กลยุทธ์การบริหารโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก

นางสาวณัฐวดี สภาพรต

จุฬาลงกรณ์มหาวิทยาลัย
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INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP

Miss Nudtavadee Sapaprot

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy Program in Educational Administration
Department of Educational Policy Management and Leadership
Faculty of Education
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ณัฐวดี สภาพรต : กลยุทธ์การบริหารโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก (INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. นันทรัตน์ เจริญกุล, อ.ที่ปรึกษาวิทยานิพนธ์ร่วม: ศ. ดร. พฤทธิ์ ศิริบรรณพิทักษ์, 393 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากรอบแนวคิดที่เหมาะสมในการบริหารงานโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก 2) ศึกษาสภาพปัจจุบันและสภาพอันพึงประสงค์ในการบริหารงานของโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก 3) วิเคราะห์จุดแข็ง จุดอ่อน โอกาส และภาวะคุกคามของการบริหารงานของโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก และ 4) พัฒนากลยุทธ์การบริหารโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก งานวิจัยนี้ใช้วิธีวิจัยแบบผสมผสาน ประชากรในงานวิจัยนี้ประกอบด้วยโรงเรียนนานาชาติที่ได้รับการรับรองจากสำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน กระทรวงศึกษาธิการ จำนวน 152 แห่ง เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบประเมินกรอบแนวคิด แบบสอบถามสภาพปัจจุบันและสภาพอันพึงประสงค์ แบบประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนี$PNI_{Modified}$ และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) กรอบแนวคิดของการบริหารงานโรงเรียนนานาชาติประกอบด้วย ปรัชญาและปฏิญญาของโรงเรียน การพัฒนาหลักสูตรและการจัดการเรียนรู้ และการพัฒนาบุคลากรด้านวิชาชีพเพื่อส่งเสริมสมรรถนะที่จำเป็นต่อภาวะผู้นำระดับโลก ทั้งทางด้านความสัมพันธ์ระหว่างวัฒนธรรม ความสัมพันธ์ระหว่างบุคคล คุณลักษณะและค่านิยมระดับโลก ความคิดและความรอบรู้ระดับโลก ความเชี่ยวชาญทางด้านธุรกิจระดับโลก ความเชี่ยวชาญทางด้านองค์กรระดับโลก วิสัยทัศน์ระดับโลก และความสามารถทางด้านเทคโนโลยี (2) สภาพปัจจุบันของการบริหารโรงเรียนนานาชาติ ได้แก่ ปรัชญาและปฏิญญาของโรงเรียน และการพัฒนาหลักสูตรและการจัดการเรียนรู้อยู่ในระดับมาก ส่วนการพัฒนาบุคลากรด้านวิชาชีพอยู่ในระดับปานกลาง ส่วนสภาพอันพึงประสงค์ได้แก่ ปรัชญาและปฏิญญาของโรงเรียนและการพัฒนาบุคลากรด้านวิชาชีพ อยู่ในระดับมาก ส่วนการพัฒนาหลักสูตรและการจัดการเรียนรู้ อยู่ในระดับมากที่สุด (3) จุดแข็งของการบริหารโรงเรียนนานาชาติ คือปรัชญาและปฏิญญาของโรงเรียน และการพัฒนาหลักสูตรและการจัดการเรียนรู้ จุดอ่อนของการบริหารโรงเรียนนานาชาติ คือการพัฒนาบุคลากรด้านวิชาชีพ ปัจจัยภายนอกที่ถือเป็นโอกาสของการบริหารงานของโรงเรียนนานาชาติ คือสภาพเศรษฐกิจ สภาพสังคม สภาพเทคโนโลยี และนโยบายของรัฐบาล ส่วนภาวะคุกคามของการบริหารโรงเรียนนานาชาติ คือนโยบายของรัฐบาล สภาพทางเทคโนโลยี สภาพสังคม และสภาพเศรษฐกิจ (4) กลยุทธ์การบริหารโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก ประกอบด้วย 3 กลยุทธ์หลัก คือ 1) รื้อปรับระบบหลักสูตรการพัฒนาวิชาชีพเพื่อพัฒนาความสามารถของบุคลากรในการพัฒนาภาวะผู้นำระดับโลกของนักเรียน 2) ขับเคลื่อนการดำเนินการตามปรัชญาและปฏิญญาของโรงเรียนเพื่อพัฒนานักเรียนในฐานะผู้นำระดับโลกในอนาคต และ 3) ปรับปรุงและพัฒนาหลักสูตร และการจัดการรู้เพื่อพัฒนาความสามารถด้านภาวะผู้นำระดับโลกที่มีอยู่ในตัวนักเรียน

ภาควิชา	นโยบาย การจัดการและความเป็นผู้นำทางการศึกษา	ลายมือชื่อนิสิต	.....
สาขาวิชา	บริหารการศึกษา	ลายมือชื่อ อ.ที่ปรึกษาหลัก	.....
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KEYWORDS: INTERNATIONAL SCHOOL MANAGEMENT / STRATEGIES / STUDENTS' GLOBAL LEADERSHIP

NUDTAVADEE SAPAPROT: INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP. ADVISOR: ASST. PROF. NUNTARAT CHAROENKUL, Ph.D., CO-ADVISOR: PROF. PRUET SIRIBANPITAK, Ph.D., 393 pp.

This research was aimed to 1) explore the proper conceptual framework of international school management according to the concept of developing students' global leadership 2) study the current and desirable states of international school management according to the concept of developing students' global leadership 3) analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept of developing students' global leadership and 4) develop international school management strategies according to the concept of developing students' global leadership. The study applied a mixed method approach. The populations are 152 international schools registered with the Office of Private Education Commission, the Ministry of Education. The research instruments included an evaluation form on the conceptual framework, a questionnaire on the current and desirable states, and an evaluation form to verify the feasibility and appropriateness of strategies. The data were analysed by frequency, percentage, mean, standard deviation, $PNI_{Modified}$ and content analysis.

The research results show the following findings. (1) The conceptual framework of the university management consists of school's philosophy and guiding statements, curriculum development and implementation, and professional development to develop competencies in global leadership in the aspects of cross-cultural relationship competency, interpersonal competency, global traits and values, global thinking and orientation, global business expertise, global organisation expertise, global visioning, and technological savvy. (2) The current situation of school's philosophy and guiding statements and curriculum development and implementation are at high level, whilst professional development is at moderate level. Contrarily, school's philosophy and guiding statements and professional development are at high level, whilst curriculum development and implementation is at the highest level for the desirable situation. (3) The strengths are school's philosophy and guiding statements, and curriculum development and implementation; the weakness is professional development; the external factors as opportunities of international school management were the economic, social, technological situations, and government policy; the threats of international school management were the government policy, technological, social, and economic situations. (4) The international school management strategies according to the concept of developing students' global leadership. comprise 3 main strategies: 1) reengineer professional development programme to empower staff to develop students' global leadership; 2) embark school's philosophy and guiding statements to develop future global leaders; and 3) redevelop the school's curriculum design and implementation to develop students' inherent in global leadership competencies.

Department:	Educational Policy Management and Leadership	Student's Signature	.....
		Advisor's Signature	.....
Field of Study:	Educational Administration	Co-Advisor's Signature	.....
Academic Year:	2016		

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CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Globalisation has made the world more interconnected. Friedman (2005) refers to this phenomenon as the "flattening" of the world which links people, communities, cities, continents and countries to become closer together than they have ever connected been before. This interconnectedness affects and spans across the political, social, and economic arenas (Spring, 2008). This phenomenon has made an enormous impact to the world from 'One Country, One Destiny' to 'One World, One Destiny'. To cope with the challenge of the dynamics of the 21st century world, every country has to enhance the quality of their citizens to leverage the capability of the future nation's human capital.

Thailand is now also at the phase of changing. Finding the solution to step off the trap of a middle-income country to developed country in the next 15 years, the prospective education aiming for quality citizens and employment creation is criticised. Regarding to this concern, the nation has to prepare the young generation to become 'Global Thai' who proudly stand on the global platform with their pride of being Thai with a universal concept. New generation of Thai people need to be transformed from the limited knowledge, ability, and skill Thais to become high knowledge and skill Thais who are capable with creative innovation.

Thailand 4.0 model now become the government's policy with the attempt to elevate the human values by developing Thai people as 'The Completed Human for the 21st Century'. The model focuses on fulfilling potential of Thai people (Growth for people) thus they will become the main driver of growth (People for Growth) and bring prosperity, stability, and prosperity to the nation.

One of the government's policy in which has linkage between human capital development and industrial aspect is the integration of education for career development training, career development and future life path. This is done through the three levels of 'future career development programme'. Regarding to Thailand 4.0 policy, 'Enhancing the Growth in Career Life' becomes vital aspect of 'Future Career Development Programme' for young generation. In school, students are not only supported on Education & Career Guidance, but they must also learn knowledge and skills for students in the 21st century as well as supported by Leadership Development Programme.

In the present, Partnership for 21st Century Skills have become the main definition used in studying and developing the skills and capabilities of 21st century people. These are comprised of 3 main factors; 1) Learning and Innovation Skills, 2) Information, Media and Technology Skills, and 3) Life and Career Skills (RESouRCE & GuidE, 2008) while key subjects and the 21st interdisciplinary themes are also the key success for students in the 21st century.

Global-mindedness and leadership are the vital skills included in the 21st century learning. The youth need skills which help them to work collaboratively with people from different cultures. They supposed to have a spirit of mutual respect, be able to open dialogue in personal, and could work collaboratively in local and global contexts. Moreover, they need skills to influence and guide others toward the goals which demonstrate integrity and ethical behaviour to be used for influencing others. Developing a leadership style in response to global awareness, diversity, and ethics will give young leaders to be able to maximise their potential as they carry the world into the future.

Although, students' leadership development is important for the society, as today's young generation will be tomorrow's organisation and government decision-makers, leadership development is the focus on developmental experiences that are supposed to take place lately in life. Murphy (2011) have discussed that most studies regarding leadership development were examined with managers and executives, however

youth and adolescence leadership development are ignored. Yet, most executives are likely to have well developmental experiences before reaching the position of mid-management. This could be empirical evidence that early development experiences are important for adulthood as well as for young adults. At the most obvious level, engaging in leadership development once they are in younghood could as a youth improves chances of getting into the college and has a positive impact on future earnings (Kuhn & Weinberger, 2005). Students should be prepared to undertake the leadership role in the future (Rudolph, 1990). In fact, this is possible through education (Green & McDade, 1991).

To prepare leadership skills for the youth today, the main challenge is the globalised world situation for the next twenty years and beyond. The world which is changing needs leaders who can react openly react to the new culture which is different in identities. Also, the changing world needs leaders who will face ethical issues responsibly. Developing a leadership style in response to the global awareness, diversity, and ethics will give young leaders capabilities to build relationships with people from around the world. Therefore, these new aspects of leadership will provide young generation of leaders to maximise their potential as they carry the world for tomorrow.

Looking to the future, we need new leadership ideas. Most often mentioned is the idea of global leadership (Brake, 1997; P. Caligiuri, 2006; Ducker, 2012; Harris, Moran, & Moran, 2004; Ket de Varies, 2005; M. E. Mendenhall, Kühlmann, & Stahl, 2001; Rhinesmith, 1996). However, empirical research regarding global leadership which is a new phenomenon is and not much has been conducted on such a topic (Ducker, 2012). "…. Global leadership remains a nascent field, and there is much that still remains to be understood about global leadership processes. Importantly, the field continues to lack a specific, rigorous and widely accepted definition of the construct" (Mark E Mendenhall, 2012).

Training the leaders of tomorrow has been a focus of school programmes for the past few years. While there are many written researches regarding leadership development

approaches which have done within educational organisations, there are little approaches to be found to directly aid school administrators and teacher wishing to develop students' global leadership competencies (Rehm, 2014). Published literature on students' leadership development discussed on the methods to develop all of the factors that potentially influence global leadership development. Some approaches have been widely implemented within schools and other extra-curricular activities which are provide outside schools by experts or specialists in certain fields (Rehm, 2014). Therefore, students' leadership development approaches have been implemented for developing students' leadership competencies far beyond the boundaries of school which is too specific. Students' leadership could be developed once schools have the suitable management approaches implemented within schools to train the leaders of tomorrow.

Considering closely to Thailand's educational situations and the well documented national education system, it may be ambitious for Thailand to become leaders in international education sector in this region since Thailand's international education sector has experienced huge growth recently. Therefore, world class international institutions especially international schools have been developed in the Kingdom.

With the fast progressing and the opening of the ASEAN Economic Community (AEC), we have viewed Thailand's ambitious plans to become a centre for international education in Southeast Asia.

According to the Office of Private Education Commission, there are now 152 international schools in Thailand (as of March 2016). Surprisingly, International schools in Thailand have been multiplied 3 to 5 schools each year. Between them, Thailand's international schools cater over 70,000 Thai and foreign students. The dramatic increase of the past two decades can be attributed directly to the 1991 Education Act which allowed Thai children to enroll in international schools comparing to just five international schools in the early 1990s.

Comparing to education elsewhere in the world, Thailand's international schools suddenly appear to meet the world-class requirements. Examination bodies and accreditation organisations regularly inspect and support international school to extremely come close to the high standards. Moreover, the factor that has the greatest impact on educational quality of international schools in Thailand is the schools' administrators and teachers. Since most of international schools in Thailand recruit the native of targeted language speakers to conduct lessons, this may be the important factors that will help Thailand succeed in becoming a hub for international education.

International schools in Thailand have committed to provide the quality international education with emphasis on global knowledge and skills, while the concentration on the development of leadership qualities in students is vital for international schools' commitment for enhancing students' characteristics to become competitive global citizens. Moreover, raising awareness among international schools to have the proper students' global leadership development programmes would be the essence of improving quality of school management in the country. International schools in Thailand are therefore ready to become the catalysts of the Kingdom's educational reform.

To achieve the goal of education for competitive global leaders in the future, international schools need to develop school management strategies to enhance students to be ready for the needs of globalised world. Compiling global-mindedness and leadership traits and competencies for students' development has become the priority issue for international schools to find the ways to improve the quality of the world's workforces which would be an important benchmark for any government schools in the country which aim to refine their management system. The government and private schools could apply the proposed strategies to develop their students to become the 21st century leaders. The outstanding school management strategies would significantly help improve the quality of Thailand's education and resolve problems happened in the world as a whole.

1.2 Research Questions

The research questions of the study are:

1. What is the conceptual framework of international school management for developing students' global leadership?
2. What are the current and desirable states of international school management for developing students' global leadership?
3. What are the strengths, weaknesses, opportunities, and threats of international school management for developing students' global leadership?
4. What are the most suitable international school management strategies for developing students' global leadership?

1.3 Objectives of the Study

The objectives of the study are:

1. To explore the proper conceptual framework of international school management strategies according to the concept of developing students' global leadership
2. To study the current and desirable states of international school management according to the concept of developing students' global leadership
3. To analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept of developing students' global leadership
4. To develop international school management strategies according to the concept of developing students' global leadership

1.4 Definitions of Terms

The key terms used in the study are defined as follows:

1. **International school management** is a set of international school operational tasks to foster students' global leadership. This involves three areas in academic administration; 1) School philosophy and objectives 2) Curriculum development and implementation and 3) Professional development.

2. **School philosophy and guiding statements** are the mission statements planned by international schools which establish clear expectations for student learning and guidelines for the well-being of the whole school community. School philosophy and objectives conclude school vision, mission, philosophy, objectives strategies and guiding statement which expresses its commitment to global leadership or students' leadership development in education through as many avenues as possible.
3. **Curriculum development and implementation** is defined as curriculum review cycle which emphasises on global leadership or students' leadership development. This comprises of three main procedures, which are 1) curriculum design and development 2) curriculum implementation including teaching and learning and extracurricular activities and 3) the evaluation of curriculum implementation.
4. **Professional development** is an evaluation method which could strengthen teachers' performance as teachers can develop their works, focus on their objectives, pay attention on and be active to improve their performance in order to reach the school objectives in developing students' global leadership. Professional development comprises of educational supervision and professional development, allocation of resources and support services.
5. **International school management strategies** mean sets of proactive approaching method for international school academic administration, comprising of three processes; 1) School's philosophy and guiding statements 2) Curriculum development and implementation and 3) Professional development.
6. **Global leadership** is the process of one or more individuals who try to exercise their power to motivate and direct another or a group of persons representing diverse cultural/political/institutional systems to willingly and eagerly comply with their desire to contribute towards the achievement of global organisation's goals and cooperatively and effectively work on a global stage with the global mindset in an environment that is complex and diverse with competencies that includes 1) Cross-cultural relationship competency 2) Interpersonal

competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning and 8) Technological savvy.

7. **Cross-cultural relationship competency** is a global leadership competency which is directed towards people and relationships which involves cross-cultural skills. The cross-cultural relationship competency entails four composite competencies; 1) understanding other culture, 2) intercultural skills, 3) multicultural collaboration, and 4) cultural Literacy. Understanding other culture is appreciating cultural diversity. Intercultural skills are 1) Foreign language skill, and 2) Cross-cultural communication. Multicultural collaboration entails 1) Ability to work in cultural team, 2) Cross cultural employee management, and 3) Applying ethical standard in multiple culture. Cultural Literacy entails 1) Proud ancestor, 2) Inquisitive internationalist, 3) Respectful moderniser, 4) Cultural bridger, and 5) Global capitalist.
8. **Interpersonal competence** is a global leadership competency within the group. Interpersonal engagement, team building, conflict management and creating trust are more often viewed as relationship building approaches. The competency can be broken into four broad dimensions that involve management relationship; 1) Interpersonal skill, 2) Relationship management, 3) Team oriented, and 4) Influencing. Interpersonal skill entails 1) Mindful communication, and 2) Creating and building trust. Relationship management entails 1) Community building, and 2) Conflict management and negotiation. Team oriented entails 1) Leading team, 2) Team collaboration and integration, 3) Diplomatic, 4) Managing virtual team, and 5) Coaching for team performance. Influencing entails 1) Motivation and rewarding, 2) Developing others, 3) Empowering others, and 4) Sharing Leadership.
9. **Global traits and values** are global leadership competencies which are directed inward to the predispositional, and attitudinal processes in the mind of the global leader or involve aspects of personal management. Global traits and values entail two composite competencies; 1) Traits and 2) Values. Traits entail 1) Humility, 2) Resilience, 3) Inquisitiveness, 4) Optimistic, 5) Energetic, 6)

Maturity, 7) Emotional stability, 8) Persistence, 9) Problem solving, and 10) Decision making. Values entail 1) Integrity, 2) Accountability, 3) Openness, 4) Intellect, and 5) Gratitude.

10. **Global thinking and orientation** is a combination of global leadership competencies which reflects to perspective, attitude, and knowledge and interest of the world, nation, social and political institutions, cultures and people. Global cognitive and orientation entails two composite competencies 1) Global mindset, and 2) Thinking agility. Global mindset entails 1) Global mindedness, and 2) Local mindedness. Thinking agility entails 1) Managerial agility, 2) Cognitive complexity, and 3) Critical thinking.
11. **Global business expertise** is a global leaders' competency which relates to a practical understanding of business and organisational realities and how to get things done efficiently and effectively. Global business expertise entails two composite competencies 1) Global business savvy, and 2) Stakeholder orientation. Global business savvy entails 1) Business literacy, and 2) Entrepreneurial spirit. Stakeholder orientation entails 1) Customer orientation.
12. **Global organisation expertise** is a global leaders' competency which addresses the ability of global leaders to design organisational structures and processes in ways that facilitates global effectiveness. The competency comprises of total organisational acumen sub-competency which comprises of two components; 1) Building partnership and alliance, and 2) Managing in a matrixed organisation.
13. **Global visioning** is a global leadership competency to think in strategic way and comprehend with complexity environment. Global visioning comprises of visionary and change agentry. Visionary and change agentry entail 1) Create sense of urgency, 2) Form strategic vision and initiatives, 3) Enlist volunteer army, 4) Enable action by removing barrier, 5) Generate short-term wins, 6) Sustain acceleration, and 7) Institute change.
14. **Technological savvy** is a competency of global leaders who is well-performed about or proficient in the use of modern technology. Technological savvy entails Technology mastery which comprises of three components; 1) Managing

innovation in multicultural settings, 2) Managing social network technology, and 3) Managing latest advances in virtual technology.

15. **Student's Leadership Development** is a developmental process of acquiring global leadership attribute for international school students entail 1) Environmental conditions, and 2) students' action.
16. **Environmental conditions** are the ecological contexts in which students develop their global leadership competencies comprising of 1) Authentic opportunity, and 2) Mentor access. Authentic opportunity is the genuine opportunities in which students get to practise the real leadership comprising of 1) encouraging social activities which help developing leadership, 2) developing learning skills of leadership, and 3) developing observation skill and understanding other people. Mentor access is youth–adult partnerships in the development of students' global leadership comprising of 1) teaching requiring skills for leader, and 2) supporting outstanding students who demonstrate characteristics of a leader.
17. **Students' action** is the opportunity which students exercise global leadership competencies comprising of 1) Mastering, and 2) Motivating. Mastering is an application or deep practise which lead students to master in global leadership competencies comprising of 1) connection to experience and disciplines, 2) adapting and applying leadership skills, and 3) integrating communication. Motivating is the student leaders' action helped to inspire other students to have global leadership competencies comprising of 1) self-reflection and self-assessment, and 2) being a role model of leadership.
18. **Students** are international school students aged 5-18, who study in international school in Thailand.

1.5 Conceptual Framework

The conceptual framework of this study has been analysed, synthesised and assessed by reviewing the related literature focusing on global leadership, students' leadership development, international school academic management and strategic

development. The details of the conceptual framework are listed as the following details.

Global Leadership

Global leadership framework is developed by systhesising global leadership competencies, from 14 theories, from 1995-2016 including the perspectives from the business firms to non-profit organisations and empirical studies of student global leadership development (Association, 2012; Bird & Osland, 2004; Brake, 1997; P. Caligiuri, 2006; Gitsham & Lenssen, 2008; Goldsmith, Greenberg, Robertson, & Hu-Chan, 2003; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Lokkesmoe, 2009; Longo & McMillan, 2015; M. Mendenhall & Osland, 2002; Redmond & Dolan, 2016; Rosen, 2000; Yeung & Ready, 1995). Global leadership framework comprising of 8 core competencies including 1) Cross-cultural relationship competency, 2) Interpersonal competency, 3) Global traits and values, 4) Global thinking and orientation, 5) Global business expertise, 6) global organisation expertise, 7) Global visioning and 8) Technological savvy.

Cross-cultural relationship competency

Cross-cultural relationship competency is a global leadership competency which is directed towards people and relationships. It involves skills such as cross-cultural communication, ability to work in multicultural team and characteristics such as appreciating cultural diversity and being global capitalist. The cross-cultural relationship competency entails four composite competencies;

1. Understanding other culture is 1) Appreciating cultural diversity
2. Intercultural skills are 1) Foreign language skill, and 2) Cross-cultural communication
3. Multicultural collaboration entails 1) Ability to work in cultural team, 2) Cross cultural employee management, and 3) Applying ethical standard in multiple culture

4. Cultural Literacy entail 1) Proud ancestor, 2) Inquisitive internationalist, 3) Respectful moderniser, 4) Cultural bridger and 5) Global capitalist.

Interpersonal competency

Interpersonal competency is a global leadership competency within the group. Interpersonal engagement, team building, conflict management and creating trust are more often viewed as relationship building approaches. The competency can be broken into four broad dimensions that involve management relationship;

1. Interpersonal skill entails 1) Mindful communication, and 2) Creating and building trust
2. Relationship management entails 1) Community building, and 2) Conflict management and negotiation
3. Team oriented entails 1) Leading team, 2) Team collaboration and integration, 3) Diplomatic, 4) Managing virtual team, and 5) Coaching for team performance
4. Influencing entails 1) Motivation and rewarding, 2) Developing others, 3) Empowering others, and 4) Sharing Leadership.

Global traits and values

Global traits and values are global leadership competencies which are directed inward to the predispositional, and attitudinal processes in the mind of the global leader or involve aspects of personal management. Global traits and values entails 2 composite competencies;

1. Traits entail 1) Humility, 2) Resilience, 3) Inquisitiveness, 4) Optimistic, 5) Energetic, 6) Maturity, 7) Emotional stability, 8) Persistence, 9) Problem solving, and 10) Decision making.
2. Values entail 1) Integrity, 2) Accountability, 3) Openness, 4) Intellect, and 5) Gratitude.

Global thinking and orientation

Global cognitive and orientation is a combination of global leadership competencies which reflects to perspective, attitude, and knowledge and interest of the world, nation, social and political institutions, cultures and people. Global cognitive and orientation entails 2 composite competencies;

1. Global mindset entails 1) Local mindedness, and 2) Global mindedness
2. Thinking agility entails 1) Managerial agility, 2) Cognitive complexity, and 3) Critical thinking

Global business expertise

Global business expertise is a global leaders' competency which relates to a practical understanding of business and organisational realities and how to get things done efficiently and effectively. Global business expertise entails 2 composite competencies;

1. Global business savvy entails 1) Business literacy, and 2) Entrepreneurial spirit
2. Stakeholder orientation comprises of 1) Customer orientation

Global organisation expertise

Global organisation expertise is a global leaders' competency which addresses the ability of global leaders to design organisational structures and processes in ways that facilitates global effectiveness. The competency comprises of Total organisational acumen.

1. Total organisational acumen entails 1) Building partnership and alliance, and 2) Managing in a matrixed organisation

Global visioning

Global visioning is a global leadership competency to think in strategic way and comprehend with complexity environment. Global visioning entails visionary and change agentry;

1. Visionary and change agentry entails 1) Create sense of urgency, 2) Form strategic vision and initiatives, 3) Enlist volunteer army, 4) Enable action by removing barrier, 5) Generate short-term wins, 6) Sustain acceleration, and 7) Institute change

Technological savvy

Technological savvy is a competency of global leaders who is well-performed about or proficient in the use of modern technology. Technological savvy entails 1 composite competency;

1. Technology mastery comprises of 1) Managing innovation in multicultural settings, 2) Managing social network technology, and 3) Managing latest advances in virtual technology

Students' leadership development

Students' leadership development framework is assessed by reviewing and analysing the related literature. Redmond and Dolan's Conceptual Model of Youth Leadership Development (2016) is found as the key components of the framework consisting of 1) Environmental Conditions which are prepared by schools and adults and 2) Action which is exercised by individual student. Two suitable Students' leadership development approaches. Owen (2015) and Charoenwongsak (2007) are selected to synthesise as methods to develop students' leadership development for this study. To cover the students' self-development approach and the supporting of adult for students' development approach. The students' leadership development criteria are shown below;

1. Environmental conditions
2. Student's action

International school management

International school management framework is developed by systhesising 3 theories of the areas of international schools' academic management (Council of International Schools, 2010; Trongtorgarn, 1997; Western Association of Schools and Colleges, 2014). The international school management framework comprises the 3 following areas.

1. School philosophy and guiding statements
2. Curriculum development and implementation
3. Professional development

Strategy development

This research has analysed and synthesised the process of strategy development to develop students' global leadership from the research of Koontz and Weihrich (1990), Wheelen and Hunger (2012) and Vongvanich (2007). The process can be divided in three steps as follows.

1. Internal and external environmental scanning by SWOT Analysis (Wheelen & Hunger, 2012)
2. Strategy formulation for school management by TOWS Matrix (Koontz & Weihrich, 1990)
3. Analysing the priorities to organisation's requirements by Modified Priority Needs Index (PNI Modified) (Vongvanich, 2007)

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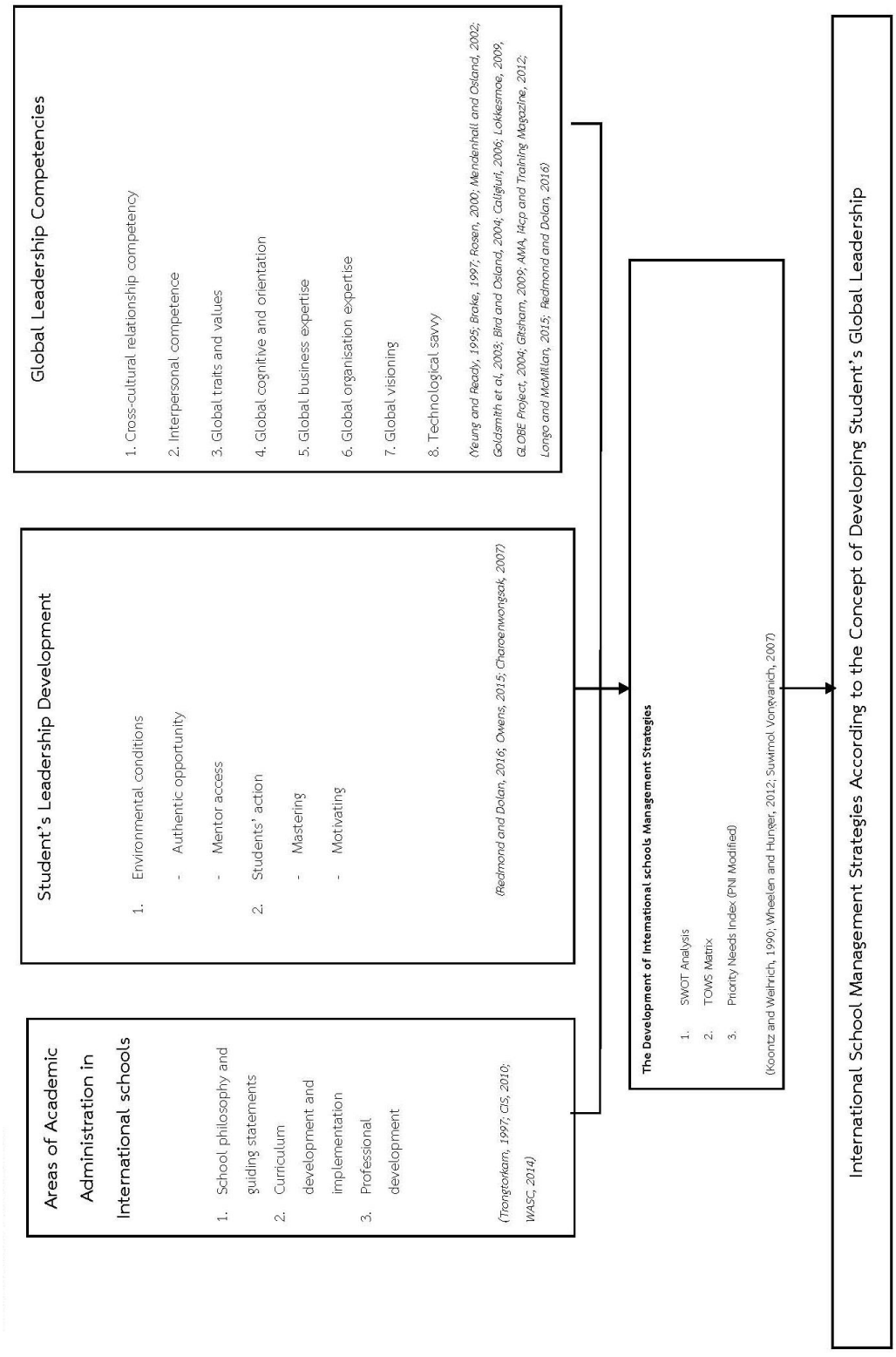

Figure 1 The conceptual framework of the international school management according to the concept of developing students' global leadership

1.6 Scope of the Study

This section provides information about the involved contents, participants, and time in the study as follows:

The scope of content

The study focuses on the international school management according to the concept of developing students' global leadership based on the synthesis of international school academic administration conceptual framework. The academic administration framework comprises 3 areas as follows:

1. School's philosophy and guiding statements
2. Curriculum development and implementation
3. Professional development

The global leadership framework comprises 8 core competencies as follows:

1. Cross-cultural relationship competency
2. Interpersonal competency
3. Global traits and values
4. Global thinking and orientation
5. Global business expertise
6. Global organisation expertise
7. Global visioning
8. Technological savvy

Students' leadership development framework is assessed by reviewing and analysing the related literature. Redmond and Dolan's Conceptual Model of Youth Leadership Development (2016) is found as the key components of the framework consisting of 1) Environmental Conditions which are prepared by schools and adults and 2) Action which is exercised by individual student. Two suitable Students' leadership development approaches Owen (2015) and Charoenwongsak (2007) are selected to synthesise as methods to develop students' leadership development for

this study. To cover the students' self-development approach and the supporting of adult for students' development approach.

The scope of participants

The scope of participants consists of international schools in Thailand in which cater students from the primary level to the secondary level. The respnsents are international school principals, Thai headmasters/headmistresses, administrators, students' development lead teacher/ coordinator and teachers.

The Scope of time

The study takes the period of academic year 2559-2560 B.E. (2016-2017).

1.7 Research Methodology

The procedures of this study comprise of 8 following steps;

1. explore the proper framework of international school management according to the concept of developing students' global leadership
2. study the current and desirable states of international school management according to the concept of developing students' global leadership
3. analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept of developing students' global leadership
4. develop the 1st draft of international school management strategies according to the concept of developing students' global leadership
5. validate the 1st draft of the international school management strategies according to the concept of developing students' global leadership
6. develop the 2nd draft of international school management strategies according to the concept of developing students' global leadership
7. validate the 2nd draft of the international school management strategies according to the concept of developing students' global leadership

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8. present the international school management strategies according to the concept of developing students' global leadership

1.8 Significance of the Study

The policy making sectors of the Ministry of Education such as and the Office of Private Education Commission would benefit from this study as follows.

1.8.1 International schools in Thailand and others types of schools which have similar context of school curriculum such as English and International Programme schools can utilise the findings of this study as the following aspects;

1. The schools can apply the conceptual framework of this study as a base theory for school management according to the concept of students' global leadership development in general and specific aspects. The aspects of the study framework could be further applied on school survey or checklist to explore or assess how school is managed to develop global leadership competencies of students.

2. The senior management administrators of international schools and English or International Programme public schools can apply the initiated strategies and procedures as proactive approaches to redesign the school's philosophy, strengthen the school curriculum, and reform professional development in order to enhance global leadership of students. The administrators should inform the proposed strategies to all stakeholders of schools and assign designated persons to oversee the implementation of strategies.

3. Leadership coordinators and teachers of international schools and English or International Programme public schools can follow the procedures of the proposed strategies by redesign of their teaching and learning and other academic functions in schools that help enhance students' global leadership. Furthermore, teachers should propose expected professional development trainings regarding students' global leadership to schools.

1.8.2 The government sectors, for instance, the Ministry of Education and the Office of Private Education Commission could utilise the finding of this study to develop the national policies regarding the development of the Thais 4.0.

1. The government policy makers could analyse the characteristics of global leaders proposed on the framework of this study to determine the expected characteristics of the Thais 4.0.

2. The government policy makers could stipulate the national policies and approached to develop students' global leadership characteristics. The policies could be applied with in government schools by adjusting the proposed strategies of this study to be suitable for schools.

3. The government policy makers should seek for collaboration between governments sectors and international schools by observing best management practice of international schools in developing students' global leadership competencies. The government sectors and international schools could also promote collaboration in professional development training by cooperating professional development resources.

1.8.3 Academic sectors including the university's School of Education and academic institutions can apply the findings of this study to improve the academic status in the school administration field especially on students' leadership development.

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CHAPTER 2
LITERATURE REVIEW

2.1 Global Leadership Concepts

The concept of global leadership has been the topic of interesting study for many scholars since the 1990s since the globalisation has evolved. Organisations have been affected by the globally shifted situation and needed to change their strategies to operationally expand to the global level and acquire the global market share (M. Mendenhall & Osland, 2002). It is significant that, to the extent of the current situation, organisations must emphasise the importance of their management persons as the major fact to lead the organisation. The management possessing global leadership and competencies can successfully develop and implement innovative strategies; and lead to organisational achievement.

Global leadership is the new concept in which many management persons explore. More and more management persons have tried to comprehend the influence of globalisation on global leadership. However, global leadership concept is considered as a lesser important topic comparing to other leadership concepts. On the contrary, the development of global leadership traits involves and extents to multiple concepts and practices.

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The literature review shows the differences between global leadership and national or local leadership. One of the most distinguished characteristics of global leadership is the fact that; since each individual culture impacts an organisation's norm, value and social behaviours such as rewarding, appreciation, devotion and decision making in a unique manner and leads to differences in action and expression, local leadership traits, therefore, cannot be applied in the global context (England, 1978; Nyaw & Ng, 1994). Moreover, prevalent national leadership characteristics in each country are different, depending on individual culture, such as interpersonal relationship, short-term benefits, social level, religion and risks (Hofstede, 1980).

P. Caligiuri (2006) analysed and worked backwards to determine the knowledge, skills, ability, and other personal characteristics (KSAOs) that might lead to effective competencies of global leaders. International human resources professionals from North American and European firms participated in surveys and focus groups to identify ten global working activities that are both common among and unique to global leaders including;

1. Work with colleagues from other countries
2. Interact with external clients from other countries
3. Interact with internal clients from other countries
4. Often speak another language (other than their mother tongue) at work
5. Supervise employees who are different nationality
6. Develop a strategic business plan on worldwide basis
7. Manage a budget on a worldwide basis
8. Negotiate in other countries or with people from other countries
9. Manage foreign suppliers or vendors
10. Manage risk on a worldwide basis for their unit

National leadership role works effectively in the similar-culture work environment. However, when an organisation reaches a global level, national leadership characteristics in a certain country cannot successfully applied in a different country. Therefore, effective leaders must develop their competencies to be superior to national leadership skills (Yamaguchi, 1988).

2.1.1 The Definition of Global Leadership

The study of multiple researches on the topic of global leadership reviews that the previous researches did not focus on defying or explaining the concept of global leadership, therefore the accurate definition of the term has not been clearly presented. Some researches based the definition on interview comments; other vague assumptions, causing ambiguous definition between global manager and global leadership. However, some scholar has provided the definition global leadership. The

following table, adapted from the study of Hassanzadeh, Silong, Asmuni, and Wahat (2015) provides the summary of global leadership definitions.

Table 1 Definition of Global Leadership (adapted from the study of Hassanzadeh et al. (2015))

Author	Definition
S. Kangpeng and Shusorn (2014)	The process of one or more individual try to exercise their power to motivate and direct another or a group of persons to willingly and eagerly comply with their desire to reach the common goal of a group or an organisation, cooperatively and effectively work in an organisational context and the change of the current global situation with different cultures, economic, societies and politics.
P. Caligiuri and Tarique (2012)	Global leaders are high level professional such as executives, vice presidents, directors, and managers who are in jobs with some global leadership activities such as global integration responsibilities. Global leaders play an important role in developing and sustaining a competitive advantage.
M. Mendenhall and Osland (2002)	Global Leaders are individuals who effect significant positive change in organizations by building communities through the development of trust and the arrangement of organizational structures and process in context involving multiple cross-boundary stakeholders, multiple sources of external cross-boundary authority, and multiple cultures under conditions of temporal, geographical and cultural complexity.
J. Osland (2008)	Anyone who leads global change efforts in public, private, or non-profit sectors is a global leader.
Beechler and Javidan (2007)	Global leadership is the process of influencing individuals, groups, and organizations (inside and outside the boundaries of the global organization) representing diverse cultural/political/institutional systems to contribute towards the achievement of global organization's goals.
P. Caligiuri (2006)	Global leaders, defined as executives who are in jobs with some international scope, must effectively manage through the complex, changing, and often ambiguous global environment.
J. S. Osland, Bird, and Oddou (2012)	Global leadership is the process of influencing the thinking, attitudes, and behaviours of a global community to work together synergistically toward a common vision and common goal.
Harris et al. (2004)	Global leaders are capable of operating effectively in global environment while being respectful of cultural diversity.

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McCall Jr and Hollenbeck (2002)	Global executives are those who do global work. With so many kinds of global work, again depending on the mix of business and cultural crossings involved, there is clearly no one type of global executive. Executives, as well as positions, are more or less global depending upon the roles they pay, their responsibilities, what they must get done, and the extent to which they cross borders.
Gregersen, Morrison, and Black (1998)	Leaders who can guide organizations that span diverse countries, cultures, and customers.
Adler (1997); Bartlett, & Ghoshal (1991); Hamel & Prahalad (1985)	Global leaders, unlike their domestic counterparts, must be able to articulate a globally encompassing vision and to communicate that vision to people around the world in ways that inspire them to work together to achieve individual, organizational, and societal goals.
Brake (1997)	Global leaders, at whatever level or location, will 1) embrace the challenges of global competition, 2) generate personal and organizational energies to confront those challenges, and 3) transform the organizational energy into world-class performance.
Nirenberg (2000)	Global leadership is the integration of two driven concepts, which are globalization and leadership. Currently, global leadership is perceived as a new study field, integrating management, cultural study, communication technology and dynamic social system. Global leadership is not knowledge received from learning but acquired through experience in cross-cultural success. Therefore, global leadership represents the cognitive and reflective values of an individual to travel and work with people from different background. Interpersonal relationship and cross-cultural dynamic skills are able to be developed by assigning one to work with different people from mixing cultures and countries.
Hayes (2001)	Global leadership is an interdisciplinary study about the important elements of future leaders including all effectively personal experiences that leaders should have about psychology, geology, politic, humanity and sociology affected by globalization.

After reviewing the literature various definitions of global leadership were described and discussed by many authors in various ways. The analysis of the definition of Global Leadership is shown below:

Table 2 The analysis of the definition of Global Leadership

Global leadership					
Diversity	**Complexity**	**Working on the global stage**	**Flexibility**	**Global mindset**	**Networking**
• Multiple cross-boundary, stakeholders and multiple cultures (M. Mendenhall & Osland, 2002) • Diverse groups and system (Beechler & Javidan, 2007) • Cultural diversity (Harris et al., 2004)	• Manage complexity (P. Caligiuri, 2006)	• Ability to work on the global levels (Paula Caligiuri & Tarique, 2009) • International job scope (S. Kangpeng & Shusorn, 2014) • Global position such as global executive (McCall Jr & Hollenbeck, 2002) • Global competition and world-class performance (Brake, 1997)	• Change ways to one situation or country to another (Javidan, Dorfman, De Luque, & House, 2006)	• Work together towards a common vision and common goal for the global aspects (J. S. Osland et al., 2012) • Able to articulate a globally encompassing vision and to communicate that vision to people around the world (Adler, 1997)	• Work together to achieve individual, organisational, and societal goals (Adler, 1997)

Based on the discussion, global leadership can be defined as the process of one or more individual try to exercise their power to motivate and direct another or a group of persons to willingly and eagerly comply with their desire to reach the common goal of a group or an organisation, cooperatively and effectively work on global levels with the global mindset in a complexed and diversion environment with competencies that include networking and flexibility.

2.1.2 The Social Trend Impacts on Global Leadership

According to the Leadership 2030 Research of Hay Group (referred in S. Kangpeng and Kanlhong (2012)), the world's leading organisational and human resources management Consultant Company, there are six megatrends which are expected to significantly influenced organisations, employees, and management in the next two decades, including the qualification and competencies of the new era successful leaders. The megatrends show that new generation leaders must possess creative ideas and strategies to accomplish works; and develop competencies ideally required for being successful in work. This means that they must be opened for fresh perspectives and look for innovative approaches to develop engagement in an organisation. In order to comprehend the new generation leadership, it is important to understand prospective contexts and environment in the future. Although it is impossible to accurately forecast the future but it is able to estimate the trend in the long-term of which contexts will possibly affect the leadership characteristics in at least the next 15 years. The evolving megatrends can be summarised into six aspects as following;

1. The global balance of power is shifting; The consumption behaviours of the new middle classes are changing; and are different patterns across the globe. The international companies need to adapt their strategies to meet the local market demand, by embracing diversity as an important factor for their operation. The organisational structure also needs to be adjusted. It is more effective for global companies to be flattened, allowing information and authority to flow. As the globalised environment is more complex than ever, the strategic thinking and cognitive skills leaders need to make collaboration among a range of different people in managing conceptualising challenges as operations are so enormous that it is beyond the power of a person to accomplish. Flexible, mobile, adaptable and culturally sensitive leaders who are able to collaborate multi groups of people and lead diverse teams are important in the globalisation.

2. Climate change and scarcity of resources is a mounting problem; The global scarcity of natural resources will dramatically affect the operation of businesses

and possibly cause international conflicts. Therefore, organisation must be aware of and proactive in developing their eco-strategies, such as lowering eco-footprint, which can directly benefit organisational performance and develop sustainable competitiveness. Environmental strategies and investment in eco-friendly technology will be prevalent and become a strategic imperative. This means that organisations have to adapt themselves to the required changing resources and environmental process in their operation. In addition, greater collaboration across sections will be established to solve environmental problems. New generation leaders need cognitive skills to combine complex aspects of financial concern, operations, legal and social responsibility into practical vision of the business.

3. The war for talent rages on; The world will encounter demographic imbalances as it soon will become aging society. Labour shortage will become one of the major issues in the future, affecting not only pressure on the welfare system but also the migration of labour. Therefore, retaining talents in an organisation is challenging and become a key concern of an organisation to attract, integrate and develop global labour. This involves providing competitive compensations, appropriate employment models, educational and development programs any other creativities to retain skill labour. Moreover, employees are increasingly more diverse because of an expansion of companies to global level and the migration of labours. Successful leaders need to understand the changing context to lead, integrate and motivate teams in multi-cultural environment to foster commitment and loyalty among employees from different cultures and with different values.

4. Accommodating growing individualism; People will become more individual as future generations expect more freedom of choices within societies; and success in career will be regarded as self-fulfilment and self-expression. Private life and work will be integrated as personal goals. Individualisation greatly impacts employees' loyalty and motivation to work in an organisation. Therefore, redesigning organisational structure and work process, such as self-direction, engagement, creative environment and work-life balance, are important factors to promote independent work-life

management and allow employees time for their personal projects. Moreover, the working condition will be more flexible, decentralised and cross-functional structure. Leaders need to understand that individualization leads to higher turnover.

5. Embracing the digital natives; Future business will enormously rely on digital innovative and digital knowledge is fast becoming the powerhouse of the global economy. This trend does not only affect business operations but also on employee management, but also the way digital employees are working. Leaders must embrace the open minds, curiosity, creativity and of 'digital natives', offering frameworks and guidance where needed, while try to bridge the gap between older generations effectively. Digital natives tend to over rely on technology and their lack of social skills, therefore leaders will have to combining face-to-face and virtual contact for effective decision-making and fostering motivation and loyalty. Regarding to the increasing of digitised world, the power of information is crucial and is shifted towards the digital natives who can instantly share it with a global audience via the internet. This makes sincerity and integrity of paramount importance in organisations and leaders have to provide digital guideline for using such technologies.

6. Harnessing technology to innovate; The change in technology breakthrough makes inter-corporate knowledge exchange vital; and collaborations and cross-sector partnerships will become more common. An organisation must be able to integrate all stakeholders in corporate endeavours and opened to de-compartmentalised organisations. Leaders should encourage innovation and collaboration of expertise from within and outside the organisation to harness the potential of converging technologies. They must also work through informal influence across functional and organisational boundaries.

The six megatrends will be the key drives to many changes expected to impact organisational management and implication of global leadership.

Table 3 The analysis of changing trends in organisational management and roles of leadership in the future

Changing trends	Changing characteristics of leader and organisation
Structure	• New pattern of flat organisation structure and integration of network, focusing on collaboration of teamwork. • Changing role of leadership, emphasizing on followers and stakeholders
Demographic	• More cultural diversity. The gap between highly experienced employees and new generation is widening. • Leaders must understand the differenced and individual element of each culture.
Globalisation	• Encounter increasing cross-cultural characteristics, teams and leaders. • Leaders must understand cross-culture and become international leadership. Leaders must always keep an eye on global issues.
New work ethic	• The loyalty of employees in an organisation will decrease. The values towards work will shift. • Leaders must collaborate work procedures as an acceptable ground which matches the different seniority of employees to create harmonious working environment.
Learning and knowledge	• Employees become more intellectual, leading to the development of learning organisation. • Leaders must strengthen their competencies to work with proficient experts.
Technology and access to information	• New innovations keep springing rapidly. Information increases enormously and flows in the expeditious speed than ever. In addition, new effective methods in accessing and sharing information have emerged. • Leaders must keep abreast of new technology since the innovation will be the cause of power and competitive advantages. Integrating technologies and innovation can improve leadership effectiveness.
Emphasis of flexibility	• Organisations will be more flexible and prompt to change. Organisations provide more flexible working activities to employees. • Leaders must learn the manage the changes
Fast-paced change	• There are constantly unstable situations internally and externally because of changes happen all the time. • Leaders must monitor and keep pace with the current changes and accurately forecast future situations.

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2.1.3 The Scarcity of Global Leadership

Globalisation has brought about new opportunities created by effective global leadership. However, a master global leadership cannot be developed overnight. The needs for global leaders in organisational context have been rising. According to Black and Morrison (2014), which surveyed and interviewed 40 global leaders in human resources management about the need and the actual numbers of global leaders, 82% of the sample stated the need of global leadership in an organisation, yet there was only 18% thought that the number of global leadership is insufficient. The finding of this research represents the fact that, since the revenue of international organisations and the development of international market have increased in the past decade; organisational leaders need to satisfy the demand in a national and global level. The lack of global leadership at the present is the result of the fact that organisations are unaware of the important of global leadership and, therefore, start developing one too late. Moreover, organisations ignore the fact that effective programme in developing competent global leadership takes time; and it averagely takes about 10 years to develop effective global leadership (Black & Morrison, 2014). The research shows the scarcity of global leadership in terms of quantity and quality.

P. Caligiuri (2006) suggested that the lack of global leaders, tools to develop global leaders and the differences in the nature of tasks, responsibilities and practices of global leaders make it impossible for local leaders or national leaders to operate in the global context. Therefore, it is vital for a global organisation to develop its leaders to have appropriate competencies of global leadership and lead an organisation to the global success.

2.1.4 Global Leadership Competencies

The new breed of leaders is required as revealed on numbers of practitioners and scholar researches on global leadership studies. However, there are many diversities among the global leadership theories, however the unified competencies regarding to the definition of global leadership is how leaders make concepts differently enact across cultures. The particular subset of the literature examines three aspects of global

leadership are who global leaders are, what they do, and what skills they need to do it (Lokkesmoe, 2009).

Another empirical study regarding global leadership revealed by Yeung and Ready (1995). Their survey is conducted to identified eight core capabilities of 1,200 managers from ten major global firms in eight countries. The major competencies among them was the ability to articulate a tangible vision, values, and strategy, which was ranked as desirable by nearly all participant countries. Other capabilities that were endorsed by most, but not all country groups include 1) being a catalyst for strategic change, 2) being results-oriented, 3) being able to empower others to do their best, 4) being a catalyst for cultural change, and 5) having a strong customer orientation. Morrison (2000) Morrison (2000) explained that another important finding in the Yeung and Ready research is that "significant differences in the national emphasis on key leadership capabilities were found".

Brake wrote a perspective book, *The Global Leader: Critical Factors for Creative the World Class Organization* (1997), based on the global business literature and interview with practitioners at leading business firms. Brake finds global leaders as working in the centre of the ring of fire that is global competition. They can either embrace fire's energy to generate higher level performance or perish in the fire. The global leadership processes that leads to higher performance consists of three steps (Brake, 1997). Brake notes that global leaders sometimes have to unlearn what previously made their firm successful. He developed the Global Leadership Triad (Brake, 1997), which consists of three sets of competencies.

1. *Business Acumen:* Business Acumen is the ability to pursue and apply appropriate professional knowledge and skills to achieve optimal results of the company's global stakeholders (Brake, 1997). In this category, depth of knowledge refers to demonstrating the willingness and ability to switch perspectives between local and global/ functional and cross-functional needs and opportunities (Brake, 1997). In today's language, this would be called global mindset. The stakeholder orientation balances the needs of both internal (e.g.

functional areas) and external groups (e.g. customers, communities). Total organisational acumen is how leaders demonstrate their insight knowledge into the business works' beyond their intermediate potentials and seek to use this knowledge to get things done within and among their organisation (Brake, 1997).

2. *Relationship Management:* Relationship Management is the ability to build and influence collaborative relationship in a complex and diverse global network to direct energy toward the achievement of business strategies (Brake, 1997). According to Brake's research, change agentry is the ability to motivate others to identify and implement desired changes and the ability to open new ways of doing things (Brake, 1997). Building community is another ability to build willingness with partners in interdependent relationship to accomplish their ultimate goals (Brake, 1997).

3. *Personal Effectiveness:* Personal Effectiveness is the ability to increase the levels of maturity to be able to perform in undesirable conditions of working in global aspects (Brake, 1997). Brake's definition of maturity includes resilience, self-confidence, and sense of humour. These abilities is conceptualised for deal with undesirable circumstances, setbacks and be able to recover quickly from mistakes.

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At the centre of the triad is the concept of the *Transformational Self*, a philosophy of possibility personal engagement. With this qualification, leaders could be able to drive towards their purpose through different activities which are strengthened by reflections, personal mind management, and openness to change (Brake, 1997). This is the central to both domestic and global leadership in his view as shown on figure;

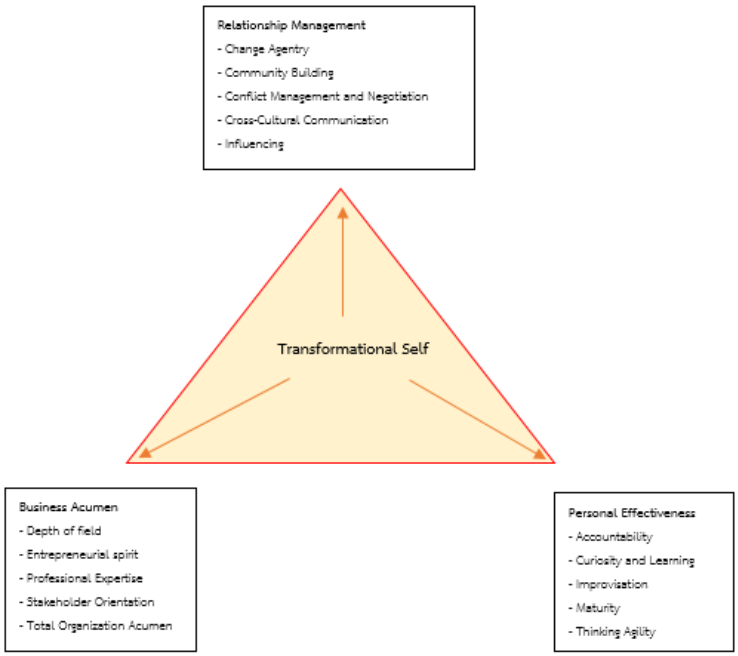

Figure 2 Brake's Global Leadership Triad (1997)

A team of consultants and executive coaches, Goldsmith et al. (2003) was sponsored by the Accenture Institute of Strategic Change to conduct the research regarding the development of next generation of leaders. Arguing that today's leadership skills will not be sufficient for the future leaders, due to the changing nature of the global world, they sought the options of both current and prospective leaders. They gathered information from future leaders from around the world in several ways, focus group with twenty-eight CEOs, various focus groups/dialogue forums with current and future global leaders, seventy-three surveys, and over 200 interviews with executive leaders mentioned by 120 international organisations (for-profit, governmental, multilateral and non-profit). It revealed that the global leaders were jumping off from domestic leaders by job assignment. The research is more practitioner-oriented and provides extensive practical advice for skill development. It is less rigorous from an academic standpoint than some of other global leadership literature (Mark E Mendenhall, Reiche,

Bird, & Osland, 2012). Nevertheless, the findings are interesting and provide a slightly different perspective on global leadership.

Goldsmith and his colleagues identified fifteen dimensions of global leadership. They note that many aspects of leadership are too general and unlikely to change, thus ten of their dimensions are found in domestic leadership and were also important in the past. They predict that the five dimensions shown below;

1. *Thinking globally:* adaptability, gains necessary global experience, understands impact of globalisation and helps others understand it, decisions include global considerations.

2. *Appreciating cultural diversity*: sees difference and diverse opinions as an advantage and helps others to perceive this, expands cultural knowledge, effectively motivates people from other cultures.

3. *Developing technological savvy*: acquires necessary technological knowledge, recruit people with technological expertise, and manages use of technology to increase productivity.

4. *Building partnership and alliance:* treats co-workers as partners rather than competitors, unites organisation into an effective team, builds partnerships across the company, and discourages diverse comments about other people or groups.

5. *Sharing leadership*: willingly shares leadership with business partners, defers to those with more expertise, seeks win-win, joint outcomes, and keeps the focus on superordinate goals and the greater good.

According to their survey, the most important competencies for the future, in descending order of importance according to Goldsmith et al. (2003) perspectives are to build effective alliances with other organisations, to genuinely listen to their colleagues, to create and to communicate a clear vision of organisation, to unite organisation into an effective team, to make decisions that reflect global

considerations, to view business from the ultimate customer perspective, to clearly identify priorities and focuses on a vital few, to build effective partnerships across the company and consistently treats people with react and dignity (Goldsmith et al., 2003).

Figure 3 Goldsmith and colleagues' Dimensions of Global Leadership (2003)

Rosen (2000) has conducted interview with 75 CEOs from 28 countries and surveys of 1,058 CEOs, presidents, managing directors, and chairpersons in the research '*Global Literacies: Lessons on Business Leadership and National Cultures*'. This study shows four categories of global literacies and corresponding skills. The first category is *personal literacy*, which is comprised of *1) aggressive insight, 2) confident humility, 3) authentic flexibility, 4) reflective decisiveness,* and *5) realistic optimism*. The second category is *social literacy*, which is comprised of *1) pragmatic trust, 2) urgent listening, 3) constructive impatience, 4) connective teaching,* and *5) collaborative individualism*. The third category is *business literacy,* which is comprised of *1) chaos navigator, 2) business geographer, 3) historical futurist, 4) leadership liberator,* and *5) economic integrator*. The fourth category is c*ultural literacy,* which is comprised of *1) proud ancestor, 2) inquisitive internationalist, 3) respectful modernizer, 4) cultural bridger,* and *5) global capitalist.*

Rosen (2000) emphasised three critical points: 1) the importance of context that global leaders should understand the external business environment contexts, 2)

understanding of culture at many layers: the worldview, the national perspective, the business environment, and the eye of the leader, and 3) understanding that each culture has two levels of analysis: what is universal to all people, businesses, and countries, and what is unique to each. Understanding universal and uniqueness are a core competency for the globally literate leaders.

Rosen (2000) works highlighted two discoveries: 1) global literacies are the foundation of universal of global leadership universals, and 2) the more economically integrated the world becomes, the more important cultural differences become (Alon & Higgins, 2005). Lastly, he articulates four layers of culture that a global leader must learn to manage; 1) 'World Culture' which consists of technology, change, globalisation, and knowledge, 2) 'National Culture' which consists of history, geography, religion, politics, economics, and psychology, 3) 'Business Culture' consists of purpose (where are we going?), plan (how do we get there?), networks (how do we work together?), tools (what resources do we need), and results (how do we measure success?), and 4) 'Leadership Culture' which consists of personal, social, business, and cultural competencies.

M. Mendenhall and Osland (2002) proposed the fifty-six global leadership competencies after reviewing the empirical and non-empirical literature. They could be conducted that global leadership is a multidimensional construct with at least six core categories of competencies: 1) cross-cultural relationship skills, 2) traits and values, 3) cognitive orientation 4) global business expertise, 5) global organization expertise, and 6) visioning. Their categorisation of the global leadership competencies appears in Figure.

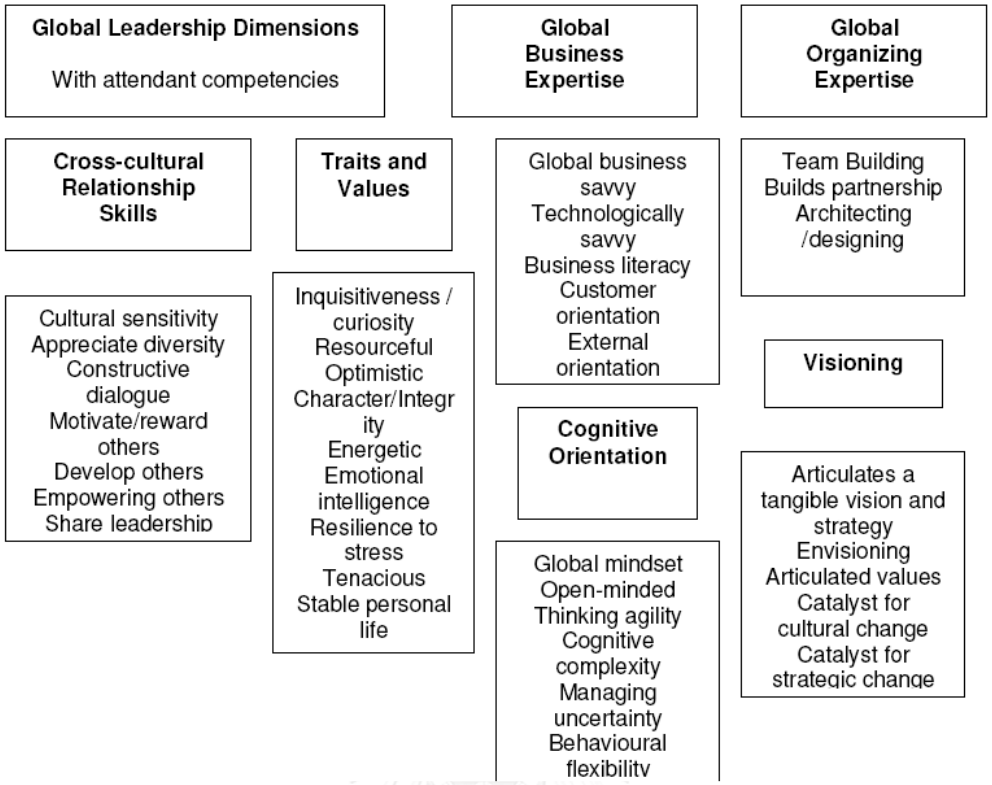

Figure 4 Categorisation of Global Leadership Competencies in Empirical Research (M. Mendenhall & Osland, 2002)

Bird and Osland (2004) alongside with a team of international management scholars who were members of the International Organizations Network (ION) has developed the Pyramid Model via a modified Delphi technique. They identified the key competencies of global managers (Bird & Osland, 2004). The Model was based on a review of the recent global leadership literature. The findings taken from the pyramid reflect the assumption that global leaders have certain threshold knowledge and traits that serve as a base for higher-level competencies. The five-level model suggests progression that is cumulative, advancing from bottom to top as figure shown below;

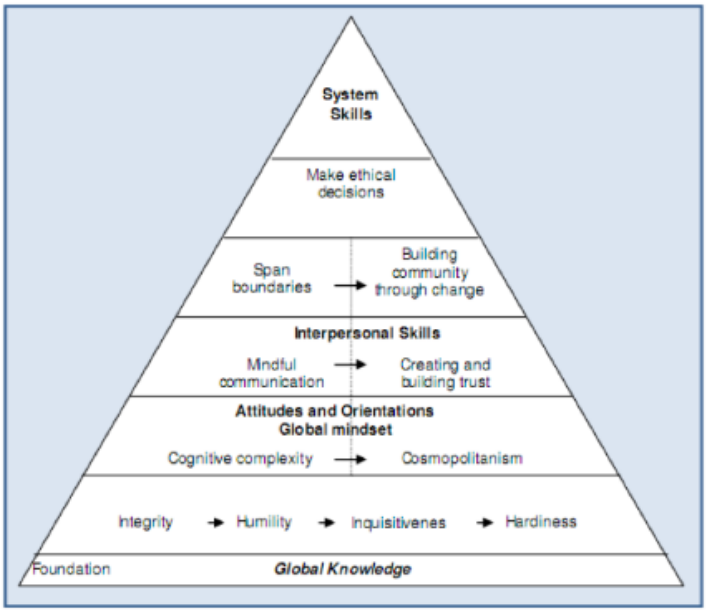

Figure 5 Global Competencies (Bird & Osland, 2004)

The GLOBE Research Project (House et al., 2004) was led by Robert J. House of the Wharton School of the University of Pennsylvania. GLOBE is the acronym for "Global Leadership and Organizational Behaviour Effectiveness," the name of a cross-cultural research effort that exceeds all others in scope, depth, duration, and sophistication. This project is done directly towards 170 'country co-investigators' who were on job assignment in 62 countries around world as well as a 14-member group of coordinators and research associates. The project was done by international team to collected data from 17,300 middle managers in 951 organisations. The study used mixed-method approach by using qualitative methods to assist their development of quantitative instruments.

As a result of their findings, the team was able to identify 21 'primary leadership dimensions' or 'first order factors' that in all societal cultures are viewed as, to some extent, contributing to a leader's effectiveness or lack of effectiveness. The 21 primary leadership dimensions was developed to six universally competencies of leadership which is most often known as 'culturally endorsed leadership theory dimensions', also

known as ‘global leadership dimensions’ and by several other names. The six are listed from the table below;

Table 4 The Six Global Leadership Dimensions (House et al., 2004)

Charismatic/Value-Based	**Team Oriented**	**Self-Protective**
» Charismatic/Visionary	» Team collaborative	» Self-centred
» Charismatic/Inspirational	» Team integrative	» Status conscious
» Charismatic/Self-sacrificing	» Diplomatic	» Conflict inducer
» Integrity	» Malevolent	» Face saver
» Decisive	» Admin. competent	» Procedural
» Performance oriented		
Participative	**Human Oriented**	**Autonomous**
» Autocratic	» Modesty	» Autonomous
» Non-participative	» Human oriented	

Despite all the different approaches to global leadership competencies, few studies have focused on the effectiveness of the leaders. P. Caligiuri and Tarique (2012) have studied in the research that addressed the relationship among effectiveness, job tasks, antecedents, competencies, and development activities.

P. Caligiuri (2006) revealed her finding on characteristics of global leadership known as ‘KSAOs’ (knowledge, skills, abilities, other personality characteristics). The characteristics were intentionally developed for the right employees (those with the requisite KSAOs) based on job task to have opportunities to develop their leadership competencies. Their leadership skills can help them work effectively on the global stage with global task and activities. The definition of each KAOs which can be summarised as below;

1. *Knowledge;* is a set of information related to a certain aspect. Among the KAOs, knowledge is more likely to be gained through instructional training and traditional developmental opportunities. Some of the knowledge related to global leadership includes; 1) Culture-general Knowledge which is defined as knowledge of the societal-level values and norms on which

most cultures vary. 2) Culture-specific Knowledge which includes the understanding that one gains from his or her nation's values, norms, beliefs, rites, rituals and behaviours. 3) International Business Knowledge is the knowledge gained from global business.

2. *Skills and Abilities:* Skills are variable capabilities that one can increase over time. Regarding to individual's limitation of their nature ability, intelligence, or personality. Ability are able to be shifted up through training, development, and practice but may be limited by individual's natural limit. These three examples of skills and abilities proposed to underline individual's success on global leadership activities includes; 1) Intercultural Interaction Skills such as foreign negotiation skills or cross-national conflict resolution comprise intercultural interaction skills. These skills can improve over time as one learns the way in which cultural nuances affect their interactions with people from different cultures. 2) Foreign Language Skills can increase to some level of fluency practice but may be limited by abilities. Given that fluency takes practice, personality characteristics may also effect fluency and introverted people perhaps being less willing to publicly make mistakes. 3) Cognitive Ability is the most important predictor of job performance regardless of level or organisational context. Having advanced level of cognitive ability help solving the complexity of managing in multiple cultures.It has been suggested that to be effective globally, individuals must possess cognitive complexity and intuitive perceptual acuity to accurately perceive and interpret behaviours across multiple cultural context.

3. *Personality Characteristics:* shape human to behave in certain ways. P. Caligiuri (2006) has found repeatedly through factor analyses and confirmatory factor analyses across, time, context, and cultures. These are labelled "The Big Five". The Big Five personality factors consist of; 1) extroversion, 2) agreeableness, 3) conscientiousness, 4) emotional stability,

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and 5) openness or intellect. Each of Big Five Personality characteristics has some relationship to success of people who live and work internationally and or likely to underline the ability to successfully complete some of global leadership tasks. All personalities are; 1) Extroversion: to be extroverts, individuals have abilities interact effectively with people from different countries, 2) Agreeableness is achieved through the personality characteristics of agreeableness. Leaders who are more agreeable towards cross-cultural adjustment and are likely to have greater success on global leadership tasks involving corroboration, 3) Conscientiousness could demonstrate greater effort and task commitment. This ability likely requires individuals to have more effort than comparable task in the domestic contexts, 4) Emotionally Stability is a universal adaptive modality which enable individuals to cope with stress which is often associated with leadership in ambiguous and unfamiliar environment, and 5) Openness or Intellect which reveal that individuals with greater openness are more likely to be accepting of diverse cultures.

Lokkesmoe (2009) has developed an integrated model of global leadership development. This model consists of four competency aspects that global leaders, as well as the collection of contextual factors that influence the conceptualisations and characteristics of effective global leaders to be implemented.

The four domains of leadership competencies that a global leader needs are; 1) *personal, 2) interpersonal, 3) professional,* and 4) *intercultural competencies*. Lokkesmoe's definitions for each domain are slightly varied from the findings from the data in this study and from existing models presented by Rosen (2000), Brake (1997), and Taylor and Osland (2003).

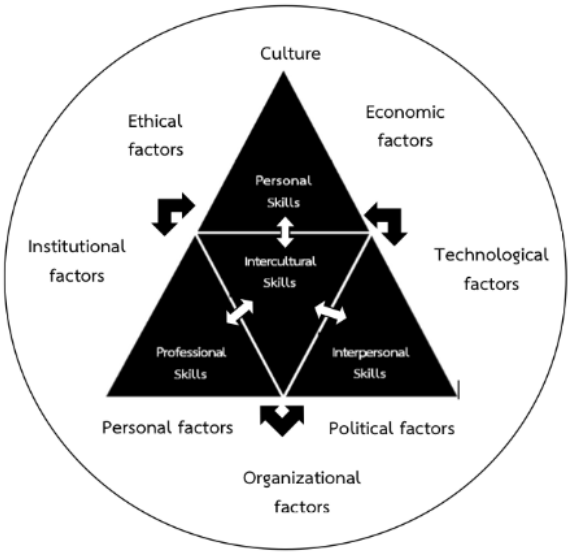

Figure 6 Global Leadership Context (Lokkesmoe, 2009)

Personal competencies include not only skills that one develops as an individual, but also personal traits or characteristics. Skills include listening, observing, and basic language and communication skills such as writing, and learning a foreign language. Traits include open mindedness, flexibility, honesty, and integrity.

Interpersonal competencies include skills that support leaders to have interactions or relationships with others, such as interpersonal communication, empathy, emotional intelligence, and networking.

Professional competencies include skills and knowledge based on their professional expertise.

Intercultural competencies include skills that develop intercultural competence. This includes skills such as understanding other cultures, cultural bridging, cognitive complexity, and coping with ambiguity.

More research written regarding global leadership in the business sector than in the public or non-profit sectors although global leadership skills are important for any executives who work in all sectors. However, the research on the capabilities of global leaders at non-profit sectors participating in the United Nation (UN) was conducted by

Gitsham and Lenssen. Gitsham who is the lead author has conducted '*The Developing the Global Leader of Tomorrow'(2008)* research. The surveys were administered to 194 CEOs and senior executives, and interviews were conducted with thirty-three HR, sustainability, and other thought leaders at firms participating in the UN Global Compact. The results identified changes in the external environment and the necessity to respond with capabilities and culture as well as policies systems. Three clusters of knowledge and skills were identified in the areas of context, complexity and connectedness which are shown below;

1. *The context cluster*: includes the ability to scan the environment, understand the risks and opportunities of environmental and social trends, and take them to respond considerately.

2. *The complexity cluster*: includes the ability to lead under conditions of ambiguity and complexity. This cluster involves individual's flexibility and being responsive to change, finding creative solutions to problems, learning from mistakes, balance both short and long-term considerations, understanding the interdependency of their actions and making ethical decisions.

3. *The connectedness cluster*: includes the ability to understand the responsive actions in the wider political landscape and build relationship with external partners and engage in stakeholder dialogue.

The partnership between the American Management Association (AMA), the Institute for Corporate Productivity (i4cp) and Training magazine has brought together to contribute to a research called *'Developing Successful Global Leaders'* (2012) which is conducted by reviewing the insights and opinions of over 1,000 practitioners worldwide. This study represents one of the most comprehensive annual reviews of global leadership development programs in the world. The research has listed ten future competencies needed for leaders including;

1. Managing virtual teams
2. Managerial agility
3. Cross-cultural employee engagement
4. Managing in a matrixed organization
5. Managing innovation in multicultural setting
6. Mastery of social network technology
7. Collaborating with peers from multiple cultures
8. Mastery of latest advances in virtual technology
9. Applying ethical standards in multiple cultures
10. Multi-country supply chain management

The regarding to the finding of this large scope research, greater focus competencies involve in cross cultural innovation with a greater emphasis on the use of technology while the other competencies that will be needed for global leaders over the next 10 years is remaining largely consistent. Survey respondents agreed that managing virtually in more matrixed organisations will be critical, as well as the ability to adapt to and manage in a cross-cultural environment.

However, mastering of technologies with both virtual communications and social networking will also be important assets in the skill category of global managers of the next decade. However, the competencies most closely correlated with market performance appear to be two competencies associated with collaborating and innovating with colleagues across cultural boundaries.

S. Kangpeng and Kanlhong (2012) presented the theoretical framework using LISREL model in confirmatory factor analysis of the characteristics of global leadership by synthetically reviewing related concepts and research. The framework shows that the characteristics of global leadership comprise of three dimensions in which ten elements reside. The three dimensions are; 1) Leading self-dimension, in this dimension comprises of global mindset, service mentality, positive thinking and can-do attitude; 2) Leading team, involving effective communication, motivation and recognition,

managing team conflict, coaching for team performance; and 3) Leading organisation dimension, including leading change, shared vision, shared building value and culture.

Redmond and Dolan (2016) presented a conceptual model of youth leadership development which includes youths' skills to be developed, environmental factors provided by adults and commitment to action arranged by youths themselves. Redmond and Dolan (2016) have presented documents supported by international literature known to be important in developing leaders in each aspect. In the youths' skills section, important factors are listed include social and emotional intelligence (including self-awareness, relate to others, and confidence), the ability to collaborate with others (including team building, problem solving, conflict resolution, and decision making), the ability to articulate a vision (including orally and written communication, and presentation skills) and the ability to gain insight or knowledge into the particular subject area (including critical thinking and having ethic).

Longo and McMillan (2015) have presented two global education programmes in higher education which are focused on developing student leadership through civic engagement in colleges and universities which prepare college students to be global citizens and leaders.

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The first programme took place at Providence College as Global Studies programme under interdisciplinary major preparing the next generation to engage responsibly with interconnected world. This requires learners to develop sensitivity to local cultures and identities as they build their capacity to act as global problem solvers and engaged citizen leaders which enhances students' understanding and appreciation of the interconnected world. The programme concludes with advanced courses in global studies and foreign languages.

The second programme, Global Citizenship for Social Justice Programme, took place at the University of Cape Town as the programme helps to promote awareness of students as future global citizens who are motivated to work for social equality through community service and volunteering. The programme could help students to develop

abilities for leadership on contemporary global–political and social justice issues by improving active listening, critical thinking, and logical argument.

2.1.5 The synthesis of global leadership competency

Competencies are distributed roughly equally across the eight categories by adapting from Mendenhall and Osland's multidimensional core competencies (2002). Sub competencies for each main competency are synthesised from 16 for-profit and non-profit global leadership literatures, describing global leadership competencies for adult executive global leaders and youths who will be developed to be future global leaders. The core competencies are; 1) Cross-cultural relationship competency, 2) Interpersonal competency, 3) Global traits and values, 4) Global thinking and orientation, 5) Global business expertise, 6) Global organisation expertise, 7) Global visioning and 8) Technological savvy are reviewed and components of global leadership competency.

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Table 5 The synthesis of global leadership competencies in the literature

Core competencies	Sub competencies	M. Mendenhall and Osland (2002)	Brake (1997)	Goldsmith et al. (2003)	Rosen (2000)	Bird and Osland (2004)	House et al. (2004)	P. Caligiuri (2006)	Lokkesmoe (2009)	Association (2012)	S. Kangpeng and Kanlhong (2012)	Gitsham and Lenssen (2008)	Yeung and Ready (1995)	Redmond and Dolan (2016)	Longo and McMillan (2015)	Total
1. Cross-cultural relationship competency	1. Understanding other culture	/		/	/			/	/			/			/	7
	2. Intercultural skills		/		/	/		/	/		/			/	/	8
	3. Multicultural collaboration				/	/				/						3
	4. Cultural Literacy	/			/				/						/	4
2. Interpersonal competency	1. Interpersonal skill					/			/		/				/	4
	2. Relationship management		/								/	/		/		4
	3. Team oriented						/			/	/			/		4
	4. Influencing	/	/	/	/		/				/		/	/		8
3. Global traits and values	1. Traits	/	/		/	/	/	/	/					/	/	9
	2. Values	/	/			/	/	/							/	6
4. Global cognitive and orientation	1. Global mindset	/		/	/	/		/			/				/	7
	2. Thinking agility	/	/						/	/	/			/	/	7
5. Global business expertise	1. Global business savvy	/	/		/			/								4
	2. Stakeholder orientation	/	/							/		/	/			5
6. Global organisation expertise	1. Total organisational acumen	/	/	/						/						4
7. Global visioning	1. Change agentry	/	/								/	/	/			5
	2. Visionary	/					/				/					3
8. Technological savvy	1. Technology mastery	/		/						/						3

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Table 6 The components of global leadership competencies

Core competencies	Sub competencies	Components of global leadership competencies
1. Cross-cultural relationship competency	1. Understanding other culture	1. Appreciating cultural diversity
	2. Intercultural skills	1. Foreign language skill 2. Cross-cultural communication
	3. Multicultural collaboration	1. Ability to work in cultural team 2. Cross cultural employee management 3. Applying ethical standard in multiple culture
	4. Cultural Literacy	1. Proud ancestor 2. Inquisitive internationalist 3. Respectful moderniser 4. Cultural bridger 5. Global capitalist
2. Interpersonal competency	1. Interpersonal skills	1. Mindful communication 2. Creating and building trust
	2. Relationship management	1. Community building 2. Conflict management and negotiation
	3. Team oriented	1. Leading team 2. Team collaboration and integration 3. Diplomatic 4. Managing virtual team 5. Coaching for team performance
	4. Influencing	1. Motivation and rewarding 2. Developing others 3. Empowering others 4. Sharing leadership
3. Global traits and values	1. Traits	1. Humility 2. Resilience 3. Inquisitiveness 4. Optimistic 5. Energetic 6. Maturity 7. Emotional stability 8. Persistence 9. Problem solving 10. Decision making
	2. Values	1. Integrity 2. Accountability 3. Openness 4. intellect 5. Gratitude
4. Global thinking and orientation	1. Global mindset	1. Local mindedness 2. Global mindedness
	2. Thinking agility	1. Managerial agility 2. Cognitive complexity 3. Critical thinking
5. Global business expertise	1. Global business savvy	1. Business literacy 2. Entrepreneurial spirit
	2. Stakeholder orientation	1. Customer orientation
6. Global organisation expertise	1. Total organisational acumen	1. Building partnerships and alliances 2. Managing in a matrixed organisation
7. Global visioning	1. Visionary and Change agentry (Kotter,2015)	1. Create sense of urgency 2. Form strategic vision and initiatives 3. Enlist volunteer army 4. Enable action by removing barrier 5. Generate short-term wins 6. Sustain acceleration 7. Institute change
8. Technological savvy	1. Technology mastery	1. Managing innovation in multicultural settings 2. Managing social network technology 3. Managing latest advances in virtual technology

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2.1.6 Summary of global leadership competencies

Cross-cultural Relationship Competency

The cross-cultural relationship competency is directed towards people and relationships. It involves skills such as cross-cultural communication, ability to work in multicultural team and characteristics such as appreciating cultural diversity and being global capitalist. The cross-cultural relationship competency entails four composite competencies; 1) understanding other culture, 2) intercultural skills, 3) multicultural collaboration, and 4) cultural Literacy.

Interpersonal Competency

These represent the primary competency within the grouping. For example, extraversion and relationship interest are usually considered to be predispositional (Bird et al, 2010), while interpersonal engagement, team building, conflict management and creating trust are more often viewed as relationship building approaches to achieve results. Social flexibility and building relationship are best classified as behavioural skills. The competency can be broken into four broad dimensions that involve management relationship; 1) interpersonal skills, 2) relationship management, 3) team oriented, and 4) influencing.

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Competency of Global Traits and Values

Global traits and values are directed inward to the predispositional, and attitudinal processes in the mind of the global leader or involve aspects of personal management. Leading in global context is personally challenging and requires a special mix of capabilities for managing oneself. Traits dimension is primarily attitudinal and behavioural and involves the pursuit and management of activities of lifestyle choices. More broadly considered, this dimension relates to global leader's ability to cope with high stressful challenge of leading across multiple cultures and widely varying national, international, political and regulatory. Values involves a commitment to preserving through difficult times which undergirds other competencies.

Competency of Global Thinking and Orientation

Global thinking and orientation reflects to perspective, attitude, and knowledge and interest of the world, nation, social and political institutions, cultures and people (Levy, Beechler, Taylor, & Boyacigiller, 2007). Global thinking and orientation competency can be broken into two facets; 1) global mindset which combines an openness to and aware of diversity across cultures, and 2) thinking agility which is an ability to embrace ambiguity by taking control of mental process.

Competency of Global Business Expertise

Global business expertise relates to a practical understanding of business and organisational realities and how to get things done efficiently and effectively. This competency entails as it does practical understanding and wisdom of operating business. Global business expertise appears to entail two composite competencies; 1) global business savvy, and 2) stakeholder orientation.

Competency of Global Organisation Expertise

Global organisational expertise competency addresses the ability of global leaders to design organisational structures and processes in ways that facilitates global effectiveness. The competency comprises of the knowledge of global business and entrepreneurial spirit. Moreover, the nature of the global community in the twenty-first century is that firms find it necessary to collaborate or, at a minimum, cooperate with a wide variety of actors, from buyers to suppliers to competitors to stakeholders to non-government entities and interest groups. This requires boundary-spanning skills, one of the most distinctive competencies differentiating global leaders from their domestic counterparts (J. S. Osland et al., 2012).

Competency of Global Visioning

Global visioning is the ability to think in strategic way and comprehend with complexity environment. This strategy is a strategic approach based on cognitive process in organisation. This encompasses two primary capabilities. The first is change agentry

which represents a set of capabilities that enable global leaders to implement change. The second ability entails the developing and articulating a global vision for the organisation or business unit.

Competency of Technological Savvy

Technology is fundamental to ensure that global organisation is successfully functioned with full if its capability. Tech-savvy comprehends on the ability of global leaders who is well-performed about or proficient in the use of modern technology. It is truly capability of leaders in the twenty-first century. Managing innovation in multicultural settings, mastery of social network and virtual technology are vital sub competencies.

2.2 Students' Leadership Development

Students' leadership development is necessity for the world today, since students today will be tomorrow's business and government decision-makers. Students should be prepared to undertake the leadership role in the future (Rudolph, 1990). In fact, this is possible through education (Green & McDade, 1991). Student develops basic leadership competencies including organising, planning and coordinating, communicating, being responsible and accountable for their own actions conflict resolution, critical thinking, decision-making, developing interpersonal skills and learning how to delegate responsibilities to ensure that they cultivate these competencies to be able to use later in adulthood.

Surprisingly, most students do not realise that they have attained leadership competencies unless it is pointed out to them (Kudo, 2002). The youth acquires skills through different methods which students are trained and tested by activities and interactions with others.

However, many empirical researches reveal that there is a significant lack of students' leadership education. Yet, students' leadership development is introduced, tested and cultivated over time by practice. Students are unable to develop leadership skills

without the proper learning environment. They need to learn the appropriate leadership skills, to be able to test them, and to be provided with the necessary support system.

2.2.1 Student Leadership Development Programmes

Many non-profit and for-profit organisations offer varied programmes to develop student leadership competencies such as international youth leadership development awards, Boy Scouts, Girl Scouts, 4-H, Rotary are all included as organisations touting youth leadership development. However, the procedure suggested for achieving these goals are often broad and include common competencies including communication, responsibly and character.

School curriculums need to address these skills to all students, for current and future student leaders. Students leadership development programmes often take on competencies that extend beyond to character of education and skills for academic success. Students leadership programmes often provide valuable skills for the students that can impact leadership development, in order to help a school based programme developer. Therefore, skills and competency development are fundamental to the belief that leaders can be made.

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Regarding to Van Linden and Fertman (1998) discussion that skills and competency development are fundamental to the belief that leaders can be made. Because of the important role that adults have in the youth leadership development process.

However, Students could develop leadership traits and skills through their action. Once young persons have the skills and the opportunity to exercise those skills, they then need to move into action. Student leadership is by its very nature action oriented. Without action, there can be no leadership (Redmond & Dolan, 2016). Moreover, Coyle (2009) explained that stimulating students' passion is the key factor of engaging someone in wanting to go further. This, he argues, can be as simple as seeing what someone else does, hearing about something or doing something that sparks an interest, which leads to commitment (Coyle, 2009). Connaughton, Lawrence, and

Ruben (2003) also discussed that this is the duty of school to provide students' leadership development programmes. It is vital to collect and analyse the various perspective on leadership, identify the necessary competencies to the practice in various contexts, and determine the appropriate pedagogical methods by which theories and competencies can be taught and learn best. Thus, School must develop strategies on student's leadership development.

2.2.1.1 Students' leadership development in schools

Traditional students' Leadership Development Programmes

Student leaders have the potential to enormously affect the school community both during their educational periods. Leadership education has longstanding development and implementation. One of the first development of student leadership began at the boy public schools in the UK such as Eton College, Harrow School, Radley College, and Winchester College. The common characteristic of this four longstanding public schools are the school ethos which is to educate their boys to be the leaders especially in politics and military. Pastoral care is the key of boy boarding schools. Students living fully in school will be shaped of good character.

Eton College, one of the rigid public schools has established a prefect system (Curtis & Boultwood, 1966). This system gives a student limited authority over other students in the governing of the school which is done through boarding system of the school.

The prefectship model of Eton school is implemented to identify leadership of students which is appointed by the faculty administration, and all students of the school. To select the designated students in prefect team, Lilley (2010) has commented that the process of selecting students should have the standardised process and criteria, which should be implied only for a specific designated group, rather than leadership for all. Lilley (2010) also noted that by selecting a specific group of student leaders, schools have the opportunity to educate and train these students in their roles.

Tony Little, the former Headmaster of Eton College has stated clearly that nurturing imagination and creative instinct are keys to build leadership in children. These help growing minds solve problems by allowing them to think through different ways to deal with different or difficult situation. Moreover, imagination allows young brain to practice real-life skills for the real world. Pupil can express themselves their ideas and existing concepts in new ways (Duttagupta, 2013). The practical example of this is that concerts at Eton will be held at the same they as exams. It teaches pupils, in later life, how to deal with more than one issue at a time and make choice between two equally attractive options.

Harrow-On-The-Hill is another rigorous boy boarding school which has educated the leaders of the world for centuries. The school has a clear purpose of education in school that is to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment. Harrow students are encouraged in leadership capabilities thought an effective learning habits to ensure that Harrow boys perform to their potential, thereby increasing their educational and career opportunities.

Radley College was founded in 1847 by William Sewell and Robert Corbet Singleton by the inspiration of the Oxford Movement in the Anglican Church and aimed to create a school for boys where Christian principles of brotherliness were reinforced. Radley's education states that boys should develop as leaders while the school develops the new strategic priorities of education to foster its students for the world's challenge ahead. The new themes are global awareness, technology and diversity. Global awareness is to help Radleians to become more knowledgeable, imaginative, sensitive and engaged global citizens through exchanges, trips, academic partnerships, online learning and language teaching. Moreover, Radleians are prepare for the world beyond Radley through careers advice, university preparation, curriculum innovation, and effective collaboration with old Radleians so that they can face with the world beyond locally, nationally and internationally. Appropriate use of technology in teaching and learning will grow.

Winchester College is another British independent school for boys for over 600 years. Winchester boys develop their leadership skills through the Combined Cadet Force. In The boys are required to serve two and a half terms in the Combined Cadet Force of the College once they are on the second year. However, Winchester gives the boys a reasonably free choice to join any one of the four Service Sections: Royal Navy, Royal Marines, Army and Royal Air Force. Each section follows its own proficiency syllabus, which is 60% military and 40% adventurous training. This compulsory course could promote Winchester boys to have physical and mental strength which is one of the qualification of good leader.

Many independent schools in the UK for instance Eton College, Harrow, Radley and Winchester still keep their traditions of students' leadership training not only helping the school but also training them for the future. Lilley (2010) summarises the thoughts of other researchers that adult leadership roles are often the norm for young people. To identify leadership, provide practise, and teach required skills for students.

Lilley (2010) also addresses the problematic area of concern that it is not enough for students to be given leadership opportunities and then be expected to absorb the skills by absorbing leadership skills from their experiential. Another concern raised was that student leadership development should be intentional especially through education. School should find opportunity to teach, train and develop student leadership.

Students' Global Leadership Development Programmes

Increasing attention is being paid to leadership in a global context as universities and leadership education programmes encourage student to critically examine how their school experiences prepare them to be global citizens. Programmes may be linked with international education and study-abroad programmes, academic disciplines, service, or international opportunity.

Dwight School, New York

Dwight School (School, 2015), was honoured for its 143 years old of long-standing commitment to delivering of quality education, is now recognised as leader in preparing students for success in the global world. Founded in Manhattan, New York, Dwight School is an independent college preparatory school which caters students ages two through grade 12. Dwight School has been influenced by British educational system, having the British house system and Head Boys and Head Girls student representatives, which give the sense of rigour educational institution. Dwight School is dedicated to igniting the 'spark of genius in every child (School, 2015). A Dwight world-class education rests on three pillars: personalised learning, community, and global vision. By providing Dwight education to global aspect, Dwight in New York City founded his as network schools in London, Seoul, Shanghai, and on Vancouver Island.

Dwight has the distinction of being the first school in the Americas to offer the comprehensive IB curriculum for students from preschool through grade 12 (School, 2015). Through the International Baccalaureate (IB) Programme, students develop value leadership skills. The school provides local and global community service that will help them succeed in the next phase of their lives as students, members of community, and world leaders (School, 2015).

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Educating students to be leaders in an increasingly global world lies at the heart of Dwight's educational philosophy. Dwight global campus in Canada, Global Leadership Academy, became the first Leadership Academy focusing on global leadership development for middle school to high school students. The Global Leadership Academy helps support the youth ages 13-19 from all Dwight School global network to build confidence, leadership skills and broader global perspective. Each day, students learn leadership models and team building strategies including communication and public speaking, social entrepreneurship tools, project planning and time management, S.M.A.R.T goal settings and strengths development, culture and customs from around the world, emotional stability and conflict management. Those skills are necessary for shaping the leader for the global world in the future. Student

could experience the diversity of people from different culture, and accepting each other's perspective is absolutely critical for the future leaders.

Punahou School, Hawaii

Punahou School is another example of educational institution in compulsory levels in which provides students to become global citizens and the world leaders. Located in diverse city, Honolulu, Hawaii, Punahou is an independent co-educational day school with a student body of 3,750 from kindergarten through grade 12. The school has celebrated the 175th anniversary of its founding in 1841.

Punahou School has stated the clear aims of education to foster students personal and social responsibility by embracing diversity at all levels. This aim is reasonably linked to one of the mission that students can appreciate cultural diversity and develop social responsibility. This would make the school commitment in document that the school fosters the understanding about the world into curriculum.

Global Education is integrated into the curriculum of Punahou. Students develop attitudes, thinking skill and knowledge necessary to deal with global issues. Students will learn skills and perspectives that help them become effective citizens for global community, appreciate in cultural diversity, react to global issues responsibly. Punahou also provides the languages throughout the k-12 curricular. The primary grades will learn different language each year whilst the middle school can choose their own language choices such as Latin, Modern European, Asian and Hawaiian. To fulfil graduation requirement, Punahou students need a minimum of two consecutive levels of a single language.

In July 2010, Punahou School launched and hosted the Student Global Leadership Institute (SGLI) which is generously granted from the Edward E. Ford Foundation and the Education Research Initiative (a partnership of Lenovo, Intel and Microsoft) and additional support from the Freeman Foundation and the Luke Center for Chinese Studies.

The purpose of the Institute is to develop a community of international youth leaders to commit to positive social change and ground in common global challenges. The Institute explores leadership development to students characterised by creativity, a capacity for problem-solving, collaboration, communication and multicultural perspectives which is needed for solving worldwide problems in the 21st century.

The senior year students of Punahou must participate in the programme, however there are students from other schools in the US and the other parts of the world are welcome to join. The students implement the projects during their senior year, supported by digital networking. This is allowed them receive support from mentors, including faculty, non-profit leaders and entrepreneurs.

Oxford Royale Academy (Summer School)

Apart from conducting global leadership in school, vigour universities around the world have initiated short courses or summer school programmes to foster global leadership characteristics for secondary school students.

Oxford Royale Academy, a summer school under Oxford University has initiated a summer leadership for the youth known as the Global Leadership Programme. Students will experience the key issues faced by global leaders today and the future and the ways in which changing social, political and economic conditions shape the role a leader plays within the context of current affair. Students are encouraged to give response towards challenging assignments and apply their ideas in interactive workshops as well as seminar-style discussions. There will be teacher-led learning style in which theoretical consideration and discussion are conducted by Oxford faculty and student-led activities which students could participate in interactive workshops.

Global Leadership Programme will tackle a wide range of issues and questions in both social context and business context including:

- human nature, the individual and society
- equality, social justice and welfare

- power and the art of government
- political ideologies
- economic globalisation
- the changing world order in the 21st century
- identity, culture and challenges to the west

Students also develop the vital skills needed for success in global political or leadership position including;

- Debating
- General communication skills
- Individual study and group work
- Intellectual awareness
- Analytical skills

The targeted students are ambitious students from around the world aged between sixteen and eighteen who typically see themselves pursuing a career in politics. The course is also impressive achievement to discuss in student's personal statement when applying for university.

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Even though Global Leadership Programme at Oxford is not conducted in school compulsory curriculum, the programme demonstrates a good example of institution which is aware of the needs of global leaders in the near future. Contexts and skills provided by Global Leadership Programme at Oxford Royale tends to focus more on social context rather than business or economic matters.

Brown University (Summer School)

At Brown University, Global Leadership courses are organised as one of the summer school programmes for secondary school students under the Leadership Institute. Participating students can select the leadership topics to study according to their own

interest. The topics are varied but necessary for preparing well-rounded global leaders including;

- Science: technology, medicine and environment
- Social: identity and diversity, justice, conflict resolution, human trafficking and health
- Politic: Global engagement and women leadership
- Business: entrepreneurship and empathy in the 21st century

Students will practice and explore both within and outside classroom through a variety of workshops, discussions and activities. They will have the opportunity to practice leadership through effective teamwork, communication and public speaking. Students can also continue to educate themselves when they return to their home communities by constructing the Action Plan projects in either school-based, community-based or national/ international-based settings. Brown Leadership Institute has listed the leadership skills which are related to global leadership competencies including identifying self, communicative skills, problem-solving skills and interpersonal skills.

Global Education Programmes in Higher Education

Longo and McMillan (2015) have presented two global education programmes in higher education, one is at Providence College and the other is at the University of Cape Town, South Africa (UCT). These programmes are focused on developing student leadership through civic engagement in colleges and universities which prepare college students to be global citizens and leaders.

Global Studies at Providence College is an interdisciplinary major. The course aims to provide students to be able to engage responsibly with interconnected world. The programme concludes with advanced courses in global studies and foreign language. The courses are used discussion method for conducting lessons, therefore students learn how to play significant leadership roles, including serving on advisory and hiring committees, co-teaching courses, and acting as liaisons between service learners and

community partners. Students also act as liaisons of community liaisons working with representatives from community.

The University of Cape Town launched Global Citizenship for Social Justice Programme in 2010. The programme helps to promote awareness of students as they are global citizens of the future. The programme helps develop capacity for leadership on contemporary global–political and social justice issues by improving active listening, critical thinking, and logical argument. Students are motivated to work for social justice through community service/volunteering.

2.2.1.2 Findings of Students' Leadership Development Programmes

Leadership development has made through three main aspects, course and education-based studying, craft-based learning experiences (or experiential learning) and extra-curricular activities.

1. Course-based and academic experiences; Students learn the knowledge and skills in leadership through different subjects and academic courses.

2. Practical-based learning; Students have opportunity to integrate what they have learnt into practice.

3. Extra-curricular activities; Students develop their leadership skills through day-to-day activities for instance, Student Prefect Team, Sports Teams, Student-led activities.

2.2.2 Students' Leadership Development Approaches

Student leadership researches are frequently referenced with approaches applied for developing young people, so they can develop the skills they will need to be effective leaders later.

Gardner (1990) discussed on the importance of developing leadership potential in youth in his work '*On Leadership'*. His assumption discussed that young persons will learn now but practise later. This is similar to O'Connell (1994) discussion to calls for

increasing attention to students leadership development, so that can lead later. Therefore, student leadership education appears to be an essential component to leadership development. This assumption is also supported by Heifetz (1994) his leadership philosophy as 'learning leadership', whereby the leadership concept is a learning strategy applicable to all people, not just leaders with assigned authority.

In the following section, six approaches are examined to gain relevant constructs on student leadership development from the existing literature.

2.2.2.1 Instructional Approaches in student leadership development

Heifetz's Three Key Pedagogical Tools in Leadership Education Methodology (1994)

Adaptive leadership model is presented by Heifetz (1994) that pedagogical tools are the main approaches to develop students' leadership. Therefore, Heifetz employs three key pedagogical tools in his leadership pedagogy (Park, 1997):

• *Case-in-point learning.* students are encouraged to class discuss in class so that they could have a chance to explore in different roles.

• *Below-the-neck learning.* exercising leadership is considerably more challenge and intense than talking about leadership. However, it is valued for students to create their capabilities as well as the intellect of leadership.

• *Reflective practice.* Students are constantly provided with opportunities to reflect on why they made particular choices or responded in particular ways. The result, once again, is a uniquely personal and deep educational experience.

The Heifetz's model of leadership development through education is helpful in addressing the confusion that emerges from the literature on both youth and adult leadership, and provides useful tools for diagnosing the pedagogical practices in use in the field.

Klau's Pedagogical Tools to Teach Youth Leadership (2006)

Mark Klau applied Heifetz's leadership education methodology into the actual practices on his research 'Exploring youth leadership in theory and practice' (2006). Klau suggested that the list of pedagogical tools may provide varied helpful ideas for educators to develop students' leadership. To implement the tools suggested, educators could begin to apply from a simple list of practices to an informed understanding of what constitutes best practices.

Table 7 Klau's Pedagogical Tools to Teach Youth Leadership *(2006)*

Pedagogical tool	Definition Example
Lecture	Frontal presentation by an authority to an audience
Expert panel	Presentation by two or more authority figures to an audience
Evaluation and selection	Formal process of selecting "best" leader
Reflective practice	Time set aside to reflect on feelings triggered by activities of program
Case-in-point learning	Activity in which the real-time group process is the pedagogical focus
Large-group discussion	Exploration of issue in a large-group format
Small-group discussion	Portion of larger group breaks off for more intimate exploration of an issue
Community service activity	Engaging in actual service project
Field trip	Leaving the primary educational facility to visit outside location
Cheering	Planned communal singing, chants
Material reward	Small token granted to reward desired behaviours
Problem-solving activity	One-time, highly goal-oriented, team-based experience
Committee activity	Ongoing team-based effort to plan or execute another event
Religious study	Group exploration of sacred texts
Out-of-context programming	Bringing together diverse youth away from their home communities
Pre-program activities	Preparing participants for program with activities that occur before out-of-context programming schools
Follow-up activities	Continuation of engagement with ideas presented at out-of-context program after participants return home

2.2.2.2 Integrative and Interdisciplinary Approaches to Student Leadership Development

Leadership educators reveal that leadership development should requires be done through learning from multiple disciplines and perspectives. It is not enough to learn

or practice leadership in individual approach. S. R. Komives, Lucas, and McMahon (2013) argue on their study that leadership development should adopt a *multi*-disciplinary approach to leadership because it develops a shared understanding of differences and commonalities in leadership principles and practices across professions and cultures. Some research also discuss on the same aspect but prefer to use the terms '*inter*-disciplinary' or '*trans*-disciplinary'. Fink (2003) discussed on the meaning of the given term that it implies greater integration and connection across 'different kinds of information, perspectives, and methods of inquiry and analysis in order to develop a more holistic understanding of a problem or issue'

Interdisciplinary approaches mainly focus on generalising and connecting current set of knowledge, whilst Klein (2005) discusses that integrative approaches focus on constructing new knowledge and raising epistemological questions about the nature and sources of knowledge.

The following strategies also appear across all types of institutions today (Fink, 2003):

- Team teaching and team planning
- Clustered and linked courses, learning communities
- Interdisciplinary core seminars at introductory and capstone levels
- Thematic or problem focus in courses
- Proactive attention to integration and synthesis, with process model theories and methods from interdisciplinary fields
- Collaborative learning in projects and problem-based case studies
- Integrative learning portfolios

Owen (2015) revealed examples of how to link principles of integrative learning to leadership education and development to implementation by Connecting Hallmarks of Integrative Learning to Leadership Education and Development. The details are shown on table.

Table 8 Connecting Hallmarks of Integrative Learning to Leadership Education and Development (Owen, 2015)

Hallmarks of Integrative Learning	Example in Leadership Education and Development
Connections to experience—connects relevant experience and academic knowledge	Students should be able to *synthesize* connections among experiences *outside the leadership classroom* (including life experiences such as civic and off-campus involvement, family life, artistic expression, co-curricular experiences, and other academic experiences such as internships and study abroad) to *deepen understanding* of leadership and broaden one's own philosophy and approach to leadership.
Reflection and self-assessment—demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts	Student recognizes that leadership development is a lifelong process and can evaluate changes in leadership learning over time, recognize complex contextual factors such as organizational and ethical considerations, and plan for future development to increase leadership competence and confidence.
Connections to discipline—makes connections across disciplines and perspectives	Students should be able to combine examples, facts, and theories from more than one field or perspective of leadership study. For example, student should understand when a behavioural approach to leadership might be more effective than an influence-based approach, and vice versa.
Transfer—adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Students should be able to adapt and apply leadership skills, abilities, theories, or methodologies gained in one context to a new situation in order to solve difficult problems or explore complex issues in original ways. For example, student learns resilience from leading a project that was unsuccessful and applies that resilience to a campaign for a campus leadership position.
Integrated communication—communicates in ways that enhance meaning and demonstrate the interdependence of language, thought, and expression	Student can communicate effectively across multiple formats and forms of expression—from visual, digital, evidence-based, written, and oral—and adapt thoughts to diverse audiences and contexts. For example, student prepares a digital portfolio to demonstrate leadership learning and includes multiple forms of evidence such as videos of a speech, a written paper, an artistic expression of an opinion, etc.

Student leadership development approaches can be summarised from Owen' Hallmarks of Integrative Learning (2015) as follows:

- Connect relevant experience and academic knowledge
- Make connections across disciplines and perspectives
- Adapt and apply skills, abilities, theories, or methodologies in one situation to new situations
- Communicate effectively across multiple formats and forms of expression
- Demonstrate a developing sense of self as a learner

2.2.2.3 Leadership Identity Developing Model (LID) (Susan R Komives, Owen, Longerbeam, Mainella, & Osteen, 2005)

Susan R Komives et al. (2005) developed learning stages students must go through for leadership development. Each stage presents how students are generally developed from the help of others to their total action to demonstrate leadership competencies.

Susan R Komives et al. (2005) develop their further research by creating a Leadership Identity Development (LID) model. This model emphasises the role of leadership educators in facilitating student actions through stages and design their own leadership learning experiences. The model can be useful in developing the leadership capacity and identity of students both as individuals and as members of supportive groups that can foster leadership development.

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Stages →	1 Awareness		2 Exploration/Engagement		3 Leader Identified	
Key categories		*Transition*		*Transition*	*Emerging*	*Immersion*
Stage Descriptions	•Recognizing that leadership is happening around you •Getting exposure to involvements		•Intentional involvements [sports, religious institutions, service, scouts, dance, SGA] •Experiencing groups for first time •Taking on responsibilities		•Trying on new roles •Identifying skills needed. •Taking on individual responsibility •Individual accomplish-ments important	•Getting things done •Managing others •Practicing different approaches/styles *Leadership seen largely as positional roles held by self or others; Leaders do leadership.*
Broadening View of Leadership	"Other people are leaders; leaders are out there somewhere"	"I am not a leader"	"I want to be involved"	"I want to do more"	"A leader gets things done"	"I am the leader and others follow me" or "I am a follower looking to the leader for direction"
Developing Self	•Becomes aware of national leaders and authority figures (e.g. the principal)	•Want to make friends	•Develop personal skills •Identify personal strengths/weaknesses •Prepare for leadership •Build self-confidence	•Recognize personal leadership potential •Motivation to change something	•Positional leadership roles or group member roles •Narrow down to meaningful experiences (e.g. sports, clubs, yearbook, scouts, class projects)	•Models others •Leader struggles with delegation •Moves in and out of leadership roles and member roles but still believes the leader is in charge •Appreciates individual recognition
Group Influences	•Uninvolved or "inactive" follower	•Want to get involved	•"Active" follower or member •Engage in diverse contexts (e.g., sports, clubs, class projects)	Narrow interests	• Leader has to get things done •Group has a job to do; organize to get tasks done	•Involve members to get the job done •Stick with a primary group as an identity base; explore other groups
Developmental Influences	Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders)	•Observation/ watching •Recognition •Adult sponsors	•Affirmation of adults •Attributions (others see me as a leader)	•Role models •Older peers as sponsors •Adult sponsors •Assume positional roles •Reflection/retreat	Take on responsibilities	•Model older peers and adults •Observe older peers •Adults as mentors, guides, coaches
Changing View of Self With Others	Dependent				Independent Dependent	

figure continues

The KEY	4 Leadership Differentiated			5 Generativity		6 Integration/Synthesis
Transition	*Emerging*	*Immersion*	*Transition*		*Transition*	
• Shifting order of consciousness •Take on more complex leadership challenges	•Joining with others in shared tasks/goals from positional or non-positional group roles •Need to learn group skills *New belief that leadership can come from anywhere in the group (non positional)*	•Seeks to facilitate a good group process whether in positional or non positional leader role •Commitment to community of the group *Awareness that leadership is a group process*		•Active commitment to a personal passion •Accepting responsibility for the development of others •Promotes team learning •Responsible for sustaining organizations		•Continued self-development and life-long learning •Striving for congruence and internal confidence
"Holding a position does not mean I am a leader"	"I need to lead in a participe-tory way and I can contribute to leadership from anywhere in the organization", "I can be a leader without a title"; "I am *a* leader even if I am not *the* leader"	"Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible"	"Who's coming after me?"	"I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups"	"I need to be true to myself in all situations and open to grow"	"I know I am able to work effectively with others to accomplish change from any place in the organization"; "I am *a* leader"
•Recognition that I cannot do it all myself •Learn to value the importance/talent of others	•Learn to trust and value others & their involvement •Openness other perspectives •Develop comfort leading as an active member •Let go control	•Learns about personal influence •Effective in both positional and non-positional roles •Practices being engaged member •Values servant leadership	•Focus on passion, vision, & commit-ments •Want to serve society	•Sponsor and develop others •Transforming leadership •Concern for leadership pipeline •Concerned with sustainability of ideas	•Openness to ideas •Learning from others	•Sees leadership as a life long developmental process •Want to leave things better •Am trustworthy and value that I have credibility •Recognition of role modeling to others
•Meaningfully Engage With Others •Look to group resources	•Seeing the collective whole; the big picture •Learn group and team skills	•Value teams •Value connectedness to others •Learns how system works	•Value process •Seek fit with org. vision	•Sustaining the organization •Ensuring continuity in areas of passion/ focus	•Anticipating transition to new roles	•Sees organizational complexity across contexts •Can imagine how to engage with different organizations
•Older peers as sponsors & mentors •Adults as mentors & meaning makers •Learning about leadership	•Practicing leadership in ongoing peer relationships	•Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)	•Begins coaching others	•Responds to meaning makers (student affairs staff, same-age peer mentors)	•Shared learning •Reflection/ retreat	•Re-cycle when context changes or is uncertain (contextual uncertainty) •Enables continual recycling through leadership stages
	Interdependent					

Figure 7 A Leadership Identity Development Model: Grounded Theory (Susan R Komives et al., 2005)

2.2.2.4 The Essential Elements of 4-H Youth Development (Kress, 2004)

The 4-H youth development was proposed in 1999 by a team of evaluators from the National 4-H Impact Design Implementation. The team highlighted eight essential elements which are vital to the growth and development of youth. Later the essential elements were distilled into the four key concepts by Cathan Kress, former Director of Youth Development at National 4-H. Each session of the Essential Elements training includes a description of key concepts, best practices, resources and activities. Through 4-H methods, students can experientially participate in many activities and events to master their skills and abilities, and be empowered to contribute to their environment and communities in a positive way. The successful of this development shows that this have been tested successfully among youth development professionals.

Table 9 The Essential Elements of 4-H Youth Development: Distillation to Four Elements (Kress, 2004)

BELONGING	MASTERY
1. A positive relationship with a caring adult A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The adult could be called supporter, friend and advocate. **2. An inclusive environment (affirming, belonging)** An inclusive environment is one that creates a sense of belonging, encourages and supports its members with positive and specific feedback. Healthy groups celebrate the success of all members – taking pride in the collective efforts of all. **3. A safe environment -- physically and emotionally** Youth should not fear physical or emotional harm while participating in a 4-H experience whether from the learning environment itself, adults, other participants or spectators.	**4. Engagement in Learning** An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. Through self-reflection, youth have the ability to self-correct and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity to create. **5. Opportunity for Mastery** Mastery is the building of knowledge, skills and attitudes and then demonstrating the competent use of this knowledge and skills in the manner of a proficient practitioner. The level of mastery is dependent on the developmental ability of the individual child or youth. The development of mastery is a process over time
INDEPENDENCE	**GENEROSITY**
6. Opportunity to see oneself as an active participant in the future	**8. Opportunity to value and practice service for others**

The ability to see oneself in the future is to harness the hope and optimism to shape life choices to facilitate the transition into participating in the future. **7. Opportunity for Self-Determination** Believing that you have impact over life's events rather than passively submitting to the will and whims of others is self-determination. Youth must exercise a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.	Finding one's self begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community, indeed the world itself.

2.2.2.5 Conceptual Model of Youth Leadership Development (Redmond & Dolan, 2016)

Redmond and Dolan (2016) present a conceptual model of youth leadership development which includes youths' skills to be developed, environmental factors provided by adults and commitment to action arranged by youths themselves. Redmond and Dolan (2016) have presented documents supported by international literature known to be important in developing leaders in each aspect. In the youths' skills section, important factors are listed include social and emotional intelligence (including self-awareness, relate to others, and confidence), the ability to collaborate with others (including team building, problem solving, conflict resolution, and decision making), the ability to articulate a vision (including orally and written communication, and presentation skills) and the ability to gain insight or knowledge into the particular subject area (including critical thinking and having ethic). Environmental conditions related to having opportunities to access to ecological and genuine contexts and having access to mentors who can give guidance to the youths for their leadership journey. This includes having authentic opportunities that enable young people to practise and hone their skills. They also learn to give and have gratitude. Youth are also supported by mentors who are seen as an important component of environmental conditions. Giving guidance and being open to receiving support are necessary. In terms of Students action, both the ability to inspire and motivate followers through high expectations and role modelling pave the way to having a good

team on which to build youth leadership. This, together with mastery as developed through the ability to persist and endeavour, is critical to any successful youth leader.

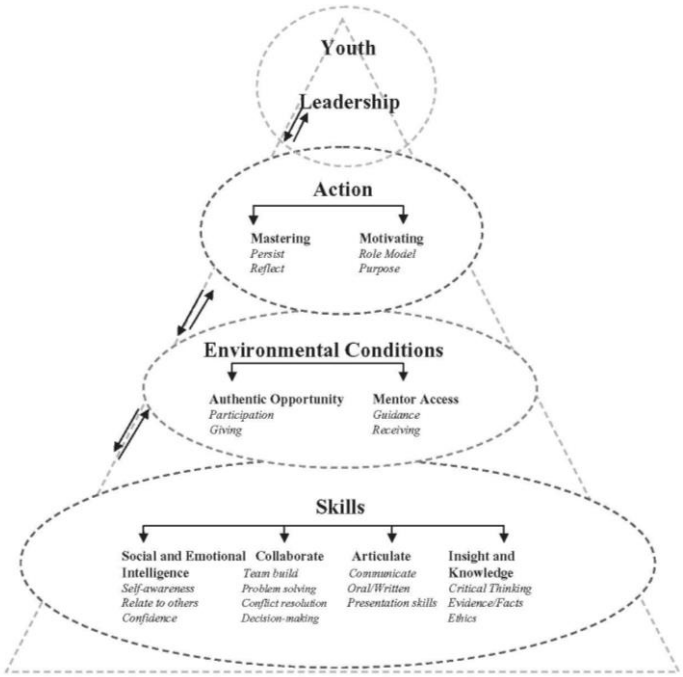

Figure 8 Youth leadership development conceptual model (Redmond & Dolan, 2016)

2.2.2.6 Leadership Development Approach in Youth and Adolescent (Charoenwongsak, 2007)

Charoenwongsak (2007) provides the guideline for developing leadership among children; that all educational institutions in the country should develop the following attitude, knowledge, skills and characteristics of leadership;

1. **Teaching requiring skills to be a leader**

Educational institutions should pay attention on developing their curriculum and learning method in teaching important skills and knowledge to foster "leadership" among students. The examples of suitable skills are speaking skill, strategic thinking skill, problem solving skill, forecasting future skill, short-term and long-term goal setting, interpersonal relationship, public communication, motivating people skill, time management, team building and emotional intelligence. Students

should learn in real-situation environment; for example, assigning students to take turn as a leader of a group and asking them to watch leadership-inspiring movies and analyse the qualifications of leadership, planning and the way leaders respond to different situations.

2. Encouraging social activities which help developing leadership

Educational institutions should support social activities according to their students' preferences and interests to provide opportunities to work with others, such as voluntary work camps and community service activities. Students can learn to develop interpersonal relationship through social activities and are able to find out their own level of leadership skill and learn to solve problems in the real situations. Educational institutes should identify social activities' clear objectives and measures for indicating leadership skill in individual students, such as an ability to motivate other using rational principles and reasons, effective communication skill, understanding team members and team's problems, an ability to effectively solve problems. These exemplary skills are vital for being a leader because a good leader should lead other to achieve their goals and be able to manage unexpected situations and problems

3. Developing learning skill which serves as a foundation of leadership

Consistency in learning can expand one's vision. As a leader is responsible for making decision in important matters, he/she should have systematic thinking, discretion, insight, accurate decision toward different people and situations. To develop the mentioned skills, students should be encouraged to access informative books or various media, to perform extra-class research and, importantly, to analyse and select useful information and become knowledge-explorer. This is an important foundation of an effective leader.

4. Developing observation skill and understand other people

Observing people is one of the important foundations of leadership. Educational institutes should teach students to observe and understand people in terms of their emotions, behaviours, hidden abilities or potential. The most important aspect in developing this skill is to set proper attitude in observing people; for example, focus on the positive side of a person that everyone is valuable and competent; and although there are differences among people, diversity can be useful in supporting

each other. Students can also be developed effective leadership skill through the relationship with their friends by providing proper knowledge and perspective in observing people via mutual study and activities.

5. Supporting outstanding students who demonstrate characteristics of a leader

Students with exceptional characteristics of leadership should be encouraged to develop their distinguished skills; such as assigning them as a class leader, encouraging them to apply for school president, nominating them in a debate, sending them to new generation leadership camps or specific leadership development programmes. Educational institutes should have a process to seek out or a test to evaluation leadership of their students to carefully select outstanding students and, then, support this group of students to have a proper leadership development program to become efficient leaders in the future.

2.2.6.7 The synthesis of students' Leadership Development Approaches

As noted earlier, literatures on students' leadership development approaches and practices are reviewed, criticised, and integrated. To analyse the basic elements of developing students' leadership, five students' leadership development approaches are reviewed and have been addressed in. This study selected and integrated Redmond and Dolan's Conceptual Model of Youth Leadership Development (2016) as the key components of the framework consisting of 1) Environmental Conditions which are prepared by schools and adults and 2) Student's Action which is relevant to 'Authentic leadership Theory' proposed by Kiersch and Peters (2017) which emphasises on the significant characteristics of leaders who are aware of their strengths, their limitations, and their emotions and able to put the mission and the goals of the organisation ahead of their own self-interest. Two suitable Students' leadership development approaches from Owen (2015) and Charoenwongsak (2007) are selected to synthesise as methods to develop students' leadership development for this study. To cover the students' self-development approach and the supporting of adult for students' development approach. The integration of the selected

approaches is formulated as a students' leadership development framework shown below.

Table 10 The integration of students' leadership development approaches

Conceptual Model of Youth Leadership Development (Redmond & Dolan, 2016)			
Environmental Conditions		**Action**	
Authentic Opportunity	**Mentor Access**	**Mastering**	**Motivating**
Leadership Development Approach in Youth and Adolescent (Charoenwongsak, 2007)		Hallmarks of Integrative Learning to Leadership Education and Development (Owen, 2015)	
Encourage social activities which help developing leadership	Teach requiring skills to be a leader	***Connections to experience***—connects relevant experience and academic knowledge	***Reflection and self-assessment***—demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts
Develop learning skills which serve as a foundation of leadership	Support outstanding students who demonstrate characteristics of a leader	***Connections to discipline***—makes connections across disciplines and perspectives	
Develop observation skill and understanding other people		***Transfer***—adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	
		Integrated communication—communicates in ways that enhance meaning and demonstrate the interdependence of language, thought, and expression	

2.3 The Administration of International Schools

`2.3.1 The Background of International Schools in Thailand

During the 1940's, Thai government, with the US.'s assistance, expressed its intention to battle against communism; and thereby established South East Asia Treaty Organization (SEATO) (Wyatt, 1982). The US was the main supporter for Thailand as a defensive covering from communization and sent over 50,000 US troops into its army

bases in Thailand. Moreover, Thailand also joined in the United Nation Educational Scientific and Cultural Organization (UNESCO) and acceded to the agreement in educational and cultural exchange. Therefore, there have been an increasing influence of foreigners in the Thai society and led to the establishment of international schools by consulate parties to provide educational institutes for their children. Consequently, Thai government legislated the Private Schools ACT 1954 to monitor the administration of private schools using international standard by regulate that the owner, headmaster and manager of an international school must be merely native Thai in order to establish an international school (Ministry of Education, 2003). Initially, there were a few international schools because each application for establishing an international school required authorised approval from Thai cabinets as it is concerned with national security at that time.

Originally, an international school was administered by exceptional policies, regarded as Oversea School, allowing the implication of the original structure of curriculum prevalent in the majority group of the parents; and was considered as a provisional school according to the Private Schools ACT 1954 which regulated specific nationality of students in accordance with the schools. For example, American international schools only adopted American students; similarly, Japanese international schools were for Japanese students only (Trongtorgarn, 1997).

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International schools in Thailand have gained their important status for over 50 years, although initially there were a few of them and the study was conducted by missionaries only. To extent to the mentioned rationale, the establishment of an international school required approval from state cabinets which was complicated and tardy. In 1957, the first authorised international school was formally established in accordance with the Private Schools ACT 1954. International School Bangkok, Thai's first international school, was operated before 1954, providing education from kindergarten to high school study. The school applied American education system and accepted only students who were born overseas, holding foreign nationalities and temporarily stay in Thailand but was not opened for Thai students.

The economic growth and the increase in investment from overseas in Thailand during the 1960's with the mass immigration of foreigners into the country led to the higher demand for more international schools; while the number of schools in that period were insufficient to accommodate international students. Therefore, the state cabinets, by the motion of the Ministry of Foreign Affairs regarding to the insufficient international schools, approved the establishment of Ruamrudee International School on May 21st, 1963. In the first stage, Ruamrudee International School used English educational system; then has changed to the current American educational system. The school was opened for Thai and international students whose parents temporarily immigrate in to Thailand for working reasons. Moreover, the school accepted diplomatic and international organisations agents' children, as well as Thai students of government officers who used to study overseas to continue their study in Thailand. Afterwards, the Department of Technical and Economic Cooperation proposed to establish Bangkok Patana School as another international school in 1964 to provide international curriculums according to the British educational system. Most of students at that period were foreigners who follow their parents into Thailand as a state officer.

The first three international schools in Thailand operated in the British and American educational system. In 1974, the Thai cabinets approved the establishment of Thai-Japanese Association School as a special case in accordance with the motion of Japanese embassy in Thailand to found a particular school for Japanese civilian only in Thailand to replace the former institution located in the Japanese embassy premises. There were attempts to establish more international schools, yet the motions were rejected the cabinets due to the national security reasons. A decade later, the first regional international school was founded in Chaingmai province. Chaingmai International School was established in 1985 to accommodate the high demand for international education of local foreigners, by the approval of the Ministry of Foreign Affairs. This was the first stage of the development of international schools in Thailand.

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Initially, Thai students were not accepted in international schools. However, in 1988 the state cabinets revised the admission regulation, offering an opportunity for Thai student in international school in accordance with the Ministry of Education's proposal, except for Thai-Japanese Association School which was still opened for Japanese nationality only; and eliminated the rule that restricted the qualification of students to those whose parents were state officers and used to study overseas. The new regulation also allowed all international schools to accept Thai students of which the conditions that such students must stay with their families overseas for three years and used to study in the residential countries for three educational years. For students whose parents were state officers working overseas, international schools could accept them right away in accordance with the regulations of each state section and had to inform the Office of Private Education Commission of the Thai student admission.

Thai economy expanded enormously in the Prime Minister Chunhawan's era due to the foreign investment stimulation policy, leading to the massive investment and immigration into Thailand for business purposes. Inevitably, foreign families increasingly moved into the country and the demand for the education for their children rose dramatically. Consequently, on 19th February, 1991, the state cabinets approved the establishment of new international schools to facilitate the necessity and accommodate expatriate families in Thailand. There were more seven international schools founded as a result of this approval (Trongtorgarn, 1997).

The high demand in establishing international schools and increasing number of students caused the government decision to allow the establishment of international school without state permission in 1991, the Prime Minister Punyarachoon's period. There was a continuous boom in setting international schools in the capital and regional areas, founded personally and corporately. In this period, numerous international schools sprang up to 40 institutes in 10 years, of which were 14 kindergarten international schools located in Bangkok and 26 primary and secondary international school in Bangkok and regional areas (Tongtab, 1996).

In 2001, the Ministry of Commerce enforced the Department of International Trade to encourage the establishment of international schools as an educational business to serve as a centre of education in South East Asian region with the aim to sufficiently accommodate international students from Asia continent. This led to the enormous increase in the number of international schools all over the country.

After 1991, the government allowed the independent foundation of international school without state permission, accelerating the number of international schools. During 1992-1997, there were more 34 international schools founded; and during 2003-2012, a decade after the government permission, 138 international schools were established. The growth of international school was at its highest rate at 195% increase.

Currently, international schools have been multiplied tremendously. According to the report of the Office of Private Education Commission, 3-5 new international schools are founded yearly. The establishment of an international school can be in the form of; 1) the expansion of existing international schools by the desires of their management, and 2) the establishment of an institution as a new entrance to the business. It is not only private sections to launch international schools; public sections also play an important part in developing international schools. For example, in 2013 Mahidol University established the Mahidol University International Demonstration School for high school education (Sriputtangkul, 2003).

The expansion of international schools can occur in three approaches; 1) the expansion to the suburbs in which most of international companies and expatriates reside, 2) the expansion to the major provinces where their economic, public facilitations and transportation are evolved, including being the connection point to neighbour countries, 3) the expansion to other counties of leading international schools which have high capability to set up their campuses in other countries, especially in South East Asian and East Asian countries.

The important factor that leads to the growth of international schools is, particularly, the social demand stimulated by the commencement of ASEAN Economic Community,

leading to the necessity and demand among parents and students for international education. Moreover, English language is one of the crucial skills for working in an international level; and provides competitive advantage and enhances competencies for students in global labour market. In addition, Thailand has initiated the Education Hub campaign to represent the country as the centre of education in South East Asia and elevate the educational standards and strengthen good relationship among South East Asian countries. International schools, therefore, are the example of the education in the international standards which can be adopted for the development of schools under the provision of the Office of the Basic Education Commission.

Currently, there are 152 international schools in Thailand of which 100 schools locate in Bangkok and the rest are in regional provinces (Ministry of Education, 2016).

Table 11 International school statistic from 1957 - April 2016 (Ministry of Education, 2016)

Area/Province	Year					
	1957 – 1991	1992 - 1997	1998 – 2002	2003 - 2007	2008 - 2012	2013 - 2016
Bangkok metropolis	4	17	45	48	91	100
Other provinces	1	17	22	23	47	52
Total	5	34	67	71	138	152

Table 12 International school student statistic from 2011 -April 2016 (Ministry of Education, 2016)

Area/Province	Year					
	2011	2012	2013	2014	2015	2016
Bangkok metropolis	26,459	24,052	29,123	34,248	40,536	47,224
Other provinces	6,589	11,384	12,096	13,423	14,775	15,265
Total	33,048	35,436	41,219	47,671	55,311	62,489

2.3.2 Findings from the Review of the schools' Published Documents

Accreditation and affiliation

Most international schools in Bangkok were accredited by one or more of the following overseas accreditation bodies:

1. The Western Association of Schools and Colleges (WASC)
2. The Council of International Schools (CIS)
3. The Association of Christian Schools International (ACSI)
4. The Adventist Accrediting Association (AAA)
5. The New England Association of International Schools (NAIS)
6. The Office for National Education Standard and Quality Assessment (ONESQA) Thailand

International schools in Thailand are compulsory to be members of the International Schools Association in Thailand (ISAT). Several international schools were also members of EARCOS (the East Asia Regional Council of Overseas Schools, FOBISSEA (Federation of British Independent system Schools in South-East Asia), ISCP (International School Curriculum Project, ISS (International School Services) and WES (World-wide Education Service, US) These organisations served as consultants and visited the affiliated schools regularly to monitor he school's programmes and to carry out inspection and conduct in-service training for the staff. The schools also received regular updates on curriculum developments and relevant testing materials.

School facilities

Most international schools had excellent facilities and an environment conducive to learning. School buildings were built according to needs of learning environments. Each individual division was built around separate but inter-connected quadrangles to maintain their own identities and allowed for ideal small environments in which the students could develop socially while interacting with the larger school community (Lorwatanapongsa, 2001).

School boards

Lorwatanapongsa (2001) discussed that there are three different school well-respected international schools in Bangkok boards of were studied. Following is a description of each board, its composition and responsibilities in brief.

The School Board was responsible for the effective running of the school which it did through delegation to, and the monitoring of, the principal and manager. The Board consists of 10 parents, 8 of whom were elected at the Board's annual general meeting and who served for two years. There were also two nominated Board members who represented the Foundation Board and the British banks. The Board held monthly meetings and had two subcommittees to advise it: the financial sub-committee and the human resources sub-committee. The school manager was responsible for the business section of the school. The principal was responsible for all academic matters.

A Board of Directors was responsible for the operation of the school through the administrative staff. The Superintendent of the school was the executive officer of the Board and was responsible for the organisation, operation, and administration of the total school programme. The Board consisted of 12 elected parents who were elected annually and served for 2-year terms. Regular meetings of the Board were held at a set time each month. Requests for changes in school policy and appeals from decisions made by the Superintendent might be addressed to the Board. Decisions about school policy were made only by the Board acting as a whole, in regular or special meetings.

A Board of Trustees owned the school and oversaw the finances and policy. All major changes, contracts and benefit packages had to be approved by the Trustees. A Board of Directors was involved in determining the future direction of the school, tuition rates, implementation of goals and philosophy and connection with the Thai government.

The Curriculum

Presently, there are a total of 152 international schools registered in Thailand (Ministry of Education, 2016). Approximately half of the international schools operate under the American curriculum while the other half have adopted the British national curriculum with other programmes incorporated at various grade levels. Those programmes included the International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate programs (IB diploma, IBMYP and IBPYP).

International Schools Incorporating the British National Curriculum with Additional Programs (GCSE, IGCSE, A-Level).

Summarised by Yunibandhu (2004), British-curriculum international schools usually follow the National Curriculum for England and Wales. The curriculum and exams are as laid down by the Department of Education in the UK, and are organised into four levels, or "Key Stages", following the Foundation Stage, which covers pre-kindergarten and Reception children. Key Stages One (Years 1 and 2) and Two (Years 3 to 6) are equivalent to the primary level in most schools. Most children are five years of age when they enter the first Key Stage. During these two stages, there is a large emphasis on English and Mathematics, as recommended by the UK Government National Literacy and Numeracy Strategies. Students have one teacher throughout the day, with the exception of specialist teachers required for subjects such as Music and Physical Education.

In Key Stage Three (Years 7 to 9), students are exposed to several different specialist teachers, apart from their homeroom teacher. This level is more demanding than the first two Stages and is aimed at preparing students for the following Stage, where they will sit rigorous external exams. In Key Stage Four (Years 10 and 11), students are groomed for the International General Certificate of Secondary Education, an international version of the British GCSE. It is an external examination, in that the papers are graded in the UK, by the Cambridge University examination board. In Thailand, the IGCSE course is considered equivalent to the work done in Mathayom Five and

Mathayom Six in the Thai national system. Therefore, five passes at the IGCSE, with a minimum grade of C, makes Thai students eligible to apply for a place at a Thai university.

Students who wish to apply for university in the UK, however, have to take the two-year A Level course (Years 12 and 13) (or the equivalent in American or International curriculum schools). Two schools in Bangkok currently offer this course, which requires students to specialise in four subjects in the first year (known as AS Level), and then narrow it down to three in the final year (A- Level) (Fredrickson, 2002).

International Schools Incorporating the American Curriculum

Sharples and De'Ath (1995) suggested that there was no standardised American curriculum. Each state provided a guideline for the school districts to develop their own curriculum. Thus, the curriculum offered in an American international school tends to offer greater variety and scope than that in a British school. Flexibility also means that the specific needs of a school's individual student population may be catered to (Fredrickson, 2002). Nevertheless, most American schools can be divided into three main sections: Elementary School (Kindergarten to Grade 5), Middle School (Grades 6 to 8) and High School (Grades 9 to 12). In the Elementary school, the emphasis is on reading, writing, maths and social science. The main aim is to provide students with a solid foundation in comprehension and to ensure that they meet national standards.

In the Middle School, students are given greater choice. In addition to the core academic subjects, students are also able to take elective courses, which range from health and physical education, to music and languages.

In the High School, students are prepared for university. This "college preparatory program" consists of three years of English, three years of Maths, three years of Science, two years of Social Studies and two years of a foreign language. Some American schools also offer students the Advanced Placement (AP) course, which is considered equivalent to the first year of university study (Thailand, 2004). Most

schools will also prepare students for Standard Achievement Tests (SATs), which are required for entry into American universities (FTC, 2003).

International Schools Incorporating the International Programme (IB)

International curriculum schools usually offer the International Baccalaureate (IB) programme offered by the International Baccalaureate Organisation (IBO), a non-profit educational foundation based in Geneva, Switzerland. IB curriculum aims to develop "well-rounded, reflective and compassionate young adults" (Thailand, 2004). The most well-known IB course is the IB Diploma, which is taken by students at ages 17-18. It consists of six subjects – a first language, a foreign language, maths, an experimental science, a social science, and an elective course in another social science or the arts. In addition to these subjects, students must also complete a demanding Theory of Knowledge course, a 4,000-word extended essay and 150 hours of creativity (arts and music), action (sports) and community service. Moreover, it encourages "adult attitudes" by emphasising a student's "capacity to understand different points of view and to make informed decisions, their preparedness to work responsibly and ethically, and their ability to work autonomously" (Thailand, 2004).

The IBO also offers primary and middle school programmes as well, the Primary Years Programme (PYP) and Middle Years Programme (MYP). The PYP (ages 3 to 10) is a curriculum framework which individual schools can adapt to the needs of their students.

The ultimate aims of IB programme are to produce "globally-minded young people that are inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective." (Thailand, 2004) The emphasis in the MYP (ages 11 to 16) is the linkages between subjects; that is, it is interdisciplinary in nature. Importance is also given to intercultural awareness and communication (Fredrickson, 2002). The MYP programme is primarily concerned with that the students develop "a personal value system by which to guide their own lives as thoughtful members of local communities and the larger world" (Thailand, 2004).

Teaching Staff

All school staff were qualified teachers with at least a Bachelor's in their area of teaching and teaching certification in addition to appropriate experience from overseas qualified and experienced Thai teachers, preferably those who held a degree from overseas, were employed to teach the Thai language and culture courses and co-ordinate administrative matters with the Thai Ministry of Education. Fifty percent or more of the teachers were hired from overseas Recruitment Fairs in UK or USA on 2 to 4-year contract some of the teachers employed were couples. About one quarter had master's degrees while another third was working on their master's degrees. Their nationalities were American, British, and so on. They were periodically evaluated and assessed by their immediate principals and/or assistant principals.

Students and extracurricular activities

Students in Kindergarten through Grades 5 participated in 1 or 2 fieldtrips per year; Grades 6 and above in 3 or more fieldtrips per year. Secondary students participated in service week. This was a week-long cultural exchange trip to rural provincial areas. The purpose of this was to build a sense of humanitarian assistance to those less fortunate, as well as expose students to a part of the real-world experience not normally seen by the typical international student. Some secondary schools also included trips overseas. A wide range of extracurricular activities were offered within the school hours or after school.

One particular school had a residential study centre. This served as a base from which visits to places of historical interest were made. Students at the study centre also studied marine life and the flora and fauna of the region. Through curricular and extracurricular activities students of many nationalities learned to work and play together in a spirit of mutual trust.

Parent Involvement

In most schools, Parent Committee was elected annually and met monthly to discuss matters relating to the school's operation.

A Parent Teacher Group or Parent Auxiliary brought matters of parental concern to the attention of the administration and the Board. Parents were encouraged to become involved in fundraising activities. Examples of major fund-raising activities were Fun Fair Day, International Day, Evening Ball, Evening Gala, Charity Concert, etc. Parents might volunteer to help in the classroom as "class mothers'. The volunteers used their talents to assist with library operations, ESL, art, etc. They published a magazine, sent out bulletins, and arranged orientation and seminars. Grade teas were held on a regular basis where parents were invited to meet with the principal and grade level teachers. Informally, the asked questions and found out what was going on in the school. Regular Open houses served the same purpose of improving communication between home and school.

2.4 International School management and strategies

2.4.1 The Areas of School Management

The administrators of a school take a major role in school's operation and management by involving teachers, academic staff and all stakeholders in the management system; and have responsibilities to encourage and support all relating persons to work effectively and pleasantly. In addition, the administrators should provide sufficient budget and work equipment; and stimulate morale of all staff in order to successfully achieve the desired operational goals. Therefore, the application of the process of management is essential to promote the effectiveness of a fundamental academic institute's operation and management, of which key ideal is to cooperatively achieve mutually expected objectives or goals, by applying efficient processes of management to create consequent effectiveness. The structure of a fundamental academic institute is important as it demonstrates the whole work system of its institute, explaining the starting point of the work flow, lines of responsible

persons and the finishing stage, by prioritising responsible persons and tasks correspondingly. In the process of management, institute's administrators are greatly significant in order to promote all stakeholders to participate in the operation efficiently. The operational plans aimed to reach the institute's objectives or goals are developed to increase the efficiency of the management system. The concepts of the area of management which are prevalently accepted and adapted in academic profession as academic administration are as following;

According to the Royal Thai Government Gazette 2550 BE, the Ministry of Education declares the Regulation of the Ministry of Education According to the Establishment of Rules and Procedures for Administrative Decentralization and Education 2550 BE. which covers the 17 areas for academic administration and management as follows (2007);

1. Development or operations relating to the development of the local curriculum
2. Academic Planning
3. Teaching and learning in schools
4. Development of the school curriculum
5. Development of the learning process
6. Measurement, assessment and transferring of school record
7. Research for the improvement of the quality of education in schools
8. Development and promoting of learning resources
9. Educational supervision
10. Educational guidance
11. Development of quality assurance systems and standards
12. Promoting a strong academic community
13. Cooperation in the educational development for institutions and other organisations
14. Promoting and support academic tasks to individuals, families, organisations, cooperation and others institutions which offer education
15. Preparation of regulations and guideline on academic work of schools

16. Selection of books, textbooks for the use in schools
17. Development and use of technology in education

Trongtorgarn (1997) has synthesised the areas of academic administration for international schools on her research, "The Academic Administration of International Schools in Bangkok Metropolitan and Vicinity" from different sources. The following academic administration framework of international school covers 10 areas of international school management:

1. School philosophy and objectives
2. School organisation and academic management structure
3. Curriculum and the implementation of curriculum
4. Teaching and learning resources
5. Teaching instruction
6. Educational supervision and professional development
7. Counselling
8. Librarying
9. Extra-curricular activities
10. Measurement and assessment

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To commit to high quality in international education, international schools in Thailand become members of educational accreditation agencies such as CIS (Council of International Schools) for the British curriculum schools and WASC (Western Association of Schools and Colleges) for the American curriculum schools. The accreditation goes beyond the curriculum to all aspects of a school management to assure that the school is continually improving and keeping up with the best international education standards.

CIS has stated the accreditation standards and criteria from standard section A to section G. The related sections and standard to academic administration in international school are the following:

Table 13 The CIS's accreditation standards and criteria (2010)

SECTION A – SCHOOL GUIDING STATEMENT **STANDARD A1** The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format) for students. **STANDARD A2** The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/ interculturalism in education, and this shall be reflected throughout the life of the institution. **STANDARD A3** The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students. **STANDARD A4** The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.
SECTION B – TEACHING AND LEARNING **STANDARD B5** The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning. **STANDARD B6** Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance. **STANDARD B7** The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students. **STANDARD B8** The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance. **STANDARD B9** Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance. **STANDARD B10** The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.
SECTION E – ACCESS TO TEACING AND LEARNING **STANDARD E1** **There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes.**
SECTION F – SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING **STANDARD F3** **The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.**

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In summary, academic administration according to the accreditation standards of CIS can be categorised to area as follows:

1. School guiding statement
2. School admission policies and practices
3. The curriculum; content, design, implementation, and assessment
4. Teaching and learning
5. Extra-curricular activities
6. Professional development
7. Support and resources
8. Student record and report
9. Student assessment

The WASC's *Focus on Learning* protocol guides schools into an ongoing improvement process that includes implementation, assessment, and refinement of the school wide action plan and the implementation on an annual basis. WASC criteria are divided into 6 categories. The related categories and criterions to academic administration in international school are as follows;

Table 14 The WASC's accreditation Category and Criteria (2014)

Category A: Organization for Student Learning **A1. School Purpose Criterion** The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student. **A6. Reporting Student Progress Criterion** The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school community.
Category B: Curriculum, Instruction, and Assessment **B1. What Students Learn Criterion** The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

B2. How Students Learn Criterion The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes. **B3. How Assessment is Used Criterion** Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.
Category C: Support for Student Personal and Academic Growth **C1. Student Connectedness Criterion** Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.
Category D: Resource Management and Development **D1. Resources Criterion** The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

The administrators and teachers, which are internal personnel, must cooperatively and continuously improve students' performances by determining clear characteristics of desired students and, in order to possess such qualifications, planning (Plan) the actions to be completed, the WASC's Focus on Learning assists the schools in defining the quality accomplishment of the complementary schoolwide learner outcomes and the degree to which all students are achieving them. In summary, academic administration according to the accreditation standards of WASC can be categorised to 8 areas as follows:

1. School vision, mission and philosophy
2. The curriculum; designs, implementation, evaluation, modification, and improvement
3. Research-based teaching and learning
4. Co-curricular program
5. Professional development
6. Allocation of resources

7. Student assessment
8. Support service

Table 15 The Synthesis of the areas of academic administration

The Concepts of the areas of academic administration	Trongtorgarn (1997)	Council of International Schools (2010)	Western Association of Schools and Colleges (2014)
1. **School philosophy and objectives**	School philosophy and objectives	School guiding statement (vision, mission, and educational objectives)	School vision, mission and philosophy
2. **Curriculum development and implementation**	Curriculum and the implementation of curriculum	The curriculum; content, design, implementation, and assessment	The curriculum; designs, implementation, evaluation, modification, and improvement
	Teaching instruction	Teaching and learning	Research-based teaching and learning
	Measurement and assessment		Student assessment
	Extra-curricular activities	Extra-curricular activities	Co-curricular program
3. **Professional development**	Educational supervision and professional development	Professional development	Professional development
	Teaching and learning resources	Support and resources	Allocation of resources
	Counselling		Support services

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This research has analysed and synthesised the above-mentioned concepts of the areas of academic management and developed the framework of the areas of academic administration for international schools, including school philosophy and objectives, curriculum development and implementation, assessment, instructing, extra-curricular activities, professional development and support and resources as in the following details:

1. School Philosophy and Objectives

The study of school philosophy and objectives reveals that the academic philosophy and objectives all of international schools are concurrent, that is to foster potent students indoctrinated with international competencies by focusing on self-learning and research, encouraging participation in learning procedures and cultivating logical thinking and analysis. Desired students are capable of wisely selecting information, proficient in communication in foreign languages, physically and mentally healthy and embrace the value of diverse languages and cultures; and mannerly treat people from different background with fairness. Trongtorgarn (1997) suggests that the philosophy and objectives of international schools are consistent with the changing situations in current Thai society as well as in the near future, when the economic development is highly increasing due to the Thai government's strategies in promoting Thailand as a hub of South East Asian countries. Therefore, it is compulsory to develop Thai people to be highly competent to survive in extremely competitive environment. The education management corresponding with the economic development policies and the present government's education system reformation strategy are vitally essential. The education management as conducted in an international school can demonstrate an important role in the development of Thai society in various aspects.

2. Curriculum Development and Implementation

International schools employ systematic and organised curriculum management, which is defined as Curriculum Review Cycle. The cycle comprises of three main procedures, which are 1) curriculum development 2) curriculum implementation, and 3) the evaluation of curriculum implementation. Most international schools in Thailand appoint various groups of curriculum committees to review the evaluation and develop each course's curriculum in the different time frame for the evaluation and development designated by each school's management for different curriculum. Trongtorgarn (1997) reports the necessity of the curriculum committees that each school must be undergone the evaluation for educational quality by the school's allied institutions to be certified of the educational standards. The committees of such institutions or organisations conduct school review every three years prior to granting certification of educational standards in the sixth year of the evaluation. In this period,

schools must report all aspects of their administration, including the curriculum and learning, to the authorised institutions to present the progress and development of curriculum matters according to the authorised institutions' recommendations; which can involve the improvement of their curriculum to be contemporary and corresponding with the current changing situations. In order to be certified in the educational standards, schools involve internal and external stakeholders in providing recommendations and opinions to strengthen their curriculum.

Teaching includes the management in study planning, study scheduling, classes, teachers, extra tutorial classes and the development of teacher and student guide book. It reveals that in terms of study planning all schools in this research establish study plans in accordance with their curriculum. Schools provide study planning consistent with their curriculum to giving opportunities for students to choose their preferential subjects according to their skills, interests and abilities. The study plan objectively provides courses for students, including compulsory subjects, prescribed elective subjects and free elective subjects. It is the responsibility of an academic section to carefully review the structure of curriculum in each course.

In terms of class management, international schools include all students in the same class without classifying students into levels according to their performance. The reason for this action is that schools are focusing on an opened learning environment letting students assist each other. The idea is that highly competent students learn problems occurring in struggling students and are ready to offer help; while lesser competent students are not impacted by inferiority feeling and start to develop positive attitude toward learning. In the researcher's comment, streaming class management should be promoted in other types of Thai schools to demonstrate equal treatment for all students.

For extra tutorial classes, all international schools offer extra English classes in all grades for students whose English is their second language. This class is essential because English is a medium language in every course. Therefore, students whose English is not their mother tongue must take and pass the class to comprehend their study according to their curriculum. Moreover, schools provide speech therapy focusing on speaking and listening skills in primary education to moderate the problem

in the early stage which may affect learning ability of students in the future. Schools also provide intensive studies for students who are struggling in their studies, which are aimed to solve flaws and fulfil necessary requirements.

International schools also emphasise on the knowledge and skill evaluation and assessment by using Portfolio Assessment which encouraging students to participate in learning process. Students are trained to be able to perform efficiently analytical skill because they are involved in activities concerning with self and other evaluation by using rubrics and measures directed from teacher. Students can apply this method in controlling quality of their study performance according to the required standard. Moreover, Portfolio Assessment provides more alternatives for student assessment; that is the level of knowledge and competency of individual students is presented through their various works depending on the courses and skills. This can provide schools to objectively learn information about skills, interests, performance and ability of individual students to accurately and appropriately develop their strengths and lessen weakness to assist students to successfully achieve their expectations.

International schools using American educational system simultaneously construct co-curriculum activities along with fundamental curriculum to enhance learning. The activities include after-class activities for elementary students, variety of clubs for junior high and high school students, student leadership activities, intramurals, cultural performance or event and other assemblies. Moreover, students can participate in their schools' yearbook publishing, newsletter and other publications.

3. Professional Development

The study of teacher supervision and development reveals that all schools in this research tremendously emphasise and prioritise the supervision and development of their teachers. The supervision of individual teachers' teaching performance is closely correlated with teacher development. All school is using Portfolio as a measure to assess their teacher performance and evaluation individual teacher's progress. Teachers are responsible for clearly indicating their objectives desired to be achieved in each educational year and submitting them to their headmasters to assess the achievement and provide feedback after class supervision. Moreover, teachers can note their opinions or constructive plans to help improve overall study quality of their

schools. Teachers can also keep their masterpiece in their assessment files. The researcher's opinion towards the professional development is that the Portfolio evaluation method can strengthen teachers' performance as teachers can constantly manage to initiate and develop their works, focus on their objectives, pay attention on and be active to improve their performance in order to reach their goals. This, as a result, is immensely beneficial for schools in overall.

The administration of support and resources application of each school depends on the school's policies, fiscal budget, convenience for relocation, relevance of such resources with existing curriculum, variety of resources and the evaluation from teachers after using such resources. Headmasters and vice-headmasters are responsible for reviewing and evaluate the result of support and resources administration. In addition, schools emphasise on applying learning technology and computer as a medium for teachers and students.

In Thailand, foreign teachers are required to attend is Thai language and culture course which has constituted progression under the Teachers Council of Thailand. The professional development course was partial requirements for foreign teachers' teaching license. Previously, the training was done under the supervision of the Teachers Council of Thailand, however the organisation allowed various educational institutions to conduct the training course. Later, the Teachers Council of Thailand had changed the regulation of training hour from 20 hours to 42 hours since the Teachers Council of Thailand concerned that foreign teachers should have in-depth knowledge of Thai culture. Moreover, the Teachers Council of Thailand did not allow any private educational institutions to conduct the teachers' training, only NIDTEP and government universities were allowed to run the course. This started conflict with the International Schools Association of Thailand who had been authorised to conducted the training course and claimed that most foreign teachers of the country were working under international schools. Many attempts of negotiation between the Teachers Council of Thailand and the International Schools Association of Thailand had been successful in 2015 when the Teachers Council of Thailand reconsidered the regulation of 42-hour training to 20-hour training and allowed private educational institutions to conduct the training. In 2016, the International Schools Association of Thailand called international

schools teachers who wish to be trainers to participate in training. However, Teachers Council of Thailand has made a new policy regarding foreign teachers' teaching license application that there will be no requirements of the Thai culture training for foreign teachers to apply teachers' teaching license. Thus, the 20-hour Thai culture course would be done by choice.

This is regard with, Teaching (2009) discussion on the reasons to explain what had prevented teaching staff from participating in continuous professional development programmes due to the conflicts with work schedule, no suitable professional development, family responsibility, unreasonable expenses, lack of employer support, and no pre-requisites. Lack of collaboration with government sector and international school would create larger gab between the two sectors especially on misunderstanding of Thai culture for foreign teachers.

The synthesis is relevant to Newmann, King, and Youngs (2000) figure 'Factors influencing school capacity and student achievement'. The figure shows student achievement affected most directly by the quality of instruction. Instruction in turn is affected by school capacity, and capacity is affected by actors who sponsor policy or programs on a variety of issues, for example, curriculum and assessment standards, teacher certification, hiring and promotion, school size, school governance procedures, and professional development. It shows the chain effect created among each aspect of school matter.

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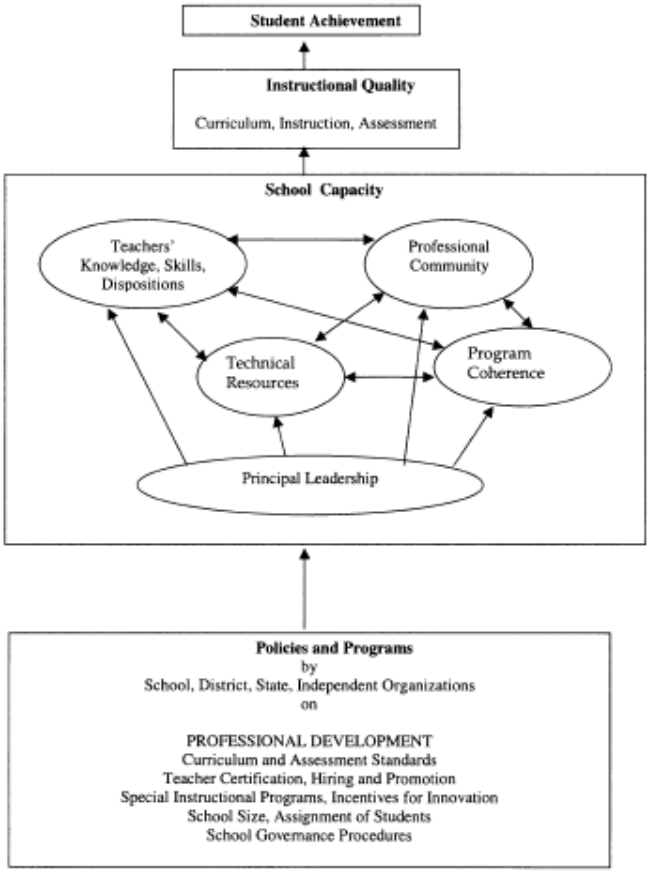

Figure 9 Newman, King and Young's 'Factors influencing school capacity and student achievement' (2000)

2.4.2 The Significances of Strategies

Strategies are one of the most important elements in constructing the prosperous and consistent development of an organisation. A strategy is created in the scrupulous and discreet forms of processes, procedures and principles (Kaewjamnong, 2008).

The significances of strategies can be summarised as following;

1. Strategies provide a clear direction setting for an organisation, including distinct visions, practical missions, goals and objectives setting.
2. Strategies place importance on all stakeholders of an organisation, namely employees, investors, stakeholders, major and retail clients, involving agents, markets and competitors. These stakeholders hold different levels of expectations towards an organisation and they aim for the wealth of an

organisation so that they will collect benefits from the operation in return and see the opportunity to invest more in the business.

3. An organisation should consider short-term and long-term advantages and establish its strategies to be in conformity with such aspects. Strategies, moreover, should correspond to one's duties and operations in order to attain both short-term and long-term goals.
4. Strategies should emphasise on success with efficiency and effectiveness, which should be regarded as the measurement of success level of an organisation. Efficiency can indicate the level of quality in maximizing resource utilization in an organisation's operation. Effectiveness can show the results and level of achievement from the operations at the present, which can be compared against the prior established plan. An organisation should strive to make current operational results to be in line with the plan.

2.4.3 The Elements and Processes of Strategic Management

According to Decharin (2006), strategic management requires processes and procedures to drive an organisation to success and become competently potential. Therefore, strategic management consists of three elements which are;

1. Directive strategic formulation
2. Strategic implementation to execution
3. Strategic measurement and evaluation

In order to maximise the capability of an organisation, directive strategic formulation should be established as a priority. Strategies should be clearly understandable, easy to communicate and practice, and obviously yield operational accomplishment. Moreover, the operations resulted from strategies should be monitored through measurements to assess the quality of strategies. Furthermore, mostly, strategies and methods work effectively in certain occasions and conditions, hence they are needed to be adapted to match the changing environment.

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Wheelen and Hunger (2012) stated that strategic management comprises of four fundamental elements, which are;

1. Environmental scanning
2. Strategy formulation
3. Strategy implementation
4. Evaluation and control

All elements are interrelated as displayed in the following figure;

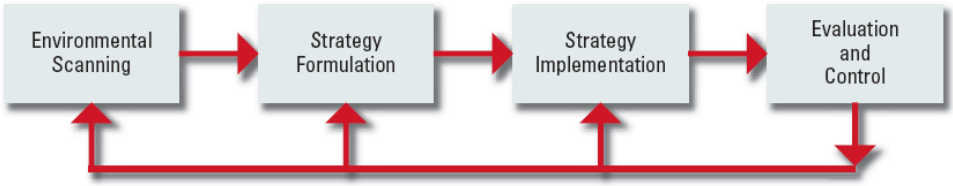

Figure 10 Basic Elements of the Strategic Management Process (Wheelen & Hunger, 2012)

This figure shows Wheelen and Hunger's fundamental elements of strategic management. Environmental scanning is crucial because an organisation can inspect information, evaluate itself and report influential internal and external environment to all stakeholders and employees. Moreover, to develop solid strategies, an organisation must acknowledge significant internally and externally environmental context to create its prospect. SWOT Analysis is one of the tools that can be used in developing strategic elements. To give more explanation of environment, external environment is the context beyond an organisation itself; constantly changes and uncertain. External environment impacts an organisation in different degrees and causes changes in an organisational context, making individual organisation's environment shifts, as considered as general environment of an organisation.

Internal environment can be considered as the strengths and weaknesses of an organisation which can be changed all the time. Internal environment exists in the structure and context of an organisation's operation beyond the short-term control of

high-management level. The strengths of an organisation produce competitive advantages and competencies, benefiting the whole organisation. Wheelen and Hunger explain the fundamental model of strategic management as following;

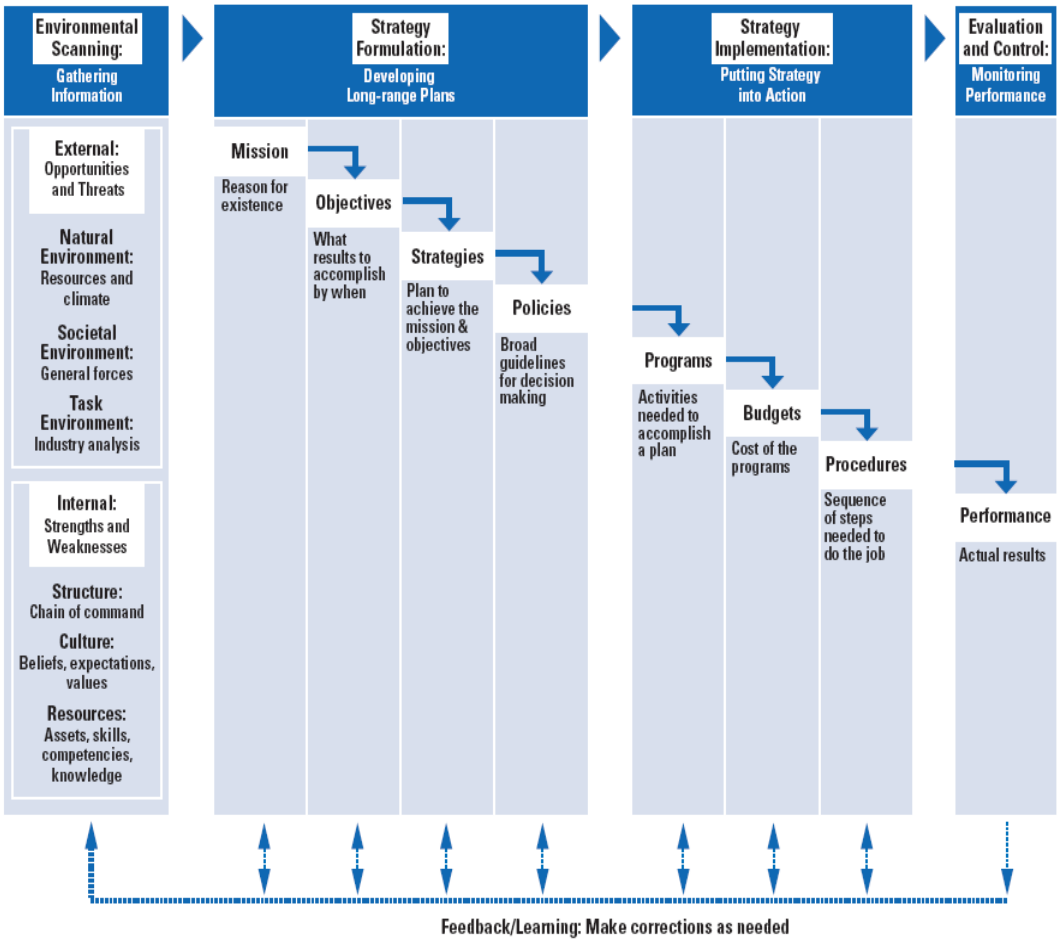

Figure 11 Strategic Management Model (Wheelen & Hunger, 2012)

Strategy designers have been aided by a number of matrixes showing the relationship of critical variables. Koontz and Weihrich (1990) has proposed the TOWS Matrix for analysing the situation. The TOWS Matrix is a conceptual framework for a systematic analysis that facilitates matching the external threats and opportunities with the internal weakness and strengths of the organisation (Koontz & Weihrich, 1990).

Companies identify their strengths and weakness, as well as the opportunities and threats in the external environment, but is often overlooked is that combining these

factors may require distinct strategic choices. To systematise these choices, the TOWS Matrix has been proposed; “T” stands for threats, “O” stands for opportunities, “W” stand for weaknesses, and “S” stand for strengths. The TOWS model starts with the threats because in many situations, a company undertakes strategic planning as a result of perceived crisis, problem, and threat. The TOWS Matrix is analysed as below;

1. The WT strategy (in the lower right-hand corner) aims to minimise both weakness and threats. It may require that the company, for example, from a joint venture, retrench or even liquidate.
2. The WO strategy attempts to minimise the weaknesses and minimise the opportunities. Thus, a firm with certain weaknesses in some areas may either develop those areas within the enterprises or acquire the needed competencies (such as technology or persons with needed skills) from the outside, making it possible to take advantage of opportunities in the external environment.
3. The ST strategy is based on the organisation’s strengths to deal with threats in the environment. The aim is to maximise the former while minimising the latter. Thus, a company may use its technological, financial, managerial, or making strengths to cope with the threats of a new product introduced by the competitor.
4. The SO strategy is the most desirable situation occurred when a company can use its strengths to take advantage of opportunities (the SO strategy). Indeed, it is the aim of the enterprises to move from other positions in the matrix to this one. If they have weakness, they will strive to overcome them, making them strengths. If they face threats, they will cope with them so that they can focus on opportunities.

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Table 16 The TOWS Matrix for strategy formulation (Koontz & Weihrich, 1990)

Internal factors / External factors	**Internal strengths (S) e.g., strengths in management, operations, finance, marketing, R&D, engineering**	**Internal weakness (W) e.g., weaknesses in areas shown in the box of "strengths"**
External opportunities (O): (Consider risks also) e.g., current and future economic conditions; political and social changes, new products, services, and technology	SO Strategy: Maxi-Maxi Potentially the most a successful strategy, utilising the organisation's strengths to take advantage of opportunities	WO Strategy: Mini-Maxi E.g., developmental strategy to overcome weaknesses in order to take advantage of opportunities
External threats (T): e.g., lack of energy, competition, and areas similar to those shown in the "opportunities" box above	ST Strategy: Maxi-Mini e.g., use of strengths to cope with threats or to avoid threats	WT Strategy: Mini-Mini e.g., retrenchment, liquidation or joint venture

Koontz and Weihrich (1990) stated that the strategies which are suitable for organisation are based on the linkage between the four alternative strategies as shown below;

1. The SO strategy is utilised by the strengths of organisation by taking advantage of external opportunities.
2. The ST strategy is utilised by the strengths of organisation by controlling or avoiding threats from external opportunities.
3. The WO strategy is utilised by taking advantage of opportunities and overcoming the weaknesses.
4. The WT strategy is utilised by reducing the weaknesses of organisation and avoiding the threats which may occurred.

TOWS matrix can be applied in strategy formulation for organisational management. The administrators of an organisation hold authority on implementation of strategies in general; or in individual section as required. TOWS Matrix is one of the models which can be used in strategy formulation.

To assign priorities to organisation's requirements, Modified Priority Needs Index ($PNI_{Modified}$) is used to analyse the degree of the necessity of each requirement (Vongvanich, 2007).

$$PNI_{Modified} = (I-D) / D$$

I = The desired conditions of international school management to develop students' global leadership

D = The current conditions of international school management to develop students' global leadership

According to the mentioned strategy development, this research has analysed and synthesised the process of strategy development to develop students' global leadership from the research of Koontz and Weihrich (1990), Wheelen and Hunger (2012) and Vongvanich (2007). The process can be divided in three steps as following;

1. Internal and external environmental scanning by SWOT Analysis derived from PNI.
2. Strategy formulation for school management by TOWS Matrix.
3. Development and improvement of school management strategy according to experts and stakeholders' recommendations to become more appropriately practical operation.

2.4.4 Strategic plan for Student Leadership development

Many institutions have proposed the proactive approaches in order to develop student' leadership attributes and skills. The Office of Student Leadership Development (OSLD) at Lehigh University created the strategic plan for developing expected characteristic of his students (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016). Before planning the strategies, the visioning team of the institution undertook an essential review of the theoretical framework, which guides the office. The core philosophy, vision, and mission of transformational leadership were deemed

relevant to guide the new internal strategic plan. The strategic planning is divided in to 3 stages as a continuum process of developing student' leadership; 1) Immediate Strategic Action Stage, 2) Two – Four Year Strategic Action Stage, and 3) Four – Six Year Strategic Action Stage. The following table shows the comparative of strategic plan designed for each stage.

Table 17 The comparative of strategic plan developed by the Office of Student Leadership Development (OSLD) at Lehigh University by each stage (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016)

Immediate Strategic Action Stage	Two – Four Year Strategic Action Stage	Four – Six Year Strategic Action Stage
Increase the engagement of under-represented students (individuals and groups) in both existing and new leadership development experiences and opportunities	Expand options for entry points into the Leadership Lehigh program	Engage in and support a "global leadership experience" for students
Implement committee structures to assist with revisions to major office program elements and creation of new collaborative endeavors	Integrate excursion based experiential learning opportunities	Initiate discussions surrounding the creation of a campus wide leadership advisory committee which the Assistant Dean for Student Leadership Development would be a part of
Connect with and provide faculty who are meaningfully engaged in leadership focused research and pedagogy an opportunity to dialog and connect with each other and students in a scholarly fashion	Construct opportunities for students, faculty, staff members and alumni to engage in intentional mentoring & coaching experiences and dialog around leadership skills, experiences and personal development translating LU experiences to practical skills and real world uses	Build a network of university constituents (alumni, staff, faculty, Student Affairs Board of Trustees members etc.) with accurate knowledge of OSLD programs allowing them avenues to meaningfully engage with OSLD curriculum and initiatives as relevant to each individual
Create a database of current credit bearing courses that intentionally touch on leadership specific topics to inform creation of an OSLD run reflection/certificate program for students that participate in the courses		Expand OSLD staffing to include one additional coordinator level professional or an academic coordinator for interdisciplinary course initiatives
		Initiate discussions about the prospects of an interdisciplinary leadership minor that cuts across all colleges and majors

Immediate Strategic Action Stage	Two – Four Year Strategic Action Stage	Four – Six Year Strategic Action Stage
Revise OSLD overall learning outcomes and implement intentional assessment strategies aimed at understanding student learning of these outcomes	Position OSLD as the "hub" of leadership development activities and resources for the campus community	House all OSLD offices in one common student centre focused building

The Student Activities and Leadership Programs (SALP) (*Strategic Plan 2015-2020* 2015) at Portland State University has proposed the strategic plan for developing students' leadership in strategic focus areas with five-year action plans. The strategic focus areas are the initiatives that bring staff and students together around common purposes to achieve goals. The areas which are relevant to the study are 1) Student Development, Education and Training, 2) Responsible Stewardship of Resources, and 3) Assessment, Planning and Organisational Learning. The relevant strategic plans proposed by Student Activities and Leadership Programs at Portland University (*Strategic Plan 2015-2020* 2015) show on table 18.

Table 18 The 5-year strategic plans proposed by Student Activities and Leadership Programs at Portland University (*Strategic Plan 2015-2020* 2015)

Year Areas	2015-2016	2016-2017	2017-2016	2018-2019	2019-2020
Student Development, Education, Training	• BADGE/PIN SYSTEM - Begin conversations • MENTOR PROGRAM – Design	• BADGE/PIN SYSTEM – Design • MENTOR PROGRAM – Pilot • STUDENT EMPLOYEES - Design • LEADERSHIP SOCIETY - Design	• BADGE/PIN SYSTEM - Pilot • MENTOR PROGRAM – Revise and implement • STUDENT EMPLOYEES - Pilot • LEADERSHIP SOCIETY – Induct first student	• BADGE/PIN SYSTEM - Revise and implement • STUDENT EMPLOYEES - Revise and implement • ONLINE LEADERSHIP LEARNING MODULES - Pilot	• BADGE/PIN SYSTEM – Add • ONLINE LEADERSHIP LEARNING MODULES – Reverse and implement

Year Areas	2015-2016	2016-2017	2017-2016	2018-2019	2019-2020
			• ONLINE LEADERSHIP LEARNING MODULES - Design		
Responsible Stewardship of Resources	Hire and onboard new .5 FTE Assistant Accountant	Request funding for a Marketing/ Communications staff position	Hire and onboard Marketing/ Communications position MSW intern focused on student leadership. Request funding for a GA	GA for Leadership Programs starts. Request funding for pro-staff	Hire professional staff Coordinator of Leadership Development
Student Leadership Plan	Define leadership programs and engagement events Encourage each program to determine which shared programs are required	Each program articulates learning outcomes and assessment and connects it to the larger department plan. Map learning outcomes to the SALP-wide outcomes	Implement and assess program-level assessment	Revise, implement, assess, and report out on leadership programs	Revise, implement, assess, and report out on leadership programs

The Division of Student Development at University of Dayton proposed 'STUDENT DEVELOPMENT STRATEGIC PLAN' (*Student Development Strategic Plan*, 2013). The strategic plan was developed regarding to the university goals to 'exhibit practical wisdom and practice servant leadership' as they integrate personal and social responsibility with academics and faith'. The strategic plans are; 1) Strengthen and develop opportunities for integration of student life and academics to enable both to more fully contribute to transformative education, 2) Foster civic engagement and responsibility within local, regional and global communities, 3) Co-create a healthy campus life that promotes learning and development through active engagement with

the community, 4) Emphasise the purposeful development of student leadership, 5) Actively contribute to building an inclusive campus community, 6) Demonstrate responsible stewardship of resources.

University of California Davis has reframed the strategic plans reframing the strategic plan for the Division of Student Affairs for academic year 2012-2013 (*Student Affairs Strategic Plan*, 2013) regarding to the University Chancellor's Vision of Excellence outlining six goals for the campus: 1) Foster a vibrant community of learning and scholarship, 2) Drive innovation at the frontiers of knowledge 3) Embrace global issues, 4) Nurture a sustainable future and propel economic vitality, 5) Champion health, education, access and opportunity, and 6) Cultivate a culture of organisational excellence, effectiveness and stewardship. The proposed strategic plans are in alignment with the university's visions and comprise of the selected following strategies relating to the aspects of international school management are shown on the following table**;**

Table 19 The Division of Student Affairs, UC Davis's strategic plans for academic year 2012-2013 (*Student Affairs Strategic Plan*, 2013)

the aspects of international school management	**The Division of Student Affairs, UC Davis's strategic plans**
School philosophy and guiding statements	Develop division-wide goals, learning outcomes, and assessment plan
Curriculum development and implementation	Assess the needs of student communities and develop effective interventions to ensure that Student Affairs is equipped to serve changing demographics Adopt appropriate technology that enhances student services and administrative productivity, considering division-wide implementation when beneficial.
Professional development	Commit to and provide ongoing training to increase multicultural competence within Student Affairs staff Provide education and share best practices for responding to behaviour that is contrary to the Principles of Community. Utilise best practices for recruiting and retaining a diverse, experienced, and culturally competent staff that is reflective of the student population Support professional development on- and off-campus, including: providing professional development funding defined process for accessing funds, coordinating cross-department trainings

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study applies mixed method (qualitative and quantitative) approach.

3.2 Research Procedures

The objectives of the study are:

5. To explore the proper conceptual framework of international school management strategies according to the concept of developing students' global leadership
6. To study the current and desirable states of international school management according to the concept of developing students' global leadership
7. To analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept of developing students' global leadership
8. To develop international school management strategies according to the concept of developing students' global leadership

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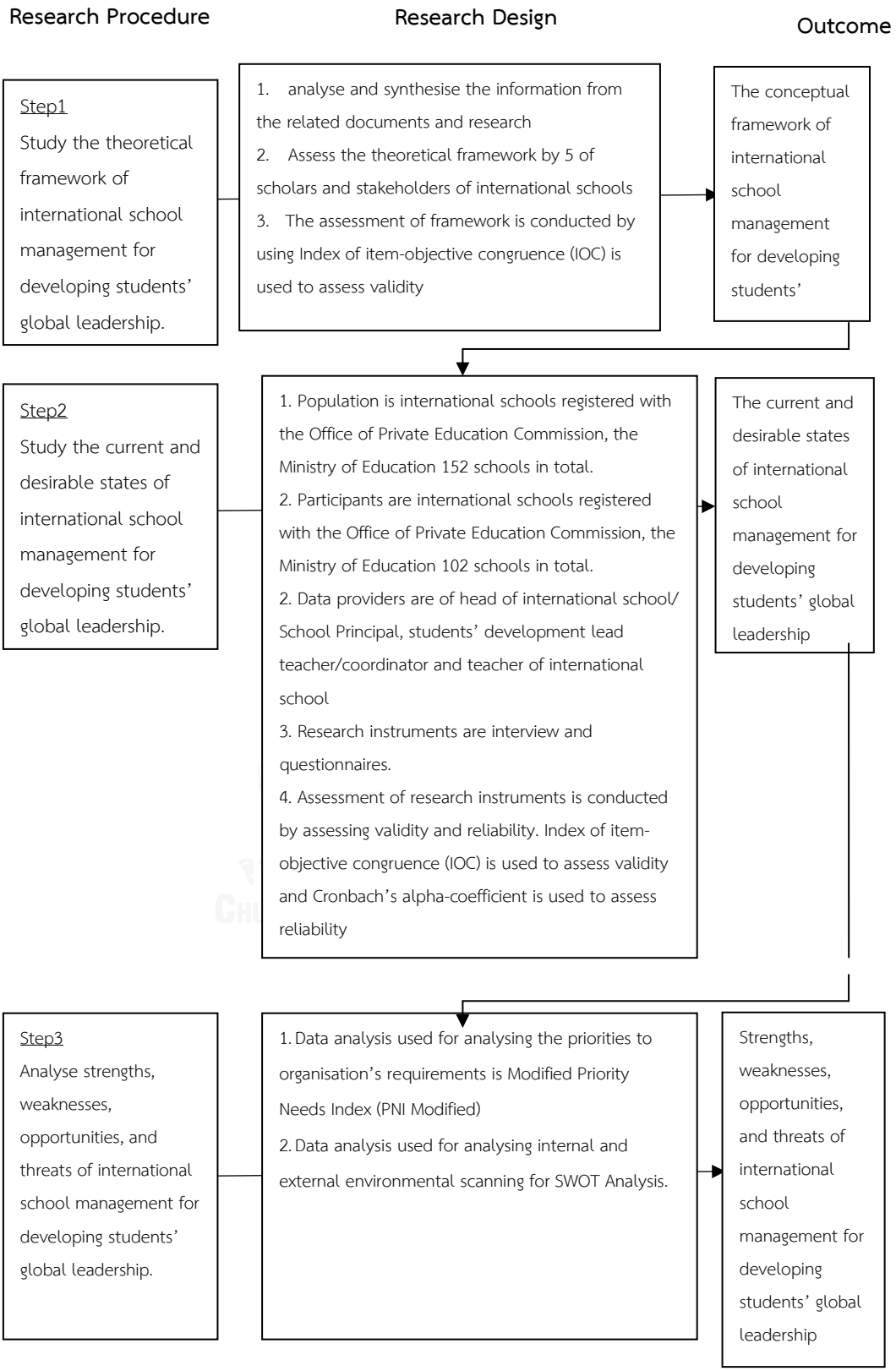
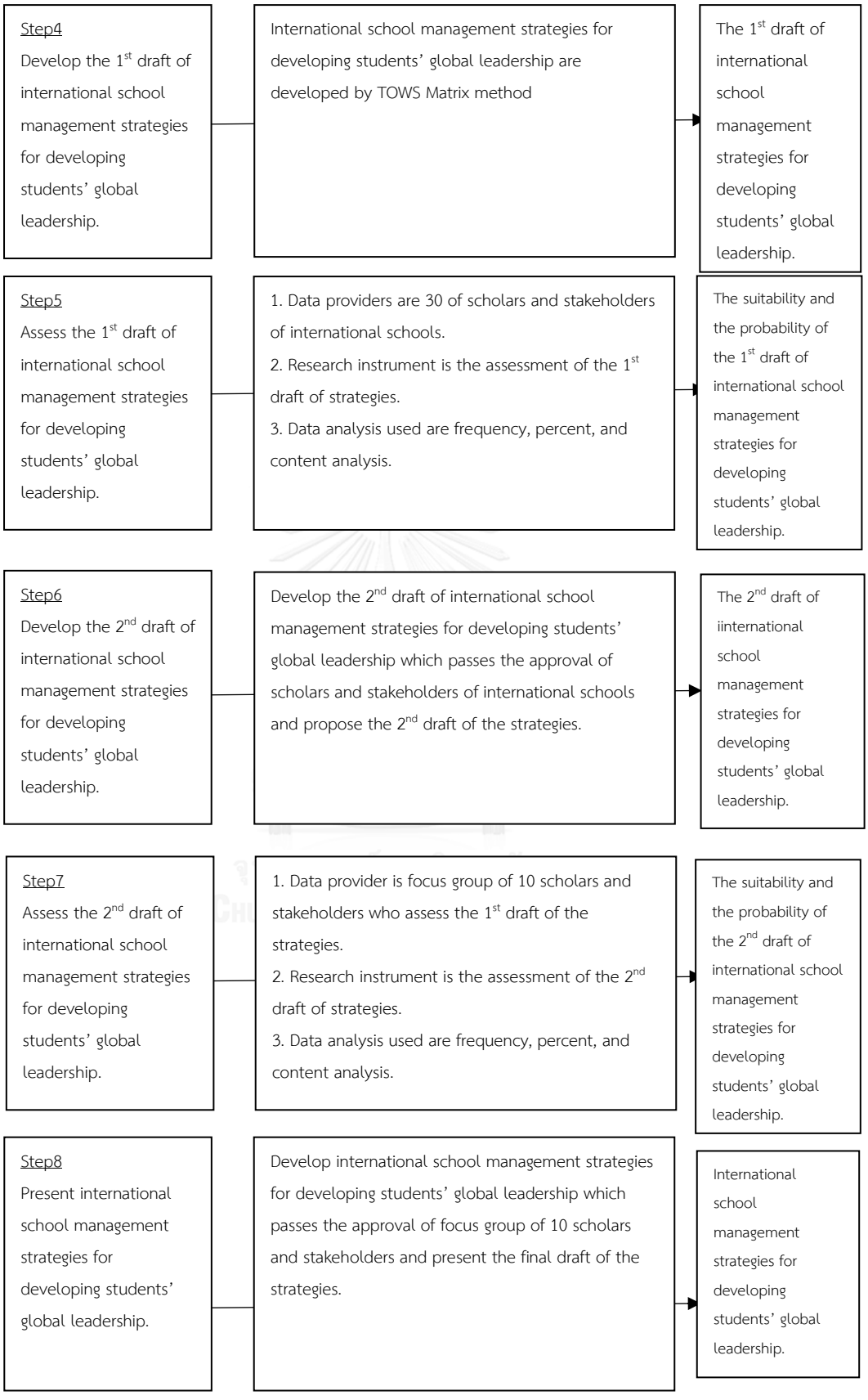
The procedure of this study is shown below.


Research Procedure
Research Design
Outcome
Step1
Study the theoretical framework of international school management for developing students' global leadership.
1. analyse and synthesise the information from the related documents and research
2. Assess the theoretical framework by 5 of scholars and stakeholders of international schools
3. The assessment of framework is conducted by using Index of item-objective congruence (IOC) is used to assess validity
The conceptual framework of international school management for developing students'
Step2
Study the current and desirable states of international school management for developing students' global leadership.
1. Population is international schools registered with the Office of Private Education Commission, the Ministry of Education 152 schools in total.
2. Participants are international schools registered with the Office of Private Education Commission, the Ministry of Education 102 schools in total.
2. Data providers are of head of international school/ School Principal, students' development lead teacher/coordinator and teacher of international school
3. Research instruments are interview and questionnaires.
4. Assessment of research instruments is conducted by assessing validity and reliability. Index of item-objective congruence (IOC) is used to assess validity and Cronbach's alpha-coefficient is used to assess reliability
The current and desirable states of international school management for developing students' global leadership
Step3
Analyse strengths, weaknesses, opportunities, and threats of international school management for developing students' global leadership.
1. Data analysis used for analysing the priorities to organisation's requirements is Modified Priority Needs Index (PNI Modified)
2. Data analysis used for analysing internal and external environmental scanning for SWOT Analysis.
Strengths, weaknesses, opportunities, and threats of international school management for developing students' global leadership


Step4
Develop the 1st draft of international school management strategies for developing students' global leadership.
International school management strategies for developing students' global leadership are developed by TOWS Matrix method
The 1st draft of international school management strategies for developing students' global leadership.
Step5
Assess the 1st draft of international school management strategies for developing students' global leadership.
1. Data providers are 30 of scholars and stakeholders of international schools.
2. Research instrument is the assessment of the 1st draft of strategies.
3. Data analysis used are frequency, percent, and content analysis.
The suitability and the probability of the 1st draft of international school management strategies for developing students' global leadership.
Step6
Develop the 2nd draft of international school management strategies for developing students' global leadership.
Develop the 2nd draft of international school management strategies for developing students' global leadership which passes the approval of scholars and stakeholders of international schools and propose the 2nd draft of the strategies.
The 2nd draft of iinternational school management strategies for developing students' global leadership.
Step7
Assess the 2nd draft of international school management strategies for developing students' global leadership.
1. Data provider is focus group of 10 scholars and stakeholders who assess the 1st draft of the strategies.
2. Research instrument is the assessment of the 2nd draft of strategies.
3. Data analysis used are frequency, percent, and content analysis.
The suitability and the probability of the 2nd draft of international school management strategies for developing students' global leadership.
Step8
Present international school management strategies for developing students' global leadership.
Develop international school management strategies for developing students' global leadership which passes the approval of focus group of 10 scholars and stakeholders and present the final draft of the strategies.
International school management strategies for developing students' global leadership.

The details of research procedure are shown according to the objectives of the study.

3.2.1 To explore the proper framework of international school management according to the concept of developing students' global leadership

The proper framework of international school management for developing students' global leadership is determined by the following steps.

1. Analyse and synthesise the information from the related documents and research. The areas of conceptual framework and the development are shown below.

1.1 International school management

International school management framework is developed by synthesizing 3 theories of the areas of international schools' academic management from Trongtorkarn's research, "The Study of Academic Management in International School in Bangkok and Metropolis" (1997), Council of International Schools (2010), and Western Association of Schools and Colleges (2014). The international school management framework comprises the three following areas;

1) School philosophy and guiding statements
- philosophy
- guiding statements (vision, mission, objectives and strategies)

2) Curriculum development and implementation
- curriculum design and contents
- curriculum implementation
- curriculum assessment
- teaching and learning
- student assessment
- extra-curricular activities

3) Professional development
- educational supervision
- professional development
- resources
- support services

1.2 Students' leadership development

Students' leadership development framework is assessed by reviewing and analyzing the related literature. Redmond and Dolan's Conceptual Model of Youth Leadership Development (2016) (2016)is found as the key components of the framework consisting of the following component.

1) Environmental Conditions
2) Student's Action

Environmental Conditions are the ecological contexts in which students develop their global leadership competencies which are prepared by schools and adults. Student's action is exercised by individual student to develop global leadership competencies. Two suitable Students' leadership development approaches, Owen (2015) and Charoenwongsak (2007), are selected to synthesize methods to develop students' leadership development for this study to cover the students' self-development approach and the support of adults for students' development approach.

1.3 Global leadership is the process of one or more individuals who try to exercise their power to motivate and direct another or a group of persons representing diverse cultural/political/institutional systems to willingly and eagerly comply with their desire to contribute towards the achievement of global organisation's goals and cooperatively and effectively work on a global stage with the global mindset in an environment that is complex and diverse with competencies including;

1) Cross-cultural relationship competency
2) Interpersonal competency
3) Global traits and values
4) Global thinking and orientation
5) Global business expertise
6) Global organisation expertise
7) Global visioning and

8) Technological savvy

Global leadership attributes are developed by reviewing and analysing 14 Global leadership related literatures in both non-profit and for-profit theories (Association, 2012; Bird & Osland, 2004; Brake, 1997; P. Caligiuri, 2006; Gitsham & Lenssen, 2008; Goldsmith et al., 2003; House et al., 2004; Lokkesmoe, 2009; Longo & McMillan, 2015; M. Mendenhall & Osland, 2002; Redmond & Dolan, 2016; Rosen, 2000; Yeung & Ready, 1995)

2. Verify the conceptual framework by 5 of experts and stakeholders of international schools. The criteria of selecting experts are 1) experts with 10-year experience in international education 2) director of international school and 3) committee of the International School Association of Thailand (ISAT)

Table 20 The qualification and areas of expertise of the experts who verified the conceptual framework

Expert	Areas of expertise		
	10-year experience in international education	Head of International school	Committee of the International School Association of Thailand (ISAT)
Expert 1	√	√	
Expert 2	√	√	
Expert 3	√	√	√
Expert 4	√	√	√
Expert 5	√	√	√

3. The instrument of verifying conceptual framework is conducted by using Index of Item-Objective Congruence (IOC) to assess the content validity.

3.2.2 To study the current and desirable states of international school management according to the concept of developing students' global leadership

3.2.2.1 population and sampling

1. Population are international schools registered with the Office of Private Education Commission, the Ministry of Education 152 schools in total.

2. Respondents are international schools registered with the Office of Private Education Commission, the Ministry of Education.

To collect the accurate data of the current and desirable states of international school management, the procedure of collecting data is divided into two parts. For the quantitative part, the sampling population of international schools is selected by using Krejcie and Morgan's Table of Sample Size (1970). The total of participant schools are 102 schools which are 66 schools in Bangkok and 36 schools in other provinces. The list of international schools was found from the Ministry of Education website. The criteria of selecting sampling school is the levels of students that school caters (primary level and above).

After collecting quantitative data, 5 international schools are purposively selected for qualitative part according to the following criteria; 1) school's philosophy which regards to student leadership development, 2) school system, 3) school size, 4) year of establishment, 5) year level offered by the school, and 6) location (Bangkok and vicinity).

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3. The respondents are international school principals and Thai headmasters/headmistresses, students' development lead teacher/ coordinator and teachers.

3.2.2.2 Research instrument

1. Research instruments are questionnaires for quantitative part and open-ended interview questions for qualitative part.

The research instruments are conducted according to the objective of the study and the conceptual framework which complied from the related theories, concepts and researches.

The first draft of questionnaire and interview questions are overlooked by the thesis advisors. The modification of the instruments is made according to the thesis advisors' advices.

The questionnaire of the study entitled International School Management Strategies According to the Concept of Developing Students' Global Leadership is compiled which is divided into three parts

Part 1 Checklist questions regarding general information of schools and respondents concentrates on background information (gender, age, highest degree, position, working experience and the school curriculum system)

Part 2 the current state and desirable states of international school management according to the concept of developing students' global leadership focus on areas of academic administration in international schools which demonstrate a commitment of school to students' global leadership development in eight competencies using environmental conditions and students' action methods as students' leadership development using the following rating scale criteria

Rating scale criteria for current state

5 means - Strongly agree with the current state

4 means - Agree with the current state

3 means - Neutral for the current state

2 means - Disagree with the current state

1 means - Strongly disagree with the current state

Rating scale for desirable state

5 means - Very important for the desirable state

4 means - Important for the desirable state

3 means - Neutral for the desirable state

2 means - Not important for the desirable state

1 means - Not important at all for the desirable state

Part 3 Suggestions for international school management according to the concept of developing students' global leadership

2. Assessment of research instruments is conducted by assessing on validity and reliability.

The first draft of questionnaire and interview questions are overlooked by the thesis advisor according to the content validity. The modification of the instruments is made according to the advice.

The verification of the conceptual framework is done by 5 of experts and stakeholders of international schools. The criteria of selecting experts are 1) having international education expertise, 2) having researching expertise, 3) having leadership development expertise, and 4) having academic administration expertise.

Table 21 The qualification and areas of expertise of the experts who verified the research questionnaire

Expert	Areas of expertise			
	international education	researching	leadership development	academic administration
Expert 1	√	√	√	√
Expert 2		√		√
Expert 3		√	√	√
Expert 4	√	√	√	√
Expert 5	√	√	√	√

The items on questionnaire are selected or adjusted by using the Index of Item-Objective Congruence (IOC) is used for assessing content validity. The acceptable items are required to have the value of IOC higher than 0.5. The Items which have less value will be adjusted according to the experts' advices.

The experts have suggested that the key terminology describing the components of global leadership competencies should be adjusted by using easy-to-understand language for respondents since some of respondents are not native of English speaking. Some components could be combined with other components on questionnaire since one component has greater value than the other components. Therefore, to reduce an amount of questionnaire, the form of questionnaire should be adjusted to be convenient for respondents.

After revising the final draft of the questionnaire, Cronbach's alpha-coefficient is used to assess reliability. Thirty international school principals and Thai headmasters/headmistresses, students' development lead teacher/ coordinator and teachers who are not in the respondent group are selected as the try-out group to do the questionnaire.

3. Data collecting is done online via www.surveymonkey.com. The questionnaire is sent to respondents by e-mail which could be found from school website. The feedback of the questionnaire has been received real time after respondents have completed the questionnaire.

4. Data analysis uses the following methods.

Part 1 Checklist questions regarding general information of schools and respondents concentrates on background information analysis uses frequency and percentage.

Part 2 the current state and desirable states of international school management according to the concept of developing students' global leadership analysis uses mean and standard deviation (S.D.) in order to categorise the Modified Priority Needs Index ($PNI_{Modified}$) groups.

3.2.3 To analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept of developing students' global leadership

1. Data analysis used for analysing the priorities to organisation's requirements is Modified Priority Needs Index ($PNI_{Modified}$) for indicating the degree of the necessity of each requirement.

2. Data analysis used for analysing internal and external environmental scanning for SWOT Analysis using TOWS matrix table.

1) The WT strategy (Defensive Strategy) aims to minimise both weakness and threats.
2) The WO strategy (Turnaround-Oriented Strategy) attempts to minimise the weaknesses and minimise the opportunities.
3) The ST strategy (Diversification Strategy) is based on the organisation's strengths to deal with threats in the environment. The aim is to maximise the former while minimising the latter.
4) The SO strategy (Aggressive Strategy) is the most desirable situation occurred when a school can use its strengths to take advantage of opportunities.

3. develop the 1st draft of international school management strategies for developing students' global leadership

3.2.4 To develop international school management strategies according to the concept of developing students' global leadership

1. Develop the 1st draft of international school management strategies for developing students' global leadership

1.1 key informants

The key informants of developing international school management strategies according to the concept of developing students' global leadership are 30 of experts in educational management, policy makers, heads of international school, and teachers of international school.

1.2 the strategy validation

The drafted strategies are evaluated by experts in educational management, policy makers, heads of international school, and teachers of international school using the strategy evaluation form.

The strategy validation form is compiled which is divided into the following three parts;

Part 1 general information of the experts

Part 2 the opinion of the experts regarding the suitability and possibility of the main strategies and supporting strategies of international school management according to the concept of developing students' global leadership using the following rating scale criteria;

Rating scale criteria for the suitability

5 means - highly suitable and high priority for practice
4 means - suitable and recommended for practice
3 means - moderately suitable and optional for practice
2 means - less suitable and less practical according to situation
1 means - unsuitable and unrequired for practice

Rating scale for the possibility

5 means - highly practical and high chance of success
4 means - clearly practical and reasonable chance of success
3 means - moderately practical and moderate chance of success
2 means - quite practical but difficult to implement according to the strategies
1 means - impractical and no chance of success

The strategy validation form is overlooked by the thesis advisors. The modification of the validation form is made according to the thesis advisors' advices.

The analysis of the suitability and possibility of the international school management strategies according to the concept of developing students' global

leadership is assessed by using mean, standard deviation (S.D.) and content analysis using the following criteria;

Average range of score for the strategy evaluation

4.50-5.00 means - highest suitable and highest possible

3.50-4.49 means - highly suitable and highly possible

2.50-3.49 means - moderately suitable and moderately possible

1.50-2.49 means - less suitable and less possible

1.00-1.49 means - least suitable and least possible

The modification of the strategy is made according to the experts' advices.

2. develop the 2nd draft of international school management strategies for developing students' global leadership

2.1 key informants

The key informants of developing international school management strategies for developing students' global leadership are 10 of experts in educational administration and heads of international schools.

2.2 the strategy validation

The 2nd draft of strategies are evaluated by focus group of experts in educational education and heads of international schools. The experts are invited to give feedback and comment s on the strategies

The modification of the strategy is made according to the experts' and thesis advisors' advices.

3. Develop the final draft of international school management strategies according to the concept of developing students' global leadership

CHAPTER 4
RESEARCH ANALYSIS

The study entitled International School Management Strategies According to the Concept of Developing Students' Global Leadership applies mixed method (qualitative and quantitative) approach. The population is international schools registered with the Office of Private Education Commission, the Ministry of Education 152 schools in total. The samplings are international schools registered with the Office of Private Education Commission, the Ministry of Education 102 schools in total. The respondents are one of head of international school/ and Thai headmasters/headmistresses, one of students' development lead teacher/ coordinator and one of teachers for each international school. The research instruments are questionnaires for quantitative part, open-ended interview questions for qualitative part and strategy validation form for strategies evaluation. The strategic used for analysing data in this the study is frequency, percentage, mean, standard deviation (S.D.) and content analysis. The details of data analysis as follows.

4.1 The Conceptual Framework of the Study International School Management Strategies According to the Concept of Developing Students' Global Leadership

The framework of this study is verified by 5 experts. All of them are experts with 10-year experience in international education. Four of them are Director of international school. Three of them are committees of the International School Association of Thailand (ISAT). The analysis of verifying the conceptual framework is as follow.

Table 22 The validation of the conceptual framework of the study entitled International School Management Strategies According to the Concept of Developing Students' Global Leadership

Component	The experts' consideration					
	clearly suitable		unclearly suitable		clearly not suitable	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
1. The areas of academic administration						
1. School's philosophy and guiding statements	5	100	0	0	0	0
2. Curriculum development and implementation	5	100	0	0	0	0
3. Professional development	5	100	0	0	0	0
2. The students' leadership development approach						
1. Environmental conditions	5	100	0	0	0	0
1.1 Authentic opportunity	5	100	0	0	0	0
1.2 Mentor access	5	100	0	0	0	0
2. Students' action	5	100	0	0	0	0
2.1 Mastering	5	100	0	0	0	0
2.2 Motivating	5	100	0	0	0	0
3. The core components and sup components of global leadership						
1. Cross-cultural relationship competency	5	100	0	0	0	0
1.1 Understanding other culture	5	100	0	0	0	0
1.1.1 Appreciating cultural diversity	5	100	0	0	0	0
1.2 Intercultural skills	5	100	0	0	0	0
1.2.1 Foreign language skill	4	80	1	20	0	0
1.2.2 Cross-cultural communication	5	100	0	0	0	0
1.3 Multicultural collaboration	5	100	0	0	0	0
1.3.1 Ability to work in cultural team	5	100	0	0	0	0

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Component	The experts' consideration					
	clearly suitable		unclearly suitable		clearly not suitable	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
1.3.2 Applying ethical standard in multiple culture	5	100	0	0	0	0
1.4 Cultural Literacy	5	100	0	0	0	0
1.4.1 Proud ancestor	4	80	1	20	0	0
1.4.2 Inquisitive internationalist	5	100	0	0	0	0
1.4.3 Respectful modernizer	5	100	0	0	0	0
1.4.4 Cultural bridger	4	80	1	20	0	0
1.4.5 Global capitalist	5	100	0	0	0	0
2. Interpersonal competency	5	100	0	0	0	0
2.1 Interpersonal skill	5	100	0	0	0	0
2.1.1 Mindful communication	5	100	0	0	0	0
2.1.2 Creating and building trust	5	100	0	0	0	0
2.2 Relationship management	5	100	0	0	0	0
2.2.1 Community building	5	100	0	0	0	0
2.2.2 Conflict management and negotiation	5	100	0	0	0	0
2.3 Team oriented	5	100	0	0	0	0
2.3.1 Team collaboration and integration	5	100	0	0	0	0
2.3.2 Coaching for team performance	5	100	0	0	0	0
2.4 Influencing	5	100	0	0	0	0
2.4.1 Motivation and rewarding	5	100	0	0	0	0
2.4.2 Empowering others	5	100	0	0	0	0
2.4.3 Sharing leadership	5	100	0	0	0	0
3. Global traits and values	5	100	0	0	0	0
3.1 Traits	5	100	0	0	0	0
3.1.1 Humility	5	100	0	0	0	0
3.1.2 Resilience	5	100	0	0	0	0
3.1.3 Inquisitiveness	5	100	0	0	0	0
3.1.4 Optimistic	5	100	0	0	0	0

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Component	The experts' consideration					
	clearly suitable		unclearly suitable		clearly not suitable	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
3.1.5 Energetic	5	100	0	0	0	0
3.1.6 Maturity	5	100	0	0	0	0
3.1.7 Emotional stability	5	100	0	0	0	0
3.1.8 Persistence	5	100	0	0	0	0
3.1.9 Problem solving	5	100	0	0	0	0
3.1.10 Decision making	5	100	0	0	0	0
3.2 Values	5	100	0	0	0	0
3.2.1 Integrity	5	100	0	0	0	0
3.2.2 Accountability	5	100	0	0	0	0
3.2.3 Openness and intellect	5	100	0	0	0	0
3.2.4 Gratitude	5	100	0	0	0	0
4. Global cognitive and orientation	5	100	0	0	0	0
4.1 Global mindset	5	100	0	0	0	0
4.1.1 Global mindedness	5	100	0	0	0	0
4.1.2 Local mindedness	3	60	2	40	0	0
4.2 Thinking agility	5	100	0	0	0	0
4.2.1 Managerial agility	5	100	0	0	0	0
4.2.2 Critical thinking	5	100	0	0	0	0
5. Global business expertise	5	100	0	0	0	0
5.1 Global business savvy	5	100	0	0	0	0
5.1.1 Business literacy	5	100	0	0	0	0
5.1.2 Entrepreneurial spirit	5	100	0	0	0	0
5.2 Stakeholder orientation	5	100	0	0	0	0
5.2.1 Customer orientation	4	80	1	20	0	0
6. Global organisation expertise	5	100	0	0	0	0
6.1 Total organisational acumen	5	100	0	0	0	0
6.1.1 Building partnerships and alliances	5	100	0	0	0	0

Component	The experts' consideration					
	clearly suitable		unclearly suitable		clearly not suitable	
	Frequency	percentage	Frequency	percentage	Frequency	percentage
6.1.2 Managing in a matrixed organisation	4	80	1	20	0	0
7. Global visioning	5	100	0	0	0	0
7.1 Change agentry and visionary	5	100	0	0	0	0
7.1.1 Create sense of urgency	5	100	0	0	0	0
7.1.2 Form strategic vision and initiatives	5	100	0	0	0	0
7.1.3 Enlist volunteer army	5	100	0	0	0	0
7.1.4 Enable action by removing barrier	5	100	0	0	0	0
7.1.5 Generate short-term wins	5	100	0	0	0	0
7.1.6 Sustain acceleration	5	100	0	0	0	0
7.1.7 Institute change	5	100	0	0	0	0
8. Technological savvy	5	100	0	0	0	0
8.1 Technology mastery	5	100	0	0	0	0
8.1.1 Managing innovation in multicultural settings	5	100	0	0	0	0
8.1.2 Managing of social network technology	4	80	1	20	0	0
8.1.3 Managing of latest advances in virtual technology	5	100	0	0	0	0
Total	**4.907**	**98.22**	**0.093**	**1.78**		

From Table 22, the validation of the conceptual framework of the study entitled International School Management Strategies According to the Concept of Developing Students' Global Leadership is suitable in all aspects. The core components and sup components of global leadership is 98.22 percent suitable and 1.78 percent unclearly suitable. The experts advised to adjust the terminologies used on the questionnaire.

4.2 The current and desirable states of international school management according to the concept of developing students' global leadership

The analysis of the current and desirable states of international school management according to the concept of developing students' global leadership is divided into the following three parts;

1. general information of international schools and respondents

2. the current state and desirable states of international school management according to the concept of developing students' global leadership analysed from the internal origins

3. the current state and desirable states of international school management according to the concept of developing students' global leadership analysed from the external origins. The analysis is as follow;

4.2.1 General information of international schools and respondents

Table 23 Numbers and percentage of the questionnaires which is sent and is received from the sampling of international schools registered with the Office of Private Education Commission, the Ministry of Education

Number	International schools	Numbers of international schools which the questionnaire is sent	Numbers of international schools which the questionnaire is received	Percentage
1	American Curriculum	40	35	87.50
2	British Curriculum	33	29	87.87
3	International Baccalaureate (IB)	17	12	70.05
4	Others	12	10	83.33
	Total	**102**	**86**	**84.31**

From Table 23, the numbers and percentage of the questionnaires which is received is 84.31 percent

Table 24 Numbers and percentage of respondents

Respondents / General information		Head of School/ Deputy Head of School (N= 72, 70%)	Head of Pastoral/ Student Leadership Coordinator (N= 82, 80%)	Teacher (N=102, 100%)	Total (N= 256, 84%) Number
Gender	Male	52	45	44	141
	Female	20	37	58	115
Age	Below 30 years old	1	3	14	18
	30-40 years old	19	32	56	107
	41-50 years old	34	39	25	98
	more than 50 years old	18	3	12	33
Highest degree	Bachelor's degree	10	24	55	71
	Master's degree	51	48	46	75
	Doctoral degree	10	3	2	15
	Other: PGCE, Professional Diploma, Honour Degree, Swimming and Fitness Qualification	1	1	5	7
Working experience (year)	1-5 Years	1	3	18	12
	6-10 Years	13	3	32	50
	11-15 Years	18	38	32	88
	16-20 Years	18	29	14	61
	More than 20 years	22	2	11	35

From Table 24, the numbers and percentage of respondents divided by the position are 72 head of school/ deputy head of school (70 percent), 82 head of pastoral/ student leadership coordinator (80 percent) and 102 teachers (100 percent) which are 256 respondents in total. The percentage of respondents is 84 percent in total.

4.2.2 the current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins

The analysed tables and descriptions are shown in overall levels and component levels.

Table 25 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origin according to the students' leadership development approach

The students' leadership development approach	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
1. Environmental conditions								
a. Authentic opportunity	3.789	0.888	High	1	4.397	0.816	High	3
b. Mentor access	3.745	0.844	High	3	4.273	0.802	High	4
Total	**3.767**	**0.854**	**High**	**1**	**4.335**	**0.944**	**High**	**2**
2. Students' action								
a. Mastering	3.731	0.850	High	4	4.400	0.799	High	2
b. Motivating	3.788	0.847	High	2	4.436	0.785	High	1
Total	**3.760**	**0.803**	**High**	**2**	**4.418**	**0.905**	**High**	**1**
Grand Total	**3.763**	**0.828**	**High**		**4.377**	**0.925**	**High**	

From Table 25, the current state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the students' leadership development approach is overall in high level ($\bar{x}$ = 3.63, S.D. = 0.828). Analysing by each area, environmental conditions has the

highest mean at high level ($\bar{x}$ = 3.767, S.D. = 0.854) following by student's action at high level ($\bar{x}$ = 3.760, S.D. = 0.803). Authentic opportunity has higher mean at high level ($\bar{x}$ = 3.789, S.D. = 0.888) than mentor access high level ($\bar{x}$ = 3.745, S.D. = 0.844). Motivating has higher mean at high level ($\bar{x}$ = 3.788, S.D. = 0.844) than mastering at high level ($\bar{x}$ = 3.731, S.D. = 0.850).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the students' leadership development approach is overall in high level ($\bar{x}$ = 4.377, S.D. = 0.925). Analysing by each area, student's action has the highest mean at high level ($\bar{x}$ = 4.418, S.D. = 0.905) following by environmental conditions at high level ($\bar{x}$ = 4.335, S.D. = 0.944). Motivating has higher mean at high level ($\bar{x}$ = 4.436, S.D. = 0.785) than mastering at high level ($\bar{x}$ = 4.400, S.D. = 0.799). Authentic opportunity has higher mean at high level ($\bar{x}$ = 4.397, S.D. = 0.816) than mentor access high level ($\bar{x}$ = 4.273, S.D. = 0.802).

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Table 26 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to academic management aspects

The students' leadership development approach	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
School's philosophy and guiding statements								
1. Environmental conditions	3.955	0.786	High	1	4.447	0.798	High	1
2. Students' action	3.889	0.790	High	2	4.421	0.782	High	2
Total	**3.922**	**0.793**	**High**	**2**	**4.434**	**0.790**	**High**	**2**
Curriculum development and implementation								
1. Environmental conditions	4.053	0.764	High	1	4.575	0.796	Highest	1
2. Students' action	3.987	0.768	High	2	4.579	0.780	Highest	2
Total	**4.020**	**0.766**	**High**	**1**	**4.577**	**0.793**	**Highest**	**1**
Professional development								
1. Environmental conditions	3.301	1.052	Moderate	2	4.143	0.884	High	2
2. Students' action	3.405	0.996	Moderate	1	4.257	0.808	High	1
Total	**3.353**	**1.024**	**Moderate**	**3**	**4.200**	**0.846**	**High**	**3**
Grand total	**3.765**	**0.856**	**High**		**4.404**	**0.805**	**High**	

From Table 26, the current state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to academic management aspects is overall in high level ($\bar{x}$ = 3.765, S.D. = 0.856). Analysing by each area, curriculum development and implementation has the

highest mean at high level ($\bar{x}$ = 4.020, S.D. = 0.766) following by school's philosophy and guiding statements at high level ($\bar{x}$ = 3.922, S.D. = 0.793) and professional development at moderate level ($\bar{x}$ = 3.353, S.D. = 1.024).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the students' leadership development approach is overall in high level ($\bar{x}$ = 4.404, S.D. = 0.805). Analysing by each area, curriculum development and implementation has the highest mean at highest level ($\bar{x}$ = 4.577, S.D. = 0.793) following by school's philosophy and guiding statements at high level ($\bar{x}$ = 4.434, S.D. = 0.790) and professional development at high level ($\bar{x}$ = 4.200, S.D. = 0.846).

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Table 27 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the school's philosophy and guiding statements according to the components of global leadership

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
The school's philosophy and guiding statements								
1. Cross-cultural relationship competency	4.018	0.731	High	2	4.581	0.620	Highest	2
2. Interpersonal competency	3.937	0.752	High	3	4.522	0.759	Highest	3
3. Global traits and values	3.926	0.744	High	4	4.503	0.657	Highest	4
4. Global thinking and orientation	4.139	0.791	High	1	4.630	0.636	Highest	1
5. Global business expertise	3.825	0.815	High	6	4.414	0.805	High	6
6. Global organisation expertise	3.825	0.786	High	6	4.375	0.764	High	7
7. Global visioning	3.743	0.788	High	8	4.356	0.743	High	8
8. Technological savvy	3.892	0.897	High	5	4.503	0.698	Highest	4
Total	**3.913**	**0.789**	**High**		**4.486**	**0.709**	**High**	

From Table 27, the current state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the components of global leadership is overall at high level ($\bar{x}$ = 3.913, S.D. = 0.789). Analysing by each area, global thinking and orientation has the highest mean at high level ($\bar{x}$ = 4.139, S.D. = 0.791) following by cross-cultural relationship competency at high level ($\bar{x}$ = 4.018, S.D. = 0.731). Interpersonal competency is at

high level ($\bar{x}$ = 3.937, S.D. = 0.752). Global traits and values is at high level ($\bar{x}$ = 3.926, S.D. = 0.744). Technological savvy is at high level ($\bar{x}$ = 3.892, S.D. = 0.897). Global business expertise is at high level ($\bar{x}$ = 3.825, S.D. = 0.815). Global organisation expertise is at high level ($\bar{x}$ = 3.825, S.D. = 0.786). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.743, S.D. = 0.788).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the components of global leadership is overall at high level ($\bar{x}$ = 4.486, S.D. = 0.709). Analysing by each area, global thinking and orientation has the highest mean at highest level ($\bar{x}$ = 4.630, S.D. = 0.636) following by cross-cultural relationship competency at highest level ($\bar{x}$ = 4.581, S.D. = 0.620). Interpersonal competency is at highest level ($\bar{x}$ = 4.522, S.D. = 0.759). Global traits and values is at highest level ($\bar{x}$ = 4.503, S.D. = 0.657). Technological savvy is at highest level ($\bar{x}$ = 4.503, S.D. = 0.698). Global business expertise is at high level ($\bar{x}$ = 4.414, S.D. = 0.805). Global organisation expertise is at high level ($\bar{x}$ = 4.375, S.D. = 0.764). Global visioning has the lowest mean at high level ($\bar{x}$ = 4.356, S.D. = 0.743).

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Table 28 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the school's philosophy and guiding statements according to student's global leadership competency development

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
Environmental conditions								
1. Cross-cultural relationship competency	3.971	0.762	High	2	4.519	0.714	Highest	2
2. Interpersonal competency	3.941	0.776	High	4	4.487	0.778	High	3
3. Global traits and values	3.949	0.760	High	3	4.479	0.728	High	4
4. Global thinking and orientation	4.247	0.796	High	1	4.549	0.714	Highest	1
5. Global business expertise	3.892	0.802	High	6	4.438	0.800	High	6
6. Global organisation expertise	3.891	0.782	High	7	4.418	0.784	High	7
7. Global visioning	3.830	0.786	High	8	4.207	0.778	High	8
8. Technological savvy	3.922	0.840	High	5	4.477	0.742	High	5
Total	**3.955**	**0.786**	**High**	**1**	**4.447**	**0.798**	**High**	**1**
Student's action								
1. Cross-cultural relationship competency	3.955	0.764	High	2	4.505	0.706	Highest	2
2. Interpersonal competency	3.917	0.778	High	3	4.479	0.770	High	3
3. Global traits and values	3.901	0.772	High	4	4.463	0.724	High	4

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
4. Global thinking and orientation	4.011	0.796	High	1	4.537	0.718	Highest	1
5. Global business expertise	3.859	0.800	High	6	4.429	0.798	High	6
6. Global organisation expertise	3.857	0.796	High	7	4.405	0.774	High	7
7. Global visioning	3.719	0.792	High	8	4.091	0.760	High	8
8. Technological savvy	3.890	0.841	High	5	4.462	0.743	High	5
Total	**3.889**	**0.790**	**High**	**2**	**4.421**	**0.782**	**High**	**2**
Grand total	**3.922**	**0.793**	**High**		**4.434**	**0.790**	**High**	

From Table 28, the current state of international school management according to the concept of developing students' global leadership analysed from the school's philosophy and guiding statements according to the components of global leadership is overall in high level ($\bar{x}$ = 3.922, S.D. = 0.793). Analysing by each area, environmental conditions has the highest mean at high level ($\bar{x}$ = 3.955, S.D. = 0.786) following by student's action at high level ($\bar{x}$ = 3.889, S.D. = 0.790). Analysing by each component of environmental conditions, global thinking and orientation has the highest mean at high level ($\bar{x}$ = 4.247, S.D. = 0.796) following by cross-cultural relationship competency at high level ($\bar{x}$ = 3.971, S.D. = 0.762). Global traits and values is at high level ($\bar{x}$ = 3.949, S.D. = 0.760). Interpersonal competency is at high level ($\bar{x}$ = 3.941, S.D. = 0.776). Technological savvy is at high level ($\bar{x}$ = 3.922, S.D. = 0.840). Global business expertise is at high level ($\bar{x}$ = 3.892, S.D. =0.802). Global organisation expertise is at high level ($\bar{x}$ = 3.891, S.D. =0.782). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.830, S.D. = 0.786).

Analysing by each component of student's action, global thinking and orientation has the highest mean at highest level ($\bar{x}$ = 4.011, S.D. = 0.796) following by cross-cultural relationship competency at highest level ($\bar{x}$ = 3.955, S.D. = 0.764). Interpersonal competency is at high level ($\bar{x}$ = 3.917, S.D. = 0.778). Global traits and values is at high level ($\bar{x}$ = 3.901, S.D. = 0.772). Technological savvy is at high level ($\bar{x}$ = 3.890, S.D. = 0.841). Global business expertise is at high level ($\bar{x}$ = 3.859, S.D. =0.800). Global organisation expertise is at high level ($\bar{x}$ = 3.857, S.D. = 0.796). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.719, S.D. = 0.841).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the components of global leadership is overall in high level ($\bar{x}$ = 4.434, S.D. = 0.790). Analysing by each area, environmental conditions has the highest mean at high level ($\bar{x}$ = 4.447, S.D. = 0.798) following by student's action at high level ($\bar{x}$ = 4.421, S.D. = 0.782). Analysing by each component of environmental conditions, global thinking and orientation has the highest mean at highest level ($\bar{x}$ = 4.549, S.D. = 0.714) following by cross-cultural relationship competency at highest level ($\bar{x}$ = 4.519, S.D. = 0.714). Interpersonal competency is at high level ($\bar{x}$ = 4.487, S.D. = 0.778). Global traits and values is at high level ($\bar{x}$ = 4.479, S.D. = 0.728). Technological savvy is at high level ($\bar{x}$ = 4.477, S.D. = 0.742). Global business expertise is at high level ($\bar{x}$ = 4.438, S.D. = 0.800). Global organisation expertise is at high level ($\bar{x}$ = 4.418, S.D. =0.784). Global visioning has the lowest mean at high level ($\bar{x}$ = 4.207, S.D. = 0.778).

Analysing by each component of student's action, global thinking and orientation has the highest mean at highest level ($\bar{x}$ = 4.537, S.D. = 0.718) following by cross-cultural relationship competency at highest level ($\bar{x}$ = 4.505, S.D. = 0.706). Interpersonal competency is at high level ($\bar{x}$ = 4.479, S.D. = 0.770). Global traits and values is at high level ($\bar{x}$ = 4.463, S.D. = 0.724). Technological savvy is at high level ($\bar{x}$ = 4.462, S.D. = 0.743). Global business expertise is at high level ($\bar{x}$ = 4.429, S.D. =0.798). Global

organisation expertise is at high level ($\bar{x}$ = 4.405, S.D. = 0.774). Global visioning has the lowest mean at high level ($\bar{x}$ = 4.091, S.D. = 0.760).

Table 29 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the curriculum development and implementation according to the components of global leadership

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
Curriculum development and implementation								
1. Cross-cultural relationship competency	4.181	0.591	High	1	4.691	0.478	Highest	1
2. Interpersonal competency	4.003	0.7134	High	3	4.504	0.725	Highest	4
3. Global traits and values	3.944	0.74	High	4	4.573	0.576	Highest	3
4. Global thinking and orientation	4.142	0.722	High	2	4.662	0.517	Highest	2
5. Global business expertise	3.876	0.836	High	6	4.503	0.665	Highest	5
6. Global organisation expertise	3.827	0.747	High	7	4.446	0.693	High	7
7. Global visioning	3.778	0.748	High	8	4.427	0.662	High	8
8. Technological savvy	3.935	0.835	High	5	4.465	0.674	High	6
Total	**3.960**	**0.744**	**High**		**4.533**	**0.652**	**Highest**	

From Table 29, the current state of international school management according to the concept of developing students' global leadership analysed from curriculum

development and implementation is overall in high level ($\bar{x}$ = 3.960, S.D. = 0.744). Analysing by each area, Cross-cultural relationship competency has the highest mean at high level ($\bar{x}$ = 4.181, S.D. = 0.591) following by global thinking and orientation at high level ($\bar{x}$ = 4.142, S.D. = 0.722). Interpersonal competency is at high level ($\bar{x}$ = 4.003, S.D. = 0.714). Global traits and values is at high level ($\bar{x}$ = 3.944, S.D. = 0.744). Technological savvy is at high level ($\bar{x}$ = 3.935, S.D. = 0.835). Global business expertise is at high level ($\bar{x}$ = 3.876, S.D. = 0.836). Global organisation expertise is at high level ($\bar{x}$ = 3.827, S.D. = 0.747). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.778, S.D. = 0.748).

The desirable state of international school management according to the concept of developing students' global leadership analysed from curriculum development and implementation is overall at highest level ($\bar{x}$ = 4.533, S.D. = 0.622). Analysing by each area, Cross-cultural relationship competency has the highest mean at highest level ($\bar{x}$ = 4.691, S.D. = 0.478) following by global thinking and orientation at highest level ($\bar{x}$ = 4.662, S.D. = 0.517). Global traits and values is at highest level ($\bar{x}$ = 4.573, S.D. = 0.576). Interpersonal competency is at highest level ($\bar{x}$ = 4.504, S.D. = 0.725). Global business expertise is at highest level ($\bar{x}$ = 4.500, S.D. = 0.665). Technological savvy is at high level ($\bar{x}$ = 4.465, S.D. = 0.674). Global organisation expertise is at high level ($\bar{x}$ = 4.446, S.D. = 0.683). Global vision has the lowest mean at high level ($\bar{x}$ = 4.427, S.D. = 0.662).

Table 30 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the curriculum development and implementation according to student's global leadership competency development

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
Environmental conditions								
1. Cross-cultural relationship competency	4.429	0.688	High	1	4.687	0.636	Highest	**1**
2. Interpersonal competency	4.095	0.744	High	3	4.568	0.762	Highest	**4**
3. Global traits and values	4.001	0.750	High	4	4.559	0.688	Highest	**3**
4. Global thinking and orientation	4.117	0.746	High	2	4.655	0.654	Highest	**2**
5. Global business expertise	3.963	0.802	High	6	4.541	0.730	Highest	**5**
6. Global organisation expertise	3.949	0.758	High	7	4.517	0.746	Highest	**7**
7. Global visioning	3.875	0.754	High	8	4.503	0.732	Highest	**8**
8. Technological savvy	3.991	0.800	High	5	4.529	0.738	Highest	**6**
Total	**4.053**	**0.764**	**High**	**1**	**4.575**	**0.796**	**Highest**	**2**
Student's action								
1. Cross-cultural relationship competency	4.180	0.681	High	1	4.688	0.633	Highest	1
2. Interpersonal competency	3.994	0.745	High	3	4.556	0.757	Highest	5
3. Global traits and values	3.968	0.759	High	4	4.599	0.681	Highest	3

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
4. Global thinking and orientation	4.062	0.743	High	2	4.644	0.655	Highest	2
5. Global business expertise	3.936	0.807	High	6	4.558	0.729	Highest	4
6. Global organisation expertise	3.900	0.751	High	7	4.532	0.743	Highest	7
7. Global visioning	3.884	0.755	High	8	4.516	0.727	Highest	8
8. Technological savvy	3.968	0.809	High	4	4.539	0.731	Highest	6
Total	**3.987**	**0.768**	**High**	**2**	**4.579**	**0.780**	**Highest**	**1**
Grand total	**4.020**	**0.766**	**High**		**4.577**	**0.793**	**Highest**	

From Table 30, the current state of international school management according to the concept of developing students' global leadership analysed from curriculum development and implementation is overall at high level ($\bar{x}$ = 4.020, S.D. = 0.766). Analysing by each area, environmental conditions has the highest mean at high level ($\bar{x}$ = 4.053, S.D. = 0.764) following by student's action at high level ($\bar{x}$ = 3.987, S.D. = 0.768). Analysing by each component of environmental conditions, cross-cultural competency has the highest mean at high level ($\bar{x}$ = 4.429, S.D. = 0.688) following by global thinking and orientation at high level ($\bar{x}$ = 4.117, S.D. = 0.746). Interpersonal competency is at high level ($\bar{x}$ = 4.095, S.D. = 0.744). Global traits and values is at high level ($\bar{x}$ = 4.001, S.D. = 0.750). Technological savvy is at high level ($\bar{x}$ = 3.991, S.D. = 0.800). Global business expertise is at high level ($\bar{x}$ = 3.963, S.D. = 0.802). Global organisation expertise is at high level ($\bar{x}$ = 3.949, S.D. =0.758). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.875, S.D. = 0.754).

Analysing by each component of student's action, cross-cultural relationship competency has the highest mean at high level ($\bar{x}$ = 4.180, S.D. = 0.681) following by

global thinking and orientation at high level ($\bar{x}$ = 4.062, S.D. = 0.743). Interpersonal competency is at high level ($\bar{x}$ = 3.994, S.D. = 0.745). Global traits and values is at high level ($\bar{x}$ = 3.968, S.D. = 0.759). Technological savvy is at high level ($\bar{x}$ = 3.968, S.D. = 0.809). Global business expertise is at high level ($\bar{x}$ = 3.936, S.D. =0.807). Global organisation expertise is at high level ($\bar{x}$ = 3.900, S.D. =0.751). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.884, S.D. = 0.755).

The desirable state of international school management according to the concept of developing students' global leadership analysed from curriculum development and implementation is overall in highest level ($\bar{x}$ = 4.577, S.D. = 0.793). Analysing by each area, student's action has the highest mean at highest level ($\bar{x}$ = 4.579, S.D. = 0.780) following by environmental conditions is at highest level ($\bar{x}$ = 4.575, S.D. = 0.796). Analysing by each component of environmental conditions, cross-cultural relationship competency has the highest mean at high level ($\bar{x}$ = 4.687, S.D. = 0.636) following by global thinking and orientation at highest level ($\bar{x}$ = 4.655, S.D. = 0.654). Global traits and values is at high level ($\bar{x}$ = 4.599, S.D. = 0.688). Interpersonal competency is at high level ($\bar{x}$ = 4.568, S.D. = 0.762). Global business expertise is at high level ($\bar{x}$ = 4.541, S.D. = 0.730). Technological savvy is at high level ($\bar{x}$ = 4.529, S.D. = 0.758). Global organisation expertise is at high level ($\bar{x}$ = 4.517, S.D. = 0.746). Global visioning has the lowest mean at high level ($\bar{x}$ = 4.503, S.D. = 0.732).

Analysing by each component of student's action, cross-cultural relationship competency global thinking and orientation has the highest mean at highest level ($\bar{x}$ = 4.688, S.D. = 0.633) following by global thinking and orientation at highest level ($\bar{x}$ = 4.644, S.D. = 0.655). Global traits and values is at highest level ($\bar{x}$ = 4.599, S.D. = 0.681). Global business expertise is at highest level ($\bar{x}$ = 4.558, S.D. = 0.729). Interpersonal competency is at highest level ($\bar{x}$ = 4.556, S.D. = 0.757). Technological savvy is at highest level ($\bar{x}$ = 4.539, S.D. = 0.731). Global organisation expertise is at highest level ($\bar{x}$ = 4.532, S.D. = 0.743). Global visioning has the lowest mean at highest level ($\bar{x}$ = 4.516, S.D. = 0.727).

Table 31 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the professional development according to the components of global leadership

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
Professional development								
1. Cross-cultural relationship competency	3.755	0.866	High	2	4.497	0.548	High	3
2. Interpersonal competency	3.639	0.920	High	6	4.271	0.822	High	8
3. Global traits and values	3.683	0.924	High	4	4.405	0.646	High	5
4. Global thinking and orientation	3.847	0.898	High	1	4.539	0.580	Highest	2
5. Global business expertise	3.621	0.912	High	7	4.383	0.644	High	7
6. Global organisation expertise	3.665	0.919	High	5	4.730	0.611	Highest	1
7. Global visioning	3.536	0.922	High	8	4.405	0.648	High	5
8. Technological savvy	3.697	0.893	High	3	4.416	0.649	High	4
Total	**3.680**	**0.904**	**High**		**4.455**	**0.640**	**High**	

From Table 31, the current state of international school management according to the concept of developing students' global leadership analysed from professional development according to the components of global leadership is overall in high level ($\bar{x}$ = 3.680, S.D. =0.904. Analysing by each area, global thinking and orientation has the highest mean at high level ($\bar{x}$ = 3.847, S.D. = 0.898) following by cross-cultural competency at high level ($\bar{x}$ = 3.755, S.D. = 0.806). Technological savvy is at high level

($\bar{x}$ = 3.697, S.D. = 0.893). Global traits and values is at high level ($\bar{x}$ =3.683, S.D. = 0.924). Global organisation expertise is at high level ($\bar{x}$ = 3.665, S.D. = 0.919). Interpersonal competency is at high level ($\bar{x}$ = 3.639, S.D. = 0.920). Global business expertise is at high level ($\bar{x}$ = 3.621, S.D. = 0.912). Global visioning has the lowest mean at high level ($\bar{x}$ = 3.536, S.D. = 0.922).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the components of global leadership is overall in high level ($\bar{x}$ = 4.455, S.D. = 0.640). Analysing by each area, organisation expertise has the highest mean at highest level ($\bar{x}$ = 4.730, S.D. = 0.611) following by global thinking and orientation at highest level ($\bar{x}$ = 4.539, S.D. = 0.580). Cross-cultural competency at high level ($\bar{x}$ = 4.497, S.D. = 0.548). Technological savvy is at high level ($\bar{x}$ = 4.416, S.D. = 0.649). Global traits and values is at high level ($\bar{x}$ =4.405, S.D. = 0.646). Global visioning is at high level ($\bar{x}$ = 4.405, S.D. = 0.648). Global business expertise is at high level ($\bar{x}$ = 4.383, S.D. = 0.614). Interpersonal competency has the lowest mean at high level ($\bar{x}$ = 4.271, S.D. = 0.822).

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Table 32 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the professional development according to student's global leadership competency development

The components of global leadership	Current state				Desirable state			
	$\overline{x}$	S.D.	Level	Sequence	$\overline{x}$	S.D.	Level	Sequence
Environmental conditions								
1. Cross-cultural relationship competency	3.505	0.966	High	2	4.227	0.718	High	3
2. Interpersonal competency	3.179	0.990	Moderate	6	3.911	0.852	High	8
3. Global traits and values	3.403	0.994	Moderate	4	4.170	0.766	High	5
4. Global thinking and orientation	3.544	0.978	High	1	4.249	0.730	High	2
5. Global business expertise	3.061	0.982	Moderate	7	3.2983	0.764	High	7
6. Global organisation expertise	3.185	0.986	Moderate	5	4.347	0.758	High	1
7. Global visioning	3.029	0.990	Moderate	8	4.071	0.762	High	6
8. Technological savvy	3.503	0.974	High	3	4.185	0.766	High	4
Total	**3.301**	**1.052**	**Moderate**	**2**	**4.143**	**0.884**	**High**	**2**
Student's action								
1. Cross-cultural relationship competency	3.541	0.932	High	2	4.373	0.674	High	3
2. Interpersonal competency	3.515	0.966	High	6	4.067	0.818	High	8
3. Global traits and values	3.529	0.960	High	4	4.131	0.722	High	5
4. Global thinking and orientation	3.600	0.944	High	1	4.395	0.696	High	2

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
5. Global business expertise	3.507	0.958	High	7	4.129	0.720	High	7
6. Global organisation expertise	3.521	0.952	High	5	4.493	0.714	High	1
7. Global visioning	2.975	0.966	Moderate	8	4.337	0.728	High	4
8. Technological savvy	3.539	0.940	High	3	4.131	0.722	High	5
Total	**3.405**	**0.996**	**Moderate**	**1**	**4.257**	**0.808**	**High**	**1**
Grand total	**3.353**	**1.024**	**Moderate**		**4.200**	**0.846**	**High**	

From Table 32, the current state of international school management according to the concept of developing students' global leadership analysed from professional development is overall at moderate level ($\bar{x}$ = 3.353, S.D. = 1.024). Analysing by each area, student's action has the highest mean at moderate level ($\bar{x}$ = 3.405, S.D. = 0.996) following by environmental condition at moderate level ($\bar{x}$ = 3.301, S.D. = 1.052). Analysing by each component of environmental conditions, global thinking and orientation has the highest mean at high level ($\bar{x}$ = 3.544, S.D. = 0.978) following by cross-cultural relationship competency at high level ($\bar{x}$ = 3.505, S.D. = 0.966). Technological savvy is at high level ($\bar{x}$ = 3.503, S.D. = 0.974). Global traits and values is at moderate level ($\bar{x}$ = 3.403, S.D. = 0.994). Global organisation expertise is at moderate level ($\bar{x}$ = 3.185, S.D. =0.986). Interpersonal competency is at moderate level ($\bar{x}$ = 3.179, S.D. = 0.990). Global business expertise is at moderate level ($\bar{x}$ = 3.061, S.D. =0.982). Global visioning has the lowest mean at moderate level ($\bar{x}$ = 3.029, S.D. = 0.990).

Analsing by each component of student's action, global thinking and orientation has the highest mean at high level ($\bar{x}$ = 3.600, S.D. = 0.944) following by cross-cultural

relationship competency at high level ($\bar{x}$ = 3.541, S.D. = 0.932). Technological savvy is at high level ($\bar{x}$ = 3.539, S.D. = 0.940). Global traits and values is at high level ($\bar{x}$ = 3.529, S.D. = 0.960). Global organisation expertise is at high level ($\bar{x}$ = 3.521, S.D. = 0.952). Interpersonal competency is at high level ($\bar{x}$ = 3.515, S.D. = 0.966). Global business expertise is at high level ($\bar{x}$ = 3.507, S.D. = 0.958). Global visioning has the lowest mean at moderate level ($\bar{x}$ = 2.975, S.D. = 0.966).

The desirable state of international school management according to the concept of developing students' global leadership analysed from professional development is overall in high level ($\bar{x}$ = 4.200, S.D. = 0.846). Analysing by each area, student's action has the highest mean at high level ($\bar{x}$ = 4.257, S.D. = 0.808) following by student's action at high level ($\bar{x}$ = 4.143, S.D. = 0.844). Analysing by each component of environmental conditions, global organisation expertise has the highest mean at high level ($\bar{x}$ = 4.347, S.D. = 0.758) following by global thinking and orientation at high level ($\bar{x}$ = 4.249, S.D. = 0.730). Cross-cultural relationship competency is at high level ($\bar{x}$ = 4.227, S.D. = 0.718). Technological savvy is at high level ($\bar{x}$ = 4.185, S.D. = 0.766). Global traits and values is at high level ($\bar{x}$ = 4.170, S.D. = 0.766). Global visioning is at high level ($\bar{x}$ = 4.071, S.D. = 0.762). Global business expertise is at high level ($\bar{x}$ = 3.983, S.D. = 0.764). Interpersonal competency has the lowest mean at high level ($\bar{x}$ = 3.911, S.D. = 0.852).

Analysing by each component of student's action, global organisation expertise has the highest mean at high level ($\bar{x}$ = 4.493, S.D. = 0.714) following by global thinking and orientation at high level ($\bar{x}$ = 4.395, S.D. = 0.696). Cross-cultural relationship competency is at high level ($\bar{x}$ = 4.373, S.D. = 0.674). Global visioning is at high level ($\bar{x}$ = 4.337, S.D. = 0.728). Global traits and values is at high level ($\bar{x}$ = 4.131, S.D. = 0.722). Technological savvy is at high level ($\bar{x}$ = 4.131, S.D. = 0.722). Global business expertise is at high level ($\bar{x}$ = 4.129, S.D. =0.720). Interpersonal competency has the lowest mean at high level ($\bar{x}$ = 4.067, S.D. = 0.818).

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Table 33 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the external origins regarding school's philosophy and guiding statements

The components of global leadership	Current state				Desirable state			
	$\overline{x}$	S.D.	Level	Sequence	$\overline{x}$	S.D.	Level	Sequence
school's philosophy and guiding statements								
Thailand's government policies								
1. Cross-cultural relationship competency	2.871	0.973	Moderate	8	4.085	0.707	High	8
2. Interpersonal competency	3.069	0.992	Moderate	7	4.174	0.826	High	7
3. Global traits and values	3.308	0.910	Moderate	5	4.233	0.876	High	5
4. Global thinking and orientation	3.339	0.892	Moderate	4	4.265	0.778	High	4
5. Global business expertise	3.271	0.724	Moderate	6	4.187	0.770	High	6
6. Global organisation expertise	3.383	0.746	Moderate	3	4.334	0.738	High	2
7. Global visioning	3.532	0.876	High	1	4.300	0.774	High	3
8. Technological savvy	3.468	0.882	Moderate	2	4.386	0.710	High	1
Total	**3.280**	**0.871**	**Moderate**	**4**	**4.246**	**0.768**	**High**	**4**
Thailand's social situation								
1. Cross-cultural relationship competency	3.124	0.878	Moderate	8	4.166	0.792	High	8
2. Interpersonal competency	3.218	0.834	Moderate	7	4.280	0.826	High	5
3. Global traits and values	3.272	0.808	Moderate	6	4.224	0.800	High	7

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
4. Global thinking and orientation	3.426	0.802	Moderate	3	4.357	0.714	High	3
5. Global business expertise	3.381	0.728	Moderate	5	4.255	0.772	High	6
6. Global organisation expertise	3.409	0.826	Moderate	4	4.343	0.790	High	4
7. Global visioning	3.541	0.884	High	1	4.409	0.799	High	1
8. Technological savvy	3.537	0.806	High	2	4.375	0.744	High	2
Total	**3.364**	**0.815**	**Moderate**	**2**	**4.300**	**0.776**	**High**	**2**
Thailand's economic situation								
1. Cross-cultural relationship competency	3.213	0.902	Moderate	7	4.191	0.840	High	8
2. Interpersonal competency	3.139	0.879	Moderate	8	4.252	0.754	High	7
3. Global traits and values	3.326	0.848	Moderate	6	4.290	0.842	High	6
4. Global thinking and orientation	3.394	0.876	Moderate	3	4.298	0.780	High	5
5. Global business expertise	3.332	0.804	Moderate	5	4.383	0.726	High	2
6. Global organisation expertise	3.389	0.792	Moderate	4	4.345	0.808	High	4
7. Global visioning	3.571	0.834	High	1	4.357	0.770	High	3
8. Technological savvy	3.553	0.816	High	2	4.434	0.748	High	1
Total	**3.365**	**0.839**	**Moderate**	**1**	**4.319**	**0.780**	**High**	**1**
Thailand's technological situation								

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
1. Cross-cultural relationship competency	3.244	0.948	Moderate	7	4.252	0.866	High	7
2. Interpersonal competency	3.100	0.924	Moderate	8	4.218	0.832	High	8
3. Global traits and values	3.276	0.760	Moderate	6	4.334	0.748	High	4
4. Global thinking and orientation	3.286	0.862	Moderate	5	4.338	0.744	High	3
5. Global business expertise	3.350	0.836	Moderate	4	4.302	0.828	High	6
6. Global organisation expertise	3.384	0.700	Moderate	3	4.376	0.722	High	2
7. Global visioning	3.481	0.904	Moderate	1	4.321	0.818	High	5
8. Technological savvy	3.385	0.812	Moderate	2	4.430	0.826	High	1
Total	**3.313**	**0.840**	**Moderate**	**3**	**4.321**	**0.793**	**High**	**3**
Grand total	**3.330**	**0.841**	**Moderate**		**4.296**	**0.779**	**High**	

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From Table 33, the current state of international school management according to the concept of developing students' global leadership analysed from the external origins according to the school's philosophy and guiding statements overall at moderate level ($\bar{x}$ = 3.330, S.D. = 0.841). Analysing by each area, Thailand's economic situation has the highest mean at moderate level ($\bar{x}$ = 3.365, S.D. = 0.839) following by Thailand's social situation at moderate level ($\bar{x}$ = 3.364, S.D. = 0.815). Thailand's technological situation at moderate level ($\bar{x}$ = 3.330, S.D. = 0.841). Thailand's government policies has the lowest mean at moderate level ($\bar{x}$ = 3.280, S.D. = 0.871).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the school's philosophy and guiding statements is overall at high level ($\bar{x}$ = 4.296, S.D. = 0.779). Analysing by each area, Thailand's technological situation has the highest mean at high level ($\bar{x}$ = 4.321, S.D. = 0.793) following by Thailand's economic situation at high level ($\bar{x}$ = 4.319, S.D. = 0.780). Thailand's social situation at high level ($\bar{x}$ = 4.300, S.D. = 0.776). Thailand's government policies has the lowest mean at high level ($\bar{x}$ = 4.246, S.D. = 0.768).

Table 34 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the external origins regarding curriculum development and implementation

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
Curriculum development and implementation								
Thailand's government policies								
1. Cross-cultural relationship competency	3.055	0.986	Moderate	8	4.120	0.652	High	8
2. Interpersonal competency	3.115	1.078	Moderate	7	4.271	0.634	High	7
3. Global traits and values	3.357	1.020	Moderate	5	4.403	0.696	High	2
4. Global thinking and orientation	3.374	1.018	Moderate	4	4.272	0.736	High	6
5. Global business expertise	3.330	0.954	Moderate	6	4.288	0.682	High	4
6. Global organisation expertise	3.426	0.880	Moderate	3	4.274	0.698	High	5

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
7. Global visioning	3.505	0.780	High	1	4.405	0.726	High	1
8. Technological savvy	3.482	0.908	Moderate	2	4.314	0.700	High	3
Total	**3.331**	**0.949**	**Moderate**	**4**	**4.293**	**0.686**	**High**	**4**
Thailand's social situation								
1. Cross-cultural relationship competency	3.216	0.972	Moderate	8	4.268	0.674	High	8
2. Interpersonal competency	3.290	1.036	Moderate	7	4.312	0.697	High	7
3. Global traits and values	3.394	0.971	Moderate	6	4.358	0.685	High	3
4. Global thinking and orientation	3.512	0.979	High	3	4.426	0.613	High	1
5. Global business expertise	3.460	0.847	Moderate	5	4.364	0.648	High	2
6. Global organisation expertise	3.566	0.744	High	2	4.352	0.660	High	5
7. Global visioning	3.468	0.816	Moderate	4	4.354	0.682	High	4
8. Technological savvy	3.570	0.854	High	1	4.328	0.698	High	6
Total	3.434	0.898	**Moderate**	**3**	4.345	0.665	**High**	**3**
Thailand's economic situation								
1. Cross-cultural relationship competency	3.267	0.934	Moderate	7	4.201	0.788	High	8
2. Interpersonal competency	3.135	1.002	Moderate	8	4.309	0.816	High	7
3. Global traits and values	3.423	0.980	Moderate	6	4.441	0.694	High	2

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The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
4. Global thinking and orientation	3.478	0.986	Moderate	5	4.364	0.702	High	5
5. Global business expertise	3.500	0.858	High	4	4.366	0.684	High	4
6. Global organisation expertise	3.618	0.810	High	1	4.382	0.686	High	3
7. Global visioning	3.549	0.818	High	2	4.367	0.806	High	4
8. Technological savvy	3.545	0.854	High	3	4.803	0.682	Highest	1
Total	**3.439**	**0.901**	**Moderate**	**2**	**4.404**	**0.728**	**High**	**1**
Thailand's technological situation								
1. Cross-cultural relationship competency	3.182	0.984	Moderate	8	4.316	0.658	High	7
2. Interpersonal competency	3.240	1.031	Moderate	7	4.263	0.645	High	8
3. Global traits and values	3.447	0.879	Moderate	6	4.363	0.736	High	5
4. Global thinking and orientation	3.529	0.882	High	4	4.355	0.718	High	6
5. Global business expertise	3.501	0.774	High	5	4.367	0.680	High	4
6. Global organisation expertise	3.533	0.846	High	3	4.404	0.698	High	1
7. Global visioning	3.542	0.856	High	2	4.380	0.724	High	2
8. Technological savvy	3.608	0.828	High	1	4.376	0.680	High	3
Total	**3.448**	**0.889**	**Moderate**	**1**	**4.353**	**0.688**	**High**	**2**

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The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
Grand total	3.413	0.919	Moderate		4.348	0.691	High	

From Table 34, the current state of international school management according to the concept of developing students' global leadership analysed from the external origins according to the curriculum development and implementation is overall at moderate level ($\bar{x}$ = 3.413, S.D. = 0.919). Analysing by each area, Thailand's technological situation has the highest mean at moderate level ($\bar{x}$ = 3.448, S.D. = 0.889) following by Thailand's economic situation at moderate level ($\bar{x}$ = 3.439, S.D. = 0.901). Thailand's social situation at moderate level ($\bar{x}$ = 3.434, S.D. = 0.898). Thailand's government policies has the lowest mean at moderate level ($\bar{x}$ = 3.331, S.D. = 0.949).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the curriculum development and implementation is overall at high level ($\bar{x}$ = 4.348, S.D. = 0.691). Analysing by each area, Thailand's economic situation has the highest mean at high level ($\bar{x}$ = 4.404, S.D. = 0.728) following by Thailand's technological situation at high level ($\bar{x}$ = 4.353, S.D. = 0.688). Thailand's social situation at high level ($\bar{x}$ = 4.345, S.D. = 0.665). Thailand's government policies has the lowest mean at high level ($\bar{x}$ = 4.293, S.D. = 0.676).

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Table 35 The current state and desirable state of international school management according to the concept of developing students' global leadership analysed from the external origins regarding professional development

The components of global leadership	Current state				Desirable state			
	$\overline{x}$	S.D.	Level	Sequence	$\overline{x}$	S.D.	Level	Sequence
Professional development								
Thailand's government policies								
1. Cross-cultural relationship competency	2.567	1.284	Moderate	8	3.812	0.778	High	8
2. Interpersonal competency	2.735	1.252	Moderate	7	4.039	0.896	High	7
3. Global traits and values	2.793	1.150	Moderate	6	4.087	0.764	High	6
4. Global thinking and orientation	2.938	1.156	Moderate	4	4.204	0.882	High	4
5. Global business expertise	2.960	0.998	Moderate	3	4.206	0.784	High	3
6. Global organisation expertise	2.902	1.080	Moderate	5	4.278	0.846	High	1
7. Global visioning	3.109	1.048	Moderate	1	4.237	0.896	High	2
8. Technological savvy	2.995	1.184	Moderate	2	4.173	0.842	High	5
Total	**2.875**	**1.140**	**Moderate**	**4**	**4.130**	**0.831**	**High**	**3**
Thailand's social situation								
1. Cross-cultural relationship competency	2.761	1.200	Moderate	7	4.219	0.748	High	2
2. Interpersonal competency	2.673	1.156	Moderate	8	4.119	0.682	High	6
3. Global traits and values	2.855	1.068	Moderate	6	4.191	0.834	High	4

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
4. Global thinking and orientation	2.977	1.060	Moderate	4	4.173	0.806	High	5
5. Global business expertise	3.044	0.838	Moderate	3	4.112	0.776	High	7
6. Global organisation expertise	3.130	0.904	Moderate	2	4.078	0.822	High	8
7. Global visioning	2.936	0.970	Moderate	5	4.194	0.848	High	3
8. Technological savvy	3.165	0.960	Moderate	1	4.305	0.700	High	1
Total	**2.943**	**1.016**	**Moderate**	**3**	**4.174**	**0.773**	**High**	**2**
Thailand's economic situation								
1. Cross-cultural relationship competency	2.806	1.082	Moderate	8	4.048	0.714	High	7
2. Interpersonal competency	2.820	1.116	Moderate	7	4.002	0.938	High	8
3. Global traits and values	2.937	1.060	Moderate	6	4.216	0.672	High	1
4. Global thinking and orientation	3.047	1.024	Moderate	4	4.171	0.798	High	2
5. Global business expertise	3.115	0.932	Moderate	2	4.119	0.856	High	5
6. Global organisation expertise	3.013	0.900	Moderate	5	4.137	0.834	High	4
7. Global visioning	3.108	0.936	Moderate	3	4.164	0.752	High	3
8. Technological savvy	3.200	0.958	Moderate	1	4.096	0.714	High	6
Total	**3.006**	**0.998**	**Moderate**	**2**	**4.118**	**0.780**	**High**	**4**
Thailand's technological situation								

The components of global leadership	Current state				Desirable state			
	$\bar{x}$	S.D.	Level	Sequence	$\bar{x}$	S.D.	Level	Sequence
1. Cross-cultural relationship competency	2.943	1.086	Moderate	6	4.053	0.752	High	8
2. Interpersonal competency	2.831	1.088	Moderate	8	4.167	0.814	High	6
3. Global traits and values	2.977	1.090	Moderate	5	4.143	0.736	High	7
4. Global thinking and orientation	2.937	0.894	Moderate	7	4.221	0.768	High	4
5. Global business expertise	3.145	0.792	Moderate	2	4.289	0.746	High	3
6. Global organisation expertise	3.003	0.980	Moderate	4	4.177	0.804	High	5
7. Global visioning	3.108	0.976	Moderate	3	4.324	0.692	High	2
8. Technological savvy	3.240	0.868	Moderate	1	4.336	0.724	High	1
Total	**3.023**	**0.968**	**Moderate**	**1**	**4.214**	**0.750**	**High**	**1**
Grand total	**2.961**	**1.030**	**Moderate**		**4.159**	**0.783**	**High**	

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From Table 35, the current state of international school management according to the concept of developing students' global leadership analysed from the external origins according to the professional development is overall at moderate level ($\bar{x}$ = 2.961, S.D. = 1.030). Analysing by each area, Thailand's technological situation has the highest mean at moderate level ($\bar{x}$ = 3.023, S.D. = 0.968) following by Thailand's economic situation at moderate level ($\bar{x}$ = 3.006, S.D. = 0.998). Thailand's social situation is at moderate level ($\bar{x}$ = 2.943, S.D. = 1.016). Thailand's government policies has the lowest mean at moderate level ($\bar{x}$ = 2.875, S.D. = 1.140).

The desirable state of international school management according to the concept of developing students' global leadership analysed from the external origins according to

the professional development is overall at high level ($\bar{x}$ = 4.159, S.D. = 0.783). Analysing by each area, Thailand's technological situation has the highest mean is at high level ($\bar{x}$ = 4.214, S.D. = 0.750) following by Thailand's social situation is at high level ($\bar{x}$ = 4.174, S.D. = 0.773). Thailand's government policies is at high level ($\bar{x}$ = 4.130, S.D. = 0.831). Thailand's economic situation has the lowest mean is at high level ($\bar{x}$ = 4.118, S.D. = 0.780).

4.2.3 The current and desirable states of international school management according to the concept of developing students' global leadership analysed from interview

The qualitative part of the study is done by interviewing five Heads of International School regarding the current state and desirable state of international school management according to the concept of students' global leadership development. The findings are shown below;

Table 36 General information of international schools

General information / School	The school's curriculum system	Year of establishment	The school location	Estimated number of students	Age of students
School A	British	1997	North Bangkok	1600	3-19
School B	American	2010	East Bangkok	500	3-19
School C	International Baccarureate	1992	Downtown Bangkok	1,600	3-19
School D	American	2005	North Bangkok	500	3-19
School E	British	2016	Nonthaburi	300	3-12

From table 36, the interviewed schools are in Bangkok and vicinity. The curriculum systems of interviewed schools are varied from American system, British system, and International Baccarureate. The year of establishment of interviewed schools are varied from 1992 to 2016. The school sizes are varied from small, medium, and large school. All interviewed schools cater students from primary level and above.

Table 37 General information of respondents

General information / School	Position	Highest Degree	Graduated institution	Working experience as administrator
School A	School Director	M.Ed. Educational Administration	Thailand	7
School B	Head Master	Ph.D. Educational Leadership	United States	29
School C	School Director	M.Ed. Educational Administration	Thailand	10
School D	Former Head of Secondary	M.Ed. Educational Administration	Thailand	12
School E	School Board	Ph.D. System Science	United States	10

From table 37, key informants of international schools are the school administrators such as Head Master, Head of School, School Director, and School Board. Three of the key informants held Master's degree in Educational Administration, whilst Two of the key informants held Doctorate Degree. All of the key informants have long experience in International education though one of them has fair experience as administrators.

Table 38 Interview information regarding the current state of international school management according to the concept of students' global leadership development focusing on school's philosophy and guiding statements

Areas / School	Leadership traits and attributes	The effect of external factors	The effect of school community and school network
School A	The school has stated the motto leadership for a better world as a guideline to commit to develop students. This becomes underpin all teaching and learning through three cores of school; Academic excellence, Pastoral	Students have distinctive needs as learners and will face new challenges on leaving school in all areas such as world political situation, social situation, economic situation and technological situation.	The school teachers and governors have been consulted in developing the policy, which summarises expectations and common working practices. CIS accreditation give input on

Areas / School	Leadership traits and attributes	The effect of external factors	The effect of school community and school network
	Support, and Leadership in Action. The six leadership attributes set by school are: • Contributing positively to the community • Applying knowledge with compassion • Solving problems collaboratively • Solving problems creatively • Making just choices • Facing challenges with determination	The school seeks to provide rigour and challenge, carefully tailored personal pathways and create opportunities with an aim of developing determined, knowledgeable and adaptable students. They are prepared for a top university and a successful career, but also to provide Leadership for a better world.	the school statements regarding global citizens.
School B	The traits of global leadership have stated on school's ESLRs that students who graduate from the school should become global learners who succeed in cross-cultural communication, intuitiveness in learning (life-long) and having global minded by having respect of themselves and around the world.	Global issues have great impact on the school's philosophy and guiding statements. Since the school serves students over 20 nationalities, the school must keep internationalism as the main focus of the school. Though the global political and social issues tend to mislead people to take side, the school finds that as an opportunity to make a better understanding of the current world for students and to become neutral with the world's situations. The school also finds the economic situation as an opportunity an amount of expatriates working in Bangkok has increased. They need school for their child	Expatiate and wealthy Thai parents look for schools which prepare students to be capable to live in globalised world with global mindset and cross cultural communication skills. School must serve the need of international education trend. The international school network in Thailand does not have a significant impact on school philosophy and guiding statements. The network meeting is for receiving information of what the other schools are doing.

Areas / School	Leadership traits and attributes	The effect of external factors	The effect of school community and school network
		which is truly international. Moreover, wealthy Thai parents nowadays also look for school for their child to learn English. As a result, the designated school must be truly international. The economic situation also affects the school's ESLRs in order to prepare students to be able to compete in international market. The technological situation is an support factor which assist and support students' global leadership development through curriculum planning and implementation.	
School C	The school has set the core values of students to become integrity, caring, community and growth. However, the expected outcomes of students are related to the school's IB curriculum which 21st century skills are part of it. The school also emphasises on growth mindset, resilience, striving for excellence and living collaboratively as the key attributes.	The school's education meets the expectation of Thailand government policies however he has gone beyond the expectation regarding 21st century skills. The school has used technology assisted teaching and learning since 2005 which meet the requirement of the Ministry of Education regarding Education 4.0.	The school administrative board, students and parents involve in school' s missions and students' values by giving feedback regarding the issue. School assigns the designated person to oversee the students' leadership development of school. The school networks such as SEASAC and Tournament of Mind support students' leadership development as well as professional development regarding students' global leadership.
School D	The school has stated the expected traits and skills of	The school philosophy is stated in order for students	When the school was first founded the School's

Areas / School	Leadership traits and attributes	The effect of external factors	The effect of school community and school network
	students on Philosophy, visions, missions and ESLRs clearly. The expected traits/skills are • Effective Communicator • Critical Thinkers and Problem Solvers • Responsible Global Citizens • Self Directed Lifelong learners The school sees these as vital skills/traits for students to be competitive in an international setting.	to cope with the rapid advances in technology while retaining their respective cultural identities. Regarding the political situation, the school only does something that is in the perspective of respecting the Thai monarchy.	general statement were developed by a group of educators and some members of the board. Last year, as the school is working on WASC, a group of teachers initiated the revision of the ESLRs. All stakeholders' opinion was surveyed and it showed that a modification of the ESLRs was needed. The school get input from international perspective as a WASC accredited and ISAT member to a minimal degree.
School E	The school has stated the learner profile which must be implemented in all areas of school activities. However, the school concerns that the contents that students learn in class are obsoleted rapidly, therefore the school emphasises on the specific traits such as intuitiveness in learning, resilience, and persistence. Developing characteristics of entrepreneur is one of school expectations. The background of this expectation comes from the current social situation that people in this generation want to be	The PEST has made requirements to school since schools are value chain of the society. The country needs to step up from middle income country to high income country. This development needs to be driven by technology. According to the government policy to support start up business, young learners must have knowledge of technology. The needs of knowledge in technology is critical for school since students must develop themselves from technology users to technology developers.	The school conducts philosophy and statements regarding the needs of society. Parents' opinions is something that the school should concern.

Areas / School	Leadership traits and attributes	The effect of external factors	The effect of school community and school network
	independent and self-employed. Moreover, the influence of family background that most of them have their own family business. Therefore, entrepreneurial spirit is something that students need to develop.		

From table 38, the interview revealed that the traits and attributes of global leader are stated clearly on school's policies. School B and D has used the term 'ESLRs' as they follow American curriculum whilst, School C follows the UN's 21st century skills as a guideline for student achievement. Even though different traits and attributes have been discussed, intuitiveness in learning is the most mentioned among Head of International Schools (school B, C, D, E). School D has used different term to elaborate more on the attribute by using the term 'Self-directed lifelong learner' whilst School C has also discussed on the 'growth mindset' which is related to continuous learning and thinking.

Global perspective is discussed, however different key terms are used by different schools. School B used the term 'global minded' whilst School D focused on the achievement of students to become 'global citizens'. School C covered all 21st century skills which 'global citizens' is a part of them.

Mindful communication is one of the most important traits discussed among the interviews. School D discussed on student learning outcome that students should be 'effective communicator' whilst school B emphasised more on intercultural perspective to become 'cross cultural communicator'. School C focused on 'living collaboratively' even though with others who came from different cultural background.

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Solving problem skill is also discussed (School A, C, D). School A emphasised on the trait in two aspects; 'solving problem collaboratively and creatively'. School D also discussed about being 'critical thinker' to add up with problem solving itself.

Resilience is one of traits mentioned by School C and E. School E elaborated during the interview that the global situation is rapidly changed. The next generation needs to cope with the uncertain and undesirable situations. The need to recover and become stronger when facing challenges.

School E also mentioned on 'entrepreneurial spirit' that this is something that students need to develop. The background of this expectation comes from the current social situation that people in this generation want to be independent and self-employed. Moreover, the influence of family background that most of them have their own family business. Therefore, developing characteristics of entrepreneur is one of school expectations as state on the students' learning outcome of school.

The external factors affecting school management are organised into two categories; external factors in national level and external factors in international level.

At national level, School E discussed that external factors have high impact on the school philosophy and guiding statements since school is value chain of the society. The school expectation on students could drive them to be valuable human capital to elevate the nation from middle income country to high income country. School C discussed that school complies with the expectation of Thailand government policies however goes beyond the expectation regarding 21st century skills. Thus, they meet the requirement of the Ministry of Education regarding Education 4.0. School B discussed on international external factors that nowadays, the global political and social issues tend to mislead people to take side, the school finds that as an opportunity to make a better understanding of the current world for students and to become neutral with the world's situations. The school also finds the economic situation as an opportunity an amount of expatriates working in Bangkok has increased. They need school for their child which is truly international.

Technological factor is mostly discussed among schools (B, C, D, E). School D discussed that the school philosophy is stated in order for students to cope with the rapid advances in technology whilst school E stated that the development of the nation's

needs to be driven by technology. According to the government policy to support start up business, young learners must have knowledge of technology which develop themselves not only as technology users but also technology developers. School B and C discussed that technology is a support factor which assist and support students' global leadership development through curriculum planning and implementation.

School community and school network has impact on developing school philosophy and guiding statements. School A, C, D explained that the school governors have consulted in developing the policy. Additional to that, School D explained that when the school was first founded the School's general statement were developed by a group of educators and some members of the board. Recently, school community, parents, and definitely students involved in the general statements of school. However, the involvement is mostly giving feedback on school survey regarding the general statements since School D explained that all stakeholders' opinion was surveyed and it showed that a modification of the ESLRs was needed. Accreditation agencies have more impact on the school's statement as School D mentioned that the school is working on WASC, a group of teachers initiated the revision of the ESLRs whilst School E stated that parents' opinions is something that the school should concern.

Table 39 Interview information regarding the current state and desirable state of international school management according to the concept of students' global leadership development focusing on school's curriculum development and implementation

Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
School A	The school policies reflect what has been agreed regarding approach and consistency and makes explicit the best practice to which	Students have distinctive needs as learners and will face rapid changes and challenges of the world situations which might be crisis.	Innovative British curriculum is designed to ensure students develop the following set of *Transferable Learning Skills*:	• Sports • Creative and performing arts • Activities • Expeditions • International awards

Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
	the school aspires in all areas of school activities.	They must be to be good leaders for the world.	The school supports all students to become active and responsible citizens, contributing positively to their community, society and global aspects. The school believes that learning is the process by which an individual makes sense of new experience so that they construct their own knowledge and understanding of a subject, skill or values. Therefore, it is important to promote activities that allow the learner to work with others to solve problems, explore new concepts and develop language as a means of learning and a tool for thinking.	• Community service • Model United Nation • Challenges • Students societies • Student leadership
School B	Teachers planned curriculum regarding the school's ESLRs. The school provides inset regarding	Thai and expat parents expect that their child should have international experience in school.	American curriculum is the core curriculum used in school. However, the	• Student service hours • 21-time project for high school students to take

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Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
	curriculum development every Monday. The school's curriculum coordinator conducts the inset.	The school must plan the curriculum according to the globalised situation and promote professional expectation lessons. Technology is the key factor for planning lesson. Secondary school students use computer as learning tool for regular basis. Google classroom is applied in teaching and learning.	curriculum must apply according to international context such as world history subject. Teachers plan the lessons according the school's ESLRs. The planning is revised by Head of School. The school does not have formal assessment for leadership characteristics, however each ESLRs awards will be given to students who reflect the good characters of leaders. Homeroom teacher will assess students according to rubric criteria.	20% of class time to do their projects regarding the 21st century world • International day • Student council • Language classes • TED talk related project
School C	The school follows IB curriculum, thus the curriculum is planned regarding the IB's student learning outcomes.	The school curriculum planned and implementation follows the IB curriculum which emphasises on the 21st century skills. The expected learning outcome follows the IB	The IB curriculum requires students to do 150-hour social service. There are 20 projects provided for students to support society such as Om Koi, Laos, Cambodia. Students	• Model United Nation • SEASAC • Ted X • Action (student activity week) • More than 300 ECAs

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Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
		curriculum and UN attributes, thus the teaching and learning in school has gone beyond the requirement of Thailand's government policies.	do every step of the project. School assigns designated person to supervise, train, and support students for each project. The school assesses students' personality and record of students' global leadership development by reporting on database. The project supervisor gives verbal feedback then ask students to do questionnaire regarding the leadership development activities. Parents will receive students' personality feedback with report card. The counsellor and guidance will use the information to analyse students' behaviours.	• Tournament of Mind (gifted student activity)
School D	The school ensures that ESLRs is the	No affection	These are important that the qualities of	A very solid platform where

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Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
	heart of everything they do in the school. From curriculum planning, delivery and assessment, modification, activities and all stuff happening in the school, the ESLRs are incorporated in them.		leader should possess and they are all embedded in all the lessons, rather units or themes of study. If activities are delivered in classes, then teachers assess students' leadership development using their own adapted tools such as rubrics, teacher observation, peer assessment etc. The community service is assessed through students' portfolio and logs.	students develop their leadership skills is the Student Council. It is an organisation run by students with a teacher who serves as a guide. The Student Council helps run school activities such as those activities related to Thai Culture such as Songkran, Wai Kru, Loy Krathong etc. They also plan activities pertaining to camps, field trips, and proms. They sometimes join staff meeting to bring out their ideas about certain activities that they plan for the entire student body. The sports activities at the school is quite extensive (Basketball, Volleyball, Football,

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Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
				Futsal, Swimming, Chess, Archery), since a global leader has to be physically healthy and mentally. The World's Scholars Cup where students are motivated to discover new strengths, practice new skills, and inspire future scholars and leaders. There is number of our students excel in debating.
School E	The school embeds expected learning outcomes of students in the school's missions as student profile. The school communicates student learning profile to all staff. This must be implemented to all daily activities in school.	The school creates parents survey in all areas of curriculum and instruction in order to receive feedback from parents to continuously develop the better curriculum and instruction for students. The school understands that	Leadership attributes are embedded in all areas of school activities. Teachers and staff must pay attention regarding the students leadership development.	School extra-curricular activities

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Areas / School	Implementation of philosophy and guiding statement	The effect of external factors	Curriculum planning, implementation and assessment	Example of social and extracurricular activities
		experts are outside school including parents. Therefore, the cooperation of schools and outside providers to conduct teaching and learning is often made by school. There is a such of co-networking between the school ant the networked schools. The support are provided such as sharing resources, best practices, PD training.		

From Table 39, the summary of interview revealed that all schools implement the policies including expected students' learning outcomes in all areas of school activities. School A discussed that the policies are agreed by all school stakeholders regarding the approach and consistency to make explicit best practice through school wide. School D gives further discussion that school must ensure that expected students' learning outcomes is the heart of everything happened in school. School C has linked the expectation of students' achievement to UN's 21st century skills and the IB curriculum expected attributes.

Most schools overlooked at the big picture on the world's situation as factors affecting school's curriculum planning, implementation and assessment. School A discussed that students have distinctive needs as learners and will face rapid changes and challenges of the world situations which might be crisis. They must be to be good leaders for the world whilst School B mentioned that the school must plan the

curriculum according to the globalised situation and promote professional expectation lessons. School C discussed that the school planned curriculum and implemented it according to what emphasises on the 21st century skills. The expected learning outcome follows the IB curriculum and UN attributes. This revealed that the teaching and learning in international schools has gone beyond the requirement of Thailand's government policies. School B also mentioned on technological situation that technology is the key factor for planning lesson. Secondary school students use computer as learning tool for regular basis. Google classroom is applied in teaching and learning at all student levels.

The curriculum planning and implementation are varied regarding the school system however, the curriculum is adjusted according to international context. School A discussed that they follow British curriculum however it must be designed innovatively to ensure that students develop the set of transferable learning skills. School B explained that American curriculum is the core curriculum used in school. However, the curriculum must apply according to international context such as world history subject.

School policies are guideline for planning curriculum. School B claimed that teachers plan the lessons according the school's ESLRs which the qualities of leader should process and they are all embedded in all lessons rather than units or themes of study (School D and E). Moreover, School A believed that learning is the process by which an individual makes sense of new experience so that they construct their own knowledge and understanding of a subject, skill or values. Therefore, it is important to promote activities that allow the learner to work with others to solve problems, explore new concepts and develop language as a means of learning and a tool for thinking. School C has initiated student social service as a part of IB curriculum requirement. Students are required to do 150-hour social service which students must take part in every step of the project.

There are various methods of assessing students' leadership attributes. School D explained that if activities are delivered in classes, then teachers assess students' leadership development using their own adapted tools such as rubrics, teacher observation, or peer assessment. School B explained in the same area that homeroom

teacher will assess students' leadership characteristics according to rubric criteria. Though, the school does not have formal assessment for leadership characteristics, each ESLRs awards will be given to students who reflect the good characters of leaders. School C clearly explained the assessment methods applied for social service that School assigns designated person to supervise, train, and support students for each project. The school assesses students' personality and record of students' global leadership development by reporting on database. The project supervisor gives verbal feedback then ask students to do questionnaire regarding the leadership development activities. Parents will receive students' personality feedback with report card whilst School D assessed students' community service through students' portfolio and logs. There are numbers of activities regarding students' global leadership development. This could be categorised into 3 categories; lesson activities, co-curricular activities, extra-curricular activities. Activities conducted in lesson regarding students' global leadership development are languages and cultures lesson, students' projects regarding the 21th century world topics, students' action activities and challenge activities. Co-curricular activities conducted within schools are student community service, academic competition outside school, students conference regarding their study project such as modelled TED Talk, and International Day. Extra-curricular activities conducted by international schools are school camp and expedition, international award activities, Modelled United Nation, sport activities and tournaments, and creative and performing arts. School D has also discussed that the Student Council is a very solid platform where students develop their leadership skills. Students run the organisation with a teacher who serves as a guide. Sometimes, they join staff meeting to bring out their ideas about certain activities that they plan for the entire student body. This shows that students could give their own input and action as the method of developing global leaders.

Table 40 Interview information regarding the current state and desirable state of international school management according to the concept of students' global leadership development focusing on school's professional development

Areas / School	The effect of external factors	The effect of school community and school network	Example of professional development practices
School A	The PD programmes are offered according to the education trends.	International school professional network helps support and encourage school to provide PD programmes. The school analyses the priority needs of PD programmes therefore the PD budgets are allocated according to needs of school.	• In service run by school staff and outside providers in all areas of professional development especially student leadership development • Off school PD offered by agencies and school's professional network. • PD budget offered for teachers for further study.
School B	Technological factor has highly affected which are tools to assist for PD training.	Thai teachers provide Thai culture course for expatiate teachers to have a better understanding of Thai culture. The school finds that the opportunity of having collaboration among other international schools is less due to the competitiveness among international schools to become the best. However, the head of school contacted the head of the other international school to pull resources in administration together. Parents' voices have less effect on staff PD. However,	• Best practice teaching record on Video/ flat classroom/ teaching demonstration from other country • Online teacher evaluation system

Areas / School	The effect of external factors	The effect of school community and school network	Example of professional development practices
		parents criticising on teachers' teaching will be concern for setting PD.	
School C	School provide PD regarding the trend and the current situation according the UN development plan.	International school professional network helps support and encourage school to provide PD programme. The Heads of School analyse the priority needs of PD programmes thus assign the person in charge of students' global leadership development to attend the related PD. Since school finds the importance of PD, high budget is set according the need of staff. High expectation of parents is catalyst of high budgeting on PD to ensure that all staff get PD at high standard.	• Resources related to global leadership development activities • PD programmes regarding global leadership development • Outside expert providers to train staff in school
School D	No affection	No affection	The school partners with Breck School in Minnesota to have teachers and students' interactions. The school allocates a budget for professional development of every teacher and staff. Sharing of ideas and best practices
School E	PEST	The school understands that experts are outside school	The school develops the standard recruitment

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Areas / School	The effect of external factors	The effect of school community and school network	Example of professional development practices
		including parents. Therefore, the cooperation of schools and outside providers to conduct teaching and learning is often made by school. There is a such of co-networking between the school and the networked schools. The support is provided such as sharing resources, best practices, PD training.	system and indicates the qualification and criteria of candidates as a strategy for staff development. Staff briefing at the end of the day for the prompt feedback by Head of School.

From table 40, the interview revealed that external factors have affected professional development of international schools. School A discussed that professional development programmes of the school are planned and offered to all staff according to the current educational trends whilst School C provided professional development regarding to the trends and the current society situations which is related to the UN development plan. Technological factor also has highly impact on the professional development programmes in the area of the current society as a technological society and technology as tools to assist professional development training (School B). School E summed up that all external factors affected the professional development of school since school is the society's value chain. All activities which have done within school are affected by external social factors.

School community and network have high impact on the school professional development since School E discussed that experts in certain areas are outside school. Therefore, the cooperation of schools and outside providers to conduct teaching and learning should be often made by school. The areas that interviewed schools have discussed are parent's expectation, school network, and budgeting. Parents' expectation is discussed in different ways. School C explained that high expectation of

parents is catalyst of professional development to ensure that all staff get professional development at high standard. This could reflect the overall performance of the school whilst School B discussed that Parents' voices have less effect on staff professional development. However, parents criticising on teachers' teaching will be concerned for setting of professional development.

School B has discussed on the necessity of the school network however; the collaboration has been made among the Head of Schools using of the personal connection of the Heads. The school finds that the opportunity of having collaboration among other international schools is less due to the competitiveness among the for-profit international schools to become the best. However, School E explained that there is a such of co-networking between the school and the networked schools. The supports are provided such as sharing resources, best practices, and professional development training. School C explained that they get supported by international school professional network which helps support and encourage school to provide professional development programmes.

Budgeting is something that schools discussed regarding professional development. School A and A discussed that the professional development budgets are allocated according to needs of school whilst School C has further discussion that the Heads of School analyses the priority needs of professional development programmes thus assign the person in charge of students' global leadership development to attend the related professional development. Since school finds the importance of professional development, high budget is set according the need of staff.

All Schools have given some example of professional development practices in school. The common professional development practices among all schools are in-service and off-school training which could be done by school staff as the training speakers or outside providers. All schools have also shared resources or best practices such as best teaching recorded on Video, teaching demonstration from other country, and online teacher evaluation system. School E discussed that they conducted staff briefing at the end of the day for the prompt feedback by Head of School since they are new school. School D also mentioned that they partnered with other school abroad to have their teachers and students' interaction regarding professional development.

School E discussed that the professional development should be a part of school's human resources management. Thus, the school developed the standard recruitment system and indicators of the qualification and criteria of candidates as a strategy for staff development. Regarding global leadership development, only School C mentioned on training and resources related to global leadership development.

4.3 To analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept developing students' global leadership

The analysis of strengths, weaknesses, opportunities, and threats of international school management for developing students' global leadership is divided into the following two parts;

4.3.1 the analysis of the internal origins of international school management according to the concept of developing students' global leadership

4.3.2 the analysis of the external origins of international school management according to the concept of developing students' global leadership.

The analysis is as follow;

4.3.1 The analysis of the internal origins of international school management according to the concept of developing students' global leadership

To analyse the internal origins, the data is categorised by Modified Priority Needs Index ($PNI_{Modified}$). The greatest value of $PNI_{Modified}$ is minus by the lowest value of $PNI_{Modified}$ then divided the value by 2. The distance between the greatest value of $PNI_{Modified}$ is and the lowest value of $PNI_{Modified}$ is divided into two areas, higher area and lower area. The higher value of $PNI_{Modified}$ is the weaknesses of international school management according to the concept of students' global leadership development in order to propose the strategies to eliminate or decrease the weaknesses. The lower value of $PNI_{Modified}$ is the strengths of international school management according to the concept of students' global leadership development in order to propose the strategies to maximise the potential or take advantage of the opportunity. The analysis is as follow;

When categorising the $PNI_{Modified}$ from the overall analysis of the internal origins, the results are shown below;

1. **The component of students' leadership development approach regarding the internal origins**

   [(0.255-0.124) ÷ 2 = 0.065]

   The analysis is divided into 2 groups

   The higher value of $PNI_{Modified}$ group is 0.190 - 0.255

   The lower value of $PNI_{Modified}$ group is 0.124 – 0.189

   The analysis is shown on Table 4-20

2. **The component of students' leadership development approach**

   [(0.179-0.141) ÷ 2 = 0.019]

   The analysis is divided into 2 groups

   The higher value of $PNI_{Modified}$ group is 0.160 - 0.179

   The lower value of $PNI_{Modified}$ group is 0.141 – 0.159

   The analysis is shown on Table 4-21

3. **The component of students' global leadership competencies**

   Environmental conditions

   [(0.198-0.141) ÷ 2 = 0.029]

   The analysis is divided into 2 groups

   The higher value of $PNI_{Modified}$ group is 0.169 - 0.198

   The lower value of $PNI_{Modified}$ group is 0.141 – 0.168

   The analysis is shown on Table 4-22

   Students action

   [(0.163-0.140) ÷ 2 = 0.012]

   The analysis is divided into 2 groups

   The higher value of $PNI_{Modified}$ group is 0.152 - 0.163

   The lower value of $PNI_{Modified}$ group is 0.140 – 0.151

   The analysis is shown on Table 4-22

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Table 41 The order of priority needs of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the students' leadership development approach

The students' leadership development approach	Current state		Desirable state		Priority needs		Analysis
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$PNI_{Modified}$	Grouping	
School's philosophy and guiding statements							
Environmental conditions	3.955	0.786	4.447	0.798	0.124	Low	Strength
Student's action	3.889	0.790	4.421	0.782	0.137	Low	Strength
Total	**3.922**	**0.793**	**4.434**	**0.790**	**0.131**	**Low**	**Strength**
Curriculum development and implementation							
Environmental conditions	4.053	0.764	4.575	0.796	0.128	Low	Strength
Student's action	3.987	0.768	4.579	0.780	0.148	Low	Strength
Total	**4.020**	**0.766**	**4.577**	**0.793**	**0.139**	**Low**	**Strength**
Professional development							
Environmental conditions	3.301	1.052	4.143	0.884	0.255	High	Weakness
Student's action	3.405	0.996	4.257	0.808	0.250	High	Weakness
Total	**3.353**	**1.024**	**4.200**	**0.846**	**0.253**	**High**	**Weakness**
Grand Total	**3.765**	**0.856**	**4.404**	**0.805**	**0.170**	**Low**	**Strength**

From Table 41, the analysis of the internal origins of international school management according to the concept of developing students' global leadership shows that the priority need area is Professional development ($PNI_{Modified}$ = 0.253) which is the weakness of international school management, whilst the low priority need areas are School's philosophy and guiding statements ($PNI_{Modified}$ = 0.131), and Curriculum

development and implementation ($PNI_{Modified}$ = 0.139), which are the strengths of international school management.

Table 42 The order of priority needs of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the students' leadership development approach

The students' leadership development approach	Current state		Desirable state		Priority needs		Analysis
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$PNI_{Modified}$	Grouping	
Environmental conditions							
a. Authentic opportunity	3.789	0.888	4.397	0.816	0.160	High	Weakness
b. Mentor access	3.745	0.844	4.273	0.802	0.141	Low	Strength
Total	**3.767**	**0.854**	**4.335**	**0.944**	**0.151**	**Low**	**Strength**
Student's action							
c. Mastering	3.731	0.850	4.400	0.799	0.179	High	Weakness
d. Motivating	3.788	0.847	4.436	0.785	0.171	High	Weakness
Total	**3.760**	**0.803**	**4.418**	**0.905**	**0.175**	**High**	**Weakness**
Grand Total	**3.763**	**0.828**	**4.377**	**0.925**	**0.162**	**High**	**Weakness**

From Table 42, the analysis of the internal origins regarding students' leadership development approach of international school management according to the concept of developing students' global leadership shows that the priority need area is Students' action ($PNI_{Modified}$ = 0.175) which is the weakness of international school management, whilst the low priority need area is Environmental conditions ($PNI_{Modified}$ = 0.151), which is the strength of international school management.

Table 43 The order of priority needs of international school management according to the concept of developing students' global leadership analysed from the internal origins according to the components of global leadership development

The components of global leadership	Current state		Desirable state		Priority needs		Analysis
	$\overline{x}$	S.D.	$\overline{x}$	S.D.	$PNI_{Modified}$	Grouping	
Environmental conditions							
1. Cross-cultural relationship competency	3.980	0.727	4.587	0.543	0.153	Low	Strength
2. Interpersonal competency	3.853	0.793	4.430	0.763	0.150	Low	Strength
3. Global traits and values	3.847	0.800	4.490	0.620	0.167	Low	Strength
4. Global thinking and orientation	4.037	0.800	4.607	0.573	0.141	Low	Strength
5. Global business expertise	3.770	0.850	4.430	0.700	0.175	High	Weakness
6. Global organisation expertise	3.767	0.810	4.513	0.687	0.198	High	Weakness
7. Global visioning	3.680	0.813	4.390	0.680	0.193	High	Weakness
8. Technological savvy	3.837	0.870	4.457	0.667	0.162	Low	Strength
Total	**3.846**	**0.756**	**4.488**	**0.704**	**0.167**	**Low**	**Strength**
Student's action							
1. Cross-cultural relationship competency	4.080	0.681	4.652	0.633	0.140	Low	Strength
2. Interpersonal competency	3.994	0.745	4.556	0.757	0.141	Low	Strength

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The components of global leadership	Current state		Desirable state		Priority needs		Analysis
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$PNI_{Modified}$	Grouping	
3. Global traits and values	3.968	0.759	4.590	0.681	0.157	High	Weakness
4. Global thinking and orientation	4.062	0.743	4.634	0.655	0.141	Low	Strength
5. Global business expertise	3.936	0.807	4.558	0.729	0.158	High	Weakness
6. Global organisation expertise	3.900	0.751	4.522	0.743	0.159	High	Weakness
7. Global visioning	3.884	0.755	4.516	0.727	0.163	High	Weakness
8. Technological savvy	3.968	0.809	4.530	0.731	0.142	Low	Strength
Total	**3.974**	**0.753**	**4.570**	**0.705**	**0.150**	**High**	**Weakness**
Grand total	**3.910**	**0.754**	**4.529**	**0.705**	**0.158**		

From Table 43, the analysis of the internal origins regarding students' leadership competencies of international school management according to the concept of developing students' global leadership shows that overall the priority need area is Students' action ($PNI_{Modified}$ = 0.150) which is the weakness of international school management, whilst the low priority need area is Environmental conditions ($PNI_{Modified}$ = 0.167), which is the strength of international school management.

Analysing by the area of Environmental conditions, the priority need areas are Global organisation expertise ($PNI_{Modified}$ = 0.198), Global visioning ($PNI_{Modified}$ = 0.193), and Global business expertise ($PNI_{Modified}$ = 0.175) which are the weaknesses of international school management.

The low priority need areas are Global thinking and orientation ($PNI_{Modified}$ = 0.141), Interpersonal competency ($PNI_{Modified}$ = 0.150), Cross-cultural relationship competency ($PNI_{Modified}$ = 0.153), Technological savvy ($PNI_{Modified}$ = 0.162), and Global traits and values ($PNI_{Modified}$ = 0.167), which are the strengths of international school management.

Analysng by the area of Students' action, the priority need areas are Global visioning ($PNI_{Modified}$ = 0.163), Global organisation expertise ($PNI_{Modified}$ = 0.159), Global business expertise ($PNI_{Modified}$ = 0.158), and Global traits and values ($PNI_{Modified}$ = 0.157) which are the weaknesses of international school management.

The low priority need areas are Cross-cultural relationship competency ($PNI_{Modified}$ = 0.140), Interpersonal competency ($PNI_{Modified}$ = 0.141), Global thinking and orientation ($PNI_{Modified}$ = 0.141), and Technological savvy ($PNI_{Modified}$ = 0.142) which are the strengths of international school management.

4.3.2 The analysis of the external origins of international school management according to the concept of developing students' global leadership

To analyse the external origins, the data is categorised into 2 groups by Modified Priority Needs Index ($PNI_{Modified}$), by the component of external origins and by student's global leadership development approaches. The analysis is shown as follow;

1. **The component of external origins according to international school management**

   [(0.336-0.309) ÷ 2 = 0.014]

   The analysis is divided into 2 groups

   The higher value of $PNI_{Modified}$ group is 0.322 - 0.336

   The lower value of $PNI_{Modified}$ group is 0.309 – 0.321

   The analysis is shown on Table 4-23

2. The component of the school's philosophy and guiding statements

[(0.304-0.278) ÷ 2 = 0.013]

The analysis is divided into 2 groups

The higher value of $PNI_{Modified}$ group is 0.292 - 0.304

The lower value of $PNI_{Modified}$ group is 0.278 – 0.291

The analysis is shown on Table 4-24

3. The component of curriculum development and implementation

[(0.289-0.262) ÷ 2 = 0.014]

The analysis is divided into 2 groups

The higher value of $PNI_{Modified}$ group is 0.277 - 0.289

The lower value of $PNI_{Modified}$ group is 0.262 – 0.276

The analysis is shown on Table 4-24

4. The component of professional development

[(0.437-0.370) ÷ 2 = 0.034]

The analysis is divided into 2 groups

The higher value of $PNI_{Modified}$ group is 0.405 - 0.437

The lower value of $PNI_{Modified}$ group is 0.370 – 0.404

The analysis is shown on Table 4-24

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Table 44 The order of priority needs of international school management according to the concept of developing students' global leadership analysed from overall external origins

The components of global leadership	Current state		Desirable state		Priority needs		Analysis
	$\overline{x}$	S.D.	$\overline{x}$	S.D.	$PNI_{Modified}$	Grouping	
Thailand's political factor							
1. School's philosophy and guiding statement	3.280	0.871	4.246	0.768	0.295	Low	Opportunity
2. Curriculum development	3.330	0.949	4.293	0.686	0.289	Low	Opportunity

The components of global leadership	Current state		Desirable state		Priority needs		Analysis
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$PNI_{Modified}$	Grouping	
and implementation							
3. Professional development	2.875	1.140	4.130	0.831	0.437	High	Threat
Total	**3.162**	**0.987**	**4.223**	**0.762**	**0.336**	**High**	**Threat**
Thailand's economic factor							
1. School's philosophy and guiding statement	3.365	0.839	4.319	0.780	0.284	Low	Opportunity
2. Curriculum development and implementation	3.439	0.901	4.404	0.728	0.281	Low	Opportunity
3. Professional development	3.006	0.998	4.118	0.780	0.370	High	Threat
Total	**3.270**	**0.913**	**4.280**	**0.763**	**0.309**	**Low**	**Opportunity**
Thailand's social factor							
1. School's philosophy and guiding statement	3.364	0.815	4.301	0.776	0.279	Low	Opportunity
2. Curriculum development and implementation	3.435	0.898	4.345	0.665	0.265	Low	Opportunity
3. Professional development	2.943	1.016	4.174	0.773	0.418	High	Threat
Total	**3.247**	**0.910**	**4.223**	**0.738**	**0.316**	**Low**	**Opportunity**
Thailand's technological factor							
1. School's philosophy and guiding statement	3.313	0.840	4.321	0.793	0.304	Low	Opportunity

2. Curriculum development and implementation	3.448	0.889	4.353	0.688	0.262	Low	Opportunity
3. Professional development	3.023	0.968	4.214	0.750	0.394	High	Threat
Total	**3.261**	**0.899**	**4.296**	**0.744**	**0.317**	**Low**	**Opportunity**
Grand total	**3.235**	**0.927**	**4.255**	**0.751**	**0.319**	**Low**	

From Table 44, the analysis of the external origins regarding of international school management according to the concept of developing students' global leadership shows that overall the priority need area is Political situation ($PNI_{Modified}$ = 0.336) which is the weakness of international school management, whilst the low priority need areas are Economic situation ($PNI_{Modified}$ = 0.309), Social situation ($PNI_{Modified}$ = 0.316), and Technological situation ($PNI_{Modified}$ = 0.317), which are the strengths of international school management.

Analysing by the area of Political situation, the priority need areas is Professional development ($PNI_{Modified}$ = 0.437), which is the threats of international school management.

The low priority need areas are Curriculum development and implementation ($PNI_{Modified}$ = 0.289), and School's philosophy and guiding statements ($PNI_{Modified}$ = 0.295), which are the strengths of international school management.

Analysing by the area of economic situation, the priority need areas is Professional development ($PNI_{Modified}$ = 0.370), which is the threats of international school management.

The low priority need areas are Curriculum development and implementation ($PNI_{Modified}$ = 0.281), and School's philosophy and guiding statements ($PNI_{Modified}$ = 0.284), which are the strengths of international school management.

Analysing by the area of Social situation, the priority need areas is Professional development ($PNI_{Modified}$ = 0.418), which is the threats of international school management.

The low priority need areas are Curriculum development and implementation ($PNI_{Modified}$ = 0.265), and School's philosophy and guiding statements ($PNI_{Modified}$ = 0.279), which are the strengths of international school management.

Analysing by the area of Technological situation, the priority need areas is Professional development ($PNI_{Modified}$ = 0.394), which is the threats of international school management.

The low priority need areas are Curriculum development and implementation ($PNI_{Modified}$ = 0.262), and School's philosophy and guiding statements ($PNI_{Modified}$ = 0.304), which are the strengths of international school management.

Table 45 The order of priority needs of international school management according to the concept of developing students' global leadership analysed from external origins regarding the international school academic management

The components of global leadership	Current state		Desirable state		Priority needs		Analysis
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$PNI_{Modified}$	Grouping	
School's philosophy and guiding statement							
1. Thailand's political factor	3.280	0.871	4.246	0.768	0.295	Low	Opportunity
2. Thailand's economic factor	3.365	0.839	4.319	0.780	0.284	Low	Opportunity
3. Thailand's social factor	3.364	0.815	4.301	0.776	0.279	Low	Opportunity
4. Thailand's technological factor	3.313	0.840	4.321	0.793	0.304	Low	Opportunity
Total	**3.330**	**0.841**	**4.297**	**0.779**	**0.290**	**Low**	**Opportunity**
Curriculum development and Implementation							

The components of global leadership	Current state		Desirable state		Priority needs		Analysis
	$\overline{x}$	S.D.	$\overline{x}$	S.D.	$PNI_{Modified}$	Grouping	
1. Thailand's political factor	3.330	0.949	4.293	0.686	0.289	Low	Opportunity
2. Thailand's economic factor	3.439	0.901	4.404	0.728	0.281	Low	Opportunity
3. Thailand's social factor	3.435	0.898	4.345	0.665	0.265	Low	Opportunity
4. Thailand's technological factor	3.448	0.889	4.353	0.688	0.262	Low	Opportunity
Total	**3.413**	**0.909**	**4.348**	**0.691**	**0.274**	**Low**	**Opportunity**
Professional development							
1. Thailand's political factor	2.875	1.140	4.130	0.831	0.437	High	Threat
2. Thailand's economic factor	3.006	0.998	4.118	0.780	0.370	High	Threat
3. Thailand's social factor	2.943	1.016	4.174	0.773	0.418	High	Threat
4. Thailand's technological factor	3.023	0.968	4.214	0.750	0.394	High	Threat
Total	**2.962**	**1.031**	**4.159**	**0.784**	**0.404**	**High**	**Threat**
Grand total	**3.3715**	**0.875**	**4.3225**	**0.735**	**0.282**		

From Table 45, the analysis of the external origins regarding of international school management according to the concept of developing students' global leadership shows that overall the priority need area is Professional development ($PNI_{Modified}$ = 0.404) which is the weakness of international school management, whilst the low priority need areas are Curriculum development and implementation ($PNI_{Modified}$ = 0.274), and School's philosophy and guiding statements ($PNI_{Modified}$ = 0.290), which are the strengths of international school management.

Analysing by the area of Professional development, the priority need areas are Thailand's politic situation ($PNI_{Modified}$ = 0.437), Thailand's social situation ($PNI_{Modified}$ = 0.418), Thailand's economic situation ($PNI_{Modified}$ = 0.370), and Thailand's technological situation ($PNI_{Modified}$ = 0.394), which are the threats of international school management.

Analysing by the area of School's philosophy and guiding statements, the low priority need areas are Thailand's social situation ($PNI_{Modified}$ = 0.278), Thailand's economic situation ($PNI_{Modified}$ = 0.284), Thailand's politic situation ($PNI_{Modified}$ = 0.295), and Thailand's technological situation ($PNI_{Modified}$ = 0.304), which are the strengths of international school management.

Analysing by the area of Curriculum development and implementation, the low priority need areas are Thailand's technological situation ($PNI_{Modified}$ = 0.262), Thailand's social situation ($PNI_{Modified}$ = 0.265), Thailand's economic situation ($PNI_{Modified}$ = 0.281), and Thailand's politic situation ($PNI_{Modified}$ = 0.289), which are the strengths of international school management.

4.4 To develop the international school management strategies according to the concept of developing students' global leadership

The development of the international school management strategies according to the concept of developing students' global leadership are divided into 5 parts

4.4.1 Develop the 1st draft of international school management strategies according to the concept of developing students' global leadership by analysing the data from SWOT Matrix

4.4.2 Validate the 1st draft of proposed strategies by experts in educational administration and strategy making, heads of international schools, leadership coordinators of international schools and teachers of international schools

4.4.3 Develop the 2nd draft of international school management strategies according to the concept of developing students' global leadership

4.4.4 Validate the 2nd draft of proposed strategies by experts in educational administration and strategy makers, heads of international schools and leadership coordinators of international schools from the research focus group

4.4.5 Proposed the final draft of international school management strategies according to the concept of developing students' global leadership

4.4.1 To develop the 1st draft of international school management strategies according to the concept of developing students' global leadership

The analysing from SWOT Matrix is as the following steps

Step 1 Analyse the strengths, weaknesses, opportunities and threats by using SWOT Matrix to form strengths- opportunities (SO), weaknesses-opportunities (WO), strengths-threats (ST), and weaknesses-threats (WT)

Step 2 Analyse the results from the SWOT Matrix according to components of Students' global leadership

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Table 46 SWOT matrix analysis of international school management according to the concept of developing students' global leadership

Strength-Weakness / Opportunity-threat	**Strength (S)**	**Weakness (W)**
	1. School's philosophy and guiding statements ($PNI_{modified}$ = 0.131) 2. Curriculum development and implementation ($PNI_{modified}$ = 0.139)	**1.** Professional development (($PNI_{modified}$ = 0.253)
	Focusing on student' s leadership development approach 1. Environmental conditions ($PNI_{modified}$ = 0.151) 1. Global thinking and orientation ($PNI_{modified}$ = 0.141) 2. Interpersonal competency ($PNI_{modified}$ = 0.150) 3. Cross-cultural relationship competency ($PNI_{modified}$ = 0.153) 4. Technological savvy ($PNI_{modified}$ = 0.162) 5. Global traits and values ($PNI_{modified}$ = 0.167)	Focusing on student' s leadership development approach 1. Environmental conditions ($PNI_{modified}$ = 0.151) 1. Global organisation expertise ($PNI_{modified}$ = 0.198) 2. Global visioning ($PNI_{modified}$ = 0.193) 3. Global business expertise ($PNI_{modified}$ = 0.175)
	2. Student's action ($PNI_{modified}$ = 0.175) 1. Cross-cultural relationship competency ($PNI_{modified}$ = 0.140) 2. Interpersonal competency ($PNI_{modified}$ = 0.141) 3. Global thinking and orientation ($PNI_{modified}$ = 0.141) 4. Technological savvy ($PNI_{modified}$ = 0.142)	2. Student's action ($PNI_{modified}$ = 0.175) 1. Global visioning ($PNI_{modified}$ = 0.163) 2. Global organisation expertise ($PNI_{modified}$ = 0.159) 3. Global business expertise ($PNI_{modified}$ = 0.158) 4. Global traits and values ($PNI_{modified}$ = 0.157)

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Opportunity (O)	**Strength-Opportunity (SO)**	**Weakness-Opportunity (WO)**
1. Economic factor (E) ($PNI_{modified}$ = 0.309) 1. School's philosophy and guiding statements ($PNI_{modified}$ = 0.284) - Environmental condition ($PN_{Imodified}$ = 0.135) 2. Curriculum development and implementation ($PNI_{modified}$ = 0.281) - Environmental condition ($PN_{Imodified}$ = 0.137) 3. Professional development ($PN_{Imodified}$ = 0.370) - Students' action ($PN_{Imodified}$ = 0.229)	(SO 1) Economic factor is an opportunity to support the strength in the following areas; (SO 1.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values (SO 1.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values	(WO 1) Economic factor is an opportunity to reduce the weakness in the following areas; (WO 1.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise (WO 1.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise (WO 1.3) Professional development in the following area 1. Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values
2. Social factor (S) ($PNI_{modified}$ = 0.316) 1. School's philosophy and guiding statements ($PNI_{modified}$ = 0.279) - Environmental condition ($PN_{Imodified}$ = 0.135)	(SO 2) Social factor is an opportunity to support the strength in the following areas; (SO 2.1) Curriculum development and implementation in the following area	(WO 2) Social factor is an opportunity to reduce the weakness in the following areas;

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2. Curriculum development and implementation ($PNI_{modified}$ = 0.265) - Environmental condition ($PN_{Imodified}$ = 0.137) 3. Professional development ($PNI_{modified}$ = 0.418) - Students' action ($PN_{Imodified}$ = 0.229)	1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values (SO 2.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values	(WO 2.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise (WO 2.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise (WO 2.3) Professional development in the following area 1. Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values
3. Technological factor (T) ($PNI_{modified}$ = 0.317) 1. School's philosophy and guiding statements ($PNI_{modified}$ = 0.304) - Environmental condition ($PN_{Imodified}$ = 0.135) 2. Curriculum development and implementation ($PNI_{modified}$ = 0.262) - Environmental condition ($PN_{Imodified}$ = 0.137) 3. Professional development ($PNI_{modified}$ = 0.394) - Students' action ($PN_{Imodified}$ = 0.229)	(SO 3) Technological factor is an opportunity to support the strength in the following areas; (SO 3.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values	(WO 3) Technological factor is an opportunity to reduce the weakness in the following areas; (WO 3.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning

	(SO 3.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values	3) Global business expertise (WO 3.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise
4. Political factor (P) ($PNI_{modified}$ = 0.336) 1. Professional development ($PN_{Imodified}$ = 0.437) - Students' action ($PN_{Imodified}$ = 0.229) 2. School's philosophy and guiding statements ($PNI_{modified}$ = 0.295) - Environmental condition ($PN_{Imodified}$ = 0.135) 3. Curriculum development and implementation ($PNI_{modified}$ = 0.289) - Environmental condition ($PN_{Imodified}$ = 0.137)	(SO 4) Political factor is an opportunity to support the strength in the following areas; (SO 4.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values (SO 4.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values	(WO 3.3) Professional development in the following area 1. Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values (WO 4) Political factor is an opportunity to reduce the weakness in the following areas; (WO 4.1) Curriculum development and implementation in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise

		(WO 4.2) School's philosophy and guiding statements in the following area 1. Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise (WO 4.3) Professional development in the following area 1. Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values
Threats (T) 1. Political factor (P) ($PNI_{modified}$ = 0.336) 1. Professional development ($PN_{Imodified}$ = 0.437) - Students' action ($PN_{Imodified}$ = 0.229) 2. Technological factor (T) ($PNI_{modified}$ = 0.317) 1. Professional development ($PNI_{modified}$ = 0.394) - Students' action ($PN_{Imodified}$ = 0.229) 3. Social factor (S) ($PNI_{modified}$ = 0.316) 1. Professional development ($PNI_{modified}$ = 0.418)	(ST 1) Political factor is a threat to the strength in Professional development in the following area 1. Students' action 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy (ST 2) Technological factor is a threat to the strength in Professional development in 1. Students' action 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy (ST 3) Social factor is a threat to the strength in Professional development in the following areas; 1. Students' action	(WT 1) Political factor is a threat to the weakness in Professional development in the following area 1. Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values (WT 2) Technological factor is a threat to the weakness in Professional development in the following area 1. Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values

- Students' action ($PN_{Imodified}$ = 0.229) 4. <u>Economic facator (E) ($PNI_{modified}$ = 0.309)</u> 1. Professional development ($PN_{Imodified}$ = 0.370) - Students' action ($PN_{Imodified}$ = 0.229)	1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy <u>(ST 4) Economic factor is a threat to the strength in Professional development in the following area</u> <u>1. Students' action</u> 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy	<u>(WT 3) Social factor is a threat to the weakness in Professional development in the following area</u> <u>1. Students' action</u> 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values <u>(WT 4) Economic factor is a threat to the weakness in Professional development in the following area</u> <u>1. Students' action</u> 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values

Table 47 SO / ST / WO / WT analysis of international school management according to the concept of developing students' global leadership

International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
School's philosophy and guiding statements	<u>**Strength-opportunity (SO)**</u> 1. Economic factor is an opportunity to support school's philosophy and guiding statements to develop student's leadership competencies in the following areas; <u>Environmental conditions</u> 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values 2. Social factor is an opportunity to support school's philosophy and guiding statements to develop student's leadership competencies in the following areas;

International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
	Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values 3. Technological factor is an opportunity to support school's philosophy and guiding statements to develop student's leadership competencies in the following areas; Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values 4. Political factor is an opportunity to support school's philosophy and guiding statements to develop student's leadership competencies in the following areas; Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values **Strength-threat (ST)** - **Weakness-opportunity (WO)** 1. Economic factor is an opportunity to reduce the weakness in school's philosophy and guiding statements to develop student's leadership competencies in the following areas; Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise 2. Social factor is an opportunity to reduce the weakness in school's philosophy and guiding statements to develop student's leadership competencies in the following areas; Environmental conditions 1) Global organisation expertise 2) Global visioning

International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
	3) Global business expertise 3. Technological factor is an opportunity to reduce the weakness in school's philosophy and guiding statements to develop student's leadership competencies in the following areas; <u>Environmental conditions</u> 1) Global organisation expertise 2) Global visioning 3) Global business expertise 4. Political factor is an opportunity to reduce the weakness in school's philosophy and guiding statements to develop student's leadership competencies in the following areas; <u>Environmental conditions</u> 1) Global organisation expertise 2) Global visioning 3) Global business expertise **<u>Weakness-Threat (WT)</u>** -
Curriculum development and implementation	**<u>Strength-opportunity (SO)</u>** 1. Economic factor is an opportunity to support curriculum development and implementation to develop student's leadership competencies in the following areas; <u>Environmental conditions</u> 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values 2. Social factor is an opportunity to support curriculum development and implementation to develop student's leadership competencies in the following areas; <u>Environmental conditions</u> 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values

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International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
	3. Technological factor is an opportunity to support curriculum development and implementation to develop student's leadership competencies in the following areas; Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values 4. Political factor is an opportunity to support curriculum development and implementation to develop student's leadership competencies in the following areas; Environmental conditions 1) Global thinking and orientation 2) Interpersonal competency 3) Cross-cultural relationship competency 4) Technological savvy 5) Global traits and values **Strength-threat (ST)** - **Weakness-opportunity (WO)** 1. Economic factor is an opportunity to reduce the weakness in curriculum development and implementation to develop student's leadership competencies in the following areas; Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise 2. Social factor is an opportunity to reduce the weakness in curriculum development and implementation to develop student's leadership competencies in the following areas; Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise 3. Technological factor is an opportunity to reduce the weakness in curriculum development and implementation to develop student's leadership competencies in the following areas;

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International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
	Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise 4. Political factor is an opportunity to reduce the weakness in curriculum development and implementation to develop student's leadership competencies in the following areas; Environmental conditions 1) Global organisation expertise 2) Global visioning 3) Global business expertise **Weakness-Threat (WT)** -
Professional development	**Strength-threat (ST)** 1. Political factor is a threat to disrupt professional development to develop student's leadership competencies in the following areas; Students' action 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy 2. Technological factor is a threat to disrupt professional development to develop student's leadership competencies in the following areas; Students' action 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy 3. Social factor is a threat to disrupt professional development to develop student's leadership competencies in the following areas; Students' action 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy

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International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
	4. Economic factor is a threat to disrupt professional development to develop student's leadership competencies in the following areas; Students' action 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global thinking and orientation 4) Technological savvy **Weakness-opportunity (WO)** 1. Economic factor is an opportunity to reduce the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values 2. Social factor is an opportunity to reduce the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values 3. Technological factor is an opportunity to reduce the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values 4. Political factor is an opportunity to reduce the weakness in curriculum professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning

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International school management according to the concept of developing students' global leadership	SO / ST / WO / WT
	2) Global organisation expertise 3) Global business expertise 4) Global traits and values **Weakness-Threat (WT)** 1. Political factor is a threat to the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values 2. Technological factor is a threat to the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values 3. Social factor is a threat to the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values 4. Economic factor is a threat to the weakness in professional development to develop student's leadership competencies in the following areas; Students' action 1) Global visioning 2) Global organisation expertise 3) Global business expertise 4) Global traits and values

From table 47, the SO / ST / WO / WT analysis of international school management according to the concept of developing students' global leadership has shown as follows;

1. School's philosophy and guiding statements has 4 items of Strength-Opportunity (SO) and 4 items of Weakness-Opportunity (WO).
2. Curriculum development and implementation has 4 items of Strength-Opportunity (SO) and 4 items of Weakness-Opportunity (WO).
3. Professional development has 4 items of Strength-Threat (ST), 4 items of Weakness-Opportunity (WO) and 4 items of Weakness-Threat (WT).

The first draft of international school management strategies according to the concept of developing students' global leadership are developed by using the SWOTs analysis and Modified Priority Needs Index ($PNI_{Modified}$) as follows;

1. The main strategies are indicated by international school academic management in 3 areas.
2. The sub-strategies are indicated by student's global leadership development competencies
   2.1 Cross-cultural relationship competency
   2.2 Interpersonal competency
   2.3 Global traits and values
   2.4 Global thinking and orientation
   2.5 Global business expertise
   2.6 Global organisation expertise
   2.7 Global visioning
   2.8 Technological savvy
3. The strategy procedures are indicated by internal origins and external origins as follows;
   3.1 external origins are political factor, economic factor, social factor and technological factor.

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3.2 internal origins are student's global leadership development components.

Table 48 The 1st draft of international school management main and sub strategies according to the concept of developing students' global leadership

Summary of SWOT Matrix	Main strategy	Sub-strategy
WO, WT 1. Professional development	1. Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development	WO,WT 1. Revamping of professional development programmes enhancing student's self-determination in developing global traits and values 2. Reviewing of the professional performance system to support staff to enhance student's self-determination in developing global vision 3. Establishing of the professional learning community focused on student's self-mastering in global business expertise 4. Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximize learning in global organisation expertise
SO, ST 1. School's philosophy and guiding statements 2. Curriculum development and implementation	1. Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders	SO 1. Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values 2. Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation 3. Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency 4. Expanding of the school's philosophy and guiding statements through teaching

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Summary of SWOT Matrix	Main strategy	Sub-strategy
		and learning to enhance students' interpersonal competency 5. Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' technological savvy
	2. Strengthening of curriculum and implementation to develop inherent competence of global leadership	SO 1. Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values 2. Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation 3. Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency 4. Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency 5. Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy

From Table 48, the international school management strategies according to the concept of developing students' global leadership comprises of 3 main strategies and 14 sub-strategies.

Table 49 The 1st draft of proposed international school management strategies and procedures according to the concept of developing students' global leadership

SWOT Matrix	Main strategy	Sub-strategy	Procedures
WO, WT 1. Professional development	1. Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development	1. Revamping of professional development programmes enhancing student's self-determination in developing global traits and values	1. Develop professional development plan for staff including methods, procedures and KPIs regarding students' self-global traits and values development 2. Provide in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global traits and values 3. Involve all teaching and supporting staff in training through various technological resources to support students' self-mastering in global traits and values 4. Seek for collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global traits and values
		2. Reviewing of the professional performance system to support staff to enhance student's self-determination in developing global vision	1. Develop appraisal system for staff including methods, procedures and KPIs regarding students' self-global vision development 2. Allocate designated person to be in charge of student's global leadership development programme to provide support for students to develop global visioning 3. Provide a systematic assessment system to ensure that all teaching and supporting staff provide support for students' self-global visioning development

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			4. Expand collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global visioning
		3. Establishing of the professional learning community focused on student's self-mastering in global business expertise	1. Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for students' global business expertise 2. Increase ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global business expertise 3. Allocate designated person to be in charge of student's global business expertise programmes to provide support for students' self-global leadership development 4. Expand of collaboration from parents, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global business expertise
		4. Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximise learning in global organisation expertise	1. Allocate designated person to be in charge of student's global organisation expertise programmes to provide support for students' self-global leadership development 2. Increase numbers of ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating by using technology to develop students' global organisation expertise 3. Provide a variety of opportunities for teaching and supporting staff to develop instructional skills which

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			support for students' self-global leadership development 4. Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development 5. Develop school's database system for information regarding students' global organisation expertise development
SO, ST 2. School's philosophy and guiding statements	2. Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders	1. Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global traits and values 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global traits and values 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values
		2. Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global thinking and orientation 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global thinking and orientation 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global thinking and orientation

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		3. Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' cross-cultural relationship competency 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' cross-cultural relationship competency 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency
		4. Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' interpersonal competency 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' interpersonal competency 3. Expand assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global interpersonal competency
		5. Expanding of the school's philosophy and guiding statements through teaching and learning to	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' technological savvy 2. Utilise the school's philosophy and guiding statements as approaches to

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		enhance students' technological savvy	provide high quality of teaching and supporting to raise students' technological savvy 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy
SO, ST 3. Curriculum development and implementation	3. Strengthening of curriculum and implementation to develop inherent competence of global leadership	1. Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values	1. Continue develop other leadership programmes and activities to complement the formal curriculum in order to enhance students' global traits and values 2. Support high quality of teaching staff to teach required skills for developing students' global traits and values 3. Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of global traits and values 4. Implement a systematic process for the monitoring of student global leadership achievement data in global traits and values 5. Develop student's profile and opinion collecting system and utilise the data to support students in developing global citizenship
		2. Enriching of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation	1. Foster students' leadership and voice by offering channels through which students can develop global thinking and orientation 2. Support high quality of teaching staff to teach required skills for developing students' global thinking and orientation 3. Increase opportunities to collaborate with governmental agencies and business organisations

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			in order to support students who demonstrate characteristics of a competent global thinking and orientation expert 4. Continue develop service learning programmes as an area of focus for developing students' global thinking and orientation
		3. Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency	1. Develop differentiate curriculum, teaching and assessment which help developing students' interpersonal competency 2. Support high quality of teaching staff to teach required skills for developing students' cross-cultural relationship competency 3. Increase opportunities to use cultural diversity of the school community to enrich students' cross-cultural relationship competency development 4. Continue develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum
		4. Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency	1. Continue improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies which help developing students' interpersonal competency 2. Support high quality of teaching staff to teach required skills for developing students' interpersonal competency 3. Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			competent interpersonal competency expert 4. Continue develop the systematic assessment methods and criteria to inform teaching and assessment strategies for developing students' interpersonal competency 5. Develop student's profile and opinion collecting system and utilise the data to provide direct support for students in developing interpersonal skills
		5. Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy	1. Encourage innovation of teaching strategies and assessment technique to enhance students' technological savvy 2. Continue improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies enhancing students' technological savvy 3. Support instructional staff to use the application of instructional technologies enhancing student engagement and maximize learning in a 21st century classroom 4. Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent technological savvy 5. Continue develop the systematic assessment methods and criteria for assessing global leadership development in technological savvy

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4.4.2 To validate the 1st draft of proposed strategies by experts in educational administration, strategy makers, and heads of international schools

The drafted strategies are evaluated the suitability and possibility by experts in educational administration and strategy making, heads of international schools, leadership coordinators of international schools and teachers of international schools. The results of validation of the 1st draft of proposed strategies by experts in educational administration, strategy makers, and heads of international schools are shown as follows;

1) The suitability of the proposed international school management strategies according to the concept of developing students' global leadership

The experts in educational management, policy and strategy makers and stakeholders of international schools agreed that the 3 main strategies work within school are suitable and possible to implement. General comments on strategies are about teacher work load and how much time consuming that teachers have to deal with. Some experts concerned that the Professional Development competency is the hardest competency to achieve, yet worthwhile once it is achievable. More concerns are created on Curriculum Development and Implementation strategy that there might be staff's resistance to change regarding to teaching and learning, therefore, this is another support on the importance Professional Development of teaching staff competency.

The sub strategies are mainly suitable. However, the key terms used for each sub strategy should be selected differently and should adjusted to indicate level of necessity of the strategies according to the priority needs analysis. Some exerts concerned with technological-related sub-strategies since technology is not always accessible nor guaranteed to work. Some senior teachers might be uneasy to adapt it. Moreover, some experts concerned with the cost affected when applying sub-strategies in practice.

The procedures of international school management strategies according to the concept of developing students' global leadership are mainly suitable, however the experts concerned that the procedures regarding to governmental agencies and business organisation will be challenging. Moreover, to monitor the implementation of strategies, school should assign persons in Senior Management Team to be in charge.

2) The possibility of the proposed international school management strategies according to the concept of developing students' global leadership

The experts in educational management, policy and strategy makers and stakeholders of international schools that the main strategies, sub strategies, and procedures are highly practical and high chance of success. However, some experts' comments on Professional Development strategy that availability of programmes and teachers' cooperation are important. Therefore, providing incentives to increase interest of staff should be stated on procedures.

Regarding to School's Philosophy and Guiding Statements strategy, some experts commented that school culture is very important for the success but this requires teachers' supports and resources.

Regarding to Curriculum Development and Implementation strategy, some experts concerned that budgeting would be obstacle for implantation of the procedures. Moreover, there might be some personal issues of staff who resist to change their teaching and learning methods for developing students' global leadership or who are reluctant to involve in students' global leadership activities.

Table 50 The status of the experts validating the suitability and possibility of the 1st draft of international school strategy according to the concept of developing students' global leadership

Group	General information/ Status	Total	
		Number	Percentage
1.	Experts in educational administration or strategy makers	12	100
2.	Heads of international school	9	100
3.	Leadership Coordinators of international school	3	100
4.	Teachers of international school	6	100
Total		30	100

From Table 50, the experts validating the suitability and possibility of the 1st draft of international school strategy according to the concept of developing students' global leadership are 12 experts in educational administration and strategy making, 9 heads of international schools, 3 leadership coordinators of international schools and 6 teachers of international schools.

Table 51 The result of validation on the suitability and possibility of the 1st draft of international school main strategies and sub strategies according to the concept of developing students' global leadership

Main strategies/ Sub strategies		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
1	Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development	4.577	0.578	Highest	4.077	0.688	High
1.1	Revamping of professional development programmes enhancing students' self-determination in developing global traits and values	4.538	0.706	Highest	4.192	0.694	High
1.2	Reviewing of the professional performance system to support staff to enhance students' self-determination in developing global vision	4.538	0.647	Highest	4.231	0.815	High

Main strategies/ Sub strategies		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
1.3	Establishing of the professional learning community focused on students' self-mastering in global business expertise	4.462	0.706	High	3.885	0.711	High
1.4	Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximize learning in global organisation expertise	4.538	0.508	Highest	4.154	0.732	High
2	Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders	4.731	0.533	Highest	4.615	0.571	Highest
2.1	Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values	4.692	0.549	Highest	4.615	0.571	Highest
2.2	Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation	4.692	0.549	Highest	4.538	0.647	Highest
2.3	Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency	4.808	0.567	Highest	4.577	0.643	Highest
2.4	Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency	4.538	0.706	Highest	4.385	0.752	High
2.5	Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' technological savvy	4.538	0.647	Highest	4.500	0.648	Highest
3	Strengthening of curriculum and implementation to develop inherent competence of global leadership	4.731	0.452	Highest	4.423	0.578	High
3.1	Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values	4.654	0.629	Highest	4.423	0.643	High

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Main strategies/ Sub strategies		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
3.2	Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation	4.769	0.514	Highest	4.423	0.643	High
3.3	Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency	4.731	0.452	Highest	4.308	0.679	High
3.4	Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency	4.692	0.549	Highest	4.308	0.679	High
3.5	Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy	4.731	0.452	Highest	4.385	0.752	High

From Table 51, the main strategy 1 Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership is at highest level on the suitability ($\bar{x}$ = 4.577, S.D. = 0.578) and at high level on the possibility ($\bar{x}$ = 4.077, S.D. = 0.688). Sub strategy 1.1 Revamping of professional development programmes enhancing students' self-determination in developing global traits and values is at highest level on the suitability ($\bar{x}$ = 4.538, S.D. = 0.706) and at high level on the possibility ($\bar{x}$ = 4.192, S.D. = 0.694). Sub strategy 1.2 Reviewing of the professional performance system to support staff to enhance students' self-determination in developing global vision is at highest level on the suitability ($\bar{x}$ = 4.538, S.D. = 0.647) and at high level on the possibility ($\bar{x}$ = 4.231, S.D. = 0.851). Sub strategy 1.3 Establishing of the professional learning community focused on students' self-mastering in global business expertise is at high level on the suitability ($\bar{x}$ = 4.462, S.D. = 0.706) and at high level on the possibility ($\bar{x}$ = 3.885, S.D. = 0.711). Sub strategy 1.4 Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximize learning in global organisation

expertise is at highest level on the suitability ($\bar{x}$ = 4.538, S.D. = 0.508) and at high level on the possibility ($\bar{x}$ = 4.154, S.D. = 0.732).

The main strategy 2 Strengthening of curriculum and implementation to develop inherent competence of global leadership is at highest level on the suitability ($\bar{x}$ = 4.731, S.D. = 0.533) and at highest level on the possibility ($\bar{x}$ = 4.615, S.D. = 0.571). Sub strategy 2.1 Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values is at highest level on the suitability ($\bar{x}$ = 4.692, S.D. = 0.549) and at highest level on the possibility ($\bar{x}$ = 4.615, S.D. = 0.751). Sub strategy 2.2 Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation is at highest level on the suitability ($\bar{x}$ = 4.692, S.D. = 0.549) and at highest level on the possibility ($\bar{x}$ = 4.538, S.D. = 0.647). Sub strategy 2.3 Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency is at highest level on the suitability ($\bar{x}$ = 4.808, S.D. = 0.567) and at highest level on the possibility ($\bar{x}$ = 4.577, S.D. = 0.643). Sub strategy 2.4 Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency is at highest level on the suitability ($\bar{x}$ = 4.538, S.D. = 0.706) and at high level on the possibility ($\bar{x}$ = 4.385, S.D. = 0.752). Sub strategy 2.5 Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' technological savvy is at highest level on the suitability ($\bar{x}$ = 4.538, S.D. = 0.647) and at highest level on the possibility ($\bar{x}$ = 4.500, S.D. = 0.648).

The main strategy 3 Strengthening of curriculum and implementation to develop inherent competence of global leadership is at highest level on the suitability ($\bar{x}$ = 4.731, S.D. = 0.452) and at high level on the possibility ($\bar{x}$ = 4.423, S.D. = 0.578). Sub strategy 3.1 Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values is at highest level on the suitability ($\bar{x}$ = 4.654, S.D. = 0.629) and at high level on the possibility ($\bar{x}$ = 4.423, S.D. = 0.643). Sub strategy 3.2 Nourishing of school's curriculum development and implementation through supportive environment to enhance

students' global thinking and orientation is at highest level on the suitability ($\bar{x}$ = 4.769, S.D. = 0.514) and at high level on the possibility ($\bar{x}$ = 4.423, S.D. = 0.643). Sub strategy 3.3 Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency is at highest level on the suitability ($\bar{x}$ = 4.731, S.D. = 0.452) and at high level on the possibility ($\bar{x}$ = 4.308, S.D. = 0.679). Sub strategy 3.4 Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency is at highest level on the suitability ($\bar{x}$ = 4.692, S.D. = 0.549) and at high level on the possibility ($\bar{x}$ = 4.308, S.D. = 0.679). Sub strategy 3.5 Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvyis at highest level on the suitability ($\bar{x}$ = 4.731, S.D. = 0.452) and at high level on the possibility ($\bar{x}$ = 4.385, S.D. = 0.752).

Table 52 The result of validation on the suitability and possibility of the 1st draft of international school strategy procedures according to the concept of developing students' global leadership

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
1. Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development							
1.1 Revamping of professional development programmes enhancing students' self-determination in developing global traits and values							
1.1.1	Develop professional development plan for staff including methods, procedures and KPIs regarding students' self-global traits and values development	4.615	0.625	Highest	4.385	0.852	High
1.1.2	Provide in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global traits and values	4.654	0.551	Highest	4.500	0.648	High
1.1.3	Involve all teaching and supporting staff in training through various technological resources to support students' self-mastering in global traits and values	4.615	0.487	Highest	4.346	0.629	High

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
1.1.4	Seek for collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global traits and values	4.308	0.821	High	3.500	0.860	High
1.2 Reviewing of the professional performance system to support staff to enhance students' self-determination in developing global vision							
1.2.1	Develop appraisal system for staff including methods, procedures and KPIs regarding students' self-global vision development	4.385	0.738	High	3.962	0.871	High
1.2.2	Allocate designated person to be in charge of student's global leadership development programme to provide support for students to develop global visioning	4.462	0.796	High	4.038	0.999	High
1.2.3	Provide a systematic assessment system to ensure that all teaching and supporting staff provide support for students' self-global visioning development	4.462	0.634	High	4.231	0.815	High
1.2.4	Expand collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global visioning	4.038	0.759	High	3.538	0.761	High
1.3 Establishing of the professional learning community focused on students' self-mastering in global business expertise							
1.3.1	Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for students' global business expertise	4.385	0.836	High	4.077	0.845	High
1.3.2	Increase ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global business expertise	4.423	0.743	High	4.115	0.711	High
1.3.3	Allocate designated person to be in charge of student's global business expertise	4.346	0.875	High	4.077	0.891	High

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
	programmes to provide support for students' self-global leadership development						
1.3.4	Expand of collaboration from parents, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global business expertise	4.500	0.693	Highest	4.038	0.662	High
1.4 Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximise learning in global organisation expertise							
1.4.1	Allocate designated person to be in charge of student's global organisation expertise programmes to provide support for students' self-global leadership development	4.423	0.793	High	4.077	0.891	High
1.4.2	Increase numbers of ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating by using technology to develop students' global organisation expertise	4.308	0.722	High	4.000	0.894	High
1.4.3	Provide a variety of opportunities for teaching and supporting staff to develop instructional skills which support for students' self-global leadership development	4.538	0.634	Highest	4.308	0.788	High
1.4.4	Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development	4.615	0.560	Highest	4.462	0.582	High
1.4.5	Develop school's database system for information regarding students' global organisation expertise development	4.423	0.631	High	4.231	0.652	High
2. Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders							
2.1 Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values							
2.1.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global traits and values	4.462	0.692	High	4.346	0.689	High

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
2.1.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global traits and values	4.808	0.482	Highest	4.538	0.647	Highest
2.1.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values	4.308	0.867	High	4.308	0.736	High
2.2 Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation							
2.2.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global thinking and orientation	4.462	0.746	High	4.269	0.778	High
2.2.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global thinking and orientation	4.577	0.631	Highest	4.385	0.697	High
2.2.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global thinking and orientation	4.462	0.692	High	4.269	0.667	High
2.3 Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency							
2.3.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' cross-cultural relationship competency	4.500	0.693	Highest	4.231	0.815	High
2.3.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' cross-cultural relationship competency	4.654	0.551	Highest	4.346	0.745	High

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
2.3.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency	4.538	0.634	highest	4.423	0.643	high
2.4 Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency							
2.4.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' interpersonal competency	4.500	0.747	Highest	4.192	0.801	High
2.4.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' interpersonal competency	4.654	0.551	Highest	4.462	0.706	High
2.4.3	Expand assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global interpersonal competency	4.538	0.634	Highest	4.308	0.736	High
2.5 Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' technological savvy							
2.5.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' technological savvy	4.500	0.693	Highest	4.308	0.736	High
2.5.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' technological savvy	4.615	0.560	Highest	4.462	0.706	High
2.5.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy	4.500	0.572	Highest	4.346	0.689	High
3. Strengthening of curriculum and implementation to develop inherent competence of global leadership							

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
3.1 Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values							
3.1.1	Continue develop other leadership programmes and activities to complement the formal curriculum in order to enhance students' global traits and values	4.731	0.444	Highest	4.577	0.504	High
3.1.2	Support high quality of teaching staff to teach required skills for developing students' global traits and values	4.577	0.567	Highest	4.423	0.578	High
3.1.3	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of global traits and values	4.231	0.799	High	3.808	0.567	High
3.1.4	Implement a systematic process for the monitoring of student global leadership achievement data in global traits and values	4.500	0.572	Highest	4.077	0.628	High
3.1.5	Develop student's profile and opinion collecting system and utilise the data to support students in developing global citizenship	4.500	0.635	Highest	4.077	0.560	High
3.2 Enriching of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation							
3.2.1	Foster students' leadership and voice by offering channels through which students can develop global thinking and orientation	4.731	0.592	Highest	4.500	0.648	highest
3.2.2	Support high quality of teaching staff to teach required skills for developing students' global thinking and orientation	4.615	0.560	Highest	4.346	0.745	High
3.2.3	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent global thinking and orientation expert	4.462	0.692	High	3.923	0.796	High
3.2.4	Continue develop service learning programmes as an area of focus for developing students' global thinking and orientation	4.538	0.692	Highest	4.385	0.697	High

Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
3.3 Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency							
3.3.1	Develop differentiate curriculum, teaching and assessment which help developing students' interpersonal competency	4.692	0.606	Highest	4.346	0.745	High
3.3.2	Support high quality of teaching staff to teach required skills for developing students' cross-cultural relationship competency	4.692	0.538	Highest	4.385	0.752	High
3.3.3	Increase opportunities to use cultural diversity of the school community to enrich students' cross-cultural relationship competency development	4.692	0.606	Highest	4.423	0.703	High
3.3.4	Continue develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum	4.692	0.462	Highest	4.423	0.578	High
3.4 Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency							
3.4.1	Continue improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies which help developing students' interpersonal competency	4.808	0.394	Highest	4.308	0.549	High
3.4.2	Support high quality of teaching staff to teach required skills for developing students' interpersonal competency	4.654	0.617	Highest	4.346	0.689	High
3.4.3	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent interpersonal competency expert	4.462	0.746	High	3.885	0.711	High
3.4.4	Continue develop the systematic assessment methods and criteria to inform teaching and assessment strategies for developing students' interpersonal competency	4.692	0.462	Highest	4.462	0.508	High
3.4.5	Develop student's profile and opinion collecting system and utilise the data to	4.577	0.631	Highest	4.231	0.587	High

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Procedures		Suitability			Possibility		
		$\bar{x}$	S.D.	Result	$\bar{x}$	S.D.	Result
	provide direct support for students in developing interpersonal skills						
3.5 Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy							
3.5.1	Encourage innovation of teaching strategies and assessment technique to enhance students' technological savvy	4.808	0.394	Highest	4.462	0.706	High
3.5.2	Continue improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies enhancing students' technological savvy	4.808	0.482	Highest	4.462	0.647	High
3.5.3	Support instructional staff to use the application of instructional technologies enhancing student engagement and maximize learning in a 21st century classroom	4.692	0.462	Highest	4.462	0.706	High
3.5.4	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent technological savvy	4.577	0.631	Highest	4.077	0.744	High
3.5.5	Continue develop the systematic assessment methods and criteria for assessing global leadership development in technological savvy	4.654	0.551	High	4.462	0.508	High

From table 52, from main strategy 1 Sub strategy 1.1, 4 procedures are applied; 1) Develop professional development plan for staff including methods, procedures and KPIs regarding students' self-global traits and values development, 2) Provide in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global traits and values, 3) Involve all teaching and supporting staff in training through various technological resources to support students' self-mastering in global traits and values, and 4) Seek for collaboration from Thailand's governmental organisations, business section, and professional development network

to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global traits and values.

From main strategy 1 Sub strategy 1.2, 4 procedures are applied; 1) Develop appraisal system for staff including methods, procedures and KPIs regarding students' self-global vision development, 2) Allocate designated person to be in charge of student's global leadership development programme to provide support for students to develop global visioning, 3) Provide a systematic assessment system to ensure that all teaching and supporting staff provide support for students' self-global visioning development, and 4) Expand collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global visioning.

From main strategy 1 Sub strategy 1.3, 4 procedures are applied; 1) Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for students' global business expertise, 2) Increase ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global business expertise, 3) Allocate designated person to be in charge of student's global business expertise programmes to provide support for students' self-global leadership development, and 4) Expand of collaboration from parents, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global business expertise.

From main strategy 1 Sub strategy 1.4, 5 procedures are applied; 1) Allocate designated person to be in charge of student's global organisation expertise programmes to provide support for students' self-global leadership development, 2) Increase numbers of ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating by using technology to develop students' global organisation expertise, 3) Provide a variety of opportunities for teaching and supporting staff to develop instructional skills which support for students' self-global leadership development, 4) Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development, and 5) Develop school's database system for information regarding students' global organisation expertise development.

From main strategy 2 Sub strategy 2.1, 3 procedures are applied; 1) Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global traits and values, 2) Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global traits and values, and 3) Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values.

From main strategy 2 Sub strategy 2.2, 3 procedures are applied; 1) Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global thinking and orientation, 2) Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global thinking and orientation, and 3) Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global thinking and orientation.

From main strategy 2 Sub strategy 2.3, 3 procedures are applied; 1) Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' cross-cultural relationship competency, 2) Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' cross-cultural relationship competency, and 3) Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency.

From main strategy 2 Sub strategy 2.4, 3 procedures are applied; 1) Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' interpersonal competency, 2) Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' interpersonal competency, and 3) Expand assessment systems on the implementation

of school's philosophy and guiding statements regarding students' global leadership development in global interpersonal competency.

From main strategy 2 Sub strategy 2.5, 3 procedures are applied; 1) Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' technological savvy, 2) Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' technological savvy, and 3) Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy.

From main strategy 3 Sub strategy 3.1, 5 procedures are applied; 1) Continue develop other leadership programmes and activities to complement the formal curriculum in order to enhance students' global traits and values, 2) Support high quality of teaching staff to teach required skills for developing students' global traits and values, 3) Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of global traits and values, 4) Implement a systematic process for the monitoring of student global leadership achievement data in global traits and values, and 5) Develop student's profile and opinion collecting system and utilise the data to support students in developing global citizenship.

From main strategy 3 Sub strategy 3.2, 4 procedures are applied; 1) Foster students' leadership and voice by offering channels through which students can develop global thinking and orientation, 2) Support high quality of teaching staff to teach required skills for developing students' global thinking and orientation, 3) Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent global thinking and orientation expert, and 4) Continue develop service learning programmes as an area of focus for developing students' global thinking and orientation.

From main strategy 3 Sub strategy 3.3, 4 procedures are applied; 1) Develop differentiate curriculum, teaching and assessment which help developing students' interpersonal competency, 2) Support high quality of teaching staff to teach required

skills for developing students' cross-cultural relationship competency, 3) Increase opportunities to use cultural diversity of the school community to enrich students' cross-cultural relationship competency development, and 4) Continue develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum.

From main strategy 3 Sub strategy 3.4, 5 procedures are applied; 1) Continue improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies which help developing students' interpersonal competency, 2) Support high quality of teaching staff to teach required skills for developing students' interpersonal competency, 3) Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent interpersonal competency expert, 4) Continue develop the systematic assessment methods and criteria to inform teaching and assessment strategies for developing students' interpersonal competency, and 5) Develop student's profile and opinion collecting system and utilise the data to provide direct support for students in developing interpersonal skills.

From main strategy 3 Sub strategy 3.5, 5 procedures are applied; 1) Encourage innovation of teaching strategies and assessment technique to enhance students' technological savvy, 2) Continue improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies enhancing students' technological savvy, 3) Support instructional staff to use the application of instructional technologies enhancing student engagement and maximize learning in a 21st century classroom, 4) Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent technological savvy, and 5) Continue develop the systematic assessment methods and criteria for assessing global leadership development in technological savvy.

4.4.3 To develop the 2nd draft of international school management strategies according to the concept of developing students' global leadership

The 2nd draft of international school management strategies was proposed to experts in educational administration and strategy making, heads of international schools, leadership coordinators of international schools and teachers of international schools to validate the suitability and possibility of the strategies.

The proposed of international school management strategies according to the concept of developing students' global leadership is shown as below;

Table 53 The 2nd draft of proposed strategies according to the concept of developing students' global leadership

SWOT Matrix	Main strategy	Sub-strategy	Procedures
WO, WT 1. Professional development	1. Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development	1. Revamping of professional development programmes enhancing students' self-determination in developing global visioning	1. Develop professional development plan for staff including methods, procedures and KPIs regarding students' self-global visioning development 2. Provide in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global visioning 3. Involve all teaching and supporting staff in training through various technological resources to support students' self-mastering in global visioning 4. Seek for collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global visioning
		2. Supporting of the integration of advance	1. Allocate designated person to be in charge of students' global organisation expertise programmes

SWOT Matrix	Main strategy	Sub-strategy	Procedures
		technology applications to improve instruction, enhance student engagement and maximise learning in global organisation expertise	to provide support for students' self-global leadership development 2. Increase numbers of ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating by using technology to develop students' global organisation expertise 3. Provide a variety of opportunities for teaching and supporting staff to develop instructional skills which support for students' self-global leadership development 4. Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development 5. Develop school's database system for information regarding students' global organisation expertise development
		3. Establishing of the professional learning community focused on student's self-mastering in global business expertise	1. Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for students' global business expertise 2. Increase ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global business expertise 3. Allocate designated person to be in charge of student's global business expertise programmes to provide support for students' self-global leadership development 4. Expand of collaboration from parents, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global business expertise

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		4. Reviewing of the professional performance system to support staff to enhance students' self-determination in developing global traits and values	1. Allocate designated person to be in charge of student's global leadership development programme to provide support for students to develop global traits and values 2. Increase numbers of ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating by using technology to develop students' global traits and values 3. Provide a variety of opportunities for teaching and supporting staff to develop instructional skills which support for students' self-global leadership development 4. Develop school's database system for information regarding students' global traits and values 5. Expand collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global traits and values
SO, ST 2. School's philosophy and guiding statements	2. Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders	1. Incorporating of the school's philosophy and guiding statements in teaching and learning to enhance global thinking and orientation	1. Emerge the school's philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global thinking and orientation 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global thinking and orientation 3. Expand the assessment systems on the implementation of school's

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			philosophy and guiding statements regarding students' global leadership development in global thinking and orientation
		2. Integrating of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency	1. Emerge philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' interpersonal competency 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' interpersonal competency 3. Develop a process and procedure to record and analyse the interpersonal communication achievements of students in conjunction with the school's philosophy and guiding statements
		3. Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' cross-cultural relationship competency 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' cross-cultural relationship competency 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency
		4. Expanding of the school's	1. Refine philosophy and guiding statements of visions, mission, and

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		philosophy and guiding statements through teaching and learning to enhance students' technological savvy	objective regarding to the world's situations, government policies and business trends to enhance students' technological savvy 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' technological savvy 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy
		5. Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values	1. Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global traits and values 2. Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global traits and values 3. Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values
SO, ST 3. Curriculum development and implementation	3. Strengthening of curriculum and implementation to develop inherent competence of global leadership	1. Nurturing of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation	1. Provide the curriculum, instruction and assessment which support students to have critical thinking skills 2. Support high quality of teaching staff to teach required skills for developing students' global thinking and orientation 3. Increase opportunities to collaborate with governmental agencies and business organisations

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			in order to develop the school curriculum and instruction to support students who demonstrate characteristics of a competent global thinking and orientation expert 4. Continue to develop service learning programmes as an area of focus for developing students' global thinking and orientation
		2. Supporting of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency	1. Continue to improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies which help develop students' interpersonal competency 2. Support high quality of teaching staff to teach required skills for developing students' interpersonal competency 3. Provide in-curricular, co-curricular and extra-curricular activities to increase opportunities for students to express themselves in verbal and written communication in both English and their home language 4. Continue to develop the systematic assessment methods and criteria to inform teaching and assessment strategies for developing students' interpersonal competency 5. Develop student's profile and opinion collecting system and utilise the data to provide direct support for students in developing interpersonal skills
		3. Nourishing of school's curriculum and high quality of teaching through supportive	1. Provide in-curricular, co-curricular and extra-curricular activities to increase opportunities for students to work in multi-cultural team

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		environment to enhance cross-cultural relationship competency	2. Support high quality of teaching staff to teach required skills for developing students' cross-cultural relationship competency 3. Increase opportunities to use cultural diversity of the school community to enrich students' cross-cultural relationship competency development 4. Continue to develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum
		4. Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy	1. Encourage innovation of teaching strategies and assessment technique to enhance students' technological savvy 2. Continue to improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies enhancing students' technological savvy 3. Support instructional staff to use the application of instructional technologies enhancing student engagement and maximise learning in a 21st century classroom 4. Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent technological savvy 5. Continue to develop the systematic assessment methods and criteria for assessing global leadership development in technological savvy
		5. Reinforcing of school's curriculum development and	1. Continue to develop other leadership programmes and activities to complement the formal

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		implementation through supportive environment to enhance students' global traits and values	curriculum in order to enhance students' global traits and values 2. Support high quality of teaching staff to teach required skills for developing students' global traits and values 3. Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of global traits and values 4. Implement a systematic process for the monitoring of student global leadership achievement data in global traits and values 5. Develop students' profile and opinion collecting system and utilise the data to support students in developing global citizenship

4.4.4 To validate the 2nd draft of proposed strategies by experts in educational administration and strategy makers, heads of international schools and leadership coordinators of international schools from the research focus group

The 2nd draft of international school management strategies was proposed to the research focus group of experts and stakeholders of international schools. The results are shown as follows;

1) The suitability of the proposed international school management strategies according to the concept of developing students' global leadership

The experts in educational management, policy and strategy makers and stakeholders of international schools agreed that the 3 main strategies are suitable and possible for practice. The strategies are proactive and cover all areas of conceptual framework. However, the language used for each main strategy should be more concise by keeping the wordings short, simple,

purposeful and result-based. The main strategies should be adjusted by omitting irrelevant words. Moreover, the strategies should be prioritized according to the priority needs.

The sub strategies are mainly suitable, however the experts suggested to adjust the sub strategies to be more relevant to the main strategies and be more oriented towards deployment of resources to support the achievement of main strategies. Moreover, the key terms used for each sub strategy should be adjusted to indicate level of necessity of the strategies and should be arranged according to the priority needs analysis. However, it is not necessary to mention the process on sub-strategies.

The procedures of international school management strategies according to the concept of developing students' global leadership are mainly suitable, however the experts have suggestions that All procedures of all sub-strategies should state the management methods (planning, implementation, and evaluation) clearly. The procedures relating to Professional Learning Community method should show the process of the method.

2) The possibility of the proposed international school management strategies according to the concept of developing students' global leadership

The experts in educational management, policy and strategy makers and stakeholders of international schools that the main strategies, sub strategies, and procedures are highly practical and high chance of success. However, some procedure which is not consistent to sub-strategies should be omitted or adjusted. Moreover, the experts suggested that the language used for each main strategy, sub-strategy, and procedure should be adjusted for clear practice and high chance of success. The key terms used for each sub-strategy should indicate levels of necessity of the strategies. Procedures should be adjusted by indicating the management process.

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3) Suggestions for the 2nd draft of proposed strategies for international school management according to the concept of developing students' global leadership

The experts and stakeholders of international schools agreed to the suggestions for adjusting the main strategies, sub strategies, and procedures of proposed strategies for international school management according to the concept of developing students' global leadership as follows;

3.1 Main strategy 1 Reengineer professional development programme to empower staff to develop students' global leadership

3.1.1 Sub strategy 1.1 Redesign the continuous professional development programmes which motivate students in global visioning

The procedures are adjusted as follows;

1. Develop professional development plan including objectives, methods, procedures and KPIs in relevant to students' self-global visioning development
2. Implement the professional development plans to provide in-service and off campus trainings relating to students' self-mastering and motivation to develop students' global visioning
3. Provide various effective technological resources to support students' self-mastering in developing global visioning
4. Monitor and evaluate the professional development plans to develop students' global visioning

3.1.2 Sub strategy 1.2 Promote the continuous professional development programmes by integrating advance technology system to support teaching and learning to develop students' global organisation expertise

The procedures are adjusted as follows;

1. Develop management system for the utilisation of advance technology in teaching and learning of students' global organisation expertise

2. Provide continuous in-service and off-campus trainings relating to students' self-mastering and motivation by using technology to develop students' global organisation expertise
3. Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development
4. Monitor the staff usage of technology to develop instructional skills which support for students' self-global leadership development

3.1.3 Sub strategy 1.3 Establish a professional learning community focused on improving students' self-mastering in global business expertise

The procedures are adjusted as follows;

1. Build the continuous professional development programmes focusing on professional learning community to support students' global business expertise
2. Share the school's vision and values which lead to collective commitment of school staff to support students' global business expertise
3. Provide continuous in-service and off-campus trainings to open new ideas and ongoing quest for improvement and professional learning to support students' global business expertise
4. Increase opportunity of staff collaboration to support students' self-mastering and motivation in global business expertise
5. Improve the professional development programmes which support students' global business expertise based on the programme assessment, evaluation, and reflection

3.1.4 Sub strategy 1.4 Improve the professional performance system to support staff to motivate students' self-determination in developing global traits and values

The procedures are adjusted as follows;

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1. Develop professional development plan including objectives, methods, procedures and KPIs in relevant to students' self-global traits and values development
2. Apply the appraisal system relating to students' self-global traits and values development
3. Implement the professional development plans to provide in-service and off-campus trainings relating to students' self-mastering and motivation to develop students' global traits and values development
4. Evaluate the effectiveness of the professional performance system to support staff to motivate students' self-determination in developing global traits and values

3.2 Main strategy 2 Embark school's philosophy and guiding statements to develop future global leaders

3.2.1 Sub strategy 2.1 Incorporate the school's philosophy and guiding statements focus on teaching and learning of students' global thinking and orientation

The procedures are adjusted as follows;

1. Emerge the school's philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' global thinking and orientation
2. Utilise the school's philosophy and guiding statements focus on providing high quality of teaching to raise students' global thinking and orientation
3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global thinking and orientation

3.2.2 Sub strategy 2.2 Integrate the school's philosophy and guiding statements focus on teaching and learning of students' interpersonal competency

The procedures are adjusted as follows;

1. Emerge philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' interpersonal competency
2. Utilise the school's philosophy and guiding statements focus on providing high quality of teaching to raise students' interpersonal competency
3. Develop a process and procedure to record and analyse the interpersonal communication achievements of students in conjunction with the school's philosophy and guiding statements

3.2.3 Sub strategy 2.3 Emphasise the school's philosophy and guiding statements focus on teaching and learning to enhance students' cross cultural relationship competency

The procedures are adjusted as follows;

1. Refine philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' cross-cultural relationship competency
2. Utilise the school's philosophy and guiding statements focus on providing high quality of teaching to raise students' cross-cultural relationship competency
3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency

3.2.4 Sub strategy 2.4 Re-examine the school's philosophy and guiding statements focus on teaching and learning of students' technological savvy

The procedures are adjusted as follows;

1. Refine philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' technological savvy
2. Utilise the school's philosophy and guiding statements focusing on providing high quality of teaching to raise to correct use of technology of students
3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy

3.2.5 Sub strategy 2.5 Reinforce the school's philosophy and guiding statements focus on teaching and learning to enhance students' global traits and values

The procedures are adjusted as follows;

1. Refine philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' global traits and values
2. Utilise the school's philosophy and guiding statements focusing on providing high quality of teaching to raise students' global traits and values
3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values

3.3 Main strategy 3 Redevelop the school's curriculum design and implementation to develop students' inherent in global leadership competencies

3.3.1 Sub strategy 3.1 Promote the school's curriculum development and implementation to enhance students' global thinking and orientation

The procedures are adjusted as follows;

1. Review and develop the school's curriculum, leadership programmes and activities to enhance students' critical thinking skill
2. Promote effective teaching approaches to develop students' global thinking and orientation
3. Foster students' leadership and voice by offering channels through which students can develop global thinking and orientation
4. Liaison with governmental agencies and business organisations to support students who demonstrate characteristics of a competent global thinking and orientation expert
5. Implement the systematic process for monitoring and evaluation of students' global leadership achievement in global thinking and orientation

3.3.2 Sub strategy 3.2 Support the school's curriculum and high quality of teaching to enhance interpersonal competency

The procedures are adjusted as follows;

1. Improve global leadership curriculum, programmes, and extracurricular activities which help develop students' interpersonal competency
2. Provide learning activities to increase opportunities for students to communicate effectively in English and their home language
3. Promote effective teaching approaches to develop students' interpersonal competency

4. Implement the systematic assessment methods and criteria of students' global leadership achievement in interpersonal competency

3.3.3 Sub strategy 3.3 Promote the school's curriculum and high quality of teaching to enhance cross-cultural relationship competency

The procedures are adjusted as follows;

1. Provide differentiated in-curricular, co-curricular and extra-curricular activities to increase opportunities for students to work in multi-cultural team
2. Support high quality of teaching for developing students' cross-cultural relationship competency
3. Increase opportunities to use cultural diversity of the school community to enrich students' cross-cultural relationship competency development
4. Develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum

3.3.4 Sub strategy 3.4 Strengthen the school's curriculum and high quality of teaching to enhance technological savvy

The procedures are adjusted as follows;

1. Review and develop the school's global leadership curriculum, programmes, and extracurricular activities in computational thinking and raising awareness of ICT usage to enhance students' technological savvy
2. Implement innovation of teaching strategies and assessment techniques as a continuum process to enhance students' technological savvy
3. Support instructional staff to use the application of instructional technologies to maximise students' learning in a 21st century classroom

4. Liaison with governmental agencies and business organisations to provide channels for students to demonstrate characteristics of technological expertise
5. Develop the systematic assessment methods and criteria for students' global leadership development assessment and evaluation in technological savvy

3.3.5 Sub strategy 3.5 Reinforce the school's curriculum development and implementation to enhance students' global traits and values

The procedures are adjusted as follows;

1. Review and develop the school's curriculum, leadership programmes and activities to address students' global traits and values
2. Implement the school curriculum, leadership programmes and activities to address students' global traits and values
3. Provide high quality teaching staff to teach required skills for developing students' global traits and values
4. Liaison with governmental agencies and business organisations to support students who demonstrate characteristics of global traits and values
5. Implement a systematic process for the monitoring and evaluation of student global leadership achievement in global traits and values

4.4.5 To propose the final draft of international school management strategies according to the concept of developing students' global leadership

The final draft of international school management strategies according to the concept of developing students' global leadership was developed according to the suggestions of experts and stakeholders of international schools. The final draft of strategies is shown on table 54.

Table 54 The final draft of proposed strategies according to the concept of developing students' global leadership

SWOT Matrix	Main strategy	Sub-strategy	Procedures
WO, WT 1. Professional development	1. Reengineer professional development programme to empower staff to develop students' global leadership	1. Redesign the continuous professional development programmes which motivate students in global visioning	1. Develop professional development plan including objectives, methods, procedures and KPIs in relevant to students' self-global visioning development 2. Implement the professional development plans to provide in-service and off campus trainings relating to students' self-mastering and motivation to develop students' global visioning 3. Provide various effective technological resources to support students' self-mastering in developing global visioning 4. Monitor and evaluate the professional development plans to develop students' global visioning
		2. Promote the continuous professional development programmes by integrating advance technology system to support teaching and learning to develop students' global organisation expertise	1. Develop management system for the utilisation of advance technology in teaching and learning of students' global organisation expertise 2. Provide continuous in-service and off-campus trainings relating to students' self-mastering and motivation by using technology to develop students' global organisation expertise 3. Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development 4. Monitor the staff usage of technology to develop instructional skills which support for students' self-global leadership development
		3. Establish a professional learning community focused on improving students' self-mastering in global business expertise	1. Build the continuous professional development programmes focusing on professional learning community to support students' global business expertise 2. Share the school's vision and values which lead to collective commitment of school staff to support students' global business expertise 3. Provide continuous in-service and off-campus trainings to open new ideas

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			and ongoing quest for improvement and professional learning to support students' global business expertise 4. Increase opportunity of staff collaboration to support students' self-mastering and motivation in global business expertise 5. Improve the professional development programmes which support students' global business expertise based on the programme assessment, evaluation, and reflection
		4. Improve the professional performance system to support staff to motivate students' self-determination in developing global traits and values	1. Develop professional development plan including objectives, methods, procedures and KPIs in relevant to students' self-global traits and values development 2. Apply the appraisal system relating to students' self-global traits and values development 3. Implement the professional development plans to provide in-service and off-campus trainings relating to students' self-mastering and motivation to develop students' global traits and values development 4. Evaluate the effectiveness of the professional performance system to support staff to motivate students' self-determination in developing global traits and values
SO, ST 2. School's philosophy and guiding statements	2. Embark school's philosophy and guiding statements to develop future global leaders	1. Incorporate the school's philosophy and guiding statements focus on teaching and learning of students' global thinking and orientation	1. Emerge the school's philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' global thinking and orientation 2. Utilise the school's philosophy and guiding statements focus on providing high quality of teaching to raise students' global thinking and orientation 3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			development in global thinking and orientation
		2. Integrate the school's philosophy and guiding statements focus on teaching and learning of students' interpersonal competency	1. Emerge philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' interpersonal competency 2. Utilise the school's philosophy and guiding statements focus on providing high quality of teaching to raise students' interpersonal competency 3. Develop a process and procedure to record and analyse the interpersonal communication achievements of students in conjunction with the school's philosophy and guiding statements
		3. Emphasise the school's philosophy and guiding statements focus on teaching and learning to enhance students' cross cultural relationship competency	1. Refine philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' cross-cultural relationship competency 2. Utilise the school's philosophy and guiding statements focus on providing high quality of teaching to raise students' cross-cultural relationship competency 3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency
		4. Re-examine the school's philosophy and guiding statements focus on teaching and learning of students' technological savvy	1. Refine philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' technological savvy 2. Utilise the school's philosophy and guiding statements focusing on providing high quality of teaching to raise to correct use of technology of students

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy
		5. Reinforce the school's philosophy and guiding statements focus on teaching and learning to enhance students' global traits and values	1. Refine philosophy and guiding statements of visions, mission, and objective relating to the world's situations, government policies and business and market trends to enhance students' global traits and values 2. Utilise the school's philosophy and guiding statements focusing on providing high quality of teaching to raise students' global traits and values 3. Develop the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values
SO, ST 3. Curriculum development and implementation	3. Redevelop the school's curriculum design and implementation to develop students' inherent in global leadership competencies	1. Promote the school's curriculum development and implementation to enhance students' global thinking and orientation	1. Review and develop the school's curriculum, leadership programmes and activities to enhance students' critical thinking skill 2. Promote effective teaching approaches to develop students' global thinking and orientation 3. Foster students' leadership and voice by offering channels through which students can develop global thinking and orientation 4. Liaison with governmental agencies and business organisations to support students who demonstrate characteristics of a competent global thinking and orientation 5. Implement the systematic process for monitoring and evaluation of students' global leadership achievement in global thinking and orientation
		2. Support the school's curriculum and high quality of teaching to enhance interpersonal competency	1. Improve global leadership curriculum, programmes, and extracurricular activities which help develop students' interpersonal competency 2. Provide learning activities to increase opportunities for students to

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
			communicate effectively in English and their home language 3. Promote effective teaching approaches to develop students' interpersonal competency 4. Implement the systematic assessment methods and criteria of students' global leadership achievement in interpersonal competency
		3. Promote the school's curriculum and high quality of teaching to enhance cross-cultural relationship competency	1. Provide differentiated in-curricular, co-curricular and extra-curricular activities to increase opportunities for students to work in multi-cultural team 2. Support high quality of teaching for developing students' cross-cultural relationship competency 3. Increase opportunities to use cultural diversity of the school community to enrich students' cross-cultural relationship competency development 4. Develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum
		4. Strengthen the school's curriculum and high quality of teaching to enhance technological savvy	1. Review and develop the school's global leadership curriculum, programmes, and extracurricular activities in computational thinking and raising awareness of ICT usage to enhance students' technological savvy 2. Implement innovation of teaching strategies and assessment techniques as a continuum process to enhance students' technological savvy 3. Support instructional staff to use the application of instructional technologies to maximise students' learning in a 21st century classroom 4. Liaison with governmental agencies and business organisations to provide channels for students to demonstrate characteristics of technological expertise 5. Develop the systematic assessment methods and criteria for students' global leadership development assessment and evaluation in technological savvy

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SWOT Matrix	Main strategy	Sub-strategy	Procedures
		5. Reinforce the school's curriculum development and implementation to enhance students' global traits and values	1. Review and develop the school's curriculum, leadership programmes and activities to address students' global traits and values 2. Implement the school curriculum, leadership programmes and activities to address students' global traits and values 3. Provide high quality teaching staff to teach required skills for developing students' global traits and values 4. Liaison with governmental agencies and business organisations to support students who demonstrate characteristics of global traits and values 5. Implement a systematic process for the monitoring and evaluation of student global leadership achievement in global traits and values

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CHAPTER 5
SUMMARY DISCUSSION and RECOMMENDATIONS

This research was aimed to 1) explore the proper conceptual framework of international school management according to the concept of developing students' global leadership 2) study the current and desirable states of international school management according to the concept of developing students' global leadership 3) analyse strengths, weaknesses, opportunities, and threats of international school management according to the concept of developing students' global leadership and 4) develop international school management strategies according to the concept of developing students' global leadership. The population is international schools registered with the Office of Private Education Commission, the Ministry of Education 152 schools in total. The respondents are one of head of international school/ and Thai headmasters/headmistresses, one of students' development lead teacher/ coordinator and one of teachers for each international school. The research instruments are questionnaires for quantitative part, open-ended interview questions for qualitative part and strategy validation form for strategies evaluation. The strategic used for analysing data in this the study is frequency, percentage, mean, standard deviation (S.D.), $PNI_{modified}$ analysis and content analysis for quantitative part. The details of data analysis as follows.

5.1 The summary of the study

5.1.1 The conceptual framework of international school management according to the concept of developing students' global leadership

The conceptual framework of the study entitled International School Management Strategies According to the Concept of Developing Students' Global Leadership is overall at suitable level. The areas of conceptual framework are International school management in School philosophy and guiding statements, Curriculum development and implementation and Professional development to develop 8 student's global leadership competencies; Cross-cultural relationship

competency, Interpersonal competency, Global traits and values, Global thinking and orientation, Global business expertise, Global organisation expertise, Global visioning, and Technological savvy by using the components of youth leadership development; Environmental Conditions and Student's Action.

5.1.2 The current and desirable states of international school management according to the concept of developing students' global leadership

5.1.2.1 The current state of international school management according to the concept of developing students' global leadership, based on the analysis of internal origins, was at high level in philosophy and guiding statements and curriculum development and implementation but professional development was at moderate level. With respect to individual aspect, according to student's leadership development approach, environmental conditions have the highest mean whilst student's action has the lowest mean. Regarding student's leadership competencies, global thinking and orientation has the highest mean, followed by cross-cultural relationship competency, and the lowest mean is global visioning. Regarding international school academic administration, curriculum development and implementation has the highest mean whilst professional development has the lowest mean.

The analysis of external origins suggested moderate level of the current situation of international management in overall, with highest mean for economic situation, followed by social situation, and lowest mean for government policies.

5.1.2.2 The desirable state of international school management according to the concept of developing students' global leadership as shown by the analysis of internal environment was at high level in philosophy and guiding statements and professional development but curriculum development and implementation was at highest level. Considering by individual aspect, according to students' leadership development approach, student's action has the highest mean whilst environmental conditions has the lowest mean. Regarding student's leadership competencies, global thinking and orientation has the highest mean, followed by cross-cultural relationship competency, and the lowest mean is global visioning. Regarding international school

academic administration, curriculum development and implementation has the highest mean whilst professional development has the lowest mean.

The analysis of external origins suggested moderate level of the current situation of international management in overall, with highest mean for economic situation, followed by social situation, and lowest mean for government policies.

5.1.3 Strengths, weaknesses, opportunities and treats of international school management according to the concept of developing students' global leadership

5.1.3.1 The strengths of international school management according to the concept of developing students' global leadership were school's philosophy and guiding statements and curriculum development and implementation.

5.1.3.2 The weakness of international school management according to the concept of developing students' global leadership was professional development.

5.1.3.3 The opportunities of international school management according to the concept of developing students' global leadership were school's philosophy and guiding statements and curriculum development and implementation respectively in the areas of economic factor, technological factor, social factor and political factor respectively.

5.1.3.4 The threats of international school management according to the concept of developing students' global leadership were professional development in the areas of political factor, social factor technological factor, and economic factor respectively.

5.1.4 International school management strategies according to the concept of developing students' global leadership

The international school management strategies were developed in 3 main strategies and 14 sub-strategies as follows.

Main Strategy 1 Reengineer professional development programme to empower staff to develop students' global leadership

Sub Strategy 1.1 Redesign the continuous professional development programmes which motivate students in global visioning

Sub Strategy 1.2 Promote the continuous professional development programmes by integrating advance technology system to support teaching and learning to develop students' global organisation expertise

Sub Strategy 1.3 Establish a professional learning community focused on improving students' self-mastering in global business expertise

Sub Strategy 1.4 Improve the professional performance system to support staff to motivate students' self-determination in developing global traits and values

Main Strategy 2 Embark school's philosophy and guiding statements to develop future global leaders

Sub Strategy 2.1 Incorporate the school's philosophy and guiding statements focus on teaching and learning of students' global thinking and orientation

Sub Strategy 2.2 Integrate the school's philosophy and guiding statements focus on teaching and learning of students' interpersonal competency

Sub Strategy 2.3 Emphasise the school's philosophy and guiding statements focus on teaching and learning to enhance students' cross cultural relationship competency

Sub Strategy 2.4 Re-examine the school's philosophy and guiding statements focus on teaching and learning of students' technological savvy

Sub Strategy 2.5 Reinforce the school's philosophy and guiding statements focus on teaching and learning to enhance students' global traits and values

Main Strategy 3 Redevelop the school's curriculum design and implementation to develop students' inherent in global leadership competencies

Sub Strategy 3.1 Promote the school's curriculum development and implementation to enhance students' global thinking and orientation

Sub Strategy 3.2 Support the school's curriculum and high quality of teaching to enhance interpersonal competency

Sub Strategy 3.3 Promote the school's curriculum and high quality of teaching to enhance cross-cultural relationship competency

Sub Strategy 3.4 Strengthen the school's curriculum and high quality of teaching to enhance technological savvy

Sub Strategy 3.5 Reinforce the school's curriculum development and implementation to enhance students' global traits and values

5.2 The discussion of the study

5.2.1 The conceptual framework of international school management according to the concept of developing students' global leadership

The competencies of global leadership are distributed roughly across the eight competencies covering leadership traits, attributes, values, capabilities and skills of the world's future leader should have. Though the global leadership competencies framework for this study is synthesised from global leadership literature, the competencies are relevant to the 21st century skills (RESouRCE & GuidE, 2008) which are required skills, abilities, and knowledge required for students to master in preparation for success in the 21st century society and workplace. The relevant skills are global awareness, business and organisation literacy, communication and collaboration skills, critical thinking skills, ICT literacy, and life skills including leadership. The global leadership competencies are coherent with the Thais 4.0 who are expected to be capable persons in digital literacy, critical thinking, and entrepreneurial orientation to steer towards the Thailand 4.0 development policy (*The blueprint and implementation: Thailand 4.0 model driving the nation to stability, prosperity, and sustaionability*, 2016). In addition, regarding to the qualitative part of the study, global perspective is global leadership attributes which were frequently discussed by Head of Schools. The other relevant global leadership competencies mentioned by Head of Schools as the school's philosophy, motto, ESLRs, learner profile are entrepreneurial spirits, communicative skills, technological skills, problem solving skills and leadership traits such as intuitiveness and resilience.

Student's Leadership Development entails; 1) Environmental conditions and 2) students' action. Regarding to Van Linden and Fertman (1998), skills and competency development are fundamental to the belief that leaders can be made. According to this respect, it regards to Redmond and Dolan (2016) that having the right environmental conditions through genuine opportunities and capable mentors is necessary for the development of leadership in students. Regarding to students'

action, Redmond and Dolan (2016) discussed that once young persons has the skills and the opportunity to exercise those skills, they then need to move into action. It is relevant to Coyle (2009) that to gain proficiency in any area, they need 'deep practice' to lead them mastering skills set. It also requires persistence and commitment that enable leaders to push on through any challenges despite being in difficulty.

The international school administration components; 1) school's philosophy and guiding statements, 2) curriculum development and implementation, and 3) professional development are coherent to what was stated by Newman, King and Young' Factors influencing school capacity and student achievement figure (2000). The proposed the figure covers the areas of administration framework of the study. It shows the how each academic administration aspect created chain effect to other then finally effect students' achievement. The figure shows school policies and programmes at the bottom which create effect to school's capacity which includes teachers' knowledge, skills and dispositions as well as the strength of the school programmes. The school's capacity directly affects the quality of teaching including curriculum, pedagogy, and assessment which directly affects students' achievement. This research recommended to provide adequate and purposeful professional development trainings for teachers as a strategy for school improvement.

5.2.2 The current and desirable states of international school management according to the concept of developing students' global leadership

The current state of international school management according to the concept of developing students' global leadership, based on the analysis of internal origins, was at the high level in all aspects. Respecting to the findings, international schools in Thailand should be aware of developing students to have characteristics of global citizens which is stated as the school's philosophy, guiding statements, and expected student learning outcomes. Therefore, the school's curriculum design must be aligned with the school's ethos which is supported by continuous professional development in order to maintain a high standard of teaching. This is relevant to the qualitative part of the study, five Head of Schools discussed that the school has already refined the philosophy relating to the awareness of globalised world to develop leadership

attributes for students. As school's philosophy is the heart of everything of the school, this has gone through all areas which school has done. Since school's curriculum is related directly to students' global leadership development, this makes curriculum have the highest mean among the school management components, whilst professional development receives the lowest mean. Professional development programme should be coherent with curriculum and instruction to maintain the high standard of teaching and to retain high quality of teacher workforce. However, Teaching (2009) has discussed the reasons to explain what had prevented teaching staff from participating in more professional development programmes due to the conflicts with work schedule, no suitable professional development, family responsibility, unreasonable expenses, lack of employer support, and no pre-requisites.

With respect to the individual aspect, according to student's leadership development approach, environmental conditions have the highest mean, whilst student's action has the lowest mean. This is because the school has provided many channels for developing students to have global leadership competencies. Regarding this respect, Longo and McMillan (2015) has discussed that global leadership could be developed through global leadership educational programmes. Many institutions have offered global leadership for students, either as a part of school curriculum or as a short training courses. The leadership programmes have been prepared differently according to the nature of the school. The prestigious boy schools in the UK rely on their traditions of leadership training to both help run their schools and train students for the future. Newer initiatives such as Dwight School in New York, Punahou School in Hawaii, Leadership Charter High School in San Francisco and Los Angeles Leadership Academy have crafted a scaffolded-approach that educates all students on leadership while allowing for more advanced experiences for interested and capable students.

Regarding students' global leadership competencies, global thinking and orientation has the highest mean, followed by cross-cultural relationship competency, and the lowest mean is global visioning. For this aspect, global awareness is the initial concept of developing other leadership competencies. As the globalised environment has become more complex than ever, the strategic thinking and cognitive skilled leaders need to make collaboration among a range of different people across the world to

manage conceptualising challenges. Thus, Thailand 4.0 development policy (*The blueprint and implementation: Thailand 4.0 model driving the nation to stability, prosperity, and sustaionability*, 2016) is the national policy to prepare the young generation to become 'Global Thai' in which is coherent to global thinking and orientation competencies. However, students' global visioning competency appears the least in international schools comparing to other leadership components. To create vision, students need to foresight the situations that might happen in the future. This is difficult for those who have less experience or become less trained to cope with the world ahead. At the preparedness stage, students should create problem solving skills on challenging situations.

The education management, corresponding with the economic development policies and the present government's education system reformation strategy are vitally essential. The economic situations have an effect on the attempt to move forward from a middle-income country to a higher-income country. This creates the effect to the nation to develop Thailand 4.0 model, the government's policy with an effort to elevate the human values by developing Thai people as 'The Completed Human for the 21st Century'.

The desirable state of international school management according to the concept of developing students' global leadership as shown by the analysis of internal environment was at high level in philosophy and guiding statements and professional development but curriculum development and implementation is at highest level. This is because all international schools in Thailand have been aware of the world situation ahead, therefore they have to prepare their students to be ready for the future world.

Considering the individual aspect, according to students' leadership development approach, student's action has the highest mean, whilst environmental conditions have the lowest mean. The desirable expectation is related to authentic leadership theory proposed by Kiersch and Peters (2017) which emphasises on the significant characteristics of leaders who are aware of their strengths, their limitations, and their emotions and able to put the mission and the goals of the organisation ahead of their own self-interest. This leadership style is what school has attempted to prepare their

students to be in order to face the challenging world ahead. Developing students to be in action is coherent with the King Bhumibol's initiative 'explosion from within', which means that all things grow from his tacit mindset, knowledge, and inner needs. All necessary actions are to be driven by themselves, not by being encouraged or forced by others.

Regarding external origins, revealing contradiction of students' global leadership competencies, the competencies regarding cross-cultural relationship are the lowest competencies among all competencies.

Although, there are some attempt to expand collaboration between government and private sectors and international schools is Thailand, the collaboration is focused on developing other global leadership competencies

The most explicit collaboration between Thailand government sector and international schools is Thai language and culture course which has constituted progression under the Teachers Council of Thailand. The professional development course was partial requirements for foreign teachers' teaching license. Recently, the Teachers Council of Thailand has made a new policy regarding foreign teachers' teaching license application that there will be no requirements of the Thai culture training for foreign teachers to apply teachers' teaching license. Thus, the 20-hour Thai culture course would be done by choice of international schools. Therefore, the explicit collaboration between external sectors and international schools regarding cultural aspects was cut off. Foreign teachers would learn Thai culture by their experiences living in Thailand without support from external organisations.

5.2.3 Strengths, weaknesses, opportunities and threats of international school management according to the concept of developing students' global leadership

According to the findings, the strengths of international school management according to the concept of developing students' global leadership are school's philosophy and guiding statements and curriculum development and implementation. International schools in Thailand refine their philosophy relating to the respect of global awareness and multiculturalism due to the nature of school which is diverse. Moreover,

international schools in Thailand receive accreditation recommendation form international accreditation agencies to adjust the policies relating to global aspects and global citizenship. This affects the school curriculum design and implementation. In regard to students' leadership development, environmental conditions are the strengths. According to the qualitative part of this study. The Head of Schools stated that the school provide many activities suitable for all student levels to enhance leadership attributes and skills of students. The suggested activities are sport activities, creative activities, student community service, international awards, student council and student projects relating to the 21st century world situations. This is coherent with literature reviewed on global leadership programmes that are taking place around the world. The Global Leadership Academy at Dwight School helps support students to learn leadership models and team building strategies. Those skills are necessary for shaping the leader for the global world in the future. At Punahou School in Hawaii, Global Education is integrated into the school curriculum. Students learn skills and perspectives that help them become lifelong, active participants in global community, whilst also promoting an appreciation of cultural diversity and global responsibility. Moreover, Global Leadership Programme at Oxford Royale Academy, students will experience the key issues faced by global leaders today and the future and the ways in which changing social, political and economic conditions shape the role a leader. Students could Students also develop the vital skills needed for success in global leadership positions including debating, general communication skills, intellectual awareness, and analytical skills.

The findings discussed that the weaknesses of international management strategies according to the concept of developing students' global leadership is professional development. Regarding to international school management framework, professional development has less attention among the school management components, yet it is important to maintain quality of teaching and learning in school. Moreover, professional development programmes offered by school mainly focus on curriculum, instruction and assessment, leaving students' leadership development at the least consideration. Though most of international schools in Thailand, pay attention on students' leadership development or necessary competencies of global leaders as

committed on school's policies, professional development programmes for staff still do not meet the demand.

Regarding students' global leadership competencies, global visioning, global organisation expertise, global business expertise, and global traits and values are the weaknesses. Respect to global organisation and global business expertise, students gain knowledge of organisation and business only through theory learning from business and economic subjects. Students seldom have a chance to have real experiences in business and organisation. To gain experiences in organisation, school should provide opportunities for students through a variety of workshops, discussions and activities so that they will practice organisation expertise through effective teamwork, communication among their team and public speaking. For global business expertise, school should encourage students to have entrepreneurial spirit by providing the action plan projects or work experiences regarding to business literacy in either school-based, community-based or national/ international-based settings.

According to the findings, the opportunities of international school management according to the concept of developing students' global leadership are economic factor, technological factor, and social factor. The factors regarding to these findings are because Thailand has continuously been improving its economic model until the present Thailand's economic structure 'Thailand 4.0' Under prime minster Prayut Chan-o-cha, Thailand is focusing on becoming a value-based and innovation-driven economy by moving from producing commodities to innovative products; emphasising on promoting technology, creativity, and innovation in focused industries; and from a production-based to a service-based economy. Social factor is one of opportunities for international school management according to the concept of developing students' global leadership. Since the world today is flatted, dynamic, and challenges for world's citizens, to be able to compete with others, Thai citizens should enhance the competitiveness of Thai entrepreneurs and Thai products as they move into the global market and create trade opportunities. This is coherent to Trongtorgarn (1997) discussion that the philosophy and objectives of international schools are consistent with the changing situations in current Thai society as well as in the near future, when the economic development is highly increasing due to the Thai government's

strategies in promoting Thailand as a hub of South East Asian countries. Therefore, it is compulsory to develop Thai people to be highly competent to survive in extremely competitive environment. The education management corresponding with the economic development policies and the present government's education system reformation strategy are vitally essential. The education management as conducted in an international school can demonstrate an important role in the development of Thai society in various aspects. Moreover, Technological advancement and implementation will support Thailand in becoming a regional digital hub for innovation, with a pool of world-class digital talented human capital who will continuously launch new digital products and services.

According to the findings, the threat of international school management according to the concept of developing students' global leadership is political factor. Most of international schools in Thailand refine their curriculum planning, teaching and learning methods, learning assessment, and student's outcomes to reach to world-class standard. Since international schools in Thailand also serve students from all over the world, they must keep world-class schooling and internationalism as the main focus of the schools. Moreover, international schools in Thailand must receive accreditation from international agencies. The expectation towards international schools in Thailand should be at the same standard as the other international schools around the world, undoubtedly world-class standard. Therefore, the academic management of international schools in Thailand has met the requirement, likewise, has gone beyond the expectation of Thailand's government policies. On the other hand, Thailand's government policies have restrained the operation of international schools. Moreover, international schools in Thailand do not receive widely supports from the country's government especially professional development trainings. In addition, the attempt of incorporation between international schools and government agencies is less.

5.2.4 International school management strategies according to the concept of developing students' global leadership

The initiated strategies are proposed for being international school management approaches to develop students' global leadership competencies since this is the

fundamental responsibility of academic institutions to guide the development of the next generation of capable leaders and the institutions should do through high-quality and multidisciplinary approaches. This is related to Connaughton et al. (2003) discussion on students' leadership development that the leadership development programmes at institutions should be more proactive and systematic in the leadership education efforts. School should collect and analyse the various perspective on leadership, identify the necessary competencies to the practice in various contexts, and determine the appropriate pedagogical methods by which theories and competencies can be taught and learn best. Thus, School must develop strategies on student's leadership development.

The concern regarding strategies to cope with political aspect which is threat of this study is highlighted on curriculum development and implementation strategies. Since the possible collaboration of government sector and international institutions is to support students who demonstrate the characteristic and competent of leaders, this could be done through competition and awarding by government sectors. Another concern regarding political policies is though government policies are threats to international school management, international institutions could not draw strategies to cope with this threat especially on professional development strategies. Though, the government assigned foreign teachers to attend Thai language and culture course, the policies regarding the foreign teacher training keep changing. Recently, international schools who wish to provide professional development regarding Thai culture to their expatriate teachers would voluntarily initiate their training courses. Therefore, to cope with weaknesses of international institutions and external factors especially political factor could be done through other aspects of collaboration especially curriculum and implementation.

The result of this objective is the final of proposed strategies comprise of 3 main strategies and 14 sub strategies.

The main strategy 1 *'Reengineer professional development programme to empower staff to develop students' global leadership'* comprises of 4 sub strategies; 1) Redesign the continuous professional development programmes which motivate students in global visioning, 2) Promote the continuous professional development programmes by

integrating advance technology system to support teaching and learning to develop students' global organisation expertise, 3) Establish a professional learning community focused on improving students' self-mastering in global business expertise, and 4) Improve the professional performance system to support staff to motivate students' self-determination in developing global traits and values.

The first strategy is proposed to support staff continuous development which is clearly indicated on accreditation standard and criteria (Council of International Schools, 2010; Western Association of Schools and Colleges, 2014). The high quality of professional development programmes would be immensely beneficial for schools in overall. This is in regard to Newmann et al. (2000) research that professional development affects the capacity of schools and students' achievement at the end. Yet, the result of this study shows that professional development becomes the most critical area that schools need to improve. Thus, to restructure professional development programme of school would be the solution to empower staff to be able to deliver global leadership competencies to students. This is relevant to strategic plans regarding students' leadership development proposed by educational institutions (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016; *Strategic Plan 2015-2020* 2015; *Student Affairs Strategic Plan*, 2013; *Student Development Strategic Plan*, 2013).

The most relevant students' leadership strategic plans of educational institution to this study were revealed on UC Davis's strategic plans for academic year 2012-2013 (*Student Affairs Strategic Plan*, 2013). The plans emphasise on the significance of professional development of staff as stated on the plans that 'To commit to and provide ongoing training to increase multicultural competence within Student Affairs staff'. The others relevant plans regarding the study findings on sub-competencies and procedures for professional development of staff are 'Provide education and share best practices for responding to behaviour that is contrary to the Principles of Community', 'Utilise best practices for recruiting and retaining a diverse, experienced, and culturally competent staff that is reflective of the student population', and 'Support professional development on- and off-campus, including: providing professional development funding defined process for accessing funds, coordinating cross-department trainings'.

The other aspect of professional development strategy is professional learning community focusing on improving students' self-mastering in global business expertise. Since most parents of international school are local and expatriate business persons who are expertise in business, school could find opportunity to found the parent-teacher community to develop students in this aspect. This is relevant to the Office of Student Leadership Development (OSLD) at Lehigh University (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016) who stated the strategic plan relating to professional learning community by stages; 1) Immediate Strategic Action Stage - Connect with and provide faculty who are meaningfully engaged in leadership focused research and pedagogy an opportunity to dialog, 2) Two – Four Year Strategic Action Stage - Construct opportunities for students, faculty, staff members and alumni to engage in intentional mentoring & coaching experiences and dialog around leadership skills, and 3) Four – Six Year Strategic Action Stage - Build a network of university constituents (alumni, staff, faculty, Student Affairs Board of Trustees members etc.) with accurate knowledge of OSLD programs allowing them avenues to meaningfully engage with OSLD curriculum and initiatives as relevant to each individual.

The main strategy 2 *'Embark school's philosophy and guiding statements to develop future global leaders'* comprises of 5 sub strategies; 1) Incorporate the school's philosophy and guiding statements focus on teaching and learning of students' global thinking and orientation, 2) Integrate the school's philosophy and guiding statements focus on teaching and learning of students' interpersonal competency, 3) Emphasise the school's philosophy and guiding statements focus on teaching and learning to enhance students' cross cultural relationship competency, 4) Re-examine the school's philosophy and guiding statements focus on teaching and learning of students' technological savvy, and 5) Reinforce the school's philosophy and guiding statements focus on teaching and learning to enhance students' global traits and values.

The second strategy is proposed to support the precision of school's philosophy in international school management. Even though the strategies regarding philosophy and guiding statements should become the last strategies to be drawn according to the priority need analysis, philosophy is the most important aspect of the school. School philosophy and guiding statements are commitments that reflect the life of institutions

and must be ensure that the school policies should be embarked though all areas of institution.

Since school's philosophy is the heart and foundation which guide schools to suitable direction, the school policies must have gone through all areas which school has done (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016; School, 2015; *Student Affairs Strategic Plan*, 2013; Trongtorgarn, 1997). Although, most of relevant strategies of educational institution regarding precision and utilisation of philosophy and guiding statements are less found, the institution's core philosophy, vision, and mission of leadership were drawn relevantly to guide the new internal strategic plan (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016). This is also relevant to Dayton University 'STUDENT DEVELOPMENT STRATEGIC PLAN' (*Student Development Strategic Plan*, 2013). The strategic plan was developed regarding to the university goals to 'exhibit practical wisdom and practice servant leadership' as they integrate personal and social responsibility with academics and faith'. This is coherent with UC Davis Strategic plan for student development for academic year 2012-2013 (*Student Affairs Strategic Plan*, 2013). The strategies were drawn regarding to the University Chancellor's Vision of Excellence which embracing global issues is one of the goals for the campus. Therefore, the university proposed the strategic plan regarding to philosophy and guiding statement that 'Develop division-wide goals, learning outcomes, and assessment plan' which is relevant to the procedures of this study that to refine, implement, and assessment of philosophy.

The accreditation agencies have great impact on refining of school's philosophy and guiding statements (Council of International Schools, 2010; Western Association of Schools and Colleges, 2014). Western Association of Schools and Colleges (2014) has stated broadly that school should establish a clear vision and mission that reflects the beliefs and philosophy of the institution, then adopt it to school-wide learner outcomes that form the basis of the educational programme for every student, whilst Council of International Schools (2010) has specified on internationalism or interculturalism in education should be committed throughout the life of the institution and foster desirable traits which impact upon all students.

The strategies regarding environmental conditions as strengths of international schools revealed on the processes of procedures of the school philosophy strategy. To implement environmental conditions on the strategy procedures, this could be done via the procedures that school's philosophy and guiding statements should focus on providing high quality of teaching to raise students' global leadership competencies.

The main strategy 3 'Redevelop the school's curriculum design and implementation to develop students' inherent in global leadership competencies' comprises of 5 sub strategies; 1) Promote the school's curriculum development and implementation to enhance students' global thinking and orientation, 2) Support the school's curriculum and high quality of teaching to enhance interpersonal competency, 3) Promote the school's curriculum and high quality of teaching to enhance cross-cultural relationship competency, 4) Strengthen the school's curriculum and high quality of teaching to enhance technological savvy, and 5) Reinforce the school's curriculum development and implementation to enhance students' global traits and values.

Regarding to the last strategy, continuous development of school curriculum could make the goal of developing students as future global leaders achievable. As stated by Connaughton et al. (2003), leadership could be taught and learnt in school, therefore the proposed strategies and approaches for this study are relevant to student leadership development theories and policies.

Discussing on student leadership development theories, it shows the coherence between the proposed strategies, procedures, and theories. Regarding to instructional approaches (Heifetz, 1994; Klau, 2006) integrative and interdisciplinary approaches (Owen, 2015), Leadership Identity Developing (Susan R Komives et al., 2005), and 4-H Youth Development (Kress, 2004), these theories support that school could process students' leadership development in various aspects, from providing leadership lessons to mentoring and coaching students to express their leadership competencies in various contexts. To make it happen successfully, many institutions have proposed the proactive approaches in order to develop student' leadership attributes and skills.

The strategies regarding environmental conditions as strengths of international schools revealed on the processes of procedures of the curriculum strategy. To involve environmental conditions on the strategy procedures, this could be done through the

design of curriculum and leadership programmes, providing leadership activities, and offering channels for students to demonstrate global leadership competencies.

The proposed strategies and procedures regarding to curriculum development and implementation are coherent with strategic plans on student leadership development at Lehigh University (*Reconstruct the Construct: A Strategic Plan for 2016*, 2016). Discuss on the university's Four – Six Year Strategic Action Stage, the university proposed his strategy that he would 'Engage in and support a "global leadership experience" for students' which comprises of three procedures; 1) Initiate discussions surrounding of a campus wide which the Assistant Dean for Student Leadership Development would be a part of the leadership advisory committee, 2) Expand OSLD staffing to include one additional coordinator level professional or an academic coordinator for interdisciplinary course initiatives and 3) Initiate discussions about the prospects of an interdisciplinary leadership minor that cuts across all colleges and majors. Moreover, the utilisation of technology to enhance student leadership learning mentioned in the findings on the proposed strategies of this study is relevant to UC Davis's strategic plans for academic year 2012-2013 (*Student Affairs Strategic Plan*, 2013) which stated on his strategy that 'Adopt appropriate technology that enhances student services and administrative productivity, considering division-wide implementation when beneficial'.

The procedures of proposed strategies of this study applied management procedures (planning, implementation, and evaluation) which are related to the process of strategic plan for developing students' leadership proposed by the Student Activities and Leadership Programs (SALP) (*Strategic Plan 2015-2020* 2015) at Portland State University. The proposed strategic plan focused on areas which are; 1) badge system, 2) mentor programmes, 3) student employees, 4) leadership society, and 5) online leadership learning module within five-year action plans. Each year, the plans are developed by stages; 1) begin conversation, 2) design, 3) pilot, 4) revise and implement, and 5) add which is coherent with management procedures.

The coherence between the initiated strategies for this study and strategic plans regarding to develop students' leadership in academic institution around the world emphasising on the finding that the institutions should refine their institution's

philosophy and policies as a guideline to indicate the expect characteristics and outcomes of leaders for the future. Respecting process of students' leadership develop, there are varied methods and processes due to the stage of readiness of school. The strategies could be planned in phases or stages corresponding with the nature of school. Finally, supporting professional development of staff will continue the high quality of teaching and learning.

5.3 Recommendations of the study

This research on international school management according to the concept of developing students' global leadership provided 2 major aspects of recommendations; recommendations for utilisation of research result, and recommendations for further research as in the following details.

5.3.1 Recommendations for utilisation of the research results

5.3.1.1 International schools in Thailand and others types of schools which have similar context of school curriculum such as English and International Programme schools can utilise the findings of this study as the following aspects;

1. The schools can apply the conceptual framework of this study as a base theory for school management according to the concept of students' global leadership development in general and specific aspects. The aspects of the study framework could be further applied on school survey or checklist to explore or assess how school is managed to develop global leadership competencies of students.

2. The senior management administrators of international schools and English or International Programme public schools can apply the initiated strategies and procedures as proactive approaches to redesign the school's philosophy, strengthen the school curriculum, and reform professional development in order to enhance global leadership of students. The administrators should inform the proposed strategies to all stakeholders of schools and assign designated persons to oversee the implementation of strategies.

3. Leadership coordinators and teachers of international schools and English or International Programme public schools can follow the procedures of the proposed strategies by redesign of their teaching and learning and other academic functions in

schools that help enhance students' global leadership. Furthermore, teachers should propose expected professional development trainings regarding students' global leadership to schools.

This is coherent with the findings that the strengths of international school management according to the concept of developing students' global leadership were school's philosophy and guiding statements and curriculum development and implementation. By all means, international school students will be developed in terms of characteristics, knowledge and skills to become an effective global leader in the future.

5.3.1.2 The government sectors, for instance, the Ministry of Education and the Office of Private Education Commission could utilise the finding of this study to develop the national policies regarding the development of the Thais 4.0.

1. The government policy makers could analyse the characteristics of global leaders proposed on the framework of this study to determine the expected characteristics of the Thais 4.0.

2. The government policy makers could stipulate the national policies and approached to develop students' global leadership characteristics. The policies could be applied with in government schools by adjusting the proposed strategies of this study to be suitable for schools.

3. The government policy makers should seek for collaboration between governments sectors and international schools by observing best management practice of international schools in developing students' global leadership competencies. The government sectors and international schools could also promote collaboration in professional development training by cooperating professional development resources.

5.3.1.3 Academic sectors including the university's School of Education and academic institutions can apply the findings of this study to improve the academic status in the school administration field especially on students' leadership development. Regarding to the findings, students' self-leadership initiation has the lowest mean on current state, yet it has the highest mean on desirable state.

Therefore, developing students' self-leadership initiation becomes interesting area to develop further study.

5.3.2 Recommendations for further research

Based on the above-mentioned findings and discussion, to attain the goal of developing student's global leadership in international school and to extend the result of the current research, further research issues are recommended below.

5.3.2.1 The further research should be conducted to propose a high-quality leadership model or programmes to be implemented within international schools in Thailand using qualitative research approach especially on professional development which supports students' global leadership development, since the findings revealed that professional development was the weak area of international school management according to the concept of developing students' global leadership. To discover the proper professional development management processed by international schools in Thailand would benefit to students' global leadership development.

For this study, qualitative research approach has done through interviewing the Head of International Schools, however the main focus of the study is to conduct the students' global leadership development strategies rather than studying on students' leadership development itself. This study generally focuses on study the current and desirable state of international school management approaches to develop students' global leadership.

5.3.2.2 The further research should be deeply conducted on the development of specific global leadership competencies especially technological savvy and technological leadership since technological literacy could be divided into two part, technological using expertise and technological developing expertise and this is the most mentioned students' global leadership competency throughout the study.

For this study, it seems to explore the overview of students' global leadership competencies rather than examining by their individual types.

5.3.2.3 The further research should be deeply conducted on developing model of cooperation between international institutions in Thailand and government sectors to develop policies which enhance students' global leadership competencies. This is

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relevant to the findings of this study that political factor is the threat of international school management especially on professional development of teaching staff to help develop students' global leadership.

For this study, seeking for collaboration between international schools and government agencies is only stated on the strategy procedures.

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APPENDIX

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APPENDIX A

RESEARCH INSTRUMENTS

1. The Experts' Validation of Conceptual Framework
2. Research Questionnaire
3. Interview Questions
4. The Strategy Evaluation Form

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The Experts' Validation of Conceptual Framework

เรื่อง กลยุทธ์การบริหารโรงเรียนนานาชาติตามแนวคิดการพัฒนานักเรียนให้มีภาวะผู้นำระดับโลก

Title INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP

.....

Instruction : 1) The experts' validation of conceptual framework of the study entitled "International School Management Strategies According to the Concept of Developing Students' Global Leadership" uses the index of item-objective congruence (IOC). The experts rate the components of the conceptual framework which are or are not proper for developing research instruments by giving the components a rating as follows.

+1 The conceptual framework component is clearly suitable for the study

0 The conceptual framework component is unclearly suitable for the study

-1 The conceptual framework component is clearly not suitable for the study

2) Related documents for consideration

- Attachment 1 The experts' validation of the conceptual framework
- Attachment 2 shows the details of the sources of the conceptual framework and the synthesis of the conceptual framework of the study
- Attachment 3 shows background of the study, research questions, objectives of the study, and significance of the study
- Attachment 4 shows definition of terms of the conceptual framework of the study

For any inquiries, please contact Nudtavadee Sapaprot

Tel: 094-1459828Email: Nudtavadees@gmail.com

Part 1 General information of the expert

Please fill in all requirement fields in English

Academic Title.....

First name.....Middle name.....Last name.....

Highest degree.....Name of institution.....

Current position..... Name of institution.....

Contact details (E-mail, Tel).....

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<u>Part 2</u> The index of item-objective congruence (IOC) evaluation of the conceptual framework

Please evaluate content validity of each component of the conceptual framework by giving the components a rating as follows.

+1 The conceptual framework component is clearly suitable for the study

0 The conceptual framework component is unclearly suitable for the study

-1 The conceptual framework component is clearly not suitable for the study

Table 1 The areas of academic administration in international school

The areas of academic administration	**The consideration**			Comments
	clearly suitable (+1)	**unclearly suitable (0)**	**clearly not suitable (-1)**	
1. School's philosophy and guiding statements	.....	.....	.....	
2. Curriculum development and implementation	.....	.....	.....	
3. Professional development	.....	.....	.....	
4. Others (please specify)				

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Table 2 The components of global leadership

The components of global leadership	The consideration			Comments
	clearly suitable (+1)	unclearly suitable (0)	clearly not suitable (-1)	
1. Cross-cultural relationship competency	.....	.....	.....	
2. Interpersonal competency	.....	.....	.....	
3. Global traits and values	.....	.....	.....	
4. Global thinking and orientation	.....	.....	.....	
5. Global business expertise	.....	.....	.....	
6. Global organisation expertise	.....	.....	.....	
7. Global visioning	.....	.....	.....	
8. Technological savvy	.....	.....	.....	
9. Others (please specify)				

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Table 3 The core components and sup components of global leadership

The core components and sup components of global leadership	The consideration			Comments
	clearly suitable (+1)	unclearly suitable (0)	clearly not suitable (-1)	
1. Cross-cultural relationship competency				
1.1 Understanding other culture	.....	.....	.....	
1.1.1 Appreciating cultural diversity	.....	.....	.....	
1.2 Intercultural skills	.....	.....	.....	
1.2.1 Foreign language skill	.....	.....	.....	
1.2.2 Cross-cultural communication	.....	.....	.....	
	.....	.....	.....	
1.3 Multicultural collaboration				
1.3.1 Ability to work in cultural team	.....	.....	.....	
1.3.2 Cross cultural employee management	.....	.....	.....	
1.3.3 Applying ethical standard in multiple culture	.....	.....	.....	
	.....	.....	.....	
1.4 Cultural Literacy	.....	.....	.....	
1.4.1 Proud ancestor				
1.4.2 Inquisitive	.....	.....	.....	
internationalist	.....	.....	.....	
1.4.3 Respectful	.....	.....	.....	
modernizer	.....	.....	.....	
1.4.4 Cultural bridger				
1.4.5 Global capitalist	.....	.....	.....	
2. Interpersonal competency	.....	.....	.....	
2.1 Interpersonal skill				
2.1.1 Mindful communication	.....	.....	.....	
	.....	.....	.....	
2.1.2 Creating and building trust	.....	.....	.....	
2.2 Relationship management	.....	.....	.....	
2.2.1 Community building	.....	.....	.....	

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The core components and sup components of global leadership	The consideration			Comments
	clearly suitable (+1)	unclearly suitable (0)	clearly not suitable (-1)	
2.2.2 Conflict management and negotiation	.....	.....	.....	
	.....	.....	.....	
	.....	.....	.....	
2.3 Team oriented				
2.3.1 Team collaboration and integration	.....	.....	.....	
	.....	.....	.....	
2.3.2 Diplomatic				
2.3.3 Managing virtual team	.....	.....	.....	
	.....	.....	.....	
2.3.4 Coaching for team performance	.....	.....	.....	
	.....	.....	.....	
2.4 Influencing				
2.4.1 Motivation and rewarding	.....	.....	.....	
	.....	.....	.....	
2.4.2 Empowering others	.....	.....	.....	
2.4.3 Developing others	.....	.....	.....	
2.4.4 Sharing leadership	.....	.....	.....	
3. Global traits and values	.....	.....	.....	
3.1 Traits	.....	.....	.....	
3.1.1 Humility	.....	.....	.....	
3.1.2 Resilience	.....	.....	.....	
3.1.3 Inquisitiveness	.....	.....	.....	
3.1.4 Optimistic	.....	.....	.....	
3.1.5 Energetic	.....	.....	.....	
3.1.6 Maturity	.....	.....	.....	
3.1.7 Emotional stability	.....	.....	.....	
3.1.8 Persistence	.....	.....	.....	
3.1.9 Problem solving	.....	.....	.....	
3.1.10 Decision making				
3.2 Values				
3.2.1 Integrity	.....	.....	.....	
3.2.2 Accountability	.....	.....	.....	
3.2.3 Openness and intellect	.....	.....	.....	
	.....	.....	.....	
3.2.4 Gratitude	.....	.....	.....	
	.....	.....	.....	

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The core components and sup components of global leadership	The consideration			Comments
	clearly suitable (+1)	unclearly suitable (0)	clearly not suitable (-1)	
4. Global cognitive and orientation	.....	.....	.....	
4.1 Global mindset				
4.1.1 Global mindedness	.....	.....	.....	
4.1.2 Local mindedness	.....	.....	.....	
4.2 Thinking agility	.....	.....	.....	
4.2.1 Managerial agility	.....	.....	.....	
4.2.2 Cognitive complexity	.....	.....	.....	
4.2.3 Critical thinking				
5. Global business expertise	.....	.....	.....	
5.1 Global business savvy				
5.1.1 Business literacy	.....	.....	.....	
5.1.2 Entrepreneurial spirit				
5.2 Stakeholder orientation	.....	.....	.....	
5.2.1 Customer orientation				
6. Global organisation expertise	.....	.....	.....	
6.1 Total organisational acumen				
6.1.1 Building partnerships and alliances	.....	.....	.....	
6.1.2 Managing in a matrixed organisation	.....	.....	.....	
	.....	.....	.....	
7. Global visioning				
7.1 Change agentry and visionary	.....	.....	.....	
7.1.1 Create sense of urgency	.....	.....	.....	
7.1.2 Form strategic vision and initiatives	.....	.....	.....	
	.....	.....	.....	
7.1.3 Enlist volunteer army				
7.1.4 Enable action by removing barrier	.....	.....	.....	
7.1.5 Generate short-term wins	.....	.....	.....	
7.1.6 Sustain acceleration	.....	.....	.....	
7.1.7 Institute change				
8. Technological savvy	.....	.....	.....	
8.1 Technology mastery				

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The core components and sup components of global leadership	The consideration			Comments
	clearly suitable (+1)	unclearly suitable (0)	clearly not suitable (-1)	
8.1.1 Managing innovation in multicultural settings 8.1.2 Managing of social network technology 8.1.3 Managing of latest advances in virtual technology				

Table 4 The students' leadership development approach

The students' leadership development approach	The consideration			Comments
	clearly suitable (+1)	unclearly suitable (0)	clearly not suitable (-1)	
1. Environmental conditions 1.1 Authentic opportunity 1.2 Mentor access **2. Students' action** 2.1 Mastering 2.2 Motivating 3. Others (please specify)	....	....	....	

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Comments

.....

.....

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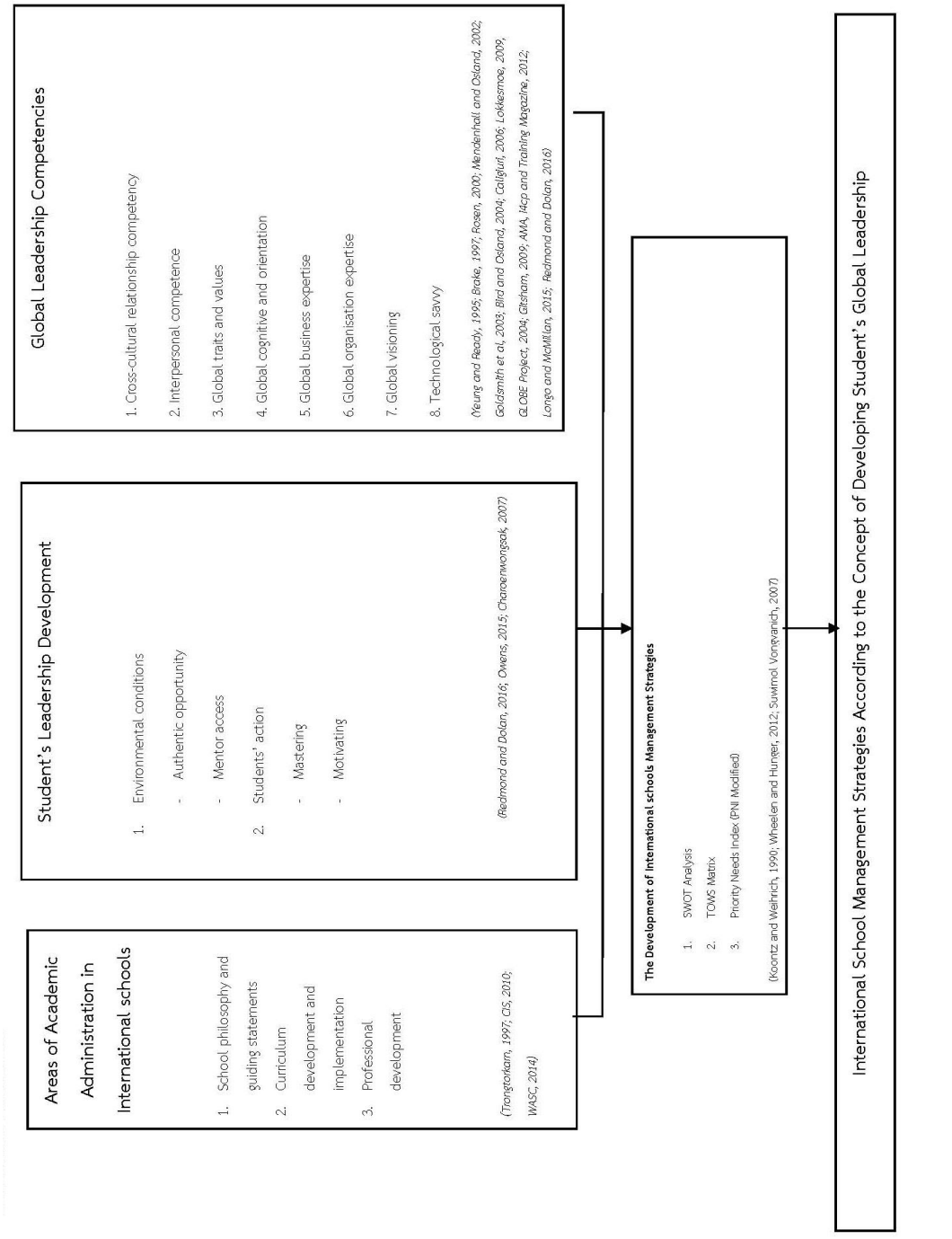
Conceptual Framework



INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP QUESTIONNAIRE

This questionnaire was compiled as part of a Ph.D. dissertation entitled "INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP" conducted by Ms. Nudtavadee Sapaprot, a doctoral student in Educational Administration at Chulalongkorn University, Bangkok, Thailand.

The present research aims to study the current and desirable states of international school management for developing students' global leadership in order to further develop international school management strategies for developing students' global leadership for international school.

This questionnaire consists of three parts.

Part 1 General information of schools and respondents concentrates on your background information.

Part 2 The current state and desirable states of international school management according to the concept of developing students' global leadership focus on areas of academic administration in international schools which demonstrate a commitment of school to students' global leadership development in eight competencies using environmental conditions and students' action methods as students' leadership development.

Part 3 Suggestions for international school management according to the concept of developing students' global leadership

The questionnaire is comprised of 12 pages and 54 questions. This is expected that you will need 20-30 minutes to complete this questionnaire.

Ethical concerns and namely survey participant's confidentiality are strictly observed in this study. There are no anticipated risks or discomforts that you can expect from this study. You may refuse to answer the questions that you do not want to answer. The researcher may contact you for further inquiries (if necessary)

Please complete the questionnaire by Friday 17th of February, 2017.Your attitudes and opinions of the school are critical to the success of the study. I recognise the value of your time, and sincerely appreciate your effort.

If you have any questions, comments or concerns about the research, please contact Ms. Nudtavadee Sapaprot at 094-1459828 or at nudtavadees@gmail.com

INTERNATIOANL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP QUESTIONNAIRE

Part 1 General information of schools and respondents

Instruction Please answer the following questions

General information of respondents

1. Gender ☐ 1) male ☐ 2) female

2. Age (Over 6 months is counted as 1 year)

☐ 1) below 30 years old ☐ 2) 31-40 years old

☐ 3) 41-50 years old ☐ 4) more than 50 years old

3. Highest degree

☐ 1) Bachelor's degree ☐ 2) Master's degree

☐ 3) Doctoral degree ☐ 4) Other (Please specify).....

4. Position

☐ 1) Head of School/ Deputy Head of School

☐ 2) Head of Pastoral/ Student Leadership Coordinator

☐ 3) Teacher

5. Working experience (Over 6 months is counted as 1 year)

☐ 1) 1-5 Years ☐ 2) 6-10 Years

☐ 3) 11-15 Years ☐ 4) 16-20 Years

☐ 5) More than 20 Years

General information of schools

6. The school's curriculum system

☐ 1) British Curriculum ☐ 2) American Curriculum

☐ 3) International Baccalaureate (IB) ☐ 4) Other (Please specify).....

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership

Instruction Please rate each statement item which reflects your opinion regarding the current state and desirable state of the international school management according to the concept of developing students' global leadership comprising 3 areas of academic administration in international school; 1) School philosophy and guiding statements, 2) Curriculum development and implementation and 3) Professional development in order to develop students' global leadership in 8 competencies; 1) Cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning and 8) Technological savvy using students' leadership development as a developmental process comprising; 1) Environmental conditions and 2) Students' action by the rating below;

5 means - Strongly agree with the current state
- Very important for the desirable state

4 means - Agree with the current state
- Important for the desirable state

3 means - Neutral for the current state
- Neutral for the desirable state

2 means - Disagree with the current state
- Not important for the desirable state

1 means - Strongly disagree with the current state
- Not important at all for the desirable state

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
Item	School philosophy and guiding statements											
7	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have cross-cultural relationship competencies;											1.1.1
	1) Appreciating cultural diversity											1.2.1
	2) Being capable of foreign language skills											1.2.2
	3) Having cross-cultural communication skills											1.3.1
	4) Being capable of working with cross-cultural teams											1.3.2 1.3.3
	5) Applying ethical standards in multiple culture											1.4.1
	6) Valuing national background and being confident in country's culture											1.4.2
	7) Learning and making cross-cultural connections											1.4.3
	8) Being aware of cultural strengths and weaknesses											1.4.4 1.4.5
	9) Encouraging cultural diversity											
	10) Taking responsibility of contribution to the well-being of community and the society as a whole											
8	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have interpersonal competencies;											
	1) Communicating with compassion, kindness and awareness											2.1.1
	2) Creating and building trust											2.1.2
	3) Building relationship within community											2.2.1
	4) Managing conflicts											2.2.2
	5) Coaching the team for best performance											2.3
	6) Motivating others and rewards given											2.4.1

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	7) Increasing the capacity of individuals and groups 8) Distributing leadership responsibility to others											2.4.2 2.4.3 2.4.4
9	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global leadership traits and value; 1) Being humble 2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude											 3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.7 3.1.8 3.1.9 3.1.1 0 3.2.1 3.2.2 3.2.3 3.2.4 3.2.5
10	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global leadership thinking and orientation; 1) Global mindedness 2) Quick thinking 3) Critical thinking											 4.1 4.2.1 4.2.2 4.2.3

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
11	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having the entrepreneurial spirit 3) Focusing on the changing wants and needs of customers											5.1.1 5.1.2 5.2.1
12	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global organisation expertise; 1) Building partnerships and alliances 2) Managing horizontal organisation											6.1.1 6.1.2
13	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have a global vision; 1) Encouraging a sense of urgency for change 2) Forming and initiating a strategic vision 3) Involving others for change 4) Removing barriers of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine											7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.1.7
14	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	students to practice technological savvy for global leadership;											
	1) Managing innovation in multicultural settings											8.1.1
	2) Managing social network technology											8.1.2
	3) Managing latest advances in virtual technology											8.1.3
15	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise cross-cultural relationship competencies;											
	1) Appreciating cultural diversity											1.1.1
	2) Being capable of foreign language skills											1.2.1
	3) Having cross-cultural communication skills											1.2.2
	4) Being capable of working with cross-cultural teams											1.3.1 1.3.2
	5) Applying ethical standards in multiple culture											1.3.3 1.4.1
	6) Valuing national background and being confident in country's culture											1.4.2
	7) Learning and making cross-cultural connections											1.4.3
	8) Being aware of cultural strengths and weaknesses											1.4.4 1.4.5
	9) Encouraging cultural diversity											
	10) Taking responsibility of contribution to the well-being of community and the society as a whole											
16	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise interpersonal competencies;											2.1.1
	1) Communicating with compassion, kindness and awareness											2.1.2
	2) Creating and building trust											2.2.1
	3) Building relationship within community											2.2.2
	4) Managing conflicts											2.3

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	5) Coaching the team for best performance											2.4.1
	6) Motivating others and rewards given											2.4.2
	7) Increasing the capacity of individuals and groups											2.4.3
	8) Distributing leadership responsibility to others											2.4.4
17	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global leadership traits and value;											3.1.1
	1) Being humble											3.1.2
	2) Being flexible											3.1.3
	3) Being eager for knowledge											3.1.4
	4) Optimistic											3.1.5
	5) Energetic											3.1.6
	6) Maturity											3.1.7
	7) Remaining calm when faced with pressure or stress											3.1.8
	8) Persistence											3.1.9
	9) Problem solving											3.1.1
	10) Decision making											0
	11) Integrity											3.2.1
	12) Accountability											3.2.2
	13) Openness											3.2.3
	14) Being intellectual											3.2.4
	15) Gratitude											3.2.5
18	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global leadership cognitive and orientation;											4.1
	1) Global mindedness											4.2.1
	2) Quick thinking											4.2.2
	3) Critical thinking											4.2.3
19	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives											

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	clearly demonstrate a commitment to students for having an opportunity to exercise global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having the entrepreneurial spirit 3) Focusing on the changing wants and needs of customers											5.1.1 5.1.2 5.2.1
20	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrix organisation											6.1.1 6.1.2
21	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global vision; 1) Encouraging a sense of urgency for change 2) Forming and initiating a strategic vision 3) Involving others for change 4) Removing barriers of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine											7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.1.7
22	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology											8.1.1 8.1.2 8.1.3
23	Thailand's government policies provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	educational objectives which are guidelines for developing students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
24	Thailand's economic factors provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
25	Thailand's social factors provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
26	Thailand's technological factors provide appropriate support on international school's Philosophy and											

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
Item	**Curriculum Development and Implementation**											
27	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Learning and making cross-cultural connections 8) Being aware of cultural strengths and weaknesses 9) Encouraging cultural diversity 10) Taking responsibility of contribution to the well-being of community and the society as a whole											1.1.1 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3 1.4.1 1.4.2 1.4.3 1.4.4 1.4.5
28	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	community which foster students to have interpersonal competencies;											2.1.1
	1) Communicating with compassion, kindness and awareness											2.1.2
	2) Creating and building trust											2.2.1
	3) Building relationship within community											2.2.2
	4) Managing conflicts											2.3
	5) Coaching the team for best performance											2.4.1
	6) Motivating others and rewards given											2.4.2
	7) Increasing the capacity of individuals and groups											2.4.3
	8) Distributing leadership responsibility to others											2.4.4
29	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global leadership traits and value;											
	1) Being humble											3.1.1
	2) Being flexible											3.1.2
	3) Being eager for knowledge											3.1.3
	4) Optimistic											3.1.4
	5) Energetic											3.1.5
	6) Maturity											3.1.6
	7) Remaining calm when faced with pressure or stress											3.1.7
	8) Persistence											3.1.8
	9) Problem solving											3.1.9
	10) Decision making											3.1.1
	11) Integrity											0
	12) Accountability											3.2.1
	13) Openness											3.2.2
	14) Being intellectual											3.2.3
	15) Gratitude											3.2.4
												3.2.5
30	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school											

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	INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP	Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	community which foster students to have global leadership cognitive and orientation;											
	1) Global mindedness											4.1
	2) Quick thinking											4.2.1
	3) Critical thinking											4.2.2
												4.2.3
31	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global business expertise;											
	1) Being keen and quick in understanding and dealing with a business situation											5.1.1
	2) Having the entrepreneurial spirit											5.1.2
	3) Focusing on the changing wants and needs of customers											5.2.1
32	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global organisation expertise;											
	1) Building partnerships and alliances											6.1.1
	2) Managing a matrix organisation											6.1.2
33	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have a global vision;											7.1.1
	1) Encouraging a sense of urgency for change											7.1.2
	2) Forming and initiating a strategic vision											7.1.3
	3) Involving others for change											7.1.4
	4) Removing barriers of change											7.1.5
	5) Rewarding for short-term success											7.1.6
	6) Sustaining the change											7.1.7
	7) Institute change as a routine											
34	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school											

	INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP	Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	community which foster students to develop technological savvy for global leadership;											
	1) Managing innovation in multicultural settings											8.1.1
	2) Managing social network technology											8.1.2
	3) Managing latest advances in virtual technology											8.1.3
35	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise cross-cultural relationship competencies;											
	1) Appreciating cultural diversity											1.1.1
	2) Being capable of foreign language skills											1.2.1
	3) Having cross-cultural communication skills											1.2.2
	4) Being capable of working with cross-cultural teams											1.3.1
												1.3.2
	5) Applying ethical standards in multiple culture											1.3.3
												1.4.1
	6) Valuing national background and being confident in country's culture											1.4.2
	7) Learning and making cross-cultural connections											1.4.3
	8) Being aware of cultural strengths and weaknesses											1.4.4
												1.4.5
	9) Encouraging cultural diversity											
	10) Taking responsibility of contribution to the well-being of community and the society as a whole											
36	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise interpersonal competencies;											
	1) Communicating with compassion, kindness and awareness											2.1.1
	2) Creating and building trust											2.1.2
	3) Building relationship within community											2.2.1
	4) Managing conflicts											2.2.2
	5) Coaching the team for best performance											2.3
	6) Motivating others and rewards given											2.4.1

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	INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP	Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	7) Increasing the capacity of individuals and groups 8) Distributing leadership responsibility to others											2.4.2 2.4.3 2.4.4
37	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global leadership traits and value; 1) Being humble 2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude											3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.7 3.1.8 3.1.9 3.1.1 0 3.2.1 3.2.2 3.2.3 3.2.4 3.2.5
38	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global leadership cognitive and orientation; 1) Global mindedness 2) Quick thinking 3) Critical thinking											4.1 4.2.1 4.2.2 4.2.3
39	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global business expertise;											5.1.1

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	INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP	Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	1) Being keen and quick in understanding and dealing with a business situation											5.1.2
	2) Having the entrepreneurial spirit											5.2.1
	3) Focusing on the changing wants and needs of customers											
40	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global organisation expertise;											
	1) Building partnerships and alliances											6.1.1
	2) Managing a matrix organisation											6.1.2
41	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise a global vision;											
	1) Encouraging a sense of urgency for change											7.1.1
	2) Forming and initiating a strategic vision											7.1.2
	3) Involving others for change											7.1.3
	4) Removing barriers of change											7.1.4
	5) Rewarding for short-term success											7.1.5
	6) Sustaining the change											7.1.6
	7) Institute change as a routine											7.1.7
42	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to have technological savvy for global leadership;											
	1) Managing innovation in multicultural settings											8.1.1
	2) Managing social network technology											8.1.2
	3) Managing latest advances in virtual technology											8.1.3
43	Thailand's government policies provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies;											
	1) cross-cultural relationship competency											
	2) Interpersonal competency											
	3) Global traits and values											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
44	Thailand's economic factors provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
45	Thailand's social factors provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
46	Thailand's technological factors provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
Item	**Professional Development**											
47	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Learning and making cross-cultural connections 8) Being aware of cultural strengths and weaknesses 9) Encouraging cultural diversity 10) Taking responsibility of contribution to the well-being of community and the society as a whole											1.1.1 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3 1.4.1 1.4.2 1.4.3 1.4.4 1.4.5
48	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop interpersonal competencies; 1) Communicating with compassion, kindness and awareness 2) Creating and building trust											2.1.1 2.1.2 2.2.1

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	3) Building relationship within community											2.2.2
	4) Managing conflicts											2.3
	5) Coaching the team for best performance											2.4.1
	6) Motivating others and rewards given											2.4.2
	7) Increasing the capacity of individuals and groups											2.4.3
	8) Distributing leadership responsibility to others											2.4.4
49	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global leadership traits and value;											3.1.1
	1) Being humble											3.1.2
	2) Being flexible											3.1.3
	3) Being eager for knowledge											3.1.4
	4) Optimistic											3.1.5
	5) Energetic											3.1.6
	6) Maturity											3.1.7
	7) Remaining calm when faced with pressure or stress											3.1.8
	8) Persistence											3.1.9
	9) Problem solving											3.1.1
	10) Decision making											0
	11) Integrity											3.2.1
	12) Accountability											3.2.2
	13) Openness											3.2.3
	14) Being intellectual											3.2.4
	15) Gratitude											3.2.5
50	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global leadership cognitive and orientation;											4.1
	1) Global mindedness											4.2.1
	2) Quick thinking											4.2.2
	3) Critical thinking											4.2.3

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
51	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having entrepreneurial spirit 3) Focusing on the changing wants and needs of customers											5.1.1 5.1.2 5.2.1
52	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrixed organisation											6.1.1 6.1.2
53	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global vision; 1) Encouraging sense of urgency for change 2) Forming and initiating strategic vision 3) Involving others for change 4) Removing barrier of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine											7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.1.7
54	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology											8.1.1 8.1.2 8.1.3

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	INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP	Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
	3) Managing latest advances in virtual technology											
55	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise cross-cultural relationship competencies;											
	1) Appreciating cultural diversity											1.1.1
	2) Being capable in foreign language skill											1.2.1
	3) Having cross-cultural communication skill											1.2.2
	4) Being capable in working with cross-cultural team											1.3.1 1.3.2
	5) Applying ethical standard in multiple culture											1.3.3
	6) Valuing national background and being confident in country's culture											1.4.1
	7) Learning and making cross-cultural connections											1.4.2 1.4.3
	8) Being aware of cultural strengths and weaknesses											1.4.4
	9) Encouraging cultural diversity											1.4.5
	10) Taking responsibility of contribution to the well-being of community and the society as a whole											
56	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise interpersonal competencies;											2.1.1
	1) Communicating with compassion, kindness and awareness											2.1.2
	2) Creating and building trust											2.2.1
	3) Building relationship within community											2.2.2
	4) Managing conflicts											2.3
	5) Coaching the team for best performance											2.4.1
	6) Motivating others and rewards given											2.4.2
	7) Increasing the capacity of individuals and groups											2.4.3 2.4.4
	8) Distributing leadership responsibility to others											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
57	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global leadership traits and value;											
	1) Being humble											3.1.1
	2) Being flexible											3.1.2
	3) Being eager for knowledge											3.1.3
	4) Optimistic											3.1.4
	5) Energetic											3.1.5
	6) Maturity											3.1.6
	7) Remaining calm when faced with pressure or stress											3.1.7
	8) Persistence											3.1.8
	9) Problem solving											3.1.9
	10) Decision making											3.1.1
	11) Integrity											0
	12) Accountability											3.2.1
	13) Openness											3.2.2
	14) Being intellectual											3.2.3
	15) Gratitude											3.2.4
												3.2.5
58	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global cognitive and orientation;											4.1
	1) Global mindedness											4.2.1
	2) Quick thinking											4.2.2
	3) Critical thinking											4.2.3
59	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global business expertise;											5.1.1
	1) Being keen and quick in understanding and dealing with a business situation											5.1.2
	2) Having entrepreneurial spirit											5.2.1
	3) Focusing on the changing wants and needs of customers											

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INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
60	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrixed organisation											6.1.1 6.1.2
61	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise a global vision; 1) Encouraging sense of urgency for change 2) Forming and initiating strategic vision 3) Involving others for change 4) Removing barrier of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine											7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.1.7
62	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to develop technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology											8.1.1 8.1.2 8.1.3
63	Thailand's government policies provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											

INTERNATIOANL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current state					Desirable state					For researcher
		5	4	3	2	1	5	4	3	2	1	
64	Thailand's economic factors provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
65	Thailand's social factors provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											
66	Thailand's technological factors provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies; 1) cross-cultural relationship competency 2) Interpersonal competency 3) Global traits and values 4) Global thinking and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy											

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Part 3 Suggestions of international school management according to the concept of developing students' global leadership

School philosophy and objectives

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Curriculum development and implementation

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Professional development

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Thank you for your kind cooperation

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INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP INTERVIEW QUESTIONS

This interview question was compiled as part of a Ph.D. dissertation entitled "INTERNATIONAL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP" conducted by Ms. Nudtavadee Sapaprot, a doctoral student in Educational Administration at Chulalongkorn University, Bangkok, Thailand.

The present research aims to study the current and desirable states of international school management for developing students' global leadership in order to further develop international school management strategies for developing students' global leadership for international school.

The interview questions are comprised of 16 items. This is expected that you will need 20-30 minutes to complete this interview.

Ethical concerns and namely interview participant's confidentiality are strictly observed in this study. There are no anticipated risks or discomforts that you can expect from this study. You may refuse to answer the questions that you do not want to answer. The researcher may contact you for further inquiries (if necessary).

Your attitudes and opinions of the school are critical to the success of the study. I recognise the value of your time, and sincerely appreciate your effort.

If you have any questions, comments or concerns about the research, please contact Ms. Nudtavadee Sapaprot at 094-1459828 or at nudtavadees@gmail.com

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INTERNATIOANL SCHOOL MANAGEMENT STRATEGIES ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP INTERVIEW QUESTIONS

Part 1 General information of schools and respondents

General information of respondents

Instruction Please fill in all requirement fields in English

1. Academic Title.....
2. First name.....Middle name.....Last name.....
3. Highest degree.....Name of institution.....
4. Current position..... Name of institution.....
5. Working experience as school administrator.....years

General information of schools

6. The school's curriculum system

☐ 1) British Curriculum ☐ 2) American Curriculum

☐ 3) International Baccalaureate (IB) ☐ 4) Other (Please specify).....

7. Year of establishment.....
8. The school location.....
9. Number of students.....
10. Age of students.....

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership

Instruction Please answer the following questions

Item	Question	Answer
School philosophy and guiding statements		
1	What are the traits and skills of global leaders which are necessary to be emphasised in the school's philosophy and guiding statements? And why?	
2	How do Thailand's political, social, economic or technological situation affect the school's philosophy and guiding statements regarding students' global leadership development?	
3	How does the school implement philosophy and guiding statements regarding students' global leadership development on curriculum, teaching and learning activities and student assessment?	
4	How does the school involve opinions or participation of the school community on philosophy and guiding statements regarding students' leadership development?	
5	How does the school involve opinions or participation of international school network on philosophy and guiding statements regarding students' leadership development?	
Curriculum Development and Implementation		
6	How do Thailand's political, social, economic or technological situations (parents' financial status, school community, international school network) affect the school curriculum planning to develop students' global leadership?	
7	How is the school curriculum planned to develop students' global leadership?	
8	How does the school implement students' global leadership development on teaching and learning activities?	
9	How does the school provide social activities to develop students' leadership or support on outstanding students who signify characteristics of a global leader?	
10	How does the school provide extra-curricular activities to develop students' leadership or support on outstanding students who signify characteristics of a global leader?	
11	How does the school provide opportunities for students to exercise global leadership?	

Item	Question	Answer
12	How does the school assess students' global leadership development?	
Professional Development		
13	How do Thailand's political, social, economic or technological situation affect the school's professional development and support services regarding students' global leadership development?	
14	How does international school professional network affect the school's professional development and support services regarding students' global leadership development?	
15	How does the expectation of parents and community affect the school's professional development and support services regarding students' global leadership development?	
16	How does the school provide professional development and support services for staff which enhance teaching and learning to support students' global leadership development?	

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The strategy evaluation form of international school management according to the concept of developing students' global leadership

Instruction

1. The evaluation form is conducted to evaluate the suitability and possibility of the drafted strategies of international school management according to the concept of developing students' global leadership
2. The evaluation form is comprised of 3 parts

   Part 1 General information of the expert

   Part 2 The expert's opinions regarding the suitability and possibility of the proposed main and sub strategies of international school management according to the concept of developing students' global leadership using rating scale and open-ended questions

   Part 3 The expert's opinions regarding the suitability and possibility of the approaches of international school management strategy according to the concept of developing students' global leadership using rating scale and open-ended questions
3. Please rate the proposed strategies of international school management according to the concept of developing students' global leadership attached with this document by marking √ in the box according to your opinion
4. The researcher acknowledges that your time is valuable for your tasks. Nevertheless, your opinions in completing this questionnaire is crucial and significant for this study as the researcher can use this information to improve the education administration system of the country. The researcher hereby thank you for your kindness and cooperation.
5. Please complete and return the evaluation form by Monday 15th May 2017

For any inquiries, please contact Ms. Nudtavadee Sapaprot
Doctoral Student in Educational Administration at Chulalongkorn University, Bangkok, Thailand
Tel: 094-1459828
Email: Nudtavadees@gmail.com

Part 1 General information of the expert

Please fill in all requirement fields in English

Academic Title_____

First name_____Middle name_____Surname_____

Highest degree_____Field of study_____

Current position_____Name of institution_____

Contact details (E-mail, Tel)_____

Part 2 Please use the following criteria to rate the suitability and possibility of the strategy by marking √ in the box according to your opinion

The suitability		The possibility	
Level	**Meaning**	**Level**	**Meaning**
5	- highly suitable and highly priority for practice	5	- highly practical and high chance of success
4	- suitable and recommended for practice	4	- clearly practical and reasonable chance of success
3	- moderately suitable and optional for practice	3	- moderately practical and moderate chance of success
2	- less suitable and less practical according to situation	2	- quite practical but difficult to implement according to the strategies
1	- unsuitable and unrequired for practice	1	- impractical and no chance of success

The expert's opinions regarding the suitability and possibility of the proposed main and sub-strategies of international school management according to the concept of developing students' global leadership

Main strategies/ Sub strategies		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
Professional development												
1	Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development											
1.1	Revamping of professional development programmes enhancing students' self-determination in developing global traits and values											
1.2	Reviewing of the professional performance system to support staff to enhance students' self-determination in developing global vision											
1.3	Establishing of the professional learning community focused on students' self-mastering in global business expertise											
1.4	Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximise learning in global organisation expertise											
School's philosophy and guiding statements												
2	Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders											
2.1	Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values											
2.2	Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation											

Main strategies/ Sub strategies		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
2.3	Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency											
2.4	Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency											
2.5	Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' technological savvy											
Curriculum development and implementation												
3	Strengthening of curriculum and implementation to develop inherent competence of global leadership											
3.1	Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values											
3.2	Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation											
3.3	Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency											
3.4	Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency											
3.5	Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy											

Part 3 The expert's opinions regarding the suitability and possibility of the approaches of international school management strategy according to the concept of developing students' global leadership

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
1. Reengineering of professional development programme to leverage the capabilities of staff in students' global leadership development												
1.1 Revamping of professional development programmes enhancing student's self-determination in developing global traits and values												
1.1.1	Develop professional development plan for staff including methods, procedures and KPIs regarding students' self-global traits and values development											
1.1.2	Provide in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global traits and values											
1.1.3	Involve all teaching and supporting staff in training through various technological resources to support students' self-mastering in global traits and values											
1.1.4	Seek for collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global traits and values											
1.2 Reviewing of the professional performance system to support staff to enhance student's self-determination in developing global vision												
1.2.1	Develop appraisal system for staff including methods, procedures and KPIs regarding students' self-global vision development											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
1.2.2	Allocate designated person to be in charge of student's global leadership development programme to provide support for students to develop global visioning											
1.2.3	Provide a systematic assessment system to ensure that all teaching and supporting staff provide support for students' self-global visioning development											
1.2.4	Expand collaboration from Thailand's governmental organisations, business section, and professional development network to support for staff regarding students' self-mastering and motivating to develop global leadership competency in global visioning											
1.3 Establishing of the professional learning community focused on student's self-mastering in global business expertise												
1.3.1	Build capacity and skill amongst staff via study groups, building teams, and district-wide committee for students' global business expertise											
1.3.2	Increase ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating to develop students' global business expertise											
1.3.3	Allocate designated person to be in charge of students' global business expertise programmes to provide support for students' self-global leadership development											
1.3.4	Expand of collaboration form parents, business section, and professional development network to support for staff regarding											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
	students' self-mastering and motivating to develop global leadership competency in global business expertise											
1.4 Supporting of the integration of advance technology applications to improve instruction, enhance student engagement and maximise learning in global organisation expertise												
1.4.1	Allocate designated person to be in charge of students' global organisation expertise programmes to provide support for students' self-global leadership development											
1.4.2	Increase numbers of ongoing in-service and off-campus trainings for all staff regarding students' self-mastering and motivating by using technology to develop students' global organisation expertise											
1.4.3	Provide a variety of opportunities for teaching and supporting staff to develop instructional skills which support for students' self-global leadership development											
1.4.4	Identify and share exemplar uses of technology enhancing students' self-global organisation expertise development											
1.4.5	Develop school's database system for information regarding students' global organisation expertise development											
2. Emerging of school's philosophy and guiding statements as a paradigm shift of developing future global leaders												
2.1 Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global traits and values												
2.1.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global traits and values											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
2.1.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global traits and values											
2.1.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global traits and values											
2.2 Reinforcing of the school's philosophy and guiding statements through supportive environment to enhance global thinking and orientation												
2.2.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' global thinking and orientation											
2.2.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' global thinking and orientation											
2.2.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global thinking and orientation											
2.3 Emphasising of the school's philosophy and guiding statements through teaching and learning to enhance students' cross-cultural relationship competency												
2.3.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
	business trends to enhance students' cross-cultural relationship competency											
2.3.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' cross-cultural relationship competency											
2.3.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in cross-cultural relationship competency											
2.4 Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' interpersonal competency												
2.4.1	Refine philosophy and guiding statements of visions, mission, and objective regarding to the world's situations, government policies and business trends to enhance students' interpersonal competency											
2.4.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' interpersonal competency											
2.4.3	Expand assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global interpersonal competency											
2.5 Expanding of the school's philosophy and guiding statements through teaching and learning to enhance students' technological savvy												
2.5.1	Refine philosophy and guiding statements of visions, mission, and											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
	objective regarding to the world's situations, government policies and business trends to enhance students' technological savvy											
2.5.2	Utilise the school's philosophy and guiding statements as approaches to provide high quality of teaching and supporting to raise students' technological savvy											
2.5.3	Expand the assessment systems on the implementation of school's philosophy and guiding statements regarding students' global leadership development in global technological savvy											
3. Strengthening of curriculum and implementation to develop inherent competence of global leadership												
3.1 Nourishing of school's curriculum development and implementation through supportive environment to enhance students' global traits and values												
3.1.1	Continue to develop other leadership programmes and activities to complement the formal curriculum in order to enhance students' global traits and values											
3.1.2	Support high quality of teaching staff to teach required skills for developing students' global traits and values											
3.1.3	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of global traits and values											
3.1.4	Implement a systematic process for the monitoring of student global											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
	leadership achievement data in global traits and values											
3.1.5	Develop students' profile and opinion collecting system and utilise the data to support students in developing global citizenship											
3.2 Enriching of school's curriculum development and implementation through supportive environment to enhance students' global thinking and orientation												
3.2.1	Foster students' leadership and voice by offering channels through which students can develop global thinking and orientation											
3.2.2	Support high quality of teaching staff to teach required skills for developing students' global thinking and orientation											
3.2.3	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent global thinking and orientation expert											
3.2.4	Continue to develop service learning programmes as an area of focus for developing students' global thinking and orientation											
3.3 Strengthening of school's curriculum and high quality of teaching through supportive environment to enhance cross-cultural relationship competency												
3.3.1	Develop differentiate curriculum, teaching and assessment which help develop students' interpersonal competency											
3.3.2	Support high quality of teaching staff to teach required skills for developing students' cross-cultural relationship competency											
3.3.3	Increase opportunities to use cultural diversity of the school community to enrich students'											

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
	cross-cultural relationship competency development											
3.3.4	Continue to develop the systematic assessment methods and criteria to ensure that students experience intercultural learning through curriculum											
3.4 Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance interpersonal competency												
3.4.1	Continue to improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies which help develop students' interpersonal competency											
3.4.2	Support high quality of teaching staff to teach required skills for developing students' interpersonal competency											
3.4.3	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent interpersonal competency expert											
3.4.4	Continue to develop the systematic assessment methods and criteria to inform teaching and assessment strategies for developing students' interpersonal competency											
3.4.5	Develop student's profile and opinion collecting system and utilise the data to provide direct support for students in developing interpersonal skills											
3.5 Strengthening of school's curriculum and high quality of teaching as a continuum process to enhance technological savvy												

Approaches		Suitability					Possibility					Suggestions
		5	4	3	2	1	5	4	3	2	1	
3.5.1	Encourage innovation of teaching strategies and assessment technique to enhance students' technological savvy											
3.5.2	Continue to improve global leadership curriculum, programmes, and extracurricular activities regarding to world's situations, business trends, and government policies enhancing students' technological savvy											
3.5.3	Support instructional staff to use the application of instructional technologies enhancing student engagement and maximise learning in a 21st century classroom											
3.5.4	Increase opportunities to collaborate with governmental agencies and business organisations in order to support students who demonstrate characteristics of a competent technological savvy											
3.5.5	Continue to develop the systematic assessment methods and criteria for assessing global leadership development in technological savvy											

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APPENDIX B

DATA ANALYSIS

1. The Results of IOC Evaluation by Experts
2. The Results of Reliability of Research Questionnaires
3. The Results of Research Questionnaires

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The Results of IOC Evaluation by Experts

Part 1 General information of schools and respondents		Experts					IOC
		1	2	3	4	5	
Item							
1	Sex 1) Male 2) Female	+1	+1	+1	+1	+1	1.00
2	Age (Over 6 months is counted as 1 year) 1) below 30 years old 2) 30-40 years old 3) 41-50 years old 4) more than 50 years old	+1	+1	+1	+1	+1	1.00
3	Highest degree 1) Bachelor's 2) Master's 3) Ph.D. 4) Other (Please specify).....	+1	+1	+1	+1	+1	1.00
4	Position 1) Head of School/ Deputy Head of School 2) Head of Pastoral/ Student Leadership Coordinator 3) Teacher	+1	+1	+1	+1	+1	1.00
5	Working experience (Over 6 months is counted as 1 year) 1) 1-5 Years 2) 6-10 Years 3) 11-15 Years 4) 16-20 Years 5) More than 20 Years	+1	+1	+1	+1	+1	1.00
6	The school's curriculum system 1) British Curriculum 2) American Curriculum 3) International Baccalaureate (IB) 4) Other (Please specify).....	+1	+1	+1	+1	+1	1.00

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
Item	School philosophy and guiding statements						
7	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Encouraging cultural diversity 8) Learning and making cross-cultural connections 9) Being aware of cultural strengths and weaknesses 10) Taking responsibility of contribution to the well-being of community and the society as a whole	+1	+1	+1	+1	+1	1.00
8	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have interpersonal competencies; 1) Listening and speaking with compassion, kindness and awareness 2) Creating and building trust 3) Building relationship within community 4) Managing conflicts 5) Leading a team 6) Managing a virtual team 7) Guiding the team for best performance 8) Motivating others and giving rewards 9) Developing individuals and groups 10) Increasing the capacity of individuals and groups 11) Distributing leadership responsibility to others	+1	+1	0	+1	+1	0.80

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
9	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global leadership traits and value; 1) Being humble 2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude	+1	0	+1	+1	+1	0.80
10	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global leadership cognitive and orientation; 1) Closed mindedness 2) Global mindedness 3) Having quickness of mind 4) Having ability to construct a variety of frameworks for viewing an issue 5) Having a critical mind	0	+1	+1	+1	+1	0.80
11	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the	+1	+1	+1	+1	+1	1.00

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	school community which foster students to have global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having the entrepreneurial spirit 3) Focusing on the changing wants and needs of customers						
12	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global organisation expertise; 3) Building partnerships and alliances 4) Being able to manage horizontal organisation	+1	+1	0	+1	0	0.60
13	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have a global vision; 1) Encouraging a sense of urgency for change 2) Forming and initiating a strategic vision 3) Involving others for change 4) Removing barriers of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine	+1	+1	+1	+1	+1	1.00
14	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to practice technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology	+1	+1	0	+1	+1	0.80

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
15	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Encouraging cultural diversity 8) Learning and making cross-cultural connections 9) Being aware of cultural strengths and weaknesses 10) Taking responsibility of contribution to the well-being of community and the society as a whole	+1	0	+1	+1	+1	0.80
16	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise interpersonal competencies; 1) Listening and speaking with compassion, kindness and awareness 2) Creating and building trust 3) Building relationship within community 4) Managing conflicts 5) Leading a team 6) Managing a virtual team 7) Guiding the team for best performance 8) Motivating others and giving rewards 9) Developing individuals and groups 10) Increasing the capacity of individuals and groups 11) Distributing leadership responsibility to others	0	+1	+1	+1	+1	0.80
17	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global leadership traits and value; 1) Being humble	+1	+1	+1	+1	+1	1.00

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude						
18	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global leadership cognitive and orientation; 1) Closed mindedness 2) Global mindedness 3) Having quickness of mind 4) Having ability to construct a variety of frameworks for viewing an issue 5) Having a critical mind	0	+1	+1	+1	+1	0.80
19	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having the entrepreneurial spirit 3) Focusing on the changing wants and needs of customers	+1	+1	+1	+1	+1	1.00
20	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly	+1	+1	+1	+1	+1	1.00

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	demonstrate a commitment to students for having an opportunity to exercise global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrix organisation						
21	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global vision; 1) Encouraging a sense of urgency for change 2) Forming and initiating a strategic vision 3) Involving others for change 4) Removing barriers of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine	+1	+1	+1	+1	+1	1.00
22	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology	+1	+1	+1	+1	+1	1.00
23	Thailand's government policies provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
24	Thailand's government policies provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
25	Thailand's economic situation provides appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
26	Thailand's economic situation provides appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise	0	+1	0	0	+1	0.40

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	6) Global organisation expertise 7) Global visioning 8) Technological savvy						
27	Thailand's social situation provides appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
28	Thailand's social situation provides appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
29	Thailand's technological situation provides appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies;	0	+1	0	0	+1	0.40

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy						
30	Thailand's technological situation provides appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
Item	Curriculum development and implementation						
31	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Encouraging cultural diversity 8) Learning and making cross-cultural connections 9) Being aware of cultural strengths and weaknesses	+1	+1	+1	+1	+1	1.00

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	10) Taking responsibility of contribution to the well-being of community and the society as a whole						
32	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have interpersonal competencies; 1) Listening and speaking with compassion, kindness and awareness 2) Creating and building trust 3) Building relationship within community 4) Managing conflicts 5) Leading a team 6) Managing a virtual team 7) Guiding the team for best performance 8) Motivating others and giving rewards 9) Developing individuals and groups 10) Increasing the capacity of individuals and groups 11) Distributing leadership responsibility to others	+1	+1	0	+1	+1	0.80
33	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global leadership traits and value; 1) Being humble 2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual	+1	+1	+1	+1	+1	1.00

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	15) Gratitude						
34	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global leadership cognitive and orientation; 1) Closed mindedness 2) Global mindedness 3) Having quickness of mind 4) Having ability to construct a variety of frameworks for viewing an issue 5) Having a critical mind	0	+1	+1	+1	+1	0.80
35	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having the entrepreneurial spirit 3) Focusing on the changing wants and needs of customers	+1	+1	+1	+1	+1	1.00
36	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrix organisation	+1	+1	+1	+1	+1	1.00
37	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have a global vision; 1) Encouraging a sense of urgency for change 2) Forming and initiating a strategic vision 3) Involving others for change 4) Removing barriers of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine	+1	+1	+1	+1	+1	1.00

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
38	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to develop technological savvy for global leadership; 4) Managing innovation in multicultural settings 5) Managing social network technology 6) Managing latest advances in virtual technology	+1	+1	+1	+1	+1	1.00
39	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Encouraging cultural diversity 8) Learning and making cross-cultural connections 9) Being aware of cultural strengths and weaknesses 10) Taking responsibility of contribution to the well-being of community and the society as a whole	+1	+1	+1	+1	+1	1.00
40	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise interpersonal competencies; 1) Listening and speaking with compassion, kindness and awareness 2) Creating and building trust 3) Building relationship within community 4) Managing conflicts 5) Leading a team 6) Managing a virtual team 7) Guiding the team for best performance 8) Motivating others and giving rewards 9) Developing individuals and groups	+1	+1	+1	0	+1	0.80

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	10) Increasing the capacity of individuals and groups 11) Distributing leadership responsibility to others						
41	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global leadership traits and value; 1) Being humble 2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude	+1	+1	+1	+1	+1	1.00
42	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global leadership cognitive and orientation; 1) Closed mindedness 2) Global mindedness 3) Having quickness of mind 4) Having ability to construct a variety of frameworks for viewing an issue 5) Having a critical mind	0	+1	+1	+1	+1	1.00
43	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global business expertise; 1) Being keen and quick in understanding and dealing with a business situation	+1	+1	+1	+1	+1	1.00

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	2) Having the entrepreneurial spirit 3) Focusing on the changing wants and needs of customers						
44	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrix organisation	+1	+1	+1	+1	+1	1.00
45	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise a global vision; 1) Encouraging a sense of urgency for change 2) Forming and initiating a strategic vision 3) Involving others for change 4) Removing barriers of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine	+1	+1	+1	+1	+1	1.00
46	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to have technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology	+1	+1	+1	+1	+1	1.00
47	Thailand's government policies provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise	0	0	+1	0	+1	0.40

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	6) Global organisation expertise 7) Global visioning 8) Technological savvy						
48	Thailand's government policies provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	0	+1	0	+1	0.40
49	Thailand's economic situation provides appropriate support on international school's curriculum design, teaching and learning activities and student assessment through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	0	+1	0	+1	0.40
50	Thailand's economic situation provides appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values	0	0	+1	0	+1	0.40

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy						
51	Thailand's social situation provides appropriate support on international school's curriculum design, teaching and learning activities and student assessment through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	0	+1	0	+1	0.40
52	Thailand's social situation provides appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	0	+1	0	+1	0.40
53	Thailand's technological situation provides appropriate support on international school's curriculum design, teaching and learning activities and student assessment through authentic learning opportunities and support from the school community in order to foster students' global leadership competencies;	0	0	+1	0	+1	0.40

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy						
54	Thailand's technological situation provides appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	0	+1	0	+1	0.40
Item	Professional development						
55	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable of foreign language skills 3) Having cross-cultural communication skills 4) Being capable of working with cross-cultural teams 5) Applying ethical standards in multiple culture 6) Valuing national background and being confident in country's culture 7) Encouraging cultural diversity 8) Learning and making cross-cultural connections 9) Being aware of cultural strengths and weaknesses 10) Taking responsibility of contribution to the well-being of community and the society as a whole	+1	+1	+1	+1	+1	1.00

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
56	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop interpersonal competencies; 1) Listening and speaking with compassion, kindness and awareness 2) Creating and building trust 3) Building relationship within community 4) Managing conflict 5) Leading a team 6) Managing virtual team 7) Guiding team for best performance 8) Motivating others and giving rewards 9) Developing individuals and groups 10) Increasing the capacity of individuals and groups 11) Distributing leadership responsibility to others	+1	+1	0	+1	+1	0.80
57	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global leadership traits and value; 1) Being humble 2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude	+1	+1	+1	+1	+1	1.00
58	The school provides professional development enhancing teaching and learning in authentic opportunities and support	0	+1	+1	+1	+1	0.80

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	from the school community which foster students to develop global leadership cognitive and orientation; 1) Closed mindedness 2) Global mindedness 3) Having quickness of mind 4) Having ability to construct a variety of frameworks for viewing an issue 5) Having critical mind						
59	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having entrepreneurial spirit 3) Focusing on the changing wants and needs of customers	+1	+1	+1	+1	+1	1.00
60	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrixed organisation	+1	+1	+1	+1	+1	1.00
61	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global vision; 1) Encouraging sense of urgency for change 2) Forming and initiating strategic vision 3) Involving others for change 4) Removing barrier of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine	+1	+1	+1	+1	+1	1.00
62	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop technological savvy for global leadership;	+1	+1	+1	+1	+1	1.00

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology						
63	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise cross-cultural relationship competencies; 1) Appreciating cultural diversity 2) Being capable in foreign language skill 3) Having cross-cultural communication skill 4) Being capable in working with cross-cultural team 5) Applying ethical standard in multiple culture 6) Valuing national background and being confidence in country's culture 7) Encouraging cultural diversity 8) Learning and making cross-cultural connection 9) Being aware of cultural strengths and weaknesses 10) Taking responsibility to contribute for the well-being of community and larger	+1	+1	+1	+1	+1	1.00
64	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise interpersonal competencies; 1) Listening and speaking with compassion, kindness and awareness 2) Creating and building trust 3) Building relationship within community 4) Managing conflict 5) Leading a team 6) Managing virtual team 7) Guiding team for best performance 8) Motivating others and giving rewards 9) Developing individuals and groups 10) Increasing the capacity of individuals and groups 11) Distributing leadership responsibility to others	+1	+1	+1	0	+1	0.80
65	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global leadership traits and value; 1) Being humble	+1	+1	+1	+1	+1	1.00

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	2) Being flexible 3) Being eager for knowledge 4) Optimistic 5) Energetic 6) Maturity 7) Remaining calm when faced with pressure or stress 8) Persistence 9) Problem solving 10) Decision making 11) Integrity 12) Accountability 13) Openness 14) Being intellectual 15) Gratitude						
66	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global cognitive and orientation; 1) Closed mindedness 2) Global mindedness 3) Having quickness of mind 4) Having ability to construct a variety of frameworks for viewing an issue 5) Having critical mind	0	+1	+1	+1	+1	0.80
67	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global business expertise; 1) Being keen and quick in understanding and dealing with a business situation 2) Having entrepreneurial spirit 3) Focusing on the changing wants and needs of customers	+1	+1	+1	+1	+1	1.00
68	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global organisation expertise; 1) Building partnerships and alliances 2) Being able to manage a matrixed organisation	+1	+1	+1	+1	+1	1.00

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Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
69	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise a global vision; 1) Encouraging sense of urgency for change 2) Forming and initiating strategic vision 3) Involving others for change 4) Removing barrier of change 5) Rewarding for short-term success 6) Sustaining the change 7) Institute change as a routine	+1	+1	+1	+1	+1	1.00
70	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to develop technological savvy for global leadership; 1) Managing innovation in multicultural settings 2) Managing social network technology 3) Managing latest advances in virtual technology	+1	+1	+1	+1	+1	1.00
71	Thailand's government policies provide appropriate support on international school's professional development implementing in teaching and learning in authentic opportunities and support from the school community in order to develop students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
72	Thailand's government policies provide appropriate support on international school's professional development which clearly demonstrates a commitment for students to have an opportunity to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation	0	+1	0	0	+1	0.40

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy						
73	Thailand's economic situation provides appropriate support on international school's professional development implementing in teaching and learning in authentic opportunities and support from the school community in order to develop students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
74	Thailand's economic situation provides appropriate support on international school's professional development which clearly demonstrates a commitment for students to have an opportunity to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
75	Thailand's social situation provides appropriate support on international school's professional development implementing in teaching and learning in authentic opportunities and support from the school community in order to develop students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation	0	+1	0	0	+1	0.40

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy						
76	Thailand's social situation provides appropriate support on international school's professional development which clearly demonstrates a commitment for students to have an opportunity to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
77	Thailand's technological situation provides appropriate support on international school's professional development implementing in teaching and learning in authentic opportunities and support from the school community in order to develop students' global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise 6) Global organisation expertise 7) Global visioning 8) Technological savvy	0	+1	0	0	+1	0.40
78	Thailand's technological situation appropriate support on international school's professional development which clearly demonstrates a commitment for students to have an opportunity to exercise global leadership competencies; 1) cross-cultural relationship competencies 2) Interpersonal competency 3) Global traits and values 4) Global cognitive and orientation 5) Global business expertise	0	+1	0	0	+1	0.40

Part 2 The current state and desirable state of international school management according to the concept of developing students' global leadership		Experts					IOC
		1	2	3	4	5	
	6) Global organisation expertise 7) Global visioning 8) Technological savvy						

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The Results of Reliability of Research Questionnaires

206 items

Case Processing Summary

		N	%
Cases	Valid	27	84.4
	Excluded[a]	5	15.6
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.981	206

100 items

Case Processing Summary

		N	%
Cases	Valid	31	96.9
	Excluded[a]	1	3.1
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.969	100

50 items

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.931	50

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The Results of Research Questionnaires

INTERNATIONAL SCHOOL MANAGEMENT ACCORDING TO THE CONCEPT OF DEVELOPING STUDENTS' GLOBAL LEADERSHIP		Current State		Desirable State	
		$\bar{x}$	S.D.	$\bar{x}$	S.D.
Item	School philosophy and guiding statements				
7	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have cross-cultural relationship competencies;				
	1) Appreciating cultural diversity	4.018	0.716	4.584	0.622
	2) Being capable of foreign language skills	3.950	0.758	4.556	0.664
	3) Having cross-cultural communication skills	3.997	0.720	4.608	0.636
	4) Being capable of working with cross-cultural teams	3.917	0.774	4.491	0.698
		3.995	0.772	4.599	0.646
	5) Applying ethical standards in multiple culture	3.953	0.801	4.521	0.704
	6) Valuing national background and being confident in country's culture	4.015	0.808	4.621	0.627
	7) Learning and making cross-cultural connections	3.880	0.773	4.516	0.664
		4.133	0.736	4.659	0.622
	8) Being aware of cultural strengths and weaknesses	4.028	0.742	4.676	0.590
	9) Encouraging cultural diversity				
	10) Taking responsibility of contribution to the well-being of community and the society as a whole				
8	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have interpersonal competencies;				
	1) Communicating with compassion, kindness and awareness	3.984	0.778	4.572	0.756
	2) Creating and building trust	4.130	0.704	4.598	0.753
	3) Building relationship within community	3.846	0.834	4.550	0.753
	4) Managing conflicts	3.944	0.727	4.568	0.749
	5) Coaching the team for best performance	3.871	0.853	4.485	0.768
	6) Motivating others and rewards given	3.862	0.841	4.492	0.773
		3.933	0.684	4.475	0.757

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	7) Increasing the capacity of individuals and groups 8) Distributing leadership responsibility to others	3.877	0.588	4.468	0.778
9	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global leadership traits and value;				
	1) Being humble	3.933	0.655	4.543	0.685
	2) Being flexible	3.885	0.797	4.564	0.646
	3) Being eager for knowledge	3.974	0.718	4.543	0.602
	4) Optimistic	3.914	0.774	4.553	0.653
	5) Energetic	3.867	0.768	4.365	0.774
	6) Maturity	3.885	0.757	4.524	0.682
	7) Remaining calm when faced with pressure or stress	3.834	0.795	4.513	0.682
		3.874	0.705	4.454	0.632
	8) Persistence	3.934	0.766	4.604	0.615
	9) Problem solving	3.943	0.745	4.505	0.665
	10) Decision making	4.085	0.723	4.613	0.593
	11) Integrity	3.907	0.782	4.503	0.684
	12) Accountability	3.889	0.782	4.494	0.682
	13) Openness	3.802	0.735	4.394	0.702
	14) Being intellectual	4.065	0.698	4.552	0.664
	15) Gratitude				
10	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global leadership thinking and orientation;				
	1) Global mindedness	4.329	0.755	4.751	0.563
	2) Quick thinking	3.812	0.794	4.374	0.797
	3) Critical thinking	4.098	0.818	4.664	0.636
11	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global business expertise;				
		3.881	0.773	4.393	0.779

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	1) Being keen and quick in understanding and dealing with a business situation	3.884	0.805	4.365	0.835
	2) Having the entrepreneurial spirit	3.777	0.843	4.454	0.803
	3) Focusing on the changing wants and needs of customers				
12	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have global organisation expertise;				
	1) Building partnerships and alliances	3.812	0.743	4.352	0.774
	2) Managing horizontal organisation	3.845	0.813	4.393	0.755
13	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to have a global vision;	3.754	0.774	4.285	0.787
	1) Encouraging a sense of urgency for change	3.844	0.773	4.386	0.744
	2) Forming and initiating a strategic vision	3.826	0.824	4.416	0.696
	3) Involving others for change	3.696	0.768	4.304	0.779
	4) Removing barriers of change	3.737	0.819	4.300	0.788
	5) Rewarding for short-term success	3.687	0.772	4.422	0.703
	6) Sustaining the change	3.651	0.762	4.375	0.725
	7) Institute change as a routine				
14	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to develop students through authentic learning opportunities and support from the school community which foster students to practice technological savvy for global leadership;				
	1) Managing innovation in multicultural settings	3.951	0.787	4.547	0.646
	2) Managing social network technology	3.883	0.904	4.485	0.714
	3) Managing latest advances in virtual technology	3.845	1.005	4.474	0.725
15	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise cross-cultural relationship competencies;				
	1) Appreciating cultural diversity	3.994	0.743	4.585	0.616

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	2) Being capable of foreign language skills	4.014	0.712	4.582	0.623
	3) Having cross-cultural communication skills	3.953	0.752	4.553	0.662
	4) Being capable of working with cross-cultural teams	3.993	0.725	4.606	0.634
		3.915	0.774	4.496	0.695
	5) Applying ethical standards in multiple culture	3.996	0.777	4.595	0.647
	6) Valuing national background and being confident in country's culture	4.137	0.739	4.658	0.620
	7) Learning and making cross-cultural connections	4.016	0.808	4.627	0.628
		3.957	0.809	4.527	0.709
	8) Being aware of cultural strengths and weaknesses	3.880	0.779	4.518	0.669
	9) Encouraging cultural diversity				
	10) Taking responsibility of contribution to the well-being of community and the society as a whole				
16	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise interpersonal competencies;	3.984	0.774	4.575	0.758
	1) Communicating with compassion, kindness and awareness	4.138	0.709	4.590	0.756
	2) Creating and building trust	3.842	0.831	4.553	0.752
	3) Building relationship within community	3.944	0.727	4.565	0.744
	4) Managing conflicts	3.946	0.678	4.507	0.789
	5) Coaching the team for best performance	3.946	0.771	4.612	0.693
	6) Motivating others and rewards given	3.875	0.856	4.485	0.768
	7) Increasing the capacity of individuals and groups	3.870	0.850	4.487	0.766
	8) Distributing leadership responsibility to others				
17	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global leadership traits and value;	3.903	0.743	4.512	0.655
	1) Being humble	3.937	0.655	4.544	0.688
	2) Being flexible	3.884	0.796	4.564	0.643
	3) Being eager for knowledge	3.973	0.715	4.547	0.609
	4) Optimistic	3.914	0.773	4.558	0.650
	5) Energetic	3.864	0.765	4.369	0.778
	6) Maturity	3.886	0.752	4.527	0.680

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	7) Remaining calm when faced with pressure or stress	3.838	0.795	4.519	0.687
	8) Persistence	3.872	0.708	4.457	0.635
	9) Problem solving	3.933	0.765	4.605	0.617
	10) Decision making	3.957	0.768	4.552	0.630
	11) Integrity	3.940	0.744	4.505	0.667
	12) Accountability	4.084	0.723	4.619	0.593
	13) Openness	3.905	0.782	4.505	0.682
	14) Being intellectual	3.884	0.785	4.492	0.685
	15) Gratitude				
18	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global leadership cognitive and orientation;				
	1) Global mindedness	4.321	0.786	4.750	0.565
	2) Quick thinking	4.323	0.758	4.758	0.566
	3) Critical thinking	3.958	0.805	4.516	0.714
19	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global business expertise;				
	1) Being keen and quick in understanding and dealing with a business situation	3.881	0.792	4.374	0.807
	2) Having the entrepreneurial spirit	3.885	0.774	4.393	0.773
	3) Focusing on the changing wants and needs of customers	3.888	0.806	4.367	0.835
20	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global organisation expertise;	3.825	0.784	4.376	0.765
	1) Building partnerships and alliances	3.814	0.746	4.354	0.773
	2) Being able to manage a matrix organisation				
21	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise global vision;				
	1) Encouraging a sense of urgency for change	3.747	0.780	4.354	0.746
	2) Forming and initiating a strategic vision	3.756	0.773	4.285	0.789

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	3) Involving others for change	3.843	0.776	4.388	0.743
	4) Removing barriers of change	3.822	0.821	4.415	0.696
	5) Rewarding for short-term success	3.699	0.766	4.305	0.773
	6) Sustaining the change	3.736	0.813	4.304	0.786
	7) Institute change as a routine	3.689	0.778	4.423	0.706
22	The school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives clearly demonstrate a commitment to students for having an opportunity to exercise technological savvy for global leadership;				
	1) Managing innovation in multicultural settings	3.892	0.893	4.509	0.692
	2) Managing social network technology	3.957	0.788	4.548	0.641
	3) Managing latest advances in virtual technology	3.889	0.904	4.485	0.711
23	Thailand's government policies provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies;				
	1) cross-cultural relationship competencies	2.911	0.973	4.125	0.707
	2) Interpersonal competency	3.069	0.992	4.174	0.826
	3) Global traits and values	3.308	0.910	4.233	0.876
	4) Global thinking and orientation	3.339	0.892	4.265	0.778
	5) Global business expertise	3.271	0.724	4.187	0.770
	6) Global organisation expertise	3.383	0.746	4.334	0.738
	7) Global visioning	3.532	0.876	4.300	0.774
	8) Technological savvy	3.468	0.882	4.386	0.710
24	Thailand's economic factors provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies;				
	1) cross-cultural relationship competency	3.213	0.902	4.221	0.840
	2) Interpersonal competency	3.169	0.879	4.252	0.754
	3) Global traits and values	3.326	0.848	4.290	0.842
	4) Global thinking and orientation	3.394	0.876	4.298	0.780
	5) Global business expertise	3.332	0.804	4.383	0.726
	6) Global organisation expertise	3.389	0.792	4.345	0.808
	7) Global visioning	3.571	0.834	4.357	0.770

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	8) Technological savvy	3.553	0.816	4.434	0.748
25	Thailand's social factors provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies;				
	1) cross-cultural relationship competency	3.164	0.878	4.196	0.792
	2) Interpersonal competency	3.218	0.834	4.280	0.826
	3) Global traits and values	3.272	0.808	4.224	0.800
	4) Global thinking and orientation	3.426	0.802	4.357	0.714
	5) Global business expertise	3.381	0.728	4.255	0.772
	6) Global organisation expertise	3.409	0.826	4.343	0.790
	7) Global visioning	3.541	0.884	4.409	0.799
	8) Technological savvy	3.537	0.806	4.375	0.744
26	Thailand's technological factors provide appropriate support on international school's Philosophy and Guiding Statements of vision, mission, strategies and educational objectives which are guidelines for developing students' global leadership competencies;				
	1) cross-cultural relationship competency	3.244	0.948	4.252	0.866
	2) Interpersonal competency	3.110	0.924	4.248	0.832
	3) Global traits and values	3.276	0.760	4.334	0.748
	4) Global thinking and orientation	3.286	0.862	4.338	0.744
	5) Global business expertise	3.350	0.836	4.302	0.828
	6) Global organisation expertise	3.384	0.700	4.376	0.722
	7) Global visioning	3.497	0.904	4.321	0.818
	8) Technological savvy	3.385	0.812	4.439	0.826
Item	**Curriculum Development and Implementation**				
27	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have cross-cultural relationship competencies;				
	1) Appreciating cultural diversity	4.215	0.679	4.704	0.468
	2) Being capable of foreign language skills	4.1835	0.510	4.732	0.452
	3) Having cross-cultural communication skills	4.2	0.548	4.742	0.444
	4) Being capable of working with cross-cultural teams	4.155	0.496	4.713	0.468
	5) Applying ethical standards in multiple culture	4.172	0.614	4.685	0.487
		4.136	0.663	4.716	0.480

	6) Valuing national background and being confident in country's culture	4.174 4.125	0.603 0.624	4.676 4.634	0.498 0.556
	7) Learning and making cross-cultural connections	4.208 4.229	0.572 0.584	4.654 4.750	0.480 0.436
	8) Being aware of cultural strengths and weaknesses				
	9) Encouraging cultural diversity				
	10) Taking responsibility of contribution to the well-being of community and the society as a whole				
28	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have interpersonal competencies;	4.183	0.633	4.577	0.757
	1) Communicating with compassion, kindness and awareness	4.243	0.632	4.594	0.754
	2) Creating and building trust	4.125	0.625	4.552	0.753
	3) Building relationship within community	4.043	0.678	4.564	0.742
	4) Managing conflicts	4.076	0.664	4.502	0.780
	5) Coaching the team for best performance	4.018	0.677	4.616	0.698
	6) Motivating others and rewards given	3.866	0.854	4.463	0.657
	7) Increasing the capacity of individuals and groups	3.869	0.853	4.452	0.650
	8) Distributing leadership responsibility to others				
29	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global leadership traits and value;	3.903	0.764	4.583	0.565
	1) Being humble	4.054	0.733	4.632	0.513
	2) Being flexible	3.875	0.835	4.564	0.576
	3) Being eager for knowledge	4.003	0.796	4.635	0.484
	4) Optimistic	3.865	0.798	4.567	0.613
	5) Energetic	3.837	0.774	4.419	0.736
	6) Maturity	3.909	0.722	4.499	0.658
	7) Remaining calm when faced with pressure or stress	3.886 3.938	0.665 0.693	4.628 4.616	0.569 0.565
	8) Persistence	3.905	0.786	4.677	0.504
	9) Problem solving	3.824	0.853	4.708	0.496
	10) Decision making	3.996	0.725	4.560	0.597

	11) Integrity	4.054	0.676	4.720	0.487
	12) Accountability	3.906	0.707	4.560	0.619
	13) Openness	3.888	0.769	4.516	0.616
	14) Being intellectual				
	15) Gratitude				
30	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global leadership cognitive and orientation;				
	1) Global mindedness	4.363	0.635	4.758	0.463
	2) Quick thinking	3.927	0.817	4.584	0.566
	3) Critical thinking	3.785	0.794	4.486	0.634
31	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global business expertise;	3.984	0.827	4.536	0.647
	1) Being keen and quick in understanding and dealing with a business situation	4.028	0.756	4.559	0.619
	2) Having the entrepreneurial spirit	3.959	0.899	4.526	0.683
	3) Focusing on the changing wants and needs of customers				
32	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have global organisation expertise;	3.827	0.745	4.441	0.694
	1) Building partnerships and alliances	3.847	0.738	4.465	0.666
	2) Managing a matrix organisation				
33	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to have a global vision;	3.773	0.743	4.422	0.661
	1) Encouraging a sense of urgency for change	3.756	0.723	4.454	0.670
	2) Forming and initiating a strategic vision	3.736	0.824	4.406	0.643
	3) Involving others for change	3.888	0.767	4.456	0.709
	4) Removing barriers of change	3.815	0.708	4.465	0.613
	5) Rewarding for short-term success	3.808	0.755	4.379	0.718
	6) Sustaining the change	3.799	0.793	4.457	0.655

	7) Institute change as a routine				
34	The school's curriculum design, teaching and learning activities and student assessment provide authentic learning opportunities and support from the school community which foster students to develop technological savvy for global leadership;				
	1) Managing innovation in multicultural settings	3.938	0.834	4.462	0.676
	2) Managing social network technology	4.027	0.766	4.544	0.634
	3) Managing latest advances in virtual technology	3.920	0.809	4.442	0.687
35	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise cross-cultural relationship competencies;				
	1) Appreciating cultural diversity	4.152	0.496	4.717	0.468
	2) Being capable of foreign language skills	4.172	0.614	4.685	0.487
	3) Having cross-cultural communication skills	4.133	0.666	4.714	0.488
	4) Being capable of working with cross-cultural teams	4.201	0.574	4.656	0.486
	5) Applying ethical standards in multiple culture	4.174	0.606	4.674	0.498
	6) Valuing national background and being confident in country's culture	4.121	0.627	4.636	0.556
	7) Learning and making cross-cultural connections	4.275	0.584	4.716	0.480
	8) Being aware of cultural strengths and weaknesses	4.092	0.626	4.605	0.547
	9) Encouraging cultural diversity	4.223	0.585	4.754	0.438
	10) Taking responsibility of contribution to the well-being of community and the society as a whole	4.155	0.624	4.684	0.470
36	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise interpersonal competencies;				
	1) Communicating with compassion, kindness and awareness	4.019	0.674	4.618	0.690
	2) Creating and building trust	3.868	0.853	4.463	0.653
	3) Building relationship within community	3.867	0.856	4.452	0.659
	4) Managing conflicts	3.850	0.842	4.466	0.642
	5) Coaching the team for best performance	3.956	0.705	4.433	0.772
	6) Motivating others and rewards given	3.954	0.735	4.428	0.763
		3.917	0.722	4.384	0.756

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	7) Increasing the capacity of individuals and groups 8) Distributing leadership responsibility to others	3.994	0.666	4.491	0.816
37	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global leadership traits and value;				
	1) Being humble	3.872	0.835	4.560	0.575
	2) Being flexible	4.003	0.795	4.637	0.485
	3) Being eager for knowledge	3.861	0.797	4.565	0.612
	4) Optimistic	3.834	0.775	4.414	0.737
	5) Energetic	3.903	0.728	4.492	0.659
	6) Maturity	3.881	0.665	4.626	0.565
	7) Remaining calm when faced with pressure or stress	3.934	0.693	4.614	0.568
	8) Persistence	3.906	0.787	4.675	0.505
	9) Problem solving	3.826	0.855	4.703	0.494
	10) Decision making	3.999	0.728	4.565	0.597
	11) Integrity	4.056	0.674	4.727	0.484
	12) Accountability	3.907	0.704	4.569	0.612
	13) Openness	3.885	0.765	4.512	0.616
	14) Being intellectual	4.048	0.767	4.468	0.635
	15) Gratitude	4.125	0.713	4.575	0.644
38	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global leadership cognitive and orientation;				
	1) Global mindedness	3.923	0.816	4.588	0.565
	2) Quick thinking	3.782	0.798	4.485	0.636
	3) Critical thinking	4.075	0.844	4.697	0.493
39	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise global business expertise;				
	1) Being keen and quick in understanding and dealing with a business situation	3.952	0.893	4.523	0.685
	2) Having the entrepreneurial spirit	3.769	0.855	4.478	0.684
	3) Focusing on the changing wants and needs of customers	3.762	0.858	4.472	0.682
40	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a				

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	commitment for students to have an opportunity to exercise global organisation expertise;				
	1) Building partnerships and alliances	3.842	0.735	4.467	0.666
	2) Managing a matrix organisation	3.804	0.767	4.424	0.736
41	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to exercise a global vision;	3.753	0.726	4.454	0.670
	1) Encouraging a sense of urgency for change	3.734	0.824	4.402	0.648
	2) Forming and initiating a strategic vision	3.882	0.767	4.456	0.708
	3) Involving others for change	3.815	0.709	4.464	0.617
	4) Removing barriers of change	3.806	0.753	4.376	0.710
	5) Rewarding for short-term success	3.793	0.797	4.454	0.656
	6) Sustaining the change	3.686	0.692	4.425	0.666
	7) Institute change as a routine				
42	The school's curriculum design, teaching and learning activities and student assessment clearly demonstrate a commitment for students to have an opportunity to have technological savvy for global leadership;				
	1) Managing innovation in multicultural settings	4.023	0.764	4.548	0.636
	2) Managing social network technology	3.925	0.808	4.440	0.686
	3) Managing latest advances in virtual technology	3.878	0.945	4.416	0.705
43	Thailand's government policies provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies;	2.911	0.973	4.125	0.707
	1) cross-cultural relationship competency	3.069	0.992	4.174	0.826
	2) Interpersonal competency	3.308	0.910	4.233	0.876
	3) Global traits and values	3.339	0.892	4.265	0.778
	4) Global thinking and orientation	3.271	0.724	4.187	0.770
	5) Global business expertise	3.383	0.746	4.334	0.738
	6) Global organisation expertise	3.532	0.876	4.300	0.774
	7) Global visioning	3.468	0.882	4.386	0.710
	8) Technological savvy				
44	Thailand's economic factors provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies;	3.213	0.902	4.221	0.840
	1) cross-cultural relationship competency	3.169	0.879	4.252	0.754

	2) Interpersonal competency	3.326	0.848	4.290	0.842
	3) Global traits and values	3.394	0.876	4.298	0.780
	4) Global thinking and orientation	3.332	0.804	4.383	0.726
	5) Global business expertise	3.389	0.792	4.345	0.808
	6) Global organisation expertise	3.571	0.834	4.357	0.770
	7) Global visioning	3.553	0.816	4.434	0.748
	8) Technological savvy				
45	Thailand's social factors provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies;	3.164	0.878	4.196	0.792
	1) cross-cultural relationship competency	3.218	0.834	4.280	0.826
	2) Interpersonal competency	3.272	0.808	4.224	0.800
	3) Global traits and values	3.426	0.802	4.357	0.714
	4) Global thinking and orientation	3.381	0.728	4.255	0.772
	5) Global business expertise	3.409	0.826	4.343	0.790
	6) Global organisation expertise	3.541	0.884	4.409	0.799
	7) Global visioning	3.537	0.806	4.375	0.744
	8) Technological savvy				
46	Thailand's technological factors provide appropriate support on international school's curriculum design, teaching and learning activities and student assessment which offer opportunities for students to exercise global leadership competencies;	3.244	0.948	4.252	0.866
	1) cross-cultural relationship competency	3.110	0.924	4.248	0.832
	2) Interpersonal competency	3.276	0.760	4.334	0.748
	3) Global traits and values	3.286	0.862	4.338	0.744
	4) Global thinking and orientation	3.350	0.836	4.302	0.828
	5) Global business expertise	3.384	0.700	4.376	0.722
	6) Global organisation expertise	3.497	0.904	4.321	0.818
	7) Global visioning	3.385	0.812	4.439	0.826
	8) Technological savvy				
Item	**Professional Development**				
47	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop cross-cultural relationship competencies;	3.704	0.972	4.461	0.535
	1) Appreciating cultural diversity	3.768	0.863	4.493	0.523
	2) Being capable of foreign language skills				

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	3) Having cross-cultural communication skills	3.735	0.934	4.435	0.527
	4) Being capable of working with cross-cultural teams	3.797	0.796	4.567	0.529
	5) Applying ethical standards in multiple culture	3.795	0.783	4.539	0.562
	6) Valuing national background and being confident in country's culture	3.793	0.746	4.534	0.536
	7) Learning and making cross-cultural connections	3.758	0.846	4.499	0.574
	8) Being aware of cultural strengths and weaknesses	3.770	0.889	4.480	0.608
	9) Encouraging cultural diversity	3.786	0.823	4.537	0.609
	10) Taking responsibility of contribution to the well-being of community and the society as a whole	3.786	0.880	4.514	0.604
48	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop interpersonal competencies;	3.645	0.905	4.353	0.782
	1) Communicating with compassion, kindness and awareness	3.794	0.872	4.414	0.744
	2) Creating and building trust	3.498	0.945	4.306	0.837
	3) Building relationship within community	3.645	0.952	4.267	0.839
	4) Managing conflicts	3.652	0.878	4.322	0.825
	5) Coaching the team for best performance	3.649	1.035	4.219	0.848
	6) Motivating others and rewards given	3.617	0.938	4.204	0.843
	7) Increasing the capacity of individuals and groups	3.624	0.936	4.206	0.840
	8) Distributing leadership responsibility to others				
49	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global leadership traits and value;	3.664	0.926	4.401	0.634
	1) Being humble	3.606	0.984	4.464	0.646
	2) Being flexible	3.673	0.945	4.476	0.608
	3) Being eager for knowledge	3.707	0.903	4.433	0.574
	4) Optimistic	3.713	0.996	4.548	0.603
	5) Energetic	3.648	0.944	4.280	0.696
	6) Maturity	3.663	0.886	4.335	0.658
		3.637	0.932	4.384	0.655

	7) Remaining calm when faced with pressure or stress	3.702 3.685	0.897 0.924	4.367 4.473	0.658 0.645
	8) Persistence	3.682	0.878	4.366	0.658
	9) Problem solving	3.716	0.929	4.408	0.655
	10) Decision making	3.799	0.945	4.429	0.648
	11) Integrity	3.682	0.922	4.402	0.595
	12) Accountability	3.703	0.924	4.435	0.666
	13) Openness				
	14) Being intellectual				
	15) Gratitude				
50	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global leadership cognitive and orientation;	3.963	0.894	4.614	0.545
	1) Global mindedness	3.736	0.903	4.467	0.633
	2) Quick thinking	3.708	0.896	4.353	0.716
	3) Critical thinking				
51	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global business expertise;	3.673	0.916	4.326	0.683
	1) Being keen and quick in understanding and dealing with a business situation	3.635	0.904	4.353	0.632
	2) Having entrepreneurial spirit	3.713	0.922	4.315	0.728
	3) Focusing on the changing wants and needs of customers				
52	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global organisation expertise;	3.664	0.913	4.733	0.612
	1) Building partnerships and alliances	3.686	0.898	4.396	0.593
	2) Being able to manage a matrixed organisation				
53	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop global vision;				
	1) Encouraging sense of urgency for change	3.534	0.924	4.405	0.645
	2) Forming and initiating strategic vision	3.493	0.882	4.333	0.652

	3) Involving others for change	3.632	0.917	4.462	0.625
	4) Removing barrier of change	3.426	1.0158	4.446	0.607
	5) Rewarding for short-term success	3.518	0.910	4.479	0.585
	6) Sustaining the change	3.485	0.867	4.296	0.723
	7) Institute change as a routine	3.584	0.915	4.434	0.642
54	The school provides professional development enhancing teaching and learning in authentic opportunities and support from the school community which foster students to develop technological savvy for global leadership;	3.694	0.894	4.415	0.646
	1) Managing innovation in multicultural settings	3.722	0.792	4.404	0.664
	2) Managing social network technology	3.684	0.874	4.469	0.626
	3) Managing latest advances in virtual technology				
55	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise cross-cultural relationship competencies;				
	1) Appreciating cultural diversity	3.798	0.793	4.569	0.527
	2) Being capable in foreign language skill	3.795	0.785	4.537	0.565
	3) Having cross-cultural communication skill	3.793	0.742	4.536	0.533
	4) Being capable in working with cross-cultural team	3.786	0.826	4.533	0.602
		3.753	0.844	4.492	0.576
	5) Applying ethical standard in multiple culture	3.777	0.883	4.485	0.604
	6) Valuing national background and being confidence in country's culture	3.767	0.792	4.463	0.555
	7) Learning and making cross-cultural connection	3.714	0.886	4.517	0.553
	8) Being aware of cultural strengths and weaknesses	3.783	0.884	4.514	0.607
		3.772	0.803	4.495	0.587
	9) Encouraging cultural diversity				
	10) Taking responsibility to contribute for the well-being of community and larger				
56	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise interpersonal competencies;	3.645	1.032	4.215	0.845
	1) Communicating with compassion, kindness and awareness	3.613	0.931	4.203	0.848
	2) Creating and building trust	3.627	0.934	4.202	0.846
	3) Building relationship within community	3.613	0.947	4.219	0.856
	4) Managing conflicts	3.656	0.915	4.277	0.833
	5) Coaching the team for best performance	3.613	0.879	4.254	0.826

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	6) Motivating others and rewards given	3.697	0.945	4.286	0.842
	7) Increasing the capacity of individuals and groups	3.655	0.925	4.302	0.856
	8) Distributing leadership responsibility to others				
57	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global leadership traits and value;	3.675	0.942	4.472	0.606
	1) Being humble	3.703	0.904	4.433	0.574
	2) Being flexible	3.716	0.992	4.544	0.606
	3) Being eager for knowledge	3.648	0.945	4.285	0.693
	4) Optimistic	3.664	0.886	4.336	0.656
	5) Energetic	3.639	0.938	4.389	0.653
	6) Maturity	3.700	0.895	4.369	0.656
	7) Remaining calm when faced with pressure or stress	3.687	0.929	4.478	0.649
		3.687	0.878	4.360	0.656
	8) Persistence	3.715	0.927	4.407	0.659
	9) Problem solving	3.793	0.949	4.426	0.646
	10) Decision making	3.686	0.928	4.405	0.593
	11) Integrity	3.704	0.976	4.437	0.666
	12) Accountability	3.706	0.938	4.366	0.694
	13) Openness	3.714	0.859	4.425	0.708
	14) Being intellectual				
	15) Gratitude				
58	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global cognitive and orientation;	3.737	0.908	4.465	0.635
	1) Global mindedness	3.705	0.896	4.353	0.713
	2) Quick thinking	3.758	0.903	4.566	0.567
	3) Critical thinking				
59	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global business expertise;	3.635	0.906	4.352	0.635
	1) Being keen and quick in understanding and dealing with a business situation	3.713	0.928	4.313	0.727
	2) Having entrepreneurial spirit	3.586	0.916	4.445	0.605
	3) Focusing on the changing wants and needs of customers				

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60	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise global organisation expertise;	3.686	0.896	4.395	0.596
	1) Building partnerships and alliances	3.644	0.944	4.353	0.634
	2) Being able to manage a matrixed organisation				
61	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to exercise a global vision;				
	1) Encouraging sense of urgency for change	3.494	0.884	4.335	0.655
	2) Forming and initiating strategic vision	3.633	0.915	4.463	0.624
	3) Involving others for change	3.426	1.013	4.446	0.606
	4) Removing barrier of change	3.517	0.915	4.474	0.582
	5) Rewarding for short-term success	3.488	0.867	4.297	0.724
	6) Sustaining the change	3.585	0.914	4.434	0.645
	7) Institute change as a routine	3.608	1.027	4.438	0.705
62	The school provides professional development which clearly demonstrates a commitment to students for having an opportunity to develop technological savvy for global leadership;				
	1) Managing innovation in multicultural settings	3.724	0.790	4.408	0.667
	2) Managing social network technology	3.683	0.878	4.466	0.625
	3) Managing latest advances in virtual technology	3.698	1.026	4.399	0.648
63	Thailand's government policies provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies;	2.607	1.284	3.861	0.778
	1) cross-cultural relationship competency	2.735	1.252	4.039	0.896
	2) Interpersonal competency	2.793	1.150	4.087	0.764
	3) Global traits and values	2.938	1.156	4.204	0.882
	4) Global thinking and orientation	2.960	0.998	4.206	0.784
	5) Global business expertise	2.902	1.080	4.278	0.846
	6) Global organisation expertise	3.109	1.048	4.237	0.896
	7) Global visioning	2.995	1.184	4.173	0.842
	8) Technological savvy				
64	Thailand's economic factors provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies;				
	1) cross-cultural relationship competency	2.806	1.082	4.068	0.714

	2) Interpersonal competency	2.830	1.116	4.012	0.938
	3) Global traits and values	2.964	1.060	4.216	0.672
	4) Global thinking and orientation	3.047	1.024	4.171	0.798
	5) Global business expertise	3.115	0.932	4.119	0.856
	6) Global organisation expertise	3.013	0.900	4.137	0.834
	7) Global visioning	3.108	0.936	4.164	0.752
	8) Technological savvy	3.200	0.958	4.096	0.714
65	Thailand's social factors provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies;				
	1) cross-cultural relationship competency	2.761	1.200	4.219	0.748
	2) Interpersonal competency	2.693	1.156	4.119	0.682
	3) Global traits and values	2.855	1.068	4.191	0.834
	4) Global thinking and orientation	2.977	1.060	4.173	0.806
	5) Global business expertise	3.044	0.838	4.112	0.776
	6) Global organisation expertise	3.130	0.904	4.108	0.822
	7) Global visioning	2.936	0.970	4.194	0.848
	8) Technological savvy	3.175	0.960	4.315	0.700
66	Thailand's technological factors provide appropriate support on international school's professional development and support services implementing in teaching and learning to develop students' global leadership competencies;	2.943	1.086	4.079	0.752
	1) cross-cultural relationship competency	2.845	1.088	4.167	0.814
	2) Interpersonal competency	2.977	1.090	4.143	0.736
	3) Global traits and values	2.937	0.894	4.221	0.768
	4) Global thinking and orientation	3.145	0.792	4.289	0.746
	5) Global business expertise	3.003	0.980	4.177	0.804
	6) Global organisation expertise	3.108	0.976	4.324	0.692
	7) Global visioning	3.260	0.868	4.356	0.724
	8) Technological savvy				

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APPENDIX C

List of Experts

1. List of Experts to Verify Conceptual Framework
2. List of Experts to Verify Research Questionnaires
3. List of Experts to Verify the 1st Draft of Strategies
4. List of Experts to Verify the Final Draft of Strategies

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List of Experts to Verify Conceptual Framework

1. Professor Gerald D. Groves, Ph.D.
   Director, Institute of Training and Organizational Development, University of Pittsburgh
2. Andrew Davies, Ph.D.
   Head of School, International School of Bangkok
3. Kaanwarin Polanunt, Ph.D.
   School Director, St. Andrew International School Bangkok
4. Ms. Poonam Sachdev
   Thai Director, The New International School of Thailand
5. Ms. Khanitha Prawichen
   School Director, Harrow International school Bangkok

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List of Experts to Verify Research Questionnaires

1. Professor Gerald D. Groves, Ph.D.
   Director, Institute of Training and Organizational Development, University of Pittsburgh
2. Assistant Professor Ittipaat Suwathanpornkul, Ph.D.
   Faculty of Education, Srinakharinwirot University
3. Wanwisa Suebnusorn, Ph.D.
   Faculty of Education, Panyapiwat Institute of Management
4. Penvara Xupravati, Ph.D.
   Faculty of Education, Chulalongkorn University
5. Sangwilai Charuwatee, Ph.D.
   School Director, Berkeley International School

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VITA

Nudtavadee Sapaprot was born and raised in Bangkok, Thailand. At the age of sixteen, she went to the United States, where she attended and graduated from Middleton High School in Idaho. She went back to Bangkok to study at Chulalongkorn University, where she received her B.Ed. (1st Class Honour) in Secondary Education (English and Thai). Upon graduating, she trained as a Thai as a foreign language teacher, and subsequently taught at many international schools in Bangkok. In 2010, she received her M.A. in Teaching Thai as a Foreign Language from the Faculty of Humanities, Srinakharinwirot University then continued to study in Educational Administration field at Naraesuan University. She received her M.Ed. in Educational Administration. In 2013, she began her Ph.D. studies in the Educational Management Programme at the Faculty of Education, Chulalongkorn University.

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