 3.82)											
4. Strengthen teaching and learning to develop student intercultural competence (PNI$_{modified}$ = 0.269/S1) (S1O1/S1O2)											
4.1 Develop learning activities to develop student intercultural competence, focusing on nonjudgementalness, respect for otherness, intercultural goal orientation, and intercultural empathy. -Nonjudgementalness (.199) -Respect for otherness (.200) ($\bar{x}$ = 3.97) -Intercultural goal orientation (.200) -Intercultural empathy ($\bar{x}$ = 4.05)											
4.2 Strengthen a variety of learning approaches to develop student intercultural competence regarding nonjudgementalness, respect for otherness, and intercultural empathy. -Nonjudgementalness (.199) -Respect for otherness ($\bar{x}$ = 3.97) -Intercultural empathy ($\bar{x}$ = 4.05)											

Section 3: Procedures of the Substrategies of Secondary Schools' Academic Management Based on the Concept of Intercultural Competence

Strategies, SubStrategies, and Procedures	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	

Strategies, SubStrategies, and Procedures	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
1. Transform measurement and evaluation to develop student intercultural competence											
1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.											
1.1.1 Appoint a school committee to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.											
1.1.2 Use technologies in enhancing measurement and evaluation.											
1.1.3 Develop manuals for using measurement and evaluation criteria.											
1.1.4. Provide teachers with a training on using measurement and evaluation criteria.											
1.1.5 Monitor and evaluate the use of measurement and evaluation criteria.											
1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence regarding intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.											
1.2.1 Develop an assessment team and plan to determine tools/methods best fit to measure and evaluate students' intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility, as well as determining a timeline and assigning responsibilities for implementing the plan.											
1.2.2 Engage both internal and external stakeholders in the evaluation.											
1.2.3 Use at least three integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios.											
1.2.5 Conduct workshops, seminars, and facilitated discussions on intercultural competence assessment for intercultural competence educators and other stakeholders.											
1.2.6 Monitor and evaluate the implementation of the assessment plan.											

Strategies, SubStrategies, and Procedures	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
2. Redesign the curriculum aimed at developing student intercultural competence											
2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgementalness, and behavioral flexibility.											
2.1.1 Appoint a school committee in charge of school curriculum review and development to set policies and plans on integrating intercultural competence into the curriculum.											
2.1.2 Request technology-enhanced training on school curriculum review and development focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgementalness, and behavioral flexibility for the established school committee and teachers.											
2.1.3 Integrate technology use into the curriculum.											
2.1.4 Monitor and evaluate results of the training.											
2.2 Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility.											
2.2.1 Appoint a school committee in charge of international curriculum.											
2.2.2 Request intercultural competence experts and international curriculum experts to train the established committee and teachers.											
2.2.3 Build international networks for facilitating international curriculum review and development.											
2.2.4 Monitor and evaluate the results of training and international curriculum design.											
3. Develop learning media and resources to develop student intercultural competence											
3.1 Create technology-enhanced learning media and resources in developing student intercultural competence regarding tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.											
3.1.1 Appoint a school committee to develop policies and plans on technology-enhanced learning media and resources.											
3.1.2 Design online learning media to support students' intercultural											

Strategies, SubStrategies, and Procedures	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.											
3.1.3 Monitor and evaluate satisfaction of using online learning media.											
3.2 Utilize community resources in the learning process to develop student intercultural competence regarding intercultural team effectiveness, intercultural sociability, and behavioral flexibility.											
3.2.1 Appoint a school committee in charge of external relations to develop policies on promoting networking and relationship building on learning media and resources in the community.											
3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources, focusing on students' intercultural team effectiveness, intercultural sociability, and behavioral flexibility.											
3.2.3 Monitor and evaluate the results of implemented events.											
4. Strengthen teaching and learning to develop student intercultural competence.											
4.1 Develop learning activities to develop student intercultural competence, focusing on nonjudgementalness, respect for otherness, intercultural goal orientation, and intercultural empathy.											
4.1.1 Appoint a school committee to develop policies and plans on learning activities to develop student intercultural competence, focusing on nonjudgementalness, respect for otherness, intercultural goal orientation, and intercultural empathy.											
4.1.2 Utilize learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community.											
4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.											
4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring.											
4.2 Strengthen a variety of learning approaches to develop student intercultural competence regarding											

Strategies, SubStrategies, and Procedures	Suitability					Feasibility					Comments / Suggestions
	1	2	3	4	5	1	2	3	4	5	
nonjudgementalness, respect for otherness, and intercultural empathy.											
4.2.1 Appoint a school committee to develop policies and plans on intercultural competence educator professional development.											
4.2.2 Conduct intercultural trainings for teachers, including immersion experience and study abroad program.											
4.2.3 Monitor and evaluate the results of intercultural trainings.											

Thank you very much for your valuable time.

Appendix is on NEXT PAGE!

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Evaluation Form

"Academic Management Strategies of Secondary Schools based on the Concept of Intercultural Competence (Second Draft)"

For Focus Group Discussion

Instruction:

　　1. This evaluation form is part of the doctoral program in Educational Management and is conducted to answer the fourth research objective of the above-mentioned dissertation title that is "*to develop academic management strategies of secondary schools based on the concept of intercultural competence*."

　　2. The evaluation form consists of two sections as follows:

　　Section 1: Demographic information of the participant

　　Section 2: Strategies, substrategies, and procedures of secondary schools' academic management based on the concept of intercultural competence

　　3. Data in the Appendix are used for developing the draft of the strategies.

　　4. The information obtained from this focus group discussion will be analyzed and then used to develop the final draft of the strategy.

　　5. Thank you very much for taking the time to participate in this discussion.

<div align="right">

Ms. Muanfan Korattana

Doctoral Candidate, Educational Management

Faculty of Education, Chulalongkorn University

</div>

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Operational Definitions of Terms

   Intercultural competence refers to the ability to communicate and collaborate effectively with people of other cultures that consists of (1) interpersonal communication; (2) tolerance for ambiguity; (3) behavioral flexibility; (4) intercultural empathy; (5) team effectiveness; (6) knowledge discovery; (7) sociability; (8) respect for otherness; (9) goal orientation; and (10) nonjudgementalness.

   Interpersonal communication refers to the ability to aware own cultural conditions and differences in communication and interaction with others from different cultures to clarify culturally different perceptions and avoid misunderstandings.

   Tolerance for ambiguity refers to the ability to accept and effectively deal with uncertainty due to cultural differences.

   Behavioral flexibility refers to the ability to adapt own behaviors to unexpected and culturally different situations.

   Intercultural empathy refers to the ability to understand other people's thoughts and feelings in a cross-cultural context.

   Intercultural Team effectiveness refers to the ability to work cooperatively with others from different cultures to achieve team goals.

   Intercultural Knowledge discovery refers to the ability to acquire new knowledge of a culture and act using that knowledge effectively under the constraints of real-time communication and interaction.

   Intercultural Sociability refers to the ability to establish and maintain meaningful relationships with other people, combined with a genuine interest in other people.

   Respect for otherness refers to the ability to regard values, customs, and practices of other people from different cultures.

   Intercultural Goal orientation refers to the ability to achieve one's task goals despite barriers, opposition, or discouragement in a cross-cultural context.

   Nonjudgementalness refers to the ability to (self-) critically reflect on one's own values, beliefs, and behaviors and to avoid judging other people against one's own norms.

   Academic management refers to curriculum development, teaching and learning, learning media and resources, and measurement and evaluation to develop students' intercultural competence.

   Curriculum development refers to a process developed from an outcome-based education using a backward design consists of formulating learning objectives, selecting, and organizing learning experiences, and evaluating the learning objectives.

   Teaching and learning refer to instructional approaches or learning activities carried out within a set curriculum framework.

Learning media and resources refer to the preparation of both human and non-human materials, techniques, methods, activities as well as community resources that a teacher use to implement instruction and promote students' achievement of instructional objectives consists of designing technological tools and utilizing community resources.

Measurement and evaluation refer to setting evaluation criteria, constructing measuring instrument, as well as assessment types for learning.

Academic management strategies: proactive approaches to academic management based on strengths, weaknesses, opportunities, and threats (SWOT).

Conceptual Framework of the Study

Academic Management of Secondary Schools
(Asawapoom, 2008; MOE, 2007; Pooprasert, 2002; Wahachat, 2007; Wonganutaroj, 2010)

1. Curriculum development
2. Teaching and learning
3. Learning media and resources
4. Measurement and evaluation

Intercultural Competence
(Deller & Stahl, 2015; Gudykunst, 1991; INCA project team, 2004; Matveev, 2002)

1. Interpersonal communication
2. Tolerance for ambiguity
3. Behavioral flexibility
4. Intercultural empathy
5. Intercultural Team effectiveness
6. Intercultural Knowledge discovery
7. Intercultural Sociability
8. Respect for otherness
9. Intercultural goal orientation

Strategy Development
1. Modified Priority Needs Index (Wongwanich, 2019)
2. SWOT Analysis (Hunger & Wheelen, 2014; Siribanpitak, 2009)

Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence

Research Objectives

1. To study conceptual frameworks of academic management of secondary schools and intercultural competence

2. To study intercultural competence levels of secondary school students

3. To analyze strengths, weaknesses, opportunities, and threats of academic management of secondary schools based on the concept of intercultural competence

4. To develop academic management strategies of secondary schools based on the concept of intercultural competence

Population

The population of the study was 19 secondary schools under OBEC participating in Education Hub Project and operating International Program (IP).

Summary of Research Phases

1. Study conceptual frameworks of academic management of secondary schools and intercultural competence

2. Study intercultural competence levels of secondary school students

3. Study current, desirable states, and priority needs of academic management of secondary schools

4. Analyze strengths, weaknesses, opportunities, and threats (SWOT) of academic management of secondary schools based on the concept of intercultural competence

5. Match TOWS matrix of academic management of secondary schools based on the concept of intercultural competence

6. Draft academic management strategies of secondary schools based on the concept of intercultural competence (first draft) by the researcher

7. Evaluate suitability and feasibility of academic management strategies of secondary schools based on the concept of intercultural competence (first draft) by experts individually

8. Draft academic management strategies of secondary schools based on the concept of intercultural competence (second draft)

9. Evaluate suitability and feasibility of academic management strategies of secondary schools based on the concept of intercultural competence (second draft) by a focus group discussion (in progress)

10. Develop academic management strategies of secondary schools based on the concept of intercultural competence (final version)

Strategy Development Principles

1) Strategies are developed based on the conceptual framework of academic management of secondary schools, consisting of curriculum development, teaching and learning, learning media and resources, and measurement and evaluation.

2) Substrategies are developed based on the strategies and values of $PNI_{modified}$ of intercultural competence components that are weaknesses, which need to be developed first, and top three highest and lowest mean scores of students' intercultural competence levels, as well as TOWS matrix.

3) Procedures are developed based on the results of the internal environment and the external environment analysis and the content analysis of open-ended question answers in the questionnaire and relevant literature, as well as the principle of PIE (Plan-Implement-Evaluate).

Academic Management Strategies of Secondary Schools Based on the Concept of Intercultural Competence (in overall aspect)

Strategy 1. Transform measurement and evaluation to develop student intercultural competence

1.1 Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. (4 procedures)
1.2 Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility. (7 procedures)

Strategy 2. Redesign the educational institution curriculum aimed at developing student intercultural competence

2.1 Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgementalness, and behavioral flexibility. (3 procedures)
2.2 Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility (3 procedures)

Strategy 4. Strengthen teaching and learning to develop student intercultural competence

4.1 Develop learning activities to develop student intercultural competence, focusing on nonjudgementalness, respect for otherness, intercultural goal orientation, and intercultural empathy. (4 procedures)
4.2 Strengthen the use of a variety of learning approaches to develop student intercultural competence regarding nonjudgementalness, respect for otherness, and intercultural empathy. (4 procedures)

Strategy 3. Strengthen learning media and resources to develop student intercultural competence

3.1 Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability. (3 procedures)
3.2 Mobilize community resources in the learning process to develop students' intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility. (3 procedures)

Section 1: Demographic Information of the Participant

Name-Surname: ....

Education Level: .... Major:..

Current position: ....

Workplace:..

Work experience in the current position (years)..

Tel: ....

Email:..

Section 2: Strategies, substrategies, and procedures of academic management of secondary schools based on the concept of intercultural competence

Instruction: Please provide your comments or suggestions to each strategy, substrategy, and procedure in the spaces provided.

Strategies, Substrategies, and Procedures	Suitability		Feasibility		Comments / Suggestions
	Suitable	Should be improved	Feasible	Should be improved	
Strategy 1: Transform measurement and evaluation to develop student intercultural competence (PNI$_{modified}$ = .439)					
Substrategy 1.1: Create measurement and evaluation criteria for evaluating student intercultural competence, focusing on intercultural empathy, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.					
1.1.1 Appoint a school committee, including school administrators, headteachers, internal quality assurance staff, teachers, and assessment specialists, to formulate policies and plans on setting measurement and evaluation criteria for evaluating student intercultural competence.					
1.1.2 Develop manuals for using measurement and evaluation criteria.					
1.1.3 Provide teachers with training on using measurement and evaluation criteria.					
1.1.4 Monitor and evaluate the use of measurement and evaluation criteria through reflection and bring the assessment results for improving the criteria.					
Substrategy 1.2: Promote the use of integrated assessment tools or methods in assessing student intercultural competence, focusing on intercultural goal orientation, intercultural knowledge discovery, intercultural sociability, intercultural team effectiveness, and behavioral flexibility.					
1.2.1 Develop an assessment team and plan to integrate tools/methods to measure and evaluate students' intercultural competence as well as					

Strategies, Substrategies, and Procedures	Suitability		Feasibility		Comments / Suggestions
	Suitable	Should be improved	Feasible	Should be improved	
determining a timeline and assigning responsibilities for implementing the plan.					
1.2.2 Apply the concept of collaborative evaluation by engage both internal, such as teachers and internal quality assurance staff, and external stakeholders, such as parents and local organizations/authority, in the evaluation.					
1.2.3 Use various integrated assessment tools/methods, including self-reported questionnaires, blogs or journals, and e-portfolios.					
1.2.4 Develop the assessor manual and the assessee manual.					
1.2.5 Conduct workshops, seminars, and facilitated discussions about intercultural competence assessment for teachers and other stakeholders.					
1.2.6 Use technologies in enhancing measurement and evaluation.					
1.2.7 Monitor and evaluate the implementation of the integrated assessment and intercultural competence as learning outcomes.					
Strategy 2: Redesign the educational institution curriculum aimed at developing student intercultural competence ($PNI_{modified}$ = .428)					
Substrategy 2.1: Integrate intercultural competence as an expected learning outcome into the existing curriculum, focusing on interpersonal communication, intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, nonjudgmentalness, and behavioral flexibility.					
2.1.1 Appoint a school committee in charge of school curriculum review and development, including school administrators, headteachers, internal quality assurance staff, teachers, and curriculum development specialists, to set policies and plans on					

Strategies, Substrategies, and Procedures	Suitability		Feasibility		Comments / Suggestions
	Suitable	Should be improved	Feasible	Should be improved	
integrating intercultural competence into the curriculum.					
2.1.2 Offer technology-enhanced training on school curriculum review and development that develops students' intercultural competence for the established school committee and teachers.					
2.1.3 Monitor and evaluate results of the technology-enhanced training on school curriculum review and development.					
Substrategy 2.2: Reform the selection of learning experiences in the curriculum to develop student intercultural competence, focusing on intercultural knowledge discovery, intercultural team effectiveness, intercultural sociability, and behavioral flexibility.					
2.2.1 Plan the selection of learning activities/experiences that enhance students' intercultural competence.					
2.2.2 Integrate internationalized learning experiences, including internationalized immersion experience into each subject.					
2.2.3 Monitor and evaluate the quality of learning experiences using experts in curriculum and intercultural education.					
Strategy 3: Strengthen learning media and resources to develop student intercultural competence (PNI$_{modified}$ = .364)					
Substrategy 3.1: Create technology-enhanced learning media and resources in developing student intercultural competence, focusing on tolerance for ambiguity, intercultural empathy, behavioral flexibility, intercultural team effectiveness, and intercultural sociability.					
3.1.1 Appoint a school committee, including school administrators, headteachers, teachers, IT support staff, and educational technology					

Strategies, Substrategies, and Procedures	Suitability		Feasibility		Comments / Suggestions
	Suitable	Should be improved	Feasible	Should be improved	
specialists, to develop policies and plans on technology-enhanced learning media and resources.					
3.1.2 Design online learning media to promote development of students' intercultural competence.					
3.1.3 Monitor and evaluate satisfaction of using online learning media and give reflection.					
Substrategy 3.2: Mobilize community resources in the learning process to develop students' intercultural competence, focusing on intercultural team effectiveness, intercultural sociability, and behavioral flexibility.					
3.2.1 Appoint a school committee in charge of external relations, including school administrators, headteachers, teachers, external relation staff, and local and multinational companies, to develop policies on promoting networking and relationship building on learning media and resources in the community.					
3.2.2 Organize networking, guest speaker events, and workshops/ seminars on learning media and resources for teachers, parents, and local businesses/authority.					
3.2.3 Monitor and evaluate the results of implemented workshops, seminars, and guest speaker events and give reflection.					
Strategy 4: Strengthen teaching and learning to develop student intercultural competence (PNI$_{modified}$ = 0.269)					
Substrategy 4.1: Develop learning activities to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, intercultural goal orientation, and intercultural empathy.					
4.1.1 Appoint a school committee, including school administrators, headteachers, teachers, internal					

Strategies, Substrategies, and Procedures	Suitability		Feasibility		Comments / Suggestions
	Suitable	Should be improved	Feasible	Should be improved	
quality assurance staff, and instructional specialists, to develop policies and plans on learning activities to develop student intercultural competence.					
4.1.2 Design learning activities for internationalizing students' experience, including 1) internationalizing the experience of culture using research; 2) discovering internationalization and culture through interviews; 3) an exchange program in the regional community.					
4.1.3 Create a cultural mentoring program with examination of ten factors, including cultural differences, ethnocentrism, cultural immersion, cultural isolation, language, prior intercultural experience, expectations, visibility and invisibility, status, and power and control.					
4.1.4 Monitor and evaluate the programs of internationalizing student experience and cultural mentoring and give reflection.					
Substrategy 4.2: Strengthen the use of a variety of learning approaches to develop student intercultural competence, focusing on nonjudgmentalness, respect for otherness, and intercultural empathy.					
4.2.1 Apply the concept of experiential learning that consists of cooperative/collaborative learning, problem-based learning, project-based learning, and service learning.					
4.2.2 Train teachers about learning approaches to developing intercultural competence.					
4.2.3 Engage community stakeholders in implementing learning approaches.					
4.2.4 Monitor and evaluate the results of intercultural training and the implementation of learning					

Strategies, Substrategies, and Procedures	Suitability		Feasibility		Comments / Suggestions
	Suitable	Should be improved	Feasible	Should be improved	
approaches and give reflection.					

Thank you very much for your valuable time.

Appendix is on NEXT PAGE!

APPENDIX E
Letters for Data Collection

ที่ อว ๖๔.๖/๔๓๐๒

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กทม. ๑๐๓๓๐

๒๙ สิงหาคม ๒๕๖๕

เรื่อง   ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน   รองศาสตราจารย์ ดร.สิงหนาท น้อมเนียน

สิ่งที่ส่งมาด้วย   เครื่องมือที่ใช้ในการวิจัย

                    ด้วย นางเหมือนฝัน โกร์ตนะ นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาบริหารการศึกษา
ภาควิชานโยบาย การจัดการ และความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "กลยุทธ์
การบริหารวิชาการของโรงเรียนมัธยมศึกษาตามแนวคิดสมรรถนะระหว่างวัฒนธรรม" โดยมีอาจารย์ ดร.เพ็ญวรา ชูประวัติ
และศาสตราจารย์ ดร.พฤทธิ์ ศิริบรรณพิทักษ์ เป็นอาจารย์ที่ปรึกษา

                    การนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานใน
รายละเอียดต่อไป

                    จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทาง
วิชาการต่อไป

                                        ขอแสดงความนับถือ

                                        (ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
                                        รองคณบดี
                                        ปฏิบัติการแทนคณบดี

คณะครุศาสตร์ กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
เบอร์โทรศัพท์ผู้วิจัย: ๐๖๑ ๘๘๔ ๘๖๖๘ ไปรษณีย์อิเล็กทรอนิกส์ pang_661@yahoo.com

ที่ อว ๖๔.๖/๔๒๑๗

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กทม. ๑๐๓๓๐

๒๙ สิงหาคม ๒๕๖๕

เรื่อง   ขอความร่วมมือในการเก็บข้อมูลวิจัย

เรียน   ผู้อำนวยการโรงเรียน

สิ่งที่ส่งมาด้วย   เครื่องมือที่ใช้ในการวิจัย

            ด้วย นางเหมือนฝัน โกรัตนะ นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาบริหารการศึกษา
ภาควิชานโยบาย การจัดการ และความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "กลยุทธ์
การบริหารวิชาการของโรงเรียนมัธยมศึกษาตามแนวคิดสมรรถนะระหว่างวัฒนธรรม" โดยมีอาจารย์ ดร.เพ็ญวรา ชูประวัติ
และศาสตราจารย์ ดร.พฤทธิ์ ศิริบรรณพิทักษ์ เป็นอาจารย์ที่ปรึกษา

            การนี้นิสิตมีความจำเป็นต้องเก็บข้อมูลด้วยแบบสอบถาม กับผู้อำนวยการ รองผู้อำนวยการ
ฝ่ายวิชาการ หัวหน้ากลุ่มสาระการเรียนรู้และครูที่เกี่ยวข้องกับหลักสูตรนานาชาติจำนวน ๘ ท่าน และนักเรียน
จำนวน ๓๐ คน ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

            จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดอนุญาตให้นิสิตได้ทำการเก็บข้อมูลวิจัยดังกล่าว
เพื่อประโยชน์ทางวิชาการต่อไป

                                        ขอแสดงความนับถือ

                                        (ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
                                        รองคณบดี
                                        ปฏิบัติการแทนคณบดี

คณะครุศาสตร์ กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
เบอร์โทรศัพท์ผู้วิจัย: ๐๖๑ ๘๘๔ ๘๖๖๘ ไปรษณีย์อิเล็กทรอนิกส์ pang_661@yahoo.com

ที่ อว ๖๔.๖/๑๑๓๗

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กทม. ๑๐๓๓๐

๗ มีนาคม ๒๕๖๖

เรื่อง   ขอเชิญเป็นผู้ทรงคุณวุฒิประเมินร่างกลยุทธ์

เรียน   ดร.ประวัติ สุทธิประภา

สิ่งที่ส่งมาด้วย   แบบประเมินความเหมาะสมและความเป็นไปได้ของร่างกลยุทธ์ (ฉบับที่ ๑)

        ด้วย นางเหมือนฝัน โกรัตนะ นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาบริหารการศึกษา
ภาควิชานโยบาย การจัดการ และความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง
"กลยุทธ์การบริหารวิชาการของโรงเรียนมัธยมศึกษาตามแนวคิดสมรรถนะระหว่างวัฒนธรรม" โดยมี
อาจารย์ ดร.เพ็ญวรา ชูประวัติ และศาสตราจารย์ ดร.พฤทธิ์ ศิริบรรณพิทักษ์ เป็นอาจารย์ที่ปรึกษา

        การนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิประเมินร่างกลยุทธ์ ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานใน
รายละเอียดต่อไป

        จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการ
ต่อไป

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(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
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คณะครุศาสตร์ กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
เบอร์โทรศัพท์ผู้วิจัย: ๐๖๑-๘๘๔-๘๖๖๘ ไปรษณีย์อิเล็กทรอนิกส์ pang_661@yahoo.com

ที่ อว ๖๔.๖/๒๐๙๖

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กทม. ๑๐๓๓๐

๘ พฤษภาคม ๒๕๖๖

เรื่อง   ขอเชิญเข้าร่วมประชุมกลุ่ม (Focus Group)

เรียน   รองศาสตราจารย์ ดร.สุเมธ งามกนก

สิ่งที่ส่งมาด้วย   แบบประเมินร่างกลยุทธ์ฯ (ฉบับที่ ๒)

             ด้วย นางเหมือนฝัน โกรัตนะ นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาบริหารการศึกษา
ภาควิชานโยบาย การจัดการ และความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง
"กลยุทธ์การบริหารวิชาการของโรงเรียนมัธยมศึกษาตามแนวคิดสมรรถนะระหว่างวัฒนธรรม " โดยมี
ผู้ช่วยศาสตราจารย์ ดร.เพ็ญวรา ชูประวัติ และศาสตราจารย์ ดร.พฤทธิ์ ศิริบรรณพิทักษ์ เป็นอาจารย์ที่ปรึกษา

             การนี้จึงขอเชิญท่านเข้าร่วมประชุมกลุ่ม (Focus Group) ในวันศุกร์ที่ ๑๙ พฤษภาคม ๒๕๖๖
เวลา ๑๓.๐๐-๑๕.๐๐น. โดยการประชุมออนไลน์ด้วยโปรแกรม zoom ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานใน
รายละเอียดต่อไป

             จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเข้าร่วมประชุมกลุ่ม (Focus Group) ในวันและเวลา
ดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป

ขอแสดงความนับถือ

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จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY