Chulalongkorn University
Chula Digital Collections

Chulalongkorn University Theses and Dissertations (Chula ETD)

2021

Development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines

Dech-siri Nopas
Faculty of Education

Follow this and additional works at: https://digital.car.chula.ac.th/chulaetd

Part of the Adult and Continuing Education Commons

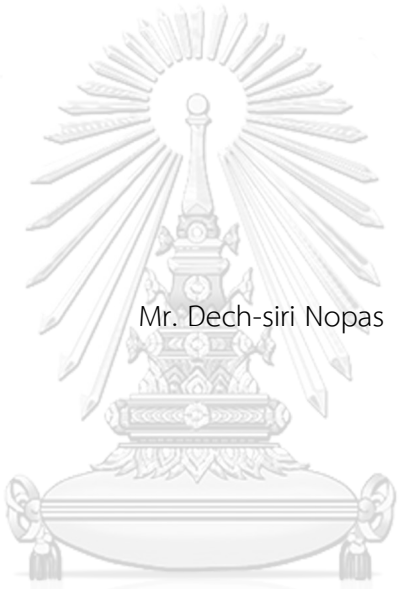
Recommended Citation

Nopas, Dech-siri, "Development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines" (2021). *Chulalongkorn University Theses and Dissertations (Chula ETD)*. 4817.
https://digital.car.chula.ac.th/chulaetd/4817

This Thesis is brought to you for free and open access by Chula Digital Collections. It has been accepted for inclusion in Chulalongkorn University Theses and Dissertations (Chula ETD) by an authorized administrator of Chula Digital Collections. For more information, please contact ChulaDC@car.chula.ac.th.

DEVELOPMENT OF A PERSONALIZED WORKPLACE LEARNING PROGRAM TO ENHANCE THE CULTURAL INTELLIGENCE OF CABIN CREW FROM INTERNATIONAL AIRLINES

Mr. Dech-siri Nopas



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in Non-Formal Education
Department of Lifelong Education
FACULTY OF EDUCATION
Chulalongkorn University
Academic Year 2021
Copyright of Chulalongkorn University

การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ

นายเดชศิริ โนภาส

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรดุษฎีบัณฑิต
สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2564
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	DEVELOPMENT OF A PERSONALIZED WORKPLACE LEARNING PROGRAM TO ENHANCE THE CULTURAL INTELLIGENCE OF CABIN CREW FROM INTERNATIONAL AIRLINES
By	Mr. Dech-siri Nopas
Field of Study	Non-Formal Education
Thesis Advisor	Associate Professor Ph.D. WIRATHEP PATHUMCHAROENWATTANA
Thesis Co Advisor	Associate Professor Ph.D. Archanya Ratana-ubol

Accepted by the FACULTY OF EDUCATION, Chulalongkorn University in Partial Fulfillment of the Requirement for the Doctor of Philosophy

..... Dean of the FACULTY OF EDUCATION
(Associate Professor Ph.D. SIRIDEJ SUJIVA)

DISSERTATION COMMITTEE

..... Chairman
(Professor Ph.D. Sumalee Sungsri)

..... Thesis Advisor
(Associate Professor Ph.D. WIRATHEP PATHUMCHAROENWATTANA)

..... Thesis Co-Advisor
(Associate Professor Ph.D. Archanya Ratana-ubol)

..... Examiner
(Assistant Professor Ph.D. SUWITHIDA CHARUNGKAITTIKUL)

..... Examiner
(Ph.D. KOTCHAWORN CHUYMANEE)

..... External Examiner
(Associate Professor Ph.D. Poschanan Niramitchainont)

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

เดชศิริ โนภาส : การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ . (DEVELOPMENT OF A PERSONALIZED WORKPLACE LEARNING PROGRAM TO ENHANCE THE CULTURAL INTELLIGENCE OF CABIN CREW FROM INTERNATIONAL AIRLINES) อ.ที่ปรึกษาหลัก : รศ. ดร.วีระเทพ ปทุมเจริญวัฒนา, อ.ที่ปรึกษาร่วม : รศ. ดร.อาชัญญา รัตนอุบล

งานวิจัยนี้เป็นวิจัยแบบวิจัยและพัฒนาที่อาศัยวิธีการเก็บข้อมูลเชิงคุณภาพ โดยมีวัตถุประสงค์การวิจัยเพื่อ 1) วิเคราะห์ภูมิหลังของลูกเรือสายการบินนานาชาติเกี่ยวกับความฉลาดทางวัฒนธรรมของผู้ให้ข้อมูลทั้ง 7 กรณีศึกษา 2) พัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสาหรับลูกเรือสายการบินนานาชาติของผู้ให้ข้อมูล 7 กรณีศึกษาที่ร่วมกันกับผู้วิจัยในฐานะผู้อำนวยความสะดวก 3) นำเสนอแนวทางในการพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสาหรับลูกเรือสายการบินนานาชาติด้วยการพัฒนาร่างแนวทางของผลลัพธ์การวิจัยรวมถึงจากพิจารณาและการสะท้อนจากผู้ทรงคุณวุฒิทั้ง 12 คนจากวงการส่งเสริมการเรียนรู้ตลอดชีวิตและอุตสาหกรรมการบิน

ผลการวิจัยพบว่า 1) ความฉลาดทางวัฒนธรรมเป็นทักษะที่จำเป็นที่ช่วยให้ลูกเรือสายการบินนานาชาติจัดการกับความหลากหลายและความแตกต่างจากความรู้และประสบการณ์เกี่ยวกับความฉลาดทางวัฒนธรรมอื่นๆ วัฒนธรรมของลูกเรือแต่ละคนมากจากประสบการณ์ในชีวิตที่ผ่านมา ไม่ว่าจะมาจากการเรียนรู้ ความผิดพลาด การปรับปรุง การพัฒนา การเปลี่ยนแปลงรวมไปถึงการปรับตัวให้คุ้นเคยกับทุกวัฒนธรรมที่บางครั้งอาจจะคุ้นเคยหรือบางอาจจะแตกต่างโดยสิ้นเชิง 2) โปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมประกอบไปด้วยกระบวนการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติสาหรับลูกเรือสายการบินนานาชาติได้แก่ ก) ขั้นเสริมพลัง ข) ขั้นออกแบบแผนการเรียนรู้ (ระบุความต้องการในการเรียนรู้, ระบุจุดประสงค์ในการเรียนรู้, ระบุกลยุทธ์ในการเรียนรู้ และระบุการประในในการเรียนรู้) และ ค) ขั้นสะท้อน ลักษณะเฉพาะของโปรแกรมประบกอบไปด้วย ความยืดหยุ่น ความเป็นเทคโนโลยี ความร่วมมือในการออกแบบและการค้นพบตนเอง 3) แนวทางในการพัฒนาสร้างโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ แนวทางนี้ประกอบไปด้วยภาพรวมของโปรแกรม การวิเคราะห์ภูมิหลังของลูกเรือ การพัฒนาโปรแกรมและแนวทางในการศึกษาผลลัพธ์จากการใช้โปรแกรม

สาขาวิชา	การศึกษานอกระบบโรงเรียน	ลายมือชื่อนิสิต .....
ปีการศึกษา	2564	ลายมือชื่อ อ.ที่ปรึกษาหลัก .....
		ลายมือชื่อ อ.ที่ปรึกษาร่วม .....

6281013527 : MAJOR NON-FORMAL EDUCATION

KEYWORD: cultural intelligence, personalized workplace learning program, cabin crew, international airline

Dech-siri Nopas : DEVELOPMENT OF A PERSONALIZED WORKPLACE LEARNING PROGRAM TO ENHANCE THE CULTURAL INTELLIGENCE OF CABIN CREW FROM INTERNATIONAL AIRLINES. Advisor: Assoc. Prof. Ph.D. WIRATHEP PATHUMCHAROENWATTANA Co-advisor: Assoc. Prof. Ph.D. Archanya Ratana-ubol

This thesis study employed R&D as a research methodology, and employ a qualitative method to collect the data. It aimed to 1) explore the background of cabin crew from the international airlines concerning cultural intelligence from seven key informants; 2) develop personalized workplace learning programs to enhance the cultural intelligence of cabin crew from the international airlines with seven key informants of the cabin crew and the researcher as a facilitator, and 3) propose a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines by developing all the findings into a draft of the guideline submitted to 12 experts from lifelong learning and airline industry to consideration and reflection. The research study found that 1) Cultural intelligence is one of the necessary skills that help individuals deal with diversity and differences from other cultural knowledge and experience. The culture of each individual comes from experiences in life that people have experienced before, learning, failing, fixing, improving, changing, and familiarizing with every culture. 2) The process of a personalized workplace learning program to enhance cultural intelligence for cabin crew consists of a) empowering, b) designing the learning plan (identifying the learning need, identifying the learning objective, identifying the learning strategy, and identifying the learning evaluation), and c) reflecting. And the characteristics of the program consist of flexibility, technology, co-creator, and self-discovery. Furthermore, 3) the researcher analyzed the data, then developed the guidelines for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. The guideline was approved by the experts. The guideline consists of a) overview of the program, b) the analysis of background, c) the development of the program, and d) the result after the program employment.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Field of Study:	Non-Formal Education	Student's Signature .....
Academic Year:	2021	Advisor's Signature .....
		Co-advisor's Signature .....

ACKNOWLEDGEMENTS

I want to express my special thanks to many people who contribute to completing this thesis. Firstly, I would like to extend my appreciation to my thesis advisor, Associate Professor Wirathep Pathumcharoenwattana, Ph.D., and thesis co-advisor, Associate Professor Archanya Ratana-Ubol, Ph.D. They devoted their valuable time and assistance throughout my whole process of conducting this thesis with fruitful support and suggestions. My research would never have come this far without their contribution and dedication. Moreover, I would like to express special thanks to the thesis committee, including Professor Sumalee Sungsri, Ph.D., Assistant Professor Suwithida Charungkiatikul, Ph.D., Kotchaworn Chuymanee, Ph.D., and Associate Professor Poschanan Niramitchainont, Ph.D. for their valuable recommendations to enhance my thesis.

Furthermore, I would like to express my special thanks to the experts in lifelong education, cultural studies and social studies, airline business, and research & evaluation fields as they provide fruitful comments and suggestions for validating the research instruments in my thesis. With Associate Professor Duangkamol Traiwichitkhiun, Associate Professor Worarat Pathumcharoenwattana, Dr. Pimsiri Taylor, Dr. Pattra Vayajut, and Dr. Chakree Kerdsomboon and Dr. Pattara Jermsawat. Additionally, I would like to express other sincere thanks to the experts who helped me throughout the process, including Assistant Professor Choosak Ueangchokchai and Dr. Byung Jun Yi.

I must express my heartfelt gratitude to all facilitators at Lifelong Education, Chulalongkorn University, and all the people in Lifelong Education. In addition, I would like to express my sincere graduation. Lastly, I would like to extend my appreciation to Chulalongkorn University for providing me with the 100th Anniversary Chulalongkorn University for Doctoral Scholarship to complete my thesis.

Dech-siri Nopas

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

TABLE OF CONTENTS

Page

ABSTRACT (THAI) iii

ABSTRACT (ENGLISH) iv

ACKNOWLEDGEMENTS v

TABLE OF CONTENTS vi

LIST OF TABLES x

LIST OF FIGURES xi

CHAPTER 1 INTRODUCTION 1

BACKGROUND AND SIGNIFICANCE OF THE STUDY 1

Research Questions 8

Research Objectives 9

Scope of the Study 9

Definition of Terms 14

SIGNIFICANCE OF STUDY 16

CHAPTER 2 THE REVIEW OF LITERATURE 17

PART 1 CULTURAL INTELLIGENCE 18

1.1 The Definition of Cultural Intelligence 18

1.2 The Element of Cultural Intelligence 20

1.3 The Process of Cultural Intelligence 24

1.4 The Activity and Measurement of Cultural Intelligence 28

1.5 The Advantage of Cultural Intelligence 30

PART 2 PERSONALIZED LEARNING 33

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2.1 The Definition of Personalized Learning 33
2.2 The Approach of Personalized Learning 37
2.3 The Advantage of Personalized Learning 44
PART 3 WORKPLACE LEARNING 48
3.1 The Definition of Workplace Learning 48
3.2 The Characteristics of Workplace Learning 52
3.3 The Approach of Workplace Learning 55
3.4 The Advantage of Workplace Learning 62
PART 4 PERSONALIZED WORKPLACE LEARNING 63
4.1 The Definition of Personalized Workplace Learning 63
4.2 The Characteristics of Personalized Workplace Learning 68
4.3 The Process of Personalized Workplace Learning 71
PART 5 AIRLINE CABIN CREW 88
5.1 The Definition of Cabin Crew 88
5.2 The Characteristics of Cabin Crew's Job Duty 89
PART 6 RELEVANT RESEARCH 90
The Relevant Research about Cultural Intelligence 90
The Relevant Research about Personalized Workplace Learning 97
PART 7 CONCEPTUAL FRAMEWORK 106
CHAPTER 3 RESEARCH METHODOLOGY 109
CHAPTER 4 RESEARCH FINDINGS 125
CHAPTER 5 CONCLUSION, DISCUSSION & SUGGESTION 220
RESEARCH OBJECTIVES 220
RESEARCH METHODOLOGY 221

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

RESEARCH CONCLUSION 221

RESEARCH SUGGESTION 256

APPENDIX A Name Lists of the Experts 260

APPENDIX B Expert Invitation Letter 272

APPENDIX C The Results of Research Instruments Evaluation from the Experts 279

APPENDIX D Research Instrument 296

APPENDIX F The Basic Data of Key Informants 316

APPENDIX G The Quotation of Findings for Research Question 1 323

APPENDIX H The Description Findings of Research Question 2 384

APPENDIX I Quotation of the Results after Employing the Personalized Workplace Learning Program to Learn about Cultural Intelligence 405

APPENDIX J The draft of a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines 437

APPENDIX K The Comments and Suggestions from the Focused Group to Develop a Guideline for Developing Personalized Workplace Learning Programs to Enhance the Cultural Intelligence of Cabin Crew from International Airlines 459

APPENDIX K The Draft the Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines 470

REFERENCES 478

VITA 489

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

LIST OF TABLES

page

Table 2. 1 Characteristics of the personalized workplace learning 77

Table 2. 2 Process of the personalized workplace learning..... 83

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

LIST OF FIGURES

Page

Figure2. 1 The Elements of Cultural Intelligence 23

Figure2. 2 Conceptual Framework 108

Figure 3 1 Research Framework of the Study 111

Figure 4. 1 CASE A's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 159

Figure 4. 2 CASE B's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 160

Figure 4. 3 CASE C's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 161

Figure 4. 4 CASE D's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 162

Figure 4. 5 CASE E's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 163

Figure 4. 6 CASE F's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 164

Figure 4. 7 CASE G's Personalized Workplace Learning Program to Enhance Cultural Intelligence..... 165

Figure 4. **8 Process of Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from Thailand's International Airlines** 201

Figure 5. 1 New Knowledge of the Study..... 255

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CHAPTER 1
INTRODUCTION

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Nowadays, global people live in a world beyond borders with the help of technology developments that help them connect globally. The operational capability of human resources has been no longer limited by geography. Globalization has been one of the challenging factors words of the 21st century. People can see its presence in almost every field of their lives: economy, politics, culture, and media. People believe that the globalization of the media tends to undermine national cultures (Abdurrahman, 2015). Globalization has changed the current business in a difficult situation. One of the main challenges is the lack of proper understanding due to cultural differences (Triandis, 2006). As the organizations globalize and the workforce becomes more diverse than in the past, it is essential to understand how some individuals function more effectively than others in a culturally diverse environment. The whole business environment is moving and building on culture, belief, and nationality.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

People confront problems adapting to unfamiliar cultural settings as the world is not a unified, interactive platform. There are cultural barriers with which people must learn to deal. To successfully sustain the pressure of globalization and a diverse work environment, the organizations require their employees who are sensitive to different cultures. They need to focus on diversity as a diverse workforce is more productive and innovative since it brings new ideas from their own cultures and other cultures. It can generate competitive advantage (S. Ang & Dyne, 2008). The world is dramatically innovating and changing. Employees must connect interculturally for the job they work in a multicultural setting. It has opened the doors of opportunities for many international organizations such as hospitals,

universities, import-export companies, and the airline business. The 21st century has seen a profound change in the airline industry of many countries, imposing many dislocations on both people and companies engaged in the provision of airline business (Jones, 2004). Especially during this COVID-19 pandemic, the pandemic has made the airline business in a challenging position. It is one of the main businesses that has got tremendous impacts from the pandemic. Although the international airlines confront difficulties in coming back in normal situations, they still need to provide their cabin crew the training courses because they must always be ready to come back for work. In recent years, air traffic travel has grown significantly with the global economy's rapid development and air transport infrastructure improvement. The pandemic of coronavirus disease 2019 (COVID-19) has continued to grow globally since its outbreak last year. The pandemic has pushed the world into the deepest global recession in living memories. In Thailand, Thai people experience the struggles of the pandemic as well. The government has temporarily closed many schools, universities, and other educational institutions to contain the virus's spread. Therefore, some learning communities try to recreate school as close to normal as possible. In some organizations, the pandemic has also significantly impacted human resources (HR) since it is challenging to conduct regular training classrooms for employees, especially in organizations in the airline industry. The COVID-19 pandemic has put the airline business in a challenging position. It is one of the leading businesses that has had tremendous impacts from the pandemic (Chen & Wang, 2021).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

In the airline industry, cabin crew is the employees who have direct contact with people from different cultural backgrounds. They are in an occupational group that generally has to face many difficulties in the workplace. In addition to their responsibilities to ensure the safety of the flight, one particular issue that creates tremendous stress for airline cabin crew members is when they have to serve passengers from other different cultures. The cabin crew is the job that always

confronts many difficulties with the passengers and everyone in the workplace. Usually, miscommunication and inappropriate interactions that cabin crew unintentionally demonstrate can cause dissatisfaction to colleagues or passengers in the workplace who come from different cultures and backgrounds, making cabin crew confront the anxiety from work. The nature of a cabin crew job often has to deal with many kinds of people from other cultural backgrounds in the workplace. They must have broader cultural knowledge to help them interact effectively with people from different ethnic groups (Charoensukmongkol & Suthatorn, 2018). Chong (2007) stated that the critical issue that causes tremendous stress for the cabin crew is when they have to provide with many kinds of people from different cultures and backgrounds in the workplace. Generally, inappropriate interactions and miscommunication, which cabin crew unintentionally show, can cause colleagues or passengers dissatisfaction. It, unfortunately, makes the experience of work anxiety. Because of that, they must have a broader knowledge of culture to help them interact successfully with passengers from different cultural backgrounds. Since the world rapidly globalizes, the airlines worldwide also globalize, and the people in the airline workplace have become more diverse than in previous. Understanding how some individuals function more effectively than others in a culturally diverse environment is imperative. The failures in cabin crew work can create tremendous stress for both the airlines and the cabin crew. It is because of the incapability to understand all the differences between cultures due to the inappropriate use of language and behavior, which negatively impacts both relationships building and individual and organizational performance. Interact effectively across cultures is now an essential requirement for all people in today's global environment (Eskelund, 2014).

The competency to successfully function in a cross-cultural environment has become necessary for all international organization employees. Cultural intelligence is one of the world's most popular concepts that helps people successfully adapt to new cultural environments. Cultural Intelligence is the dynamic concept that helps people from different cultures fit in with other different cultures. It is a versatile competency for successful adaptation to various new cultural environments, that is,

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

for unfamiliar environments attributable to the cultural context, which is usually different from their cultural components. It is a capability that increases an individual's ability to interact with people from other cultures. These skills and traits allow individuals to interact effectively in diverse cultural environments (S. Ang et al., 2007). It is the key competence of the 21st century that manages a multicultural workforce to have an effective interaction with people from different cultures. Therefore, they tend to have the highest strangeness and the lowest level of familiarity (Charoensukmongkol & Suthatorn, 2018). Cultural Intelligence helps develop an in-depth understanding of working styles in other cultures. A culturally intelligent workforce will demonstrate better tolerance, trust, and understanding of global colleagues. Cultural differences become strengths in problem-solving rather than obstacles, while improved collaboration drives the ability to respond quickly to the changes. Because of their differences, local partners, customers, and outsourced divisions can become colleagues and friends with cultural intelligence rather than an obstacle to success. It is crucial for them when working with emerging situations in the workplace, as management style and expectations may be different. These workplaces, successful in their own right, do not necessarily consider the head workplace way of doing things to be the right way. Furthermore, the knowledge of the cabin crew from international airlines about cultural intelligence is still somewhat limited. It is the competency that can enhance the cabin crew from the international airline performance in many areas that involve cross-cultural interaction. In addition, today's workplace is more diverse than in previous decades, so it is vital to develop the skills that allow cabin crew to facilitate intercultural relationships at work (S. Ang et al., 2007).

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

It can be risky and unprofessional if the cabin crew does not have enough experience in learning or understanding cultural intelligence. It is because the cabin crew is the job that has to confront and experience the cultural diversities and

differences when they perform their duties on the flights. The problems from cultural diversities and differences can cause tremendous stress to the cabin crew themselves, the passengers, the colleagues, the team, or even the airline organization. Therefore, they need to learn and be familiar with cultural intelligence, especially its process, to help them communicate effectively, work, function, and deal with others from other cultural backgrounds (Charoensukmongkol & Suthatorn, 2018). Moreover, there are many classes for cabin crew to learn annually, such as safety and emergency class, onboard service, safety and emergency recurrent, first aid, crew resource management, language, and culture. The current training platform that the airlines provide to the cabin crew is the training classroom platform. It is difficult for many people to join the classroom since they have different working schedules, experience jet lag, time zone differences, and fly to many different countries worldwide. Then, they may not be ready and well-prepared to go for training classes, so it is difficult for them to go for the training simultaneously. The international airlines will experience difficulties conducting the appropriate learning (training) classrooms for their cabin crew. Consequently, this thesis presents the development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Moreover, people are constantly learning everywhere and at all times, not every day goes by that does not lead to additional skills, knowledge, or competencies for everyone. For those outside the formal education and training system, especially adults, it is likely that this learning, taking place at home, at the workplace, or elsewhere, is a lot more necessary, relevant, and important than the types of learning that occur in formal settings. Plus, Tynjala (2008) stated found that most research has focused on learning outcomes from formal education and training instead of embracing all kinds of learning outcomes like allowing visibility and portability of such outcomes in the lifelong learning system, in the community, or in

the labor market. Since non-formal and informal learning is happening everywhere and all the time. The recognition of non-formal and informal learning is the necessary means for making lifelong learning the reality for all and, subsequently, for reshaping learning to better match the needs of the 21st-century knowledge economies and open societies. One of the most meaningful concepts of non-formal learning that can help learners like cabin crew learn better in their working context is 'workplace learning.' Workplace learning usually refers to the processes of learning through and for engaging in paid employment: on-the-job learning or learning through work. As a term, workplace learning emphasizes that particular contributions to individuals' learning are provided and secured through engaging in work activities and interactions within workplaces or work practices. People consider these contributions as being of a different kind than those accessible through participating in educational institutions. A particular quality associated with workplace learning experiences is that they are the authentic instances of the occupational practices' individuals need to learn. In this way, these experiences provide access to knowledge that is more readily applicable to the target occupational practice of which it is an instance than the knowledge accessed in settings. Workplace learning helps people build the skills and knowledge they need to do their jobs (Fenwick, 2008b).

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Another concept of non-formal learning that can help the cabin crew learn better in their working context is 'personalized learning. Personalized learning is essential because it supports flexible solutions that dynamically adapt content to fit the instructional objectives. The objective to deliver personalized learning by using learning objects that fit the real-time, anywhere, anytime, just-enough needs of the learners is about to become a reality. The basic premise of personalized learning is that everyone is different and has different needs, and it is not new for the facilitators. Nevertheless, there are significant logistical difficulties in tailoring learning experiences to personal needs with limited resources. It also enables them to select

components to customize their learner-centric environment. The most significant advantage of personalized learning is the system's ability to make complex instruction easier by presenting only the specific information that a particular learner wants or needs in the appropriate manner and at the appropriate time. Another advantage of personalized learning is that each time the learners personalize, they also learn and store a little more about a learner's unique set of needs. Moreover, competency through education is the more traditional because there is a constant need for change and renewal. Its usability depends on the link to several personal characteristics such as flexibility, creativity, independence, the ability to cooperate, responsibility, and service orientation(Fenwick, 2008b).

Moreover, the dream to deliver personalized workplace learning to solve the problems in the workplace by using the platform that fits the real-time, anywhere, anytime, just-enough needs of the learner is about to become a reality. The international organization needs to use strategies that help them successfully learn in the workplace. The personalized workplace learning program is the program that distributes information in dynamic and heterogeneous learning in the organization. Learning in open organizational settings demands more effective personalized workplace learning approaches to provide employee orientation and individualized access support. The personalized workplace learning program needs to use strategies to address employees' needs and promote individual success. Each of the learner will be able to choose their own preferable platforms, tools, supportive facilities to learn and best suitable with objectives based on their needs. The personalized workplace learning program may take many forms as it adapts content, practice, feedback, or navigation to match individual progress and performance. Consequently, the personalized workplace learning program will help employees decide what, where, when, and how to learn and promote personal development to answer the organization's objectives (Tynjala, 2008).

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

To summarize, the researcher found the importance of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines. The programs may figure out the problems of cabin crew that desire to improve their cultural intelligence to work effectively in the international airline organization. They will be able to use their own 'anywhere-anytime' program, which they create by themselves, to study the classes that the international airline organizations provide. In the end, the cabin crew from the international airlines will be able to obtain the content of cultural intelligence from the personalized workplace program and effectively work, deal, and function with the people in their working context who are from different cultural backgrounds. They will be able to fit in with other different cultures. Furthermore, the researcher has the dream to propose the guideline for the programs to the international airline organization with many kinds of people from different cultural backgrounds. It will be able to help many international airline organizations in Thailand or even international airlines all over the world.

Research Questions

The present research study attempted to find answers to the following questions:

1. What would be the background of each cabin crew from the international airlines concerning cultural intelligence?

2. What would be the learning program appropriate to the nature of each cabin crew from the international airlines and their working context?

3. What is a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Research Objectives

The present research study aimed to:

1. To explore the background of each cabin crew from the international airlines concerning cultural intelligence.

2. To develop a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines.

3. To propose a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines.

Scope of the Study

To develop a personalized workplace learning program to enhance the cultural intelligence of the cabin crew from international airlines, the researcher identified two parts of the scope of the study.

1. Scope of Key Informants of the Study

Key Informants

1.1 The cabin crew currently works at Thailand's international airlines. Seven cabin crew were willing to participate in the study and employed the personalized workplace learning program to enhance cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1.2 The experts from the training department from international airline organizations. All the four experts from the training department went with the criteria to select the study's experts. The seven experts from the training department of the international airline organization joined the focused group for the guideline of the development of the personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the international airlines.

1.3 The experts from the fields of lifelong learning education, non-formal education, adult education, continuing education, and vocational education. All the four experts from the fields went with the criteria to select the study's experts. The

four experts from the fields of lifelong learning education, non-formal education, adult education, continuing education, and vocational education join the focused group for a guideline for developing the personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the international airlines.

1.4 The experts from the HR department from international airline organizations. All the four experts from the HR department went with the criteria to select the experts of the study. The seven experts from the HR department of the international airline organization joined the focused group for the guideline of the development of the personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the international airlines.

2. Scope of Issues of the study

2.1 The scope of dimension and process of cultural intelligence. The researcher reviewed the relevant books and research about cultural intelligence, then analyzed the data. The researcher found four dimensions of cultural intelligence and four-step in the cultural intelligence process.

2.1.1 The dimension of cultural intelligence:

- Cognitive, cultural intelligence is the general knowledge and comprehension regarding cultural institutions, norms, and practices.

- Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding, and thinking process about different cultures.

- Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding and getting involved in different cultural environments.

- Behavioral cultural intelligence is the appropriate action indexing with people from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.1.2 The process of cultural intelligence

- Cultural intelligence drive is the determination to learn and attain knowledge and understanding about cultures.

- Cultural intelligence knowledge is actively and continually accessing and acquiring information on and understanding norms and implications of cultures

- Cultural intelligence strategy is a plan of action in response to particular cultural norms and implications for dealing effectively with passengers deem cultural backgrounds.

- Cultural intelligence action is the proper verbal and nonverbal communication and interaction with passengers from a particular cultural background.

2.2 The development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines. From the data from the literature review and the interview with the key informants, there were interesting points that can further the development of the personalized workplace program to enhance cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.2.1 The process of personalized workplace learning program to enhance cultural intelligence of cabin crew from the international airlines

2.2.1.1 Empowering. The learner can begin everything with theproblems first. He/she can always raise questions that he/she is curious about them. The learner can take some time at this stage. The learner should finish the empowering process with positive vibes for the next process. And at the end of the stage, the leaner should be focused on the problem that he/she wanted to fix.

2.2.1.2 Designing the learning plan

- Identify the learning need. The learner can take sometimes to consider, think and rethink the ideas about his/her need in learning. At

the end of the stage, the learner identifies to the facilitator what he/she needs to learn in order to solve each specific problem.

- Identify the learning objective. The learner can create more than one objective in learning relevant to the problem and the learning need they have identified aforementioned. The learner then identifies the learning objective in learning to solve each specific problem.

- Identify the learning strategy. For the learner, it is the stage that learners can show their creativity to create how to learn by themselves. The learner can take some time at this stage since it is the stage that the learner must go all the way. Also, the learner can go with any technology to help them learn best by their ability. They can go with any social media platform that they are good at. The learner can ask the facilitator for help in planning the learning strategy. Then, the learner can clearly explain his/her learning strategy.

- Identify the learning evaluation. The learner can take time to identify his/her learning evaluation. It should be the evaluation that suits the learner's learning need, learning objective, and learning strategy aforementioned. When the learner is confident in what he/she plans to do, then he/she can identify his/her learning evaluation

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2.1.2.3 Reflecting. The learner can freely reflect on what he/she wants to state about what they have learned and what they have experienced in the learning process. The learner can take as much time to reflect until he/she reaches the saturated point.

2.2.2 The characteristics of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

2.2.2.1 Flexibility. Personalized workplace learning aims to provide the employees with the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena in real-time, anywhere, or anytime. The employees can study at their own pace, the time and place of their choosing.

2.2.2.2 Technology. Personalized workplace learning provides the employee's technology as the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address employee needs and promote individual success.

2.2.2.3 Co-creator. Personalized workplace learning lets the employees' voice be a core part of decision-making and negotiated personal learning programs for all employees. Plus, it includes negotiated project work, rather than whole-class teaching, and modes of assessment selected to give the best possible fit to a personalized curriculum. The employees are expected to interact with other learners from the broader world, going out into the community for parts of their learning and learner support, primarily through facilitators working together as a team.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2.2.2.4 Self-discovery. Personalized workplace learning lets the employees choose the fit learning platform with their job to meet personal needs, interests, and abilities to promote independence and dependability. It enhances job skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop personality effectively in their workplace.

Definition of Terms

The key terms were defined for this research study as follows:

1. Background in the study refers to the previous understandings, experiences, problems, needs, objectives, supportive facilities, and assessment in learning the cultural intelligence of cabin crew from the international airlines.

2. Cultural Intelligence in this study is the ability that can help cabin crew effectively deal with people from other different cultural backgrounds in the workplace. Furthermore, he/she will be able to deal, work, and function with other people from different cultures. These are the dimension of cultural intelligence:

- Cognitive, cultural intelligence is the general knowledge and comprehension regarding cultural institutions, norms, and practices.

- Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding, and thinking process about different cultures.

- Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding and getting involved in different cultural environments.

- Behavioral cultural intelligence is the appropriate action indexing with people from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

And these are process of cultural intelligence:

- Cultural intelligence drive is the determination to learn and attain knowledge and understanding about cultures.

- Cultural intelligence knowledge is actively and continually accessing and acquiring information on and understanding norms and implications of cultures

- Cultural intelligence strategy is a plan of action in response to particular cultural norms and implications for dealing effectively with passengers deem cultural backgrounds.

- Cultural intelligence action is the proper verbal and nonverbal communication and interaction with passengers from a particular cultural background.

3. Personalized Workplace Learning Program in the study refers to the program that lets the cabin crew should be able to choose a fit learning path in order to meet personal needs, interests, and capabilities to enhance both independence and dependability. Plus, it is for social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena in real-time, anywhere, or anytime process. The cabin crew can study at their own pace, at the time, and place of their choosing. It provides the cabin crew the learning platform that changes the individual objects presented to them based on their individual needs as strategies that can address individual needs and promote individual success in the working context.

4. Guideline of Program Development is a step-by-step process of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. The primary goal of this development is to identify the steps of program development; therefore, the international airline organization can employ it in their cabin crew.

5. Cabin Crew from Thailand's International Airlines is the frontline employees who have direct contact with other people from other different cultural backgrounds in the working context. They must work as cabin crew at the international airlines in Thailand, have experience as cabin crew work at Thailand's international airlines for three years, and must be permanent employment status with a key performance indicator (KPI) score of over 80.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

SIGNIFICANCE OF STUDY

1. The cabin crew from the international airlines will be able to enhance their cultural intelligence by applying the personalized workplace learning program to enhance the cultural intelligence for cabin crew from the international airlines. Plus, they will be able to effectively solve the problems when they have to work, function, or deal effectively with people from different cultures and backgrounds in their working context.

2. The findings of the analysis of international airline cabin crew's backgrounds to learn about cultural intelligence were fruitful and specific. The company, enterprise, organization, and even the institution can employ the data to strategize the learning promotion for the employees in the workplace.

3. The personalized workplace learning program to enhance cultural intelligence for the cabin crew from the international airlines is the perfect example to strategize the learning promotion or suitably apply for the employees in the workplace.

4. The conditions that occur when using the personalized workplace learning program to enhance cultural intelligence will help the organization strategize the plans or guidelines to close the gap in the learning program.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5. The guideline for developing the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines will be beneficial for all the researchers, the research institutions, and the academic institutions in Thailand and around the world.

CHAPTER 2

THE REVIEW OF LITERATURE

This research study is about “the development of a personalized workplace learning program to enhance cultural intelligence of cabin crew from international airlines.” The significant research objectives of this research study are 1) to analyze the international airline cabin crew’s needs, problems, solutions, experiences, and understandings of cultural intelligence, 2) to develop a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines, and 3) to propose the guidelines of the development of the personalized workplace learning program to enhance cultural intelligence of cabin crew from international airlines. This chapter reviews the literature in eight main parts together with a summary as follows:

Part 1 Cultural Intelligence

1.1 The Definition of Cultural Intelligence

1.2 The Element of Cultural Intelligence

1.3 The Process of Cultural Intelligence

1.4 The Activity of Cultural Intelligence

1.5 The Advantage of Cultural Intelligence

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Part 2 Personalized Learning

2.1 The Definition of Personalized Learning

2.2 The Approach of Personalized Learning

2.3 The Advantage of Personalized Learning

Part 3 Workplace Learning

3.1 The Definition of Workplace Learning

3.2 The Element of Workplace Learning

3.3 The Approach of Workplace Learning

3.4 The Advantage of Workplace Learning

Part 4 Personalized Workplace Learning

4.1 The Definition of Personalized Workplace Learning

4.2 The Element of Personalized Workplace Learning

4.3 The Process of Personalized Workplace Learning

Part 5 Airline Cabin Crew

5.1 The Definition of Cabin Crew

5.2 The Characteristics of Cabin Crew's Job Duty

Part 6 Relevant Research

6.1 The Relevant Research in Thailand

6.2 The International Relevant Research

Part 7 The Conceptual Framework

PART 1 CULTURAL INTELLIGENCE

The researcher presents the concept of cultural intelligence in part 1. In order to understand the concept, the researcher categorized the content into six parts which are 1.1) the definition of cultural intelligence, 1.2) the element of cultural intelligence, 1.3) the process of cultural intelligence, 1.4) the activity of cultural intelligence, 1.5) the measurement of cultural intelligence, and 1.6) the advantage of cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1.1 The Definition of Cultural Intelligence

Business in the 21st century is global, and the need to deal effectively with others who are culturally different has become a business necessity. This dramatic economic shift fueled globalization in many countries and by advances in communications technology. We may not travel the globe to do business, but the world has come to us. Daily we have to deal with international issues and people from other countries and cultures. Despite the rapid modernization of the world, culture is slow to change. For the foreseeable future, handling cultural differences

will remain a critical factor in interpersonal interactions (P. Richardson, 2008). Culture is a catch-all term that can refer to the style and ethos of an organization, national customs and foods, or even the latest trends in fashion, movies, and music. Dutch psychologist Geert Hofstede says culture is the “collective programming of the mind.” that sets one society apart. Some put it more simply by describing culture as “the way we do things around here.” Culture is when people come into contact with a different culture, and the contrast brings it to our attention. The traditional patterns of values, customs, attitudes, and beliefs distinguish one group from another. It subconsciously guides behavior and thoughts and thus influences everything that happens in an organization (P. Richardson, 2008).

In 1960, the cultural intelligence studies' roots were in the first organizational research around the concepts of Intelligence and culture. Then scientists tried to mix these two concepts to create a new concept. Cultural Intelligence is an individual's competency in adaptability to the new cultural environment with the successor, which is usually different from their cultural element. A concept that has gained considerable attention, cultural Intelligence (referred to as CQ because it is a facet of Intelligence), was introduced in an article by Earley (2002)'s book Cultural Intelligence: Individual Interactions Across Cultures. Earley and Ang (2003) defined cultural Intelligence as a person's capability for successful adaptation to new cultural settings, that is, to unfamiliar settings attributable to cultural context. Earley and Peterson (2004) defined cultural Intelligence as the difference between individuals and organizations that succeed in today's multicultural, globalized world. With the existing notions of cultural sensitivity and awareness, it is crucial to identify the recurring capabilities of individuals who can successfully and respectfully accomplish their objectives, whatever the cultural context. Crowne (2008) defined cultural Intelligence (CQ) as a multifaceted competency consisting of cultural knowledge, the practice of mindfulness, and the repertoire of behavioral skills. It can adapt effectively to various cultural settings, which allows individuals to understand and adjust to diverse cultural situations. P. Richardson (2008) stated that cultural Intelligence significantly

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

focuses on a specific intercultural environment domain and is also motivated by the practical reality of globalization in the workplace. Cultural Intelligence means being skilled and flexible about understanding different cultures. It is a system of interacting knowledge and skills linked by cultural metacognition that allows people to adapt, select, and shape the cultural aspects of their environment. P. Richardson (2008) also suggested that cultural Intelligence means being skilled and flexible about understanding different cultures. The person with cultural Intelligence learns more about a culture based on their ongoing interactions with it. Then, it gradually reshapes his or her thinking to be more sympathetic to that culture and adjusts his or her behavior to be more appropriate when interacting with others from that culture. Ang, Rockstuhl, and Tan (2015) defined cultural Intelligence as the skill to relate and work effectively in culturally diverse situations. It is the capability to cross boundaries and prosper in multiple cultures. It goes beyond our knowledge of cultural sensitivity and awareness by highlighting certain skill sets and capabilities needed to realize the objectives in culturally diverse situations.

To sum up, cultural intelligence (CQ) is a dynamic concept that helps people from different cultural environments fit into other cultures. It is motivated by the practical reality of globalization in the workplace. It is the versatile competency for successful adaptation to new cultural settings, that is, for unfamiliar environments attributable to the cultural context, which is usually different from their cultural elements. It is the skill to adjust and work effectively in culturally diverse environments. People with cultural intelligence will learn more about a culture based on their experiences in interactions. Then, they gradually reshape their thought process to be more sympathetic to each culture, then adjust their behaviors to be more appropriate when interacting with people from other cultures.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

1.2 The Element of Cultural Intelligence

The person with the elements of cultural intelligence learns more about a culture based on his or her ongoing interactions. It gradually reshapes their thinking to be more sympathetic to that culture. It adjusts their behavior to be more

appropriate when interacting with others from that culture. Crowne (2008) divided cultural intelligence into four parts: cognitive, meta-cognitive, motivation, and behavior:

1. Cognitive CQ is about the general comprehension of the structure of the culture.

2. Meta-cognitive CQ concerns previous knowledge that leads to better information processing.

3. Motivation CQ is the individual's interest in getting involved in another culture.

4. Behavior CQ concerns the ability of the person to act while interacting with others from different cultures.

Ang, Rockstuhl, et al. (2015) suggested that the four factors of cultural intelligence mirror contemporary views of intelligence as a multi-factor, complex, and individual attribute, which are cognitive, metacognitive, motivational, and behavioral factors.

Earley and Peterson (2004) also knew the cultural intelligence as a concept with these four dimensions:

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1. Cognitive Cultural Intelligence is the general knowledge about the culture and cultural differences. The knowledge about the norms, methods, and contracts in the different cultures are contents of these cultural intelligence components, which includes the economic, political, legal information and knowledge and achieving the basic knowledge from the values of cultures under the interaction and causes the cultural differences to be recognized and understood by the employee.

2. Meta Cognitive Cultural Intelligence is beyond cognitive intelligence. It is suitable for achieving cultural knowledge and includes strategic planning for learning the new cultures and people's developments. The metacognitive dimension

includes knowledge, planning, and investigation. Knowledge means the consistency with inner events of ourselves and others, and the designation means how to reach and enter into the communication with individuals and subjects. Location and investigation mean the revision of what we do while we are involved in the mutual relations to observe whether our designs and our expectations are authentic or not.

3. Motivational Cultural Intelligence is the motivational component. The intensity of interest in the individuals and movement and motivation following new cultural environments. Individuals with the highest motivational and cultural intelligence essentially have this motivation to confront new and various cultures and experience them.

4. Behavioral-Cultural Intelligence is the practical aspect and deals with the colleague's and managers' capabilities in the appropriate performance in cross-cultural opportunities. This aspect includes flexibility in behaviors and verbal and non-verbal performance. Appropriate flexibility in eloquence is like using accurate words and sentences and non-verbal skills in communications to deliver particular messages, is from the contents of this cultural intelligence.

Furthermore, Ang, Rockstuhl, et al. (2015) conceptualized CQ as a multidimensional construct consisting of four aspects of cultural intelligence which are:

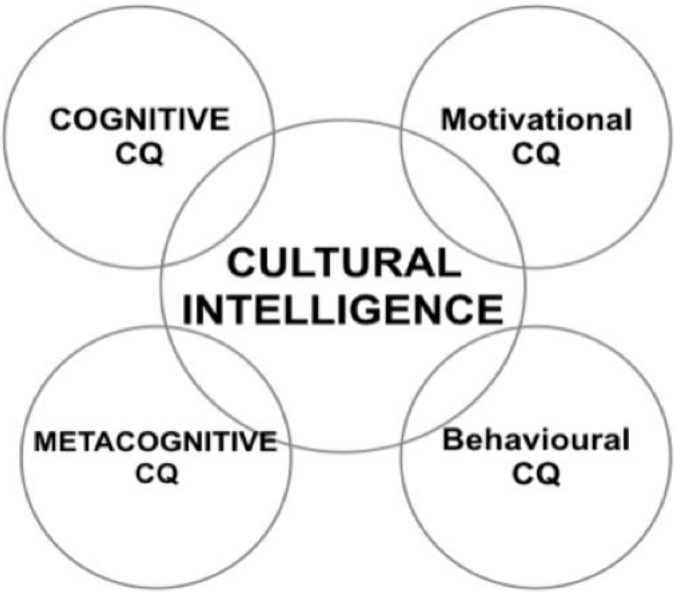
จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

1. Cognitive Cultural Intelligence is an individual's knowledge structures regarding cultural institutions, norms, practices, and conventions in different cultural settings. People with high cognitive CQ will understand differences in each culture in various aspects and what appropriate interactions are in each culture.

2. Metacognitive Cultural Intelligence is a mental process that an individual uses to acquire and understand cultural knowledge. This skill uses our knowledge to plan the topic or specific interaction to suit the particular situation.

3. Motivational Cultural Intelligence is the capability to direct attention and energy towards learning and functioning in situations characterized by cultural differences. People with high motivational CQ will feel comfortable and direct their energy to be involved in uncertain and culturally diverse situations.

4. Behavioral Cultural Intelligence is an individual's capability to enact a vast repertoire of verbal and nonverbal actions when interacting with people from different cultures.



Chulalongkorn University

Figure2. 1 The Elements of Cultural Intelligence

To summarize, there are four components in cultural intelligence:

1. cognitive Cultural Intelligence, it is individual’s general knowledge comprehension regarding cultural institution, norms, practices, and convention in different cultural environment. The knowledge of various aspects in each culture helps them to understand the overall specific culture and the way it differs from one context to another context.

2. metacognitive Cultural Intelligence, it is individual’s the previous knowledge uses to acquire and understand cultural knowledge. It facilitates

individuals to adapt their cognition by abandoning pre-existing conceptualization of how and why people function the way they do.

3. motivational Cultural Intelligence, it is the interest in individuals, movement and motivation to get involved in another new cultural environments. These individuals place values for new cultural experiences and enjoy from interaction with people having the various cultural backgrounds. They tend to accept new challenges in a non-local culture context and better tolerate frustrations during an interaction.

4. behavioral Cultural Intelligence, it is impractical prospective earn deal with colleagues and managers' abilities in the suitable performance in the settings of cross-cultural opportunities. People who have high behavioral CQ tend to adapt their verbal and nonverbal behaviors to suit the given context and they can determine where the particular behavior is needed and perform it effectively.

1.3 The Process of Cultural Intelligence

Challenges and conflicts inevitably accompany intercultural work. The ability to engage and persevere through intercultural challenges is one of the most novel and important aspects of Cultural Intelligence. Diverse teams can develop far more innovative solutions than homogeneous teams, but it is not automatic. The key lies in minimizing the interpersonal conflict between diverse groups and maximizing the informational diversity in varied perspectives and values. He observed teams aware of their internal biases but still could not work together productively. Moreover, he found organizations that successfully hired a more diverse population but were stuck in trouble. Cultural intelligence addresses these shortcomings by providing a more sophisticated approach to working across cultures. Earley and Peterson (2004)

presented the process of Cultural Intelligence:

1. Cultural Intelligence Drive. It includes three subdimensions that can be assessed and developed. All three of these sub-dimensions play a role in how people approach diverse markets, diverse groups, and the diverse workforce.:

- Intrinsic interest, or the degree to which a person derives enjoyment from culturally diverse situations.

- Extrinsic interest, or the tangible benefits a person gains from culturally diverse experiences.

- Self-efficacy, or the confidence that a person has about being effective in intercultural encounters

2. Cultural Intelligence Knowledge. It is the cognitive dimension of cultural intelligence, referring to knowledge about culture and its role in shaping interactions and work. Do the staff understand the way culture shapes how people think and behave. CQ Knowledge includes two subdimensions that can be assessed and developed:

- Cultural-general understanding, which is a macro understanding of cultural systems and the cultural norms and values associated with different societies

- Context-specific understanding involves understanding the relevance of culture to specific domains.

3. Cultural Intelligence Strategy. The metacognitive aspect of cultural intelligence measures a person's ability to strategize before, during, and after crossing cultures. The challenge is slowing down long enough to carefully observe what is going on inside one's mind and the minds of others. Employees who possess a strong Cultural Intelligence Strategy can draw on cultural understanding to solve complex problems. Cultural Intelligence Strategy has three subdimensions, which can be measured and developed:

- Planning is simply taking time to prepare for an intercultural encounter anticipating how to approach the people, topic, and the situation in light of the cultural differences.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

- Awareness is being in tune with what is happening in one's mind. And the minds of others during an intercultural encounter

Checking compares one's actual experiences with prior expectations and adjusts mental models as appropriate.

4. Cultural Intelligence Action: It is the ability to act appropriately in various intercultural situations and effectively accomplish goals. One of the essential aspects of Cultural Intelligence Action is knowing when to adapt to other cultures and when not to adapt. A person with high Cultural Intelligence Action learns which actions will and will not enhance effectiveness and acts on that understanding. Actions should always be flexible and tailored to specific cultural contexts. The three dimensions of Cultural Intelligence Action are:

- Speech acts: the specific words and phrases used when communicating different types of messages.

- Verbal actions: the adjustment of one's volume, tone, and pace of speech.

- Nonverbal behaviors: adapting gestures, proximity, and facial expressions as needed. Richardson (2008) develop all four of these areas to boost the Cultural Intelligence:

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1. Cultural Intelligence Drive. Drive is the motivation to learn about and respond to a different culture. People who do not care what shapes or informs a society are unlikely to adapt well. However, when learners make an effort to learn about a new culture, the mind starts to open up to new possibilities. Instead of looking challenging to deal with, differences become interesting and exciting. To strengthen the Cultural Intelligence Drive, do everything the learners can to explore the new situation. For example, get to know people in different communities and social groups. Learn a foreign language and improve cross-cultural communication

skills in general. Volunteer for projects that put learners in contact with teams, organizations, or groups from different cultures.

2. Cultural Intelligence Knowledge. Cultural knowledge does not necessarily mean that learners have to know every cultural detail. It is about knowing how that culture in general shapes people's behaviors, values, and beliefs. When learner understands that, individual "rules" of behavior make much more sense. For example, the learners make specific gestures, and facial expressions mean different things to different people.

3. Cultural Intelligence Strategy. When the learners are culturally aware, learners can use what learners have learned to formulate robust, culturally-sensitive strategies. If learners are accustomed to thinking about these differences and their impact, this process can soon become instinctive and naturally feed into planning. Here are three ways to develop the habit: Question learners' assumptions about why things happen in different ways in different cultures: 1) Keep a close eye on local media and entertainment. These can reveal new insights into how culture affects behavior. 2) Keep a diary of all learners' cultural observations, and jot down learners' frustrations and successes. 3) Learners' notes can help address immediate problems and keep learners focused on improving Cultural Intelligence in the long term.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

4. Cultural Intelligence Action. The last element of Cultural Intelligence relates to how learner behaves and, in particular, how they react when things do not go according to plan. If learners have done some research into business etiquette in the culture learners are working in, they will be well-prepared to do and say the right things, which will not go unnoticed. Nevertheless, problems or misunderstandings may still arise, so it is helpful to be able to think on their feet and to stay in control of their emotions.

To summarize, the process of cultural intelligence can be developed into four capabilities. The four capabilities are:

1. Cultural Intelligence Drive (Motivation): having the interest, confidence, and drive to adapt cross-culturally.

2. Cultural Intelligence Knowledge (Cognition): understanding intercultural norms and differences.

3. Cultural Intelligence Strategy (Meta-cognition): making sense of culturally diverse experiences and planning accordingly.

4. Cultural Intelligence Action (Behavioral): changing verbal and nonverbal actions appropriately when interacting cross-culturally.

1.4 The Activity and Measurement of Cultural Intelligence

Brislin and Yoshida (1994) identified five approaches to intercultural training: cognitive, attributional, experiential, self-awareness, and behavioral. The most commonly used methodologies are teaching country-specific knowledge and making students aware of the differences in cultural norms and values based on the works of distinguished cross-cultural psychologists through traditional forms of instruction such as lectures, video illustrations, assigned readings, and case discussions. Even though it is undeniably beneficial for students to acquire country-specific knowledge and become aware of cultural values, this approach has severe limitations.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Brislin and Yoshida (1994) suggested the ways how to:

1. learning about the beliefs, norms, and values of one country or a sample of countries does not prepare a student to deal with every possible intercultural situation, nor does it prepare her to interact with representatives of all other cultures.

2. cultural values alone are not a strong predictor of human behavior, and understanding cultural norms is insufficient in preparing for actual intercultural contact.

Earley and Ang (2003) also suggested two primary approaches for positioning Cultural Intelligence as a moderator:

1. cultural Intelligence can influence how individuals proactively and effectively adapt to differences in new cultural environments.

2. cultural Intelligence can influence the efficacy of interventions to enhance intercultural effectiveness.

Ang, Dyne, and Rockstuhl (2015) suggested the measurement of cultural Intelligence:

1. Self-reports of cultural Intelligence. The self-reported measures of cultural intelligence present respondents with a list of statements relevant to multiple dimensions of cultural Intelligence (e.g., "I check the accuracy of my cultural knowledge as I interact with people from different cultures"). Respondents then rate the extent of their agreement with each statement. As a measure of perceived capability, self-reported cultural intelligence measures reflect one's self-efficacy in cultural Intelligence.

2. Observer-reports of cultural Intelligence. It is a fundamental source of information about a person's external manifestation of cultural Intelligence and reflects a person's cultural intelligence reputation. An observer reports that acquaintances (e.g., friends, peers, supervisors, subordinates) summarize their perceptions of someone's cultural intelligence reputation.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

3. Performance-based assessment of cultural Intelligence. This test presents respondents with multimedia vignettes of challenging work-related intercultural situations and asks them how they would respond to that situation. Responses are scored in terms of how effectively they resolve the situation in the vignette. The primary appeal of using multimedia over text-based vignettes lies in their greater fidelity (i.e., correspondence to real situations) due to richer portrayals of detailed cultural information (e.g., nonverbal gestures).

4. Combining complementary measures of cultural Intelligence. The authors suggest that different measures of cultural Intelligence provide complementary

information. In particular, the divergence between different measures of the same construct more likely reflects different but theoretically meaningful aspects of a construct (i.e., self-efficacy for self-reports vs. reputation for observer-reports) instead of mere bias.

1.5 The Advantage of Cultural Intelligence

Kurpis and Hunter (2016) suggested that the unique perspective of the Cultural Intelligence model is treasured by those business schools that seek to tailor instruction to each student's strengths and weaknesses. Integrating the Cultural Intelligence model into marketing education allows for simultaneous content and process optimization of the courses being delivered. CQ theory allows educators and higher education administrators to set clear and measurable learning goals for their courses' curricula, especially those meant to facilitate intercultural competence in business school students. Cultural intelligence does not refer to these culturally bound notions of intelligence; knowledge of such culturally bound views of intelligence does reflect high-cultural intelligence. Furthermore, these are the reasons why cultural intelligence is vital for people.

1. Cultural intelligence as a multidimensional intelligence

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The conceptualization of cultural intelligence draws upon the rich history of intelligence research. Cultural intelligence builds on insights from intelligence research suggesting that intelligence is multifaceted. They are integrating diverse views on intelligence. Detterman (1986) proposed that intelligence resides in different loci within an individual: biology, cognition (including metacognition), motivation, and behaviors. The cultural intelligence model (Earley, 2020) draws on Detterman (1986) multiple-loci conceptualization of intelligence and comprises four factors:

1. Metacognitive cultural intelligence reflects an individual's mental capability to acquire and understand cultural knowledge.

2. Cognitive and cultural intelligence reflects an individual's knowledge about cultures and cultural differences.

3. Motivational cultural intelligence reflects an individual's capability to direct and sustain effort toward functioning in intercultural situations.

4. Behavioral cultural intelligence reflects an individual's capability for behavioral flexibility in cross-cultural interactions.

While the initial conceptualization of cultural intelligence did not include biological aspects of intelligence, recent work on cultural intelligence has embraced the biological foundations of cultural intelligence Earley and Ang (2003).

Cultural intelligence and other forms of intelligence. Cultural intelligence is similar to social and emotional intelligence in that cultural intelligence is a form of interpersonal intelligence. Social intelligence is a broader form of interpersonal or real-world intelligence that refers to the ability to understand and manage others. Emotional intelligence refers more specifically to the ability to deal with emotions of self and others. Cultural intelligence shares similarities with social and emotional intelligence in that cultural intelligence include the ability to understand and manage others and deal with their emotions. However, cultural intelligence explicitly considers the intercultural context, unlike social and emotional intelligence. Understanding culturally different others requires distinct abilities because of cultural variations in how people from different parts of the world express themselves verbally and nonverbally. Hence, a high emotional or social intelligence person is not necessarily high in cultural intelligence. Empirical studies have shown cultural intelligence to be distinct from emotional and social intelligence. Across multiple studies, confirmatory factor analyses showed discriminant validity between cultural and emotional intelligence (S. Ang et al., 2007). In addition, one study found cultural intelligence to be discriminant from social intelligence, with the correlation between the two constructs at 0.42 (Crowne, 2009).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Earley (2020) argued that the Cultural Intelligence approach has significant advantages: 1) It starts with self-assessment and tailors training to an individual's unique set of strengths and weaknesses. Furthermore, 2) it develops intercultural competencies and learning (metacognitive) strategies in an intercultural situation. For example, a trainee will be equipped with motivations, strategies, and a repertoire of behaviors that will be useful in adapting to any host country).

Cultural intelligence and personality traits. Personality traits refer to stable personal characteristics that lead to consistent patterns of cross-situational behavior (Costa & Mccrae, 1992). By contrast, cultural intelligence is a set of capabilities that determine what a person can do to be effective in culturally diverse settings. Hence, personality traits and cultural intelligence are conceptually distinct. However, given that personality traits affect a person's choice of behaviors and experiences, some personality traits might relate to cultural intelligence. S. Ang et al. (2007) demonstrated discriminant validity between the four factors of cultural intelligence and the Big-Five personality traits. 4) Cultural intelligence and other cultural competencies. Cultural competencies are an umbrella term for concepts related to intercultural effectiveness. In a recent review of cultural competence models. Earley and Ang (2003) identified more than 30 cultural competence models with over 300 concepts related to cultural competence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

These 300 concepts cover many personal characteristics, including intercultural personality traits, attitudes, worldviews, or intercultural capabilities. Intercultural personality traits describe what a person typically does in intercultural contexts. Examples include tolerance for ambiguity or cultural empathy. Intercultural attitudes and worldviews refer to how a person perceives and evaluates experiences with other cultures. Examples include ethnocentrism or ethnorelativism. Intercultural capabilities describe what a person can do to be effective in intercultural contexts. For example, intercultural capabilities include self-awareness and global business savvy. Some models of cultural competence combine personality traits, attitudes,

worldviews, and capabilities. Other models focus on unique domains of characteristics. For example, the cultural intelligence model concerns intercultural capabilities only, while the Global Mindset Inventory embraces personality traits, attitudes, worldviews, and capabilities (Javidan & Teagarden, 2011).

PART 2 PERSONALIZED LEARNING

The researcher presents the concept of personalized learning in part 2. In order to understand the concept, the researcher categorizes the content into four parts which are 2.1) the definition of personalized learning, 2.2) the approach of personalized learning, and 2.3) the advantage of personalized learning.

2.1 The Definition of Personalized Learning

Personalized learning is in trend today. It is a learning style with new technologies promising to make practical what educators have sought for a long time in efficient and effective ways. It is to manage curriculum, design and deliver instruction, and provide each learner with a customized learning path directed, in part, by the learners. In the present, learners can learn in different ways and at different paces. Personalized learning is a teaching model based on that premise. Each learner gets a "learning plan" based on how he/she learns, what he/she knows, and what his/her skills and interests are.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Personalized learning is not a replacement for special education. Personalized learning is a promising approach to education made practical by advances in technology, only magnifying the importance of personal competencies. Underlying the optimism about personalized learning is the belief that a student's desire to learn and effectiveness is enhanced when the learning is personalized. It means that the student is given a better choice in selecting topics, greater control over the learning environment and strategies, greater access to learning resources, and frequent feedback about learning progress. Placing the learner in a more prominent role in her learning only magnifies the importance of personal competencies. It is an approach

to general education that can work with an Individualized Education Program (a plan that details the support and services such as speech therapy or multi-sensory reading instruction in a school). Often referred to as IEP). It is the opposite of the "one size fits all" approach used in most schools. The basic premise of personalized learning is that everyone is different and has different needs, and it is not new for the facilitators.

Nevertheless, there are significant logistical difficulties in tailoring learning experiences to personal needs with limited resources. Banks (2005) emphasized personalized learning that should be more of a process than a product. He stated that learners usually work independently on the materials prescribed for them, depending on their demonstrated level of competence, different rhythms, times, learning style, and needs.

Leadbeater (2004) defined *personalized learning* as the process that empowers the learner to decide what, where, when, and how to learn and promote personal development through self-realization, self-enhancement, and self-development. The learner should be seen as active, responsible, and self-motivated, a co-author of the script that determines how education is delivered often with extensive use of technology. It is a means of renewing inclusiveness, increasing learners' participation, and providing direction in the development of twenty-first-century education. Personalized learning needs to use technology to change the individual objects presented to each learner based on their individual needs as strategies that can address individual needs and promote individual success. Personalized learning may take many forms as it adapts content, practice, feedback, or navigation to match individual progress and performance. For example, two individuals using the same instruction simultaneously may see two completely different sets of learning objects.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Banks (2005) proposed the experience of teaching, which took the personalized learning agenda a long way. It includes learner voice being a core part of decision

making and negotiated personal learning programs for all students. Furthermore, negotiated project work, rather than whole-class teaching, is at the heart of the learning process, awards, and modes of assessment selected to give the best possible fit to a personalized curriculum. Learners are expected to interact with the broader world, going out into the community for parts of their learning, and learner support, primarily through facilitators working together. Learning for some people is often a complicated process that demands significant effort to achieve the desired level of success. The dream to deliver personalized learning using learning objects that fit the real-time, anywhere, anytime, the just-enough learner needs become a reality—personalized learning using distributed information in dynamic and heterogeneous learning environments. Learning in open environments demands more effective personalized learning approaches to provide learner orientation and individualized access support. There are problems in personalized learning that they try to address.

1. how to provide personalized learning capabilities by making use of distributed yet connected repositories,

2. how to support learner identification and profiles in such a distributed environment, and

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3. How to integrate personalized learning capabilities with other functionalities needed to support learners.

Moss (2005) described personalized learning as the platform that is the teacher/ /facilitator who can be either a prime mover or the source of most incredible inertia in any move to change the culture of learning.

Bentley and Miller (2006) defined *personalized learning* as a strategy to design and implement learner-centered institutional practices and support mechanisms and draw on more comprehensive resources for learning beyond formal education by creating new flexibilities to meet new demands. Personalized learning

becomes possible when individuals are capable of identifying their needs, and suppliers are capable of recognizing, helping elicit, and responding in customized ways to the distinctiveness of an individual's needs.

Edmunds and Hartnett (2014) defined *personalized learning* as valorizing the learner's full potential and empowering individuals through knowledge sharing and co-construction. The learner, guided by the teacher, is an active co-designer of the learning pathway experience. It is a primary standard view that each learner should be able to choose a fit learning path. Because personalized learning meets personal needs, interests, and abilities to promote independence and dependability, enhance social skills, and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop personality effectively. Moss (2005) defined *personalized learning* as the instruction that is paced to learning needs (i.e., individualized), tailored to learning preferences (i.e., differentiated), and tailored to the specific interests of different learners. In a fully personalized environment, the learning objectives and content and the method and pace may all vary.

Furthermore, anytime-anywhere learning has become the label of globalized education, where time and space are experienced as compressed and filled thanks to information and communication technologies (ICTs). Since technology provides the capability to make this feedback easier, quicker, and more scalable, the changes in working practice required to benefit from investments in such technologies are less well understood. It can be a powerful tool for personalized learning, as they allow learners to access research and information and communicate, debate, and participate. In the Expressiveness of 21st-century skills, personalized learning is often equated with "customization" (as found in the business world), with digital personalization used to frame the learning experience as highly efficient, with little consideration for a suitable and necessary learning approach (Bilham, 2005).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

To sum up, personalized learning is the process that empowers the learner to decide what, where, when, and how to learn and to promote personal development through self-realization, self-enhancement, and self-development. The educational approach aims to customize learning for each student's strengths, needs, skills, and interests. Each student gets a learning plan based on what they know and how they learn best. It is a fundamental process that the learners should be able to choose a fit learning path to meet personal needs, interests, and capabilities to enhance independence and dependability. It enhances social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop a personality. Personalized learning also focuses more on a process than a product. Learners can work independently on the materials prescribed for them, depending on their demonstrated level of competence, different rhythms, times, learning style, and needs. Personalized learning is not about individualistic learning but is a social process. Hence, learning within communities of practice provides a familiar and appropriate context, captures new knowledge, and records good practice that might otherwise not be disseminated and eventually be lost to the community. The success of the personalized learning program is critically dependent upon thorough attention to the pedagogic design and a supportive program of staff development. Facilitators make sure learning plans or project-based learning match up with academic standards. Moreover, facilitators check to see if learners demonstrate the skills they are expected to learn as they progress through their education.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.2 The Approach of Personalized Learning

There is a need for significant change in how we engage in learning and teaching. 'Personalized learning' carries a range of potential meanings used in various contexts, mostly without explanation. One way of grasping conceptual thinking is to consider whether the idea of personalized focused on the technology/space or

whether the focus is on the learning. Secondly, to aid understanding, it is usually possible to consider the concept as a dichotomy by providing it with a context.

Bilham (2005) stated that, like the terms "learning styles" and "motivation," personalized learning is another ill-defined term. In order to be more specific, personalized learning is described here with five levels of increasing sophistication, each level describing a specific personalized learning strategy. Leadbeater (2004) also identified five strategies of personalized learning, and they are:

1. Name-recognized personalized learning. Name-recognized personalized learning is simple and easy to implement. This strategy is valuable and powerful because most learners value learning as an individual. For example, the learner's name can appear in the instruction, or previous activities or accomplishments that have been collected and stored can later be presented when appropriate.

2. Self-described personalized learning. Self-described personalized learning enables learners (using questionnaires, surveys, registration forms, and comments) to describe preferences and common attributes. For example, learners may take a pre-course quiz to identify existing skills, preferences, or past experiences. Afterward, options and instructional experiences appear based on the learner-provided answers.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3. Segmented personalized learning. Segmented personalized learning uses demographics, common attributes, or surveys to group or segment learning populations into smaller, identifiable, and manageable groups. For example, learners who share a common job title or class or work in a specific department would receive content based on prescriptive rules that would support their segmented group's learning and performance requirements.

4. Cognitive-based personalized learning. Cognitive-based personalized learning uses information about cognitive processes, strategies, and the ability to deliver content specifically targeted to specific types of learners. For example,

learners may choose to use an audio option because they prefer hearing text rather than reading it. Alternatively, a learner may prefer presenting content linearly rather than an unsequenced presentation with hyperlinks. This type of personalized learning operates on more complex algorithms than the previous types and can factor more learner attributes into each interaction. This strategy works by collecting data, monitoring learning activity, comparing activity with other learner behavior, and predicting what the user would like to do or see next.

5. Whole-person personalized learning. Whole-person personalized learning uses learning orientations. This strategy supports the complex set of deep-seated psychological sources (in addition to the conventional cognitive-based prescriptions) impacting differences in learning and performance.

This personalized learning strategy makes predictions about delivering content from a whole-person perspective. It delivers content to help learners achieve learning objectives, but it also attempts to improve overall learning ability and enhance online learning relationships. As the individual learns, the system also learns as it collects data, tracks progress, and compares responses and standard patterns to improve responses (i.e., it becomes more precise). The whole-person personalized learning requires real-time personalized learning using inferential technology. It is to modify responses to a learner based on a dynamic learner model that is changing throughout the learning experience when it occurs, just as it occurs.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Assma, Balla, and Marir (2013) proposed that the prerequisite for knowledge management or an e-learning system to provide personalized services and appropriate knowledge or learning content is to acquire the user profile and represent the content to match that profile and preferences. They refined principles of personalized learning into two different methods, inductive and deductive methods, for both modeling the user profile and personalized and adapting the content to match that profile:

1. User modeling (learning or parameterization): The e-system automatically captures the user behavior through his interaction and browsing through it (inductive method). Moreover, the user sets his/her preferences by filling a parameterized form (deductive method).

2. Personalizing the content (transformation or recommendation): According to the user profile, the e-system could either be automatically by the e-system (inductive method) or manually by the user (deductive method). It personalizes the content to match that user profile and adapts the content to match that user profile.

Moss (2005) suggested the strategy to implement personalized learning:

1. Train teachers on how to assess students and customize their experience accordingly. The first step in creating a personalized learning program is educating the teachers. When teachers fully understand the process, methods, assessments, tech, and goals involved, personalized learning can run smoothly. However, the customized learning program will not function when teachers do not have enough trained thoroughly. So, before everything starts, get together with the teachers to discuss ideas, study personalized learning methods, and set up steps to implement this kind of program together. Then, send teachers on specific training to make personalized learning part of their everyday work life. Teachers then went back to their schools, continued conversations, and subsequently practiced with personalized learning workshops. As a result, teachers were better prepared to implement and execute a personalized learning plan for students. Teachers must understand how to assess each student's interests, strengths, and weaknesses. Then, they can place them correctly in their personalized learning process.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2. Use Ed-Tech to create a personalized learning environment. Using technology to connect with and engage students is an excellent way to provide personalized learning. For example, using game-based learning systems allows

students to learn at their own individual pace and have fun. In one study, schools using a math game in the classroom saw an 11.6% improvement in standardized test scores. Other types of commonly-used tech can also be helpful in a personalized classroom. For example, some schools encourage students to use Google Docs for easy collaboration. It also allows teachers to monitor the works-in-progress of their students.

3. Allow students to have a part in their learning experience. Students who are allowed to have a say in their own learning experience develop essential skills such as self-advocacy. Students are also more motivated to reach those goals when given a chance to participate in goal setting within the classroom. Personalizing content delivery and interaction also helps students improve by giving them control over their learning environment. For example, give students a choice between reading a short story or listening to an audio version while reading. Allow students to pick whether they will take notes online, on paper, or record their notes verbally. This kind of customized learning allows learners to choose the process that best fits their needs.

4. Give students multiple opportunities to show their knowledge. While standard test results and essays should never be overlooked, giving students other ways to show their understanding of topics helps them take responsibility for their education. Constant assessment of students as they move through course material gives teachers a unique insight into each student's knowledge level. Knowing that a student is struggling with a topic today gives teachers the ability to help them understand on a 1:1 basis tomorrow. To personalize a lesson further, teachers can allow students to show what they have learned in a practical setting. For example, a math teacher can have his or her students cook a simple meal, practically using math to measure the right amount of each ingredient.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5. Build personalized learning playlists. When teachers use playlists for self-guided learning activities, students can choose the types of learning activities that work best for them. It helps each student to do their best work every day. To ensure every student is doing the right amount of work, assign a point value to each activity and set a minimum point requirement. The students accomplish the necessary learning but are allowed to do it in their way and at their own pace. Lastly, teachers can set learning checkpoints where students must demonstrate their mastery over a particular subject before moving on to the next step. Allowing students to interact as peers or even complete assignments solo gives teachers valuable time with students who need extra instruction.

6. Make the classroom flexible. Flexible seating arrangements have become more prevalent in recent years, and for a good reason. After rearranging their classrooms for a more flexible seating arrangement, teachers noted benefits such as a decrease in discipline issues, improvements in attendance and grades, a more positive atmosphere in the classroom, and more comfortable for students, leading to better focus. Another way personalized learning is seen in a flexible classroom is through rotating stations. Having specific stations that cater to the personalized learning playlists allows students to focus on the right tasks in the right place. It encourages collaboration and makes it easier for teachers to work with smaller groups for targeted instruction.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

7. Flip instruction so students can learn at their own pace. *Flipped instruction* has been a new trend gaining speed since the early 2000s. This method involves inverting the normal learning process. Instead of having lectures at school and activities at home, students watch recorded lectures at home and engage in activities together during class time. It allows learners to watch video lectures at their own pace, pausing or rewinding whenever they feel necessary. Students can also interact and ask questions via online chats with their classmates and teachers.

To sum up, personalized learning shows a significant change in the way we engage in learning and teaching if the personalized agenda is achieved. Moreover, these are the process of personalized learning that the researcher presents:

1. Empowering the learner. The first step of the personalized learning process empowers the learner to decide what, where, when, and how to learn and promote personal development through self-realization, self-enhancement, and self-development. The learner should be seen as active, responsible, and self-motivated, a co-author of the script that determines how education is delivered often with extensive use of technology.

2. Guiding the learners (provide the learners the knowledge and open the opportunity for the learners to be the co-producers and co-designers of the learning pathway). Each learner should be able to choose a fit learning path to meet personal needs, interests, and abilities to promote independence and dependability. It can enhance social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop development personality effectively. Personalized learning aims to valorize the learner's full potential and empower individuals through knowledge sharing and co-construction. The learner, guided by the teacher, is an active co-designer of the learning pathway experience.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

3. Planning the strategy (that allows learners to devise their learning platform). The personalized learning strategies need to consider how the learners will be taught and what learners will be learning in the first place. In the latter case, the curriculum has already been set. The main aim of the personalized learning strategies is to provide adequate support for the learners to complete such a curriculum.

4. Acting and collaborating on the strategy. Personalized learning aims to valorize the learner's full potential and empower individuals through knowledge sharing and co-construction. The learner, guided by the facilitator, acts and collaborates with the learning strategy planned in the learner-centric environment.

5. Reflecting on the results. A personalized learning strategy makes predictions about delivering content from a whole-person perspective. It delivers content to help learners achieve learning objectives and attempts to improve overall learning ability. As the individual learns, the facilitator also learns as he/she collects data, tracks progress, and compares responses and standard patterns to improve responses.

2.3 The Advantage of Personalized Learning

Personalized learning is essential because it supports flexible solutions that dynamically adapt content to fit instructional objectives. It also enables sophisticated learners to select components to customize their learner-centric environment. It enables all learners to gain more sophisticated online learning abilities over time. How else can learners keep up with the rapid pace of change? The most significant benefit of personalized learning is the system's ability to make complex instruction easier by presenting only the specific information that a particular learner wants or needs in the appropriate manner and at the appropriate time. Another tremendous benefit of personalized learning is that each time the learners personalize, they learn and store a little more about a learner's unique set of needs (Leadbeater, 2004).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Melis and Monthienvichienchai (2004) emphasized the goals of a personalized learning platform. The first step for effective personalized e-learning is to define what the VLE hopes to achieve through personalized learning. Without clear goals and practical decisions concerning personalized learning strategies cannot be made. In iClass, personalized learning aims to: 1) minimize the number of irrelevant or inappropriate

learning contents and activities that the student will be presented with when interacting with iClass. 2) create a 'polyvalent' learner who has the learning skills to learn with many different types of learning contents and learning activities. It is imperative in the primary and secondary education sector, and 3) provide mentoring guidance to the learner when required - that is, take on the role of a personal tutor.

On the other hand, learners using ICT to access materials or produce responses have a medium that allows many individual needs to be satisfied by personalized the interface. Adaptations may include using a trackball to change the font style, size, or color or having text spoken out. Across the spectrum of personalized learning, the learner will always have the prime responsibility to decide what is appropriate from the available options. The learner will usually have executive responsibility where the issues are simple, but even where they are complex, and specialists and special equipment and software are involved, it is still the learner's responsibility to make the preliminary decision (MacNab, 2011).

One of the keys to successfully building personalized learning spaces is to understand the learner's motivation for wanting to customize their 'space' and have pedagogic and other tools needed to achieve their personal learning goals. Both appearance and function of a learning space' can be customized within limits imposed by the need to maintain interoperability. Armstrong (2005) presented six motivations:

1. To enhance the personal satisfaction
2. To achieve a greater sense of ownership
3. To embed the learning in other areas (notable work)
4. To use preferred tools
5. To build on previous work
6. To use different devices (e.g., PCs, PDAs, and Smartphones)

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

An important distinction can be the goals of personalized learning in class is the difference between a personalized curriculum and personalized support for students completing an un-personalized or communal curriculum (e.g., GCSE Mathematics). In the former case (personalized curriculum), personalized learning strategies need to consider how to teach the student and what the student will be learning in the first place. In the latter case, the curriculum has already been set.

Pane (2018) Personalized learning is not widely used in schools yet. Many aspects still need to be explored. Nevertheless, this approach has the potential to help reduce the stigma of special education and better meet the needs of kids with learning and thinking differences. Personalized learning can also give students the chance to build self-advocacy skills. It encourages them to speak up about what interests them. It also allows them to be equal partners in their learning experience. Personalized learning has much potential, but it also has some risks. The key is to ensure that teachers have the training to meet the child's needs when schools start using personalized learning. Furthermore, the more learners know, the more involved learners can be in the conversation.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Shawer. (2022) suggested the benefits of using personalized learning:

1. Students learn skills beyond academia, which will help them in the future. Personalized learning involves students typically in deciding their learning process. It teaches the students vital skills that will serve them throughout their lives. For example, sharing in goal-setting helps students develop motivation and reliability. Engaging in self-assessment helps students develop self-reflective abilities. Determining their best learning activities helps students develop self-advocacy skills.

2. Students in a personalized learning environment improve their knowledge significantly. In one study by the Gates Foundation, they used personalized learning to

supplement math instruction and substantially improved students' test scores. The students' average scores in the study went from far below the national average to exceeding the national average. Researchers observed that: students attending (schools using personalized learning) made gains in math and reading over the last two years that are significantly greater than a virtual control group made up of similar students selected from comparable schools. While the results are not directly attributable to personalized learning practices, they were "widespread," with two-thirds of schools involved in the study experiencing statistically positive results on student performance based on personalized learning.

3. Students with specific weaknesses can learn without the stigma of 'special-ed.' Personalized learning allows all students to get the necessary information and fill in necessary gaps. For example, one teacher may notice that some students understand a literacy place at their grade level in Spanish but struggle in English. Those kids can sit with the special-education teacher and have personalized literacy lessons without receiving a special-ed status. It helps all students maintain the same level, and each is treated according to their strengths and weaknesses.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4. Teachers can focus their time more effectively. Since many personalized learning programs include solo or collaborative activities, teachers are free to address smaller groups of students for more targeted teaching.

To summarize the advantage of personalized learning, this approach has the potential to help reduce the stigma of special education and better meet the needs of learners with learning and thinking differences. It supports flexible solutions that dynamically adapt content to fit instructional objectives. Personalized learning also enables the learners to choose components to customize their learner-centric environment. The system can make complex instruction easier by showing only the specific information that a particular learner wants or needs in a suitable manner and

at the appropriate time. Each time the learners personalize, they learn and store a little more about a learner's unique set of needs.

PART 3 WORKPLACE LEARNING

The researcher presents the concept of workplace learning in part 3. In order to understand the concept, the researcher catagorizes the content into four parts which are 3.1) the definition of workplace learning, 3.2) the element of workplace learning, 3.3) the approach of workplace learning, and 3.4) the advantage of workplace learning.

3.1 The Definition of Workplace Learning

Traditionally the concept of 'learning' has been related to formal education, whereas its use in the context of work is a relatively new phenomenon. Interest in workplace learning has expanded since the beginning of the 1990s. Currently, the research in this area is both wide-ranging and interdisciplinary. This expansion is the unprecedented rapid change in society and working life that has taken place during the past few decades. The rapid development of information and communications technology, and the growing production of knowledge in the economy, increase internationalization and globalization. Plus, changes in occupational structures and the contents and organization of work have challenged not only educational institutions but also work organizations to develop new ways of ensuring that the level of competence of the workforce meets these challenges. Thus, continuous learning has become essential for individuals operating in the learning society and for organizations competing in international markets (T. Tynjala, 2007).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The most pressing workplace learning issues for adult educators have tended to fall into two main categories. The first is figuring out how people solve workplace problems through learning, problems that have become increasingly complex and difficult even to recognize, through learning. These problems can range from integrating new technologies and improving the flow of work processes to getting

interdisciplinary teams to work together, stopping inequities and prejudices in the workplace, or making people aware of their power to change their work conditions. Educators, being people of action rather than simply social scientists gazing in fascination with the world, tend to use what they find out about people learning in work to help others learn.

Fernandes, Kinange, and Azhr (2016) defined *workplace learning* as 'culturally bound,' meaning that the skills that an employee learns represent the requirements of his or her tasks within the organization. Workplace learning is more concerned with informal learning than formal education and qualifications. Nevertheless, workplace learning methods may take many forms. These can be categorized into three types that involve a learning intervention: in-house training, experience-based learning opportunities and training through coaching and mentoring, and continuous learning. Moreover, in-house training involves planned learning activities near the job or outside work. The organization provides short training courses in the workplace environment or information and communication proceedings with a learning element. Trainers are usually from the organization itself or external entities.

Stroud and Fairbrother (2007) suggested that workplace learning can enhance skills that may lead to formal qualifications and informal narrowly focused skills. They presented that 80% of work-related learning occurs informally, including self-directed learning, networking, coaching, and mentoring. Workplace learning can include formal elements but is predominantly informal and is often incorporated into workplace social interactions and everyday practices.

Fenwick (2008a) defines *workplace learning* as occurring through the relations and dynamics between individual actors and collectives. It mainly occurs through work-related interactions and is generally described as contributing to the learning of both the individual employee and the organization.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Many researchers in workplace learning have highlighted that the mainstream conceptualizations of learning that have been developed in the context of school learning are not transferable to the analysis of workplace learning. The expansion of workplace issues not only generates new perspectives on learning but also blurs categories. Learning can refer to skill acquisition, personal transformation, collective empowerment, or other phenomena. The workplace can be an organization, a website, a kitchen table, or even a car. Work varies widely across public, private, and not-for-profit sectors and among activities of trade workers, managers, self-employed professionals, farmers, and domestic workers. Indeed, work itself is a slippery category; it can be paid or unpaid, based on action or reflection, material or virtual, in or out of the home, or in various overlapping spaces among these categories. Just as neither workplace nor work can be referred to as some generic, identifiable phenomenon, so does learning in work take multiple forms, faces, and qualities (Fenwick, 2008a).

Beyond adult educators, other groups have focused strong interest on understanding workplace learning processes and workplace pedagogies, ways to better teach, support, plan, organize, coach, and enhance workplace learning. Human resource development professionals, for example, have a distinct body of literature exploring workplace learning processes that are aimed at developing organizations, individuals, and careers and generally improving productivity and wellbeing. In recent decades, business and management professionals have also become keenly interested in workplace learning, examining processes through which groups develop, share and store knowledge, improve practices, and solve problems. The nature and organization of work have changed so rapidly in the past decade with the effects of globalization that learning has become a lightning rod, attracting all sorts of new attention outside educational debates. All the emphasis on the so-called knowledge economy has created the demand for innovation, and people are learning to be

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

creative and entrepreneurial to stay competitive. New technologies and environments have fundamentally changed how people learn at work (Fenwick, 2008a).

T. Tynjala (2007) also described that learning could be analyzed on many levels. Individuals' learning is the traditional and most typical and everyday way of thinking about learning. Nevertheless, individual learning is just one form of learning in the workplace context. Moreover, learning in the workplace is not a unified environment for all learners. However, we should consider that people's situations and organizational positions concerning working and learning in the workplace differ. When talking about learning in the workplace, people should not mistake assuming that the workplace is a unified environment for all learners. Instead, we should recognize that people's situations and organizational positions differ in working and learning in the workplace. Workplaces in different fields have different working cultures, and learners in the workplace come from different age groups, educational and professional backgrounds, and positions in organizations. Furthermore, a fundamental challenge for workplace learning is that, to a growing extent, workplaces provide a learning environment not only for their regular employees but also for students from vocational and higher education institutions.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

To sum up, workplace learning is the concept that lets the learners solve workplace problems through learning, problems that have become increasingly complex and difficult even to recognize, through learning. The employee can learn from integrating new technologies and improving the flow of work processes, getting interdisciplinary teams to work together, stopping inequities and prejudices in the workplace, or making employees aware of their power to change their work conditions. The facilitator (trainer, guider), being people of action rather than simply social scientists gazing in fascination at the world, tend to use what they find out about people learning in work to help other people learn.

3.2 The Characteristics of Workplace Learning

Imants and van Veen (2010) stated that identifying professional development in workplace contexts depends on the perspective from which learning is analyzed. Generally, perspectives on workplace learning differ concerning goals, outcomes, rationales, and managerial views. Workplace learning varies from adaptive to developmental in terms of tasks, methods, and results, which are given or not given. A broad range of possible learning outcomes for teachers in the workplace, ranging from habitual reaction to reflective practice and inquiry, can be found. Imants and van Veen (2010) suggested four perspectives on teachers' workplace learning:

1. In teacher educational settings, workplace learning is primarily regarded as preparation for work, and qualification is the goal. This perspective plays a vital role in studies of on-the-job training in initial teacher education.

2. In ongoing work settings in schools, teachers' workplace learning contributes to the productivity of schools, often as non-formal learning and as an intrinsic quality of professional work. Development of routines is essential in this perspective, besides the development of improvements during the performance of work activities. This perspective can help understand teacher induction and socialization dynamics and outcomes.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3. In the global market and knowledge economy settings, teachers' workplace learning is closely linked to the school's vitality, improvement, and educational reform.

4. From the individual perspective, teachers' workplace learning is regarded as learning for life and individual professional development in community contexts.

Virtanen (2009) stated that it is possible to discern a certain measure of agreement about what characterizes this field of inquiry.

Firstly, workplace learning is often described as informal, incidental, and practice-bound, meaning that learning and work practices are challenging to separate under the rapidly changing conditions of working life. Although workplace learning can be structured and include pedagogical practices, much of this learning takes place informally as a side effect of work. When asking employees how they learn best in their job, they usually emphasize the importance of actually doing the job in their answers. Thus, learning is something that takes place while accomplishing everyday work-related tasks. There is a fundamental difference between workplace learning and learning in the school context; therefore, it lies in the aim of the activity. In the workplace, the aim is to get the job in question done and to be able to learn the kind of knowledge which can be utilized at work. However, this characteristic is a very general one and hardly serves as a comprehensive picture of the phenomenon. For this reason, it is crucial to deepen our understanding of workplace learning by searching for other characterizations of this phenomenon.

Secondly, characterization concerns the importance of experience for learning. The basis of workplace learning inheres largely in experience: how people make sense of situations, they encounter in their daily lives. Learning is embedded in everyday problem-solving situations, in the accumulation of competencies, in learning through mistakes, and interactive negotiations with colleagues. The basis of learning in the workplace is thus seen as the making of practical decisions and applying personal experience to solve specific problems or perform specific tasks, using intuition and common sense, and making sensible judgments. The most important things to be learned through experiences are everyday interaction and cooperation with colleagues and other interested parties in and outside the workplace and acquiring a holistic picture of work processes and projects. Thus, learning can be characterized as the accumulation of experience and the employee's ways of seeing what is essential for their practice and learning.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Thirdly, working tasks and contexts determine what and how it is possible to learn at work. Competence can be separated from the context in which the performance. It is expected to occur or be transferred from one context to another. It has been widely recognized that, in extensive part, workplace learning is accomplished through participation in communities of practice and is best understood by examining the relationship between practical work activities, the cultural and social relations of the workplace, and the experience and social world of the participants. Therefore, other people and networks also seem to be necessary for employees' learning at work. Thus, learning in the workplace may be characterized as shared. Learning usually seems to occur with colleagues and various networks connected with individual workers' practices. As teamwork and networking become widespread, more and more jobs increasingly involve social activities. Work often involves, in addition to cooperation with the immediate work community and team, collaboration with various groupings and networks outside the workplace. Contemporary work practices are also described as temporary and situational and in a state of constant flux. Working goals and plans are redefined during processes and projects of all kinds. Problems and their solutions are also negotiated and constructed anew in teams and groups on each occasion. Therefore, most of our work today involves more discursive elements to jointly plan and organize the shared practices we are involved.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

To summarize, workplace learning is often described as informal, incidental, and practice-bound, meaning that learning and work practices are challenging to separate under the rapidly changing conditions of working life. Learning is embedded in everyday problem-solving situations, in the accumulation of competencies, in learning through mistakes, and interactive negotiations with colleagues. Working tasks and contexts determine what and how it is possible to learn at work. Workplace learning is regarded as preparation for work, and qualification is the goal. It is

regarded as contributing to the productivity of schools, often as non-formal learning and as an intrinsic quality of professional work, it is closely linked to the vitality of the school, school improvement, and educational reform, and teachers of workplace learning are regarded as learning for life and individual professional development in community contexts.

3.3 The Approach of Workplace Learning

T. Tynjala (2007) presented four main observations related to workplace learning:

1. The nature of workplace learning is, at the same time, both different from and similar to school learning.

Nowadays, it is widely acknowledged that learning is a phenomenon that is situated in a specific cultural context. Therefore, learning in a workplace environment is different from learning at school or university. One of the main differences between learning in the formal educational system and learning at work is that the former is based on formal, intentionally planned educational activities. At the same time, the latter is informal, mainly in nature. There are at least four differences: 1) school practices are primarily based on individual activities, while much outside-school activity is socially shared. Although group activities of various kinds are gradually becoming more common in schools and colleges, students are still usually judged on the basis of individual tasks and tests.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

In contrast, many activities at work require collaboration with other people, and each person's ability to function successfully depends on the performances of several individuals, 2) school work emphasizes mental activities. In contrast, in real life, people use a wide variety of tools. For example, the traditional assessment of learning is based on memory alone—the use of books and notes, calculators, or other instruments is not normally permitted. In contrast, tool use in work activities, both physical and mental, is more the rule than the exception, 3)

school learning is characterized by manipulating symbols, while other learning is characterized by contextualized reasoning. People outside school often use objects and events directly in their reasoning, without necessarily using symbols to represent them. School learning, by contrast, is primarily symbol-based, and connections to the events and objects symbolized are often lost. For example, in everyday mathematics, people may use natural physical objects as a part of their calculating process. In contrast, school mathematics operates purely with numbers, and 4) school learning aims to acquire generalized skills and principles while learning outside school develops situation-specific competencies.

Despite the considerable differences already noted between school learning and workplace learning, there are also similarities. The workplace may also function as a context for formal employee training. Large companies, especially, put much effort into corporate training. The university's role has often been crucial in corporate training programs in recent years. Likely, increasing cooperation between education and work and new forms of work-based learning (WBL) will change the nature of learning in both contexts and may create entirely new kinds of learning opportunities. Work-based learning may be realized in various modes and through different programs, ranging from single courses involving a small working life project to more comprehensive programs that depart substantially from university study's disciplinary framework. There are at least two factors that may narrow the gap between learning in higher education and learning at work:

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

1. globalization and the emergence of the information society seem to be leading to an increasing number of jobs that have been called symbolic-analytic services. In these jobs, professionals identify and solve problems by manipulating symbols. They use and transform information with analytic tools such as mathematical algorithms, scientific principles, psychological insights, and legal arguments. This kind of symbol manipulation is much like the nature of schoolwork:

context-specific reasoning is not enough, but abstract thinking and the ability to analyze and synthesize information are required. In this way, the conceptual reasoning and abstraction emphasized in educational settings and school learning is an essential element of critical jobs in today's working life. Another factor narrowing the gap between education and work is that new pedagogical models such as problem-based learning, project learning, and collaborative learning have characteristics that simulate authentic situations in working life or may even be based on them.

2. Learning in the workplace can be described on different levels. The relationship between work and learning is a phenomenon that has attracted researchers in a variety of disciplines ranging from pedagogical and psychological research to organizational studies and management research. It has resulted in a diversity of concepts, models, and theories. Learning as a concept thus refers to processes taking place at different levels, from individuals and groups to the levels of communities of practice and organizations. The most recent extensions to the learning concept are the notions of network learning and regional learning. Indeed, different phenomena have been at the center of workplace learning studies: individual development, knowledge acquisition, cultural transformation, and innovation. These are a brief review of the central research findings derived from the different issues addressed by workplace learning studies is presented:

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.1 Individual learning at the workplace: what do people learn at work and how? Due to the informal nature of workplace learning, it is often hard for workers to recognize that any learning is taking place while they are working. Although workplace learning has recently received much attention in research and public debate, people still tend to equate learning with formal education and training. Furthermore, the researcher has been able to detect different forms of learning processes and different kinds of learning outcomes: 1) by doing the job

itself, 2) through co-operating and interacting with colleagues, 3) through working with clients, 4) by tackling challenging and new tasks, 5) by reflecting on and evaluating one's work experiences, 5) through formal education and 6) through extra-work contexts. Interaction between novices and experts is of crucial importance in workplace learning. The former is salient to knowledge that would be difficult to learn without the assistance of a more experienced and knowledgeable partner. Learning processes or hidden concepts require close interaction with more experienced co-workers who can make these practices or concepts accessible. Indirect guidance contributes to how tasks are undertaken and completed. The well-known notion of legitimate peripheral participation (Lave & Wenger, 1991) describes how novices are socialized into the practices of a social community. At the very beginning, novices work in peripheral, less critical practice areas and gain more responsibility as their competence develops. Crucial in the learning process is interacting and working under the guidance of more competent workers, observing their ways of doing the job, and participating in the community of practice. This model depicts learning processes at work mainly as a novitiate activity where the experts have the role of a 'teacher,' facilitator, or coach. However, it is not only novices in the workplace who learn. People teach each other across the traditional workplace boundaries of age, experience, and status in daily work. Old-timers guide beginners in some activities, while newcomers may guide experts in some other things. Hence, pedagogy and pedagogic practice are relevant to all types of employees, workplaces, and organizations. They need to find ways of encouraging people to share their expertise.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.2 From individual learning to communities of practice and learning organizations. As mentioned earlier, learning is a phenomenon situated in a cultural and social context. How individuals learn depends not only on individual characteristics such as intelligence and motivation (which also have cultural and

social dimensions) but also, in a profound sense, on the social and cultural context in which learning occurs. Thus, in socio-cultural approaches to research on learning, the focus is not on the individual but on a social community. Common to all these different cultures was that unskilled beginners play a legitimate role within them, first on the periphery, then graduating to tasks involving more responsibility until they finally arrive at the core of the craft or community in question. Thus, the authors describe learning not through cognitive processes but as a process of social participation. This notion of learning as participation was elaborated by Wenger in his later work, which brought the concept of "communities of practice" into the everyday language of learning research. By communities of practice, Wenger refers to the informal communities that people form as they pursue joint enterprises at work and during their leisure time. Training departments deliver courses, document procedures, and prepare manuals for learners but do not engage learners in the organization's most valuable learning resource, practice itself. Newcomers are taken as an integral part of a community of practice, from which it follows that old-timers and newcomers work and learn together. These generational encounters bring about processes of reflection that serve both newcomers and the community.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.3 Even networks and regions learn? Workplace learning has emphasized the importance of networking and other forms of social exchange for both individual learning and organizational development. Learning is seen as a knowledge creation process in social interaction where explicit and tacit knowledge embedded in organizations meet each other. A critical feature in innovative knowledge communities is that people and organizations form and utilize social networks in their work. Many studies have suggested that innovations emerge in interactive networks. Networks are formed with independent participants who can be either individuals or organizations. A network can be described as a loose organization, and learning in the networks is a form of organizational learning. The

general aim of a network is to provide a forum for the exchange, transformation, and creation of knowledge. Hence, typically in networks, knowledge exchange occurs mutually but not necessarily symmetrically. Participating in networks enables people to cross boundaries between different organizations and fields of expertise. People can explain the potential that networks have for creating innovations with different expertise and getting new ideas. They develop further from their starting points, frameworks, and the context in dialogical relationships. Network learning is learning by a group of organizations as a group. Furthermore, network learning refers to processes through which the network itself transforms its ways of thinking and acting, not only its participants. On the other hand, most previous research has focused on individuals' or organizations' learning in networks.

3. Workplace learning is both informal and formal.

The workplace environment can provide rich learning opportunities. They made a distinction between informal and incidental learning. Informal learning is experiential and takes place outside educational institutes but can be planned. In contrast, the term incidental learning depicts unplanned learning as a side effect of other activities.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Billett (2004) challenged the commonly presented descriptions of workplace learning as informal, nonformal, ad hoc, concrete and incidental. He argues that learning outcomes are not necessarily concrete and that activities in the workplace are directed towards continuity, are highly structured, and often inherently pedagogical. Workplace goals and practices determine the activities in which workers engage. Participation and learning are central to the ongoing existence of these practices. In many workplaces, specific structured pathways exist for participation in different levels of activities. For example, there is a pathway from the role of flight engineer through to captain in aviation. According to Billett, formalisms of this kind structure the processes of participation in and learning from work.

4. Workplaces differ widely in how they support learning. Each of these propositions will be elaborated on and discussed in further detail. Perhaps the most important contextual factor related to workplace learning is how work is organized. While the organization of work sets the context and conditions for learning, it continues to be the reciprocal interaction between the individual and the workplace that determines to learn. Billett (2004) argued that the nature of individuals' participation in workplace learning depends on the extent to which the workplace provides opportunities for such participation and on the extent to which individuals choose to avail themselves of those opportunities. Thus, while the workplace creates the possibilities, it is how individuals participate and interact in their workplaces central to their learning. Hence, knowledge is co-constructed through interactions between social practice and the individuals participating in that practice. It is therefore essential to acknowledge workplaces as sites for learning. Moreover, Fuller and Unwin (2010) present a continuum of expansive-restrictive work communities, which describes how the work community fosters or constrains its members learning (including apprentices, trainees, and students). An expansive work community offers opportunities to take part in many different communities of practice, whereas a restrictive work community limits the opportunities for participation. According to Fuller and Unwin (2010),three types of learning opportunities are central to the creation of expansive learning environments: (1) the chance to engage in diverse communities of practice in and outside the workplace, (2) the organization of jobs to provide employees with opportunities to co-constructing their knowledge and expertise, and (3) the chance to deal with theoretical knowledge in off-the-job courses (leading to knowledge-based qualifications). While Imants and van Veen (2010) suggested five standard features also apply to influential work in cognitive psychology that sought to explain the development of expertise for workplace learning theories discussed so far have a range of standard features: 1) the center of

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

individual learners, 2) they focus mainly on the rational, cognitive aspects of work performance, 3) work performance tends to be conceived as thinking or reflection followed by application of the thinking or reflection, and 4) learning itself is taken for granted and not theorized or problematized, and 5) they downplay the importance of social, organizational and cultural factors in workplace learning and performance.

To sum up, a workplace environment is different from learning at school or in a university environment. The workplace learning approach can be made by co-operating and interacting with colleagues, working with clients, tackling challenging and new tasks, and reflecting on and evaluating one's work experiences through formal education and extra-work contexts. Interaction between novices and experts is of crucial importance in workplace learning.

3.4 The Advantage of Workplace Learning

Work communities are potent sites of identity, where individual workers' desires for recognition, competence, participation, and meaning are generated and satisfied. Identity is ultimately a representation or mental conception that we ascribe to ourselves and others (Fernandes et al., 2016).

People's sense of their knowledge in work and the knowledge valued by the group to which they see themselves belong form a critical element of their sense of identity. Identity work itself involves learning. Workers figure out how to position themselves in an organization and perform identities that are acceptable to their immediate peers and allow them freedom and some autonomy and control. In work environments of rapid change where people must transform their practices, people often learn to "shapeshift." They learn to perform different selves and pieces of knowledge in different environments when learning to establish some coherent identity to anchor themselves or even market themselves (Fenwick, 2008a).

Shawer. (2022) emphasized the significance of workplace learning to the vision of the 'learning society' and the 'knowledge-based economy. Whereas these

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

terms trip relatively quickly off the tongue, identifying what they mean in terms of a vision of the economy and society is more problematic. Workplace learning ought to be central to any vision of the economy and society based on skills and knowledge.

To conclude, the nature of workplace learning is, at the same time, both different from and similar to school learning. The workplace may also function as a context for formal employee training. Large companies, especially, put much effort into corporate training. The university's role has often been influential in corporate training programs in recent years. Likely, increasing cooperation between education and work and new forms of work-based learning (WBL) will change the nature of learning in both contexts and create entirely new learning opportunities. Learning at work is that the former is based on formal, intentionally planned educational activities while the latter is primarily informal. Many activities at work require collaboration with other people, and each person's ability to function successfully depends on the performances of several individuals. *Workplace learning* is the learning that is characterized by contextualized reasoning.

PART 4 PERSONALIZED WORKPLACE LEARNING

The researcher presents the characteristics and process of workplace learning in part 4. In order to understand the concept, the researcher took the data from the analysis in part 2) personalized learning and part 3) workplace learning. Then the researcher categorizes the content into three parts which are 4.1) the definition of personalized workplace learning 4.2) the characteristics of personalized workplace learning, and 4.3) the process of personalized workplace learning.

4.1 The Definition of Personalized Workplace Learning

Personalized learning is the process that empowers the learner to decide what, where, when, and how to learn and to promote personal development through self-realization, self-enhancement, and self-development. It is a virtual

platform that the learners should be able to choose a fit learning path to meet personal needs, interests, and capabilities to enhance independence and dependability. It enhances social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop a personality. Personalizing learning also focuses more on a process than a product. Learners can work independently on the materials prescribed for them, depending on their demonstrated level of competence, different rhythms, times, learning style, and needs. Personalized learning is not about individualistic learning but is a social process. Hence, learning within communities of practice provides a familiar and appropriate context, captures new knowledge, and records good practice that might otherwise not be disseminated and eventually be lost to the community. Online learning environments can now facilitate the creation and maintenance of effective and personalized learning within communities of practice. There is a growing number of good examples of such programs. The success of these programs is critically dependent upon thorough attention to the pedagogic design and supportive programs of staff development.

Workplace learning for adult educators has tended to fall into two main categories. The first is figuring out how people solve workplace problems through learning, problems that have become increasingly complex and difficult even to recognize, through learning. These problems can range from integrating new technologies and improving the flow of work processes to getting interdisciplinary teams to work together, stopping inequities and prejudices in the workplace, or making people aware of their power to change their work conditions. Educators, being people of action rather than simply social scientists gazing in fascination with the world, tend to use what they find out about people learning in work to help others learn. Hence, knowledge about workplace learning processes often turns quickly into knowledge about workplace pedagogy. The second category of issues in

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

workplace learning that tend to preoccupy adult educators has to do with understanding how particular groups of workers learn. The groups that have attracted most educators' attention tend to be marginalized populations, mainly because there is concern about these populations' access to meaningful, humane work and decent incomes.

Therefore, lots of attention recently has focused on the learning processes and learning needs of groups such as older workers, persons with disabilities, racialized groups, new immigrant workers, and low-income workers in precarious work (Fenwick, 2008). *Workplace learning* is the concept that lets the learners solve workplace problems through learning, problems that have become increasingly complex and difficult even to recognize, through learning. The employee can learn from integrating new technologies and improving the flow of work processes, getting interdisciplinary teams to work together, stopping inequities and prejudices in the workplace, or making employees aware of their power to change their work conditions. The facilitator (trainer, guider), being people of action rather than simply social scientists gazing in fascination at the world, tend to use what they find out about people learning in work to help other people learn.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Personalized workplace learning aims to provide the employees the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena with the real-time, anywhere, or anytime platform. Banks (2005) proposed the experience of teaching, which took the personalized learning agenda a long way, including learner voice being a core part of decision making, negotiated personal learning programs for all students. It includes negotiated project work, rather than whole-class teaching, at the heart of the learning process, awards, and modes of assessment selected to give the best possible fit to a personalized curriculum. Learners are expected to interact with the broader world, going out into

the community for parts of their learning and learner support, primarily through facilitators working together.

Personalized learning is a strategy to design and implement learner-centered institutional practices and support mechanisms and draw on more comprehensive resources for learning beyond formal education by creating new flexibilities to meet new demands. Personalized learning becomes possible when individuals are capable of identifying their needs, and suppliers are capable of recognizing, helping elicit, and responding in customized ways to the distinctiveness of an individual's needs. *Personalized workplace learning* is the process that empowers the employees to decide what, where, when, and how to learn and to promote their personal development through self-realization, self-enhancement, and self-development. It is a virtual platform in that the employees should be able to choose a fit learning path to meet personal needs, interests, and capabilities to enhance independence and dependability.

Moreover, it enhances organizational goals and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop a personality. Personalized workplace learning also focuses more on a process than a product. The employees can work independently on the materials prescribed for them, depending on their demonstrated level of competence, different rhythms, times, and learning. Hence, learning within an organization of practice provides a familiar and appropriate context, captures new knowledge, and records good practice that might otherwise not be disseminated and eventually be lost to the organization. Online learning environments can now facilitate the creation and maintenance of effective and personalized learning within the practice organization. There is a growing number of good examples of such programs. The success of these programs is critically dependent upon thorough attention to the pedagogic design and supportive programs of employee development.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

To sum up, personalized workplace learning aims to provide the employees with the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena in real-time, anywhere, or anytime. The employees can study at their own pace, the time and place of their choosing. It provides the employee's technology as the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address individual needs and promote individual success. Personalized workplace learning lets the employees' voice be a core part of decision making, negotiates personal learning programs for all employees, and negotiates project work. Rather than whole-class teaching, modes of assessment are selected to give the best possible fit to a personalized curriculum. The employees are expected to interact with other learners from the broader world, going out into the community for parts of their learning and learner support, primarily through facilitators working together as a team. Personalized workplace learning aims to valorize the employees' full potential and empower individuals through workplace sharing and co-construction knowledge. The employees, guided by the facilitator, is an active co-designer of the workplace learning pathway experience. Employees can appear in the instruction, or previous activities or accomplishments that have been collected and stored can later be presented when appropriate. It also enables them to select components to customize their learner-centric environment. Training departments deliver courses, document procedures, and prepare manuals for their employees but do not engage employees in the organization's most valuable learning resource, practice itself. Newcomers are taken as an integral part of a community of practice, from which it follows that old-timers and newcomers work and learn together. These generational encounters bring about processes of reflection that serve both newcomers and the community.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4.2 The Characteristics of Personalized Workplace Learning

4.2.1 Flexibility

Personalized learning uses learning objects that fit the real-time, anywhere, anytime (study at your own pace, the time and place of your choosing), with just-enough learner needs as the objective. Workplace Learning: Workplace learning can refer to skill acquisition, personal transformation, collective empowerment, or other phenomena. The workplace can be an organization, a website, a kitchen table, or even a car. Work varies widely across public, private, and not-for-profit sectors and among activities of trade workers, managers, self-employed professionals, farmers, and domestic workers. Indeed, work itself is a slippery category; it can be paid or unpaid, based on action or reflection, material or virtual, in or out of the home, or in various overlapping spaces among these categories. Just as neither workplace nor work can be referred to as some generic, identifiable phenomenon, so does learning in work take multiple forms, faces, and qualities. Personalized workplace learning aims to provide the employees with the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena in real-time, anywhere, or anytime. The employees can study at their own pace, the time and place of their choosing.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4.2.2 Technology

The personalized learning facilitators treat learners as active, responsible, and self-motivated, a co-author of the script that determines how education is delivered often with extensive use of technology. It is the means of renewing inclusiveness, increasing learners' participation, and providing direction in the development of 21st-century education. Personalized learning needs to use technology to change the individual objects presented to each learner based on their individual needs as strategies that can address individual needs and promote individual success. Learning in the workplace should work across multiple

technological devices and responsive systems to gain a seamless, flexible learning experience. The organization should provide the platforms with the ability to integrate with multiple systems the employees. Technology is essential because it supports a complete learning ecosystem instead of multiple disparate entities. Personalized workplace learning provides the employee's technology as the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address employee needs and promote individual success.

4.2.3 Co-creator

Personalized learning aims to value the learner's full potential and empower individuals through knowledge sharing and co-construction. Since personalized learning lets the learner's voice be a core part of decision making, negotiated personal learning programs for all students, and negotiated project work, rather than whole-class teaching. Learners are at the heart of the learning process. Awards and modes of assessment are selected to give the best possible fit to a personalized curriculum. Learners are expected to interact with other learners from the broader world, going out into the community for parts of their learning and learner support, primarily through facilitators working together as a team. Workplaces in different fields have different working cultures, and learners in the workplace come from different age groups, educational and professional backgrounds, and positions in organizations. Personalized workplace learning lets the employees' voice be a core part of decision making and negotiated personal learning programs for all employees. Plus, it includes negotiated project work, rather than whole-class teaching, and modes of assessment selected to give the best possible fit to a personalized curriculum. The employees are expected to interact with other learners from the broader world, going out into the community for parts of their learning and learner support, primarily through facilitators working together as a team.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

4.2.4 Self-discovery

Personalized learning is a familiar concept that lets learners should be able to choose a fit learning platform in order to meet personal needs, interests, and abilities. It promotes independence and dependability to enhance social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop personality effectively. The nature and organization of work have changed so rapidly in the past decade with the effects of globalization that learning has become a lightning rod, attracting all sorts of new attention outside educational debates. All the emphasis on the so-called knowledge economy has created a demand for innovation, and the workers learn how to be creative and entrepreneurial to stay competitive. Personalized workplace learning lets the employees choose the fit learning platform with their job to meet personal needs, interests, and abilities to promote independence and dependability. It enhances job skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop personality effectively in their workplace.

To conclude, personalized workplace learning aims to provide the employees the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena with the real-time, anywhere, or anytime platform. The employees can study at their own pace, at the time and place of their choosing, which provides the employee's technology as the learning platform that changes the individual objects presented to each learner. It is also based on their individual needs as strategies that can address individual needs and promote individual success and lets the employees' voice be a core part of decision making. Plus, it includes negotiated personal learning programs for all employees, negotiated project work rather than whole-class teaching, and modes of assessment selected to give the best possible fit to a personalized curriculum. The employees are expected to interact with other learners from the broader world, going out into

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

the community for parts of their learning and learner support, primarily through facilitators working together as a team.

4.3 The Process of Personalized Workplace Learning

4.3.1 Empowering

Personalized workplace learning is the process that empowers the employees of the workplace to decide what, where, when, and how to learn and to promote personal development through self-realization, self-enhancement, and self-development. The employees (learners) should be seen as active, responsible, and self-motivated. They must focus strong interest on understanding workplace learning processes and workplace pedagogies and ways to learn better, support, plan, organize, and enhance themselves. Setting the climate in personalized workplace learning is crucial. Personalized workplace learning is that every employee is different and has different needs, and it is not new for the facilitators. Personalized workplace learning needs to use strategies that can address each employee's needs and promote each of their success. The problems can range from integrating new technologies and improving flow of work processes to getting interdisciplinary teams to work together, stopping inequities and prejudices in the organization, or making employee aware of their own power to change the conditions of their work.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1. Decide personal what and where to learn

The facilitator should consider that employees' situations and organizational positions concerning working and learning in the workplace differ. The experience of teaching and learning, which took the personalized workplace learning agenda, including employees' voices being a core part of decision making, negotiated personal learning programs for all employees. Plus, it includes negotiated project work, rather than whole-class teaching and learning, at the main point of the learning process, awards and modes of assessment selected to give the best possible fit to a personalized curriculum, and employees expected to interact with the broader

world-going out into the community for parts of their learning, learner support, primarily through facilitators and employees working together as a team.

2. Decide how to learn

The employees have experienced their problems in their work differently. The facilitators need to know how the employees solve workplace problems through learning, problems that have become increasingly complex and difficult even to recognize, through learning. The employees can choose a fit learning path to meet personal needs, interests, and capabilities to enhance independence and dependability. It enhances social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop the development personality in their workplace.

3. Confirm the problems and personal targets

Each time the employees personalized, they learn and store a little more about an employee's unique set of needs. It becomes possible when individuals can identify their needs, and suppliers are capable of recognizing, helping elicit, and responding in customized ways to the distinctiveness of an individual's needs.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

4.3.2 Designing the learning plan

It is to provide the employees with the knowledge and open the opportunity to be the co-producers and co-designers of the learning pathway.

Each learner should be able to choose a fit learning path to meet personal needs, interests, and abilities to promote independence and dependability. Moreover, it enhances social skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop personality effectively. Personalized learning aims to valorize the learner’s full potential and empower individuals through knowledge sharing and co-construction. The learner, guided by the teacher, is an active co-designer of the learning pathway experience. The nature

of individuals' participation in workplace learning depends on the extent to which the workplace provides opportunities for such participation and on the extent to which individuals choose to avail themselves of those opportunities. Thus, while the workplace creates the possibilities, it is how individuals participate and interact in their workplaces central to their learning. Hence, knowledge is co-constructed through interactions between social practice and the individuals participating in that practice. It is essential to acknowledge workplaces as sites for learning. Personalized workplace learning aims to valorize the employees' full potential and empower them through knowledge sharing and co-construction. The employees, guided by the facilitator, is an active co-designer of the workplace learning pathway experience. The facilitators provide the employees with how to adapt the resources for the workplace. They also interact in a learning experience. Plus, they provide the strategy to design and implement learner-centered institutional practices and support mechanisms and draw on broader resources for learning beyond formal education by creating new flexibilities to meet new demands. The facilitators tend to use what they learn about employee learning at work to help other people learn.

4.2.3 Planning the strategy

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

They have a personalized learning strategy that allows employees to devise their learning platform. It needs to consider how the student will be taught and what the student will be learning in the first place. In the latter case, the curriculum has already been set. The main aim of the personalized learning strategies is to provide adequate support for the student to complete such a curriculum. People learn to be creative and entrepreneurial as a way to stay competitive. New technologies and environments have fundamentally changed how people learn at work. The type of learning involves discussing and reviewing past actions and experiences, engagement in decision-making, and problem-solving. Most of these activities are a normal part of work. They are rarely regarded as learning

activities, although meaningful learning often occurs. The personalized workplace learning strategies need to consider how the employees will be taught and what the employees will be learning in the first place.

Moreover, the curriculum has already been set, and the main aim of the personalized workplace learning strategies is to provide practical support for the employee to complete their workplace curriculum. The employees learn how to be creative and entrepreneurial to stay competitive. New technologies and environments have fundamentally changed how people learn at work.

4.3.4 Acting and collaborating the strategy

Personalized learning aims to valorize the learner's full potential and empower individuals through knowledge sharing and co-construction. The learner, guided by the facilitator, is an active co-designer of the learning pathway experience. Learners can appear in the instruction, or previous activities or accomplishments that have been collected and stored can later be presented when appropriate. It also enables them to select components to customize their learner-centric environment. In many organizations, learning is the province of the training department, as a unit separated from actual practice. Training departments deliver courses, document procedures, and prepare manuals for learners but do not engage learners in the organization's most valuable learning resource, practice itself. Newcomers are taken as an integral part of a community of practice, from which it follows that old-timers and newcomers work and learn together. These generational encounters bring about processes of reflection that serve both newcomers and the community. While the workplace creates the possibilities, it is how individuals participate and interact in their workplaces central to their learning. Hence, knowledge is co-constructed through interactions between social practice and the individuals participating in that practice. It is therefore essential to acknowledge workplaces as sites for learning.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Personalized workplace learning aims to valorize the employees' full potential and empower individuals through workplace sharing and co-construction knowledge. The employees, guided by the facilitator, is an active co-designer of the workplace learning pathway experience. Employees can appear in the instruction, or previous activities or accomplishments that have been collected and stored can later be presented when appropriate. It also enables them to select components to customize their learner-centric environment. Training departments deliver courses, document procedures, and prepare manuals for their employees but do not engage employees in the organization's most valuable learning resource, practice itself. Newcomers are taken as an integral part of a community of practice, from which it follows that old-timers and newcomers work and learn together. These generational encounters bring about processes of reflection that serve both newcomers and the community.

4.3.5 Reflecting

A personalized learning strategy makes predictions about delivering content from a whole-person perspective. It delivers content to help learners achieve learning objectives, but it also attempts to improve overall learning ability. As the individual learns, the facilitator also learns as he/she collects data, tracks progress, and compares responses and standard patterns to improve responses. Work performance tends to be conceived as thinking or reflection followed by applying the thinking or reflection. Learning itself is taken for granted and not theorized or problematized. Personalized Workplace Learning: The personalized workplace learning strategy predicts delivering content from the employee perspective. It delivers content to help the employees achieve the workplace’s learning objectives, but it also attempts to improve overall learning ability. As the employee learns, the facilitator also learns as he/she collects data, tracks progress, and compares responses and standard patterns to improve responses.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

To summarize, personalized workplace learning is the process that empowers the employees of the workplace to decide what, where, when, and how to learn and to promote personal development through self-realization, self-enhancement, and self-development. The employees (learners) should be seen as active, responsible, and self-motivated. They must focus strong interest on understanding workplace learning processes and workplace pedagogies, ways to better learn, support, plan, organize, and enhance themselves. It aims to valorize the employees' full potential and empower themselves through knowledge sharing and co-construction. The employees, guided by the facilitator, is an active co-designer of the workplace learning pathway experience. The facilitator provides the employees with how to adapt the resources in the workplace.

Moreover, they interact in a learning experience. Plus, it provides the strategy to design and implement learner-centered institutional practices and support mechanisms and draw on more extensive resources for learning beyond formal education by creating new flexibilities to meet new demands. The facilitators tend to use what they learn about employee learning at work to help other people learn. The personalized workplace learning strategies need to consider how the employees will be taught and what the employees will be learning in the first place. Moreover, the curriculum has already been set, and the main aim of the personalized workplace learning strategies is to provide adequate support for the employee to complete their workplace curriculum. The employees learn how to be creative and entrepreneurial to stay competitive. New technologies and environments have fundamentally changed how people learn at work.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Table 2. 1 Characteristics of the personalized workplace learning

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
Self-enhancement	1) The personalized learning uses learning objects that fits the real-time, anywhere, anytime, just-enough needs of the learner as the objective. They can study at their own pace, at the time and place of your choosing.	1) The workplace learning can be skill acquisition, personal transformation, collective empowerment, or a host of other phenomena. Learners learn how to be creative and entrepreneurial, as a way to stay competitive.	1) Personalized workplace learning allows learners to study at their own paces, at the time and place of your choosing with the acquisition, personal transformation, collective empowerment, or a host of other phenomena.
Freedom	2) The personalized learning is a common concept that lets learners should be able to choose a fit learning platform in order to meet personal needs,	2) The nature and organization of work has changed so rapidly in the past decade with the effects of globalization that learning has	2) Personalized workplace learning lets learners choose a fit learning platform in order to meet personal needs, interests and abilities to promote

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
	interests and abilities to promote both independence and dependability to enhance social skills and sense of responsibility toward others to improve creative, intellectual, social and moral growth and develop personality effectively.	become a lightning rod, attracting all sorts of new attention outside educational debates. All the emphasis on the so-called knowledge economy has created demand for innovation, the workers learn how to be creative and entrepreneurial, as a way to stay competitive.	both independence and dependability. Learning has become a lightning rod, attracting all sorts of new attention outside educational debates. The learners learn how to be creative and entrepreneurial, as a way to stay competitive.

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
Trust	3) The personalized learning facilitators treat learners as active, responsible and self-motivated, a co-author of the script that determines how education is delivered often with extensive use of technology in the process as the means of renewing inclusiveness, increasing learners' participation and providing direction in the development of 21st century education.	3) The organization should provide the platforms with the ability to integrate with multiple systems for the employees. They are important, because they support a complete learning eco-system instead of multiple disparate entities.	3) Personalized workplace learning treats learners as active, responsible and self-motivated, a co-author of the script with the platforms with the ability to integrate with multiple systems for the employees.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
Technology	4) Personalized learning aims to value the learner's full potential and to empower individuals through knowledge sharing and co-construction. The personalized learning lets learner voice being a core part of decision making, negotiated personal learning programs for all learners, negotiated project work, rather than whole-class teaching. Learners expected to interact with other learners for parts of their learning, learner support, primarily through facilitators	4) Learning in the workplace should work across multiple technological devices and responsive systems to gain the seamless, flexible learning experience.	4) Personalized workplace learning considers learner voice being as a core part of decision making, negotiated personal learning programs for all learners by using the multiple technological devices and responsive systems to gain the seamless, flexible learning experience.

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
	working together as a team.		
Cooperation	5) The personalized learning aims to valorize the learner's full potential and to empower individuals through knowledge sharing and co-construction. The learner, facilitated by the facilitator, is an active co-designer of the learning pathway experience.	5) Workplaces in different fields have different working cultures and learners in the workplace come from different age groups, different educational and professional backgrounds and different positions in organizations to work teach and learn together. Newcomers are taken as an integral part of a	5) Personalized workplace learning aims to valorize the learner's full potential and to empower individuals through knowledge sharing and co-construction. Since learners in the workplace come from different age groups, different educational and professional backgrounds and different positions in organizations to

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
		community of practice, from which it follows that old-timers and newcomers work and learn together. These generational encounters bring about processes of reflection that serve both newcomers and the community.	work teach and learn together. They can work and learn together with the old-timers and newcomers.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

To sum up, these are the characteristics of personalized workplace learning:

1. Self-enhancement. Personalized workplace learning allows learners to study at their paces, the time and place of their choosing with the acquisition, personal transformation, collective empowerment, or a host of other phenomena.

2. Freedom. Personalized workplace learning lets learners choose a fit learning platform in Order to meet personal needs, interests, and abilities to promote independence and dependability. Learning has become a lightning rod, attracting new attention outside educational debates. The learners learn how to be creative and entrepreneurial to stay competitive.

3. Trust. Personalized workplace learning treats learners as active, responsible, and self-motivated, a co-author of the script with the platforms with the ability to integrate with multiple systems for the employees.

4. Technology. Personalized workplace learning considers learner voice as a core. Part of the decision-making negotiated personal learning programs for all learners using multiple technological devices and responsive systems to gain a seamless, flexible learning experience.

5. Cooperation. Personalized workplace learning aims to valorize the learner's full Potential to empower individuals through knowledge sharing and co-construction. Since learners in the workplace come from different age groups, educational and professional backgrounds, and different positions in organizations to work, teach and learn together, they can work and learn together with the old-timers and newcomers.

Table 2. 2 Process of the personalized workplace learning

	Personalized Learning	**Workplace Learning**	**Personalized Workplace Learning**
Empowering	1) The facilitator empowers the learner to decide what, where, when, how to learn and to promote personal development through self-realization, self-	1) The facilitator delivers courses, document procedures and prepare manuals for learners, but the facilitator will not engage learners in the	1) The facilitator empowers the learner to decide what, where, when, how to learn. He/she delivers platforms, document procedures and

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
	enhancement and self-development.	organization's most valuable learning resource, that is, practice itself.	prepare manuals for learners, but the facilitator will not engage learners in the organization's most valuable learning resource, that is, practice itself.
Planning the Strategy	2) The facilitator lets each learner to be free to choose a fit learning platform in order to meet personal needs, interests and abilities to promote both independence and dependability to enhance social skills and sense of responsibility toward others to	2) The facilitator provides opportunities to the learners for such participation and on the extent to which individuals choose to benefit themselves. Work performance tends to be conceived as thinking or	2) The facilitator lets each learner to be free to choose a fit learning platform in order to meet personal needs, interests and abilities to promote both independence and dependability. He/she provides opportunities to the learners for such participation

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
	improve creative, intellectual, social and moral growth and develop personality effectively.	reflection followed by application of the thinking or reflection.	and on the extent to which individuals choose to benefit themselves.
Acting and Collaborating the Strategy	3) The facilitator provides effective support for the learner to complete their learning plans throughout their learning process guided by the facilitator, is an active co-designer of the learning pathway experience.	3) The learners participate and interact in their workplaces that is central to their leaning. The knowledge workplace learning is co-constructed through interactions between social practice and the individuals participating in that practice. It is therefore	3) The facilitator provides effective support for learner to complete their learning plans throughout their learning process guided by the facilitator, is the active co-designer of the learning pathway experience. Both facilitator and learner can be co-constructed through interactions

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
		important to acknowledge workplaces as sites for learning.	between social practice and the individuals participating in that practice.
Reflecting	4) As the individual learns, the facilitator also learns as he/she collects data, tracks progress, and compares responses and common patterns to improve responses.	4) The learners discuss and review past actions and experiences, engagement in decision making and problem solving. Most of these activities are a normal part of work. They are rarely regarded as learning activities although important learning	4) Facilitator and learner discuss, review, revise, and reflect his/her past actions and experiences, engagement in decision making and problem solving as he/she collects data, tracks progress, and compares responses and common patterns

	Personalized Learning	Workplace Learning	Personalized Workplace Learning
		often occurs.	to improve responses.

To conclude, these are the characteristics of personalized workplace learning:

1. Empowering. The facilitator empowers the learner to decide what, where, when, and how to Learn. Learner delivers platforms, document procedures, and prepare manuals for learners, but the facilitator will not engage learners in the organization's most valuable learning resource, practice itself.

2. Planning the Strategy. The facilitator lets each learner be free to choose a fit. Learning platform to meet personal needs, interests, and abilities to promote independence and dependability. Learner provides opportunities to the learners for such participation and on the extent to which individuals choose to benefit themselves.

3. Acting and Collaborating the Strategy. The facilitator provides practical support for Learner completes their learning plans throughout their learning process, guided by the facilitator, who is the active co-designer of the learning pathway experience. Both facilitator and learner can be co-constructed through interactions between social practice and the individuals participating in that practice.

4. Reflecting. The facilitator and learner discuss, review, revise, and reflect learner's past actions and experiences, engagement in decision making and problem-solving as he/she collects data, track progress, and compares responses and familiar patterns to improve responses.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

PART 5 AIRLINE CABIN CREW

5.1 The Definition of Cabin Crew

In the early-mid 1990s, it has been suggested that 'crew' consists of two separate sub-groups of two distinctive groups represented by cockpit and cabin crew groups. The cabin crew work separates from the cockpit crew, which refers to the pilots. Each area has different responsibilities, which can be viewed as two separate unique cultures in the aircraft. Therefore; cockpit crew is viewed as concerning flight operations control where safety is stressed with the following procedures. In other words, the cabin crew is divided from the cockpit crew in terms of two sociological and geographical environments. The cabin crew has space, and its personnel is more physically active and socially interactive than those on the flight deck. In addition, the cabin crew is typically part of the marketing department in customer relations service, where passenger service is emphasized (Pupphavesa, 2017).

Pupphavesa (2017) defined as "a crew member who performs, in the interest of the safety of passengers. Plus, the duties assigned by the operator or the pilot-in-command of the aircraft, but who shall not act as a flight crew member".

The cabin crew is a vital part of commercial aviation for several reasons. Their role is to provide a high standard of customer care, but equally, they are responsible for ensuring that all the passengers are safe and secure before, during, and after a flight. The cabin crew is the first line of defense inside the aircraft, being the ones, whose work ensures the safety of all passengers. When it comes to security, flight attendants or Cabin Crew have to take everything very seriously since they are responsible for the well-being of the passengers and their fellow crew. Even though the training is different in every airline, flight attendants are usually highly trained in safety and security procedures to guarantee the maximum response in the case needed. The main goal of safety and emergency procedures training is to ensure the crew is equipped with the necessary skills to handle any emergency or unusual

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

situation that can occur on board. During the training, they are taught how to prevent incidents and predict potential threats. The cabin crew role is essential in operating a flight (Pupphavesa, 2017).

5.2 The Characteristics of Cabin Crew's Job Duty

Nopas (2018) provided many definitions to clarify the word's meaning. The characteristics of job descriptions of cabin crew are that an airline is responsible for the safety and comfort of its passengers. Duties of cabin crew during normal operations include:

1. Pre-boarding: Preflight cabin crew safety briefing includes type questions relating to Service and emergency safety procedures.

2. Boarding: Assisting with passenger boarding.

• Greeting, welcome and farewell • Scanning for guests' boarding pass, flight, name and seat number • Address guest by name, introduce yourself • Showing guests to their seats and providing special attention such as seat orientation • Assisting with outerwear and hand luggage • Offering guests newspapers, magazines and in-flight entertainment • Engaging in meals and taking drink orders: explaining choices to guests, apologizing when preferable meal choice is not available • Selling duty-free commercial goods and pursuing sales • Checking the condition and provision of emergency equipment and information for passengers such as to give briefings to passengers seated at emergency exits, turn off any electronic devices or set to flight mode • Demonstrating emergency equipment and safety procedures such as distribute an infant life vest, an extension belt • Administering first aid • Producing written cabin reports after completing a flight • To make public announcement

3. Pre-take-off

4. Post take-off

5. Cruise

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6. Approach and Landing

7. Disembarkation

8. Turnarounds

9. Dealing with emergencies situation

Admittedly, the cabin crew must know aircraft systems and essential components. Consequently, the cabin crew must complete training courses covering safety procedures, customer service, and legal immigration issues, which educate them on skills and recruitment. In order to serve customers with high trust, security, and comfort throughout a memorable flight experience that will lead the airline business (Pupphavesa, 2017).

PART 6 RELEVANT RESEARCH

The researcher presents the relevant research in two parts which are 1) the relevant research about cultural intelligence and 2) the relevant research about personalized workplace learning.

The Relevant Research about Cultural Intelligence

The International Relevant Research

Jyoti, Sharma, Kour, and Kour (2020) studied factors affecting cultural intelligence and its impact on job performance: The role of cross-cultural adjustment, experience, and perceived social support. The organizations need managers who can distinguish the cultural differences and adequately interact with individuals from other cultures. Managers need to be culturally competent to handle a diverse workforce efficiently. Organizations view culturally competent managers as a source of competitive advantage and strategic capability. Increasingly more organizations are expressing the need for managers “who quickly adjust to multiple cultures and work well in multinational teams.” Cultural intelligence refers to skills and traits that allow one to interact with novel cultural settings effectively.

Therefore, cultural intelligence is a capability that can increase an individual's ability to interact with individuals outside their own cultures. Culturally intelligent individuals can interact effectively with individuals from different cultural backgrounds. The objectives of the research were to examine the impact of social intelligence and emotional intelligence on cultural intelligence and also to examine the mediating role played by cross-cultural adjustment in the relationship between cultural intelligence and job performance. The population of this study consisted of 342 managers working in nationalized banks in J&K (North India). A structured questionnaire was used as a research tool to collect the data. The exploratory factor analysis was used for scale purification. Data were validated using confirmatory factor analysis, and hypotheses have been tested through structural equation modeling. The study reveals that emotional intelligence and social intelligence significantly affect cultural intelligence.

Nunes, Alvim-Ferraz, Martins, and Sousa (2017) studied cultural intelligence, cross-cultural adaptation, and expatriate performance: a study with expatriates living in Brazil. Developing a competitive workforce abroad is a relevant challenge to organizations with multinational activities. Because of this, added to the high costs associated with expatriation, it is necessary to identify the factors that facilitate the satisfactory performance of executives in international assignments. Thus, this work aims to investigate the relationship between cultural intelligence, cross-cultural adaptation, and expatriates' performance. Based on a sample of 217 expatriates from 26 countries living in Brazil, the research reveals a positive association between cultural intelligence and cross-cultural adaptation and the latter with expatriates' performance. However, the direct relationship between cultural intelligence and expatriates' performance was insignificant. The results also revealed an indirect relationship between cultural intelligence and expatriates' performance mediated by cross-cultural adaptation. Thus, they suggest that cultural intelligence converts itself

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

into the ability of the expatriate to better adapt to the new culture, which then results in performance. They thus suggest that this transformation process is facilitated and powered by the increase of interactions between expatriates and the host country nationals.

Thida (2020) studied the impact of cultural intelligence on the Communication and creativity of local employees who worked at diverse cultural companies in Myanmar. The working ability of human resources has been no longer limited by geography. Moreover, corporations are communicating internationally and expanding their businesses globally. The whole business environment is moving and building on culture, belief, and nationality. That is why understanding cultural intelligence becomes very important to survive to operate successfully in this global world. Since Myanmar had opened up in 2012 for Foreign Investment, companies from other countries steadily started to invest in Myanmar since then. Along with the investment companies, they also bring their workers and working culture to this developing country. It is still adapting to the changes. Moreover, most private companies in Myanmar nowadays have both local and foreign employees working together to accomplish projects or campaigns and keep up with the global trend. Understanding other people's culture is also vital in the business world. If the employees from different cultures do not try to understand another person's culture, there will be difficulties communicating effectively. The research objectives were to demonstrate the concept of cultural intelligence as a critical competency in the Communication and creativity of the employees in Myanmar private organizations. Due to its diverse cultures, it is to observe how cultural intelligence impacts communication effectiveness and creativity related to the job performance of local employees working at diverse cultural companies in Myanmar. The research has applied the technique of quantitative approach to attain the purposes of the study. The sample size was at least 97 employees in Myanmar from local respondents working for

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

private companies and international companies. The questionnaires for each factor are created by studying example stories from the literature review about cultural intelligence impacting Communication, effectiveness, creativity, and job performance. Data were analyzed using SPSS Version 23.0. Descriptive statistics such as means, standard deviations, and regression, and then each scale was tested on the reliability with reliability coefficients, Cronbach's Alpha. Factors were rated at three levels: understanding that Cultural Intelligence is essential in a diverse workplace, Cultural Intelligence has a positive effect on Communication, and Cultural Intelligence has a positive effect on employees' creativity, and it motivates their job performance. Understanding Cultural Intelligence knowledge was considered the highest contributing factor to local workers' communication effectiveness and creativity.

Fakhreldin and Elsawy (2018) examined the effect of cultural intelligence on the Internationalization of Swiss Small and Medium Enterprises. One of the outcomes of globalization is that companies and countries are increasingly dealing with the forces of internationalization in all economic spheres, public and private. It is evident in developing and developed countries. SMEs should be in a better position when it comes to internationalization. They can better respond to changing market conditions, evolving consumer preferences, and shorter product life cycles by customizing and differentiating products. Swiss SMEs are increasingly internationalizing to compete with the advantages and dominance of large international companies stemming from the forces of globalization. However, many are struggling, and the pace of internationalization is slower than they desire. In 2015 the percentage of the revenues of SMEs stemming from exports was around 57%. This study examines the relationship between individual attributes and internationalization. It analyses the different dimensions of cultural intelligence and explores how these dimensions contribute to the initiation and success of the internationalization of Swiss SMEs. Furthermore, it examines the organizational

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

motivators/obstacles and considers them environmental factors (internal and external). It attempts to identify the most important and whose absence may hinder internationalization the most. The paper is organized as follows: cultural Intelligence, internationalization, small and Medium Enterprises (SMEs), internationalization of SMEs, and Swiss SMEs. This study uses a mixed method of quantitative and qualitative strategies. The data gathered and analyzed usually give accurate statistical results that can be further verified using the personal interview approach. Sample Characteristics: there are more than 300000 SMEs in Switzerland. Privacy is essential for the Swiss, and it is practically impossible to reach someone's name and contacts if one does not already know this person. The telephone number provided in any listing was a general one that directs people to someone who only receives and transfers messages. The email contacts lead to a general inquiry form to be filled out, then a clerk from the company responds to the query. Both methods have been tried through a sample of 50 company contacts in each method. The general inquiry form did not result in any information, whereas the phone calls obtained eight contact names and emails. It enabled conducting preliminary interviews with eight SME managers who also reviewed the initial survey. Each manager also recommended specific databases to identify the sample and distribute the survey. They all agreed on using the database of Switzerland Global Enterprise and the yellow pages. The Cultural Intelligence Scale developed by Earley and Ang is used to measure the cultural intelligence of individuals. The study confirms that cultural intelligence supports the internationalization intention and the actual internationalization. Furthermore, access to information on foreign markets is identified as the primary contributor to pursuing internationalization. The main barrier to initiating and engaging in internationalization is the lack of access to sufficient information about international markets.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Al-Rahmi, Othman, and Yusuf (2015) examined personalizing Learning of English Literature: Perceptions and Challenges. This research examined students' perceptions and challenges in the learning English literature. A total of 60 Form five students from one of the secondary schools in the district of Hulu Langat, Selangor were selected. The samples were chosen based on their level of English proficiency from three different groups of students which were good, average and weak. A set of structured questionnaires consisting of 45 items using 1-4 Likert scale instrument was designed to collect data from these respondents on their perceptions and challenges in dealing with literary text, literature lesson and ESL teachers in learning of English literature component in English Language Classroom. The overall findings of the study indicates that majority of students, respondents of this study have positive perceptions towards literary text, literature lesson and ESL teachers despite some challenges that they have been facing when learning literature. This study is essential as student's perceptions and challenges may help the teachers, educationist and curriculum developer to revise the current trend in teaching and learning literature component. Consequently, they will find the best solution to overcome the challenges which will cater students' needs for a better satisfaction in learning literature component that may lead to personalizing learning of English literature for better performance in their overall English Language result in SPM.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The Relevant Research in Thailand

Guang and Charoensukmongkol (2022) investigated the effects of cultural intelligence of Chinese expatriates on supervisor support, perceived leadership effectiveness, and subordinates' commitment to the supervisor. There are numerous differences between Chinese and Thai cultures and work styles. Chinese expatriates unable to understand Thai culture, or those unwilling to adjust their behaviors to align with Thai cultural preferences, can potentially lead their Thai employees to perceive Chinese expatriates as ineffective leaders. This research utilized survey data

from 169 pairs of Chinese expatriates and Thai subordinates employed by Chinese subsidiaries located in Thailand. The research employed Partial Least Squares structural equation model to analyze the data, the results revealed that Thai subordinates evaluate Chinese expatriates as possessing high cultural intelligence and perceive them more favorably in terms of supervisor support. Additionally, supervisor support mediates the positive effect of cultural intelligence of Chinese expatriates for leadership effectiveness and subordinates' commitment to the supervisor.

Bingham and Dimandja (2017a) examined teachers' experiences with and interpretation of personalized learning can be a first step toward understanding personalized learning school design and, consequently, the student outcomes in these schools that may be associated with particular designs and practices. The researcher revealed three central findings. 1) teachers' experiences were shaped by emphases on student discipline and accountability, 2) consistent use and analysis of student data was a key characteristic of instruction, 3) teachers' experiences in implementing personalized learning differed according to teachers' levels of experience.

Charoensukmongkol (2014) studied cultural intelligence and export performance of small and medium enterprises in Thailand: Mediating roles of organizational capabilities. This article explores the influence of the cultural intelligence of business owners upon the international performance of their organizations, noting the mediating roles of international knowledge acquisition capability and adaptive capability. Using a questionnaire survey, data from 129 small and medium firms in Thailand were collected. Results from the partial least squares regression analysis found a positive effect of cultural intelligence on export performance; this was mediated through international knowledge acquisition capability but not through adaptive capability.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The Relevant Research about Personalized Workplace Learning

The International Relevant Research

Nganji and Brayshaw (2015) studied personalizing learning materials for students with multiple disabilities in virtual learning environments. Current efforts towards including students with disabilities in web-based higher education are well established. However, existing learning environments are not fully inclusive, particularly for those with multiple disabilities. Most learning environments built for students with disabilities limit themselves to meeting the needs of specific disabilities and do not attempt to scale up to the difficulties of designing for those with multiple disabilities. This research aimed to address how virtual learning environments (VLEs) can be designed to include the needs of learners with multiple disabilities. Specifically, it employs AI to show how specific learning materials from a huge repository of learning materials can be recommended to learners with various disabilities. This is made possible through employing semantic web technology to model the learner and their needs. Three techniques are discussed to combine requirements. Simple logical operators, knowledge-based rules, and machine learning based rule induction are combined in this integrated approach. It is hoped that developers of e-learning systems will be encouraged from this approach to design fully inclusive virtual learning environments.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The research paper has presented ideas that could hopefully stimulate discussion and raise attention to the needs of learners with disabilities, especially those with multiple disabilities in web-based learning environments. Whilst a lot of suggestions have already been made on how to incorporate the needs of learners with various types of disabilities in learning environments, this work reflects on how this could be done through the following specific recommendations:

1. Consult with potential learners and gather requirements from them. User centered consideration is always a starting point.

2. Consider giving the learner the ability to adapt the learning environment to meet his needs. Technology enhanced learning is a great enabler but it needs to be linked with personalization and personal needs.

3. Consider building in various assistive technologies in the learning environment such that learners could activate them when needed. Consider this at the outset of the Software Engineering Process and not just as an add-on at the end. Assistive Technologies are not just additional Apps that are provided in the Utils Folder but are core, first order priorities that constitute first order design considerations.

4. Allow the learner to be able to adjust some interface elements such as text and background color and size. This is important for some learners with dyslexia. Small elements can also be vital elements and should not be overlooked.

5. Ensure that learning materials that are uploaded into the virtual learning environment in various formats are accessible to learners. A study has found accessibility flaws with journal articles that are published in the portable document format. This could present access challenges to some students with disabilities, thus the need to incorporate accessibility throughout the design process.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Roberts-Mahoney, Means, and Garrison (2015) on the study of Netflixing human capital development: personalized learning technology and the corporatization of K-12 education. The study explains the educational technology companies, and the US Department of Education, a growing movement to apply ‘big data’ through ‘learning analytics’ to create ‘personalized learning’ is currently underway in K-12 education in the United States. While scholars have offered various critiques of the corporate school reform agenda, the role of personalized learning technology in the corporatization of public education has not been extensively examined. The finding revealed that that all three types of documents position education within a reductive set of economic rationalities that emphasize human

capital development, the expansion of data-driven instruction and decision-making, and a narrow conception of learning as the acquisition of discrete skills and behavior modification detached from broader social contexts and culturally relevant forms of knowledge and inquiry. The study also concluded by drawing out the contradictions inherent to personalized learning technology and corporatization of schooling. It argues that these contradictions necessitate a broad rethinking of the value and purpose of new educational technology.

Cheung, Wang, Kwok, and Poulova (2021) presented personalization is the action or process that aims to design and produce something that meets the individual requirements. When borrowing this idea to the educational context, it refers to how the individual students' learning needs can be addressed in the teaching and learning process. Not just a concept or a technology, personalized learning has evolved as one among other teaching and learning practices with promising results reveal that 1) personalized learning emphasizes student-centered learning that addresses individual learning strengths, interests and needs, and caters for their learning differences. 2) it allows flexibility in the learning mode, process, time and space. And 3) it supports students to take ownership of their learning.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Assma et al. (2013) studied on an approach for personalizing learning content in e-Learning Systems: A Review. Individual learners have different requirements and characteristics, and as a result learning content should be able to be personalized and adaptable to the e-learner' profile. Little research work undertaken to tackle this issue, and it has been limited to ad-hoc work on personalizing, and adapting learning content in e-Learning. This paper presents two methods for modeling user profile and for personalizing and adapting a given content to match that profile: inductive (without user intervention) and deductive (with user intervention). These methods will be used as a base to review and classify research work undertaken on personalizing content in the domain of knowledge management and e-learning

systems. Based on these reviews, especially those undertaken in personalizing knowledge content in knowledge management systems, the paper proposes a comprehensive approach for personalizing learning content.

Staub, Stebler, and Reusser (2018) studied on parents' school experience, the teacher was just lecturing at the front". school-family partnerships in schools with personalized learning concepts. The results revealed that it can be particularly advantageous to center the communication on student progress, to focus parent events on education-related topics, and to give the parents a voice in decision-making processes.

Chen and Wang (2021) studied on individual differences and personalized learning: a review and appraisal. The study presents a state-of-the art review of the current research that investigates relationships between individual differences and personalized learning. The findings revealed that: 1) learning style is a major individual difference considered in works on personalized learning, 2) current works shift to address multiple individual differences, instead of a single difference, 3) learner models are widely applied to deal with multiple individual differences in the development of personalized learning, 4) learning styles, prior knowledge, preferences and ability levels are frequently considered together, and 5) it is a current trend to consider emotion recognition in the context of personalized learning.

Bishop et al. (2020) explored the teacher roles in personalized learning environment. The study examined the roles of teachers in personalized learning environments within a policy context of statewide legislation of personalized learning plans, flexible educational pathways, and proficiency-based assessment. The study used data from interviews with a purposefully selected group of 20 elementary and middle school teachers from 11 schools. Findings revealed teachers' perceptions of their roles as (a) empowerers, (b) scouts, (c) scaffolders, and (d) assessors, as well as

associated strategies within each role that participants perceived to be constructive. The use of role theory illuminated the potential for intrarole conflict and role strain between and among these roles along with the cultural dimensions of the shift to personalized learning.

Olofson, Downes, Petrick Smith, LeGeros, and Bishop (2018) on the study of instrument to measure teacher practice to support personalized learning in the middle grades. The study describes the formulation and initial administrations of the survey to 232 teachers in 2016 and 165 teachers in 2017. Exploratory factor analysis provided evidence for the presence of factors describing practices for personalized assessment, out-of-school learning, whole group learning in a personalized setting, and technology implementation. Confirmatory factor analysis with the follow-up sample provided additional support for this structure. Data from these two separate survey administrations demonstrated high internal consistency and moderate correlation across the groups of practices.

Kim (2012) studied the role of affective and motivational factors in designing personalized learning environments and suggested that the strategies that virtual change agents convey throughout the interactions are constructed to support emotion regulation and motivation based on theories and prior research on emotions and motivation. The availability and customizability of virtual change agents enable the strategies to be implemented in real-time and customized for individual students.

Stephenson and Saxton (2005) studied the use of the Internet to gain personalized degrees from learning through work. This research presents the results of a systematic review of the experience of the first cohorts using Ufi's online Learning through Work (LtW) facility to negotiate personalized programs of study leading to full university awards based on projects related to their everyday work. The concept of learning through work and wider experience of online work-based

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

learning are discussed, and the main features of the LtW programs are described. Data are drawn from user surveys and in-depth interviews of participants. A grounded theory methodology is used to allow propositions to emerge from the data about user readiness, institutional responses and wider impact on the learners and their work-place. These propositions are presented for discussion in the wider context of learner-managed learning and the use of the Internet for university-recognized learning through work.

Netcoh (2018) on the study of balancing freedom and limitations: a case study of choice provision in a personalized learning class. case study explored how middle school teachers and students experienced and perceived choice within a newly implemented personalized learning class. It found that teachers and students had different values, expectations, and interests related to student choice, which contributed to struggles for power and control within the personalized learning class. Findings suggest teachers may benefit from foregrounding personalized learning as a partnership in which students and teachers bring their voices into conversation while framing choice as a means toward collaboratively developed learning targets as opposed to an end in and of itself.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Shminan and Othman (2015) studied on the dynamic student assessment to advocate personalized learning plan. The findings reveal the approach to supporting personalized learning strategies by constructing dynamical student profiling using ubiquitous computing capability. This profiling includes recorded data on learner's affective responses to learning to discern learner's level of motivation and details from generic learner profiles to describe and predict learner learning patterns. Learning pattern data analysis derives conclusions using decision trees. Through the process, information can be extracted from learners' affective responses and learners' profile data and relevant correlations between the two data sets can be recognized automatically. A personalized learning component uses this information

to offer proactive support to learners. This is achieved by recommending personalized courses of action which are beneficial to the learners.

T. Tynjala (2007) studied on perspectives into learning at the workplace. It presented a thematic review of the recent research on workplace learning. It was divided into two main sections. The first section asks what we know about learning at work, and states four propositions: 1) the nature of workplace learning is both different from and similar to school learning, 2) learning in the workplace can be described at different levels, ranging from the individual to the network and region, 3) workplace learning is both informal and formal, and 4) workplaces differ a lot in how they support learning. The second section focuses on workplace learning that is related to formal education. Different models of organizing work experience for students and the challenges of creating partnerships between education and working life are described. It is concluded that the worlds of education and work are moving closer each other and that the integration of formal and informal learning is an essential prerequisite for developing the kinds of expertise needed in response to the changes taking place in working life.

The Relevant Research in Thailand

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Hongthong and Temdee (2018) examined personalized mobile learning for digital literacy enhancement of Thai youth. Digital literacy becomes critical nowadays for the digitalization of all countries worldwide. Thailand has been transforming into the digital society. To enter successfully into the digital community, there is the need of enhancing digital literacy for all Thai citizens especially the youths who have already blended their daily life with the internet. Like any literacies, digital literacy requires practicing. Therefore, it is necessary to design and development of training or learning course for anywhere and anytime learning. Moreover, it is challenging to provide the appropriate lesson for each person because they need the different level of digital literacy for their goal. The paper proposes the mobile learning for

enhancing digital literacy of Thai youths. Through mobile application, the youth learners feel more comfortable and freedom for their learning. The preference and the performance of students are used for personalization support. The experiment is conducted with 100 primary school students in Chiang Rai province, Thailand. The comparison results of pre-test and post-test reveal that the proposed personalized mobile learning can enhance the learning efficiency of students significantly. At the same time, most of the students have satisfied with the personalization learning in the “satisfy” level.

Rongbutsri, Yuan, Huang, Wang, and Zhang (2018) studied E-learning providing mobility in learning the Chinese as a foreign language in Thailand. With the improvement of ICT, the advantages of e-learning help students to overcome the limitations of learning including time and space. The paper mainly demonstrates two points: the satisfaction and the freedom of learning in terms of time and place that the Chinese 1 e-learning system provides at Mae Fah Luang University, Thailand. This study reveals the implementation of e-learning with interactive media with motivated exercises which provide students mobility for their learning; thus, beyond the boundary of time and place.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Chookaew, Panjaburee, Wanichsan, and Laosinchai (2014) studied a personalized E-Learning environment to promote student's conceptual learning on basic computer programming. Basic computer programming is one of the fundamental subjects that students in the departments of computer engineering, computer science, software engineering, information technology, and computer business need to learn. In this subject, students are asked to write a programming code step by step following the textbook without understanding the relationship among concepts, for example, variables and data types are fundamental concepts of array. Due to these reasons, many students who cannot grasp the most fundamental concepts of programming are unable to produce basic programs and also unable to learn and understand

more complicated concepts in the future. It might be better if we could find an appropriate way to improve their conceptual learning ability in the topic. Therefore, in this study, a personalized e-learning environment is proposed by basing upon multiple sources of personalized information of students, namely, learning problems, a learning styles, and performance levels. To diagnose the students' learning problems, the test answers are analyzed. In addition, a learning styles questionnaire is employed for adjusting the presentation styles of the subject material based on the personalized learning style of the students. The performance levels, classified into high, middle, or low, are used to arrange the learning material for individual students as well. By analyzing the data, the students who learned with the developed e-learning environment could develop understanding of basic computer programming; moreover, they had positive attitude toward the developed e-learning environment which fit with their personalized learning.

From the relevant research that the researcher has studied and reviewed, the researcher summarizes that there has never been the research that studies about the development of personalized workplace learning program which enhances cultural intelligence. However, the researcher concludes the elements of personalized workplace learning. Furthermore, the objective of this research is to enhance the cultural intelligence for the international airline cabin crew and they represent the employees of the international organization. The international airline cabin crew is the frontline employees who have to work, function and deal with the passengers who come from the different cultures and backgrounds. Hence, this personalized workplace learning program will be able to enhance the cultural intelligence of the international airline cabin crew which will help them to effectively work and deal with the passengers who come from different cultures and backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

PART 7 CONCEPTUAL FRAMEWORK

The primary intent of this study is to illuminate the process of developing of personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines. To attempt this, the conceptual framework for this study identifies the set of concepts that structures the study in a coherent and meaningful fashion, allowing it to be conducted systematically.

In this section, the conceptual framework is presented. The presentation begins by overviewing the framework. The detailed structure of the framework is then presented following the flow of information in the framework.

The conceptual framework through which the study proceeded will be as follows. Firstly, the concept of cultural intelligence, the concept of personalized learning, and the concept of workplace learning was identified. The framework is seen as an articulation of the personalized workplace learning concept to enhance cultural intelligence for cabin crew from international airlines. The identification of the concept was seen as providing the understanding of the concept of personalized learning, the concept of workplace learning, and the concept of cultural intelligence to develop the program. These three concepts were reviewed and articulated. The articulation of these concepts provided an explanatory background for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Secondly, the theoretical framework for the evaluation approach for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines will be formulated.

Part 1) Each framework's theories and concepts were articulated to identify keys to the program.

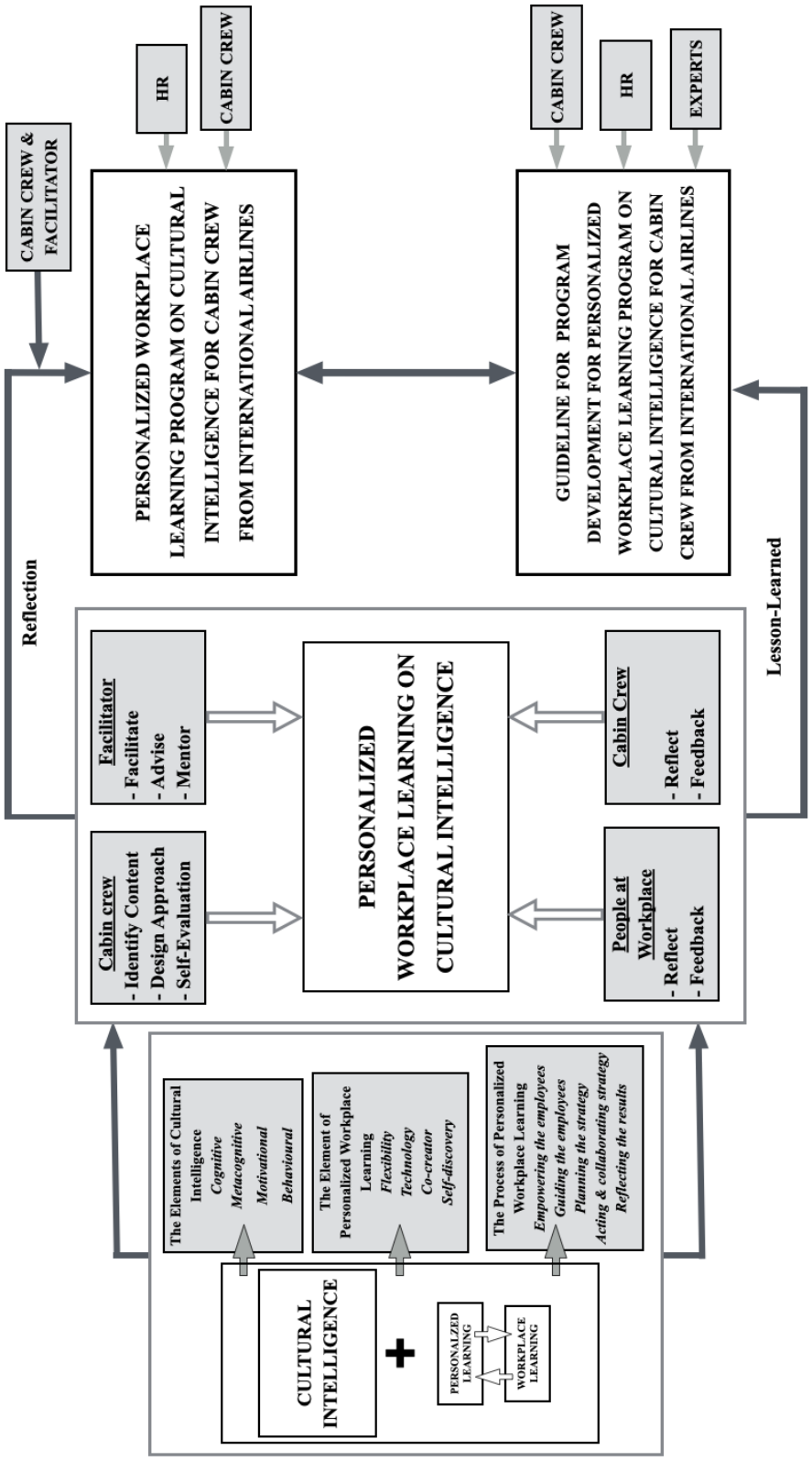
Part 2) The elements of cultural intelligence, the approach to personalized workplace learning, and the elements of personalized workplace learning.

Part 3) The personalized workplace learning program enhances the cultural intelligence of the international airline cabin crew.

Part 4) The guideline of the personalized workplace learning program that enhances the cultural intelligence of the international airline cabin crew.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Figure2. 2 Conceptual Framework



CHAPTER 3
RESEARCH METHODOLOGY

This research study was seen as comprising the research methodology and specific research techniques for collecting and analyzing the data. The researcher employed the research and development (R&D) as the research methodology of the study and employed a qualitative method to collect the data. It is to answer the study's research objectives, which aimed 1) to develop a personalized workplace learning program to enhance cultural intelligence for cabin crew from the international airlines. Moreover, 2) to propose guidelines for developing a personalized workplace learning program to enhance cultural intelligence for cabin crew from the international airlines. The research methodology was formed to identify the research design's general research plan and structure relationships between those features. The research techniques were the actual procedures for the data collection, data analysis, data interpretation, and data reporting.

The researcher divided the process of the research into five phrases according to research questions as follows:

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The first phase (R1): The analysis of the background of the cabin crew to learn cultural intelligence

The second phase (D1): The development of the personalized workplace learning program to learn about cultural intelligence

The third phase (R2): The results after employing the personalized workplace learning program to learn about cultural intelligence

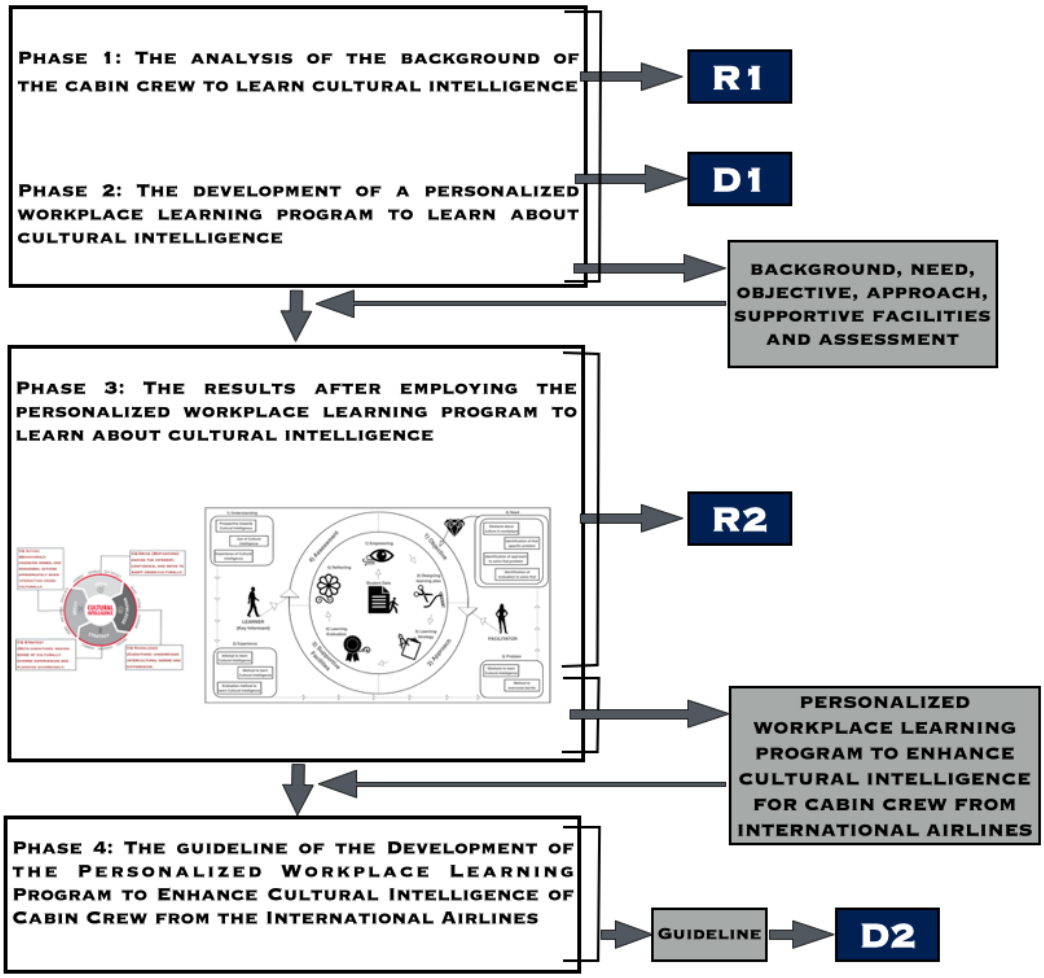
The fourth phase (D2): The guideline of the development of the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

This research study aims to illuminate the development of a personalized workplace learning program to enhance cultural intelligence for cabin crew from international airlines. The cabin crew from the international airlines in Thailand are selected as a case study. The design of the approach to the research study followed the research framework aforementioned.

Nurahman (2019) stated that Education, R&D, and innovation are two activities that should always go together to confirm the country's progress. Firstly, to invest in knowledge. Secondly. To transform the knowledge into more significant well-being for people on the strength of a better stock of products and services at a cheaper cost. Research and development (R&D) in education is used to develop and validate educational outcomes. The steps in the process are usually referred to as the R&D cycle. There are studying research results about the product to be developed, developing the products based on these results, field testing it in the environment, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives (Nurahman, 2019).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Figure 3 1 Research Framework of the Study



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The First Phase (R1): The Analysis of Background of Cabin Crew to Learn Cultural Intelligence

In this particular phase, the researcher aimed to explore the background of the cabin crew to learn cultural intelligence. The background to learn about cultural intelligence consists of understandings, experiences, problems, needs, objectives, supportive facilities, and assessment in learning about cultural intelligence of cabin crew from international airlines.

(1) The Key Informants

The researcher employed the purposive sampling method to select the key informants in this phase. The key informants for this research method were cabin crew from the international airlines in Thailand. Moreover, these are the criteria for selecting the key informants:

1) The key informants must work as cabin crew at the international airlines in Thailand.

2) The key informants must have experience as cabin crew who work at an international airline in Thailand for a minimum of three years.

3) The key informants must have experience as cabin crew who work in economy class, business class, or first class.

4) The key informants must have permanent employment status with a key performance indicator (KPI) score over 80 (The airline organization has set 80 scores for the cabin crew who has an average good job performance).

5) The key informants are willing to participate in the research study.

(2) Research instrument (APPENDIX D, Instrument 1 & Instrument 2)

Research instrument 1 in the study was an interview scheduled on the cabin crew's background to learn about cultural intelligence to get information from the background of the cabin crew. The background of cultural intelligence consists of understanding, experiences, problems, needs, objectives, supportive facilities, and assessment in learning about the cultural intelligence of cabin crew from international airlines.

The interview scheduled consists of questions about the cabin crew's background to learn about cultural intelligence and get the information from the background of the cabin crew. In constructing the interview scheduled in this research, the researcher took it from the book Cultural Intelligence' by (Ang, Rockstuhl, et al., 2015). This method contains some questions about the issue that

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

show agreement, disagreement, or certain conviction. The simplest way to describe the idea is to provide them with alternative answers for each question.

In this research study, the questions were written in Thai and English. They were done to make it easier to provide the cabin crew with more alternatives to choose what they feel comfortable with them. The interview scheduled consisted of 17 questions. In this part, the researcher asked the cabin crew to answer freely from their perspectives on each question. The researcher employed interviews scheduled with each cabin crew of the study. The answers of each cabin crew were interpreted accordingly.

(3) The validity and reliability testing of the research instrument

For validity, the researcher proposed the in-depth interview form to five experts in lifelong learning education, cultural intelligence, and the research fields (their names are in appendix A, The Names of Experts who Investigates the research instrument 1: An Interview Schedule on Cabin Crew's Background for Learning about Cultural Intelligence). In conclusion, the item-object congruency index (IOC) results of research instrument 1 were Question 1.1: 0.67, Question 1.2: 0.83, Question 1.3: 1, Question 2.1: 0.83, Question 2.2: 0.67, Question 2.3: 1, Question 2.4: 1, Question 3.1: 1, and Question 3.2: 0.83.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Furthermore, the item-object congruency index (IOC) results of research instrument 2 were Question 1.1: 0.83, Question 1.2: 0.83, Question 1.3: 0.83, Question 1.4: 0.83, Question 1.5: 0.83, Question 1.6: 1, Question 1.7: 0.83, and Question 1.8: 0.83). Therefore, the questions were relevant to the objectives, which means that the researcher can employ them in the research study (Kaemkate, 2008). The researcher analyzed the data from experts' comments and suggestions, then adjusted and improved the research instruments.

For reliability, in this case, before the researcher conducted research, the researcher made a test consisting of 17 questions about interview schedules. Then the researcher asked six experts to give corrections about the interview schedules, such as style, process, grammar, vocabulary, and content. After that, the researcher

revised the interview schedules. After that, the researcher tried it out on three cabin crew to know how far the reliability of the instrument was.

(4) Data Collection

These are the steps of data collection:

1) The researcher asked the letters for data collection from the Faculty of Education to conduct the in-depth interview.

2) The researcher contacted the key informants to create the appointment for data collection.

3) The researcher conducted the data collection from the 1st of November, 2021, to the 15th of December, 2021

4) The researcher analyzed the data from the in-depth interview.

(5) Data Analysis understanding, experiences, problems, needs, objectives, supportive facilities, and assessment in learning about the cultural intelligence of cabin crew from the international airlines.

The researcher employed content analysis to analyze the data to explore the background of the cabin crew to learn cultural intelligence, which consists of:

1. The understanding of the cultural intelligence of cabin crew
2. The experiences in learning about the cultural intelligence of cabin crew
3. The problems in learning about the cultural intelligence of cabin crew
4. The need in learning about the cultural intelligence of cabin crew
5. The objectives in learning about the cultural intelligence of cabin crew
6. The supportive facilities in learning about the cultural intelligence of cabin crew
7. The assessment in learning about the cultural intelligence of cabin crew

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The Second Phase (D2): The Development of the Personalized Workplace Learning Program to Learn about Cultural Intelligence

There were two steps in this phase. Since the researcher aimed to develop a personalized workplace learning program to enhance the cultural intelligence of international airline cabin crew, the researcher divided the stage into two parts.

Part 1) The field observation consists of 1) the component, 2) the process, 3) roles for the learner, and 4) roles for the facilitator in learning about the cultural intelligence of cabin crew from the international airlines.

Part 2) The development of personalized workplace learning to enhance cultural intelligence. The researcher created the program from the research findings of the first phase and the second phase (part 1).

(1) The Key Informants

For part 1, there were two groups of key informants in this phase: 1) the cabin crew from the international airlines (the same group of key informants in the first phase), and the researcher as the facilitator.

For part 2, the cabin crew from the international airlines (the same key informants in the first phase), and the researcher as the facilitator.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

(2) Research instrument

Part 1) The research instrument in part 1 was the field observation notes with the cabin crew for learning about cultural intelligence. The purpose of the field observation consists of 1) the component, 2) the process, 3) roles for the learner, and 4) roles for the facilitator in learning about the cultural intelligence of cabin crew from the international airlines. The field observation notes with the cabin crew for learning about cultural intelligence consist of issues or statements about the let the cabin crew think about what they need to have during their learning process. In constructing the field observation notes with the cabin crew for learning about cultural intelligence in this research, the researcher took it from what the researcher

analyzed from concepts of personalized learning and workplace learning which consists of 1) the component, 2) the process, 3) roles for the learner, and 4) roles for the facilitator. In this research study, the questions were written in Thai and English. They were done to make it easier to provide the cabin crew with more alternatives to choose what they feel comfortable with them. The field observation consisted of three issues. In this part, the researcher asked the cabin crew to answer freely on each issue. The researcher employed field observation with each cabin crew of the study. The answers of each cabin crew were interpreted accordingly.

Part 2) The research instrument in part 2 was each key informant's draft of a personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the international airlines.

(3) The validity and reliability testing of the research instrument

For validity, the researcher proposed the field observation form to five experts in lifelong learning education, cultural intelligence, and the research fields (their names are in appendix A In conclusion, the item-object congruency index (IOC) results of research instrument 3 were Question 1: 1, Question 2: 1, and Question 3: 1. Therefore, the issues were relevant to the objectives, which means that the researcher can employ them in the research study Kaemkate (2008).The researcher also analyzed the data from experts' comments and suggestions, then adjusted and improved the research instruments.

For reliability, before the researcher conducted research in this phase, the researcher made a test consisting of three issues about field observation. Then the researcher asked six experts to give corrections about the field observation, such as style, process, grammar, vocabulary, and content. After that, the researcher revised and improved the field observation. Moreover, the researcher tried it out on three cabin crew to know how far the reliability of the field observation was.

(4) Data Collection

These are the steps of data collection:

Part 1)

1) The researcher asked the letters for data collection from the Faculty of Education to conduct the interview.

2) The researcher contacted the key informants to create the appointment for data collection.

3) The researcher asked for permission from the key informants to observe the action throughout the learning process.

4) The researcher conducted the data collection from the 1st of November, 2021, to the 25th of February, 2022

5) The researcher analyzed the data from the field observation.

Part 2)

1) The researcher and each key informant of the research study created the draft of a personalized workplace learning program to enhance the cultural intelligence of the cabin crew from international airlines from the first phase's data and second phase part 1's data.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2) The researcher and each key informant asked the experts to give the comments and suggestions on the draft of a personalized workplace learning program to enhance the cultural intelligence of the cabin crew from international airlines.

3) The researcher and each key informant identified a personalized workplace learning program to enhance the cultural intelligence of the cabin crew from international airlines.

(5) Data Analysis

Part 1) The researcher employed content analysis to analyze the data from the field observation notes with the cabin crew for learning about cultural intelligence to record the observation of the cabin crew when they created their learning plan.

Part 2) The researcher and each key informant then help analyze, summarize, and design a personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the international airlines. They studied, translated, and developed the program from the first phase's and second phase part 1's data, then designed each key informant's personalized workplace learning program.

The Third Phase (R2): The Results after Employing the Personalized Workplace Learning Program to Learn about Cultural Intelligence

In this particular phase, the researcher aimed to see the changes in people from different cultural backgrounds in the workplace. Plus, the researcher aimed to see also the cabin crew themselves for the self-reflection in cultural intelligence of cabin crew after employing the personalized workplace learning program to enhance cultural intelligence for cabin crew from the international airlines.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

(1) The Key Informants

There were two groups of key informants in this phase: 1) the person from different cultural backgrounds at the workplace that the cabin crew needed to solve the problem between them, and 2) the cabin crew from the international airlines.

1.1) The person from different cultural backgrounds at the workplace that cabin crew desire to solve the problem between both of them

This group of key informants was the group of the cabin crew (primary key informants) who decided to have them in the learning process to solve the specific problem between them.

1.2) The cabin crew from the international airlines

The researcher employed the purposive sampling method to select the key informants in this phase. The key informants for this research method were cabin crew from the international airlines in Thailand. Moreover, these are the criteria for selecting the key informants. The key informants were the same group of cabin crew in the first phase.

(2) Research instrument

There were two research instruments in this phase: 1) an interview schedule for people from different cultural backgrounds at the workplace, and 2) an interview schedule for cabin crew's self-reflection.

2.1) An interview schedule for people from different cultural backgrounds in the workplace

The research instrument in the study was an interview schedule for people from different cultural backgrounds at the workplace to confirm that the development of cabin crew in learning about cultural intelligence is on the right track. This interview schedule aimed to explore cultural intelligence dimensions which are 1) Cognitive cultural intelligence, 2) Metacognitive cultural intelligence, 3) Motivational cultural, and 4) Behavioral cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The interview schedule for people from different cultural backgrounds at the workplace to confirm the development of cabin crew in learning about cultural intelligence. In constructing the interview scheduled in this research, the researcher took it from the book Cultural Intelligence by Ang and Van Dyne (2015). The researcher studied some theories in the book, especially the part on cultural intelligence, then decided on the points of cultural intelligence dimensions and process to do an interview related to the cabin crew's cultural intelligence based on the theory and concept. It functions to explore understanding cultural intelligence dimensions which are 1) Cognitive cultural intelligence, 2) Metacognitive cultural

intelligence, 3) Motivational cultural, and 4) Behavioral cultural intelligence. The simplest way to describe the idea is to provide them with alternative answers for each question.

2.2) An interview schedule for cabin crew's self-reflection

The research instrument in the study was the cabin crew's self-reflection to confirm that the development of cabin crew in learning about cultural intelligence is on the right track. This interview schedule aimed to explore the understanding of cultural intelligence dimensions which are 1) Cognitive cultural intelligence, 2) Metacognitive cultural intelligence, 3) Motivational cultural, and 4) Behavioral cultural intelligence.

Cabin crew's self-reflection to confirm the development of cabin crew in learning about cultural intelligence. In constructing the interview scheduled in this research, the researcher took it from the book Cultural Intelligence by Ang and Van Dyne (2015). The researcher studied some theories in the book, especially the part on cultural intelligence, then decided on the points of cultural intelligence dimensions and process to do an interview related to the cabin crew's cultural intelligence based on the theory and concept. It functions to know 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence. This method contains some questions about the issue that show agreement, disagreement, or certain conviction. The simplest way to describe the idea is to provide them with alternative answers for each question.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

(3) The validity and reliability testing of the research instrument

For validity, the researcher proposed 1) an interview schedule for people from different cultural backgrounds at the workplace, and 2) an interview schedule for the cabin crew's self-reflection form to five experts in lifelong learning education, cultural intelligence, and the research fields (their names are in appendix A). In

conclusion, the item-object congruency index (IOC) results of research instrument 4 were Question 1.1: 0.83, Question 1.2: 0.67, Question 1.3: 0.83, Question 2.1: 1, Question 2.2: 1, Question 2.3: 0.83, Question 3.1: 1, Question 3.2: 1, Question 3.3: 0.83, Question 3.4: 1, and Question 3.5: 1. Furthermore, the item-object congruency index (IOC) results of research instrument 1 were Question 1.1: 0.83, Question 1.2: 0.83, Question 1.3: 0.83, Question 1.4: 0.83, Question 1.5: 0.83, Question 1.6: 1, Question 1.7: 0.83, and Question 1.8: 0.83). Furthermore, the item-object congruency index (IOC) results of research instrument 5 were Question 1.1: 0.83, Question 1.2: 0.67, Question 1.3: 0.83, Question 2.1: 1, Question 2.2: 1, Question 2.3: 0.83, Question 3.1: 1, Question 3.2: 1, Question 3.3: 0.83, Question 3.4: 1, and Question 3.5: 1. Furthermore, the item-object congruency index (IOC) results of research instrument 1 were Question 1.1: 0.83, Question 1.2: 0.83, Question 1.3: 0.83, Question 1.4: 0.83, Question 1.5: 0.83, Question 1.6: 1, Question 1.7: 0.83, and Question 1.8: 0.83). Therefore, the issues were relevant to the objectives, which means that the researcher can employ them in the research study Kaemkate (2008). The researcher also analyzed the data from experts' comments and suggestions, then adjusted and improved the research instruments.

For reliability, before the researcher conducted research in this phase, the researcher made a test consisting of three issues about both 1) an interview schedule for people from different cultural backgrounds at the workplace, and 2) an interview schedule for the cabin crew's self-reflection form. Then the researcher asked six experts to give corrections about the field observation, such as style, process, grammar, vocabulary, and content. After that, the researcher revised and improved the field observation. Moreover, the researcher tried it out on three cabin crew to know how far the reliability of the field observation was.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

(4) Data Collection

1) These are the steps of data collection:

2) The researcher asked the letters for data collection from the Faculty of Education to conduct the in-depth interview.

3) The researcher contacted the key informants to create the appointment for data collection.

4) The researcher conducted the data collection from the 1st of November, 2021, to 25th of February, 2022

5) The researcher analyzed the data from the in-depth interview.

(5) Data Analysis

The researcher employed Content Analysis to analyze the data from the reflection of a person who is different cultural background the workplace and cabin crew's reflection, which consists of

1. the practice reflecting cultural intelligence,
2. the problem-solving ability reflecting cultural intelligence, and
3. the expression of attitudes reflecting cultural intelligence from both of these two groups of key informants.

The fourth phase (D2): The Guideline of the Development of the Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines

In this phase, the researcher aimed to propose the guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. The guideline benefits the international airline organizations and the international organization that has to work, deal, and function with people from many cultural backgrounds. The procedures are as follows:

(1) The Key Informants

The key informants for this research method were the seven experts from lifelong learning (their names are in appendix A, Names of Experts for Guideline Evaluation). Furthermore, these are the criteria for selecting the experts for this phase:

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

1) The expert must graduate with a doctoral degree or master's degree in non-formal education or relevant to lifelong learning education. They must have at least five years of experience as teachers in non-formal education or relevant to lifelong learning education or;

2) The expert must have experience in the field and be a well-known expert in non-formal education or relevant to lifelong learning education or;

3) The expert must have experience in the international airline industry and be a well-known expert in airline organizations or relevant to the airline business.

(2) Research instrument

The research instrument in this phase was the form of questions for focused group for the guideline in developing a personalized workplace learning program to enhance cultural intelligence for the cabin crew from the international airlines. The crucial issues in the guideline were raised in the focus group form. In constructing the form of questions for focused group, the researcher studied the research conclusion in chapter 4, then decided on the points of cultural intelligence dimensions and process to do a focused group related to the guideline.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

(3) Data Collection

These are the steps of data collection in this phase:

1) The researcher analyzed and summarized the data from the focused group and the interview in the first phase, the second phase, the third phase, and the fourth phase. The researcher then synthesized the content with the exciting issues and created the draft of the program's guidelines.

2) The researcher identified 13 experts to evaluate the guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. Cocharn (1983) stated that

the researcher should employ 10-15 experts due to the reliability and validity of the form of questions for focused group.

3) The researcher appointed the date in conducting focused group, and informed the experts to confirm the available time.

4) The researcher conducted the focused group to let the experts commented and suggested the draft of the guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines.

5) The researcher analyzed the data from the

6) The researcher proposed the draft of a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines to the experts to let them investigate the guideline for the suitability and possibility.

7) The researcher applied comments and suggestions from the experts to develop the guideline of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines.

(5) Data Analysis

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The researcher employed the content analysis to analyze the data from comments and suggestions from the experts for the draft of the guideline for the development of personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines then identified and developed the guideline for the development of personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines.

CHAPTER 4
RESEARCH FINDINGS

This research study was about “the development of a personalized workplace learning program to enhance cultural intelligence of cabin crew from international airlines.” The significant research objectives of this research study were 1) To explore the background of each cabin crew from the international airlines concerning cultural intelligence, 2) to develop a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines, and 3) to propose a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines. This chapter presents the findings and discussion of the study.

The researcher selected the seven key informants of the study for the research study (Appendix F, **The Basic Data of Key Informants**). Each of the key informants represents individual differences and diversity in the learning program.

1. The understanding of the cultural intelligence of cabin crew (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A has seen cultural intelligence as one of the necessary tools that help individual deals with diversity and differences from other cultural knowledge and experience. She has considered it one of the critical tools to enhance the cabin crew’s competency to work, deal, and live with other people from different cultural backgrounds. Cabin crew A was confused in the beginning of her career because everyone here does the same things. We still have cultures and traditions here at Thai airways that we cannot avoid. She felt great as she could finally learn, adjust, and change her behaviors and actions to live, work, and spend life in the airline organization.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew B identified cultural intelligence as not just the skill of the cabin crew to effectively deal with passengers but with everyone in the company. Everyone in the company comes from different cultural background. The cabin crew has used cultural intelligence to solve the problems of cultural diversity and differences for so long, but she does not know how to call it. Cabin crew B has worked with Lufthansa as the ground staff before the turn to be the cabin crew in this international. From the experiences that cabin crew B has been through before, it has not been difficult for him to live, work, and deal with the people in the new international airline organization.

Cabin crew C identified cultural intelligence as the essential skill for all cabin crew in the international organization. The cabin crew cannot avoid experiencing the cultures no matter how they communicate. Cabin crew C also considers dealing with a colleague as the first thing when she has to start the work. She thinks that everyone should understand each other before working and dealing with the customer. It is not just to deal effectively with passengers for cabin crew C. It is also for everyone in the international organizations. We are all from different cultures. It is simple for us to learn, study, and develop the knowledge to the next higher level. Cabin crew C has loved learning new things about cultures since she was a kid. She has watched both western and eastern cartoons. They give her a lot of the languages and the knowledge about each culture. Things that cabin crew C has seen in cartoons remind her every time she experiences the new culture.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

For cabin crew D, it is one of the crucial skills to best communicate and deal with other people from different cultural backgrounds. Especially with the passengers from multicultural backgrounds, the cabin crew who works for the international airline definitely cannot deny facing all of these diversities and differences. Since everyone is different, everyone comes from different backgrounds and different cultures. Even though we come from the same hometown. Cabin crew D has to use

lots of strategies and plans to clarify the backgrounds of each of the people in the workplace before he begins his job. It was tough for cabin crew D initially, but it is easy for cabin crew these days since he gets used to the cultures in the organization now. It was tough because cabin crew D had no confidence to acquire and learn about new things. However, there are no problems now since he has more confidence, experience, and willingness to learn about new organizational cultures.

For cabin crew E, the culture of each individual comes from experiences in life that people have experienced before, learning, failing, fixing, improving, changing, and familiarizing with every culture, which sometimes can be similar and sometimes can be different. Cabin crew E believes that the cabin crew is the job that they have to effectively work and deal with cultural diversities, cultural differences, and cultural sensitivity, for example. Cabin crew E thinks it is the ability or skill to help people effectively deal with other people from different cultural backgrounds. As the cabin crew, cultural intelligence is the ability or skill we all get to know, learn and strategize to deal with the passengers beautifully.

Cabin crew F has worked in the office for the airline organization before turning into the cabin crew. He realized that it was different. The cabin crew needs to communicate and interact more with the people. Furthermore, to work in international airlines, cabin crew cannot avoid working with people from different cultures and backgrounds. Talking about Thai society, Thai people consider a lot on seniority, which can be complicated when people have to work and deal with people from many different cultures. For Cabin crew F, it was tough at the beginning because he had just graduated from London right before getting a job. Cabin crew F has used knowledge and skills from living oversea to work in the airline organization effectively.

For cabin crew G, the cabin crew who works for the international airline organization cannot avoid facing cultural diversities and differences every day. He

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

thinks that the cabin crew is a group of people that need to understand everything about cultures. The cabin crew works in the international airline. Therefore, the cabin crew has to work and deal with people from different cultures. The cabin crew must understand how to work and deal effectively with them. Cabin crew G has employed many strategies to work and deal effectively with the people in the organization. He believes that everyone comes from different cultures and backgrounds, and they cannot employ only one strategy to work and deal with everyone.

To summarize, cabin crew considers cultural intelligence as the essential skill for all cabin crew in the international organization. It is one of the critical tools to enhance the cabin crew's competency to work, deal, and live with other people from different cultural backgrounds. The cabin crew who works for the international airline organization cannot avoid facing cultural diversities and differences every day. He thinks that the cabin crew is a group of people that need to understand everything about cultures. Especially with the passengers from multicultural backgrounds, the cabin crew who works for the international airline definitely cannot deny facing all of these diversities and differences. The cabin crew sound out that everyone should understand each other before working and dealing with the customer. It is not just to deal effectively with passengers. It is also for everyone in the international organizations. Since the culture of each individual comes from experiences in life that people have experienced before, learning, failing, fixing, improving, changing, and familiarizing with every culture, which sometimes can be similar and sometimes can be different. For cabin crew, it is the ability or skill to help people effectively deal with other people from different cultural backgrounds. Cultural intelligence is the ability or skill we all get to know, learn and strategize to deal with the passengers beautifully.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2. The experiences of the cultural intelligence of cabin crew (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A tries to learn about new cultures almost every day. She thinks that people cannot stop learning about cultures because the world moves so fast every second. Cabin crew A has to confront new flights, new people, new passengers, new colleagues, and new things in life. She has used many strategies to learn new knowledge about cultures like watching on YouTube, searching it on google, or even asking the real people from other cultures. Cabin crew A uses Google to find the answers that can best solve her problem. It is very effective for her as she has learned so many things from google. She uses many functions on Google, such as Google Scholar, Google classroom, Google form, Google map, and Google calendar. Cabin crew A evaluates her learning about other cultures when she sees that the problems have been fixed and reached her satisfaction.

Cabin crew B always tries to try to learn new things about cultures. He thinks that the more he learns about other cultures, the more he has stories to talk about and discuss with the passengers. Cabin crew B has tried many methods to learn about new things. He also asked his colleagues and boss, and he even asked some of the family. However, he has found out that surfing the internet using various online sources is the most effective way to solve the problems. Cabin crew B used YouTube to gain the knowledge to solve that particular problem. He watched the solutions from many vloggers on YouTube. It was not just one or two, but he watched more than five of them to solve that specific. Cabin crew B employed the strategy that he had a plan and finally solved the problem he aimed to solve effectively.

Cabin crew C uses one strategy for one person. She does not use the same strategy to solve the problems about cultural diversity in her workplace. Cabin crew C work with them; he also learns everything new. Cabin crew C thought that she

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

could not dream and fix all the problems she was experiencing. Therefore, she needs to learn by exploring some helpful platforms that can help her enhance her knowledge and skills. She said that she needs to feel thankful for the internet. Cabin crew C always believes that she needs the proof from those who are the real experts in the area. Primarily there are many experts in cultural intelligence and are those experts who have been in the international airline industry. It is up to that specific thing that she needs to learn and figure out at the moment. Cabin crew C cannot say which one will be the best solution for the evaluation. On the other hand, it is just when she realizes that she reaches the point of satisfaction with what she wants to learn. That is all that matters.

Cabin crew D thinks that he learns almost every time he has to contact, work, deal with, or communicate with every new stranger. They can be passengers, co-workers, colleagues, bosses, or even the securities. Cabin crew D strongly believed in the knowledge and skills he got from the experiences. He agreed that studying concepts and theories is significantly essential at some point. Cabin crew D when he feels his knowledge has been obtained more than ever, cabin crew D feels that he realizes something more about that specific topic.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew E has studied languages and cultures since she was just a little, even these days. She loves studying other cultures, and she will never stop studying them. For Cabin crew E, she has studied a lot about languages since she was just a little. Her mother is also a lifelong language learner. Cabin crew E has grown up with multicultural cartoons from around the world. She then realized it immediately when she saw them by herself. She also thought studying about cultures was a part of her life and her soul. Cabin crew E spends most of her time on social media these days, and Twitter answers her need, her alternative, and her way of life. She can search and learn some things that she always wonders fast from it. Furthermore, she has used Twitter these days because there will be many comments, suggestions, or

even direct critiques from the twitter players. Cabin crew E feels satisfied with the result after learning when she realizes that the problems that she is curious about or the questions in her mind have been fixed up, she can answer everything confidently.

Cabin crew F always watches international series, reality TV shows, movies, or even cartoons, and he has learned many things from them ever since. He feels thankful to those international series, reality TV shows, movies, and even cartoons that inspire him to learn more about languages and cultures. Furthermore, cabin crew F has lived in London for many years. Therefore; he has direct experience living with cultural diversities and differences. Cabin crew F communicates a lot with people. He loves going to the café, chitchatting with friends, and sometimes with strangers. Most importantly, Cabin crew F has learned something new from them. Cabin crew F feel satisfied with the learning outcomes when cabin crew F can solve the problem that he has.

Cabin crew G has grown up with various people, which means he has been surrounded by many people who come from other cultural backgrounds. He thinks he learns everything about cultures through his experiences. It is his job to work and deal with other people from different cultural backgrounds. Cabin crew G loves learning them from YouTube since he has many alternatives of YouTube channels that suit his learning style. He has used YouTube recently because there will be many alternatives of the influencers who can give him the knowledge through life rection to explore new knowledge that he needs to understand. Cabin crew G wants any solutions that make him understand the problem he wants to solve.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

In summary, cabin crew cannot stop learning about cultures because the world moves so fast every second. Cabin crew has to confront new flights, new people, new passengers, new colleagues, and new things in life. Since the more cabin crew learns about other cultures, the more they have stories to talk about and

discuss with the passengers. Cabin crew does not use the same strategy to solve the problems about cultural diversity in the workplace. Cabin crew works with them; they also learn everything new. For cabin crew, they learn almost every time he has to contact, work, deal with, or communicate with every new stranger. They can be passengers, co-workers, colleagues, bosses, or even the securities.

3. The problem in Learning about the Cultural Intelligence of Cabin Crew (Appendix G, The Quotation of Findings for Research Objective 1)

For cabin crew A, it is when she uses only one strategy to figure out the problems about other cultures all the time. Cabin crew A learns, tries, improves, learns again, and changes. She believes that she should not give up when she falls. She gets back up and never forgets to learn the moments during the falling process. She believes that it teaches her to be who she is these days.

For Cabin crew B, he thought that it was when he skipped it to do it on another day. We should solve each of the problems right after the situation or as soon as they are available. Cabin crew B has to learn how to solve it at the moment. He thought he should find ways to solve the problems right after he experienced them.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

For cabin crew C, she thinks it is when she loses her passions. For her, passion is essential to living, working, learning new things, or even surviving. She always looks for passions every time she needs to learn new things. Thus, the obstacle to learning about other cultures is when she loses her passion. Cabin crew C said that she could not live without passion. Plus, she thinks that passion is one of the enormous motivations for most people in this century. Cabin crew C has to learn how to solve the problems at the moment. She thinks she should find ways to solve that problem right after she experienced it. It will be practical and helpful when she does it.

For cabin crew D, the apparent obstacles in learning about cultures and other knowledge or skills are because there is not enough for him. He thought that it was

not only him but almost every cabin crew in the international airline organization. The cabin crew works on the flights most of the time. Cabin crew D thinks cabin crew spends time resting, sleeping, relaxing, and staying with their children or family whenever they have time. Therefore, there has been just limited time for all of us. Time is a significant obstacle for all of the cabin crew. Cabin crew D used the planner to list all of his schedules for his Bachelor's degree. It helped him 100%. Therefore, the best possible way to overcome these obstacles is to have a planner and to do it continuously.

For cabin crew E, she does not have enough time to learn something new for cabin crew E. She has time, but she also wants to take a rest or even get enough sleep. Time flies these days. Since she does not have enough time, cabin crew E thinks that the crew who does not have enough time should solve each of the problems right after the situation. For cabin crew E, she has to learn how to solve it at the moment. She thought she should find ways to solve the problem right after she experienced it. It will be practical and helpful when she does it. Moreover, the best solution for her to solve the problems is using Twitter. It has been valuable and practical every time.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew F does not have enough time in life. It is the obvious obstacle that he has had. He does not only work as the cabin crew, but he also works as a real estate trader. Therefore, his life’s roster is very complicated. Cabin crew F hopes that he has more time to work on what he wants to learn. It is tough to fly to many different countries around the world. Time zone is the most significant task he has to deal with it. If he cannot deal with it, it can cause emotional effects on him and those around him. Cabin crew F has always tried to have enough rest and sleep. He always finds the best time to sleep or take a nap whenever he is free. It is difficult for him to find to take a rest. It is challenging since he has to work, stay with family,

and do many things even when he does not even sleep for an hour. Cabin crew F thinks that most of the cabin crew have the same opinions about this.

For cabin crew G, he stated that there had been many YouTube channels and YouTubers these days. It is pretty challenging to choose which one is the best to solve each specific problem. Because of that, cabin crew G always goes with the same YouTube channel or the YouTuber. It is easy, but there are lots more channel that he wants to experience. However, his time is limited. Cabin crew G asked his friends and people around him to suggest the YouTube channel or the YouTuber that is in trend. They are pretty helpful.

4. Need in Learning about Cultural Intelligence of Cabin Crew (Appendix G,The Quotation of Findings for Research Objective 1)

For cabin crew A, Key A, who is one of cabin crew A's best friends, has a very loud as Key A has a big voice. She is afraid that it can bother other people. She has told her three times before. She also listened to her and was aware of her actions at that particular time. However, it is not easy for her to control her voice and volume all the time.

Cabin crew B summarized his current obstacle was that he wanted to start learning about Indian cultures from his good friend. His name is Key B. He is Indian but has lived in Thailand since primary school. They began the job as the cabin crew in the same year. Cabin crew B admires his culture and the way he admires his own culture so much. It was not easy to understand Key B's beliefs about food sometimes. Plus, Key B is picky when it comes to mealtime. Most friends are Thai-Chinese, and key B is the only Thai-Indian in the group. Cabin crew B thought that he and his friends must have a very uncomfortable meeting every time we needed to go out for lunch or dinner. Moreover, that always has been the problem.

For cabin crew C, it was during the Covid-19 pandemics, cabin crew C believed that it was herself and many of her colleagues in the organization who also

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

experienced the struggles and difficulties in living happily in today's society. Significantly, she has been so worried about one of her best international colleagues in the organization about how that one will live the life in Thailand during this pandemic of Covid-19. Her name is Key C. She is a Korean who joined the airline in 2013. She significantly enjoyed living in Thailand from the first day she joined the airline. Since she is on the Korean cabin crew, she has to work only on the destinations to Korea, which are Seoul and Busan. Therefore, there have been no problems in dealing with the passenger. Cabin crew C was worried about how she would live her life in Thailand during the pandemics of Covid-19 since it would affect her a lot when she had to go to work.

Cabin crew D felt good with everything right now. He thought he could get along with everyone and know when to adjust his behavior to live and work with others effectively. However, cabin crew D's problem is with his real sister (Key D). They both currently work in the same airline organization. His sister joined the organization first, and cabin crew D joined after her for six years. Her age is different from Cabin crew D. She is 42 years old now, and he is just 35 years old. They still stay at the same house. The problem is that key D's living culture has changed because of her two cats.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

For cabin crew E, she has been in relationships with the captain of our airline (Key E). They both have a similar roster almost every month because they try to exchange them for their convenience. For the obstacle, she did not say it was our obstacle, and it was her obstacle which is her unstable emotion. Since their jobs are different, even if they were on the same flights, her husband is the captain, and cabin crew E is the cabin crew who has to deal with a variety of people with multinational backgrounds. Cabin crew E thought it was tough for the cabin crew because they had to deal with emotion, stress, and fatigue from work. Moreover, she thinks that the cabin crew needs some rest before dealing with other things. She

sometimes has some fights with her husband because she wants to take a rest. Right after the flights, she believes that her emotion is in the worse possible case and that no one can deal with this instability. Most importantly, she does not want to hurt her husband.

For cabin crew F, the problem between him and one of his favorite inflight managers (Key F) is that he always works with her. It was not a big deal to exchange and adjust the roster to have the same flights with her in the past. However, cabin crew F cannot do it right now since he has just started studying master's degree. It has been almost six months since he spent time on a master's degree, and he cannot swap, adapt, or even exchange the roster to serve her needs. She does not understand the stress and pressure during his time studying master's degree. Cabin crew F resisted asking him to swap the flights for her every month.

Cabin crew G worked with one of his best Japanese colleagues, and cabin crew G saw that she enjoyed her Japanese meal prepared in her apartment. Furthermore, it was Somen. He always visits her heart to have some fantastic Thai and Japanese meals together. She has served him a variety of Japanese dishes, but She has never served him the Somen. It may not be an obstacle or problem for some people, but people like him consider "not knowing how to cook Somen" as the problem.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5. Identification of problem in Learning about Cultural Intelligence of Cabin Crew (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A thought that many people had been bothered by the loud noise of Key A. It is the noise that is difficult to be controlled.

Cabin crew B identified the problem as Key B's culture regarding mealtime. He was curious about Indian vegetarian meals. For example, what is an Indian vegetarian? How many kinds of Indian vegetarians?

Cabin crew C identified the problem because she was worried about Key C about how she would live, work, and survive in this pandemic of Covid-19.

For cabin crew D, it was a problem since cabin crew D confidently told his sister (Key D) that he could live with her two cats for sure. However, things did not always turn out the way Bastian thought. When she went out for flights, cabin crew D experienced difficulties living with her two cats. Cabin crew D is not a cat person; he is a dog. Secondly, it is okay to be with them when his sister is at home because she feeds them herself. However, it is tough to stay with them whenever his sister is out on the flights. The problem is that they have some verbal fights because of these reasons.

For cabin crew E, it will be emotional instability for cabin crew E right after the flights. She experienced them several times, and she still cannot tell the apparent factors that caused her emotional instability.

Cabin crew F wanted to explore how he could let his close inflight manager (Key F) understand the toughness of studying master's degree.

For cabin crew G, it is to learn how to cook Japanese Somen.

6. Identification of approaches that can help solve the problem (Appendix G, The Quotation of Findings for Research Objective 1)

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew A will consult with those who have similar experiences with a similar problem.

Cabin crew B will go for using YouTube, but this time he will watch from many YouTubers who are experts in Indian vegetarianism.

Cabin crew C will always call Key C and answer her questions. Furthermore, she will try many approaches to help her solve the problems. Significantly, she will use the Facebook platform to share many helpful and valuable sources and translate to Key C. Cabin crew C also said that she is not sure that the approaches

will help Key C 100% effectively. However, she thought it was one of the best solutions that could help her survive the pandemic.

Cabin crew D has some of his close friends who feed cats at their place. The best possible way to solve the problem for Cabin crew D was to consult with his friends because he has seen how they study to feed their cats, how they tenderly treat their cats, and how they try to educate others who love cats. Cabin crew D stated that he also needed to learn about his sister's cats' personalities, behaviors, or even attitudes.

Cabin crew E insisted on going for what she best understands how to use: Twitter.

Cabin crew F thought about many approaches that he could use to solve the problem. Nevertheless, he believes that he will go for the experiential learning approach for this specific problem.

Cabin crew G will learn them from YouTube since he has many choices of both Thai and Japanese YouTube channels and Youtubers. For cabin crew G, YouTube can provide many choices of the YouTubers that can give him more about Somen. He thinks YouTube is the best platform to learn how to cook Somen.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

7) Identification of approaches that can help solve the problem (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A thinks it will be when Ween finally realizes how to control her voice and tone when communicating.

Does cabin crew B think it will be when he clearly understands what Indian vegetarianism is? How many types of vegetarians? And also, their food cultures.

Cabin crew C mentioned that it was when she realized Key C lived smoothly in Thailand and worked happily in the organization.

When cabin crew D understands how to live with his sister's cats, he finds out that there will be just joy in living between us: he, his sister, and her two cats.

Cabin crew E was not confident in the evaluation method, but she would try her best. She thinks it is when she knows how to handle the emotional instability.

It is when Key F understands how tough studying master's degree is.

It is when cabin crew G understands how to cook Somen.

8) Identification of the objective in learning about cultural intelligence of cabin crew (Appendix G, The Quotation of Findings for Research Objective 1)

For cabin crew A, it is to see that Key A understands and knows how to control her volume when talking in public**.**

For cabin crew B, it is to explore more about Indian vegetarian cultures.

For cabin crew C, it is to explore the solution for Key C to live happily in Thailand and work smoothly in the organization.

For cabin crew D, it is to explore the best possible way to live with his sister's cats when she has to leave home for flights.

For cabin crew E, it is to explore the most appropriate that best solve Key E's emotional instability.

For cabin crew F, it is to explore ways to help Key F understand the toughness of studying for a master's degree. She does not need to swap her roster to fly with her.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

For cabin crew G, it is to learn how to cook Somen.

9) Identification of the approach to learning about cultural intelligence of cabin crew (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A will consult with those who have similar experiences with Key A’s friends before.

Cabin crew B will learn from the variety of Youtubers.

Cabin crew C will go with the Facebook platform. She will use the Facebook platform to share many helpful and valuable sources to best help Key C. Moreover, she will translate some platforms that only use the Thai language to Key C.

Cabin crew D will consult, discuss, ask, learn, practice, and practice with his close friends who currently feed their cats, and of course, they are the actual cat loves.

Cabin crew E will use the most appropriate comments and suggestions from Twitter and analyze them to find the best conclusion to best solve her emotional instability problems.

Cabin crew F has some friends, the cabin crew that has been so close to her, and he has heard some rumors about two seniors with similar problems to Key F's. They fixed the problems effectively. Therefore, cabin crew F will learn some tips from them.

Cabin crew G will learn how to cook Somen by Thai and Japanese YouTube channels and Youtubers.

10. Identification of the supportive facilities in learning about cultural intelligence of cabin crew (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A will also learn it from the movies or series with similar knowledge.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew B will also go for Twitter by using #indianvegetarian.

Cabin crew C also has two other Thai colleagues who can help Key C when she has to work on the flights.

Cabin crew D will also learn from comments and suggestions from Key D herself.

Cabin crew E will also study ways to solve the problem from YouTube.

The inflight manager (Key F) also has one of her daughters who works in the cabin, and she may be able to help New by providing some advice and suggestions to cabin crew F.

Cabin crew G will let another Japanese colleague taste it. Moreover, apply their comments and suggestions from them.

11. Identification of the assessment in learning about cultural intelligence of cabin crew (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A thinks that it is when Key A knows when, where, and how to use her voice and tone, search on google, or even ask the real people who come from other different cultures.

Cabin crew B thinks it is when she clearly understands Indian vegetarian culture and can explain it to others. Cabin crew B will be able to apply the knowledge with the real-life situation on the flights.

Cabin crew C identified that it was when she realized Key C lives happily in Thailand and works smoothly in the organization. Plus, Cabin crew C will be able to continue living in Thailand during the pandemics of Covid-19.

It is when cabin crew D understands how to live and deal with two of his sister's cats, especially when Key D is not home. And cabin crew D can understand how to live others who have the pets.

Cabin crew E's goal in learning this time is to find the possible ways that she can fix her emotional instability and control her emotion when she has to work or live with others.

Both cabin crew F and his inflight manager (Key F) live happily together while cabin crew F still pursues his dream to complete cabin crew F's master's degree.

It is when cabin crew G knows how to cook Somen effectively. Plus he can propose Somen to the food and beverage department to add it as one of the airline's menu.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

12. Identification of the sufficient outcome (Appendix G, The Quotation of Findings for Research Objective 1)

Cabin crew A thinks it is when Key A realizes understands how to control her voice and tone professionally in front of people.

Cabin crew B thinks it is when he can educate my friends about the Indian vegetarian cultures to other friends of us.

Cabin crew C does want any outcomes from her. Cabin crew just wants to see her happiness in Thailand even though it has to be during the pandemics.

For cabin crew D, it is when cabin crew D understands how to live and deal with two of his sister's cats, especially when Key D is not home.

Cabin crew E's goal in learning this time is to find the possible ways that she can fix her emotional instability.

Both cabin crew F and his inflight manager (Key F) live happily together while cabin crew F still pursues his dream to complete cabin crew F's master's degree.

It is when cabin crew G knows how to cook Somen effectively.

Research Objective 2: what would be the learning program appropriate to the nature of each cabin crew from the international airlines and their working context?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

There were two steps to answer the research question 2. Since the researcher aimed to develop a personalized workplace learning program to enhance the cultural intelligence of international airline cabin crew, the researcher divided the stage into two parts.

Part 1) The field observation notes

Part 2) The draft in the development of personalized workplace learning to enhance cultural intelligence

Part 3) The personalized workplace learning to enhance cultural intelligence.

Part 4) The results after employing the personalized workplace learning program to learn about cultural intelligence

Part 1) The field observation notes

The objective of the field observation notes is to record what researchers observe discreetly. The researcher recorded the field observation note during the observation of the cabin crew when they created his/her learning program. This field observation note with the cabin crew' notes for learning about cultural intelligence consists of five issues. It is to record what the researcher observes to get information on the cabin crew's behavior, styles, roles, reactions, etc., during their time designing the learning plan, employing the learning plan, improving the learning plan, and reflecting learning plan. These are five issues the researcher observes to get the information:

1) The first issue - Empowering

2) The second issue – Designing the learning plan (learning need, learning objective, learning strategy, learning evaluation)

3) The third issue – Reflecting

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

<u>CASE A</u>

Empowering

Cabin crew A: Cabin crew A began everything by raising the problems. First, she always started everything with problems. Cabin crew A always directed to the issues she wanted to know and always focused on things she wanted to learn. Cabin crew A empowered herself so well.

Facilitator: The facilitator helped cabin crew A to finish the empowering stage by raising many words, phrases, and sentences. For example, “I love your point of view. Please continue explaining it.”, “About that issue, is there nothing else you what to say about it?” The facilitator was seriously concerned about the dead-air

situation during the empowering stage. Whenever she took time to think about something, the facilitator provided some time to let cabin crew A think about it and helped her finish the whole empowering stage.

Design the learning plan

Learning need

Cabin crew A: Cabin crew A took some time to consider, think and rethink the questions and answer her needs in learning.

Facilitator: The facilitator kept quiet to let cabin crew A think and rethink her learning needs until she confirmed with the facilitator.

Learning objective

Cabin crew A: Cabin crew A took some time at this stage. She began this stage by setting up two objectives that were not relevant to the learning need that she first created at the beginning of the stage. After being noticed by the facilitator, cabin crew A eventually identified her learning objective. The facilitator restated cabin crew A's learning needs for some time.

Facilitator: The facilitator truly helped cabin crew A identify her learning objective at this stage. She created two objectives that were not relevant to the learning need that she mentioned before. The facilitator restated and highlighted her learning need three times until cabin crew A finally created the learning objective relevant to her learning need.

Learning Strategy

Cabin crew A: Cabin crew A took around 30 minutes to strategize her learning strategy. She said to the facilitator that she wanted some help from the facilitator to strategize her learning plan.

Facilitator: Although she asked the facilitator for help, the facilitator helped her by raising some of the issues to let her figure out the learning strategies by

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

herself. The facilitator let cabin crew A take her time to think about the strategy carefully.

Leaning evaluation

Cabin crew A: Cabin crew A did not take her time to figure out her learning evaluation. It seemed simple and easy to cabin crew A since she wanted to see the changes in her colleague.

Facilitator: The facilitator just asked, "when do you think you will reach your goal to solve the problem? And why?" cabin crew A immediately replied.

Reflecting

Cabin crew A: Cabin crew A looked happy when reflecting on what she had done for the whole process. Cabin crew A always emphasized the better relationships between both of them.

Facilitator: The facilitator just let cabin crew A reflect by nodding their head and giving them smiles to let her continue reflecting. The facilitator also let cabin crew A keep expressing what was on her mind.

CASE B

Empowering

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew B: Cabin crew B was so focused when we did the discussion. He always asked questions about what he was still curious about that. He always asked the facilitator how this was going to go. He was highly concentrated. Cabin crew B told the facilitator many times about the importance of the beginning of the learning process. Then he realized that it is an important stage for the whole process. Cabin crew B took much time at this stage.

Facilitator: The facilitator answered many questions from cabin crew B. The facilitator explained everything in detail for his questions. It was a bit tough, but the facilitator understood cabin crew B's point of view.

Design the learning plan

Learning need

Cabin crew B: Cabin crew B spent much time on empowering stage. Then, it was easy for him to identify his learning need. Cabin crew B directly told the facilitator what he needed to learn to solve the problem.

Facilitator: The facilitator spent much time on the first empowering stage. The facilitator did spend time on this stage. However, the facilitator nodded his head many times to make cabin crew B realize that the facilitator understood his statement of need.

Learning objective

Cabin crew B: Cabin crew B identified his learning objective right after the learning need identification. He surprised the researcher again by identifying the learning objective quickly. Then, cabin crew B told the reasons to the facilitator once again. He emphasized that it was because he began it right at the stage of empowering.

Facilitator: The facilitator was surprised when noticing the speed of cabin crew B's learning objective identification. The facilitator supported cabin crew B's readiness by cheering him up again.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning strategy

Cabin crew B: Cabin crew B clearly explained his plan of learning strategy step by step. He also answered each facilitator's questions to clarify his learning strategy. Moreover, again, he smoothly finished this stage.

Facilitator: The facilitator helped cabin crew B clarify each step of his learning strategy until he was done with this stage. The facilitator tried to make it clear at every step of this stage.

Learning evaluation

Cabin crew B: Cabin crew B took 1-2 minutes to find the learning evaluation method and then consult with the facilitator about the method. Cabin crew B was confident about the method when the facilitator helped him throughout the process.

Facilitator: The facilitator took some time to help cabin crew B figure out the learning evaluation at this stage. Since the process was done systematically from the beginning, the facilitator found no worries about solving the problems.

Reflecting

Cabin crew B: Cabin crew B kept stating the relevant things to the topic. He kept bringing up new interesting issues to let the researcher ask him to highlight that specific point from time to time. His reflections were professionally done by himself. He enjoyed every single minute when he was there.

Facilitator: The facilitator felt extremely satisfied with the overall results from the very beginning until the end. The facilitator cheered cabin crew B up by raising the exciting points to us. Then, the facilitator let cabin crew B clarify his point of view about each exciting statement.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

<u>CASE C</u>

Empowering

Cabin crew C: Cabin crew C seemed highly confident in what was about to state, about to do. She made the facilitator feel very comfortable communicating and working on it. Cabin crew C always wanted to help Key C from the very beginning. Furthermore, that was her huge empowering motivation to learn to help Key C. She always began her statements and ended them with ‘right’ to confirm what she was doing with the researcher. Cabin crew C looked highly focused and on

point with what she was doing. She made the facilitator feel genuinely comfortable with what she was about to do.

Facilitator: The facilitator does not need to be worried about how to empower the stage. She knew and was highly confident in what she was doing. The facilitator felt the critical informant was open and ready to do it even though she did not know what would happen. The facilitator explained each solution and procedure throughout the process to help as much as cabin crew C could. The researcher helped her finish the empowering stage by nodding their head and giving lots of smiles to empower her confidence in what cabin crew C was about to do. The facilitator completed this empowering stage with very positive vibes.

Design the learning plan

Learning need

Cabin crew C: Cabin crew C directed to the current problems that Key C was facing during the Covid-19 pandemics. She pointed out two specific problems: 1) how Key C would live her life during the Covid-19 pandemics, and 2) Key C was going to work happily during the Covid-19 pandemics. Cabin crew C thought a lot about how to find the best solution to help Key C solve the problems. Cabin crew C took some time to think and identify what was the genuine Key C's problem that needed to be solved.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator: The facilitator took some time to help cabin crew C identify her learning plan for her problems. They were 1) how Key C was going to live her life during the Covid-19 pandemics and 2) how Key C was going to work happily during the Covid-19 pandemics. The facilitator helped cabin crew C create the learning plan by guiding some steps. It was pretty confused for him at the beginning. However, cabin crew C knew after some guiding assists.

Learning objective

Cabin crew C: After identifying the learning need, cabin crew C smoothly designed his learning objective. He told the researcher that it was easy to identify the learning objective since he was experiencing it right now. Cabin crew C created it with the simple factors that affected his life at the moment.

Facilitator: The facilitator just implied some points that brought cabin crew C to create a learning objective. The facilitator took his learning objective on the note to check its accuracy.

Learning Strategy

Cabin crew C: Cabin crew C took some time to create the objective in learning to best help Key C. Cabin crew C refused the facilitator's help because she wanted to try creating the learning objective by herself. Cabin crew C made the facilitator feel that she wanted to try to create it by herself since she could order and genuinely understand how to help Key C.

Facilitator: The researcher offered cabin crew C the help to create a learning objective, but Mintra rejected it. The thing that the researcher could help Mintra was by describing what is learning objective of this thesis.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning evaluation

Cabin crew C: After cabin crew C took some time at the aforementioned previous stages, she seemed highly confident in what she would do next. Cabin crew C was fast at this stage. It was easy for cabin crew C to plan the learning strategy since everything was planned in the previous stages aforementioned.

Facilitator: Again, the facilitator helped cabin crew C by providing her with the definition of learning strategy in this thesis study. The facilitator felt comfortable working with cabin crew C since she knew what she was doing.

Reflecting

Cabin crew C: Cabin crew C revealed the final results of her personalized workplace learning program to help Key C from other different cultural backgrounds. The results were satisfactory to both the cabin crew C herself and Key C.

Facilitator: The facilitator was also satisfied with the results from cabin crew C. The facilitator felt extremely satisfied with what the facilitator had been doing. Cabin crew C genuinely confirmed that the facilitator that he has done was on point. The facilitator gave cabin crew C some cheerful words to help her feel incredible with what she had just done to Key C.

CASE D

Empowering

Cabin crew D: Cabin crew D was very talkative and energetic. It was not easy to raise the points from the interview. The most exciting part of his interview was that he directed to the point. It was one of the easiest ways to conduct the interview. Cabin crew D seemed sincere in answering the questions. It was easy to get honest answers from the Cabin crew D. He began the interview with chillness.

Facilitator: The facilitator answered many questions about cabin crew D. The facilitator felt highly comfortable interview since he was indeed open to the facilitator. The facilitator had much fun during the stage empowering. The facilitator realized that cabin crew D knew what he did for the interview.

Design the learning plan

Learning need

Cabin crew D: On the other hand, cabin crew D took time. He told the facilitator that he continuously learns things without this kind of structural plan. Cabin crew D was initially shocked since he had never done it, and he found it was unnecessary to have it. After the facilitator tried to clarify the learning plan in this

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

thesis study, he eventually understood the purposes of this learning plan. He carefully listened to the facilitator once, explaining how he could create his learning plan. Cabin crew D eventually enjoyed creating his learning after he heard about the 'personalized workplace learning' of this thesis study.

Facilitator: The facilitator spent 30 minutes discussing, elaborating, and clarifying this stage of designing the learning plan. The facilitator finally defined a personalized workplace learning program to help cabin crew D understand the point of this thesis study. It took some time to enhance his motivation to create the learning plan. The facilitator finally helps him create his learning plan.

Learning objective

Cabin crew D: After identifying the learning need, cabin crew D smoothly designed his learning objective. He told the researcher that it was easy to identify the learning objective since he was experiencing it right now. Cabin crew D created it with the simple factors that affected his life at the moment.

Facilitator: The facilitator just implied some points that brought cabin crew D to create a learning objective. The facilitator took his learning objective on the note to check its accuracy.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Strategy

Cabin crew D: Crew D strongly believed in learning from the experiences. He often emphasized learning from the people who have been with cats and have had cats before. He confidently created his learning strategy. He seems to enjoy planning his learning strategy. Cabin crew D did not ask any questions at this stage. He looked to have lots of fun.

Facilitator: The facilitator felt the enthusiasm and the joy from cabin crew D when he designed his learning strategy. The facilitator let the cabin crew D enjoy his time planning his learning strategy by observing his progress from time to time.

Learning evaluation

Cabin crew D: Cabin crew D clearly stated his evaluation which was that he could apply things that he has learned and live his life with his sister and two of her cats effectively. Cabin crew D rejected another evaluation method from the facilitator. He insisted that he wanted to see it applicable to his life.

Facilitator: The facilitator just raised questions about how he will evaluate his study. After the facilitator understood the cabin crew D's point of view, the facilitator let cabin crew D finish his learning evaluation by himself.

Reflecting

Cabin crew D: Cabin crew D was impressed with the outcomes from his learning process.

Facilitator: The facilitator carefully listened to what he reflected on the whole learning process. The facilitator felt the positive energy from cabin crew D at this stage.

<u>CASE E</u>

Empowering

Cabin crew E: Cabin crew E was relaxed initially and suddenly changed when cabin crew E raised the problems. She started to look nervous and worried when she talked about her problems. Cabin crew E stated about the problems with the stress and worry. She narrated the story with anxiety to explore the solution to solve the problem that she was confronting. There were a lot of stresses and tensions during the interview process. Cabin crew E was sober again after the researcher tried to improve the situation.

Facilitator: The facilitator began the interview by letting cabin crew E think about the situation in her life these entire days. The facilitator continued the interview by raising the issue about the current problem that she was facing to let

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

her say everything she wanted to express. The facilitator needed to raise many issues to let her continue stating her statements about the problems. The facilitator completed this empowering stage with much communication.

Design the learning plan

Learning need

Cabin crew E: Cabin crew E immediately identified her need to learn after explaining everything in the previous stage. Cabin crew E identified the learning need together with the explanations of it.

Facilitator: The facilitator raises the issues that can help cabin crew E identify her learning needs.

Learning objective

Cabin crew E: Since cabin crew, E identified her learning need, she immediately identified her learning objective. These two following stages were easy for her to identify. She always wanted to talk about her problem.

Facilitator: The facilitator helped cabin crew E to continue identifying her learning objectives. The researcher had to complete this stage smoothly by raising the issues that reminded her to finish the objective in this stage. The facilitator finished the whole stage by letting her express what she wanted to do but always brought back the interview to the issue that cabin crew E needed to identify.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Strategy

Cabin crew E: Cabin crew E suddenly identified her learning strategy by going with the Twitter application. She always emphasized the benefits and solutions of using Twitter. Cabin crew E also added the YouTube application right after the facilitator's issues.

Facilitator: The supported her idea of using Twitter to learn the knowledge or skill that can best solve the problem. The facilitator tried to help cabin crew E find the best possible supportive facility by raising the issues.

Learning evaluation

Cabin crew E: Cabin crew E confidently stated about her evaluation. She still confirmed with the facilitator about her learning evaluation.

Facilitator: The facilitator let cabin crew E recheck her learning evaluation.

Reflecting

Cabin crew E: Cabin crew E began reflecting on everything during the long conversation with her. Cabin crew E felt okay with the outcomes of her learning. She stated the excellent points that she had learned and some that needed fixing. She reflected on many things that she has learned from the learning process. Cabin crew E accepted the facilitator's suggestions and confirmed with the facilitator that she would continue learning knowledge and skills to fix the problem.

Facilitator: The facilitator let cabin crew E express her reflection continuously. The facilitator asked cabin crew E to confirm her satisfaction in this learning process. The facilitator gave many suggestions to help the cabin crew E rethink and relearn her learning.

<u>CASE F</u>

Empowering

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew F: Cabin crew F was nervous when talking about the problem. He often talked about something that was not relevant to the questions. Cabin crew F was all over the place and sometimes complained about the project cancellation because he was afraid, she would not have enough time for the facilitator. Cabin crew F eventually found the middle lane to finish the whole process. Cabin crew F was finally focused after he stated the problem she wanted to fix.

Facilitator: The facilitator put much energy into cabin crew F to let him continue the project. The facilitator pointed out the ways and advantages of the

learning process that he was about to create. The researcher put much energy into letting Non come back to questions.

Design the learning plan

Learning need

Cabin crew F: After cabin crew, F spent lots of time on empowering stage. He went to the points for the rest of the stages. Cabin crew F identified the learning need with the emotion and stress.

Facilitator: The facilitator kept the interview silent to let cabin crew F identify his learning plan. The facilitator just raised the issue to let him identify his learning need.

Learning objective

Cabin crew F: Cabin crew F created the learning objective relevant to the learning need. He talked about his learning need before creating the learning objective.

Facilitator: The facilitator just raised the issue to let cabin crew F create his learning objective to let cabin crew F freely used their freedom and creativity in identifying the leaning objective.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning strategy

Cabin crew F: Cabin crew F talked a lot about his life with this inflight manager (Key F) throughout his life as the cabin crew. He thought of many platforms, ways, and methods to solve the problem. Nevertheless, he talked a lot about two of his seniors. Cabin crew F finally created his learning strategy but asked the facilitator to confirm his idea would be okay.

Facilitator: The facilitator nodded his head so many times to let cabin crew F realize that the facilitator listened to what he was trying to describe.

Learning evaluation

Cabin crew F: Cabin crew F identified the learning evaluation of the process by directly identifying it after take some minutes to design the learning evaluation.

Facilitator: The facilitator reflected on his learning evaluation again to ensure that cabin crew F was going to go for this learning evaluation.

Reflecting

Cabin crew F: Cabin crew F showed a happy face when reflecting on the outcomes. He said 'thank you' to the facilitator so many times. Cabin crew F then compared the relationship between them both in the past. He looked delighted with everything, especially the outcomes.

Facilitator: The facilitator smiles occasionally and lets cabin crew F express and reflect on what he wanted to. The facilitator summarized his reflection again before ending the interview to emphasize his confidence.

CASE G

Empowering

Cabin crew G: Cabin crew G was fast in every stage, and he was willing to learn what was curious. He directed to point with some of the questions. Cabin crew G spent a short amount of time in this stage.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator: The facilitator was surprised by some of her actions and answers. The facilitator helped cabin crew G with every of her question. The facilitator was fast to go for the next stage.

Design the learning plan

Learning need

Cabin crew G: Cabin crew G spent such a short amount of time in this stage. He went with something straightforward that she is experiencing at the moment. He always ended with the question to the researcher, “Is it okay?”

Facilitator: The facilitator tried to raise more issues since the facilitator wanted more of cabin crew G's answers. The facilitator answered every question from him.

Learning objective

Cabin crew G: Cabin crew G was fast at this stage. He thought about the learning objective very fast and summarized it fast. Cabin crew G never forgot to confirm the accuracy of the answers from the facilitator.

Facilitator: The facilitator tried to raise more issues since the facilitator wanted more of cabin crew G's answers. The facilitator answered all of his questions.

Learning Strategy

Cabin crew G: Cabin crew G planned the learning strategy with the style of approaches he planned at the beginning. He confidently identified it and finished it with the questions to recheck the accuracy.

Facilitator: The facilitator answered all of her questions. The facilitator trusted cabin crew G's ability and believed his ability.

Learning evaluation

Cabin crew G: At the beginning, cabin crew G looked quite nervous at this stage. He took some time to think about the method to evaluate his learning outcomes.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Facilitator: The facilitator took some time to help cabin crew G solve the learning evaluation. The facilitator waited until she figured out the method to evaluate her learning outcomes.

Reflecting

Cabin crew G: Crew G looked extremely happy with the results and the whole process. Cabin crew G showed joy from the results and the whole process. Cabin crew G also brought the Somen to let the facilitator taste them.

Facilitator: The facilitator nodded the head several times to let cabin crew G know that the facilitator was listening. The facilitator felt the love and the happiness from what cabin crew G has done throughout the process. The facilitator tasted Somen, and it tasted delicious.

Part 2) The draft of personalized workplace learning to enhance cultural intelligence.

The researcher let each key informant develop and create a draft of the personalized workplace learning program to enhance cultural intelligence from the data of the first research question and the second research question in part 1 (Appendix K).

Part 3) **The personalized workplace learning to enhance cultural intelligence**

The researcher and each key informant discuss, exchange, comment, suggest, and develop and create the personalized workplace learning program to enhance cultural intelligence from the draft of the program in part.

CASE A

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

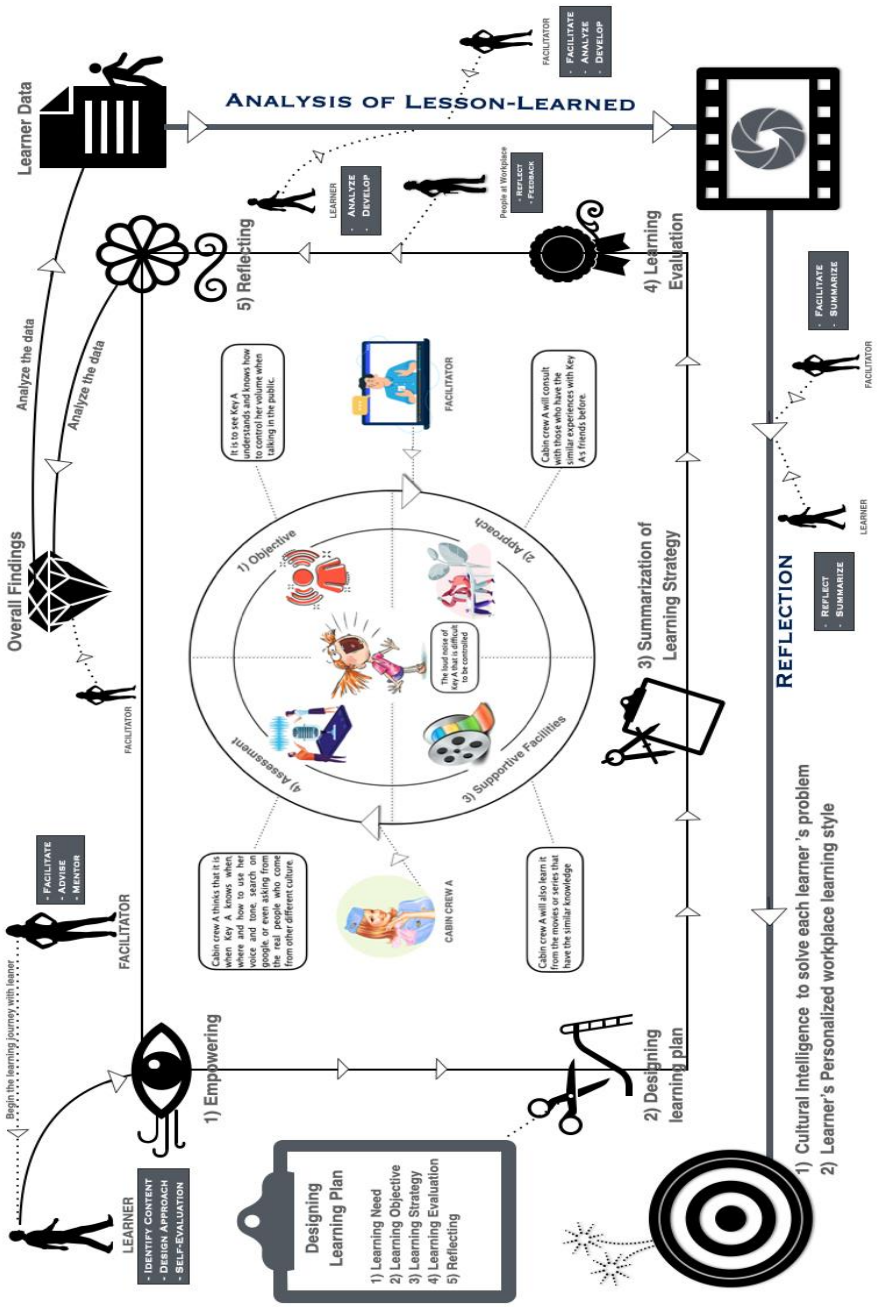


Figure 4. 1 *CASE A's Personalized Workplace Learning Program to Enhance Cultural Intelligence*

CASE B

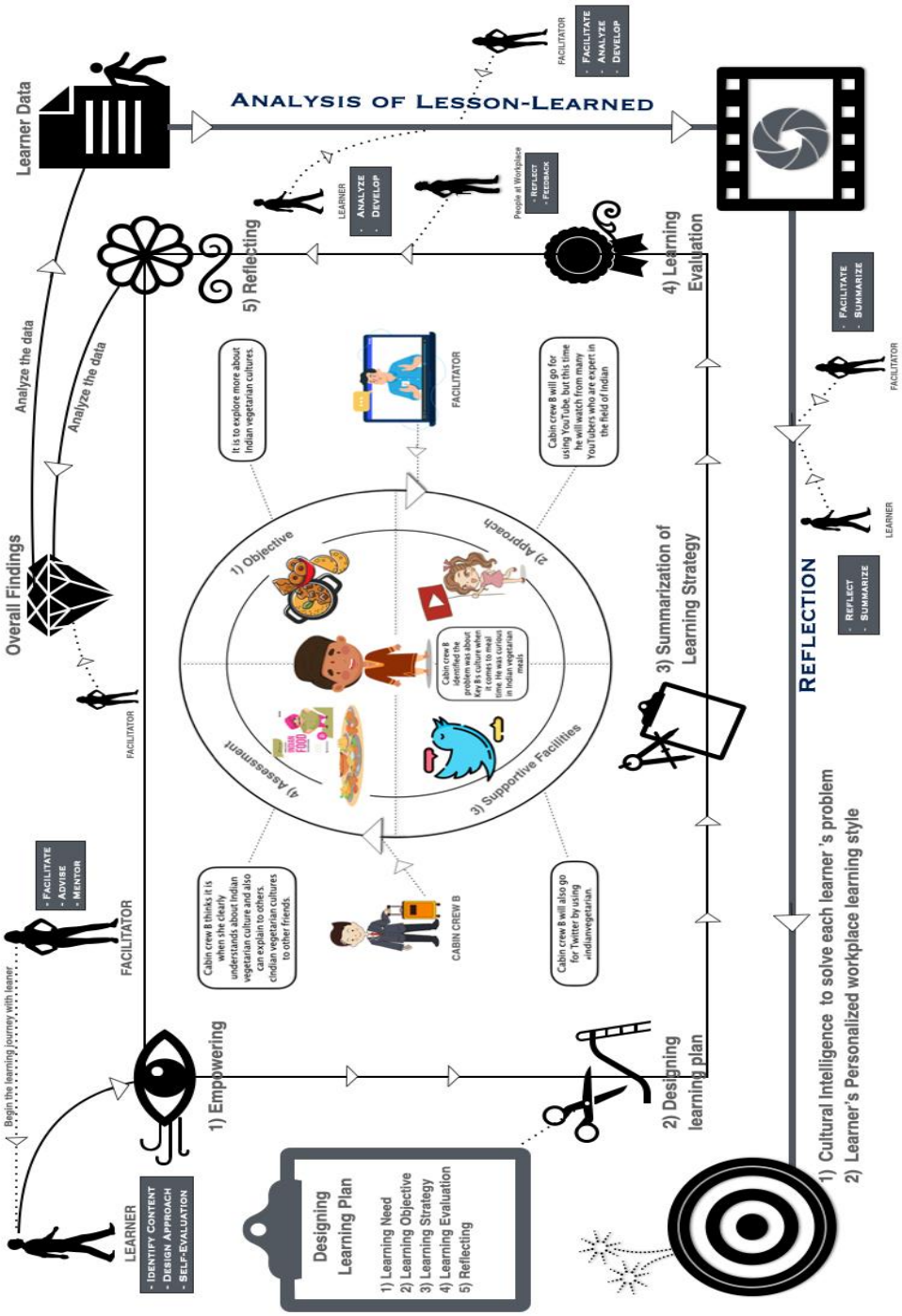


Figure 4. 2 CASE B's Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE C

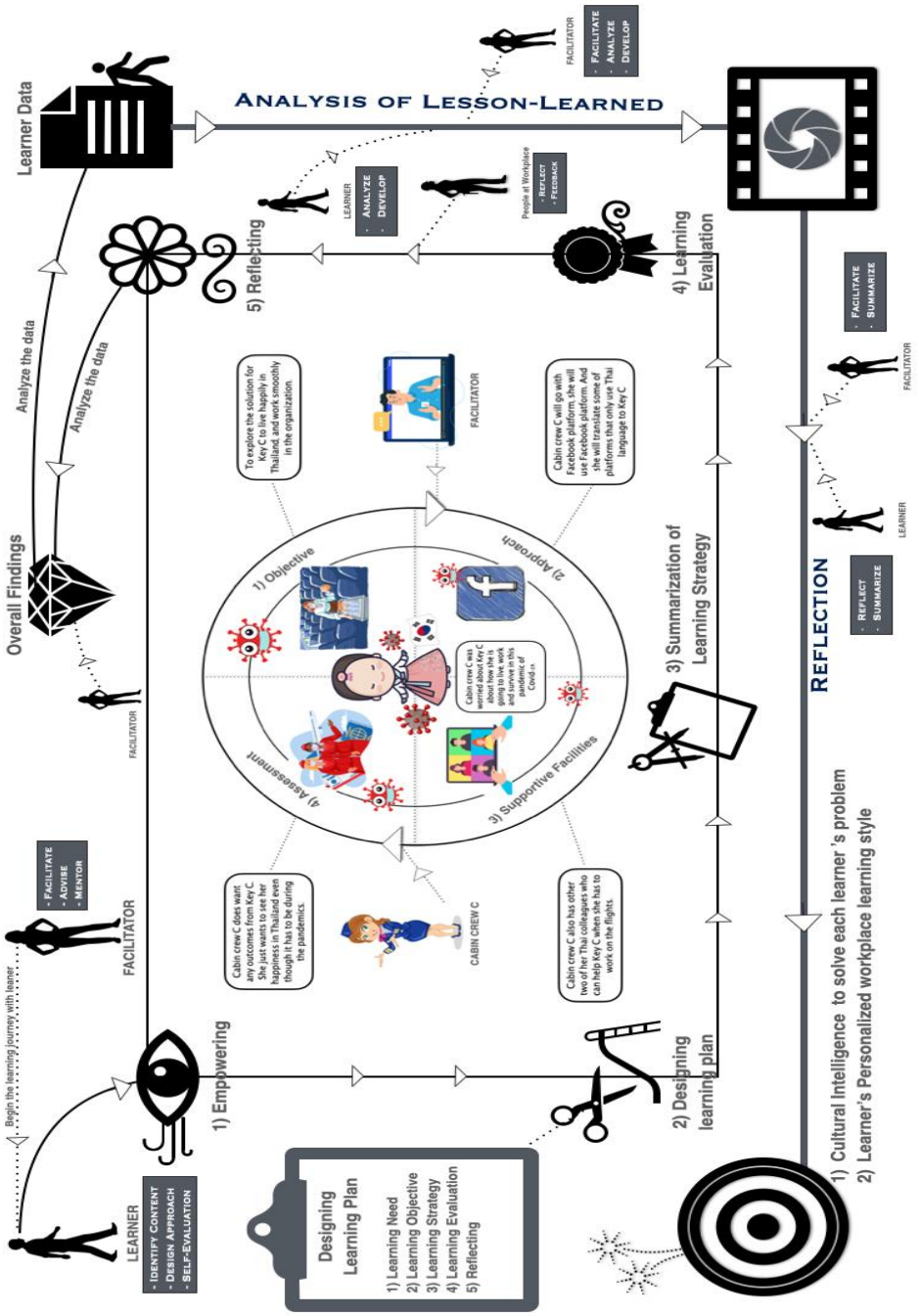


Figure 4. 3 CASE C's Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE D

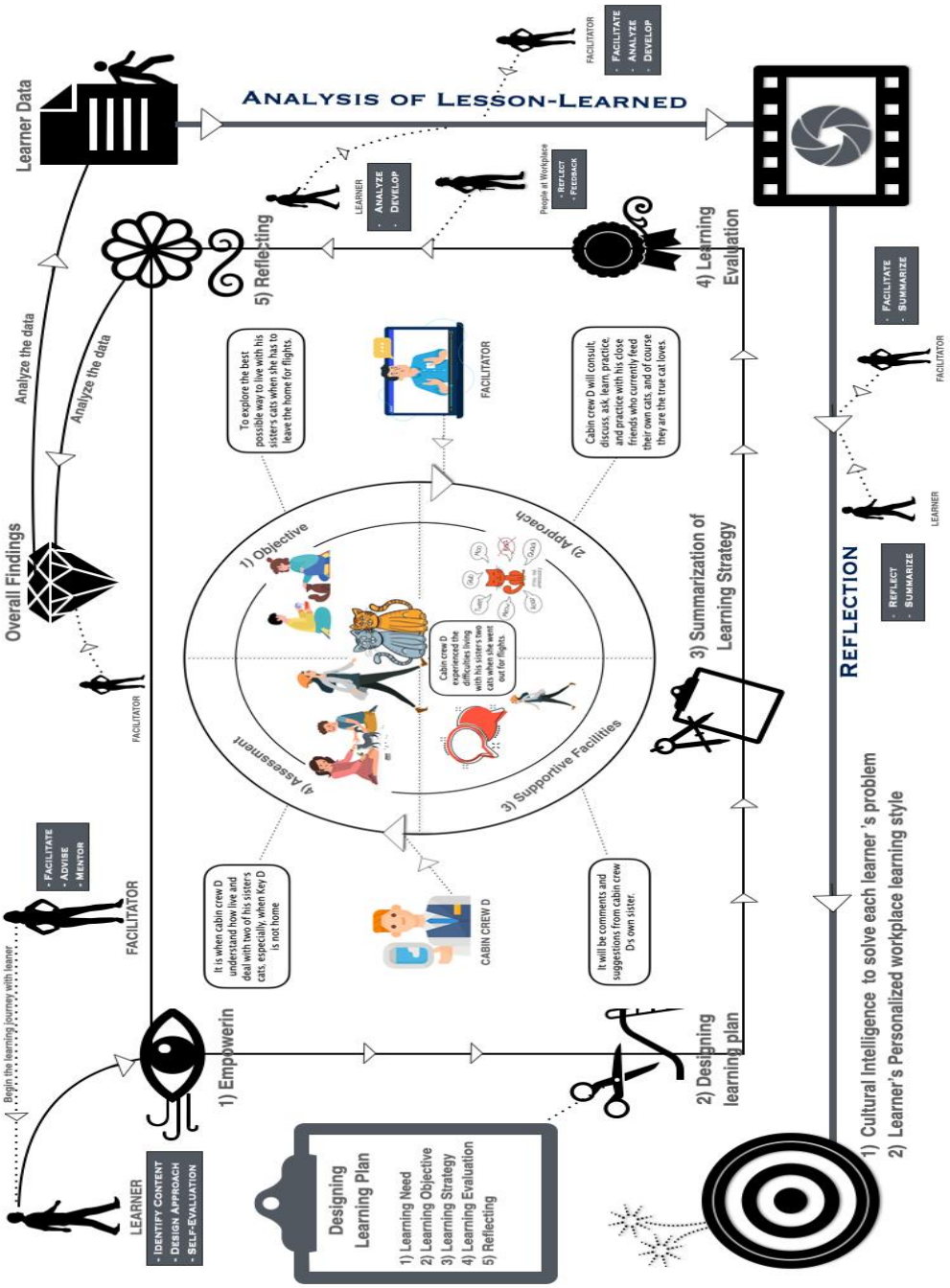


Figure 4. 4 CASE D's Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE E

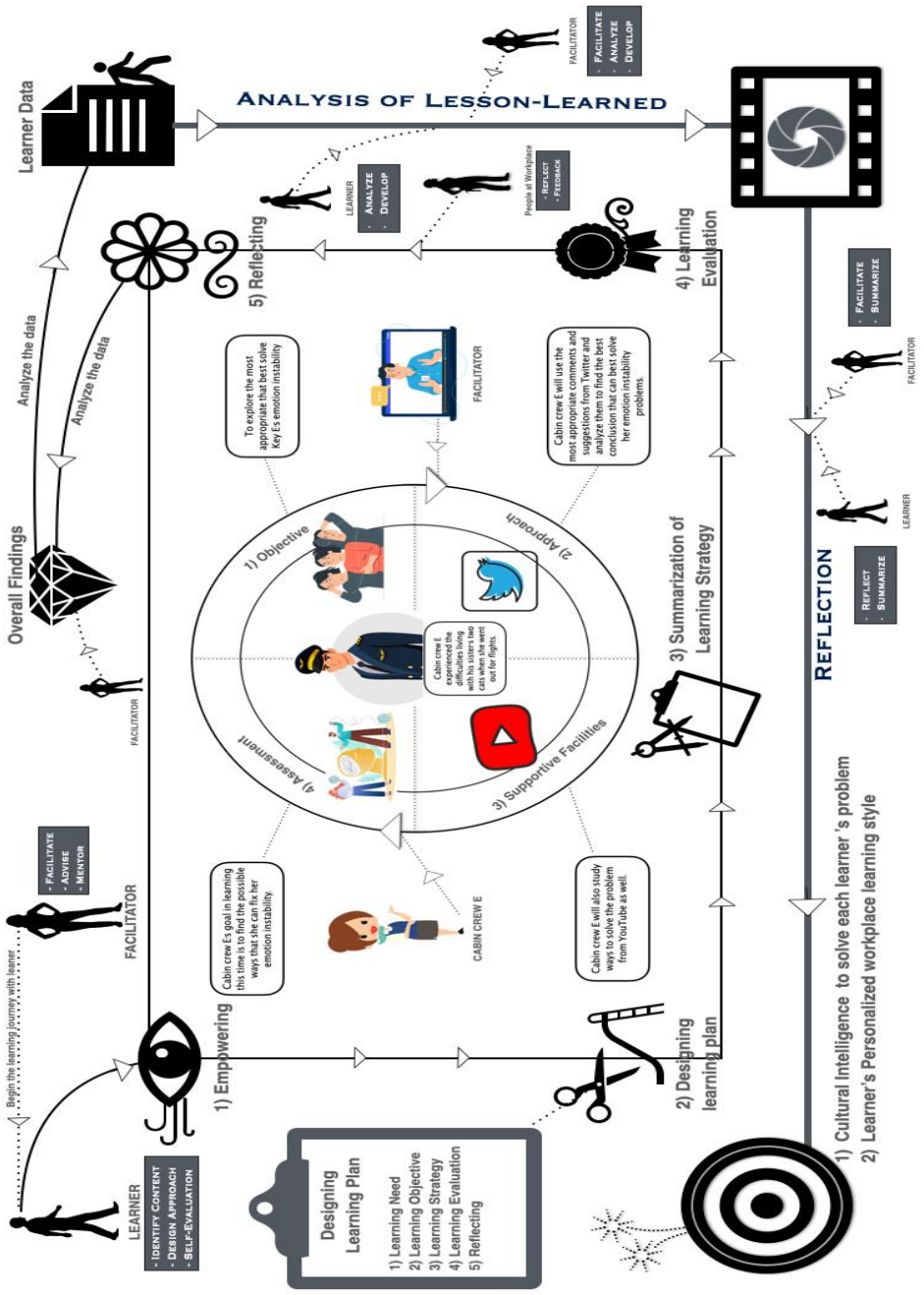


Figure 4. 5 CASE E's Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE F

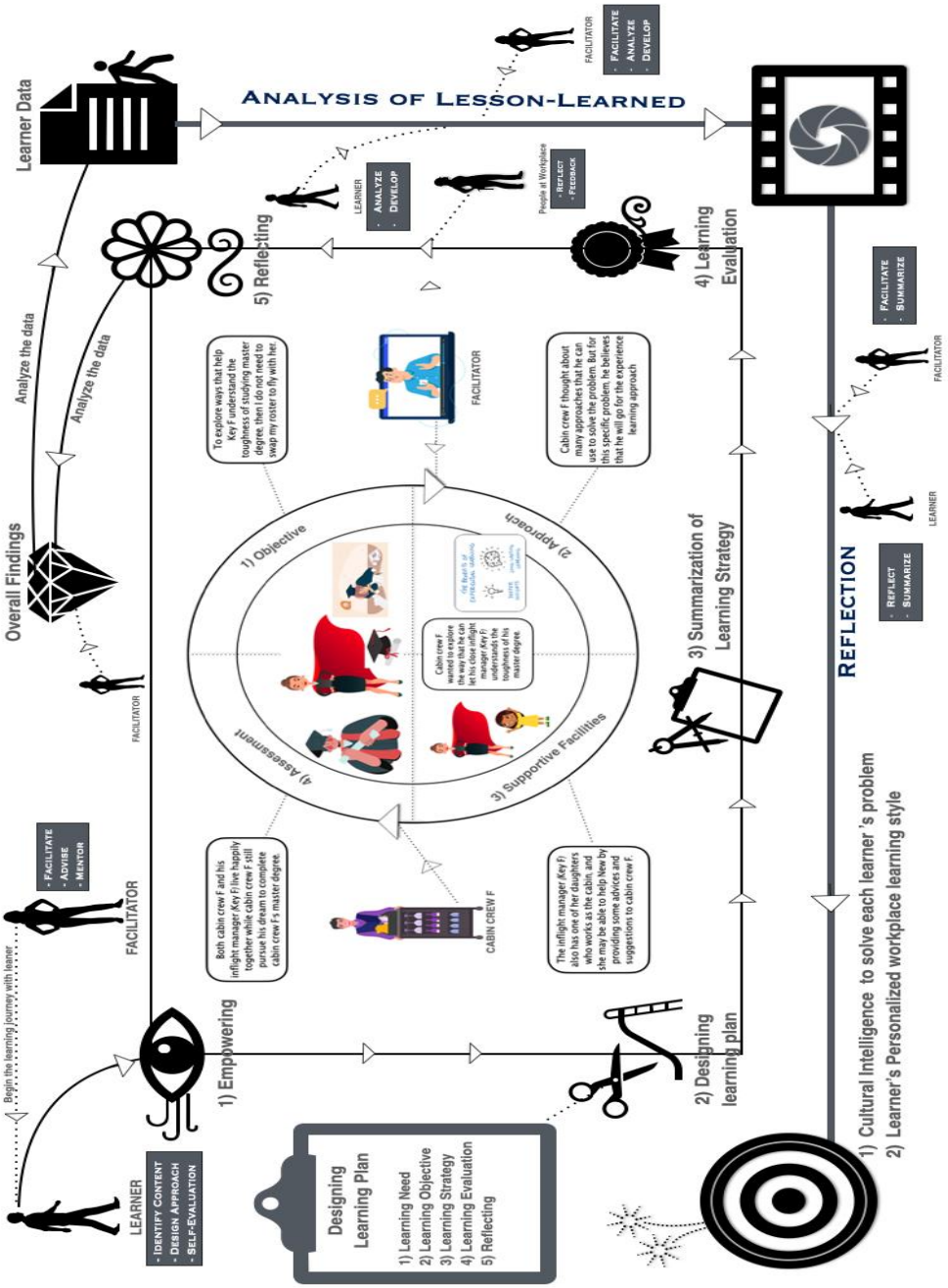


Figure 4. 6 CASE F's Personalized Workplace Learning Program to Enhance Cultural Intelligence

CREW G

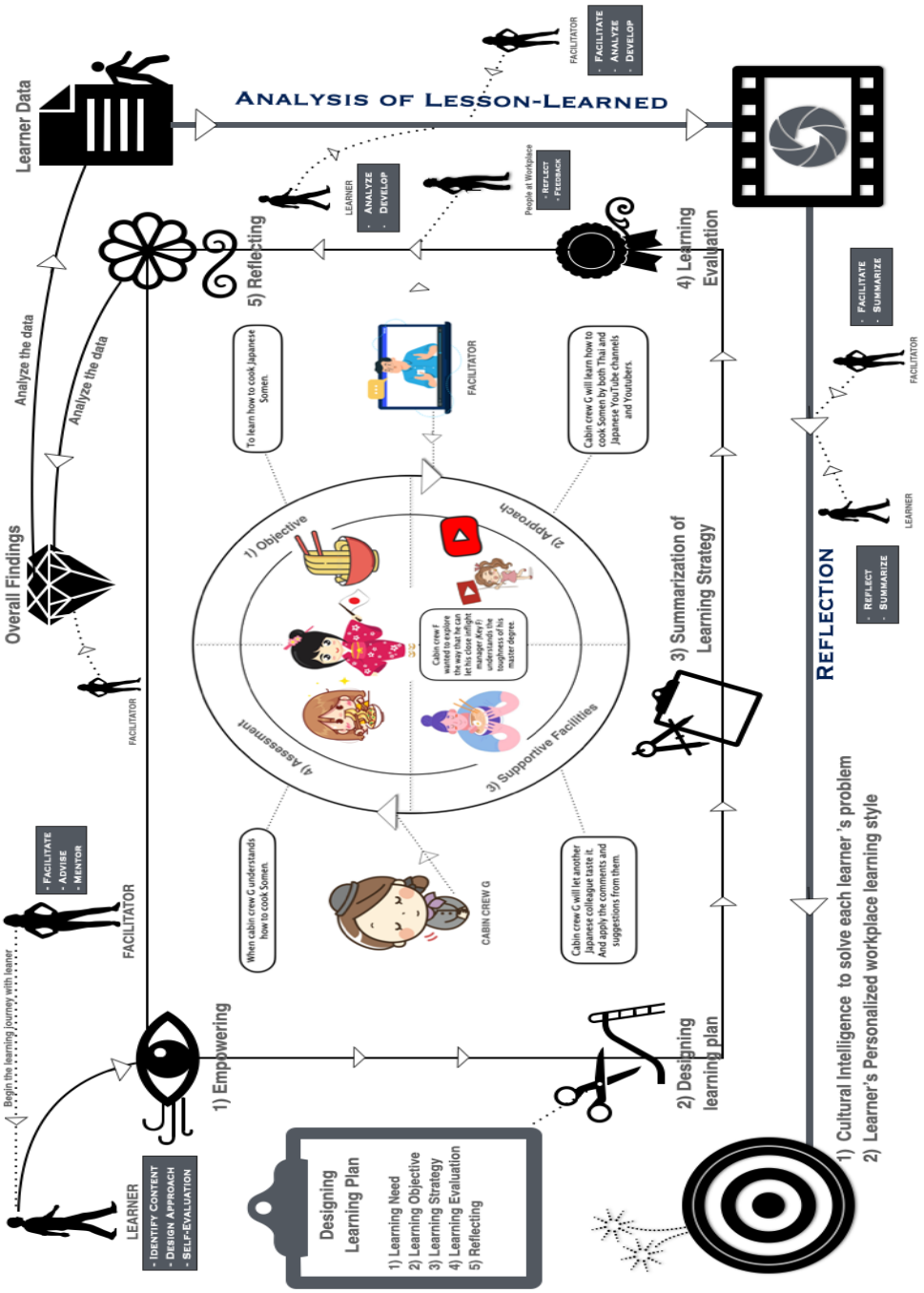


Figure 4. 7 CASE G's Personalized Workplace Learning Program to Enhance Cultural Intelligence

Part 4) The results after employing the personalized workplace learning program to learn about cultural intelligence (APPENDIX I, Quotation of the Results after Employing the Personalized Workplace Learning Program to Learn about Cultural Intelligence)

CASE A: Cabin crew A and Key A

Practices reflecting cultural intelligence

1) Identification of cabin crew's awareness when interacting with him/her

Reflection from KEY A: Key A was impressed and appreciated the attempt and also the funny methods that made her feel comfortable

Reflection from CABIN CREW A: Cabin crew A was worried initially because she sometimes must deal with her overthinking first. Key A was very open to cabin crew A talking to her; therefore, Key A did not give cabin crew A any pressure during the whole conversation.

2) **Identification of cabin crew's use of cultural knowledge**

Reflection from KEY A: Key A understood the intention of all the actions between them. Key A has never been angry with what she has done. It was because she knew her true intention was always to help.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Reflection from CABIN CREW A: Cabin crew A did not need to try too hard to adjust herself to deal with Key A as they both have been best friends on each other. They both have known each other so well.

3) **Identification of cabin crew's accuracy checking of cultural knowledge**

Reflection from KEY A: Key A could realize the perfect preparation from her. She thought that cabin crew A had professionally prepared herself to deal with her in this situation.

Reflection from CABIN CREW A: Cabin crew A has researched and prepared herself for many things before dealing with Key A. Even though they both have been best friends, cabin crew A was scared of the mistakes that might accidentally take place.

Problem-solving ability reflects cultural intelligence

1) **Identification of Cabin crew's understanding of how to deal with cultural values**

Reflection from KEY A: Key A always stated that they have the perfect chemistry. The chemistry has genuinely helped them a lot.

Reflection from CABIN CREW A: Cabin crew A thought that she truly understands how to deal with key A by reviewing and trying to understand her behavior at the beginning of our relationship. Cabin crew A also helps her by providing Key A with some YouTube clips that educate people on controlling voice and tone when communicating.

2) Identification of the Cabin crew's understanding of how to use verbal language when communicating

Reflection from KEY A: Key A was good when interacting with people from any cultural background. She realized that cabin crew A used many strategies when communicating with her. She felt a little bit awkward initially, but she also could feel the changes and the better competence between both of them.

Reflection from CABIN CREW A: Cabin crew A knew her verbal language before dealing with Key A. This help makes them feel more comfortable, relaxed, and open to learning together.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

3) Identification of the Cabin crew's understanding of how to use non-verbal language

Reflection from KEY A: Key A considered cabin crew A is good when interacting and communicating with other people from any cultural background. The way Key A talks and interacts with cabin crew A made her feel comfortable to be around.

Reflection from CABIN CREW A: Cabin crew A highlighted the relaxing vibes for both of them during the whole process. During the conversation, cabin crew A did not need any tension, pressure, or stress.

Expression of attitudes reflecting cultural intelligence

1) Identification of the Cabin crew's joy when interacting with values

Reflection from KEY A: Key A always emphasized that she had a good moment with cabin crew A. She was happily working with cabin crew A.

Reflection from CABIN CREW A: In the beginning, cabin crew A thought it would be awkward for both of them when she needed to talk to her with a severe look. Nevertheless, it was fine when Key A asked cabin crew A to be relaxed and also to be herself. After that, they both had lots of fun throughout the whole process.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2) Identification of the Cabin crew's confidence in socializing

Reflection from KEY A: Key A was good when interacting with people from any cultural background. She realized that cabin crew A used many strategies when communicating with her. Key A felt a little bit awkward initially, but she also could feel the changes and the better competence between them.

Reflection from CABIN CREW A: In the beginning, Key A looked at cabin crew A, told her to be herself, and told her that she understood what she was trying. Then, cabin crew, A felt more relaxed and confident in socializing with her.

3) Identification of Cabin crew's stress management when adjusting

Reflection from KEY A: Ween considered cabin crew A is good when interacting and communicating with other people from any cultural background. The way Key A talks and interacts with cabin crew A made her feel comfortable to be around.

Reflection from CABIN CREW A: After the way, Key A tried to make her feel comfortable to talk. That was the turning point for her to deal without stress.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY A: Key A identified that cabin crew A was good when interacting with people from any cultural background. She realized that cabin crew A used many strategies when communicating with her. Key A felt a little bit awkward initially, but she also could feel the changes and the better competence between them.

Reflection from CABIN CREW A: Key A identified that they understand each other even better. Cabin crew A not only understood her points of view, but Key A was so open to letting Key A teaches her anything in life. It was a good time for them to learn more about themselves and their relationships.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

5) Identification of Cabin crew's impression when working, dealing, or functioning

Reflection from KEY A: Key A considered cabin crew A was good when interacting and communicating with other people from any cultural background. The way Key A talks and interacts with Key A makes her feel comfortable to be around.

Reflection from CABIN CREW A: Key A has learned a lot about herself. She feels so great to get a chance to be part of this process. Cabin crew A felt so great to get a chance to be a part of this process. The first thing that cabin

crew A has learned is not to be overthinking people. The second thing cabin crew A has learned is that she has learned to use a lot of knowledge and competencies about culture to solve the problem in her life, her workplace, her family, and her relationship.

CASE B: Cabin crew B and Key B

Practices reflecting cultural intelligence

1) Identification of cabin crew's awareness when interacting with him/her

Reflection from KEY B: Key B realized Cabin crew B's good intention to understand Key B from the very first moment. Key B was impressed with Cabin crew B the most because cabin crew B has never judged other people just by the cover. Significantly, a person like Key B has mixed blood and always confronts several questions from many people in Thailand.

Reflection from CABIN CREW B: Cabin crew B was careful when working and dealing with Key B. It is because cabin crew B wanted to study something about Key B.

2) Identification of cabin crew's use of cultural knowledge

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Reflection from KEY B: Cabin crew B is a nerd. Every time Key B and cabin crew B have the annual meeting together. Cabin crew B always reads something and studies about something. He enjoys the moments with friends and enjoys his learning moment.

Reflection from CABIN CREW B: Cabin crew B studied the concepts and theories about the Indian vegetarian culture. He learned about it from social media, especially from google; before he studied from Key B. Cabin crew B learned many things about the characteristics of Indian vegetarians, types of Indian

vegetarians, the belief of Indian vegetarians, and the advantages of Indian vegetarians.

3) Identification of cabin crew's accuracy checking of cultural knowledge

Reflection from KEY B: Cabin crew B has asked Key B about the cultures of Indian vegetarians these few weeks. Cabin crew B was confused when he invited him to have dinner together at the Indian restaurant and looked at every step of Key B. Key B then felt a little bit awkward at the beginning. He looked at him and realized this was cabin crew B. He has always been like this.

Reflection from CABIN CREW B: Cabin crew B learned everything about Indian vegetarianism when he finally analyzed and wrote his learning plan.

Problem-solving ability reflects cultural intelligence

1) Identification of Cabin crew's understanding of how to deal with cultural values

Reflection from KEY B: Cabin crew B is brilliant and always thinks before doing anything. He has a reasonable manner which makes Key B feel very comfortable.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW B: Key B has been a close friend of cabin crew B since joining the company. Even though cabin crew B knows Key B so well, cabin crew B thinks that it does not mean that cabin crew B would treat Key B the same way as he treats typically Key B.

2) Identification of Cabin crew's understanding of how to use verbal language when communicating

Reflection from KEY B: Key B thought that cabin crew B is behaving; therefore, there are no points to be worried about when communicating with him. Plus, it is not just when he communicates with him but also with others.

Reflection from CABIN CREW B: Cabin crew B was cautious when talking with Key B. Cabin crew B thought a lot about the verbal actions that might hurt or cause a misunderstanding with Key B.

3) Identification of Cabin crew's understanding of how to use non-verbal

Reflection from KEY B: Cabin crew B just got upgraded to be the first-class crew, and to get upgraded to work in the first class is a big deal for all of us. So, cabin crew B has very behaved with both verbal and non-verbal language.

Reflection from CABIN CREW B: Cabin crew B was not worried about non-verbal language as well. He also thinks he understands how to effectively use his non-verbal language when dealing with Key B.

Expression of attitudes reflecting cultural intelligence

1) Identification of Cabin crew's joy when interacting values

Reflection from KEY B: Cabin crew B has very behaved, so it is hard to tell whether he is happy or unhappy. However, Key B knows him well, and cabin crew B also knows him. Key B knows he enjoyed it very much.

Reflection from CABIN CREW B: Cabin crew B realized that Key B was surprised by his behavior this time. Key B asked cabin crew B to react normally like they always used to. After that, cabin crew B acted the same way as he used to, but I still learned the Indian vegetarian culture from him.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2) Identification of Cabin crew's confidence in socializing

Reflection from KEY B: Book is vital in the things he works on this. Cabin crew B directly came to talk to Key B without any fears.

Reflection from CABIN CREW B: Cabin crew B thought he was confident in communicating and socializing with Key B. He always realized the excellent chemistry between both of them.

3) Identification of Cabin crew's stress management when adjusting
Identification of Cabin crew's stress management when adjusting

Reflection from KEY B: For Key B, there was no stress during the process at all.

Reflection from CABIN CREW B: Before meeting with him, cabin crew B researched and studied a lot about Key B's Indian vegetarian cultures. Therefore, cabin crew B can manage the stress effectively.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY B: Cabin crew B was so careful when communicating with Key B from the beginning. There was no difference for this moment too.

Reflection from CABIN CREW B: Cabin crew B thought he studied Key B's Indian vegetarian cultures better than before. Cabin crew B learned so many new things and applied them to the old set of knowledge.

5) Identification of Cabin crew's impression when working, dealing or functioning

Reflection from KEY B: Cabin crew B has been on points from the first day. Key B was so proud of him when he realized cabin crew B got upgraded to work in the first class. Cabin crew B deserves it.

Reflection from CABIN CREW B: Cabin crew B thought that that was an excellent opportunity to learn more about Indian cultures, especially their foods. It is excellent for him to apply this knowledge to the courses that the organization has provided to the cabin crew. The cabin crew should understand more about each culture before dealing, working, or functioning with those from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

<u>CASE C</u>: Cabin crew C and Key C

Practices reflecting cultural intelligence

1) Identification of cabin crew's awareness when interacting with him/her

Reflection from KEY C: Key C wanted to say "Thank you" to cabin crew C from the beginning of her career since she has helped. Key C. Key C said that she was nervous and worried about how to live her life during the Covid-19 pandemics. Since Key C is a Korean cabin crew who worked in Thailand's airline, she has experienced new things every day. Indeed, it has been years that she has lived here and familiarized herself with the Thai culture. However, 4living life in other cultures has been difficult enough. Key C have to deal with them during the pandemics. It was difficult for her. Cabin crew C was one of the three of her colleagues in the workplace who had helped her pass through this pandemic. Cabin crew C knew that Key C was in the stage of shock and could not control the panic. Since cabin crew C understood and realized that Key C So was in the stage of shock due to the pandemics of Covid-19, cabin crew C always made the Facetime call to make sure that Key C was doing all right almost every day.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW C: Before providing her the valuable and helpful sources, cabin crew C studied a lot on social media, which she thinks will benefit Key C the most. Cabin crew C understands Key C's feelings so well since they live overseas before cabin crew C must experience many new cultures. Plus, the situation went worse due to the Covid-19 pandemics that no one here had experienced before. Cabin crew C needs to study harder than she used to.

2) Identification of cabin crew's use of cultural knowledge

Reflection from KEY C: Cabin crew C helped Key C by providing her with many learning sources on the Facebook platform. The cabin crew C told Key C many times about sources. They are what cabin crew C reviewed, revised, studied,

made sure, and selected before sending to Key C. There were helpful solutions to live during the pandemics of Covid-19 since the Thai government's culture treated the Thai people genuinely different from Korea. The solutions that cabin crew C considerably selected for Key C were helpful. Key C felt thankful for what cabin crew C has done for her.

Reflection from CABIN CREW C: Cabin crew C studied many fruitful and helpful sources from Facebook. They were good. However, cabin crew C needed to confirm those details before telling Key C; therefore, cabin crew C also confirmed what she had found from the research study as well.

3) Identification of cabin crew's accuracy checking of cultural knowledge

Reflection from KEY C: Key C stated that all the solutions to survive and live her life in Thailand during the Covid-19 pandemics that cabin crew C had sent to her were reviewed, revised, studied, applied, and selected. At the first three suggestions from cabin crew C, Key C consulted with her Korean boyfriend, who lives in Seoul. He stated that everything that cabin crew C had given to Key C was reliable. Key C was highly confident in what cabin crew C provided to her. Cabin crew C has done it from the very beginning of the pandemic of Covid-19 until these entire days.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW C: Cabin crew C checked the accuracy of cultural knowledge from the research study. There is one rich platform that cabin crew C always uses to find the exciting research to study; it is 'google scholar.'.

Problem-solving ability reflects cultural intelligence

1) Identification of Cabin crew's understanding of how to deal with cultural values

Reflection from KEY C: Key C said that they were helpful. She is confident that cabin crew C has studied everything before sending it to her. Cabin crew C understands who Key C is, what Key C has been through, her cultural

background, her current situation, and her problem with living her life during the Covid-19 pandemic.

Reflection from CABIN CREW C: Key C came from other different cultures. Luckily, cabin crew C has loved Korean culture since she was little. Cabin crew C also studied the Korean language and culture, and Key C has helped her learn about it. With Key C, we have known each other for so long. Key C has been one of the best colleagues that she has known. Therefore, she thinks she truly understands how to deal with her cultural values.

2) Identification of Cabin crew's understanding of how to us verbal language when communicating

Reflection from KEY C: Cabin crew C's verbal language has never been a significant problem. They both do not have the English language as their first language. Moreover, they use it just for communication. Therefore, they have in the same context when it comes to communication. Interestingly, Key C currently learns how to communicate in Thai, and cabin crew C also learns how to communicate in Korean. So, it is not the English language that they use to communicate. We use English, Korean, and Thai languages to communicate.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW C: They both always talk both formally and informally. She thinks they both have no problems with the verbal language they use to communicate. Plus, they both can speak English, Thai, and Korean, which is very helpful for both of them.

3) Identification of Cabin crew's understanding of how to use non-verbal language

Reflection from KEY C: There were no any problems in communicating in non-verbal language at all.

Reflection from CABIN CREW C: There were no problems with how to use non-verbal language too.

Expression of attitudes reflecting cultural intelligence

1) Identification of Cabin crew's joy when interacting values

Reflection from KEY C: Key C said that she was happy to get to see her best friends during the pandemic of Covid-19, but Key C cannot deny that she was also worried about how to live her life and work happily in the organization during the pandemic of Covid-19. It was not very clear.

Reflection from CABIN CREW C: It was not about joy anymore. This pandemic has been stressful for all of them. Therefore, cabin crew C took everything seriously. However, we both enjoy our communication every time they catch up.

2) Identification of Cabin crew's confidence in socializing

Reflection from KEY C: Cabin crew C has reviewed, revised, studied, and selected the best solutions for Key C, therefore cabin crew C was confident in what she was doing and what she was about to do next.

Reflection from CABIN CREW C: Cabin crew C has reviewed, revised, studied, and selected the best solutions for Key C. Therefore, cabin crew C was confident in what she was doing and what she was about to do next.

3) Identification of Cabin crew's stress management when adjusting

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Identification of Cabin crew's stress management when adjusting

Reflection from KEY C: For Key C, it was fun, it was happy, and she did not have the stress at all.

Reflection from CABIN CREW C: There was the stress because of the pandemics of Covid-19, but cabin crew C cannot show it to Key C. Cabin crew C cannot deny it was stressful for us both. For Key C, it was fun, it was happy, and she did not have the stress at all.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY C: Key C thought that her colleagues knew and realized that all the foreign cabin crew were in the stage of shock and worried about

what would be in the future. Cabin crew C understands it so well. She knows Key C. She understands the situations. She knows what Key C wants and needs to be solved at the moment.

Reflection from CABIN CREW C: Cabin crew C studied very hard before dealing with Key C through both social media and research; therefore, cabin crew C was so ready to help Key C.

5) Identification of Cabin crew's impression when working, dealing, or functioning

Reflection from KEY C: Key C can tell cabin crew C was happy to see Key C, but Mintra was also worried about her life. Kim Mee So told Mintra that everything happens for a reason. It was great to know cabin crew C. She loves her.

Reflection from CABIN CREW C: Every time Key C told cabin crew C that she was pleased to have crew C as her friend, Key C was beyond the planet. Their relationships get better every day. Primarily, we both understand each other more because of the pandemics of Covid-19.

CASE D: Cabin crew D and Key D

Practices reflecting cultural intelligence

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) Identification of cabin crew's awareness when interacting with him/her

Reflection from KEY D: In these few months, cabin crew D's sister (Key D) and her brother have had some controversies after she decided to have her two adorable cats. Key D respects his space when he is at home. Cabin crew D feed her cats in her room, but he has been the one that always wants to play with them. Key D sometimes does not understand what he is thinking or what he is doing. However, this time was different. Key D felt his solid and good intention to fix everything up. She adores what he is about to do so much.

Furthermore, it is not only for cabin crew D, but also for two of her cats. Usually, he talks to him in an unpleasant voice and conversation. Key D always wanted her brother to understand him more since they work the same job and in the same airline organization. Key D has heard from another cabin crew that he has been generous and behaved with everyone. However, it is not with her. However, since cabin crew D met and did something with him at her place on that day, it seemed like cabin crew D had learned something. Key D immediately realized the changes. There have been two significant changes that Key D can feel: 1) Cabin crew C is more careful when interreacting with Key D, and 2) Cabin crew C is good and happy when playing with her cats. Key D felt confused, but she loved what he had seen.

Reflection from CABIN CREW D: After completing the whole learning process, cabin crew C was careful when communicating or dealing with his sister. Cabin crew C wanted to see this had been beautifully done. He felt he was too severe in interreacting with his sister. The excellent point was that everything has changed as cabin crew C expected. However, the bad point was that he was too awkward. His sister realized it and told cabin crew C to be more natural.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2) Identification of cabin crew's use of cultural knowledge

Reflection from KEY D: There were three main changes that Key D has seen what he has learned throughout the learning process. Firstly, Key D can see and realize that her brother has learned how to live life with her cats, get along with them, and happily feed them whenever she goes out for flights. Key D continuously checks it on the recorded video from CCTV. Secondly, she realized the changes whenever he came to communicate or deal with her. Since he met the researcher that day, Key D realized two of them had done something, and it worked. Thirdly, Key D felt the considerable change in his living style with herself and two of the cats.

It was a little bit awkward, but he was impressed with the things that he had done to her and the cats.

Reflection from CABIN CREW D: Cabin crew D gained a lot of knowledge and skills from those who have experience in this before. Firstly, he learned the actual knowledge and applied it to his sisters' cats. Cabin crew D has learned how to live with her cats, feed them, and get along. He also learned how to adjust his life with them. Secondly, cabin crew D has learned how to treat his sister better than he used to. Because they have grown up together, lived together, and done many things together, there was no surprise that they were going to experience the difficulties in living together

3) Identification of cabin crew's accuracy checking of cultural knowledge

Reflection from KEY D: From what Key D saw, cabin crew D with the cats surprised Key D to see cabin crew D talked with them, cleaned the cats' toilet, knew when to feed them, understood when he had to leave them alone and when he had to be with them. Key D knows he has tried hard to properly communicate with her, to make everything reasonable, and to understand more of the job as the cabin crew.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Reflection from CABIN CREW D: Cabin crew D was confident in the accuracy of his actions to his sister after he spent time with the learning plan that he had strategized. This time he gained his knowledge and skills from the people who have the actual experiences, but he also checked the accuracy of cultural knowledge on social sources.

Problem-solving ability reflecting cultural intelligence

1) Identification of Cabin crew's understanding of how to deal with cultural values

Reflection from KEY D: Cabin crew D has changed when we talk about cultural values. Key D was unsure if it would be just a temporary situation, but she hoped they both understood more. It has been good. With the cats, Key D thought he understood more of their cultures and more of how to be with them. Key D was impressed.

Reflection from CABIN CREW D: Cabin crew D thought that he knew his sister well. The problem was just his awkwardness and unnatural action that he treated her. That was the difficult job that cabin crew D thought he was struggling with for both of her cats. However, he did a fantastic job of dealing with them both.

2) Identification of Cabin crew's understanding of how to use verbal language when communicating

Reflection from KEY D: Key D did not know what the researcher had done to cabin crew D or what the researcher had done about his verbal language. Cabin crew D changed his verbal language when communicating and dealing with Key D. Not just that. Cabin crew D also adjusted his verbal language when commutating, feeding, and even dealing with the cats.

Reflection from CABIN CREW D: For the verbal language, it has been like this since they were just a little. Nevertheless, cabin crew D tried to be more careful about what he was about to do regarding communication between them.

3) Identification of Cabin crew's understanding of how to use non-verbal

Reflection from KEY D: For the non-verbal language, there has been nothing many changes. Key D has never had problems with his non-verbal language; it has been his verbal language. However, it has been fixed this time.

Reflection from CABIN CREW D: For the non-verbal language, cabin crew D was confident both of them had no problems with it.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Expression of attitudes reflecting cultural intelligence

1) Identification of Cabin crew's joy when interacting values

Reflection from KEY D: It was fun for them since they were the real brother-sister. Therefore, it has never been a joy. However, Key D cannot deny that it was indeed their happiness that her.

Reflection from CABIN CREW D: Cabin crew D enjoyed it because he had the learning plan to finish. And he did.

2) Identification of Cabin crew's confidence in socializing

Reflection from KEY D: There were 50% confident and 50% not so confident that Key D felt it from cabin crew D. She thought it was the first time he went out of his comfort zone.

Reflection from CABIN CREW D: Cabin crew D was confident in socializing with his sister, but not her cats. However, he has tried his best to do it.

3) Identification of Cabin crew's stress management when adjusting Identification of Cabin crew's stress management when adjusting

Reflection from KEY D: There has always been stress between both of them. Key D was confident that it would turn out in good ways, but it has been getting better now.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Reflection from CABIN CREW D: Cabin crew D did not manage the stress when communicating and dealing with his sister. He could see it from her facial expressions, which showed that she realized the awkwardness in the room.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY D: Key D thought they both understood each other very well since they were the real brother-sister. They have grown up since they were just a little. Both of them understood more of our points of view. However, there must be misunderstandings among them.

Reflection from CABIN CREW D: Cabin crew D understood his sister more, her cats, and his learning style.

5) Identification of Cabin crew's impression when working, dealing or functioning

Reflection from KEY D: Key D could tell that she felt cabin crew D's good intention. She felt the changes. And she was impressed with the whole process that he has done for all of them.

Reflection from CABIN CREW D: This process was an excellent opportunity for cabin crew D to learn something new, especially the successful learning style. He got himself out of his comfort zone. And he successfully communicated and dealt with his sister and also two of her cats.

CASE E: Cabin crew E and Key E

Practices reflecting cultural intelligence

1) Identification of cabin crew's awareness when interacting with him/her

Reflection from KEY E: Cabin crew E always understands her emotion, whether it will be stable or unstable. Cabin crew E's husband (Key E) has known her, been with her, and most importantly, loves her. It is not the first-time cabin crew E has tried to solve this problem. Key E has noticed every one of her reactions every time she tries to change her behavior to maintain their relationships. However, this time of change was quite different from the others, Key E experienced unexpected actions from her.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Reflection from CABIN CREW E: Cabin crew E was conscientious when dealing with and communicating with her husband. She studied them on Twitter a few days before trying new knowledge with him. In the beginning, it was

stressful for cabin crew E, but she gained more confidence right after her learning process.

2) Identification of cabin crew's use of cultural knowledge

Reflection from KEY E: Key E thought that she had studied her symptoms in detail this time. He realized the changes in cabin crew E's actions. He was surprised at the beginning, but she said to him to trust her attempt this time.

Reflection from CABIN CREW E: Before employing them in her learning strategy, cabin crew E used many new knowledge and skills. It was easy when she used it. The most challenging part was when cabin crew E chose the best possible method. But she did try, and she thought it was effective.

3) Identification of cabin crew's accuracy checking of cultural knowledge

Reflection from KEY E: Key E felt so much better. She has tried to change and adjust herself to control her emotional instability. He was not sure that it was going to be forever or temporary, but he was happy to experience and learn something new with her.

Reflection from CABIN CREW E: Cabin crew E was quite confident in the accuracy of cultural knowledge because she has studied a lot on Twitter and YouTube from many trustworthy alternatives.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Problem-solving ability reflects cultural intelligence

1) Identification of Cabin crew's understanding of how to deal with cultural values

Reflection from KEY E: Key E said that cabin crew E was careful in her verbal and non-verbal language when dealing and communicating with him. It was not 100% correct, but he understood her.

Reflection from CABIN CREW E: For cabin crew E, it was apparent this time because she has learned many things about how to work and deal with emotional instability.

2) Identification of Cabin crew's understanding of how to use verbal language when communicating

Reflection from KEY E: Because they are a couple and work at the same airline organization, Key E thought she understood and knew where, when, and how to switch roles when she communicates with him. This time, it was undeniable that she had tried very hard to control her verbal language when communicating with her.

Reflection from CABIN CREW E: Cabin crew E was more careful in the words I expressed to him. She thought before she spoke. She learned what was going to hurt her husband and what was going to make him feel better. Overall, cabin crew E has learned lessons in using the verbal languages.

3) Identification of Cabin crew's understanding of how to use non-verbal

Reflection from KEY E: Cabin crew E has behaved politely since the day Key E first met her. Therefore, her non-verbal language has never been a problem for him. There was no problem at all.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW E: Cabin crew E was entirely in her non-verbal reaction with not just him but everyone in her life.

Expression of attitudes reflecting cultural intelligence

1) Identification of Cabin crew's joy when interacting values

Reflection from KEY E: Key E could not be joyful since she focused on what she was working on or what she was about to do next. Inside his heart, he was delighted to do so.

Reflection from CABIN CREW E: Cabin crew E thought her husband and people around her would tell her that she did not enjoy the moment or was stressed when interreacting after learning about this. However, cabin crew E enjoyed every minute of it this time.

2) Identification of Cabin crew's confidence in socializing

Reflection from KEY E: Key E could tell that she lacked confidence in socializing whenever she was in bad condition or emotional instability. However, this time was different because she was extremely confident in the things that she had prepared.

Reflection from CABIN CREW E: Cabin crew E was never confident in socializing because of her emotional instability. However, she gained more confidence after passing through the whole learning process. And she is now having the best learning strategy whenever she wants to learn or even when she is curious about something.

3) Identification of Cabin crew's stress management when adjusting
Identification of Cabin crew's stress management when adjusting

Reflection from KEY E: For Key E, it was the stress that he was worried about for her. They have been in a good relationship from the very beginning. It was stressful because he wanted to let her know he would love her no matter what.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW E: There was no stress for cabin crew E because it was stressful for her.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY E: As far as Key E knows, cabin crew E has been one of the best students in learning new things since she was in the school and the university. Cabin crew E understands more of the symptoms and how to work and deal with the emotional instability.

Reflection from CABIN CREW E: Cabin crew E understood more of her emotional instability. She has learned how to work, deal and live with it. Even though it was not 100% perfect, she has learned, she has tried, improved, and she has changed.

5) Identification of Cabin crew's impression when working, dealing, or functioning

Reflection from KEY E: Key E said that he loved her attempt. He knows both of their jobs have been challenging when talking about their duty and their fatigue. He felt so thankful for their attempt to learn, adjust, work and deal with her emotional instability.

Reflection from CABIN CREW E: Cabin crew E wanted to thank the researcher for giving them the chance to let her revise and review herself. It is not just the emotional instability that she has worked on it. It is also who she is, who she was, and who she has been.

CASE F: Cabin crew F and Key F

Practices reflecting cultural intelligence

1) Identification of cabin crew's awareness when interacting with him/her

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from KEY F: Cabin crew F's inflight manager (Key F) knew that she always directs to the point. She said what she said and meant what she said. Furthermore, Key F thinks people in the organization realized that. It has not been easy for her to welcome someone into her life. Moreover, for him, Key F was glad to have him in her life as one of her best brothers. She realized that she had been so careful when talking to her, but this time was different. Cabin crew F was always aware of his behavior when working, talking, or even dealing with her.

Reflection from CABIN CREW F: Cabin crew F was highly stressed when he had to communicate with her from the first day, he met Key F. This time. Cabin crew F studied a lot from her close colleagues of the airline; therefore, he has got many tips to work, communicate, and deal with her.

2) Identification of cabin crew's use of cultural knowledge

Reflection from KEY F: Key F thought that he always knew who she was since cabin crew F never showed any mistakes when working or dealing with her. It is not only her culture or the way of her living that he knows. Key F thinks he knows how to deal with her effectively.

Reflection from CABIN CREW F: Cabin crew F has studied many tips and tricks from them, so he applied them with the knowledge and skills to create the strategy to work and deal with her. Cabin crew F has been a person who always believes in learning from experiences. Experiences give who he is today. Therefore, cabin crew F used this strategy to solve the problem effectively.

3) Identification of cabin crew's accuracy checking of cultural knowledge

Reflection from KEY F: Even though cabin crew F told what he wanted Key F to understand him, she did not realize any weird reactions from him, which means that he has studied everything before.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW F: Cabin crew F identified the problems. He has learned, he has studied, has practiced, and he has checked the accuracy of it. Therefore, he was confident with the cultural knowledge that has had.

Problem-solving ability reflects cultural intelligence

1) Identification of Cabin crew's understanding of how to deal with cultural values

Reflection from KEY F: Cabin crew F understands so well, that is why Key F always selects him to work in the business class with her. For this time, she gave A for him.

Reflection from CABIN CREW F: Cabin crew F was so scared when he knew he needed to tell her what was on his mind. He was so stressed at the beginning. After the cabin crew, F talked and consulted with Key F's close junior. Cabin crew F then realized he knew Key F so well. And not only does he know her, but she also knows him so well. Therefore, there is no problem with understanding how to deal with cultural values.

2) Identification of the Cabin crew's understanding of how to use verbal language when Communicating

Reflection from KEY F: Cabin crew F is always polite to Key F. The way he talks is charming and friendly.

Reflection from CABIN CREW F: Cabin crew F thought he could follow his own rules and regulations to control his behavior. He was sure that he had no problem using verbal language.

3) Identification of Cabin crew's understanding of how to use non-verbal

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from KEY F: Cabin crew F was selected to work in business class. The organization and Key F have never been worried about his non-verbal language. Again, it is an A for him.

Reflection from CABIN CREW F: Cabin crew F was not worried about non-verbal language as well. Cabin crew F also thought he understood how to use his non-verbal language when dealing.

Expression of attitudes reflecting cultural intelligence

1) Identification of Cabin crew's joy when interacting values

Reflection from KEY F: Key F was unsure about Cabin crew F's joy, but she had fun. But she thought he enjoyed it as much as she does.

Reflection from CABIN CREW F: In the beginning, it was not a joy for cabin crew F at all. He thought a lot about his feeling right after he talked to her. However, after the cabin crew, F realizes that he is closed to her, and they understand each other so well. It turned to joy, eventually.

2) Identification of Cabin crew's confidence in socializing

Reflection from KEY F: Key F thought that he always thinks before he speaks. In Key F's mind, he is confident in what he wants to communicate.

Reflection from CABIN CREW F: Cabin crew F learned, improved, adjusted, and studied. Therefore, cabin crew F was highly confident in socializing.

3) Identification of Cabin crew's stress management when adjusting Identification of Cabin crew's stress management when adjusting

Reflection from KEY F: For Key F, she is not stressed at all. She has never been stressed with him.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW F: In the beginning, cabin crew F was very stressed. Nevertheless, after he woke himself up and realized that he knew her, Key F knew him. They are close. Therefore, cabin crew F eventually found a space where he can be happy in working and dealing with Key F.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY F: Cabin crew F is behaved both in work time and in real life.

Reflection from CABIN CREW F: Cabin crew F thought too much about almost everything, then he learned very hard, he reviewed and revised the

experiences both from him and others. Key F understands his point of view on this specific problem very well.

5) Identification of Cabin crew's impression when working, dealing, or functioning

Reflection from KEY F: Key F realized cabin crew F had something to tell her, or what the things he wanted them to be perfectly done. He was nervous at the beginning. Nevertheless, they have been close; therefore, he eventually talked to her like usual.

Reflection from CABIN CREW F: Cabin crew F has learned many things from this whole process. 1st) Cabin crew F understands more about the strategy and method to learn about something to solve the problem, and he learned a lot about experiential learning. 2nd) Cabin crew F learned to understand more of himself and not be afraid of something he has never done. 3rd) Cabin crew C knows that he has loved Key F for so long. Love helps us, and he thinks it would be able to help many people who have the similar problems.

CASE G: Cabin crew G and Key G

Practices reflecting cultural intelligence

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) Identification of cabin crew's awareness when interacting with him/her

Reflection from KEY G: Both cabin crew G and Key G have known each other for years, cabin crew G has been the one who is into Japanese culture, and Key G thinks she has studied it very hard. Since that, cabin crew G has been very careful when communicating and dealing with Key G. Cabin crew G has been one of the most diligent people he has ever known. Therefore, Key G knows cabin crew G will do good when it comes to interacting between cultures.

Reflection from CABIN CREW G: Cabin crew G has been a big fan of J-pop, the Japanese language, Japanese culture, and everything about Japan. Therefore, he was pretty confident when dealing and talking with Key G. Cabin crew G was very careful not only this time but also in talking, working, or dealing with Key G.

2) Identification of cabin crew's use of cultural knowledge

Reflection from KEY G: For Key G, cabin crew G has been obsessed with everything Japanese. Cabin crew G has asked many questions about Japanese cultures and traditions in Key G's hometown, Osaka. Moreover, cabin crew G also asked Key G how to cook Somen recently. Key G was surprised because Somen is not easy to do and eat in Thailand. But Key G knew cabin crew G was trying.

Reflection from CABIN CREW G: Cabin crew G has been a big fan of Japan. There have been so many things that he has discussed with Key G., And this time, cabin crew G specifically used the knowledge about Japanese cooking knowledge to cook Somen.

3) Identification of cabin crew's accuracy checking of cultural knowledge

Reflection from KEY G: Cabin crew G let Tamayo try it by herself. Cabin crew G cooked in front of Key G and demonstrated every step to show what he had learned. At the last step, cabin crew G let Key G taste it and asked Key G to evaluate his cooking ability of Somen. Cabin crew G also wanted to suggest Somen be one of the Japanese menus on the destinations to Japan. And cabin crew G is in the catering department.

Reflection from CABIN CREW G: That is why cabin crew G went the Key G's apartment. It is because Key G want Key G to taste it, see when cabin crew G cooked it, and directly comments and suggestions her opinions to cabin crew G.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Problem-solving ability reflects cultural intelligence

1) Identification of Cabin crew's understanding of how to deal with cultural values

Reflection from KEY G: For Key G, cabin crew G has been a big fan of Japan, and Key G thought he knew almost everything about Japan. Key G sometimes thinks that she knows Key G's cultures better than Key G.

Reflection from CABIN CREW G: Cabin crew G has adored Japanese cultures since he was just a little. Cabin crew G was confident that he knew and understood how to deal with the cultural values.

2) Identification of Cabin crew's understanding of how to use verbal language when communicating

Reflection from KEY G: Cabin crew G has been selected to work in the business class, and cabin crew G has also been selected to be a representative to help the catering department. Key G has never been worried about cabin crew G's verbal language.

Reflection from CABIN CREW G: Both cabin crew G and Key G have been friends for a long time. Furthermore, cabin crew G thinks he has never failed her or disappointed her with her verbal language. Cabin crew G was confident to say that.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3) Identification of Cabin crew's understanding of how to use non-verbal

Reflection from KEY G: Key G has nothing to be worried about regarding cabin crew G's non-verbal language. Cabin crew G was so okay with that.

Reflection from CABIN CREW G: Both cabin crew G and Key G cannot avoid facing the cultural difference in non-verbal languages since they have grown up in totally different cultures. However, cabin crew G has studied Japanese cultures for a long time. Therefore, it was easy for him to talk and deal with Key G.

Expression of attitudes reflecting cultural intelligence

1) Identification of Cabin crew's joy when interacting values

Reflection from KEY G: Key G enjoyed the moment with cabin crew G every time Key G was with him. Moreover, this time, cabin G even cooked to try it. Key G enjoyed the moment with him.

Reflection from CABIN CREW G: Cabin crew G realized that Key G enjoyed with him.

2) Identification of Cabin crew's confidence in socializing

Reflection from KEY G: Cabin crew G was highly confident in delivering the messages to Key G. Key G thought she had studied very hard.

Reflection from CABIN CREW G: Cabin crew G thought he was confident in communicating and socializing with him. He always realized to good chemistry between both of them.

3) Identification of Cabin crew's stress management when adjusting
Identification of Cabin crew's stress management when adjusting

Reflection from KEY G: Key G had no stress; she did not feel stressed when doing it with Cabin crew G. Cabin crew G had much fun, and Key G could not feel the stress from him. Key G thinks cabin crew G was happily working that.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Reflection from CABIN CREW G: There was 0% of stress for cabin crew G.

4) Identification of Cabin crew's understanding of point of view

Reflection from KEY G: Cabin crew G was confident and on point when delivering the messages to Key G. Since she had studied hard about Somen and Japanese cultures, Key G thought she understood everything about them very well.

Reflection from CABIN CREW G: Cabin crew G adores everything about Japan and Japanese cultures. He thought he confidently understood it.

5) Identification of Cabin crew's impression when working, dealing, or functioning

Reflection from KEY G: Cabin crew G was having lots of joy; he cooked and laughed. Both of them enjoyed the moment together. There were no clues to feel nervous or worried while working with Cabin crew G.

Reflection from CABIN CREW G: It is such an opportunity for cabin crew G to see Key G again since he has not seen Key G after the pandemics took place. It was great to learn how to learn things that cabin crew G wanted to know by himself. Most importantly, it is all of Japan. Cabin crew G loves it.

Research Question 3: What is a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines?

The researcher presented

Part1) The draft of a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines (**APPENDIX J**)

Part 2) The comments and suggestions from the focused group to develop a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines (**APPENDIX K**)

Part 3) A guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines (APPENDIX L)

Part 1) The draft of a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines (APPENDIX J)

The researcher developed the draft of a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of

cabin crew from international airlines by applying the results from findings in research question 1 and research question 2.

And these are the points that were raised in developing a personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines.

(I) Overview of the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

(II) Phase 1: the analysis of the background of the cabin crew to learn cultural intelligence

(III) Phase 2: The development of a personalized workplace learning program to learn about cultural intelligence

(V) Phase 3: The results after employing the personalized workplace learning program to learn about cultural intelligence

Part 2) The comments and suggestions from the focused group to develop a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines (APPENDIX K, Focused Group Form for Guideline Development)

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Part 3 is the development of the draft for the guideline for developing the personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the experts. There are four phases of the development of the guideline.

After the researcher conducted the group discussion, the researcher then analyzed the data from the focus group and developed the completed guideline of developing the personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the experts.

The Guideline of the Development of the Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines

Version 1.1

May 2022

Table of Contents

(I) Overview of the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

(II) Phase 1: the analysis of the background of the cabin crew to learn cultural intelligence

(III) Phase 2: The development of a personalized workplace learning program to learn about cultural intelligence

(V) Phase 3: The results after employing the personalized workplace learning program to learn about cultural intelligence

(I) Overview of the personalized workplace learning program to enhance The cultural intelligence of cabin crew from the international airlines

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

These guidelines explain a step-by-step process of developing the personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines. The primary goal of this development is to improve the learner's learning process and cultural intelligence. The personalized workplace learning program to enhance cultural intelligence aims to provide the employees the cultural intelligence of their skill acquisition, personal transformation, and collective empowerment in real-time, anywhere, or anytime. The employees can study at their own pace, the time and place of their choosing. It provides the learning platform that changes the individual objects presented to each learner based on their needs as strategies that can address individual needs and promote

individual success in learning about cultural intelligence. Personalized workplace learning program to enhance cultural intelligence lets the learner voice being a core part of decision making, negotiated personal learning programs for all employees. It also enhances negotiated project work, rather than whole-class teaching, and modes of assessment selected to give the best possible fit to learn about cultural intelligence. The employees will interact with other learners from the wider world, going out into the organization for parts of their learning, and provide learner support, primarily through facilitators working together as a team. The personalized workplace learning program aims to valorize the employees' full potential and to empower individuals through knowledge in workplace sharing and co-construction. The employees, guided by the facilitator, is an active co-designer of the workplace learning pathway experience. Employees can appear in the instruction, or previous activities or accomplishments that have been collected and stored can later be presented when appropriate. It also enables them to select components to customize their learner-centric environment to learn cultural intelligence. This personalized workplace learning program allows learners to understand more cultural intelligence than at the beginning of the learning process. It helps learners identify their strengths, weakness, and progress and helps prospective learners choose their learning strategy. The program allows the airline organization to articulate what their cabin crew is expected to know and the cultural intelligence skills they will acquire. The program is valuable to the organization as it facilitates cultural intelligence of cabin crew achievements across programs, supporting the airline organization's training department. The process described in this document is based on best practices used by airline organizations in Thailand. If the learner has any questions and would like to discuss the personalized workplace learning program to enhance the cultural intelligence of the cabin crew from the international airline,

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

don't hesitate to get in touch with Mr. Dech-siri Nopas, the researcher. They created this program, email tonynopas@hotmail.com or by phone, 096-824-446.

This personalized workplace learning program allows:

1) The program allows learners to understand more cultural intelligence than at the beginning of the learning process. It helps learners identify their strengths, weakness, and progress and helps prospective learners choose their learning strategy.

2) The program allows the airline organization to articulate what their cabin crew are expected to know and also the cultural intelligence skills they will acquire.

3) The program is valuable to the organization as it facilitates cultural intelligence of cabin crew achievements across programs, and it supports the airline organization training department.

The process described in this document is based on best practices that are being used by airline organization in Thailand.

A systematic approach to assessment is comprised of the following six steps:

1) Identify comprehensive, meaningful backgrounds concerning cultural intelligence and learner's learning style to learn about cultural intelligence.

2) Identify a comprehensive, meaningful need to learn about cultural intelligence.Raise the issue to let learners think, review, revise, reflect, and finally summarize successful outcomes for the learning process.

3) Strategize the learning plan to let them systematically gather the plan that they think they can learn by their best to achieve their learning goals.

4) Collect, analyze, and interpret the data from the learners

5) Use the resulting information to develop the personalized workplace learning model to help learners learn (including revising the program, and facilitating and advising methods).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Implement the suggestions and recommendations.

The Characteristics of Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines

1) Flexibility: Personalized workplace learning aims to provide the employees the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena with the real-time, anywhere, or anytime platform. The employees can study at their own pace, the time and place of their choosing.

2) Technology: It is essential because it supports a complete learning ecosystem instead of multiple disparate entities. Personalized workplace learning provides the employees' technology as the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address the employee needs and promote individual success.

3) Co-creator: The personalized workplace learning program lets employees' voices be a core part of decision making, negotiated personal learning programs for all employees, negotiated project work rather than whole-class teaching, and selected modes of assessment best fit to a personalized curriculum. The employees are expected to interact with other learners who are from the broader world-going out into the community for parts of their learning and learner support, primarily through facilitators working together as a team.

4) Self-discovery: Personalized workplace learning lets the employees be able to choose the fit learning platform for their job in order to meet personal needs, interests, and abilities to promote both independence and dependability to enhance job skills and a sense of responsibility toward others to improve creative, intellectual, social and moral growth and develop personality effectively in their workplace.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

(II) Phase 1: The analysis of the background of the cabin crew to learn cultural intelligence

Objective: To obtain information on the background of cabin crew who works in international airlines regarding the understanding of cultural intelligenc

Content: To start the learning program, the facilitator needs to know the background of each cabin crew to learn cultural intelligence before skipping to the next step. It is crucial to explore the background of each cabin crew since the facilitator can understand more of the strength and weaknesses to learn about cultural intelligence. In the end, the results from the background will help both learner and facilitator design the learning plan to enhance cultural intelligence. The background to learn about cultural intelligence consists of 1) the understanding of cultural intelligence of cabin crew, 2) the experiences in learning about cultural intelligence of cabin crew, and 3) the problems in learning about cultural intelligence of cabin crew.

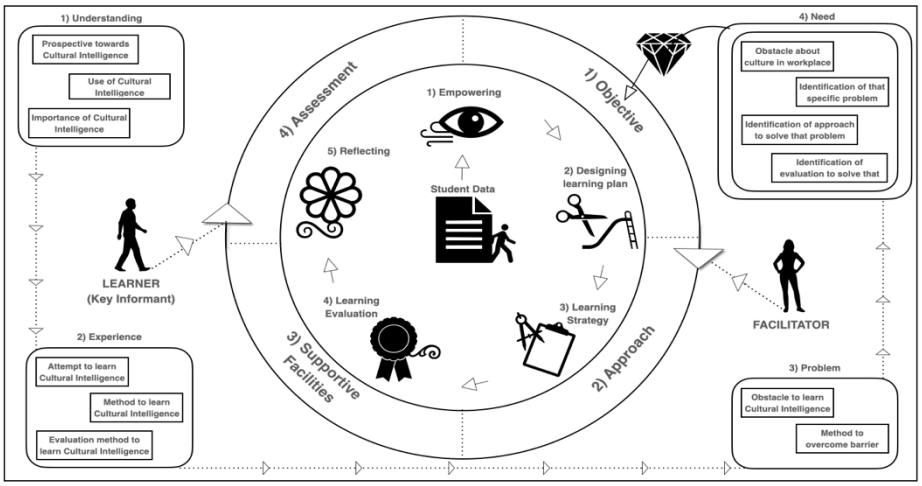


Figure 4. **8 Process of Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from Thailand's International Airlines**

Learning Activity: These are the steps to conduct Phase 1's learning activity.:

1) The facilitator sets up the climate of the learning room to let the learner experience a comfortable and friendly climate. It will help learners feel relaxed, comfortable, and ready to learn with the facilitator. In phase 1, it is to know the background of each cabin crew to learn cultural intelligence.

2) The facilitator asks the learner for permission to record the voice or video by clearly explaining the objective of recording, which is to collect and analyze the learner's learning behavior.

3) The facilitator begins raising the issues and asking questions to let the learner explain what and how they want to express each specific issue and question.

4) The facilitator lets the learner freely answer by not interrupting during the interview process.

5) The facilitator must be the focus on the conversation during the interview process and always give the learner a positive environment.

6) The facilitator analyzes each learner's data to learn about his/her background to learn about cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitating Instrument: The guiding questions and issues for the program The guiding questions on the cabin crew's background for learning about cultural intelligence

Facilitator Role: The role of the facilitator is to facilitate the learner to provide the answers during the learning process effectively. The facilitator should not interrupt whenever the learner is providing the answers. On the other hand, the facilitator raises the issue to the learner to let he/she think, review, revise, reflect, and summarize the fruitful answers to complete his/her learning program.

Evaluation: The learner provides the answers that cover all the in-depth interview questions or in-depth interview-raising issues and also answers the program's objective. In phase 1, it is to know the background of each cabin crew to learn cultural intelligence.

(III) Phase 2: The analysis of need, objective, approach, supportive facilities and assessment to create the personalized workplace learning plan construction to solve the individual problem about culture that happens in the working context

Objective: To get the information about needs, objectives, approach, supportive facilities, and the assessment to create his/her personalized workplace learning plan construction to solve his/her problem about the cultural difference in his/her working context.

Content: The facilitator furthers the learning program by raising questions to continue the learning process. It is to know more about the needs, objectives, approach, supportive facilities, and the assessment to create his/her personalized workplace learning plan construction to solve his/her problem about the cultural difference in his/her working context. It is another critical step of the learning program since the learner will identify the component of his/her need in learning about cultural intelligence: 1) the need to learn cultural intelligence of the cabin crew, 2) the objective in learning about cultural intelligence of cabin crew, 3) the approach in learning about cultural intelligence of cabin crew, 4) the supportive facilities in learning about cultural intelligence of cabin crew, and 5) the assessment to create his/her personalized workplace learning plan construction to solve his/her problem about the cultural difference that happens in his/her working context.

1) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole learning process. In phase 2, it is to find

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2) the information about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

3) The facilitator begins raising the issues and asking questions to let the learner explain what and how they want to express each specific issue and question.

4) The facilitator lets the learner freely answer by not interrupting during the interview process.

5) The facilitator must be a focus on the conversation during the interview process and always give the learner a positive environment.

6) In phase 2, the facilitator must try their best to let the learner identify all questions and issues.

7) The facilitator analyzes the data from each learner to know about his/her need, objective, approach, supportive facilities, and the assessment to create his/her personalized workplace learning plan construction to solve his/her problem about the cultural difference that happens in his/her working context.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitating Instrument: The guiding questions and issues for the program. The guiding questions on cabin crew's need, objective, approach, supportive facilities, and the assessment to create learner's personalized workplace learning plan construction to solve the individual problem about the cultural difference that happens in the learner's working context.

1) Need	
1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront and want to solve the most?	

1.2) What is the most significant information that you think it will help you to solve the problem that you have mentioned?	
1.3) How well do you know about that information that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?	
2) Objective	
2.1) From what you have mentioned, what is the final outcome that you want to see at the end?	
3) Approach	
3.1) What is your approach that you think it suits with your personality and lifestyle for learning the identified information effectively?	
4) Supportive Facilities	
4.1) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information?	
5) Assessment	
5.1) When do you think you will reach your goal to solve the problem?	
5.2) When do you see it is satisfying enough in learning about that information as you mentioned, and how do you realize that?	

CHULALONGKORN UNIVERSITY

Facilitator Role: The role of the facilitator is to facilitate the learner to provide the answers during the learning process effectively. The facilitator should not interrupt whenever the learner is providing the answers. On the other hand, the facilitator raises the issue to the learner to let he/she think, review, revise, reflect, and summarize the fruitful answers to complete his/her learning program.

Evaluation: The learner provides the answers that cover all the in-depth interview questions or raise issues and also answers the program's objective. In phase 2, it is to find the information about needs, objectives, approach, supportive facilities, and the assessment to create his/her personalized workplace learning plan construction to solve his/her problem about the cultural difference that happens in his/her working context.

(IV) Phase 3: The development of a personalized workplace learning program to learn about cultural intelligence

Objective: to develop personalized workplace learning to enhance cultural intelligence of international airline cabin crew.

Content: In this step, the facilitator and learner help each other to analyze, summarize, and create his/her personalized workplace learning program to enhance cultural intelligence of the cabin crew from the international airlines. They both help each other to analyze and summarize the data from phase I and phase II, then design his/her learning program.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Activity: These are the steps to conduct Phase 3's learning activity:

1) The facilitator continues creating the climate of the learning room to let the learner experience a comfortable and friendly climate. The learner will be able to feel tired from the previous step, therefore it is the facilitator's job to continue the learning process. It will be able to facilitate learner to feel relaxed, comfortable, and ready to learn with the facilitator.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole learning process. In phase 3, it is to analyze, summarize, and create his/her personalized workplace learning program to enhance cultural intelligence of the cabin crew from the international airlines.

3) The facilitator begins raising the issues and asking questions to let help learner design his/her learning program by integrating the data from phase I and phase II to create each learner's personalized workplace learning program to enhance cultural intelligence.

4) The facilitator lets the learner freely create and design the learning program by always helping him/her during the process.

5) At the end of the step, the facilitator review and reflect learner's personalized workplace learning program that he/she has designed by himself/herself for the confirmation.

6) The facilitator records learner's personalized workplace learning program to enhance cultural intelligence.

Facilitating Instrument: The guiding issues and steps for the program. The guiding issues and steps help facilitator and learner to develop the personalized workplace learning program to enhance cultural intelligence of international airline cabin crew.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Observation Issues	Note
Empowering	
Designing the Learning Plan -Learning Need	

Observation Issues	Note
-Learning Objective -Learning Strategy -Learning Evalution	
Reflecting	

4) Empowering

Learner: The learner can begin everything with the problems first. He/she can always raised the questions that he/she is curious of. Learner can take some times at this stage. Learner should finish the empowering process with the positive vibes to go on the next process. And at the end of the stage, leaner should be focused on the problem that he/she wanted to fix.

Facilitator: The facilitator can begin the empowering process by setting up the friendly climate for learning. Facilitator can help learner to finish the empowering stage by raising many words, phrases and sentences to empower them. For example, “I love your point of view, please continue explaining about it.”, “About that issue, is there nothing else you what to say about it?” The facilitator should concern about the dead-air situation during the empowering stage. Whenever

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

the learner took time to think about something, the facilitator can provide some times to let learner think about it. The facilitator should always observe learner's facial expressions, actions and the whole behavior of the learner.

5) Designing the learning plan

- **Identify the learning need**

Learner: The learner can take some times to consider, think and rethink about the ideas about his/her need in learning. At the end of the stage, learner clearly identifies to the facilitator about what he/she need to learn in order to solve each specific problem.

Facilitator: The facilitator lets learner to freely think and rethink about her learning need until he/she confirmed her learning need with the facilitator. The facilitator finally rephase learner's learning need again for the confirmation.

- **Identify the learning objective**

Learner: The learner can create more than one objective in learning that relevant to the problem and the learning need that they have identified aforementioned. The learner then identifies the learning objective in learning to solve each specific problem.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator: The facilitator supports the learner by restating and emphasizing what they have identified. The facilitator finally rephase learner's learning objective again or raise some questions to confirm learner's learning objective.

- **Identify the learning strategy**

Learner: For learner, this is the stage that learner can show his/her creativity to create how to learn by themselves. The learner can take some times at this stage since it is the stage that the leaner must go all the way. Also, the learner can go with any kinds of technology to help they learn best by their own ability. They can go with any social media platform that they are good at. The learner can

ask the facilitator for helps in order to plan the learning strategy. Then, the learner can clearly explain his/her learning strategy.

Facilitator: The facilitator helps the leaner by raising some issues to let leaner figures out the learning strategy by himself/herself. The facilitator should support the ideas of leaners that he/she wants to go for any types of technology or social media platforms that will help them learn best in their own pace and time. Then, the facilitator helped the learner to clarify each step of his/her learning strategy until the learner is done. The facilitator lets the learner take their time to carefully think and consider about the learning strategy.

Identify the learning evaluation

Learner: Learner can take time to identify his/her learning evaluation. It should be the evaluation that suits with the learner's learning need, learning objective, and learning strategy aforementioned. When the learner is confident in what he/she plans to do, then he/she can clearly identify his/her learning evaluation.

Facilitator: The facilitator supports the learner by restating and emphasizing what they Have identified aforementioned. The facilitator lets learner freely create and identify the learning evaluation that suits the whole learning process the most.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) Reflecting

Learner: At this stage, learner can freely reflect what he/she wants to state about what they have learnt, what they have experienced in the learning process. Learner can take as much as time to reflect until he/she reach the saturated point.

Facilitator: The facilitator lets the learner freely reflects what he/she has learnt for the whole learning processes. At this stage, the facilitator should keep silent to let the learn reflect what they have learnt, what they have experienced. But

the facilitator can express some of the words, phrases, or sentences to let the learner reflects best.

Facilitator Role: The role of facilitator is to fully help the learner to effectively design and create the personalized workplace learning program to enhance cultural intelligence of international airline cabin crew. During the stage, the facilitator always reviews and reflects what learner has made the decision.

Evaluation: The facilitator reflects the completed personalized workplace learning program that suits with what learner has plan. The facilitator also checks the result from the data in the two previous phases.

(V) Phase 4: The results after employing the personalized workplace learning program to learn about cultural intelligence

There are two parts in this phase

Part I: The result from people who come from different cultural backgrounds at workplace

Part II: The result from cabin crew's self-reflection

Part I: The result from people who come from different cultural backgrounds at workplace

Objective: To get the results about the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at his/her workplace. This phase aims to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

Content: To evaluate the learning program, the facilitator has to get the results from the person who is from different cultural backgrounds at his/her workplace. It is to confirm the development of cabin crew in learning about cultural intelligence from is on the right track. This is another important step of the learning program since the facilitator and learner will be able to check the results from what

learner has learnt from the program. The objective is to to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

Learning Activity: These are the steps to conduct the Phase 1's learning activity:

1) The facilitator sets up the climate of the learning room to let the person who is from different cultural backgrounds at the learner's workplace experience the comfortable and friendly climate. This will help him/her feel relaxed, comfortable, and ready to provide answers with the facilitator. In phase V, it is to know results about the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at learner's workplace experience.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole interview process.

3) The facilitator asks the person who is from different cultural backgrounds at learner's workplace experience for the permission to record the voice or video by clearly explaining the objective of recording.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4) The facilitator begins raising the issues and asking questions to let the person who is from different cultural backgrounds at learner's workplace experience explain what and how he/she want to express about each specific issue and question.

5) The facilitator lets the person who is from different cultural backgrounds at learner's workplace experience freely answer by not interrupting during the interview process.

6) The facilitator must be focus on the conversation during the interview process and always give the person who is from different cultural backgrounds at learner's workplace experience the positive environment.

7) The facilitator analyzes the data from each person who is from different cultural backgrounds at learner's workplace experience to know about the results of the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at learner's workplace experience.

Facilitating Instrument: The guiding questions to obtain the results about the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at his/her workplace.

1) Practices reflecting cultural intelligence	
1.1) Do you think that cabin crew is aware of the cultural knowledge when interacting with you are from different cultural backgrounds? How?	
1.2) Do you think that cabin crew adjusted his/her cultural knowledge to effectively deal with y who are from different cultural backgrounds? How?	
1.3) Do you think that cabin crew checks the accuracy of his/her cultural knowledge as he/she interacts with you who are from different cultural backgrounds? How?	

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2) Problem-solving ability reflecting cultural intelligence	
2.1) Do you think that cabin crew understands how to deal with your cultural values? How?	
2.2) Do you think that cabin crew understands how to use verbal language when communicating with you who are from different cultural backgrounds? How?	
2.3) Do you think that cabin crew understands how to use non-verbal language to you when communicating with you who are from different cultural backgrounds? How?	
3) Expression of attitudes reflecting cultural intelligence	
3.1) Do you think that cabin crew enjoys interacting with you who are from different cultural backgrounds? How?	
3.2) Do you think that the cabin crew is confident that he/she can socialize with you who are from different cultural backgrounds? How?	

ทยาลัย
UNIVERSITY

3.3) Do you think that cabin crew can deal with the stresses of adjusting to your cultures? How?	
3.4) Do you think that cabin crew understands your point of view who are from different cultural backgrounds? How?	
3.5) What are things that you are impressed with cabin crew when he/she work, deal or function with you who are from different cultural backgrounds?	

Facilitator Role: The role of facilitator is to facilitate the person who is from different cultural backgrounds at learner's workplace experience to effectively provide the answers during the interview process. The facilitator should not interrupt whenever he/she is providing the answers.

Evaluation: The person who is from different cultural backgrounds at learner's workplace experience provides the answers that cover all the in-depth interview questions or in-depth interview raising issues and also answer the objective of this phase.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Part II: The result from cabin crew's self-reflection

Objective: To get the results about the development of cabin crew in learning about cultural intelligence from his/her own self-reflection. This phase aims to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

Content: To evaluate the learning program, the facilitator has to get the results from the cabin crew's self-reflection. It is to confirm the development of cabin crew in learning about cultural intelligence from is on the right track from the cabin crew's self-reflection. This is another significant step of the learning program since the facilitator and learner will be able to check the results from what learner has learnt from the program. The objective is to to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

Learning Activity: These are the steps to conduct learning activity:

1) The facilitator sets up the climate of the learning room to let the learner the comfortable and friendly climate to do the self-reflection. This will help him/her feel relaxed, comfortable, and ready to provide answers with the facilitator. In part, it is to know results about the development of cabin crew in learning about cultural intelligence from the cabin crew's self-reflection.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole interview process.

3) The facilitator asks the learner for the permission to record the voice or video by clearly explaining the objective of recording.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4) The facilitator begins raising the issues and asking questions to let learner explain what and how he/she wants to express about each specific issue and question.

5) The facilitator lets the learner freely answer by not interrupting during the interview process.

6) The facilitator must be focused on the conversation during the interview process and always learner's experience the positive environment when he/she is doing self-reflection.

7) The facilitator analyzes the data from the cabin crew's self-reflection to know about the results of the development of cabin crew in learning about cultural intelligence from the cabin crew's self-reflection.

Facilitating Instrument: The guiding questions to obtain the results about the development of cabin crew in learning about cultural intelligence from the cabin crew's self-reflection.

1) Practices reflecting cultural intelligence

1) Practices reflecting cultural intelligence	
1.1) Do you think that you are aware of the cultural knowledge when interacting with him/her from different cultural backgrounds? How?	
1.2) Do you think that you are adjusted your cultural knowledge to effectively deal with him/h are from different cultural backgrounds? How?	
1.3) Do you think that you check the accuracy of your cultural knowledge as you interact with him/her who is from different cultural backgrounds? How?	
2) Problem-solving ability reflecting cultural intelligence	
2.1) Do you think that you understand how to deal with his/her cultural values? How?	
2.2) Do you think that you understand how to use verbal language when communicating with him/her who is from different cultural backgrounds? How?	
2.3) Do you think that you understand how to use non-verbal language to when communicatin	

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

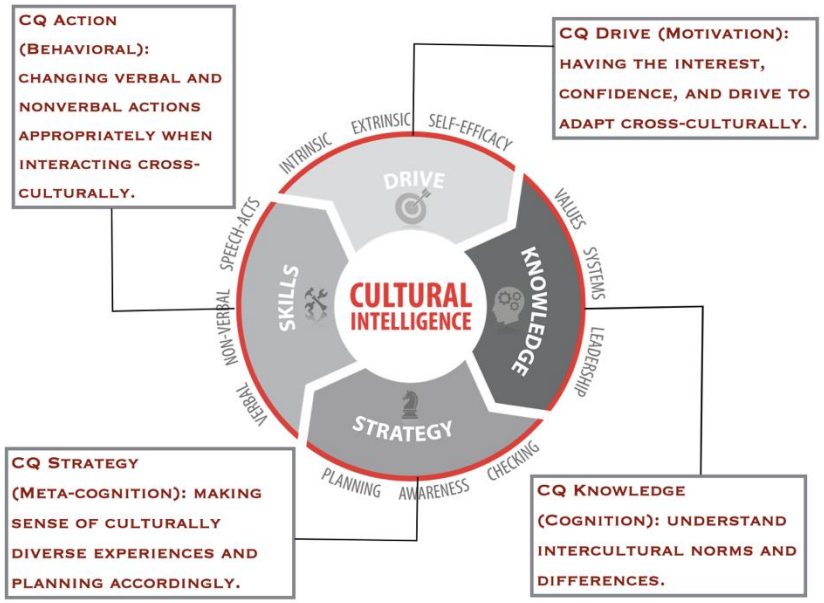
him/her who are from different cultural backgrounds? How?	
3) Expression of attitudes reflecting cultural intelligence	
3.1) Do you think that you enjoy interacting with him/her who is from different cultural backgrounds? How?	
3.2) Do you think that you are confident when socializing with him/her who is from different cultural backgrounds? How?	
3.3) Do you think that you can deal with the stresses of adjusting to him/her who is from different cultural backgrounds? How?	
3.4) Do you think that you understand his/her point of view who are from different cultural backgrounds? How?	
3.5) What are things that you are impressed with yourself when you work, deal or function with him/her?	

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator Role: The role of facilitator is to facilitate to effectively provide the answers during the interview process. The facilitator should not interrupt whenever he/she is providing the answers.

Evaluation: The learner provides the answers from self-reflection that cover all the in-depth interview questions or in-depth interview raising issues and also answer the objective of this phase.

Program Outcomes: Cultural Intelligence



For the program learning outcomes should have the following attributes:

1) Cognitive cultural intelligence is the general knowledge and comprehension regarding cultural institution, norms and practices.

2) Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding and thinking process about different cultures.

3) Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding, and getting involved in different cultural environments.

4) Behavioral cultural intelligence is the appropriate and action indexing with the people from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CHAPTER 5

CONCLUSION, DISCUSSION & SUGGESTION

This chapter presents the overall picture of this research study. There are research objectives, methodology, conclusion, and discussion, together with the suggestions for further studies in the future and those interested in or are relevant to the research title. They will be able to adapt it to develop a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airline organizations in Thailand and all over the world. The followings are the detail of the chapter.

RESEARCH OBJECTIVES

This research study is about "the development of a personalized workplace learning program to enhance cultural intelligence of cabin crew from international airlines." The significant research objectives of this research study. The researcher employed research and development (R&D) to answer the research objectives of the study, which aimed 1) to explore the background of each cabin crew from the international airlines concerning cultural intelligence, 2), To develop a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines. and 3) to propose guidelines for the development of a personalized workplace learning program to enhance cultural intelligence for cabin crew from the international airlines. And these are two research objectives of the study, 1) to develop the personalized workplace learning program to enhance cultural intelligence for cabin crew from the international airlines, and 2) to propose guidelines for the development of a personalized workplace learning program to enhance cultural intelligence for cabin crew from the international airlines.

RESEARCH METHODOLOGY

The researcher divided the process of the research into five phrases according to research questions as follows:

The first phase: The analysis of the background of the cabin crew to learn cultural intelligence

The second phase: The development of the personalized workplace learning program to learn about cultural intelligence

The third phase: The results after employing the personalized workplace learning program to learn about cultural intelligence

The fourth phase: The guideline of the development of the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

RESEARCH CONCLUSION

This research study is about "the development of a personalized workplace learning program to enhance cultural intelligence of cabin crew from international airlines." These are the conclusion of the research study.

Research Question 1: What would be the background of each cabin crew from the international airlines concerning cultural intelligence?

Point 1: Understanding about cultural intelligence of the cabin crew

Cultural intelligence is one of the necessary skills that help individuals deal with diversity and differences from other cultural knowledge and experience. It is the skill to help people effectively deal with other people from different cultural backgrounds. The culture of each individual comes from experiences in life that people have experienced before, learning, failing, fixing, improving, changing, and familiarizing with every culture, which sometimes can be similar and sometimes can be different. Even though people come from the same hometown, it does not mean that they have the same thought, beliefs, worldviews, or way of life. Moreover, to

work in international airlines, they cannot avoid working with people from different cultures and backgrounds. Even though people have the opportunity to work in one of the world's most famous international airlines, the airline organization still has the old traditional cultures that have been with the airline organization for a long time. All the cabin crew needs to learn how to work, live, and deal with old and new cultures. The cabin crew should understand and get to know more of their colleagues before working, dealing, and functioning with the passengers. Therefore, cultural intelligence will be the skill that can enhance their competency to work, deal, and live with other people who come from different cultural backgrounds. Everybody comes from different cultures and backgrounds; the cabin crew cannot employ only one strategy to work and deal with everyone. Therefore, the cabin crew should employ one strategy for one person. They should not use the same strategy to solve every problem about cultural diversity in the workplace. The importance of cultural intelligence is an essential skill for the organization. Cultural intelligence is one of the practical skills that will unite everyone in the organization to understand more about others when working. Cultural intelligence is one of the essential skills of the cabin crew and everyone in the organization. The organization can create a cultural intelligence course for everyone. The training course about cultural intelligence will be able to unite everyone in the organization to understand more about others when it comes to working. In addition, cultural intelligence will be one of the skills that help the organization change the workplace's climate to a more friendly and more beautiful workplace.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Experiences in Learning Cultural Intelligence of Cabin Crew

As the cabin crew, they have to confront new flights, new people, new passengers, new colleagues, and new things in life. The cabin crew must plan many strategies to learn new knowledge about cultures by watching on social media, searching it on the internet, or even asking the real people from other cultures. The

cabin crew should believe that the more they learn about other cultures, the more they have the stories to talk about and discuss with the passengers and people around them. It is not just for working and dealing with other people from different cultural backgrounds every day. The cabin crew works with the passengers every day. They also learn everything new from them every day. Cabin crew always look for ways to learn how to integrate new knowledge that they have seen, learned, studied, and read with all the experiences throughout their life.

Many helpful platforms can help cabin crew enhance their knowledge and skills about cultures. Since people spend most of their time surfing the internet all over social media, using various online sources is the most effective way to solve the problems in their working context. And these are some examples of the popular platforms that cabin crew loves spending their time surfing new knowledge to solve problems.

- Google. Google is an effective platform that helps learners look for the answers that can best solve their problems. It is effective for them as they learn many things from there and it is fast. They can use many sub-platforms on google, such as google scholar, google classroom, Google Forms, Google Maps, and Google calendar.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

- YouTube. YouTube is another platform that helps learners gain the knowledge to solve each particular problem. The cabin crew can watch the solutions from many vloggers on YouTube. There is not just one or two, but they should watch more than five of them solve that specific problem effectively.

- Twitter. Twitter is another platform where learners can get what they need to learn in many ways. It contains considerable knowledge and comments and suggestions from various kinds of people. Moreover, it is not only in Thailand but all around the world. Cabin crew always apply what they want to learn, figure out, and

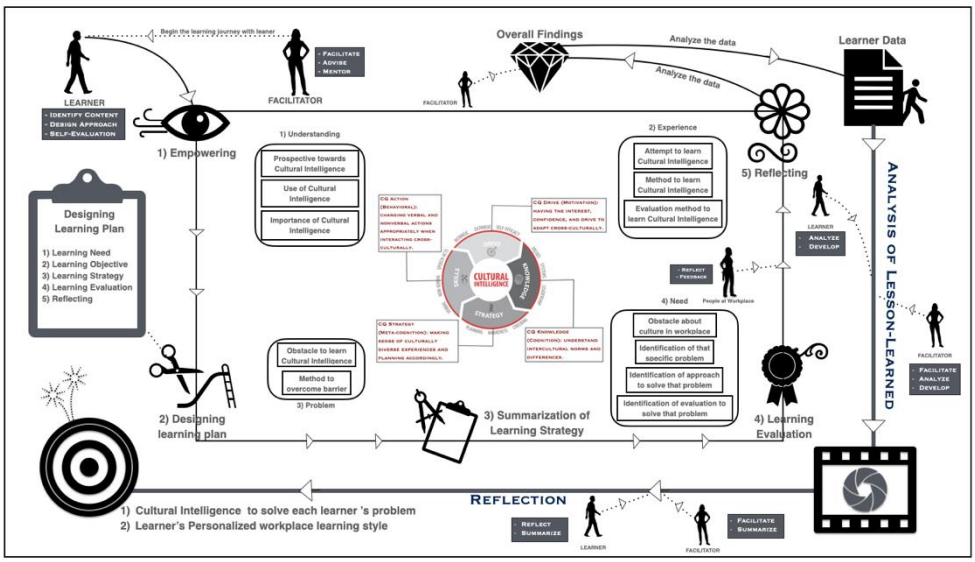
study with the experiences as they have to apply the knowledge to solve the real-life problems on every flight.

Problems in Learning Cultural Intelligence of Cabin Crew

First of all, time is one of the biggest obstacles for all cabin crew. The cabin crew needs to spend time resting, sleeping, relaxing, and staying with their family or those around them. Therefore, there has been just limited time for all of them. They do not have enough time to learn something new. Moreover, it is tough for the cabin crew job to fly to many different countries worldwide; time zone can be the most challenging issue. Another obstacle can be when the cabin crew always uses only one strategy to figure out the problems about other cultures in their working context.

Research Question 2: What would be the learning program appropriate to the nature of each cabin crew from the international airlines and their working context?

Part 1) The process of personalized workplace learning program to enhance cultural intelligence of cabin crew from the international airlines



1) Empowering

The learner can begin everything with the problems first. He/she can always raise questions that he/she is curious about them. The learner can take some time at this stage. The learner should finish the empowering process with positive vibes for the next process. And at the end of the stage, the leaner should be focused on the problem that he/she wanted to fix.

The facilitator can begin the empowering process by setting up the friendly climate for learning. The facilitator can help the learner to finish the empowering stage by raising many words, phrases, and sentences to empower them. For example, “I love your point of view. Please continue explaining it.”, “About that issue, is there nothing else you what to say about it?” The facilitator should concern about the dead-air situation during the empowering stage. Whenever the learner takes time to think about something, the facilitator can provide some time to let the learner think about it. The facilitator should always observe the learner’s facial expressions, actions, and the whole behavior of the learner.

2) Designing the learning plan

2.1) Identify the learning need

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The learner can take some times to consider, think and rethink the ideas about his/her need in learning. At the end of the stage, the learner identifies to the facilitator what he/she needs to learn in order to solve each specific problem.

The facilitator lets the learner freely think and rethink her learning need until he/she confirms her learning need with the facilitator. The facilitator finally rephased the learner’s learning need again for confirmation.

2.2) Identify the learning objective

The learner can create more than one objective in learning relevant to the problem and the learning need they have identified aforementioned. The learner then identifies the learning objective in learning to solve each specific problem.

The facilitator supports the learner by restating and emphasizing what they have identified. The facilitator finally rephrases the learner's learning objective again or raises some questions to confirm the learner's learning objective.

2.3) Identify the learning strategy

For the learner, it is the stage that learners can show their creativity to create how to learn by themselves. The learner can take some time at this stage since it is the stage that the learner must go all the way. Also, the learner can go with any technology to help them learn best by their ability. They can go with any social media platform that they are good at. The learner can ask the facilitator for help in planning the learning strategy. Then, the learner can clearly explain his/her learning strategy.

The facilitator helps the learner by raising some issues to let the learner figures out the learning strategy by himself/herself. The facilitator should support learners' ideas that he/she wants to go for any type of technology or social media platforms that will help them learn best at their own pace and time. Then, the facilitator helped the learner clarify each step of his/her learning strategy until the learner was done. The facilitator lets the learner take their time to think and consider the learning strategy carefully.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2.4) Identify the learning evaluation

The learner can take time to identify his/her learning evaluation. It should be the evaluation that suits the learner's learning need, learning objective, and learning strategy aforementioned. When the learner is confident in what he/she plans to do, then he/she can identify his/her learning evaluation

The facilitator supports the learner by restating and emphasizing what they have identified aforementioned. The facilitator lets the learner freely create and identify the learning evaluation that suits the whole learning process the most.

3) Reflecting

At this stage, the learner can freely reflect on what he/she wants to state about what they have learned and what they have experienced in the learning process. The learner can take as much time to reflect until he/she reaches the saturated point.

The facilitator lets the learner freely reflects on what he/she has learned during the whole learning process. At this stage, the facilitator should keep silent to let the learners reflect on what they have learned and experienced. But the facilitator can express some of the words, phrases, or sentences to let the learner reflects the best.

Part 2) The characteristics of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

1 Flexibility. Personalized workplace learning aims to provide the employees with the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena in real-time, anywhere, or anytime. The employees can study at their own pace, the time and place of their choosing.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2 Technology. Personalized workplace learning provides the employee's technology as the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address employee needs and promote individual success.

3 Co-creator. Personalized workplace learning lets the employees' voice be a core part of decision-making and negotiated personal learning programs for all employees. Plus, it includes negotiated project work, rather than whole-class teaching, and modes of assessment selected to give the best possible fit to a personalized curriculum. The employees are expected to interact with other learners

from the broader world, going out into the community for parts of their learning and learner support, primarily through facilitators working together as a team.

4 **Self-discovery**. Personalized workplace learning lets the employees choose the fit learning platform with their job to meet personal needs, interests, and abilities to promote independence and dependability. It enhances job skills and a sense of responsibility toward others to improve creative, intellectual, social, and moral growth and develop personality effectively in their workplace.

Research Question 3: What is a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines?

Part XI: The results of Proposing the Guideline of the Development of the Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines

The researcher developed and created a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines in APPENDIX K. And these are the conclusions for the guideline.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) The guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines can be applied and used to support many airline organizations and international organizations that have to work and deal with other people from other different cultural backgrounds. Developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines can support the employees to learn about cultural intelligence better. The program depends on each need to learn about cultural intelligence. For a guideline of developing a personalized workplace learning program to enhance the cultural

intelligence of cabin crew from the international airlines. Each of the points will be discussed individually as each of them is seen to be significant to discuss the guideline for the development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines.

2) This guideline of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines allows the airline organization to take the initiative for their knowledge and skill to solve the problem they want to solve. Learners can perform best when they are intrinsically motivated. They do not need any extra pushing or prodding. They are willing to go the extra mile to learn something new. The personalized workplace learning program to enhance the cultural intelligence of cabin crew from international airlines makes learners intrinsically motivated to learn about cultures. Instead of being told what to learn, they can choose their path out of a set of alternatives. Since what they choose is personally meaningful to each of them, the learners themselves have intrinsic motivation to succeed.

3) In case of modern ed-tech, this guideline of developing personalized learning is easier and more effective in the airline organization. The facilitator and learner can use collaboration software like learning tool in Google or communication software. Ed-tech helps learners practice learning and working in a personalized workplace learning program. It resembles the sort of activities that learners in the personalized workplace learning experience.

4) The guideline suggests that learners can choose their path in personalized learning classes. Nevertheless, their path can still overlap with other learners. It creates opportunities for collaboration and peer review. With personalized workplace learning, learners (employees) can also teach or present their knowledge to the class. It is an excellent way for the learner to prove their learning. It also

widens the breadth of topics explored in the classroom because each learner can effectively explore a new avenue of learning.

5) The guideline of developing a personalized workplace learning program allows sidesteps problems with standardized tests. It is because not all learners prove their knowledge best on tests. Some may do better with essays, presentations, or creative projects. This guideline for developing personalized learning sidesteps these problems. When learners are allowed to choose how to prove their learning, they may choose an alternative method. For example, they could make a presentation or creative project.

RESEARCH DISCUSSION

Five points emerged and were seen to be engaging in this research study.

Point 1: The importance of learning about cultural intelligence

The key informants in this study expressed the first emphasis that has emerged before in literature and studies on cultural intelligence. For this reason, it was a significant result of this study that the job as a cabin crew is the job that needs to understand the cultural diversities and cultural differences. It is a job that needs to face, deal with, and work with people from cultural backgrounds. Especially the cabin crew from the international airlines, they cannot avoid facing the people from around the world. These people can be passengers, colleagues, or bosses in the workplace. It is coded as a positive view which is relevant to the expression of being critical skills that help cabin crew work effectively. Cultural intelligence can be skilled and flexible in understanding different cultures. It is a system of interacting knowledge and skills linked by cultural metacognition that allows people to adapt, select, and shape the cultural aspects of their environment (P. Richardson, 2008).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The key informants' second emphasis on people should never forget that everyone is different. Even though people come from the same place, it does not

mean that they have the same understanding of norms and implications of cultures. However, if people believe that everyone is different, they will learn how to be more aware of their verbal and nonverbal when dealing with people from different cultural backgrounds. Peterson (2004) defined *cultural intelligence* as the ability to engage in a set of behaviors that use skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts. Crowne (2008) also agrees that cultural intelligence is a multifaceted competency consisting of cultural knowledge, the practice of mindfulness, and the repertoire of behavioral skills. It is a capability to adapt effectively to various cultural settings, allowing individuals to understand and adjust to diverse cultures. It means that cultural intelligence is the versatile competency for successful adaptation to new cultural settings, that is, for unfamiliar environments attributable to the cultural context, which is usually different from their cultural elements.

For the third emphasis, the outcome was that the key informants' views on using cultural intelligence of Thailand's international airline cabin crew in their workplace were necessary and challenging. The key informants stated their positive views on the use of cultural intelligence. The study's most frequently stated positive aspect was that the experiences in dealing and working with other people from different cultural backgrounds could be rich knowledge, especially when it comes to knowledge and comprehension of cultures. Earley (2002) stated that cultural intelligence is a person's capability to successfully adapt to new cultural settings, that is, to unfamiliar settings attributable to cultural context.

In addition to this issue, the fourth emphasis highlighted why the key informants agreed that each culture has its way of living a life. When one individual goes and has to work, deal with, or even live with those, not from the same cultural background, the individual should be aware of knowledge, understanding, and action

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

before working or dealing with them. It is relevant to Dyne, Ang, and Tan (2017). They stated that cultural intelligence could influence the extent to which individuals proactively and effectively adapt to differences in new cultural environments.

The fifth emphasis revealed the importance of the cultural intelligence of cabin crew from the international airlines. The key informants highlighted that cultural intelligence would be one of the key elements to help the employees and the organization develop their abilities to the next higher level. It is relevant to S. Ang et al. (2007)'s statement that cultural intelligence is similar to social and emotional intelligence in that cultural intelligence is a form of interpersonal intelligence. Social intelligence is a broader form of interpersonal or real-world intelligence that refers to the ability to understand and manage others. Furthermore, they also suggested that international organizations should provide courses about cultural intelligence for the employees. It will be one of the crucial skills to drive the organization in the future. Similarly, Javidan and Teagarden (2011) suggested that the cultural intelligence model concerns intercultural capabilities only, while the Global Mindset Inventory embraces personality traits, attitudes, worldviews, and capabilities, especially in international organizations.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Point 2: **The importance of the personalized workplace learning program**

The key informants expressed the key informants' first emphasis on personalized workplace learning in this study. For this reason, it was a significant result of this study that each cabin crew has a different obstacle to cultural diversity and difference in the workplace. Each of them experiences different situations in the workplace. In order to learn about the knowledge and skills to solve each specific problem, each of them has to identify a clear learning need. Since the working style, timing, nature of work, and experiences for the job as the cabin crew are different and diverse from other jobs. The cabin crew needs the learning platform that best

suits the nature of the job. Especially the cabin crew from the international airlines have to work on the flights to many different destinations around the world. It is relevant to Nganji and Brayshaw (2015) study about personalizing learning materials for students with multiple disabilities in virtual learning environments. This research study aimed to address how virtual learning environments can be designed to include the needs of learners with multiple disabilities. It shows how specific learning materials from a massive repository of learning materials can be recommended to learners with various disabilities. It is made possible by employing semantic web technology to model learners and their needs. The study suggested three techniques are discussed to combine requirements. Simple logical operators, knowledge-based rules, and machine learning-based rule induction are combined in this integrated approach. It is hoped that developers of e-learning systems will be encouraged from this approach to design fully inclusive virtual learning environments. The research study is coded as a positive view relevant to the expression that personalized workplace learning programs can help cabin crew learn effectively. The personalized workplace learning program can provide them with a flexible learning platform that supports their learning cultures. It is a learning that delivers the learning platform that adapts to each individual.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The second emphasis that has emerged before in literature and studies on personalized workplace learning programs supports each need of learning to the employee as the learner in their working context. The teacher or facilitator should always remind themselves that every learner has a different need for learning. They cannot deny that all learners have the exact learning needs. This finding is linked to Cheung et al. (2021),who presented that personalization is the action or process that aims to design and produce something that meets the individual requirements. When borrowing this idea to the educational context, it refers to how the individual

students' learning needs can be addressed in the teaching and learning process. Not just a concept or technology, personalized learning has evolved as one among another teaching and learning practices. It is with promising results revealing that 1) personalized learning emphasizes student-centered learning that addresses individual learning strengths, interests, and needs and caters to their learning differences. 2) it allows flexibility in the learning mode, process, time, and space. And 3) it supports students in taking ownership of their learning.

The third emphasis shows that the key informants' views on the facilitator/teacher for personalized workplace learning were crucial to the program. The duty of facilitators for the personalized workplace learning is memorable and challenging as they have to focus and be concentrated on the learner's perspective, idea, behavior, action, reaction, need, change, or even emotion during the learning process.

The facilitator showed positive views on the personalized workplace learning program since they can learn together with the learner in every procedure of the learning process. They can learn with the learning from the first step of the learning process. It is empowering following by designing the content to learn. They also can help the learner identify the needs of learning. They can also help support the learner by providing help and helpful facilities during the learning process. Similarly, Bishop et al. (2020) explored the teacher roles in the personalized learning environment. The study examined the roles of teachers in personalized learning environments within a policy context of statewide legislation of personalized learning plans, flexible educational pathways, and proficiency-based assessment. The study used data from interviews with a purposefully selected group of 20 elementary and middle school teachers from 11 schools. Findings revealed teachers' perceptions of their roles as 1) empowerers, 2) scouts, 3) scaffolders, and 4) assessors, as well as

associated strategies within each role that participants perceived to be constructive. The use of role theory illuminated the potential for intraoral conflict and role strain between and among these roles, along with the cultural dimensions of the shift to personalized learning. When (Bingham & Dimandja, 2017b) examined teachers' experiences with and interpretation of personalized learning can be a first step toward understanding personalized learning school design and, consequently, the student outcomes in these schools that may be associated with particular designs and practices. The researcher revealed three central findings. 1) emphases shaped teachers' experiences on student discipline and accountability, 2) consistent use and analysis of student data was an essential characteristic of instruction, 3) teachers' experiences in implementing personalized learning differed according to teachers' levels of experience.

For the fourth emphasis, it highlighted the instrument to assess what the learner has learned from the personalized workplace learning program. Since the personalized workplace learning lets the learner identify and design every step of their learning process by having the facilitator help them facilitate the learning process. The learner can even identify and design the assessment for their learning process in the personalized workplace program. Therefore, one individual has a chance to identify and design his/her learning assessment. The individual is free to perceive, learn, identify, and freely design his/her learning plan by himself/herself. It is relevant to Olofson et al. (2018) the study of the instrument to measure teacher practice to support personalized learning in the middle grades. The study describes the formulation and initial administration of the survey to 232 teachers in 2016 and 165 teachers in 2017. Exploratory factor analysis provides evidence for factors describing practices for personalized assessment, out-of-school learning, whole group learning in a personalized setting, and technology implementation. Confirmatory

factor analysis with the follow-up sample provided additional support for this structure. Data from these two separate survey administrations demonstrated high internal consistency and moderate correlation across the groups of practices. Shminan and Othman (2015) studied dynamic student assessment to advocate a personalized learning plan. The findings reveal the approach to supporting personalized learning strategies by constructing dynamical student profiling using ubiquitous computing capability. This profiling includes recorded data on learners' affective responses to learning to discern learners' level of motivation and details from generic learner profiles to describe and predict learner learning patterns. Learning pattern data analysis derives conclusions using decision trees. The process can extract information from learners' affective responses and learners' profile data, and relevant correlations between the two data sets can be recognized automatically. A personalized learning component uses this information to offer proactive support to learners. It is achieved by recommending personalized courses of action which are beneficial to the learners.

The fifth emphasis revealed the importance of a personalized workplace learning program. The key informants highlighted that a personalized workplace learning program allows learners to pursue individual learning goals at their own pace. It is vital to implement personalized learning to accommodate students' differences. Therefore, it is essential to implement personalized learning to accommodate students' differences. It is relevant to Chen and Wang (2021) studied individual differences and personalized learning: a review and appraisal. The study presents a state-of-the-art review of the current research investigating relationships between individual differences and personalized learning. The findings revealed that

1. learning style is a significant individual difference considered in works on personalized learning,

2. current works shift to address considerable individual differences instead of a single difference,

3. learner models are widely applied to deal with considerable individual differences in the development of personalized learning,

4. learning styles, prior knowledge, preferences, and ability levels are frequently considered together, and

5. It is a current trend to consider emotion recognition in personalized learning.

Similarly, Kim (2012), in the study of the role of affective and motivational factors in designing personalized learning environments, suggested that the strategies that virtual change agents convey throughout the interactions are constructed to support emotion regulation and motivation based on theories and prior research on emotions and motivation. The availability and customizability of virtual change agents enable the strategies to be implemented in real-time and customized for individual students.

Point 3: The importance of a personalized workplace learning program's component

The key informants' first emphasis on learning plan construction to learn about cultural intelligence was about self-enhancement, which the critical informants expressed in this study. For this reason, it was a significant result of this study that each cabin crew prefers studying at their paces, the time and place of their choosing with the acquisition, personal transformation, collective empowerment, or a host of other phenomena. Similary, Redding (2016) highlighted the personal competencies in personalized learning. This research study revealed that personalized learning is a promising approach to education made practical by advances in technology, magnifying the importance of personal competencies. Underlying the optimism about personalized learning is the belief that a student's desire to learn and effectiveness in learning. It is enhanced when the learning is personalized. The student is given a better choice in

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

selecting topics, greater control over the learning environment and strategies, greater access to learning resources, and frequent feedback about learning progress. Placing the student in a more prominent role in learning magnifies the importance of personal competencies. This study also examined ways that personal competencies can be strengthened through school community, school culture, and the classroom.

The second emphasis highlighted on learning plan construction to learn about cultural intelligence was about freedom. Personalized workplace learning lets learners choose a fit learning platform to meet personal needs, interests, and abilities to promote independence and dependability. Learning has become a lightning rod, attracting new attention outside educational debates. The learners learn how to be creative and entrepreneurial to stay competitive. The finding was relevant to Netcoh (2017) on the study of balancing freedom and limitations: a case study of a choice provision in a personalized learning class. The case study explored how middle school teachers and students experienced and perceived choice within a newly implemented personalized learning class. It found that teachers and students had different values, expectations, and interests related to student choice, which contributed to struggles for power and control within the personalized learning class. Findings suggest teachers may benefit from foregrounding personalized learning as a partnership in which students and teachers bring their voices into conversation while framing the choice as a means toward collaboratively developed learning targets instead of an end in and of itself.

The third emphasis shows that learning plan construction to learn about cultural intelligence was about trust when personalized workplace learning treats learners as active, responsible, and self-motivated, a co-author of the script with the platforms with the ability to integrate with multiple systems for the employees. Similarly, Carchiolo, Longheu, and Malgeri (2010) explored the reliable personalized

learning paths: trust's contribution to E-Learning by exploiting the idea of trustworthiness associated with both learning objects and peers in a P2P e-learning scenario. The researchers tested their proposal on an e-learning network based on MERLOT and ARIADNE data. Results showed the effectiveness of trust in the e-learning context. Kondratova, Molyneaux, and Fournier (2018) studied supporting trust and engagement in personalized learning. The study discussed the benefits and challenges of supporting learner trust and engagement in personalized learning. Personalized learning refers to instruction in which the pace of learning. The instructional approach is optimized for the needs of each learner. Quality of personalization depends on information collected from the learner and stored in a personal profile. The findings revealed that earning personalization, trust, and privacy, and the results of user surveys and usability studies of the LPSS system related to trust, privacy, and user engagement.

For the fourth emphasis, emphasis highlighted on learning plan construction to learn about cultural intelligence was about technology. Since Personalized workplace learning considers learner voice as a core part of decision making, negotiated personal learning programs for all learners using the multiple technological devices and responsive systems to gain a seamless, flexible learning experience. It is relevant to Roberts-Mahoney et al. (2015) on the study of Netflixing human capital development: personalized learning technology and the corporatization of K-12 education. The study explains the educational technology companies and the US Department of Education. A growing movement to apply ‘big data’ through ‘learning analytics’ to create ‘personalized learning’ is currently underway in K-12 education in the United States. While scholars have offered various critiques of the corporate school reform agenda, the role of personalized learning technology in the corporatization of public education has not been extensively examined. The finding revealed that all three types of documents position education within a reductive set

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

of economic rationalities. It emphasizes human capital development, the expansion of data-driven instruction and decision-making, and a narrow conception of learning as the acquisition of discrete skills and behavior modification detached from broader social contexts and culturally relevant forms of knowledge and inquiry. The study also concluded by drawing out the contradictions inherent to personalized learning technology and corporatization of schooling. It argues that these contradictions necessitate a broad rethinking of the value and purpose of new educational technology.

The fifth emphasis revealed the importance of the cooperation factor of personalized workplace learning programs. The key informants highlighted that Personalized workplace learning aims to valorize the learner's full potential and empower individuals through knowledge sharing and co-construction. Since learners in the workplace come from different age groups, educational and professional backgrounds, and different positions in organizations to work, teach and learn together, they can work and learn together with the old-timers and newcomers. Staub et al. (2018) studied on parents' school experience is relevant to the fact that the teacher was lecturing at the front". School-family partnerships in schools with personalized learning concepts. The results revealed that it could be particularly advantageous to center the communication on student progress, focus parent events on education-related topics, and give the parents a voice in the decision-making processes.

Point 4: The personalized workplace learning program appropriate to the nature of each cabin crew from the international airlines and their working context

The key informants' first emphasis on the learning program appropriate to the nature of each cabin crew from the international airlines and their working context was about the belief that each learner is different, expressed by the key informants

in this study. For this reason, each learner can empower themselves to decide what, where, when, and how to learn. They can decide the courses for themselves. The facilitator will not engage learners in the organization's most valuable learning resource. Practice itself with similar, Chen and Wang (2021) on the individual differences and personalized learning: a review and appraisal. These findings revealed that

1. learning style is a prominent individual difference considered in works on personalized learning,

2. current works shift to address considerable individual differences instead of a single difference,

3. learner models are widely applied to deal with considerable individual differences in the development of personalized learning,

4. learning styles, prior knowledge, preferences, and ability levels are frequently considered together, and

5. It is a current trend to consider emotion recognition in personalized learning.

The second emphasis highlighted on the learning program appropriate to the nature of each cabin crew from the international airlines and their working context was about the belief that 'learn what you want, the key informants expressed it in this study. For this reason, learners are free to choose a fit learning platform to meet personal needs, interests, and abilities to promote independence and dependability. He/she has opportunities for such participation and on the extent to which individuals choose to benefit themselves. The finding was relevant to Deed, Lesko, and Lovejoy (2014) on the study of teacher adaptation to personalized learning spaces. Personalized learning spaces emerge in schools as a critical reaction to 'industrial-era' school models. As the form and function of schools and pedagogy change, this places pressure on teachers to adapt their conventional practice. This paper addresses how teachers can adapt their classroom practice to create

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

personalized learning spaces. Personalized learning spaces draw conceptually from several decades of attempts to personalize learning and open up classrooms, both physically and virtually. The finding revealed the influence of context on teacher reasoning and teacher agency when establishing an alternative learning environment.

The key informants' third emphasis on the benefits of a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines was expressed by the key informants in this study. For this reason, it was a significant finding of the study that the guideline moves the learners (employees) along at their own pace. The learners (employees) all have their strengths and weaknesses. Some may quickly grasp the concepts in a working context but slowly grasp some cycle of relationships. Some of them may soak up a relationship like a sponge but fail to get work done in the right way. The pace of learning is not the same for one learner all the time, let alone a whole class of learners. Allowing learners to learn at their own pace gives them the alternatives of learning more where they excel and taking more time where they struggle. When learners move at their own pace, this cuts down obstacles between learners of different skill levels. It is not uncommon for one set of talented learners to outpace the others, grow bored, and become distracted in traditional classrooms. Other learners may struggle and give up. They then think of each other as different for that reason. Personalized learning reduces this problem by allowing all learners to learn at their own pace. It is relevant to Chen and Wang (2021) on the individual differences and personalized learning: a review and appraisal. This research study into this issue has increased over the past decade. Accordingly, this paper presents a state-of-the-art review of the current research investigating relationships between individual differences and personalized learning. The main results from past research include that.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

1. learning style is a significant individual difference considered in works on personalized learning,

2. current works shift to address considerable individual differences instead of a single difference,

3. learner models are widely applied to deal with considerable individual differences in the development of personalized learning,

4. learning styles, prior knowledge, preferences, and ability levels are frequently considered together, and

5. It is a current trend to consider emotion recognition in personalized learning.

The key informants expressed the fourth emphasis that has emerged before in literature and studies on the benefits of a guideline for developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. The personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines allows learners to take the initiative for their knowledge and skill to solve the problem they want to solve. The findings revealed that learners perform best when they are intrinsically motivated. They do not need any extra pushing or prodding. They are willing to go the extra mile to learn something new. The personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines makes learners intrinsically motivated to learn about cultures. Instead of being told what to learn, they can choose their path out of a set of alternatives. Since what they choose is personally meaningful to each of them, the learners themselves have intrinsic motivation to succeed. The results linked to Bishop et al. (2020) who presented personalized earning at a crossroads: early lessons from the next generation systems initiative and the regional funds for breakthrough schools initiative. The Center for Reinventing Public Education (CRPE) conducted a multiyear, multimethod effort to learn how school districts, charter schools, and regional partners can support the successful implementation, expansion, and sustainability of

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

personalized learning in schools. The vision for personalized learning is to tailor instruction to individual students' strengths, needs, and personal interests, often integrating technology to boost student outcomes. CRPE researchers used a combination of field studies, surveys, and secondary data analysis to explore how schools, districts, and partner organizations help to seed and grow personalized learning and the results. Critical questions for the project included: What do principals, teachers, and system leaders need to know and be able to do to support successfully, implement, and scale up PL; What policies and practices--at the classroom, school, district, partnership, and state levels--offered essential supports (and barriers) for successfully implementing and scaling up PL; and What were the early results for teachers and students? Plus, Hodkinson, Biesta, and James (2008) studied the significance of individual biography in workplace learning. The paper draws upon data from four linked research projects to address this problem. After analyzing the theoretical problems and a possible solution, the paper identifies and discusses four overlapping individual dimensions of workplace learning. They are: workers bring prior knowledge, understanding, and skills that contribute to their learning; the habitus of workers influences the ways they co-construct and take advantage of opportunities for learning at work; the dispositions of individual workers contribute to the co-production and reproduction of the workplace culture, and belonging to a workplace community contributes to the developing identity of the workers themselves.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The fifth emphasis shows the key informants' views on the benefit that the development of a personalized workplace learning program gives learners tech skills. Thanks to modern ed-tech, personalized learning is easier and more effective than ever. Students can use collaboration software like Google Docs or communication software. It helps learners prepare for future careers, too. Furthermore, work is rapidly shifting toward online work and virtual collaboration. It resembles the sort of activities that students in the personalized workplace learning experience. Similarly, Xie, Chu, Hwang, and Wang (2019) studied trends and development in technology-enhanced

adaptive/personalized Learning: A systematic review of journal publications from 2007 to 2017. In this study, the trends and developments of technology-enhanced adaptive/personalized learning have been studied by reviewing the related journal articles in the recent decade (i.e., from 2007 to 2017). Specifically, we investigated many research issues such as adaptive/personalized learning parameters, learning supports, learning outcomes, subjects, participants, and hardware. In addition, we found that most of the studies on personalized/adaptive learning still only supported traditional computers or devices. In contrast, only a few studies have been conducted on wearable devices, smartphones, and tablet computers. In other words, personalized/adaptive learning has many potential applications on the above intelligent devices with the rapid development of artificial intelligence, virtual reality, cloud computing, and wearable computing. Through the in-depth analysis of the trends and developments in the various dimensions of personalized/adaptive learning.

The sixth emphasis highlighted that the personalized workplace learning program helps learners learn from each other. Learners (employees) do choose their path in personalized learning classes. However, their path can still overlap with other learners. It creates opportunities for collaboration and peer review. With personalized learning, learners can also teach or present their It to the class. It is an excellent way for the learner to prove their learning. It also widens the breadth of topics explored in the classroom because each learner can effectively explore a new avenue of learning. It is relevant to Abdelaziz and Al-Ali (2020) study on promoting personalized learning skills: The impact of collaborative learning (a case study on the general directorate of residency and foreign affairs in Dubai). This case study aimed to design a collaborative learning approach and measure its impact on developing personalized learning skills among the employee in the General Directorate of

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Residency and Foreigners Affairs in Dubai (GDRFAD). To achieve this purpose, the researcher adopted and applied two collaborative learning techniques: 1) Sequential Collaboration I (Purposeful) and 2) Sequential Collaboration II (Round Horse). Besides, the research generated a personalized learning conceptual framework and knowledge test based on Bray and McClaskey (2013) to build a personalized learning agency through collaborative learning in a governmental organization. This model addresses seven integrative dimensions to build a learning agency: voice, choice, engagement, motivation, purpose, ownership, and self-efficacy. This case study presents how this collaborative approach assists learners (trainees) promote their personalized learning skills and building learners' agency in the GDRFAD. Personalized learning skills and competencies have become an integral part of any learning organization in the 21st century. The study concluded that collaborative learning has the potential to revamp traditional learning and training approaches to build a culture of unique performance.

Furthermore, Bruce, Patrick, Schneider, and Vander (2017) studied the overview of personalized learning for schools, families & communities. This report aims to inform schools, families, and communities about the potential of personalized learning and empower them with ways to support the shift to student-centered learning. The authors define personalized learning and describe why it matters. They highlight examples of personalized learning in action to show how it differs from traditional learning and what personalized learning means for students and teachers. They provide recommendations for how parents, families, and communities can support the transformation of their schools. The seventh emphasis revealed the benefit of the personalized workplace learning program. The key informants highlighted that a personalized workplace learning program allows sidesteps problems with standardized tests. It is because not all students prove their knowledge best on tests. Some may do

better with essays, presentations, or creative projects. Standardized tests create incentives for teachers to "teach to the test." They do not go beyond the basic program and force all learners to think exactly alike. Personalized learning sidesteps these problems. When learners are allowed to choose how to prove their learning, they may choose an alternative method. For example, they could make a presentation or creative project. Also, where there is no single test, there is no teaching to the test.

For the last emphasis, it highlighted that the personalized workplace learning program prepares learners for the new economy. The new economy developing in the 21st century, especially after the Covid-19 pandemic, is not a "one-size-fits-all" economy. While people had successful careers in a single company in the past, it is now ubiquitous for people to move around a lot in their careers. The old metaphor was the "career ladder"; now, people talk about the "career jungle gym." In order to fit into the needs of the new economy, workers have to be prepared to forge their path. It is what personalized learning encourages. Students in a personalized learning setting will learn how to assess their strengths and weaknesses to decide their path. It is relevant to Peters (2009) study on personalization, personalized learning, and the reform of social policy: the prospect of molecular governance in the digitized society. The study argues that personalized learning has emerged in the last decade as a notable instance of a more generalized response to the problem of the reorganization of the State in response to globalization and the end of the effectiveness of the industrial mass production model in the delivery of public services. The study examines personalization as one of several strategies for overcoming the bureaucratic State and then discusses 'mass-customization' as the discourse from which personalization emerged. Finally, there is an analysis of the

policy discourse of personalization in the United Kingdom, focusing on personalizing learning as the model of future public sector reform.

Furthermore, Whalley, France, Park, Mauchline, and Welsh (2021) The concept of the Fourth Industrial Revolution is relevant to a ubiquitously connected world and its response to Covid-19. Pedagogies need to be aligned with institutional 'quality education' and changes like the undergraduate student intake to formulate a 'Future Educational System' Considerations include students from 'non-traditional' sources adapting to existing university structures and how procedures might accommodate these students in addition to changes and disruptions resulting from Covid-19. Mobile devices allow Personal Learning Environments (PLEs) to be developed following individual students' needs. PLEs allow ubiquitous, flexible structures to develop educational quality. Policies should involve connectivism approaches and active learning via overall curriculum development and appreciate the importance of individual student needs and capabilities, socio-economic and academic. We stress the importance of broadening access to higher education, particularly for those who have been 'neglected' by current procedures.

Overall, the research findings that the researcher summarized, the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines is essential for the cabin crew. Cultural intelligence is one of the essential skills that will unite everyone in the organization to understand more about others when working. Cultural intelligence is one of the essential skills for the cabin crew and everyone in the airline organization. The airline organization can create a cultural intelligence course for every employee since everyone in the airline organization comes from different cultural background. Everyone needs to realize and understand the sensitiveness of other people in the airline organization who do not come from the same or similar cultural environment.

The cabin crew themselves must consider cultural intelligence as one of their essential skills to effectively live, work and deal in the airline organization.

Moreover, it is not only for dealing with the passenger but also for those around them in the airline organization. Plus, the cabin crew needs to understand how to work and deal with passengers. However, it is also essential for them to apply their knowledge, skills, and experiences in real-life situations. It is effective when they can live happily with other people from different cultural backgrounds. Furthermore, most of the cabin crew considers the importance of studying cultures to become part of their life and their soul. They need to learn and experience culture every day. Since the cabin crew has to work on the flights, they learn how to solve the problems with the passengers. They learn how to live, work, and deal with the new group of cabin crew; they learn how to work and deal with them. It is every day that they need to learn new things about cultures. As the cabin crew, they have to confront new flights, new people, new passengers, new colleagues, and new things in life. The cabin crew must plan many strategies to learn new knowledge about cultures by watching on social media, searching it on the internet, or even asking the real people who come from other different cultures.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Because cabin crew always looks for ways or solutions to learn how to integrate new knowledge that they have seen, learned, and studied with all the experiences throughout their life. The personalized workplace learning program was seen as necessary and helpful for cabin crew from Thailand's international airlines to develop the knowledge and skills they think essential for them. It was a significant result of this study that each cabin crew has different obstacles to cultural diversity and differences in the workplace. Each of them experiences different situations in the workplace. In order to learn about the knowledge and skills to solve each specific problem in the airline organization, each of them has to identify a clear learning need. Since the working style, timing, nature of work, and experiences for the job as

the cabin crew are different and diverse from other jobs. The cabin crew needs the learning platform which best suits their natural cabin crew job. Especially the cabin crew from the international airlines have to work on the flights to many different destinations around the world. The personalized workplace learning program supports the cabin crew's need to learn as a learner in an airline organization. The teacher or facilitator for the personalized workplace learning should always remind themselves that every learner has a different need for learning. The duty of facilitators for personalized workplace learning is memorable and challenging as they have to focus and be concentrated on the learner's perspective, idea, behavior, action, reaction, need, change, or even emotion during the learning process.

The personalized workplace learning program allows learners to pursue individual learning goals at their own pace. It is essential to implement personalized learning to accommodate students' differences. Therefore, it is crucial to implement personalized learning to accommodate students' differences. Personalized workplace learning lets learners choose a fit learning platform to meet personal needs, interests, and abilities to promote independence and dependability. Learning has become a lightning rod, attracting new attention outside educational debates. The learners learn how to be creative and entrepreneurial to stay competitive. The program shows that learning plan construction to learn about cultural intelligence was about trust when the personalized workplace learning treats learners as active, responsible, and self-motivated. The program considers learner voice as a core part of decision making. It negotiates personal learning programs for all learners by using multiple technological devices and responsive systems to gain a seamless, flexible learning experience. The personalized workplace learning program can enhance cultural intelligence for everyone; it will be able to unite the employees in the airline organization to understand more about others. Most importantly, cultural

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

intelligence will be one of the skills that help the organization changes the workplace climate into a friendly and beautiful workplace.

Point 5: The advantages of a personalized workplace learning program to enhance cultural intelligence

The key informants' first emphasis on the paced learning per individual provides a better understanding and higher engagement in learning about cultural intelligence. For this reason, this method of training can assist learners who are having trouble with specific problems about culture. Since learning about cultures is sensitive and delicate, personalized workplace learning allows learners to slow down and comprehend one section before moving on to the next step to learn about the culture. It is to ensure they have a thorough understanding of what they need to learn. Plus, when the problem in cultures is personal and relevant to learners, they are more likely to be more engaged in the content in solving the problems, which leads to better retention.

The second emphasis highlighted on the easier way of the program to identify and close knowledge gaps. A personalized workplace learning program to enhance cultural intelligence can also allow facilitators to stay informed of the status of each individual to learn about cultural intelligence. If the learner falls behind, the facilitator can identify and close gaps.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

The key informants' third emphasis on the benefits of the program that improves the learner experience and allows facilitators to identify which learning content in cultural intelligence and methods are making the greatest impact. Building a culture around personalized learning improves the learner experience in learning about cultural intelligence. Each of them learns differently, and by meeting learners where they are, a facilitator shows that they care for learners and their development at a personal level. It opens up opportunities for greater peer-to-peer learning and

identifying subject matter experts, increasing the likelihood that your training will make an impact.

The key informants' fourth emphasis is on the fact that the program increases learners' (employees') motivation to do their job well. When learning about cultural intelligence is directly connected to the learner's solution or interests and provides insights, they can immediately use to solve each specific problem in their day-to-day work life, it will likely motivate and equip them to perform better.

The key informants' fifth emphasis is on the fact that the program keeps learners' training materials up-to-date and effective because culture changes every day. Constantly evaluating learner progress through training materials about cultural intelligence gives facilitators insight into the validity, timeliness, and relevancy of the learning content about culture to ensure the most efficient and effective training is being taught.

Point 6: The appropriation of guidelines for developing personalized workplace learning programs to enhance cultural intelligence

The key informants expressed the key informants' first emphasis on guidelines for developing personalized workplace learning programs to enhance cultural intelligence will help the organization enhance the cultural intelligence of cabin crew from the international airlines can be applied and used to support many airline organizations and the international organizations that have to work and deal with other people who come from another different cultural background. For a guideline of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. Each of the points will be discussed individually as each of them is seen to be significant to discuss the guideline for the development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

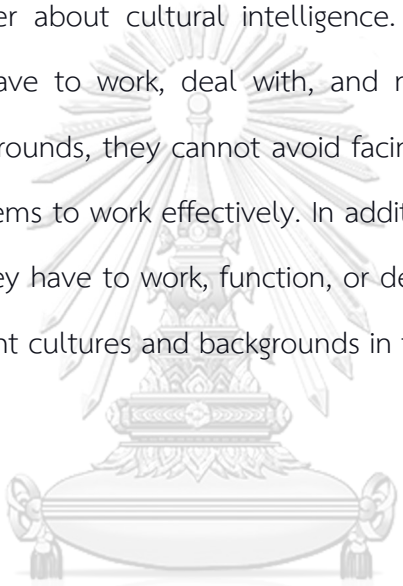
The second emphasis that has emerged is that the guideline of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines can help the organization create a program that allows learners to take the initiative for their knowledge and skill to solve the problem in cultures they want to solve. The guideline will help the training department create a course that allows learners to perform best when they are intrinsically motivated. Learners do not need any extra pushing or prodding. They are willing to go the extra mile to learn something new. Instead of being told what to learn, they can choose their path out of a set of alternatives. Since what they choose is personally meaningful to every one of them, the learners themselves have intrinsic motivation to succeed.

The third emphasis shows that the guideline supports the training department to use more modern ed-tech. It is because personalized learning is easier and more effective than ever. The guideline suggests that learners can use collaboration software like Google Docs or communication software. Ed-tech helps learners practice learning and working in a technological setting. Since Ed-tech helps learners prepare for future careers, too. Work is rapidly shifting toward online work and virtual collaboration. It resembles the sort of activities that learners in the personalized workplace learning experience.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

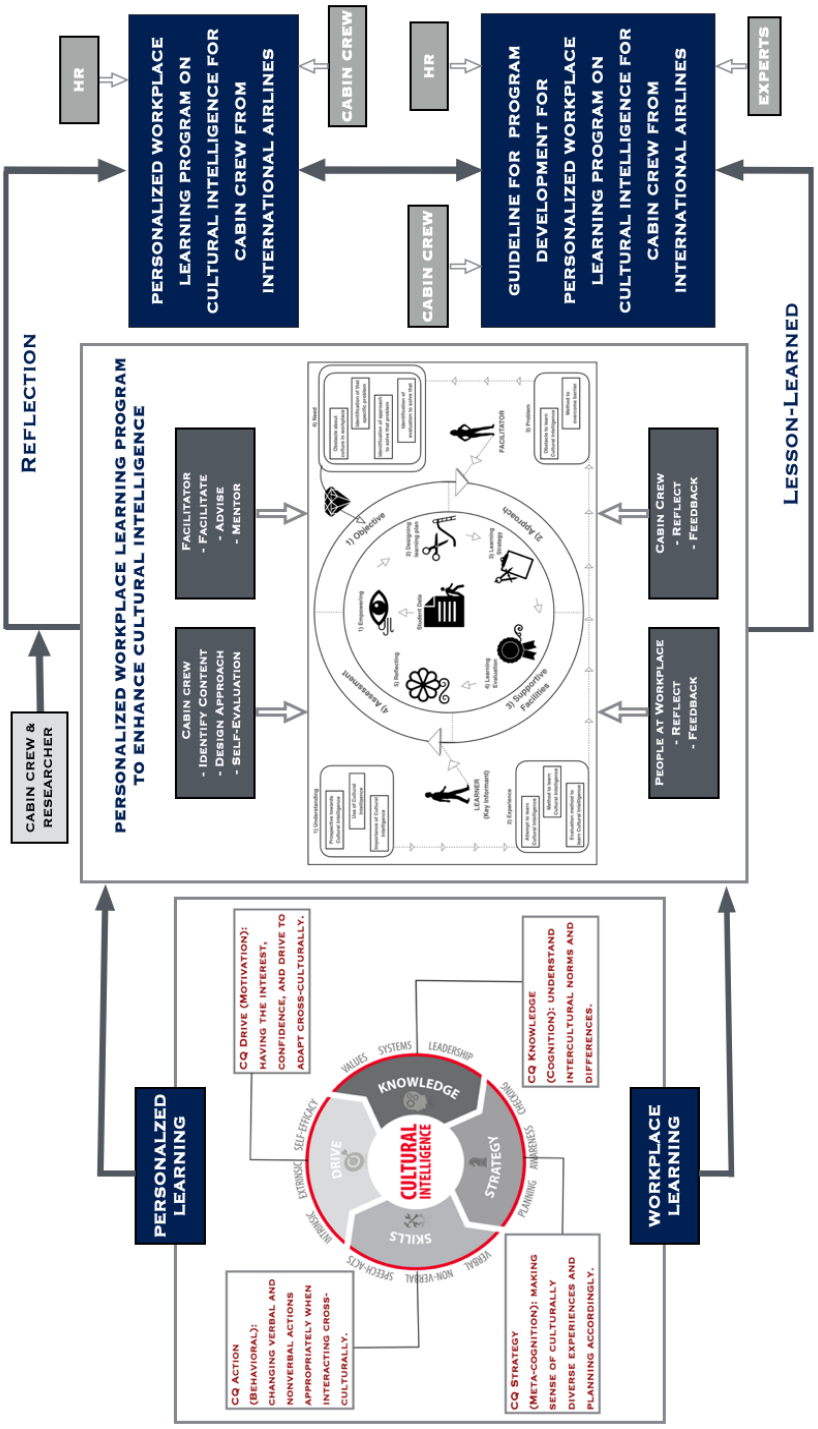
For the fourth emphasis, it highlighted that the guideline empowers learners (employees) to choose their path in personalized learning classes. Nevertheless, their path can still overlap with other learners. It creates opportunities for collaboration and peer review. With personalized learning, learners can also teach or present their knowledge to the class. It is an excellent way for the learner to prove their learning. It also widens the breadth of topics explored in the classroom because each learner can effectively explore a new avenue of learning.

The new economy developing in the 21st century, especially after the Covid-19 pandemic, is not a one-size-fits-all economy, *t*he fifth emphasis revealed another benefit of the guideline that allows learners *to* learn how to assess their strengths and weaknesses to decide their path. With the cabin crew who works for the international airlines. The cabin crew from the international airlines in Thailand can apply the guideline of developing the personalized workplace learning program to enhance the cultural intelligence of cabin crew the international airlines to help their cabin crew learn better about cultural intelligence. As the cabin crew from the international airlines have to work, deal with, and meet new people from other different cultural backgrounds, they cannot avoid facing the difficulty and toughness in solving all the problems to work effectively. In addition, they can effectively solve the problems when they have to work, function, or deal effectively with the people who come from different cultures and backgrounds in their workplace.



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Figure 5. 1 New Knowledge of the Study



RESEARCH SUGGESTION

For research study on the development of personalized workplace learning programs to enhance the cultural intelligence of cabin crew from the international airlines, the researcher presented part 1) the suggestion for implementation and part 2) recommendation for future research studies.

The suggestions implementation

Since the present research is the first study that implemented personalized workplace learning program with cabin crew from the international airlines in Thailand. The research findings of the study have provided preliminary findings for the future study in the fields.

Overall, from the research findings, the cabin crew from the international. Airlines positively enhanced their cultural intelligence skills from each of the personalized workplace learning programs they each created during the whole process. Therefore, the personalized workplace learning program is significantly successful for cabin crew of international airline organizations. The HR from the international airline organization can apply the program to the cabin crew and the airline organization's employees to let enhance their skills and be able to effectively live, work, and deal with other people who come from other different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Another insight from the research findings, since learners come from different cultural backgrounds, they are different. Each learner can empower themselves to decide what, where, when, and how to learn. They can decide the courses for themselves. Plus, the facilitator does not need to engage learners in the organization’s most valuable learning resource, practice itself. The training department can take this reason into their consideration to recreate the training course not only about the cultural intelligence but other courses in the airline organizations.

From the research findings, the nature of each cabin crew from the international airlines and their working context was about the belief that ‘learn what you want. Learners are free to choose a fit learning platform to meet personal needs, interests, and abilities to promote independence and dependability. He/she has opportunities for such participation and on the extent to which individuals choose to benefit themselves. After the pandemics of Covid-19 and during this digital era of the 21st century, airline organizations, especially in training department, should consider ‘Freedom to Learn.’ It is because each cabin crew has a different obstacle in life. Some may have one. Some may have many obstacles in life. Therefore, it is crucial to let them choose what they want to learn when they want to learn, and how they want to learn. The results after employing a personalized workplace learning program can be one of the best alternatives for them to choose.

Another significant finding of the research study is the personalized workplace Program to enhance cultural intelligence appropriate to the nature of each cabin crew from the international airlines and their working context with the belief of ‘we learn from each other.’ The facilitator in the training department can provide adequate support for the learner to complete their learning plans throughout their learning process. The facilitator is the active co-designer of the learning pathway experience. Both facilitator and learner can be co-constructed through interactions between social practice and the individuals participating in that practice. It is not just only learners who learn about it alone, but they also learn from each other with the facilitator, colleagues, or even those around them.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The training department can use the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines to allow cabin crew to take the initiative for their knowledge and skill to solve the problem they want to solve in their workplace. Since the cabin crew can

perform well when they are intrinsically motivated. They do not need any extra pushing or prodding. The cabin crew is willing to learn something new.

The personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines makes them intrinsically motivated to learn about other cultures. The training department can let the cabin crew choose their path out of a set of alternatives. Since what each cabin crew chooses is personally meaningful to every one of them, the cabin crew themselves have intrinsic motivation to succeed.

For training department, cabin crew can use collaboration software like Google Tools or communication applications that can help cabin crew practice learning and working to solve the problems in a technological setting. Technology helps cabin crew prepare for future careers, too. The technology resembles the sort of activities that cabin crew in the personalized workplace learning experience. Airline organizations can take this reason into their consideration.

The training department in an airline organization can apply the guideline of developing a personalized workplace learning program to enhance the cultural intelligence of the cabin crew in their training department. The findings show that the program suits the working context cabin crew the most. The facilitator does not go beyond the basic program and forces all cabin crew to think exactly alike, plus the cabin crew is allowed to choose how to prove their learning. They may choose an alternative method. And it is not just for the airline organization, but also the organization with the international context.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Recommendation for future research studies

For future study, the researcher can apply for the program with other international organizations that have to work, deal with, or function with many people from different cultural backgrounds. Significantly, the researcher can apply it to the organizations in the service industry, such as the hotel industry, tourism

industry, food service industry, and healthcare industry. With a similar context in working and learning behavior, the learners can apply for the program and enhance their cultural intelligence.

The searcher can apply the quantitative method to collect the data in phase I for further study. It is because the researcher can analyze more of the population to generalize the overall cabin crew's learning background of the background of using a personalized workplace learning program to learn about the cultural intelligence of the organization.

The future study should investigate more the international airline organizations to confirm the outcomes and the effectiveness of the personalized workplace program to enhance cultural intelligence.

Furthermore, since the results of this research study are relevant to its own context, it is interesting to conduct further research studies in other contexts of international organizations.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX A

Name Lists of the Experts

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The Names of Experts who Investigates the research instrument 1: An Interview Schedule on Cabin Crew's Background for Learning about Cultural Intelligence

1) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
2) Lecturer Hymmapan Rakaengam	The lecturer in Contemplative Education, Faculty of Education, Mahidol University
3) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
4) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University
5) Assoc.Professor Worarat Pathumcharoenwattana	The lecturer in Lifelong Education Faculty of Education, Chulalongkorn University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Assoc. Professor Duangkamol Traiwichitkhun	The lecturer in Educational Research, Faculty of Education, Chulalongkorn University
7) Lecturer Chakree Kerdsomboon	The lecturer in Educational Psychology and Guidance, Faculty of Education, Kasetsart University

The Names of Experts who Investigates the research instrument 2: An Interview Schedule on Cabin to get Need and Personalized Workplace Learning Plan Construction for Learning about Cultural Intelligence

1) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
2) Lecturer Hymmapan Rakaengam	The lecturer in Contemplative Education, Faculty of Education, Mahidol University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
4) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University
5) Assoc.Professor Worarat Pathumcharoenwattana	The lecturer in Lifelong Education Faculty of Education, Chulalongkorn University
6) Assoc. Professor Duangkamol Traiwichitkhun	The lecturer in Educational Research, Faculty of Education, Chulalongkorn University
7) Lecturer Chakree Kerdsomboon	The lecturer in Educational Psychology and Guidance, Faculty of Education, Kasetsart University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The Names of Experts who Investigates the research instrument 3: Field Observation Notes with Cabin Crew for Learning about Cultural Intelligence

1) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
2) Lecturer Hymmapan Rakaengam	The lecturer in Contemplative Education, Faculty of Education, Mahidol University
3) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
4) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University
5) Assoc.Professor Worarat Pathumcharoenwattana	The lecturer in Lifelong Education Faculty of Education, Chulalongkorn University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Assoc. Professor Duangkamol Traiwichitkhun	The lecturer in Educational Research, Faculty of Education, Chulalongkorn University
7) Lecturer Chakree Kerdsomboon	The lecturer in Educational Psychology and Guidance, Faculty of Education, Kasetsart University

The Names of Experts who Investigates the research instrument 4: An Interview Schedule for People from Different Cultural backgrounds at Workplace

1) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
2) Lecturer Hymmapan Rakaengam	The lecturer in Contemplative Education, Faculty of Education, Mahidol University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
4) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University
5) Assoc.Professor Worarat Pathumcharoenwattana	The lecturer in Lifelong Education Faculty of Education, Chulalongkorn University
6) Assoc. Professor Duangkamol Traiwichitkhun	The lecturer in Educational Research, Faculty of Education, Chulalongkorn University
7) Lecturer Chakree Kerdsomboon	The lecturer in Educational Psychology and Guidance, Faculty of Education, Kasetsart University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The Names of Experts who Investigates the research instrument 5: An Interview Schedule for Cabin Crew's Self-Reflection

1) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
2) Lecturer Hymmapan Rakaengam	The lecturer in Contemplative Education, Faculty of Education, Mahidol University
3) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, Faculty of Education, Kasetsart University
4) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University
5) Assoc.Professor Worarat Pathumcharoenwattana	The lecturer in Lifelong Education Faculty of Education, Chulalongkorn University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Assoc. Professor Duangkamol Traiwichitkhun	The lecturer in Educational Research, Faculty of Education, Chulalongkorn University
7) Lecturer Chakree Kerdsomboon	The lecturer in Educational Psychology and Guidance, Faculty of Education, Kasetsart University

The Names of Experts for the Focused Group to Evaluate the Guideline

1) Mrs. Sutang Wayakorn	The Senior Cabin Crew from Thailand's International Airlines
2) Mr. Pongsatorn Ornpaikiat	The Senior Cabin Crew from Thailand's International Airlines
3) Miss Parintita Kerdmaitree	The Current Cabin Crew from Thailand's International Airlines
4) Mr. Bunchapong Bentasang	The Current Cabin Crew from Thailand's International Airlines
5) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, , Kasetsart University
8) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, , Kasetsart University
7) Mr. Pat Jereonsawat	The Trainer for Language and Culture in Thailand's International Airlines
8) Mr. Naruepol Vetjantra	The Trainer for Language and Culture in Thailand's International Airlines
9) Mr. Weerapong Dangsri	The Trainer for Language and Culture in Thailand's International Airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The Names of Experts for Guideline Evaluation

1) Mrs. Sutang Wayakorn	The Senior Cabin Crew from Thailand's International Airlines

2) Mr. Pongsatorn Ornpaikiat	The Senior Cabin Crew from Thailand's International Airlines
3) Miss Parintita Kerdmaitree	The Current Cabin Crew from Thailand's International Airlines
4) Mr. Bunchapong Bentasang	The Current Cabin Crew from Thailand's International Airlines
5) Lecturer Pimsiri Taylor	The lecturer in Language Institute, Thammasat University
6) Assist. Professor Choosak Ueangchokchai	The lecturer in Lifelong Learning Promotion for Social Development, Kasetsart University
9) Lecturer Pattra Vayachu	The lecturer in Lifelong Learning Promotion for Social Development, , Kasetsart University
7) Mr. Pat Jereonsawat	The Trainer for Language and Culture in Thailand's International Airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

8) Mr. Naruepol Vetjantra	The Trainer for Language and Culture in Thailand's International Airlines
9) Mr. Weerapong Dangsri	The Trainer for Language and Culture in Thailand's International Airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX B

Expert Invitation Letter

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

ที่ อว 64.6/4061

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน
กรุงเทพมหานคร 10330

22 กรกฎาคม 2564

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน อาจารย์ ดร.ชูศักดิ์ เอื้องโชคชัย

สิ่งที่ส่งมาด้วย เครื่องมือที่ใช้ในการวิจัย

ด้วย นายเดชศิริ โนภาส นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ" โดยมี รองศาสตราจารย์ ดร.วีระเทพ ปทุมเจริญวัฒนา และ รองศาสตราจารย์ ดร.อาชัญญา รัตนอุบล เป็นอาจารย์ที่ปรึกษา

ในการนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย วาระการสัมภาษณ์, บันทึกภาคสนาม, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับหัวหน้าเที่ยวบิน, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับผู้โดยสาร ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
รองคณบดี
ปฏิบัติการแทนคณบดี

กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
โทร. 0-2218-2565 ต่อ 6734
เบอร์โทรศัพท์ผู้วิจัย: 096-8244461 email: tonynopas@hotmail.com

ที่ อว 64.6/4012

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน
กรุงเทพมหานคร 10330

21 กรกฎาคม 2564

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน อาจารย์ ดร. หิมพรรณ รักแต่งาม

สิ่งที่ส่งมาด้วย เครื่องมือที่ใช้ในการวิจัย

ด้วย นายเดชศิริ โนภาส นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ" โดยมี รองศาสตราจารย์ ดร.วีระเทพ ปทุมแจริญวัฒนา และ รองศาสตราจารย์ ดร.อาชัญญา รัตนอุบล เป็นอาจารย์ที่ปรึกษา

ในการนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย วาระการสัมภาษณ์ ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
รองคณบดี
ปฏิบัติการแทนคณบดี

กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิจัยกิจ ฝ่ายวิชาการ
โทร. 0-2218-2565 ต่อ 6734
เบอร์โทรศัพท์ผู้วิจัย: 096-8244461 email: tonynopas@hotmail.com

ที่ อว 64.6/4020

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน
กรุงเทพมหานคร 10330

21 กรกฎาคม 2564

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน ดร.รมย์ฤดี เวสน์

สิ่งที่ส่งมาด้วย เครื่องมือที่ใช้ในการวิจัย

ด้วย นายเดชศิริ โนภาส นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ" โดยมี รองศาสตราจารย์ ดร.วีระเทพ ปทุมเจริญวัฒนา และ รองศาสตราจารย์ ดร.อาชัญญา รัตนอุบล เป็นอาจารย์ที่ปรึกษา

ในการนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย วาระการสัมภาษณ์, บันทึกภาคสนาม, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับหัวหน้าเที่ยวบิน, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับผู้โดยสาร ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
รองคณบดี
ปฏิบัติการแทนคณบดี

กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
โทร. 0-2218-2565 ต่อ 6734
เบอร์โทรศัพท์ผู้วิจัย: 096-8244461 email: tonynopas@hotmail.com

ที่ อว 64.6/4018

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน
กรุงเทพมหานคร 10330

21 กรกฎาคม 2564

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน อาจารย์ ดร.ภัทรา วยาจุต

สิ่งที่ส่งมาด้วย เครื่องมือที่ใช้ในการวิจัย

ด้วย นายเดชศิริ โนภาส นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ" โดยมี รองศาสตราจารย์ ดร.วีระเทพ ปทุมเจริญวัฒนา และ รองศาสตราจารย์ ดร.อาชัญญา รัตนอุบล เป็นอาจารย์ที่ปรึกษา

ในการนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย วาระการสัมภาษณ์, บันทึกภาคสนาม, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับหัวหน้าเที่ยวบิน, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับผู้โดยสาร ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
รองคณบดี
ปฏิบัติการแทนคณบดี

กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
โทร. 0-2218-2565 ต่อ 6734
เบอร์โทรศัพท์ผู้วิจัย: 096-8244461 email: tonynopas@hotmail.com

ที่ อว 64.6/4019

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท แขวงวังใหม่ เขตปทุมวัน
กรุงเทพมหานคร 10330

21 กรกฎาคม 2564

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน อาจารย์ ดร.พิมพ์ศิริ เทเลอร์

สิ่งที่ส่งมาด้วย เครื่องมือที่ใช้ในการวิจัย

ด้วย นายเดชศิริ โนภาส นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ" โดยมี รองศาสตราจารย์ ดร.วีระเทพ ปทุมเจริญวัฒนา และ รองศาสตราจารย์ ดร.อาชัญญา รัตนอุบล เป็นอาจารย์ที่ปรึกษา

ในการนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย วาระการสัมภาษณ์, บันทึกภาคสนาม, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับหัวหน้าเที่ยวบิน, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับผู้โดยสาร ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิตังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
รองคณบดี
ปฏิบัติการแทนคณบดี

กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิรัชกิจ ฝ่ายวิชาการ
โทร. 0-2218-2565 ต่อ 6734
เบอร์โทรศัพท์ผู้วิจัย: 096-8244461 email: tonynopas@hotmail.com

บันทึกข้อความ

ส่วนงาน กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิริชกิจ ฝ่ายวิชาการ คณะครุศาสตร์ โทร. 82565 ต่อ 6734

ที่ อว 64.6(2791.04)/2479 **วันที่** 21 กรกฎาคม 2564

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน รองศาสตราจารย์ ดร.วรรัตน์ ปทุมเจริญวัฒนา

ด้วย นายเดชศิริ โนภาส นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "การพัฒนาโปรแกรมการเรียนรู้เฉพาะบุคคลในสถานประกอบการเพื่อส่งเสริมความฉลาดทางวัฒนธรรมสำหรับลูกเรือสายการบินนานาชาติ" โดยมี รองศาสตราจารย์ ดร.วีระเทพ ปทุมเจริญวัฒนา และ รองศาสตราจารย์ ดร.อาชัญญา รัตนอุบล เป็นอาจารย์ที่ปรึกษา

ในการนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย วาระการสัมภาษณ์, บันทึกภาคสนาม, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับหัวหน้าเที่ยวบิน, แบบสัมภาษณ์เกี่ยวกับความฉลาดทางวัฒนธรรมสำหรับผู้โดยสาร ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิตังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)
รองคณบดี
ปฏิบัติการแทนคณบดี

เบอร์โทรศัพท์ผู้วิจัย: 096-8244461 email: tonynopas@hotmail.com

APPENDIX C

The Results of Research Instruments Evaluation from the Experts

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To explore the background of each cabin crew from the international airlines concerning cultural Intelligence	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Understanding about cultural Intelligence**				Should add the question:
		1.1) Can you tell me what you know about cultural intelligence?	✓			How?
		1.2) Have you ever made use of cultural intelligence?	✓			How?
		1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?	✓			Give the examples also.
		2) Experiences in learning about cultural intelligence				
		2.1) Have you ever tried to know more about other cultures? Why, or why not?	✓			How?
		2.2) If you have tried to get more knowledge about other cultures, what is the knowledge you want to know?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	2) Cultural intelligence dimensions 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence - Field data from an interview	2.3) What have you done to get the knowledge you needed?	✓			
		2.4) How did you know that the knowledge you got was what you really needed?	✓			
		3) Problems in learning about cultural intelligence				
		3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?	✓			
		3.2) How did you come over those obstacles or barriers?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To get the informations about need, goal, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her	- Need	1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront and want to solve the most?	✓			
		1.2) What is the most significant information that you think it will help you to solve the problem that you have mentioned?	✓			
		1.3) How well do you know about that information that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?	✓			
	- Objective	1.4) From what you have mentioned, what is the final outcome that you want to see at the end?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
individual problem about cultural difference that happens in his/her working context.	- Approach	1.5) What is your approach that you think it suits with your personality and lifestyle for learning the identified information effectively?	✓			Each should add the question + Why ??
	- Supportive Facilities	1.6) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information?	✓			
	- Assessment	1.7) When do you think you will reach your goal to solve the problem?	✓			
		1.8) When do you see it is satisfying enough in learning about that information as you mentioned, and how do you realize that?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To explore the background of each cabin crew from the international airlines concerning cultural Intelligence	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Understanding about cultural Intelligence**				
		1.1) Can you tell me what you know about cultural intelligence?	✓			
		1.2) Have you ever made use of cultural intelligence?	✓			
		1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?	✓			
		2) Experiences in learning about cultural intelligence				
		2.1) Have you ever tried to know more about other cultures? Why, or why not?	✓			
		2.2) If you have tried to get more knowledge about other cultures, what is the knowledge you want to know?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	2) Cultural intelligence dimensions 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence - Field data from an interview	2.3) What have you done to get the knowledge you needed?	✓			
		2.4) How did you know that the knowledge you got was what you really needed?	✓			
		3) Problems in learning about cultural intelligence				
		3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?	✓			
		3.2) How did you come over those obstacles or barriers?	✓			

WN.

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To get the informations about need, goal, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her	- Need	1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront and want to solve the most?	✓			
		1.2) What is the most significant information that you think it will help you to solve the problem that you have mentioned?	✓			
		1.3) How well do you know about that information that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?	✓			
	- Objective	1.4) From what you have mentioned, what is the final outcome that you want to see at the end?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
individual problem about cultural difference that happens in his/her working context.	- Approach	1.5) What is your approach that you think it suits with your personality and lifestyle for learning the identified information effectively?	✓			
	- Supportive Facilities	1.6) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information?	✓			
	- Assessment	1.7) When do you think you will reach your goal to solve the problem?	✓			
		1.8) When do you see it is satisfying enough in learning about that information as you mentioned, and how do you realize that?	✓			

ผ่าน

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To explore the background of each cabin crew from the international airlines concerning cultural Intelligence	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Understanding about cultural Intelligence**				If the participants have no clue about the term, it could lead to misunderstanding and misinterpretation
		1.1) Can you tell me what you know about cultural intelligence?		✓		
		1.2) Have you ever made use of cultural intelligence?		✓		
		1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?	✓			Are you going to explain the term cultural intelligence to the participants?
		2) Experiences in learning about cultural intelligence				
		2.1) Have you ever tried to know more about other cultures? Why, or why not?		✓		What's the difference between the underlined terms?
		2.2) If you have tried to get more knowledge about other cultures, what is the knowledge you want to know?		✓		

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	2) Cultural intelligence dimensions 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence - Field data from an interview	2.3) What have you done to get the knowledge you needed?	✓			
		2.4) How did you know that the knowledge you got was what you really needed?	✓			
		3) Problems in learning about cultural intelligence				
		3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?	✓			overcome?
		3.2) How did you come over those obstacles or barriers?		✓		

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To explore the background of each cabin crew from the international airlines concerning cultural Intelligence	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Understanding about cultural Intelligence**				
		1.1) Can you tell me what you know about cultural intelligence?		✓		ถ้าคำตอบของเขาว่าไม่รู้จัก หนูจะถามต่อยังไง?
		1.2) Have you ever made use of cultural intelligence? Why, or why not?	✓			
		1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?	✓			
		2) Experiences in learning about cultural intelligence				
		2.1) Have you ever tried to know more about other cultures? Why, or why not?	✓			
		2.2) If you have tried to get more knowledge about other cultures, what is the knowledge you want to know?		✓		ข้อนี้ถูกแล้ว เกี่ยวกับ 1.1

objective	Answer	Interview questions	+1	0	-1	Expert's comments
To get the informations about need, goal, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her	- Need	1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront and want to solve the most?		✓		Can there be 2 questions? 1) the most significant issue you confront 2) the issue you wish to solve most
		1.2) What is the most significant information that you think it will help you to solve the problem that you have mentioned?		✓		and method? or approaches?
		1.3) How well do you know about that information that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?		✓		
	- Objective	1.4) From what you have mentioned, what is the final outcome that you want to see at the end?		✓		Unclear. However, I believe you will elaborate this based on the interview context.

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	2) Cultural intelligence dimensions 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence - Field data from an interview	2.3) What have you done to get the knowledge you needed?	✓			
		2.4) How did you know that the knowledge you got was what you really needed?	✓			
		3) Problems in learning about cultural intelligence				
		3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?	✓			
		3.2) How did you come over those obstacles or barriers?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To get the informations about need, goal, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her	- Need	1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront and want to solve the most?	✓			
		1.2) What is the most significant information that you think it will help you to solve the problem that you have mentioned?	✓			
		1.3) How well do you know about that information that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?	✓			
	- Objective	1.4) From what you have mentioned, what is the final outcome that you want to see at the end?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
individual problem about cultural difference that happens in his/her working context.	- Approach	1.5) What is your approach that you think it suits with your personality and lifestyle for learning the identified information effectively?	✓			
	- Supportive Facilities	1.6) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information?	✓			
	- Assessment	1.7) When do you think you will reach your goal to solve the problem?	✓			
		1.8) When do you see it is satisfying enough in learning about that information as you mentioned, and how do you realize that?	✓			

- ใช้ถามก่อนเริ่มให้เห็นแนวทางแนวคิดใช่ไหม?
- แล้วถามแผนการใช้หมายถึงบุคคล?

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To explore the background of each cabin crew from the international airlines concerning cultural Intelligence	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Understanding about cultural Intelligence**				
		1.1) Can you tell me what you know about cultural intelligence?	✓			Or from your perspective, what is CI?
		1.2) Have you ever made use of cultural intelligence?	✓			... please identify them
		1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?	✓			
		2) Experiences in learning about cultural intelligence				
		2.1) Have you ever tried to know more about other cultures? Why, or why not?				
		2.2) If you have tried to get more knowledge about other cultures, what is the knowledge you want to know?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	2) Cultural intelligence dimensions 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence - Field data from an interview	2.3) What have you done to get the knowledge you needed?	✓			
		2.4) How did you know that the knowledge you got was what you really needed?	✓			
		3) Problems in learning about cultural intelligence				
		3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?	✓			
		3.2) How did you come over those obstacles or barriers?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To get the informations about need, goal, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her	- Need	1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront and want to solve the most?	✓			
		1.2) What is the most significant information that you think it will help you to solve the problem that you have mentioned?	✓			
		1.3) How well do you know about that information that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?	✓			
	- Objective	1.4) From what you have mentioned, what is the final outcome that you want to see at the end?	✓			

Interview objective	Expected Answer	Interview questions	Expert's assessment +1	0	-1	Expert's comments
individual problem about cultural difference that happens in his/her working context.	- Approach	1.5) What is your approach that you think it suits with your personality and lifestyle for learning the identified information effectively?	✓			
	- Supportive Facilities	1.6) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information?	✓			
	- Assessment	1.7) When do you think you will reach your goal to solve the problem?		✓		
		1.8) When do you see it is satisfying enough in learning about that information as you mentioned, and how do you realize that?	✓			

Objective	Observation Issues	Expert's assessment +1	0	-1	Expert's comments
To record what researcher found during the observation of the cabin crew when they create his/her learning plan	**1) Empowering** 1.1) It is to see learner's actions and behaviors when he/she empowers himself/herself by thinking, reviewing, revising, deciding, prioritizing, working on what, where, when and how to learn. 1.2) It is to see facilitator's actions and behaviors when he/she lets learner empowers himself/herself by thinking, reviewing, revising, deciding, prioritizing, working on what, where, when and how to learn.	✓ ✓			
	2) Designing the Learning Plan 2.1) It is to see learner's actions and behaviors when he/she thinks, plans, strategizes and creates his/her learning need, learning objective, learning strategy and learning evaluation in order to meet his/her personal needs, interests and abilities to promote both independence and dependability.	✓			

Objective	Observation Issues	Expert's assessment +1	0	-1	Expert's comments
	2.2) It is to see facilitator's actions and behaviors when he/she lets each learner to be free to thinks, plans, strategizes and creates his/her learning need, learning objective, learning strategy, learning support, and learning evaluation in order to meet personal needs, interests and abilities to promote both independence and dependability.	✓			
	3) Reflecting 3.1) It is to see learner's actions and behaviors when he/she discusses and reviews with the facilitator about the past actions and experiences, engagement in decision making and problem solving as he/she collects data, tracks progress, and compares responses and common patterns to improve responses 3.2) It is to see facilitator's actions and behaviors when he/she discusses and reviews with the learner about the past actions and experiences, engagement in	✓ ✓			

Objective	Observation Issues	Expert's assessment +1	0	-1	Expert's comments
	decision making and problem solving as he/she collects data, tracks progress, and compares responses and common patterns to improve responses.				

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	action - Field data from an interview	cultural knowledge as he/she interacts with you who are from different cultural backgrounds? How?				
	2) Cultural intelligence dimensions	**2) Problem-solving ability reflecting cultural intelligence**				
	2.1 Cognitive cultural intelligence - Field data from an interview	2.1) Do you think that cabin crew understands how to deal with your cultural values? How?	✓			
	2.2) Metacognitive cultural intelligence - Field data from an interview	2.2) Do you think that cabin crew understands how to use verbal language when communicating with you who are from different cultural backgrounds? How?	✓			
	2.3) Motivational cultural intelligence - Field data from an interview	2.3) Do you think that cabin crew understands how to use non-verbal language to you when communicating with you who are from different cultural backgrounds? How?	✓			
	2.4) Behavioral cultural intelligence					

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	- Field data from an interview	**3) Expression of attitudes reflecting cultural intelligence**				
		3.1) Do you think that cabin crew enjoys interacting with you who are from different cultural backgrounds? How?	✓			
		3.2) Do you think that the cabin crew is confident that he/she can socialize with you who are from different cultural backgrounds? How?	✓			
		3.3) Do you think that cabin crew can deal with the stresses of adjusting to your cultures? How?	✓			
		3.4) Do you think that cabin crew understands your point of view who are from different cultural backgrounds? How?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
		3.5) What are things that you are impressed with cabin crew when he/she work, deal or function with you who are from different cultural backgrounds?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To analyze the cabin crew's development of cultural intelligence resulting from personalized workplace learning program based on their lesson-learned.	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Practices reflecting cultural intelligence**				
		1.1) Do you think that you are aware of the cultural knowledge when interacting with him/her who is from different cultural backgrounds? How?	✓			Each question should add the question "Why" also.
		1.2) Do you think that you are adjusted your cultural knowledge to effectively deal with him/her who are from different cultural backgrounds? How?	✓			
		1.3) Do you think that you check the accuracy of your cultural knowledge as you interact with him/her who is from different cultural backgrounds? How?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
		3.1) Do you think that you enjoy interacting with him/her who is from different cultural backgrounds? How?	✓			
		3.2) Do you think that you are confident when socializing with him/her who is from different cultural backgrounds? How?	✓			
		3.3) Do you think that you can deal with the stresses of adjusting to him/her who is from different cultural backgrounds? How?	✓			
		3.4) Do you think that you understand his/her point of view who are from different cultural backgrounds? How?	✓			
		3.5) What are things that you are impressed with yourself when you work, deal or function with him/her	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
		who is from different cultural backgrounds?				

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To analyze the cabin crew's development of cultural intelligence resulting from personalized workplace learning program based on the people from different cultural backgrounds' opinions.	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence	**1) Practices reflecting cultural intelligence**				
		1.1) Do you think that cabin crew is aware of the cultural knowledge when interacting with you who are from different cultural backgrounds? How?	✓			
		1.2) Do you think that cabin crew adjusted his/her cultural knowledge to effectively deal with you who are from different cultural backgrounds? How?		✓		rather abstract
		1.3) Do you think that cabin crew checks the accuracy of his/her		✓		How?

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	action - Field data from an interview **2) Cultural intelligence dimensions** 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence	cultural knowledge as he/she interacts with you who are from different cultural backgrounds? How?				
		2) Problem-solving ability reflecting cultural intelligence				
		2.1) Do you think that cabin crew understands how to deal with your cultural values? How?	✓			
		2.2) Do you think that cabin crew understands how to use verbal language when communicating with you who are from different cultural backgrounds? How?	✓			
		2.3) Do you think that cabin crew understands how to use non-verbal language to you when communicating with you who are from different cultural backgrounds? How?	✓			

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
		3.5) What are things that you are impressed with cabin crew when he/she work, deal or function with you who are from different cultural backgrounds?		✓		What's th di fferent?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
To analyze the cabin crew's development of cultural intelligence resulting from personalized workplace learning program based on their lesson-learned.	**1) Cultural intelligence process** 1.1 Cultural intelligence **drive** - Field data from an interview 1.2 Cultural intelligence **knowledge** - Field data from an interview 1.3 Cultural intelligence **strategy** - Field data from an interview 1.4 Cultural intelligence **action** - Field data from an interview	**1) Practices reflecting cultural intelligence**				
		1.1) Do you think that you are aware of the cultural knowledge when interacting with him/her who is from different cultural backgrounds? How?	✓			
		1.2) Do you think that you are adjusted your cultural knowledge to effectively deal with him/her who are from different cultural backgrounds? How?		✓		Participants might be a little confused.
		1.3) Do you think that you check the accuracy of your cultural knowledge as you interact with him/her who is from different cultural backgrounds? How?		✓		How?

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
	2) Cultural intelligence dimensions 2.1 Cognitive cultural intelligence - Field data from an interview 2.2) Metacognitive cultural intelligence - Field data from an interview 2.3) Motivational cultural intelligence - Field data from an interview 2.4) Behavioral cultural intelligence - Field data from an interview	**2) Problem-solving ability reflecting cultural intelligence**				
		2.1) Do you think that you understand how to deal with his/her cultural values? How?	✓			
		2.2) Do you think that you understand how to use verbal language when communicating with him/her who is from different cultural backgrounds? How?	✓			
		2.3) Do you think that you understand how to use non-verbal language to when communicating with him/her who are from different cultural backgrounds? How?	✓			
		3) Expression of attitudes reflecting cultural intelligence				

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
		3.1) Do you think that you enjoy interacting with him/her who is from different cultural backgrounds? How?	✓			
		3.2) Do you think that you are confident when socializing with him/her who is from different cultural backgrounds? How?	✓			
		3.3) Do you think that you can deal with the stresses of adjusting to him/her who is from different cultural backgrounds? How?	✓			
		3.4) Do you think that you understand his/her point of view who are from different cultural backgrounds? How?	✓			
		3.5) What are things that you are impressed with yourself when you work, deal or function with him/her		✓		What's the difference?

Interview objective	Categories (based on theoretical framework)	Interview questions	Expert's assessment +1	0	-1	Expert's comments
		3.1) Do you think that you enjoy interacting with him/her who is from different cultural backgrounds? How?	✓			
		3.2) Do you think that you are confident when socializing with him/her who is from different cultural backgrounds? How?	✓			
		3.3) Do you think that you can deal with the stresses of adjusting to him/her who is from different cultural backgrounds? How?	✓			
		3.4) Do you think that you understand his/her point of view who are from different cultural backgrounds? How?	✓			
		3.5) What are things that you are impressed with yourself when you work, deal or function with him/her		✓		What's the difference?

Objective	Observation Issues	Expert's assessment +1	0	-1	Expert's comments
To record what researcher found during the observation of the cabin crew when they create his/her learning plan	**1) Empowering** 1.1) It is to see learner's actions and behaviors when he/she empowers himself/herself by thinking, reviewing, revising, deciding, prioritizing, working on what, where, when and how to learn. 1.2) It is to see facilitator's actions and behaviors when he/she lets learner empowers himself/herself by thinking, reviewing, revising, deciding, prioritizing, working on what, where, when and how to learn.		✓		How do you observe someone's "thinking"?
	2) Designing the Learning Plan 2.1) It is to see learner's actions and behaviors when he/she thinks, plans, strategizes and creates his/her learning need, learning objective, learning strategy and learning evaluation in order to meet his/her personal needs, interests and abilities to promote both independence and dependability.		✓		

Objective	Observation Issues	Expert's assessment +1	0	-1	Expert's comments
	2.2) It is to see facilitator's actions and behaviors when he/she lets each learner to be free to thinks, plans, strategizes and creates his/her learning need, learning objective, learning strategy, learning support, and learning evaluation in order to meet personal needs, interests and abilities to promote both independence and dependability.	✓			
	3) Reflecting 3.1) It is to see learner's actions and behaviors when he/she discusses and reviews with the facilitator about the past actions and experiences, engagement in decision making and problem solving as he/she collects data, tracks progress, and compares responses and common patterns to improve responses 3.2) It is to see facilitator's actions and behaviors when he/she discusses and reviews with the learner about the past actions and experiences, engagement in	✓			

APPENDIX D

Research Instrument

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Instrument 1: An Interview Schedule on Cabin Crew's Background for Learning about Cultural Intelligence

Direction

1) Objective

The objective of an interview schedule on cabin crew's background for learning about cultural intelligence is to get the information of the background of cabin crew who works in the international airlines regarding the understanding of the cultural intelligence.

2) Detail of the Instrument

This interview schedule on cabin crew's background for learning about cultural intelligence consists of three issues to interview with the key informant to get the information of the background of cabin crew who works in the international airlines regarding the understanding of the cultural intelligence:

1) The first issue - Understanding about cultural Intelligence

2) The second issue - Experiences in learning about cultural intelligence

3) The third issue - Problems in learning about cultural intelligence

3) Definition of Terms for this instrument

1) Background is the previous understandings, experiences and problems in learning the cultural intelligence of cabin crew from the international airlines.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2) Cultural Intelligence is the process which can help cabin crew from the international airlines to effectively deal with any people in his/her workplace who are from other different cultural backgrounds and he/she will be a be able to deal, work and function with other different cultures. According to definition aforementioned, cultural intelligence can be seen two element which are:

2.1) Cultural intelligence process (The learning process leads to cultural intelligence)

2.1.1) Cultural intelligence drive is the determination to learn and attain knowledge and understanding about cultures.

2.1.2) Cultural intelligence knowledge is actively and continually accessing and acquiring information on and understanding about norms and implication of cultures

2.1.3) Cultural intelligence strategy is a plan of action in response to particular cultural norm and implications for dealing effectively with passengers deem that cultural background.

2.1.4) Cultural intelligence action is the proper verbal and nonverbal communication and interaction with passengers from a particular cultural background.

2.2) Cultural intelligence dimension (The outcomes after learning about cultural intelligence)

2.2.1) Cognitive cultural intelligence is the general knowledge and comprehension regarding cultural institution, norms and practices.

2.2.2) Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding and thinking process about different culture.

2.2.3) Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding, and getting involved in different cultural environments.

2.2.4) Behavioral cultural intelligence is the appropriate and action indexing with the people from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4) The Detail of Interview Schedule

Date/Month/Year..... Duration of Interview..... Place..... Key Informant..... Age..... Gender..... Working Class .....

5) Interview Questions

1) Understanding about cultural Intelligence
1.1) From your prospective, can you tell me what you know about cultural intelligence? (If yes, the researcher will let the key informant keeps explaining. If no, the resea will employ this spare question: Can you explain the process that can help you effectively deal with the people in your workplace who are from other different cultural backgrounds?
1.2) Have you ever made use of cultural intelligence? Please identify how.
1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?
2) Experiences in learning about cultural intelligence
2.1) Have you ever tried to know more about other cultures? Why, or why not?
2.2) What have you done to get the knowledge you needed?
2.3) How did you know that the knowledge you got was what you really needed?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3) Problems in learning about cultural intelligence
3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?
3.2) How did you overcome those obstacles or barriers?

Instrument 2: An Interview Schedule on Cabin to get Need and Personalized Workplace Learning Plan Construction for Learning about Cultural Intelligence

Direction

1) Objective

The objective of an interview schedule on cabin crew's need for learning about cultural intelligence is to get the informations about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

2) Detail of the Instrument

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

This interview schedule on cabin crew's need for learning about cultural intelligence is to get the information about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.:

1) The first issue - Need

2) The second issue - Objective

3) The third issue - Approach

4) The fourth issue – Supportive facilities

5) The fifth issue - Assessment

3) Definition of Terms for this instrument

1) Need is the expectation to create his/her own learning plan in learning about other cultures that are different to him/her in order to effectively deal, work and function with other people who come from different cultural backgrounds in his/her workplace as a cabin crew from the international airlines.

2) Objective is the identified goal to create his/her personalized workplace learning plan construction to solve the problems about cultural difference in their working context.

3) Approach is the method that is responsive to his/her personality and lifestyle for learning the identified knowledge about other cultures.

4) Supportive Facilities is the people, equipment and learning resources methods that support him/her to get the knowledge.

5) Assessment is the systematic basis for making inferences about the learning cultural intelligence and development of cabin crew.

4) The Detail of Interview Schedule

จุฬาลงกรณ์มหาวิทยาลัย

Date/Month/Year..... Duration of

Interview.....

Place.....

Key Informant..... Age.....

Gender..... Working Class .....

5) Interview Questions

1) Need
1.1) In your workplace, 1.1.1) what is the most significant obstacle when you work or deal with cultural difference that you confront? 1.1.2) what is the issue you wish to solve most?
1.2) What is the most significant information and approach that you think it will h you to solve the problem that you have mentioned?
1.3) How well do you know about that information or approach that you think it help you to solve the problem? And what else do you think you do not know about that particular information?
2) Objective
2.1) From what you have mentioned, what is the final outcome that you want to at the end?
3) Approach
3.1) What is your approach that you think it suits with your personality and lifesty learning the information that you have mentioned effectively? And why?
4) Supportive Facilities
4.1) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information? And why?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5) Assessment
5.1) When do you think you will reach your goal to solve the problem? And why?
5.2) How do you know that the information you have is sufficient?

Instrument 3: Field Observation Notes with Cabin Crew for Learning about Cultural Intelligence

Direction

1) Objective

The objective of this field observation notes is to record what researchers observe in an unobtrusive manner. The field observation note is recorded by the researcher during the observation of the cabin crew when they create his/her learning plan.

2) Detail of the Instrument

This field observation notes with cabin crew' note for learning about cultural intelligence consists of five issues to record what researcher observes to get the information of his/her behavior, styles, roles, reactions, etc. of cabin crew during their time of designing learning plan, employing learning plan, improving learning plan and also reflecting learning plan. These are five issues researcher observes to get the information:

1) The first issue - Empowering

2) The second issue – Designing the learning plan

3) The third issue - Reflecting

3) Definition of Terms for this instrument

Learning plan is a description of how cabin crew intend to achieve his/her desired outcomes in cultural intelligence of him/her. It explains what will be learned,

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

how it will be learned, by when, what criteria will be used to evaluate the learning. It will be used for learning

Self-enhancement in the study is the concept that allows learners to study at their own paces, at the time and place of your choosing with the acquisition, personal transformation, collective empowerment, or a host of other phenomena.

Freedom in the study is the concept that lets learners choose a fit learning platform in order to meet personal needs, interests and abilities to promote both independence and dependability. Learning has become a lightning rod, attracting all sorts of new attention outside educational debates. The learners learn how to be creative and entrepreneurial, as a way to stay competitive.

Trust in the study is the concept that treats learners as active, responsible and self-motivated, a co-author of the script with the platforms with the ability to integrate with multiple systems for the employees.

Technology in the study is the concept that considers learner voice being as a core part of decision making, negotiated personal learning programs for all learners by using the multiple technological devices and responsive systems to gain the seamless flexible learning experience..

Cooperation in the study is the concept that aims to valorize the learner's full potential and to empower individuals through knowledge sharing and co-construction. Since learners in the workplace come from different age groups, different educational and professional backgrounds and different positions in organizations to work teach and learn together. They can work and learn together with the old-timers and newcomers

Empowering in the study is the process to sees learner's actions and behaviors when he/she empowers himself/herself by thinking, reviewing, revising, deciding, prioritizing, working on what, where, when and how to learn.

Designing the Learning Plan in the study is to see learner's actions and behaviors when he/she thinks, plans, strategizes and creates his/her learning need, learning objective, learning strategy and learning evaluation in order to meet his/her

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

personal needs, interests and abilities to promote both independence and dependability.

Reflecting in the study is the process to see learner's actions and behaviors when he/she discusses and reviews with the facilitator about the past actions and experiences, engagement in decision making and problem solving as he/she collects data, tracks progress, and compares responses and common patterns to improve responses.

4) The Detail of Field Observation Notes

Date/Month/Year..... Duration of Interview.....
Place.....
Key Informant..... Age.....

5) Field Observation Notes Issues

1) Empowering
Cabin Crew
Facilitator

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2) Designing the Learning Plan
Cabin Crew - Learning Need - Learning Objective - Learning Strategy - Learning Evaluation
Facilitator - Learning Need - Learning Objective - Learning Strategy - Learning Evaluation

3) Reflecting
Cabin Crew

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator

Instrument 4: An Interview Schedule for People from Different Cultural backgrounds at Workplace

Direction

1) Objective

To get the information about the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at his/her workplace.

2) Detail of the Instrument

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

This interview schedule on cabin crew's background for learning about cultural intelligence consists of three issues to interview with the key informant to get the information of the background of cabin crew who works in the international airlines regarding the understanding of the cultural intelligence:

1) The first issue - Practices reflecting cultural intelligence

2) The second issue - Problem-solving ability reflecting cultural intelligence

3) The third issue - Expression of attitudes reflecting cultural intelligence

3) Interview Objective

To analyze the cabin crew's development of cultural intelligence resulting from personalized workplace learning program based on their lesson-learned.

4) Definition of Terms for this instrument

1) Personalized Workplace Learning in the study refers to the process that provides cabin crew the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena with the real-time, anywhere or anytime process. The employees can study at their own pace, at the time and place of their choosing, it provides the cabin crew the technology as the learning platform that changes the individual objects presented to each cabin crew based on their individual needs as strategies that can address individual needs and promote individual success.

2) Development of cabin crew in learning about cultural intelligence in this study refers to process to enhance cabin crew's skills, knowledge, and competency, resulting in better performance in a workplace.

3) Cultural Intelligence is the process which can help cabin crew from the international airlines to effectively deal with any people in his/her workplace who are from other different cultural backgrounds and he/she will be a be able to deal, work and function with other different cultures. According to definition aforementioned, cultural intelligence can be seen two element which are:

3.1) Cultural intelligence process (The learning process leads to cultural intelligence)

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3.1.1) Cultural intelligence drive is the determination to learn and attain knowledge and understanding about cultures.

3.1.2) Cultural intelligence knowledge is actively and continually accessing and acquiring information on and understanding about norms and implication of cultures

3.1.3) Cultural intelligence strategy is a plan of action in response to particular cultural norm and implications for dealing effectively with passengers deem that cultural background.

3.1.4) Cultural intelligence action is the proper verbal and nonverbal communication and interaction with passengers from a particular cultural background.

3.2) Cultural intelligence dimension (The outcomes after learning about cultural intelligence)

3.2.1) Cognitive cultural intelligence is the general knowledge and comprehension regarding cultural institution, norms and practices.

3.2.2) Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding and thinking process about different culture.

3.2.3) Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding, and getting involved in different cultural environments.

3.2.4) Behavioral cultural intelligence is the appropriate and action indexing with the people from different cultural backgrounds.

4) The Detail of Interview Schedule

Date/Month/Year..... Duration of

Interview.....

Place.....

Key Informant..... Age.....

Gender..... Working Class .....

5) Interview Questions

1) Practices reflecting cultural intelligence
1.1) Do you think that cabin crew is aware of the cultural knowledge when intera with you who are from different cultural backgrounds? How? Why?
1.2) Do you think that cabin crew adjusted his/her cultural knowledge to effectiv deal with you who are from different cultural backgrounds? How? Why?
1.3) Do you think that cabin crew checks the accuracy of his/her cultural knowle he/she interacts with you who are from different cultural backgrounds? How? Wh
2) Problem-solving ability reflecting cultural intelligence
2.1) Do you think that cabin crew understands how to deal with your cultural va How? Why?
2.2) Do you think that cabin crew understands how to use verbal language when communicating with you who are from different cultural backgrounds? How? Wh
2.3) Do you think that cabin crew understands how to use non-verbal language t when communicating with you who are from different cultural backgrounds? Hov Why?
3) Expression of attitudes reflecting cultural intelligence
3.1) Do you think that cabin crew enjoys interacting with you who are from different cultural backgrounds? How? Why?
3.2) Do you think that the cabin crew is confident that he/she can socialize with you who are from different cultural backgrounds? How? Why?
3.3) Do you think that cabin crew can deal with the stresses of adjusting to your cultures? How? Why?
3.4) Do you think that cabin crew understands your point of view who are from different cultural backgrounds? How? Why?
3.5) What are things that you are impressed with cabin crew when he/she work, deal or function with you who are from different cultural backgrounds? How? Why?

Instrument 5: An Interview Schedule for Cabin Crew's Self-Reflection

Direction

1) Objective

To get the information about the development of cabin crew in learning about cultural intelligence from his/her own self-reflection.

2) Detail of the Instrument

This interview schedule on cabin crew's background for learning about cultural intelligence consists of three issues to interview with the key informant to get the information of the background of cabin crew who works in the international airlines regarding the understanding of the cultural intelligence:

1) The first issue - Understanding about cultural Intelligence

2) The second issue - Experiences in learning about cultural intelligence

3) The third issue - Problems in learning about cultural intelligence

3) Interview Objective

To analyze the cabin crew's development of cultural intelligence resulting from personalized workplace learning program based on the people from different cultural backgrounds' opinions.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4) Definition of Terms for this instrument

1) Personalized Workplace Learning in the study refers to the process that provides cabin crew the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena with the real-time, anywhere or anytime process. The employees can study at their own pace, at the time and place of their choosing, it provides the cabin crew the technology as the learning platform that changes the individual objects presented to each cabin crew based on their individual needs as strategies that can address individual needs and promote individual success.

2) Development of cabin crew in learning about cultural intelligence in this study refers to process to enhance an cabin crew's skills, knowledge, and competency, resulting in better performance in a workplace.

2) Cultural Intelligence is the process which can help cabin crew from the international airlines to effectively deal with any people in his/her workplace who are from other different cultural backgrounds and he/she will be a be able to deal, work and function with other different cultures. According to definition aforementioned, cultural intelligence can be seen two element which are:

2.1) Cultural intelligence process (The learning process leads to cultural intelligence)

2.1.1) Cultural intelligence drive is the determination to learn and attain knowledge and understanding about cultures.

2.1.2) Cultural intelligence knowledge is actively and continually accessing and acquiring information on and understanding about norms and implication of cultures

2.1.3) Cultural intelligence strategy is a plan of action in response to particular cultural norm and implications for dealing effectively with passengers deem that cultural background.

2.1.4) Cultural intelligence action is the proper verbal and nonverbal communication and interaction with passengers from a particular cultural background.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

2.2) Cultural intelligence dimension (The outcomes after learning about cultural intelligence)

2.2.1) Cognitive cultural intelligence is the general knowledge and comprehension regarding cultural institution, norms and practices.

2.2.2) Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding and thinking process about different culture.

2.2.3) Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding, and getting involved in different cultural environments.

2.2.4) Behavioral cultural intelligence is the appropriate and action indexing with the people from different cultural backgrounds.

4) The Detail of Interview Schedule

Date/Month/Year..... Duration of Interview..... Place..... Key Informant..... Age..... Gender..... Working Class .....

5) Interview Questions

1) Practices reflecting cultural intelligence
1.1) Do you think that you are aware of the cultural knowledge when interacting him/her who is from different cultural backgrounds? How? Why?
1.2) Do you think that you are adjusted your cultural knowledge to effectively de with him/her who are from different cultural backgrounds? How? Why?
1.3) Do you think that you check the accuracy of your cultural knowledge as you interact with him/her who is from different cultural backgrounds? How? Why?
2) Problem-solving ability reflecting cultural intelligence
2.1) Do you think that you understand how to deal with his/her cultural values? Why?
2.2) Do you think that you understand how to use verbal language when communicating with him/her who is from different cultural backgrounds? How? W

2.3) Do you think that you understand how to use non-verbal language to when communicating with him/her who are from different cultural backgrounds? How?
3) Expression of attitudes reflecting cultural intelligence
3.1) Do you think that you enjoy interacting with him/her who is from different cultural backgrounds? How? Why?
3.2) Do you think that you are confident when socializing with him/her who is from different cultural backgrounds? How? Why?
3.3) Do you think that you can deal with the stresses of adjusting to him/her who is from different cultural backgrounds? How? Why?
3.4) Do you think that you understand his/her point of view who are from different cultural backgrounds? How? Why?
3.5) What are things that you are impressed with yourself when you work, deal or function with him/her? How? Why?

Instrument 6: Focused Group Form for Guideline Development

Direction

1) Objective

To get the comments and suggestions to develop the guideline of developing personalized workplace learning to enhance cultural intelligence for cabin crew from the international airlines.

3) Focused Group Objective

To analyze the experts' comments and suggestions to develop the guideline of developing personalized workplace learning to enhance cultural intelligence for cabin crew from the international airlines.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

4) Focused Issues

1) The analysis of the background of the cabin crew to learn cultural intelligence
1.1) The determination to learn and attain knowledge and understanding of cultures
1.2) Cultural intelligence is actively and continually accessing and acquiring information and understanding about norms and implications of cultures
1.3) Cultural intelligence is a plan of action in response to the particular cultural norms and implications for dealing effectively with other people from that cultural background.
2) The development of personalized workplace learning program to learn a cultural intelligence
2.1) The importance of the personalized workplace learning program for adult le
2.2) The personalized workplace learning program supports the learner to identif problem and design the learning strategy by themselves
2.3) Employees are treated as the active, responsible and self-motivated, a co-author in the personalized workplace learning program
2.4) The personalized workplace learning program allows sidesteps problems with standardized tests, the learner
3) Overview for the development of the guideline of the personalized workplace learning program to enhance the cultural intelligence of cabin cr from the international airlines
3.1) **Learners in a personalized learning setting will learn how to assess their own strengths and weaknesses to decide their path.**
3.2) The limitation of a guideline to develop personalized workplace learning program to enhance cultural intelligence
3.3) Solutions to overcome the limitation of a guideline to develop personalized workplace learning program to enhance cultural intelligence

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX F

The Basic Data of Key Informants

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE A: Cabin crew A

The first key informant is cabin crew A. She is 28 years old. For six years, she has worked for Thai Airways International as the economy class cabin crew. Cabin crew A is a keen learner willing to learn new things in her life. She always works on the flight to Korea because she graduated there. She always exchanged her original flight to one destination in Europe to explore new things and never forgets to take the photos and show them on social media. She loves working in economy class since she can enjoy her time with lots of passengers, and she does not need to feel nervous, stiff, or even uncomfortable when it comes to the economy class service. Cabin crew A joined the airline in 2017. Her class is in the New Hope project of the airline organization. The New Hope Project is the project to enhance the capability of the new generation of the cabin crew to drive, develop, and level up the airline organization to the next level. Cabin crew A was also selected to promote to work in the business class, but she rejected the promotion. It is because she still wants to enjoy her moment in economy class. She loves talking and getting to new people from other cultural backgrounds. She is concerned about the problems that she might have a chance to experience if she works in business class. The work will be harsher and more delicate to the following levels, which may cause her problems when she cannot have enough time to talk and get to know new people. She will accept the promotion when she is ready to go there. She will develop her maturity level, knowledge, and skills.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE B: Cabin crew B

The second key informant was cabin crew B. He is 35 years old. For over ten years, he has worked for Thai Airways International as a first-class cabin crew. Cabin crew B has worked first-class for the airline organization as he was selected to be the first pioneer group of the young generation cabin crew. He has one of the proudest cabin crew in his generation since he was selected to work in the first-class class.

Every cabin crew knows that it has never been straightforward to get promoted to work there. Cabin crew B has no favorite flight; he can work on every flight since his love for this job has already given him his new first-class position. He has never called sick and done any sick leave. Cabin crew B has tried extremely hard to keep his flying record of getting promoted to another position in the airline organization. He loves working in first-class since he can be focused more on his delicate work, which is to provide the passengers best goods and services of the airline. Book joined the airline in 2011. He always brings back the pride of his generation. Cabin crew B was also selected to promote to work in the first class in 2016, which is fast for the young cabin crew when it comes to the career path. He can work smoothly with the seniors who have worked in the first class before him. He has been a fast and keen learner throughout his career.

CASE C: Cabin crew C

The third key informant was cabin crew C. She is 34 years old. For nine years, she has worked for Thai Airways International as the economy class cabin crew. Cabin crew C has been one of the easy-going cabin crew who loves to make friends with colleagues and passengers. She loves to work on flights with at least one-two of her close friends. Therefore, she continuously exchanges the flights to work with friends since she can feel warm when unexpected situations occur. She loves working in economy class as she is one of the funniest cabin crew in the airline organization. Her fame for being a fun and friendly cabin crew to her colleagues and passengers has spread all over the airline organization. Cabin crew C has never been afraid of communicating with strangers because she feels comfortable talking with everyone. She joined the airline in 2014, and she truly loves the life of the cabin crew. Her fame of being a fun and friendly cabin crew to both her colleagues and her passengers puts cabin crew C in a challenging position. It is because there are so many of her colleagues who want to exchange flights in order to work with cabin

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

crew C. has enjoyed her time learning how to get to know the new people. She is the one who indeed the nature of the human being.

CASE D: Cabin crew D

The fourth key informant was cabin crew D. He is 38 years old. He has worked for Thai Airways International for nine years as a business class cabin crew. Cabin crew D is the beloved person who loves to give kindness and love to his colleagues and passengers. Other cabin crew from every generation always exchange their rosters to be on the same flight with cabin crew D. He always gets the compliment letters from the passengers. There have been many reasons behind this. He is one of the airline organization's most good-looking male cabin crew. His verbal communication is always polite and beautiful to listen to him. He once got an award from the airline organization for being the role-model cabin crew of the year. He was asked to join the service teaching facilitator team. He rejected the invitation since he wanted to finish his master's degree first, then he would think about it again. He loves working in both economy class and business class. He loves working in economy class since he can enjoy his time getting to know new people from around the world. Furthermore, he loves working in the business as he can develop his ability in more delicate works. He has always been loving to colleagues and passengers. She joined the airline in 2008, and he worked for Qatar airways before joining the airline organization. Since cabin crew D has worked for two airline organizations, he has not been that excited when the organization has announced the new changing plans.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE E: Cabin crew E

The fifth key informant was cabin crew E. She is 42 years old. For 19 years, she has worked in the first-class for Thai Airways International. Cabin crew E is the senior cabin crew. She is the beloved one to the juniors. The junior cabin crew always loves to exchange the flight roster for working on the same flight because they feel more

relaxed and comfortable being around her. When she was on the junior cabin crew, cabin crew E was selected to work as the senior first-class cabin crew. She has worked in the first class for more than ten years. She always tells her colleague that she always wanted to go back to the beginning when she worked in economics class. Front hip always tells the stories to the junior about her experiences as the cabin crew. She always tells the junior to take care of the airline organization when she is gone. She loves her job in her way. She has got her working style which is on point but is not like any others. People in the airline organization always talk about her performance on the flights, which is professional. She works professionally as the first-class cabin crew, and people can tell that she has so much fun every time she performs the job on the flights. Typically, the cabin crew on the first-class usually comes up with a stressful look and does not always love to talk with the junior, but Fonthip is not like another first-class cabin crew. She loves to walk to other classes, such as business class and economy class, to talk and give some first-class meals to other colleagues. Cabin crew E is one of the senior cabin crew whom junior loves to talk to her. She cabin be funny when it is free, and she can be severe when working. She is OK with working in the first-class, business class, or economy class since she adores each class's nature, culture, difference, and diversity.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE F: Cabin crew F

The sixth key informant was cabin crew F. He is 29 years old. For nine years, he has worked for Thai Airways International as the economy class cabin crew. New is the cabin crew who loves to learn new things in life to enhance his competencies in many dimensions. He loves to take extra courses to enhance his knowledge and skills in life in his spare time, such as the Chinese language, Japanese language, Korean language, perfume creator, Vlogger, and trading. Cabin crew F has just begun the job as the cabin crew always loves to work on the flights to many different destinations since he can get to the destinations that he has never been to or the

destinations that he loves to explore. He is not focused much on the complicated situations on the flights but more on the destinations he will explore right after the flights. He loves to study hard about the destinations he will visit on the flight and tour his colleagues on that flying around. Cabin crew F loves to get to know more new friends in life. He has many international friends. Therefore, he always has his friends at each destination. He often exchanges his flight roster to go to his favorite destinations. He does not need to have his close friends on the flight to work; she is more interested in getting to know new people on the flights and destinations. He always tells other cabin crew that he was not excited about working in business class like other cabin crew. However, he has got many compliment letters from the passengers, inflight managers, and the pursers. He enjoys working in the galley to prepare the business class meals, beverages, goods, and services to get everything ready to serve. She has worked in business class for one year. Whenever he finishes the service on the flights, he always introduces the new places he studied. Cabin crew F loves his job so much, and he never thought about quitting the job since it was difficult for him to get this job. His colleagues on each flight of him have been happy and entertained by the preparations he has prepared when they travel together since he has prepared the knowledge for them.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE G: Cabin crew G

The seventh key informant was cabin crew G. He is 37 years old. He has worked for Thai Airways International as the business class cabin crew for 12 years. Cabin crew G is one of the cabin crew obsessed with his job. He stated that getting this job was difficult. He had applied for many airlines before being accepted from this airline organization. He has worked extremely hard for the airline organization since the airline organization accepted on that him. He once said to the researcher that he would do whatever it takes to develop the airline organization. He is now the business class cabin crew who got selected as one of the young talented cabin crew.

He worked hard to get there, and he enjoys every flight that he works. In 2018, Paris was selected to give a speech for the organization on “Love for the job.” He beautifully gave the speech and ended up the speech with tears. Whenever he is free, he loves to take courses that will finally bring what he has learned from the courses to enhance the airline organization. He once took a course to gain fine-dining cooking knowledge and skills and applied them in the catering department. He tried extremely hard to work on that development and finally got promoted to work in the catering department. Therefore, Cabin crew G is not only the cabin crew. He is also the staff in the catering service department to enhance, improve, and develop the inflight food and beverages. Most of the time, he cannot choose the destinations that he hopes to go to since cabin crew G has to investigate the quality of the foods and beverages on each flight that he has to work. He was confused and tired initially, but he has been happy with the things he is working. Some cabin crew is scared of his appearance when he has to work and investigate on some of the flights. However, the cabin crew feels much better and more comfortable after getting to know him more. Cabin crew G’s look may be severe for some people, but he is kind and funny. He was excited to get the invitation from the researcher as he knew this thesis study would be one of the valuable sources that could help the airline organization.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX G

The Quotation of Findings for Research Question 1

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Part 1) These are the findings of research question 1) What would be the background of each cabin crew from the international airlines concerning cultural intelligence?

The background of each cabin crew from the international airlines concerning cultural intelligence

These three points can help clarify the findings:

1. The understanding of the cultural intelligence of cabin crew
2. The experiences in learning about the cultural intelligence of cabin crew
3. The problems in learning about the cultural intelligence of cabin crew
4. The Need to Learning about Cultural Intelligence of Cabin Crew
5. Identification of the problem that needs to be solved
6. Identification of approaches that can help solving the problem
7. Identification of evaluation to solve the problem
8. Identification of the objective in learning about the cultural intelligence of cabin crew
9. Identification of the approach to learning about the cultural intelligence of cabin crew
10. Identification of the supportive facilities in learning about cultural intelligence of cabin crew
11. Identification of the assessment in learning about cultural intelligence of cabin crew
12. Identification of the sufficient outcome

The researcher selected the seven key informants of the study for the research study. Each of the key informants represents individual differences and diversity in the learning program. And these are all the seven key informants

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) The perspective about cultural intelligence

Cabin crew A:

"...For me, cultural intelligence is how individual deals with diversity and differences in knowledge and experiences. Everyone is diverse and different; people need to understand the diversity and difference that people all have..."

"I think cultural intelligence has been one of the tools we use daily for so long, but we have no idea it is cultural intelligence. In my opinion, as cabin crew, we have used this competency to work, deal with, and live with others, but we have no idea how to call them. Therefore, it is time to interpret them and put them into the training courses since it will be beneficial."

"I want to see the training courses employ this skill and knowledge to the course when it comes to the annual recurrent."

"From my understanding, cultural intelligence can help us to have benefits to a better opportunity. Our country is changing daily, and we are exposed to many cultures. We live in Thailand, which was founded to have many different cultures coming together to travel in our country."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew A has seen cultural intelligence as one of the necessary tools that help individual deals with diversity and differences from other cultural knowledge and experience. She has considered it one of the critical tools to enhance the cabin crew's competency to work, deal, and live with other people from different cultural backgrounds. For cabin crew A, the airline organization should add cultural intelligence to the main training course since cultural intelligence can provide the cabin crew the benefits of better opportunities.

Cabin crew B:

"...Culture intelligence is not just the skill for cabin crew to effectively deal with passengers, but everyone in the company. Everyone in the company comes from different cultural background. We are all diverse and different. We need to understand every diversity and difference that we all have..."

"...For me, we as the cabin crew have used cultural intelligence to solve the problems in cultural diversity and differences for so long, but I just do not know how to call it..."

"...It can help me solve, manage and understand more of the people from different cultural backgrounds..."

Cabin crew B identified cultural intelligence as not just the skill of the cabin crew to effectively deal with passengers but with everyone in the company. Everyone in the company comes from different cultural backgrounds. The cabin crew has used cultural intelligence to solve the problems of cultural diversity and differences for so long, but she does not know how to call it. Plus, it can help him solve, manage and understand more the people from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C:

"...For me, dealing with a colleague is the first thing I always consider when I have to start my work. It is because we should understand each other before working, dealing, and functioning with the customer. If we can understand how to work well among us, I think we can fix every problem we possibly confront..."

"...For me, it is not just for dealing effectively with customers. It is also for everyone in the international organizations. We are all from different cultures. It is simple for all of us to learn, study, and develop the knowledge to the next higher level..."

"...Cultural intelligence is an important skill for all of us in the international organization. We cannot avoid experiencing the cultures no matter who we communicate with..."

Cabin crew C identified cultural intelligence as the essential skill for all cabin crew in the international organization. The cabin crew cannot avoid experiencing the cultures no matter how they communicate. Cabin crew C also considers dealing with a colleague as the first thing when she has to start the work. She thinks that everyone should understand each other before working and dealing with the customer. It is not just to deal effectively with passengers for cabin crew C. It is also for everyone in the international organizations. We are all from different cultures. It is simple for us to learn, study, and develop the knowledge to the next higher level.

Cabin crew D:

"...For me, everyone is different; everyone comes from different backgrounds and different cultures. Even though we come from the same hometown, it does not mean that we have the same thought, beliefs, worldviews, or the way of life..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...As far as I understand about cultural intelligence, it is one of the important skills to best communicate and deal with other people who come from different cultural backgrounds. Especially with the passengers who come from multicultural backgrounds. As the cabin crew who work for the international airline, we definitely cannot deny facing all of these diversities and differences..."

"...Let's say that the cabin crew should have the background knowledge about everything in cultures, which I sometimes call it is the universe of culture. The more we understand them, the more we can live well with others in this world..."

"...The organization should take this skill of cultural intelligence as one of the most important skills for all of us. It will benefit us a lot..."

For cabin crew D, it is one of the crucial skills to best communicate and deal with other people from different cultural backgrounds. Especially with the passengers from multicultural backgrounds, the cabin crew who works for the international airline definitely cannot deny facing all of these diversities and differences. Since everyone is different, everyone comes from different backgrounds and different cultures. Even though we come from the same hometown, it does not mean that we have precisely the same thought, beliefs, worldviews, or way of life. The cabin crew should have background knowledge about everything about cultures which cabin crew D calls the universe of culture. The more the cabin crew understands them, the more cabin crew can live well with others in this world. The organization should take this skill of cultural intelligence as one of the essential skills for all cabin crew. It will benefit them a lot.

Cabin crew E:

"...Culture of each individual comes from experiences in life that we have experienced before, we learn, fall, fix, improve, change, and familiarize with every culture which sometimes can be similar and sometimes can be different..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I believe that the job as the cabin crew is the job that we have to effectively work and deal with cultural diversities, cultural differences, cultural sensitivity, etc. If we all have this ability of cultural intelligence, it will be amazing for all of us..."

"...Talking about cultural intelligence, I think it is the ability or skill to help people effectively deal with other people who come from different cultural backgrounds. As the cabin crew, cultural intelligence is the ability or skill we all can get to know, learn and strategize to deal with the passengers beautifully..."

"...In my opinion, we have used cultural intelligence for so long, but we have not everything about it. Therefore, this will be a great opportunity to learn it..."

"...As the cabin crew, it is true that cultural intelligence will be a great skill for the cabin crew to learn the problems between the cabin crew and passengers. Moreover, it will be a great chance for cabin crew to effectively deal not only with the passengers but also the colleagues in the organization..."

For cabin crew E, the culture of each individual comes from experiences in life that people have experienced before, learning, failing, fixing, improving, changing, and familiarizing with every culture, which sometimes can be similar and sometimes can be different. Cabin crew E believes that the cabin crew is the job that they have to effectively work and deal with cultural diversities, cultural differences, and cultural sensitivity, for example. Cabin crew E thinks it is the ability or skill to help people effectively deal with other people from different cultural backgrounds. As the cabin crew, cultural intelligence is the ability or skill we all get to know, learn and strategize to deal with the passengers beautifully. In his opinion, we have used cultural intelligence, but we do not have everything about it. Therefore, this will be an excellent opportunity to learn it. As the cabin crew, cultural intelligence will indeed be an excellent skill for the cabin crew to obtain in order to figure out the problems between the cabin crew and passengers. Moreover, it will be an excellent chance for the cabin crew to effectively deal with the passengers and the colleagues in the organization.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew F:

"...I have worked in the office for the airline before turning to the cabin crew. And I can tell it is different in the case of work. To be the cabin crew, you must communicate and interact more with the people. And to work in the international

airlines, we cannot avoid working with people from different cultures and backgrounds…"

"…Talking about Thai society, Thai people consider a lot on seniority, which can be complicated when you have to work and deal with people from many different cultures…"

"…In our organization, even if it is one of the world's most famous international airlines, we still have the old traditional cultures that have been with the organization for so long…"

"…I think most cabin crew will consider cultural intelligence as the skill to work and deal only with the passengers. If you study enough about it, you will realize it is the skill you learn to solve the problem in the workplace. It is not the skill that only deals with the passengers, but with everyone from different backgrounds…"

"…Since the gap between the age among the cabin crew in the organization are a lot different, cultural intelligence can be one of the most powerful skills that can help everyone…"

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew F has worked in the office for the airline organization before turning into the cabin crew. He realized that it was different. The cabin crew needs to communicate and interact more with the people. Furthermore, to work in international airlines, cabin crew cannot avoid working with people from different cultures and backgrounds. Talking about Thai society, Thai people consider a lot on seniority, which can be complicated when people have to work and deal with people from many different cultures. Even if it is one of the world's most famous international airlines, the airline organization still has the old traditional cultures that

have been with the airline organization for a long time. He thinks most of the cabin crew will consider cultural intelligence as the skill to work and deal only with the passengers. For cabin crew F, if cabin crew studies enough about cultural intelligence, they will realize that it is the skill that learners learn to solve the problems in the workplace. It is not the skill that only deals with the passengers, but with every person from different backgrounds. Plus, the gap between the age among the cabin crew in the organization is a lot different. Cultural intelligence can be one of the most powerful skills to help everyone.

Cabin crew G:

"...We, as the cabin crew who work for the international airline organization, cannot avoid facing the cultural diversities and differences every day. I think we are the group of people that need to understand everything about cultures..."

"...We work in the international airline; therefore, we have to work and deal with the people who come from different cultures. It is so important for us to understand how to work and deal effectively with them..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...For me, it is not the skill that helps the cabin crew to deal with the passenger completely, but also people who come from different cultural backgrounds..."

"...If everyone in the organization understands and knows how to use, employ, and apply the cultural intelligence, it will be able to help them understand more of other people..."

"...I believe that knowing how to in the languages like English cannot help the people to work, deal or even live with other people who come from other cultures 100%. However, we will be able to work, handle, live, and deal with people from

different cultural backgrounds when we understand how to understand, work, and deal with them…"

For cabin crew G, the cabin crew who works for the international airline organization cannot avoid facing the cultural diversities and differences every day. He thinks that the cabin crew is a group of people that need to understand everything about cultures. The cabin crew works in the international airline. Therefore, the cabin crew has to work and deal with people from different cultures. The cabin crew must understand how to work and deal effectively with them. For cabin crew G, it is not the skill that helps the cabin crew deal with the passenger but also with people from different cultural backgrounds. If everyone in the organization understands and knows how to use, employ, applies cultural intelligence, it will be able to help them understand more about other people. Cabin crew G believes that knowing how to in languages like English cannot help people work, deal, or even live with other people who come from other cultures 100%. However, the cabin crew will be able to work, handle, live and deal with other people from different cultural backgrounds when we understand how to understand, work, and deal with them.

2) The use of cultural intelligence

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew A:

"…To work in Thai airways, I still have the cultures and traditions we cannot avoid. For example, I have to respect the seniors highly since it is the organization's culture. I was so confused at the beginning of my career because everyone here does the same things. After I spent more time getting myself familiar with the organization's surroundings, environment, culture, and tradition, I feel so great that I finally learned, adjusted, and changed my behavior and action to live, work, and spend life in this organization…"

"...I have accepted inquiries from all over the world, including some countries that I never expected..."

"People need to stop observing different cultures as outsiders but portray them properly to show that they can adapt and finally live life in unfamiliar situations. People should be able to prove it through their actions and behaviors that they eventually can be culturally intelligent."

At the beginning of her career, cabin crew A was confused because everyone here does the same things. We still have cultures and traditions here at Thai airways that we cannot avoid. She felt great as she could finally learn, adjust, and change her behaviors and actions to live, work, and spend life in the airline organization. However, she has to familiarize herself with the organization's surroundings, environment, culture, and tradition.

Cabin crew B:

"...I have worked with Lufthansa as the ground staff before the turn to be the cabin crew in this international, it has so much different cultures from my current organization. The organizational culture is very western. The staff treats each other by using the western culture. And it is very different from here. From the experiences that I have been through before, it has not been difficult for me to live, work, and deal with the people in the new organization..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...As I said, we cannot avoid using it, and I strongly believe that we all have used it to solve the problem long ago. It is on every flight and place in the organization since we all are so different..."

Cabin crew B has worked with Lufthansa as the ground staff before the turn to be the cabin crew in this international. From the experiences that cabin crew B has been through before, it has not been difficult for him to live, work, and deal with

the people in the new international airline organization. Book also highlighted the job as the cabin crew cannot avoid using cultural intelligence, and he firmly believes that the cabin crew has used it to solve the problem a long time ago. It is on every flight and place in the organization since we all are different.

Cabin crew C:

"...I have loved learning new things about cultures since I was a kid. I watch both western and eastern cartoons, which teach me a lot about languages and knowledge about each culture. Being good at English does not mean you are successful in living with others. You also need to learn their cultures as well."

"...Things that I had seen on cartoons when I was a kid remind me that I experience the new cultures every time. And it amazes me literally..."

"...I have applied things that I got from the cartoon or movie with the current experiences and knowledge to develop myself to understand and live effectively with others from different cultural backgrounds..."

Cabin crew C has loved learning new things about cultures since she was a kid. She has watched both western and eastern cartoons. They give her a lot of the languages and the knowledge about each culture. Things that cabin crew C has seen in cartoons remind her every time she experiences the new culture. Moreover, it amazes her. She has applied knowledge and skills from cartoons or movies with the current experiences and knowledge to develop herself to understand and live effectively with others from different cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew D:

"*...I have to use lots of strategies and plans to clarify the background of each person in the workplace before I begin my job...*"

"...It was tough initially, but it is easy for me these days since I am used to the organization's cultures now. It was tough because I had no confidence to acquire and learn about new things. Still, there are no problems now since I have more confidence, experience, and willingness to learn about new organizational cultures..."

"...I think we all have used cultural intelligence before. However, we do not know or realize that is cultural intelligence. The organization has never provided us with the course of cultural intelligence. There has been just the English language course. I understand we use the English language to communicate with others. But the organization must understand that this is more important and productive in terms of working with the other people who come from other different cultural backgrounds..."

Cabin crew D has to use lots of strategies and plans to clarify the backgrounds of each of the people in the workplace before he begins his job. It was tough for cabin crew D initially, but it is easy for cabin crew these days since he gets used to the cultures in the organization now. It was tough because cabin crew D had no confidence to acquire and learn about new things. However, there are no problems now since he has more confidence, experience, and willingness to learn about new organizational cultures. He thought that the cabin crew had used cultural intelligence before. However, they do not know or realize that is cultural intelligence. The organization has never provided them with a course in cultural intelligence. There has been just the English language course. Cabin crew D understands that the cabin crew uses English to communicate with others. Nevertheless, the organization must understand that this is more important and productive in terms of working with people from other cultural backgrounds.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew E:

"...I studied Chinese and English languages before, so I realize that I have not just studied about languages but also their cultures..."

"...I graduated from Beijing, China which gave me many experiences I never thought I would have a chance to experience. The experiences changed my thought about Chinese people and cultures. You cannot say Chinese people are all the same. Each individual is diverse and different..."

"...After interviewing with you, I realized that I have lived, worked, and stayed with the universe of cultures for so long. It began when I first went to Beijing, China as an exchange student. I immediately experienced the diversity and differences of the cultures. It was chaotic initially, but living there was enjoyable to live there..."

"...After graduation, I immediately got a chance to work in the world's legendary international airline, Thai Airways. Therefore, I cannot avoid facing cultural diversities and cultural differences. However, I found culture is beautiful, and it should be something that should never stop learning..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew E had studied Chinese and English languages before, so he realized that he had not just studied languages but also their cultures. She graduated from Beijing, China which gave her many experiences that she never thought she would have a chance to experience. The experiences changed her thought about Chinese people and cultures. Each individual is diverse and different. People cannot say that Chinese people are all the same. She realized the culture shock for cabin crew E when she first went to Beijing, China as an exchange student. She immediately experienced the diversity and differences of the cultures. It was chaotic initially, but it was entertaining to live there. After her graduation, she immediately

got a chance to work in the world's legendary international airline, Thai Airways. Therefore, she cannot avoid facing cultural diversities and cultural differences. However, she found that culture is beautiful, and it should be a thing that should never stop learning.

Cabin crew F:

"...It was tough at the beginning because I have just graduated from London. I have used many knowledge and skills from overseas to work effectively in the organization. I have also used my knowledge and skills from my Thai heritage to work smoothly with my colleagues. There have been many things that I have to adjust to working smoothly in the organization..."

"...Nowadays, I consider a lot on seniority. It is because we have to work with many colleagues from different generations. There are gaps between the ages of 24 to 60. There have been gaps between generations, but I have learned to work effectively with all of them..."

For Cabin crew F, it was tough at the beginning because he had just graduated from London right before getting a job. New has used knowledge and skills from living oversea to work in the airline organization effectively. Plus, he has used his knowledge and skills from his Thai heritage to work smoothly with his colleagues. There have been many things that he has to adjust to work smoothly in the organization. Nowadays, he considers a lot on seniority since they have to work with many colleagues from many generations between 24 to 60. There have been gaps between generations, but he has learned how to work effectively with all of them.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew G:

"...I have employed many strategies to work and deal effectively with the people in the organization. I believe that everyone comes from different cultures and

backgrounds. We cannot employ just one strategy to work and deal with everyone…"

"…I use one strategy for one person, I do not use the same strategy to solve the problems about cultural diversity in my workplace…"

"…I think I have used it to live, work, and deal with other people from different cultural backgrounds, but I do not know how to call it. I want everyone to learn about this kind of skill. It helps you 100%…"

"…It is not okay every time I hear people solve a problem with another person and act like they were from the same culture. Let's treat everyone in the same way. I have been annoyed with myself because I want to help them…"

Cabin crew G has employed many strategies to work and deal effectively with the people in the organization. He believes that everyone comes from different cultures and backgrounds, and they cannot employ only one strategy to work and deal with everyone. Cabin crew G uses one strategy for one person. He does not use the same strategy to solve the problems about cultural diversity in the workplace. Cabin crew G thinks he has used it to live, work, and deal with other people from different cultural backgrounds, but he does not know how to call it. He wants everyone to learn about this kind of skill. It helps the cabin crew 100%. For Cabin crew G, it is not okay every time he hears people solve problems with another person and act like they are from the same culture. Let us treat everyone in the same way.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3) The importance of cultural intelligence

Cabin crew A:

"...In my opinion, cultural intelligence should be one of the significant competencies that the organization should put into the training course since it can unite everyone to understand more about others when it comes to working..."

"I strongly recommend this method because I believe it will free the world of the hazards of stereotyping."

"The organization should take this course about cultural intelligence into their consideration. It is the important key element for everyone in the organization..."

Cabin crew A considered cultural intelligence one of the necessary skills that should be one of the significant competencies as it will unite everyone in the organization to understand more about others when it comes to working. The organization should add cultural intelligence into the training course as one of the main subjects. She wants to see the organization take the course about cultural intelligence into their consideration.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew B:

"...I my opinion, cultural intelligence should be one of the significant competencies that the organization should put into the training course since it can unite everyone to understand more about others when it comes to working..."

"I strongly recommend this method because I believe it will free the world of the hazards of stereotyping."

"The organization should take this course about cultural intelligence into their consideration. It is the important key element for everyone in the organization."

Cabin crew B considered cultural intelligence one of the significant competencies that the organization should put into the training course since it can unite everyone to understand more about others when it comes to working. Books also recommend this method because they believe it will free the world of the hazards of stereotyping.

Cabin crew C:

"...I am from the young generation; it was tough at the beginning. However, I have learned to be professional when it is time to work. I always believe that I can work with any person. It teaches me a lot, and it has become part of my personality and attitude..."

"...As I stated, everyone in the organization comes from different cultural backgrounds. We all must realize and understand the sensitiveness of other people who are not in the same or similar cultural environment..."

"...When you understand how to treat and be treated to one another. The organization will be such a better place to live and work..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...For me, the course about competence should be added into the training course not only for cabin crew but for every employee in the organization..."

Cabin crew C is from the young generation; it was tough initially. However, she has learned how to be professional when it is time to work. She always believes that she can work with any person. It teaches her a lot, and it eventually has become part of her personality and attitude. Cabin crew C also thinks that everyone in the organization comes from different cultural backgrounds. Everyone needs to realize and understand the sensitiveness of other people who are not in the same or

similar cultural environment. When people understand how to treat and treat one another, the organization will be a better place to live and work.

Cabin crew D:

"...For me, cultural intelligence will help us work and deal with passengers and employees effectively. Everyone in the organization should have this skill as one of the fundamental competencies..."

"...It is not only the airline organization who should take this skill to the training course. The cabin crew ourselves should take this skill as one of their most important skills to best live and work in the international airline. It is not only for dealing with the passenger but also for everybody in the organization. You cannot avoid facing the diversity and difference of the cultures..."

"...As I said, the organization should have the course that enhances or develops the cultural intelligence to help all the cabin crew work, deal, and function better with passengers or even the others from different cultural backgrounds..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...The training course should add to the course other than the English course; I need this course. It is time to change the paradigm of the organization regarding language and culture. It should go along together..."

For cabin crew D, cultural intelligence will help us effectively work and deal with both passengers and employees. Everyone in the organization should have this skill as one of the fundamental competencies. It is not only the airline organization that should take this skill to the training course. The cabin crew should take this skill as one of their most essential skills to effectively work and live in the international airline organization. It is not only for dealing with the passenger but also for everybody in the airline organization. The international airline cabin crew definitely

cannot avoid facing the diversity and differences of the cultures. As cabin crew D said, the organization should have a course that enhances or develops cultural intelligence to help the crew work, deal, and function better with passengers and even others from different cultural backgrounds. It should be added to the course other than the English course. Cabin crew D also said that it is time to change the paradigm of the organization regarding language and culture. It should go along together.

Cabin crew E:

"...It is important for us to understand how to work and deal with others. It is not only for the customers but also for the colleagues in the organization. For me, you will be effective when you understand your colleagues best before working and dealing with customers..."

"...From what I have experienced in the language and culture courses. The organization has provided to the cabin crew. There was only the language course that the organization provided to us. The cultural intelligence course should be added up and considered as one of the most important courses that all the cabin crew and the people in the international airline organization should learn..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

We need to understand how to work and deal with others with cabin crew E. It is not only for the customers but also for the colleagues in the organization. For Cabin crew E, she will be effective when she understands her colleagues best before working and dealing with customers.

Cabin crew F:

"...It will be amazing if everyone in the organization understands each other more. The cultural intelligence will be one of the skills that help the organization change the workplace's climate to a more friendly and more beautiful workplace finally..."

"...I highlight that everyone in the organization should learn this skill and apply it to the real-life situation as the fundamental skill..."

"...I hope that the organization will consider cultural skill as one of most significant skills that not only the cabin crew but everyone in the organization..."

"...We all need to consider studying cultural intelligence by ourselves. There are many platforms we can all learn about culture by ourselves these days. And maybe, it will help you learn more effectively..."

For cabin crew F, it will be excellent if everyone in the organization understands each other more. Cultural intelligence will be one of the skills that help the organization change the workplace's climate to a more friendly and more beautiful workplace finally. Cabin crew F highlight that everyone in the airline organization should learn this skill and apply it to a real-life situation as a fundamental skill. Cabin crew F hopes that the airline organization will consider cultural intelligence skills one of the most critical skills that the cabin crew and everyone in the airline organization. Everyone needs to consider studying cultural intelligence by themselves. There are many platforms where they all can learn about culture by themselves these days. Furthermore, maybe, it will help them learn more effectively.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew G:

“...The organization should create a course for cultural intelligence. Studying only English cannot help me deal with passengers at all. English is just a tool. We must learn more about cultural diversities, differences, and inclusions...”

"...The organization only provides us with the English language course. It is good, but I need this kind of course that will be able to help me and all of us figure out the problems about cultural diversity and difference..."

"...There will be a lot of advantages when the organization provides the course of cultural intelligence to all employees. The employee then can learn and apply them to life both in and out of the organization..."

The organization should create a course for cultural intelligence. Studying only English cannot help Paris deals with passengers at all. English is just a tool. The cabin crew needs to learn more about cultural diversities, differences, and inclusions. The organization only provides them with the English language course. It is good, but cabin crew G needs this kind of course that will be able to help him and all of the cabin crew figure out the problems about cultural diversity and difference. There will be many advantages when the organization provides the course of cultural intelligence to all employees to learn and apply them to life both and out of the organization.

Experience in Learning about Cultural Intelligence of Cabin Crew

1) The attempt to know more about other cultures

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew A:

"...Yes, I try to learn about new cultures almost every day because it is new flights, new people, new passengers, new colleagues, new things..."

"...You cannot stop learning about cultures, right? The world moves around every second—culture changes and the way of life also changes. I have learned it since I was just a little one. It is fun as I can learn and prove it the other day..."

"...I have used many strategies to learn new knowledge about cultures like watching on YouTube, searching it on google, or even asking from the real people who come from other different cultures..."

"This is my great chance to be able to educate myself and the people in my organization about cultural intelligence to understand more about people who come from different cultural backgrounds. I will help me, and help us..."

Cabin crew A tries to learn about new cultures almost every day. She thinks that people cannot stop learning about cultures because the world moves so fast every second. Cabin crew A has to confront new flights, new people, new passengers, new colleagues, and new things in life. She has used many strategies to learn new knowledge about cultures like watching on YouTube, searching it on google, or even asking the real people from other cultures.

Cabin crew B:

"...I always try to learn new things about cultures. The more I learn about other cultures, the more stories I have to talk with the passengers..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I have tried many methods to learn about new things. I asked my colleagues about how to solve the problem. I asked my boss about it. I even asked some of the family members how to solve it. However, I have found out that surfing the internet using various sources is the most effective way to solve the problems..."

"The most useful online source I have always used is YouTube. It feels so good to watch many vloggers review their knowledge, skill, and ability to solve one particular problem..."

Cabin crew B always tries to try to learn new things about cultures. He thinks that the more he learns about other cultures, the more he has stories to talk about

and discuss with the passengers. Cabin crew B has tried many methods to learn about new things. He also asked his colleagues and boss, and he even asked some of the family. However, he has found out that surfing the internet using various online sources is the most effective way to solve the problems. Moreover, the most effective online source that cabin crew B has always used has been YouTube. Watching many vloggers review their knowledge, skill, and ability to solve one particular problem feels so good.

Cabin crew C:

"... Every day! I cannot avoid facing new people from other cultures. I can say that I live with them every day. It is not only living, but I have to work and deal with them every them. I work with them; I also learn everything new from them..."

"...I cannot dream and fix all the problems that I am experiencing. Therefore, I need to learn by exploring some helpful platforms that can help me enhance my knowledge and skills. Thank you that we have the internet these days..."

"...For me, I use one strategy for one person. I do not use the same strategy to solve the problems about cultural diversity in my workplace..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C uses one strategy for one person. She does not use the same strategy to solve the problems about cultural diversity in her workplace. Cabin crew C stated that she could not avoid facing new people from other cultures. It is not only living, but she has to work and deal with other people from different cultural backgrounds every day. Cabin crew C work with them; he also learns everything new. Cabin crew C thought that she could not dream and fix all the problems she was experiencing. Therefore, she needs to learn by exploring some helpful platforms that can help her enhance her knowledge and skills. She said that she needs to feel thankful for the internet.

Cabin crew D:

*"...*I think I learn almost every time I have to contact, work, deal with, or communicate with every new stranger of mine. They can be my passengers, co-workers, colleagues, bosses, or even the securities*..."*

"...I strongly believe in the knowledge and skills I got from the experiences. I agree that studying concepts and theories is significantly important at some point. Still, I have learned to integrate everything that I have seen, learned, studied, and read with all the experiences throughout my life. And it works almost every time..."

"...Again, I strongly believe that experiences have taught me many lessons. They made and gave me who I am these days. And I believe in them..."

"...The more I get to see more of the people, the more I want to know how to live with them..."

Cabin crew D thinks that he learns almost every time he has to contact, work, deal with, or communicate with every new stranger. They can be passengers, co-workers, colleagues, bosses, or even the securities. Cabin crew D strongly believed in the knowledge and skills he got from the experiences. He agreed that studying concepts and theories is significantly essential at some point. However, Cabin crew D has learned to integrate everything that he has seen, learned, studied, and read with all the experiences throughout his life. Plus, it works almost every time. Again, Cabin crew D strongly believed that experiences had taught him many lessons. They made and gave them who he is these days.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew E:

"...I have studied about languages and cultures since I was just a little even up to these days. I have loved them, I love studying about other cultures, and I will never stop studying about them..."

"...For, I have studied a lot about languages since I was little. My mother is also a lifelong language learner. She has learned many languages like Chinese, English, Thai, Italian, French, and Korean. Therefore, she has shown me the beauty of languages and cultures..."

"...As I can remember, I have grown up with multicultural cartoons worldwide. There has been a variety of cultures that she showed me. And I realize it immediately when I see them by myself..."

"...I think studying about cultures is a part of my life and my soul because I have been surrounded by people who love learning about languages and cultures like me since I was a little child. I learn everything by them..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew E has studied languages and cultures since she was just a little, even these days. She loves studying other cultures, and she will never stop studying them. For Fonthip, she has studied a lot about languages since she was just a little. Her mother is also a lifelong language learner. She has learned many languages like Chinese, English, Thai, Italian, French, and Korean. Therefore, she has shown her the beauty of languages and cultures. Cabin crew E has grown up with multicultural cartoons from around the world. She then realized it immediately when she saw them by herself. She also thought studying about cultures was a part of her life and her soul.

Cabin crew F:

"...I always watch international series, reality TV shows, movies, or even cartoons, and I have learned many things from them ever since. I think I have to be thankful for those international series, reality TV shows, movies, or even cartoons that inspire me to learn more about languages and cultures..."

"...Furthermore, I have lived in London for many years; therefore, I have had direct experiences living with the cultural diversities and differences. At that moment, I used google to find many solutions to solve the problems of cultural differences and diversities..."

"...I think there have been many learning platforms on social media. I am good at many social media platforms, but it does not mean I can use every social media. However, if I have the opportunities to learn, I will try my best to learn everything about it..."

Cabin crew F always watches international series, reality TV shows, movies, or even cartoons, and he has learned many things from them ever since. He feels thankful to those international series, reality TV shows, movies, and even cartoons that inspire him to learn more about languages and cultures. Furthermore, cabin crew F has lived in London for many years. Therefore he has direct experience living with cultural diversities and differences. At that moment, cabin crew F used google to find many kinds of solutions to solve the problems of cultural differences and diversities. Cabin crew F thought there had been many kinds of learning platforms on social media. He is good at many social media platforms, but it does not mean that he can use every social media. However, if there are opportunities to learn, he will try his best to learn everything about it.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew G:

"...I have grown up with a variety of people. It means many people from other cultural backgrounds have surrounded me. I think I learn everything about cultures by my experiences..."

"...It is my job to work and deal with other people who come from different cultural backgrounds. And I have just started my job as the cabin crew. I have to study cultures harder than before. It is so important..."

"...I would say I am one of the people who never stop learning about new things. The world moves and changes very fast. We all must learn and try new things and methods every day..."

"...Talking about learning about new cultures. I learn about them every day. I work on the flights; I learn to solve the problems with the passengers. I work with the new group of cabin crew; I learn how to work and deal with them. Every day, I need to learn new things about cultures..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew G has grown up with various people, which means he has been surrounded by many people who come from other cultural backgrounds. He thinks he learns everything about cultures through his experiences. It is his job to work and deal with other people from different cultural backgrounds. Furthermore, he has just started his job on the cabin crew, and he has to study about cultures harder than before. For cabin crew G, it is essential. The world moves and changes very fast. The cabin crew all needs to learn and tries new things and methods every day. He was talking about learning about new cultures. Cabin crew G learns about them every day. He works on the flights; he learns how to solve the problems with the passengers. He learns with the new group of cabin crew; he learns how to work and

deal with them. For cabin crew G, t is every day that he needs to learn new things about cultures.

1) The method to learn about other cultures

Cabin crew A:

"...To be honest, Google has been my best friend since I know how to use it. It has been developed and leveled up so far. I believe that people use it almost every day..."

"...There are lots of functions on Google if you seriously learn about it, such as google scholar, google classroom, google Forms, Google Maps, google calendar, etc..."

"...I always find the questions I want to answer on google. You know it sounds a bit lazy, but it is very effective for me; I have learned so much about things that question from google, but I have my style of searching such as using keywords, fast scanning, and capturing the useful sources..."

Cabin crew A uses Google to find the answers that can best solve her problem. It is very effective for her as she has learned so many things from google. She uses many functions on Google, such as Google Scholar, Google classroom, Google form, Google map, and Google calendar.

Cabin crew B:

"...As I stated before, I use YouTube to gain the knowledge to solve that particular problem..."

"...I watch the solutions from many vloggers on YouTube. It is not just one or two; I watch more than five of them solve that problem. And it works every time..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...For example, I worked on a flight to India, and I experienced problems on some flights with vegetarian meals when Indian people have more than five types of vegetarian. It was confusing, and I received reports about these problems many times. Then, I came back home, watched the tips from some of the vloggers that they did the clips to solve these kinds of problems, and I learned it from them."

Cabin crew B used YouTube to gain the knowledge to solve that particular problem. He watched the solutions from many vloggers on YouTube. It was not just one or two, but he watched more than five of them to solve that specific problem. Furthermore, it works every time. Book gave an example when he worked on a flight to India. Cabin crew B experienced problems on some flights with their vegetarian meals when Indian people have more than five kinds of vegetarian.

Cabin crew C:

"...I always ask the people who I believe they know and understand that particular knowledge. These people, for me, should be those who are not only live the life with it but also employ something from the knowledge..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...Even though I have considerable knowledge, skills, and experiences from cartoons, movies, etc., I always believe that I need proof from those who are the real experts in the areas. Especially, there are many experts in cultural intelligence and are those experts who have been in the international airline industries..."

"...It is up to that specific thing that I need to learn and figure out at the moment. However, I cannot avoid asking those who have been through those obstacles. They can find ways to figure out the problems..."

Cabin crew C asks the people she believes they know and understand that particular knowledge. These people for cabin crew C should be those who live the

life with it and employ something from the knowledge even though cabin crew C has considerable knowledge, skills, and experiences from cartoons and movies. However, cabin crew C always believes that she needs the proof from those who are the real experts in the area. Primarily there are many experts in cultural intelligence and are those experts who have been in the international airline industry. It is up to that specific thing that she needs to learn and figure out at the moment. Nevertheless, she cannot avoid asking the people who have been through those obstacles. They can find ways to figure out the problems.

Cabin crew D:

"*...If I need to figure out the problem after the work, I will learn how to solve it right after that time. One of the most useful sources of all time is the Twitter platform. It is fast. It contains considerable knowledge and comments from many people not only in Thailand but around the world...*"

"*...And it is obvious that I always apply what I want to learn, figure out, and study with the experiences. Sometimes it does not need to be only with my own experiences, but I also can learn and study from other experiences as well...*"

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"*...Since I love to talk with others because I can learn from other perspectives. It is important, you know? Understanding more people's perspectives will benefit me to work and live with others effectively. Specifically, to work in my organization with a variety of people of different ages and cultural backgrounds does not mean that what you have read or studied will always be right. People are different. Let us learn more about other people's cultures to live, work, or even deal with them effectively...*"

If cabin crew D needed to figure out the problem after the work, he would learn how to solve it right after that time. One of the most valuable sources for cabin crew D has a Twitter platform. It is fast, and it contains much knowledge and comments from many people in Thailand and around the world. Furthermore, cabin crew D always applies what he wants to learn, figure out, and study with the experiences. It sometimes does not need to be only with her own experiences, but he can also learn and study from other experiences. Understanding more people's perspectives will benefit cabin crew D to work and live with others effectively. Specifically, to work in his organization with a variety of people of different ages and cultural backgrounds does not mean that what people have read or studied will always be correct. People are different. Cabin crew D believes that people should learn more about other cultures to live, work, or deal with them effectively.

Cabin crew E:

"...I spend most of my time on social media these days, and Twitter answers my need, my alternative, and my way of life. I can search and learn things that I wonder fast from it..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I have used Twitter these days because there will be many comments, suggestions, or even direct critiques from the twitter players. I can explore things I need to know or figure out in real-time..."

"...Twitter has been my best friend, assistant, and teacher so far. I do not just read them, but I analyze them from the comments and suggestions from the Twitter players. The comments and suggestions are so direct and honest. But I need to check and recheck them before deciding on the further actions..."

"...There is one amazing thing that I always do on Twitter. When I am curious about something or have questions that I need the answers to right away, I always post the status to let the Twitter players comment and suggest their ideas. Their comments and suggestions have been sincere and correct. Trust me, I have checked the accuracies, and they are always right..."

Cabin crew E spends most of her time on social media these days, and Twitter answers her need, her alternative, and her way of life. She can search and learn some things that she always wonders fast from it. Furthermore, she has used Twitter these days because there will be many comments, suggestions, or even direct critiques from the twitter players. Cabin crew E can explore things that she needs to know or figure out the problems in real-time. Twitter has been her best friend, assistant, and teacher so far. Cabin crew E does not just read them, but she analyzes them from the comments and suggestions from the Twitter players. The comments and suggestions on Twitter are so direct and honest. However, cabin crew E needs to check and recheck them before making the decisions for further actions. There is one fantastic thing that she always does on Twitter. When she is curious about something or has some questions that she needs the answers to right away, she always posts the status to let the Twitter players comment and suggests their ideas. Their comments and suggestions have been sincere and correct.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew F:

"...I communicate a lot with people. I love going to the café, chitchatting with friends, and sometimes with strangers. Most importantly, I have learned something new from them..."

"...I think I always learn the new knowledge and gain the new skills from the experiences. I strongly believe that experiences have taught me since I was a kid. It takes time, but it is worth it..."

"...For me, learning from those who have experiences about the things we want to figure out is very effective..."

Cabin crew F communicates a lot with people. He loves going to the café, chitchatting with friends, and sometimes with strangers. Most importantly, Cabin crew F has learned something new from them. He continuously learns new knowledge and gains new skills from the experiences. He firmly believes that experiences have taught him since he was a kid. For cabin crew F, learning from those who have experiences about what we want to figure out is effective.

Cabin crew G:

"...I have learned new things from the social media platforms. But I love to learn them from YouTube since I have many alternatives of YouTube channels which suits my learning style..."

"...I have used YouTube recently because there will be many alternatives of the influencers who can give me the knowledge through life rection to explore new knowledge that I need to understand at the moment..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I think YouTube is my best platform to learn about cultures. I see the movements, and I can also read and learn from the comments of it..."

Cabin crew G has learned new things from the social media platforms these days. Nevertheless, Cabin crew G loves learning them from YouTube since he has many alternatives of YouTube channels that suit his learning style. He has used YouTube recently because there will be many alternatives of the influencers who can give him the knowledge through life rection to explore new knowledge that he needs to understand. Cabin crew G thinks YouTube is his best platform to learn

something about cultures. Cabin crew G has seen the movements, and he can also read and learn from their comments about it.

1) The evaluation method of learning about other cultures

Cabin crew A:

"...When I feel that particular problem has been fixed after the self-reflection ..."

"...I have to be honest; I feel it finally reaches my goal when I feel satisfied with the results..."

Cabin crew A evaluates her learning about other cultures when she sees that the problems have been fixed and reached her satisfaction.

Cabin crew B:

"...After I employ the strategy that I have plans and finally solve the problem that I aim to solve effectively..."

Cabin crew B employed the strategy that he had a plan and finally solved the problem he aimed to solve effectively.

Cabin crew C:

"...I do not always want to see my problems need to be perfectly solved, but please let me finish my job beautifully and do not take any risks that can affect my job..."

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

"...I believe that we were born to learn, fail, learn again, get back up, and shine. I cannot say which one will be the best solution for the evaluation. On the other hand, it is just when I realize that I have reached the point of satisfaction with what I want to learn. That all that matters..."

Cabin crew C does not always want to see her problems need to be perfectly solved, but she hopes to finish the flight beautifully. She does not take any risks that can affect her job. She believes that people are born to learn, fail, learn again, get back up, and shine. She cannot say which one will be the best solution for the

evaluation. On the other hand, it is just when she realizes that she reaches the point of satisfaction with what she wants to learn. That is all that matters.

Cabin crew D:

"...When I feel my knowledge has been obtained more than ever, when I feel I realize something more about that specific topic..."

"...I think that to evaluate what I have learnt that it answers my objective or not, I would investigate it with my experiences. As I said, experiences are important for me..."

When cabin crew D feels his knowledge has been obtained more than ever, cabin crew C feels that he realizes something more about that specific topic. He thinks that to evaluate whether what he has learned that it answers his objective or not, Bastian would investigate it with his experiences. Cabin crew D emphasized the importance of experiences that is important to him.

Cabin crew E:

"...It is when I realize when the problems that I am curious about or the questions in my mind have been fixed up, and I can answer everything confidently..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

When cabin crew E realizes that the problems that she is curious about or the questions in her mind have been fixed up, she can answer everything confidently.

Cabin crew F:

"...Obviously, when I can solve the problem that I have..."

It is when cabin crew F can solve the problem that he has.

Cabin crew G:

"...Please help me understand the problem I want to solve. I think I am good with that..."

"...For me, I just understand more of the things I need to know and learn to solve every problem in life..."

Cabin crew G wants any solutions that make him understand the problem he wants to solve. Cabin crew G thinks he is good with that. He wants any solutions that help him understand more of what he needs to know and learn to solve every problem in life.

The problem in Learning about the Cultural Intelligence of Cabin Crew

1) Obstacles in learning about other cultures

Cabin crew A:

"...When I feel that particular problem has been fixed after the self-reflection ..."

"...I have to be honest; I feel it finally reaches my goal when I feel satisfied with the results..."

For cabin crew A, it is when she uses only one strategy to figure out the problems about other cultures all the time.

Cabin crew B:

"...I think when I skip it to do it on another day..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...People should solve each problem right after the situation, or as soon as they are available..."

For Cabin crew B, he thought that it was when he skipped it to do it on another day. We should solve each of the problems right after the situation or as soon as they are available.

Cabin crew C:

"...I think it is when I lose my passions. For me, passion is essential to living, working, learning new things, or even surviving. I always look for passions whenever I need to learn new things..."

"...Therefore, my obstacle in learning about other cultures is when I lose my passion. I cannot live without passions. And I think passion is one of the huge motivations for most of the people in this century too..."

For cabin crew C, she thinks it is when she loses her passions. For her, passion is essential to living, working, learning new things, or even surviving. She always looks for passions every time she needs to learn new things. Thus, the obstacle to learning about other cultures is when she loses her passion. Cabin crew C said that she could not live without passion. Plus, she thinks that passion is one of the enormous motivations for most people in this century.

Cabin crew D:

"...The obvious obstacle in learning not only about cultures but other knowledge or skills is that there is not enough for me. I think it is not only me but almost every cabin crew in the international airline organization..."

"...You know? We fly most of the time. Whenever we have time, I think the cabin crew spent time resting, sleeping, relaxing, and staying with their children or family. Therefore, there has been just limited time for all of us. Time is a huge obstacle for all of us..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

For cabin crew D, the apparent obstacles in learning about cultures and other knowledge or skills are because there is not enough for him. He thought that it was not only him but almost every cabin crew in the international airline organization. The cabin crew works on the flights most of the time. Cabin crew D thinks cabin crew spends time resting, sleeping, relaxing, and staying with their children or family whenever they have time. Therefore, there has been just limited time for all of us. Time is a significant obstacle for all of the cabin crew.

Cabin crew E:

"...It has been time. I do not have enough time to learn something new. Yes, I have time, but I also want to rest or get enough sleep..."

"... time flies these days. I work, go back home, and care for my mother and boyfriend. Twenty-four hours have never been enough..."

"...Since I do not have enough time. I think the cabin crew who do not have enough time like me should solve each problem right after the situation, or as soon as we are available..."

She does not have enough time to learn something new for cabin crew E. She has time, but she also wants to take a rest or even get enough sleep. Time flies these days. Since she does not have enough time, cabin crew E thinks that the crew who does not have enough time should solve each of the problems right after the situation.

Cabin crew F:

"...I do not have enough time in life. It is the obvious obstacle that I have. I do not only work as the cabin crew, but I also work as a real estate trader. Therefore, my life's roster is very complicated..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I hope I have more time to work on the things I want to learn. It is tough to fly to many different countries around the world. Time zone is the most task that I have to deal with. When you cannot deal with it, it can cause the emotional effects to me and those around me..."

Cabin crew F does not have enough time in life. It is the obvious obstacle that he has had. He does not only work as the cabin crew, but he also works as a real estate trader. Therefore, his life's roster is very complicated. Cabin crew F hopes that

he has more time to work on what he wants to learn. It is tough to fly to many different countries around the world. Time zone is the most significant task he has to deal with it. If he cannot deal with it, it can cause emotional effects on him and those around him.

Cabin crew G:

"...If we talk about the obstacle at the moment, I would say it is that there have been many YouTube channels and YouTubers these days. It is quite difficult to choose the best one to solve each specific problem..."

"...Because of that, I always go with the same YouTube channel or the YouTuber I like. It is easy, but there are lots more channels that I want to experience. But my time is minimal..."

For cabin crew G, he stated that there had been many YouTube channels and YouTubers these days. It is pretty challenging to choose which one is the best to solve each specific problem. Because of that, cabin crew G always goes with the same YouTube channel or the YouTuber. It is easy, but there is lots more channel that he wants to experience. However, his time is limited.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2) Method to overcome those barriers

Cabin crew A:

"...I learn, I try, I improve, I learn again, and I change. If it does not work out, I have to move on by not thinking about it at all. Yes, let it go..."

"*I am the person who does not give up. I get back up when I fall, and I never forget to learn the moment during the falling process. It teaches me to be who I am these days."*

Cabin crew A learns, tries, improves, learns again, and changes. She believes that she should not give up when she falls. She gets back up and *never forgets to*

learn the moments during the falling process. She believes that it teaches her to be who she is these days.

Cabin crew B:

"...For me, I have to learn how to solve it at the moment. I should find ways to solve that problem right after I experience it. It will be effective and helpful when I do it..."

"...I mean, I do not need to do it right after the situation, but I should not leave it behind for more than 1-2 days..."

Cabin crew B has to learn how to solve it at the moment. He thought he should find ways to solve the problems right after he experienced them.

Cabin crew C:

"...For me, I have to learn how to solve it at the moment. I should find ways to solve that problem right after I experience it. It will be effective and helpful when I do it..."

"...I mean, I do not need to do it right after the situation, but I should not leave it behind for more than 1-2 days..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C has to learn how to solve the problems at the moment. She thinks she should find ways to solve that problem right after she experienced it. It will be practical and helpful when she does it.

Cabin crew D:

"*...Luckily, I have used the planner to list my schedules for so long. For as long as I can remember, I had used planners when I studied Bachelor's degree. It helped me a lot. Therefore, the best possible way to overcome these obstacles is to have the planner, and to do it continually...*"

"...However, I wish the planner will help me clarify the best possible moments to work it out..."

Cabin crew D used the planner to list all of his schedules for his Bachelor's degree. It helped him 100%. Therefore, the best possible way to overcome these obstacles is to have a planner and to do it continuously.

Cabin crew E:

"...For me, I have to learn how to solve it at the moment. I should find ways to solve that problem right after I experience it. It will be effective and helpful when I do it...."

"...I mean, I do not need to do it right after the situation, but I should not leave it behind for more than 1-2 days..."

"...And the best solution for me to solve the problems is using Twitter. It has been useful and effective every time..."

For cabin crew E, she has to learn how to solve it at the moment. She thought she should find ways to solve the problem right after she experienced it. It will be practical and helpful when she does it. Moreover, the best solution for her to solve the problems is using Twitter. It has been valuable and practical every time

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew F:

"...Firstly, I have always tried to have enough rest and sleep. I always find the best time to sleep or take a nap whenever I am free..."

"...It is difficult for me to find to take a rest. It is tough since you have to work, stay with family, and do many things even when you have not even slept for an hour. And I think most cabin crew have the same opinions about this..."

Cabin crew F has always tried to have enough rest and sleep. He always finds the best time to sleep or take a nap whenever he is free. It is difficult for him to find to take a rest. It is challenging since he has to work, stay with family, and do many things even when he does not even sleep for an hour. Cabin crew F thinks that most of the cabin crew have the same opinions about this.

Cabin crew G:

"...I ask my friends and people around me to suggest the YouTube channel or the YouTuber that is currently in trend. They are pretty helpful...

Cabin crew G asked his friends and people around him to suggest the YouTube channel or the YouTuber that is in trend. They are pretty helpful.

Need in Learning about Cultural Intelligence of Cabin Crew

1) Obstacles to cultural diversity and differences in the workplace

Cabin crew A:

"...To be honest, her name is Ween, who is my best friend in the entire world. I love her, but she is very loud since she has a big voice. It sometimes bothers other people..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I have told her two to three times before; she also listened to me and was aware of her actions at that particular time. However, it is not easy for her to control her voice and volume all the time..."

Key A, who is one of cabin crew A's best friends, has a very loud as Key A has a big voice. She is afraid that it can bother other people. She has told her three times before. She also listened to her and was aware of her actions at that particular time. However, it is not easy for her to control her voice and volume all the time.

Cabin crew B:

"...I want to learn more about Indian cultures because I am surrounded by many people from Indian cultures such as friends, colleagues, bosses, passengers, etc..."

"...And I want to start learning Indian cultures from a perfect friend. His name is Title. He is Indian but has lived in Thailand since primary school. We began the job as the cabin crew in the same year. I admire his culture and the way he admires his own culture so much. It is not the problem, but it is difficult to understand his belief about food sometimes..."

"...Title is so picky when it comes to mealtime. Most of us are Thai-Chinese, and Title is the only Thai-Indian in the group. We have to have a very uncomfortable meeting whenever we need to go out for lunch or dinner. And that is a problem..."

Cabin crew B summarized his current obstacle was that he wanted to start learning about Indian cultures from his good friend. His name is Key B. He is Indian but has lived in Thailand since primary school. They began the job as the cabin crew in the same year. Cabin crew B admires his culture and the way he admires his own culture so much. It was not easy to understand Key B's beliefs about food sometimes. Plus, Key B is picky when it comes to mealtime. Most friends are Thai-Chinese, and key B is the only Thai-Indian in the group. Cabin crew B thought that he and his friends must have a very uncomfortable meeting every time we needed to go out for lunch or dinner. Moreover, that always has been the problem.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C:

"...During the Covid-19 pandemics, I believe it is not only myself but many of colleagues in my organization who experience the struggles and difficulties in living happily in today's society..."

"...However, I have been worried about one of my best international colleagues in the company. It has been about how she will live her life in Thailand during this pandemic of Covid-19..."

"...Her name is Kim Mee So. She is Korean and joined the airline in 2013. She enjoyed living in Thailand from the first day she joined the airline. Since she is on the Korean cabin crew, she has to work only on the destinations to Korea, which are Seoul and Busan. Therefore, there have been no problems in dealing with passengers..."

"...Thing that I am worried about her is how she will live her life in Thailand during the pandemics of Covid-19 since it will affect her a lot when she has to go to work..."

During the Covid-19 pandemics, cabin crew C believed that it was herself and many of her colleagues in the organization who also experienced the struggles and difficulties in living happily in today's society. Significantly, she has been so worried about one of her best international colleagues in the organization about how that one will live the life in Thailand during this pandemic of Covid-19. Her name is Key C. She is a Korean who joined the airline in 2013. She significantly enjoyed living in Thailand from the first day she joined the airline. Since she is on the Korean cabin crew, she has to work only on the destinations to Korea, which are Seoul and Busan. Therefore, there have been no problems in dealing with the passenger. Cabin crew C was worried about how she would live her life in Thailand during the pandemics of Covid-19 since it would affect her a lot when she had to go to work.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew D:

"...Actually, I am good with everything right now. I think I can get along with everyone and know when to adjust my behavior to live and work with others effectively..."

"...But if you want me to select one current significant obstacle that I am experiencing, I will go for my real sister. We both currently work in the same airline organization..."

"...She joined the organization first, and I joined after her for six years. Her age is different from mine. She is 42 years old now, and I am 35 years old. We still stay at the same house. The problem is that her living culture has changed because of her two cats..."

Cabin crew D felt good with everything right now. He thought he could get along with everyone and know when to adjust his behavior to live and work with others effectively. However, cabin crew D's problem is with his real sister (Key D). They both currently work in the same airline organization. His sister joined the organization first, and cabin crew D joined after her for six years. Her age is different from Cabin crew D. She is 42 years old now, and he is just 35 years old. They still stay at the same house. The problem is that key D's living culture has changed because of her two cats.

Cabin crew E:

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I have been in a relationship with the captain of our airline. We have a similar roster almost every month because we try to exchange them for convenience. For the obstacle, I would not say it is our obstacle. It is my obstacle which is my unstable emotion..."

"...Since our jobs are different even if we are on the same flights. He is the captain, and I am the cabin crew who has to deal with various people with multinational backgrounds. I think almost every cabin crew understands what I am talking about it. It is tough for the cabin crew because we have to deal with work emotions, stress, and fatigue. And I think we all need rest before dealing with other things in life..."

"...I sometimes have some fights with my boyfriend because I want to take a rest. Right after the flights, I believed that my emotion was in the worse possible case and that no one could deal with this instability. Most importantly, I do not want to hurt my boyfriend, who loves me the most. I care for him..."

For cabin crew E, she has been in relationships with the captain of our airline (Key E). They both have a similar roster almost every month because they try to exchange them for their convenience. For the obstacle, she did not say it was our obstacle, and it was her obstacle which is her unstable emotion. Since their jobs are different, even if they were on the same flights, her husband is the captain, and cabin crew E is the cabin crew who has to deal with a variety of people with multinational backgrounds. Cabin crew E thought it was tough for the cabin crew because they had to deal with emotion, stress, and fatigue from work. Moreover, she thinks that the cabin crew needs some rest before dealing with other things. She sometimes has some fights with her husband because she wants to take a rest. Right after the flights, she believes that her emotion is in the worse possible case and that no one can deal with this instability. Most importantly, she does not want to hurt her husband.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew F:

"...If you ask for the current obstacle that I am facing, it will be the problem between me and one of my most favorite inflight managers that I always work with..."

"...In the past, it was not a big deal to exchange and adjust the roster to have the same flights with her. But I cannot do it right now since I started studying master's degree. It has been almost six months that I have spent time on a master's degree, and I cannot swap, adapt, or even exchange the roster to serve her needs..."

"...She does not understand the stress and pressure during my time studying master's degree. She resisted asking me to swap the flights for her every month..."

The problem between him and one of his favorite inflight managers (Key F) is that he always works with her. It was not a big deal to exchange and adjust the roster to have the same flights with her in the past. However, cabin crew F cannot do it right now since he has just started studying master's degree. It has been almost six months since he spent time on a master's degree, and he cannot swap, adapt, or even exchange the roster to serve her needs. She does not understand the stress and pressure during his time studying master's degree. Cabin crew F resisted asking him to swap the flights for her every month.

Cabin crew G:

"...I worked with one of my best Japanese colleagues, and I saw that she enjoyed her Japanese meal prepared from her apartment. And it was Somen..."

"...I always visit her heart to have some amazing Thai and Japanese meals together. She has served me various Japanese dishes, but She has never served me the Somen..."

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

"...It may not be the obstacle or problem for some people, but for some people like me consider "not know how to cook Somen" as the problem..."

Cabin crew G worked with one of his best Japanese colleagues, and cabin crew G saw that she enjoyed her Japanese meal prepared in her apartment. Furthermore, it was Somen. He always visits her heart to have some fantastic Thai and Japanese meals together. She has served him a variety of Japanese dishes, but She has never served him the Somen. It may not be an obstacle or problem for

some people, but people like him consider "not knowing how to cook Somen" as the problem.

2) Identification of the problem that needs to be solved

Cabin crew A:

"...I think it is when she finally realizes how to control her voice and tone when communicating..."

Cabin crew A thought that many people had been bothered by the loud noise of Key A. It is the noise that is difficult to be controlled.

Cabin crew B:

"...Obviously, it is about Title's culture when it comes to meal time. I am extremely curious in Indian vegetarian meals, for example, what is Indian vegetarian? How many kinds of Indian vegetarian?..."

Cabin crew B identified the problem as Key B's culture regarding mealtime. He was curious about Indian vegetarian meals. For example, what is an Indian vegetarian? How many kinds of Indian vegetarians?

Cabin crew C:

"...It is a problem that I am so worried about her, which is how she is going to live, work and survive in this pandemic of Covid-19..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C identified the problem because she was worried about Key C about how she would live, work, and survive in this pandemic of Covid-19.

Cabin crew D:

"...In the beginning, it was the problem since I confidently told her I could live with her two cats. However, things did not always turn out the way I thought. I experienced the difficulties living with her two cats when she went out for flights..."

"...Firstly, I am not a cat person. I am a dog person. Secondly, it is okay to be with them when my sister is also at home because she feeds them herself. However, it is challenging to stay with them whenever my sister is out for the flights..."

"...The problem is that we have verbal fights because of these reasons..."

In the beginning, it was a problem since cabin crew D confidently told his sister (Key D) that he could live with her two cats for sure. However, things did not always turn out the way Bastian thought. When she went out for flights, cabin crew D experienced difficulties living with her two cats. Cabin crew D is not a cat person; he is a dog. Secondly, it is okay to be with them when his sister is at home because she feeds them herself. However, it is tough to stay with them whenever his sister is out on the flights. The problem is that they have some verbal fights because of these reasons.

Cabin crew E:

"...It will be the emotional instability right after the flights. I experience them several times, and I still cannot tell the obvious factors that cause my emotional instability..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

It will be emotional instability for cabin crew E right after the flights. She experienced them several times, and she still cannot tell the apparent factors that caused her emotional instability.

Cabin crew F:

"...I just need to explore how I can let her understand the toughness of studying master's degree..."

Cabin crew F wanted to explore how he could let his close inflight manager (Key F) understand the toughness of studying master's degree.

Cabin crew G:

"...To learn how to cook Japanese Somen..."

To learn how to cook Japanese Somen.

Identification of approach that can help solving the problem

Cabin crew A:

"...I will consult with those who have the experiences with his/her similar to this kind of problem..."

Cabin crew A will consult with those who have similar experiences with a similar problem.

Cabin crew B:

"...I will stick with what I have always done as the approach to solving each specific problem: YouTube. But this time, I will watch from many YouTubers who are experts in the field..."

Cabin crew B will go for using YouTube, but this time he will watch from many YouTubers who are experts in Indian vegetarianism.

Cabin crew C:

"...I will always call her and answer her questions. And I will try many methods to help her solve the problems. In this case, I will use the Facebook platform to share many helpful and useful sources and translate to her..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I am not sure that they will help her 100% effectively, but I think it is one of the best solutions to help her survive this pandemic..."

Cabin crew C will always call Key C and answer her questions. Furthermore, she will try many approaches to help her solve the problems. Significantly, she will use the Facebook platform to share many helpful and valuable sources and translate to Key C. Cabin crew C also said that she is not sure that the approaches

will help Key C 100% effectively. However, she thought it was one of the best solutions that could help her survive the pandemic.

Cabin crew D:

"...I have some of my close friends who feed cats at her place. The best possible way to solve the problem is to consult with these friends because I have seen the way they study to feed their cats, the way they tenderly treat their cats, and the way they try to educate others to love cats..."

"...I also need to learn about the personalities, behaviors, or even attitudes of my sister's cats..."

"...Can I add one more possible thing that I want to fix? I also want to learn how to be with my sister together with two of her cats..."

Cabin crew D has some of his close friends who feed cats at their place. The best possible way to solve the problem for Cabin crew D was to consult with his friends because he has seen how they study to feed their cats, how they tenderly treat their cats, and how they try to educate others who love cats. Cabin crew D stated that he also needed to learn about his sister's cats' personalities, behaviors, or even attitudes.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew E:

"...I insist on going for what I best know how to use; it is Twitter..."

Cabin crew E insisted on going for what she best understands how to use: Twitter.

Cabin crew F:

"...I was thinking about many approaches I can use to solve the problem. But for this problem, I believe I will go for the experiential learning approach..."

Cabin crew F thought about many approaches that he could use to solve the problem. Nevertheless, he believes that he will go for the experiential learning approach for this specific problem.

Cabin crew G:

"...I will learn them from YouTube since I have many choices of both Thai and Japanese YouTube channels and Youtubers..."

"...For me, YouTube can provide many choices of the YouTubers that can give me more about Somen..."

"...I think YouTube is the best platform to learn how to cook Somen..."

Cabin crew G will learn them from YouTube since he has many choices of both Thai and Japanese YouTube channels and Youtubers. For cabin crew G, YouTube can provide many choices of the YouTubers that can give him more about Somen. He thinks YouTube is the best platform to learn how to cook Somen.

3) Identification of evaluation to solve the problem

Cabin crew A:

"...I think it is when she finally realizes how to control her voice and tone when communicating..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew A thinks it will be when Ween finally realizes how to control her voice and tone when communicating.

Cabin crew B:

"...When I clearly understand what is Indian vegetarian? How many types of vegetarians? and also their food cultures..."

Does cabin crew B think it will be when he clearly understands what Indian vegetarianism is? How many types of vegetarians? And also, their food cultures.

Cabin crew C:

“...It is when I realize she lives happily in Thailand and works smoothly in the organization...”

Cabin crew C mentioned that it was when she realized Key C lived smoothly in Thailand and worked happily in the organization.

Cabin crew D:

“...When I understand how to live with my sister’s cats. Among all of us, it is when I find out that there will be only joy in living between all of us. Myself, my sister, and her two cats...”

When cabin crew D understands how to live with his sister's cats, he finds out that there will be just joy in living between us: he, his sister, and her two cats.

Cabin crew E:

“...I am not confident in the evaluation method that I will use, but I will try my best. I think it is when I handle my emotional instability...”

Cabin crew E was not confident in the evaluation method, but she would try her best. She thinks it is when she knows how to handle the emotional instability.

Cabin crew F:

"...When she understands how tough studying a master's degree is..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

It is when Key F understands how tough studying master's degree is.

Cabin crew G:

“...It is to learn how to cook Somen...”

It is when cabin crew G understands how to cook Somen.

Identification of the objective in learning about the cultural intelligence of cabin crew

Cabin crew A:

“...To see Ween understand and know how I want how to control her volume when talking in the public...”

It is to see that Key A understands and knows how to control her volume when talking in public**.**

Cabin crew B:

"...To explore more about Indian vegetarian cultures in order to understand more about Title..."

It is to explore more about Indian vegetarian cultures.

Cabin crew C:

"...To explore the solution for Kim Mee So to live happily in Thailand, and work smoothly in the organization..."

To explore the solution for Key C to live happily in Thailand and work smoothly in the organization.

Cabin crew D:

"...To explore the best possible way to live with my sister's cats when she has to leave home for flights..."

To explore the best possible way to live with his sister's cats when she has to leave home for flights.

Cabin crew E:

"...To explore the most appropriate that best solve my emotion instability..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

To explore the most appropriate that best solve Key E's emotional instability.

Cabin crew F:

"...To explore ways to help her understand the toughness of studying for a master's degree, then I do not need to swap my roster to fly with her..."

To explore ways to help Key F understand the toughness of studying for a master's degree. She does not need to swap her roster to fly with her.

Cabin crew G:

"...It is to learn how to cook Somen..."

It is to learn how to cook Somen.

Identification of the approach to learning about the cultural intelligence of cabin crew

Cabin crew A:

"...I will consult with those who have similar experiences with his/her friends before...."

Cabin crew A will consult with those who have similar experiences with Key A's friends before.

Cabin crew B:

"...I will learn everything on YouTube by the YouTubers who are specialized in the fields...."

Cabin crew B will learn from the variety of Youtubers.

Cabin crew C:

"...Facebook platform, I will use the Facebook platform to share many helpful and useful sources to best help her. And I will translate some platforms that only use the Thai language to her..."

Cabin crew C will go with the Facebook platform. She will use the Facebook platform to share many helpful and valuable sources to best help Key C. Moreover, she will translate some platforms that only use the Thai language to Key C.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew D:

"...I will consult, discuss, ask, learn, practice, and practice with my close friends who currently feed their cats, and of course, they are the true cat loves..."

Cabin crew D will consult, discuss, ask, learn, practice, and practice with his close friends who currently feed their cats, and of course, they are the actual cat loves

Cabin crew E:

"...I will use the most appropriate comments and suggestions of Twitter and analyze them to find the best conclusion that can best solve my emotion instability problems..."

Cabin crew E will use the most appropriate comments and suggestions from Twitter and analyze them to find the best conclusion to best solve her emotional instability problems.

Cabin crew F:

"...She has some friends as the cabin crew that has been so close to her. I have heard some rumors about two seniors with similar problems as mine. They fixed the problems effectively. Therefore, I will learn some tips from them..."

"...I will use the most appropriate comments and suggestions of Twitter and analyze them to find the best conclusion that can best solve my emotion instability problems..."

Cabin crew F has some friends, the cabin crew that has been so close to her, and he has heard some rumors about two seniors with similar problems to Key F's. They fixed the problems effectively. Therefore, cabin crew F will learn some tips from them.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew G:

"...I will learn how to cook Somen by Thai and Japanese YouTube channels and Youtubers..."

Cabin crew G will learn how to cook Somen by Thai and Japanese YouTube channels and Youtubers.

Identification of the supportive facilities in learning about cultural intelligence of cabin crew

Cabin crew A:

"...I will learn from the movies or series that have the similar knowledge that I can apply to solve the problem..."

Cabin crew A will also learn it from the movies or series with similar knowledge.

Cabin crew B:

"...Other than YouTube, Twitter might help me to study more about this topic by using #indianvegetarian..."

Cabin crew B will also go for Twitter by using #indianvegetarian.

Cabin crew C:

"...I have two other Thai colleagues who can help her when I fly..."

Cabin crew C also has two other Thai colleagues who can help Key C when she has to work on the flights.

Cabin crew D:

"...This supportive facility in learning is so important. It must be the comments and suggestions from my sister to clarify everything..."

It will be comments and suggestions from cabin crew D's sister.

Cabin crew E:

"...I will also study ways to solve the problem from YouTube as well..."

Cabin crew E will also study ways to solve the problem from YouTube.

Cabin crew F:

"...She also has one of her daughters who works at the cabin, and she may be able to help me provide some pieces of advice and suggestions..."

The inflight manager (Key F) also has one of her daughters who works in the cabin, and she may be able to help New by providing some advice and suggestions to cabin crew F.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew G:

"...I will let another Japanese colleague taste it. And apply the comments and suggestions from them..."

Cabin crew G will let another Japanese colleague taste it. Moreover, apply their comments and suggestions from them.

Identification of the assessment in learning about cultural intelligence of cabin crew

1) Identification goal of in learning

Cabin crew A:

"...When she knows when, where, and how to use her voice and tone..."

Cabin crew A thinks that it is when Key A knows when, where, and how to use her voice and tone, search on google, or even ask the real people who come from other different cultures.

Cabin crew B:

"...When I can understand Title's cultures when we have meal together. Plus, I can explain Indian vegetarian cultures to our friends..."

Cabin crew B thinks it is when she clearly understands Indian vegetarian culture and can explain it to others.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C:

"...It is when I realize she lives happily in Thailand and works smoothly in the organization..."

Cabin crew C identified that it was when she realized Key C lives happily in Thailand and works smoothly in the organization.

Cabin crew D:

"...It is when I understand how live and deal with two of my sister's cats, especially, when she is not home..."

It is wen cabin crew D understands how to live and deal with two of his sister's cats, especially when Key D is not home.

Cabin crew E:

"...My goal in learning this time is to find the possible ways that I can fix my emotion instability..."

Cabin crew E's goal in learning this time is to find the possible ways that she can fix her emotional instability.

Cabin crew F:

"...We live happily together; we still enjoy working together, and I still can pursue my dream to complete my master's degree..."

Both cabin crew F and his inflight manager (Key F) live happily together while cabin crew F still pursues his dream to complete cabin crew F's master's degree.

Cabin crew G:

"...When I know how to cook Somen effectively..."

It is when cabin crew G knows how to cook Somen effectively.

2) Identification of the sufficient outcome

Cabin crew A:

"...When I realize Ween understands how to control her voice and tone professionally in front of the people..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew A thinks it is when Key A realizes understands how to control her voice and tone professionally in front of people.

Cabin crew B:

"...When I can educate my friends about the Indian vegetarian cultures to other friends of us..."

Cabin crew B thinks it is when he can educate my friends about the Indian vegetarian cultures to other friends of us.

Cabin crew C:

"...I do want any outcomes from her. I just want to see her happiness in Thailand even though it has to be during the pandemics..."

Cabin crew C does want any outcomes from her. Cabin crew just wants to see her happiness in Thailand even though it has to be during the pandemics.

Cabin crew D:

"...When my sister and I have the final discussion on the issues we both have had in the past. Plus, we all live happily together at the same house..."

It is when cabin crew D understands how to live and deal with two of his sister's cats, especially when Key D is not home.

Cabin crew E:

"...I am not sure that the results from learning this time will be able to fix the problem, but I will try my best to learn everything from it..."

Cabin crew E's goal in learning this time is to find the possible ways that she can fix her emotional instability.

Cabin crew F:

"...When understanding everything about what happens in my life, we still work together, hang out together, and we will remain the relationships..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Both cabin crew F and his inflight manager (Key F) live happily together while cabin crew F still pursues his dream to complete cabin crew F's master's degree.

Cabin crew G:

"...When I know how to cook Somen, and Tamayo likes what I do for her..."

It is when cabin crew G knows how to cook Somen effectively.

APPENDIX H

The Description Findings of Research Question 2

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The Conclusion of the Development of the Learning Program Appropriate to the nature of each cabin crew from the international airlines and their working context

CASE A (Cabin crew A)

Cabin crew A has seen cultural intelligence as one of the necessary tools that help individual deals with diversity and differences from other cultural knowledge and experience. She has considered it one of the essential tools to enhance the cabin crew's competency to work, deal, and live with other people from different cultural backgrounds. For cabin crew A, the airline organization should add cultural intelligence to the main training course since cultural intelligence can provide the cabin crew the benefits of better opportunities. At the beginning of her career, cabin crew A was confused because everyone here does the same things. We still have cultures and traditions here at Thai airways that we cannot avoid. She felt great as she could finally learn, adjust, and change her behaviors and actions to live, work, and spend life in the airline organization. However, she has to familiarize herself with the organization's surroundings, environment, culture, and tradition. Cabin crew A considered cultural intelligence one of the necessary skills that should be one of the significant competencies as it will unite everyone in the organization to understand more about others when it comes to working. The organization should add cultural intelligence into the training course as one of the main subjects. She wants to see the organization take the course about cultural intelligence into their consideration.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew A tries to learn about new cultures almost every day. She thinks that people cannot stop learning about cultures because the world moves so fast every second. Cabin crew A has to confront new flights, new people, new passengers, new colleagues, and new things in life. She has used many strategies to learn new knowledge about cultures like watching on YouTube, searching it on google, or even asking the real people from other cultures. Cabin crew A uses Google

to find the answers that can best solve her problem. It is very effective for her as she has learned so many things from google. She uses many functions on Google, such as google scholar, Google Classroom, Google Form, Google Map, and Google Calendar. Cabin crew A evaluates her learning about other cultures when she sees that the problems have been fixed and reached her satisfaction. Cabin crew A learns, tries, improves, learns again, and changes. She believes that she should not give up when she falls. She gets back up and *never forgets to learn the moments during the falling process. She believes that it teaches her to be who she is these days.*

To identify the need to learn about cultural intelligence, cabin crew A began with the obstacle when experiencing with Key A, one of cabin crew A's best friends. She has hot a very loud as Key A has a big voice. For the problem, Cabin crew A thought many people had been bothered by the loud noise of Key A. It is the noise that is difficult to be controlled. For the approach, cabin crew A will consult with those who have similar experiences with a similar problem. For the supportive facilities, cabin crew A will also learn from the movies or series with similar knowledge. To evaluate the learning outcome, cabin crew A thinks it will be when Key A finally realizes how to control her voice and tone when communicating.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE B (Cabin crew B)

Cabin crew B identified cultural intelligence as not just the skill for the cabin crew to effectively deal with passengers but with everyone in the company. Everyone in the company comes from different cultural background. The cabin crew has used cultural intelligence to solve the problems of cultural diversity and differences for so long, but he does not know how to call it. Plus, it can help him solve, manage and understand more the people from different cultural backgrounds. Cabin crew B has worked with Lufthansa as the ground staff before the turn to be the cabin crew in this international. From the experiences that cabin crew B has been through before, it has not been difficult for him to live, work, and deal with the

people in the new international airline organization. Book also highlighted the job as the cabin crew cannot avoid using cultural intelligence, and he firmly believes that the cabin crew all have used it to solve the problem a long time ago. It is on every flight and place in the organization since we all are different. Cabin crew B considered cultural intelligence one of the significant competencies that the organization should put into the training course since it can unite everyone in the organization to understand more about others when it comes to working. Books also recommend this method because he believes it will free the world of the hazards of stereotyping.

Cabin crew B always tries to try to learn new things about cultures. He thinks that the more he learns about other cultures, the more he has stories to talk about and discuss with the passengers. He has tried many methods to learn about new things and asked his colleagues. He asked his boss. He even asked some of the family. However, he has found out that surfing the internet using various online sources is the most effective way to solve the problems.

Furthermore, the most effective online source he has always used has been YouTube. Watching many vloggers review their knowledge, skill, and ability to solve one particular problem feels so good. Cabin crew B used YouTube to gain the knowledge to solve that particular problem. He watched the solutions from many vloggers on YouTube. It was not just one or two, but he watched more than five of them to solve that specific problem. Moreover, it works every time. Book gave an example when he worked on a flight to India. Cabin crew B experienced problems on some flights with vegetarian meals when Indian people have more than five kinds of vegetarian. Cabin crew B employed the strategy that he had a plan and finally solved the problem he aimed to solve effectively. For Cabin crew B, he thought that it was when he skipped it to do it on another day. We should solve each of the problems right after the situation or as soon as they are available. Cabin crew B has

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

to learn how to solve it at the moment. He thought that he should find ways to solve the problems right after he experienced.

To identify the need to learn about cultural intelligence, Cabin crew B summarized that his current obstacle was that he wanted to start learning about Indian cultures from his good friend. His name is Key B. He is Indian but has lived in Thailand since primary school. They began the job as the cabin crew in the same year. Cabin crew B admires his culture and the way he admires his own culture so much. It was challenging to understand Key B's beliefs about food sometimes. Plus, essential B is picky when it comes to mealtime. Most friends are Thai-Chinese, and key B is the only Thai-Indian in the group. Cabin crew B thought that he and his friends must have a very uncomfortable meeting every time we needed to go out for lunch or dinner.

Furthermore, that always has been the problem. For the problem, Cabin crew B identified the problem as Key B's culture regarding mealtime. He was curious about Indian vegetarian meals. For example, what is an Indian vegetarian? How many kinds of Indian vegetarians? It is the noise that is difficult to be controlled. For the approach, Cabin crew B went for using YouTube, but this time he watched from many YouTubers who are experts in Indian vegetarianism. For the supportive facilities, Cabin crew B also went for Twitter by using #indianvegetarian. To evaluate the learning outcome, cabin crew B thought it would be when he clearly understood what an Indian vegetarian is? How many types of vegetarians? and also their food cultures.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

CASE C (Cabin crew C)

Cabin crew C identified cultural intelligence as an essential skill for all cabin crew in the international organization. The cabin crew cannot avoid experiencing the cultures no matter how they communicate. Cabin crew C also considers dealing with colleagues the first thing when she has to start her work. She thinks that everyone

should understand each other before working, dealing, and functioning with the customer. It is not just to deal effectively with passengers for cabin crew C. It is also for everyone in the international organizations. We are all from different cultures. It is simple for us to learn, study, and develop the knowledge to the next higher level. Cabin crew C has loved learning new things about cultures since she was a kid. She has watched both western and eastern cartoons. They give her a lot of the languages and the knowledge about each culture. Things that cabin crew C has seen in cartoons remind her every time she experiences the new culture.

Moreover, it amazes her. She has applied knowledge and skills from cartoons or movies with the current experiences and knowledge to develop herself to understand and live effectively with others from different cultural backgrounds. Cabin crew C is from the young generation; it was tough initially. However, she has learned how to be professional when it is time to work. She always believes that she can work with any person. It teaches her a lot, and it eventually has become part of her personality and attitude. Cabin crew C also thinks that everyone in the organization comes from different cultural backgrounds. Everyone needs to realize and understand the sensitiveness of other people who are not in the same or similar cultural environment. When people understand how to treat and be treated to one another. The organization will be such a better place to live and work.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew C uses one strategy for one person. She does not use the same strategy to solve the problems about cultural diversity in her workplace. Cabin crew C stated that she could not avoid facing new people from other cultures. It is not only living, but she has to work and deal with other people from different cultural backgrounds every day. She works with them; she also learns everything new from them. Cabin crew C thought that she could not dream and fix all the problems she was experiencing. Therefore, she needs to learn by exploring some helpful platforms that can help her enhance her knowledge and skills. She said that she needs to feel

thankful for the internet. Cabin crew C asks the people I believe they know and understand that particular knowledge. These people for cabin crew C should be those who live the life with it and employ something from the knowledge even though cabin crew C has considerable knowledge, skills, and experiences from cartoons and movies. However, cabin crew C always believes that she needs the proof from those who are the real experts in the area. Primarily, there are many experts in cultural intelligence and are those experts who have been in the international airline industry. It is up to that specific thing that she needs to learn and figure out at the moment.

Nevertheless, she cannot avoid asking the people who have been through those obstacles. They can find ways to figure out the problems. Cabin crew C does not always want to see her problems need to be perfectly solved, but she hopes to finish the flight beautifully. She does not take any risks that can affect her job. She believes that people are born to learn, fail, learn again, get back up, and shine. She cannot say which one will be the best solution for the evaluation. On the other hand, it is just when she realizes that she reaches the point of satisfaction with what she wants to learn. That is all that matters.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

For cabin crew C, she thinks it is when she loses her passions. For her, passion is fundamental to live, working, learning new things, or even surviving. She always looks for passions every time she needs to learn new things. Thus, the obstacle to learning about other cultures is when she loses her passion. Cabin crew C said that she could not live without passion. Plus, she thinks that passion is one of the enormous motivations for most people in this century. Cabin crew C has to learn how to solve the problems at the moment. She thinks she should find ways to solve that problem right after she experiences it. It will be practical and helpful when she does it.

To identify the need to learn about cultural intelligence, During the Covid-19 pandemics, cabin crew C believed that not only herself but many of her colleagues in the organization who also experience the struggles and difficulties in how to live happily in today's society. Mainly, she has been so worried about one of her best international colleagues in the organization about how that one will live the life in Thailand during this pandemic of Covid-19. Her name is Key C. She is a Korean who joined the airline in 2013. She enjoyed living in Thailand from the first day she joined the airline. She is the Korean cabin crew who has to work only on the destinations to Korea, which are Seoul and Busan. Therefore, there have been no problems in dealing with the passenger. Cabin crew C was worried about how she would live her life in Thailand during the pandemics of Covid-19 since it is going to affect her a lot when she has to go to work. For the problem, Cabin crew C identified the problem as that she was worried about Key C about how she will live, work and survive in this pandemic of Covid-19. Cabin crew C will always call Key C and answer her questions about the approach.

Moreover, she will try many approaches to help her solve the problems. Significantly, she will use the Facebook platform to share many helpful and valuable sources and translate to Key C. Cabin crew C also said that she is not sure that the approaches will help Key C 100% effectively. However, she thought it was one of the best solutions to help her survive the pandemic. For the supportive facilities, cabin crew C also has two other Thai colleagues who can help Key C when she has to work on the flights. To evaluate the learning outcome, cabin crew C mentioned that it is when she realized Key C lives smoothly in Thailand and work happily in the organization.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

CASE D (Cabin crew D)

For cabin crew D, it is one of the essential skills to best communicate and deal with other people from different cultural backgrounds. Especially with the

passengers from multicultural backgrounds, the cabin crew who works for the international airline definitely cannot deny facing all of these diversities and differences. Since everyone is different, everyone comes from different backgrounds and different cultures. Even though we come from the same hometown, it does not mean that we have the same thought, beliefs, worldviews, or way of life. The cabin crew should have background knowledge about everything about cultures which cabin crew D calls the universe of culture. The more cabin crew understands them. The more cabin crew can live well with others in this world. The organization should take this skill of cultural intelligence as one of the essential skills for all cabin crew. It will benefit them a lot. Cabin crew D has to use lots of strategies and plans to clarify the backgrounds of each of the people in the workplace before he begins his job. It was tough for cabin crew D initially, but it is easy for him these days since he gets used to the cultures in the organization now. It was tough because cabin crew D had no confidence to acquire and learn about new things. However, there are no problems now since he has more confidence, experience, and willingness to learn about new organizational cultures. He thought that the cabin crew had used cultural intelligence before. However, they do not know or realize that is cultural intelligence. The organization has never provided them with a course in cultural intelligence. There has been just the English language course. Cabin crew D understands that the cabin crew uses English to communicate with others. However, the organization must understand that this is more important and productive in working with other people from other cultural backgrounds. For cabin crew D, cultural intelligence will help us work and deal with both passengers and employees effectively. Everyone in the organization should have this skill as one of the fundamental competencies. It is not only the airline organization that should take this skill to the training course. The cabin crew should take this skill as one of their most essential skills to effectively work and live in the international airline organization. It is not only for dealing with

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

the passenger but also for everybody in the airline organization. The international airline cabin crew definitely cannot avoid facing the diversity and differences of the cultures. As cabin crew D said, the organization should have a course that enhances or develops cultural intelligence to help the crew work, deal, and function better with passengers and even others from different cultural backgrounds. It should be added to the course other than the English course. Cabin crew D also said that it is time to change the paradigm of the organization regarding language and culture. It should go along together.

Cabin crew D thinks that he learns almost every time he has to contact, work, deal with, or communicate with every new stranger. They can be our passengers, co-workers, colleagues, bosses, or even the securities. Cabin crew D strongly believed in the knowledge and skills he got from the experiences. He agreed that studying concepts and theories is significantly vital at some point. However, Cabin crew D has learned to integrate everything that he has seen, learned, studied, and read with all the experiences throughout his life.

Furthermore, it works almost every time. Again, Cabin crew D strongly believed that experiences had taught him many lessons. They made and gave him who he is these days. If cabin crew D needed to figure out the problem after the work, he would learn how to solve it right after that time. One of the most valuable sources for cabin crew D is the Twitter platform. It is fast. It contains considerable knowledge and comments from many people in Thailand and worldwide.

Moreover, it was evident that cabin crew D always applies what he wants to learn, figure out, and study with the experiences. It sometimes does not need to be only with his own experiences, but he can also learn and study from other experiences. Understanding more people's perspectives will benefit cabin crew D to work and live with others effectively. Specifically, working in his organization with people of different ages and cultural backgrounds does not mean that what people have read

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

or studied will always be correct. People are different. Cabin crew D believes that people should learn more about other people's cultures to live, work, or even deal with them effectively. When cabin crew D feels his knowledge has been obtained more than ever, and when Bastian feels that, he realizes something more about that specific topic. He thinks that to evaluate whether what he has learned that it answers his objective or not, Bastian would investigate it with his experiences. Cabin crew D emphasized the importance of experiences that are important to him.

For cabin crew D, the apparent obstacles in learning about cultures and other knowledge or skills are because there is not enough for him. He thought that it was not only him but almost every cabin crew in the international airline organization. The cabin crew works on the flights most of the time. Cabin crew D thinks cabin crew spends time resting, sleeping, relaxing, and staying with their children or family whenever they have time. Therefore, there has been just limited time for all of us. Time is a big obstacle for all cabin crew. Cabin crew D used the planner to list all of his schedules for so long. He used planners when he studied Bachelor's degree. It helped him a lot. Therefore, the best possible way to overcome these obstacles is to have a planner and to do it continuously.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

To identify the need to learn about cultural intelligence, Cabin crew D felt good about everything. He thought he could get along with everyone and know when to adjust his behavior to live and work with others effectively. However, cabin crew D's problem is with his real sister (Key D). They both currently work in the same airline organization. His sister joined the organization first, and cabin crew D joined after her for six years. Her age is different from Cabin crew D. She is 42 years old now, and he is just 35 years old. They still stay at the same house. The problem is that key D's living culture has changed because of her two cats. For the problem, In the beginning, it was a problem since cabin crew D confidently told his sister (Key D) that he could live with her two cats for sure. However, things did not always turn out

the way Bastian thought. When she went out for flights, cabin crew D experienced difficulties living with her two cats. Cabin crew D is not a cat person; he is a dog. Secondly, it is okay to be with them when his sister is at home because she feeds them herself. However, it is challenging to stay with them whenever his sister is out on the flights. The problem is that they have some verbal fights because of these reasons.

For the approach, Cabin crew D has some of his close friends who feed cats at their place. The best possible way to solve the problem for Cabin crew D was to consult with his friends because he has seen how they study to feed their cats, how they tenderly treat their cats, and how they try to educate others who love cats. Cabin crew D stated that he also needed to learn about his sister's cats' personalities, behaviors, or even attitudes. For the supportive facilities, it will be comments and suggestions from cabin crew D's sister. When cabin crew D understands how to live with his sister's cats, evaluate the learning outcome. When he found out that there would be just joy in living between all of us. He, his sister, and her two cats.

CASE E (Cabin crew E)

For cabin crew E, the culture of each individual comes from experiences in life that people have experienced before, learning, failing, fixing, improving, changing, and familiarizing with every culture, which sometimes can be similar and sometimes can be different. Cabin crew E believes that the cabin crew's job has to effectively work and deal with cultural diversities, cultural differences, and cultural sensitivity. Cabin crew E thinks it is the ability or skill to help people effectively deal with other people from different cultural backgrounds. As the cabin crew, cultural intelligence is the ability or skill to get to know, learn and strategize to deal with the passengers beautifully. In his opinion, we have used cultural intelligence for a long time, but we do not have everything about it. Therefore, this will be an excellent opportunity to learn it. As the cabin crew, cultural intelligence will indeed be an excellent skill for

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

the cabin crew to obtain in order to figure out the problems between the cabin crew and passengers.

Moreover, it will be an excellent chance for the cabin crew to effectively deal with the passengers and the colleagues in the organization. Cabin crew E had studied Chinese and English languages before, so he realized that he had not just studied languages but also their cultures. She graduated from Beijing, China which gave her many experiences that she never thought she would have a chance to experience. The experiences changed her thought about Chinese people and cultures. People cannot say that Chinese people are all the same. Each individual is diverse and different. She realized the culture shock for cabin crew E when she first went to Beijing, China as an exchange student. She immediately experienced the diversity and differences of the cultures. It was chaotic initially, but it was enjoyable to live there. After her graduation, she immediately got a chance to work in the world's legendary international airline, Thai Airways. Therefore, she cannot avoid facing cultural diversities and cultural differences. However, she found that culture is beautiful, and it should be a thing that should never stop learning. We must understand how to work and deal with others for cabin crew E. It is not only for the customers but also for the colleagues in the organization. For Cabin crew E, she will be effective when she understands her colleagues best before working and dealing with customers.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew E has studied languages and cultures since she was just a little, even these days. She loves studying other cultures, and she will never stop studying them. For Fonthip, she has studied a lot about languages since she was just a little. Her mother is also a lifelong language learner. She has learned many languages like Chinese, English, Thai, Italian, French, and Korean. Therefore, she has shown her the beauty of languages and cultures. Cabin crew E has grown up with multicultural cartoons from around the world. She then realized it immediately when she saw them by herself. She also thought studying about cultures was a part of her life and

her soul. Cabin crew E spends most of her time on social media these days, and Twitter answers her need, her alternative, and her way of life. She can search and learn some things that she always wonders fast from it.

Furthermore, she has used Twitter these days because there will be many comments, suggestions, or even direct critiques from the twitter players. Cabin crew E can explore things that she needs to know or figure out the problems in real-time. Twitter has been her best friend, her best assistant, and her best teacher so far. Cabin crew E does not just read them, but she analyzes them from the comments and suggestions from the Twitter players. The comments and suggestions on Twitter are so direct and honest. However, cabin crew E needs to check and recheck them before making the decisions for further actions. There is one fantastic thing that she always does on Twitter. When she is curious about something or has some questions that she needs the answers to right away, she always posts the status to let the Twitter players comment and suggests their ideas. Their comments and suggestions have been candid and correct. It is when cabin crew E realizes when the problems that she is curious about or the questions in her mind have been fixed up, and she can answer everything confidently.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

She does not have enough time to learn something new for cabin crew E. She has time, but she also wants to take a rest or even get enough sleep. Time flies these days. She does not have enough time. Cabin crew E thinks that the cabin crew who does not have enough time should solve each problem right after the situation. For cabin crew E, she has to learn how to solve it at the moment. She thought she should find ways to solve the problem right after she experienced it. It will be practical and helpful when she does it. Moreover, the best solution for her to solve the problems is using Twitter. It has been valuable and effective every time.

To identify the need to learn about cultural intelligence, cabin crew E has been in a relationship with the captain of our airline (Key E). They both have a similar

roster almost every month because they try to exchange them for their convenience. For the obstacle, she did not say it is our obstacle, and it is her obstacle which is her unstable emotion. Since their jobs are different, even if they were on the same flights, her husband is the captain, and cabin crew E is the cabin crew who has to deal with various people with multinational backgrounds. Cabin crew E thought it was tough for the cabin crew because they had to deal with emotion, stress, and fatigue from work.

Moreover, she thinks that the cabin crew needs some rest before dealing with other things. She sometimes has some fights with her husband because she wants to take a rest. Right after the flights, she believes that her emotion is in the worse possible case and that no one can deal with this instability.

Most importantly, she does not want to hurt her husband. The problem is that key D's living culture has changed because of her two cats. For the problem, it will be the emotional instability right after the flights. She has experienced them several times, and she still cannot tell the apparent factors that cause her emotional instability. For the approach, Cabin crew E will use the most appropriate comments and suggestions from Twitter and analyze them to find the best conclusion that can best solve her emotional instability problems. For the supportive facilities, cabin crew E was not confident in the evaluation method that she would use, but she would try her best. She thinks it is when she knows how to handle the emotional instability..

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

CASE F (Cabin crew F)

Cabin crew F has worked in the office for the airline organization before turning to the cabin crew. He realized that it was different. The cabin crew needs to communicate and interact more with the people. Moreover, to work in international airlines, cabin crew cannot avoid working with people from different cultures and backgrounds. Talking about Thai society, Thai people consider seniority a lot, which

can be complicated when people have to work and deal with people from many different cultures. Even if it is one of the world's most famous international airlines, the airline organization still has the old traditional cultures that have been with the airline organization for a long time. He thinks most of the cabin crew will consider cultural intelligence as the skill to work and deal only with the passengers. For cabin crew F, if cabin crew studies enough about cultural intelligence, they will realize that it is the skill people learn to solve the problems in the workplace. It is not the skill that only deals with the passengers, but with every person from a different background. Plus, the gap between the age among the cabin crew in the organization are a lot different; cultural intelligence can be one of the most powerful skills that can help everyone. For Cabin crew F, it was tough at the beginning because he had just graduated from London right before getting the job. New has used knowledge and skills from living oversea to work in the airline organization effectively. Plus, he has used his knowledge and skills from his Thai heritage to work smoothly with his colleagues. There have been many things that he has to adjust to work smoothly in the organization. Nowadays, he considers a lot on seniority since they have to work with many colleagues from many generations between 24 to 60. There have been gaps between generations, but he has learned how to work effectively with all of them. For cabin crew F, it will be excellent if everyone in the organization understands each other more. Cultural intelligence will be one skill that helps the organization change the climate of the workplace to a more friendly and more beautiful workplace finally. Cabin crew F highlight that everyone in the airline organization should learn this skill and apply it to a real-life situation as a fundamental skill. Cabin crew F hopes that the airline organization will consider artistic intelligence skill one of the most critical skills that the cabin crew and everyone in the airline organization. Everyone needs to consider studying cultural intelligence by themselves. There are many platforms where they all can learn about

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

culture by themselves these days. And maybe, it will help them learn more effectively.

Cabin crew F always watches international series, reality TV shows, movies, or even cartoons, and he has learned many things from them ever since. He feels thankful to those international series, reality TV shows, movies, and even cartoons that inspire him to learn more about languages and cultures. Furthermore, cabin crew F has lived in London for many years. Therefore, he has direct experience living with cultural diversities and differences. At that moment, cabin crew F used google to find many kinds of solutions to solve the problems of cultural differences and diversities. Cabin crew F thought there had been many kinds of learning platforms on social media. He is good at many social media platforms, but it does not mean that he can use every social media. However, if there are opportunities to learn, he will try his best to learn everything about it. Cabin crew F communicates a lot with people. He loves going to the café, chitchatting with friends, and sometimes with strangers.

Most importantly, Cabin crew F has learned something new from them. He continuously learns new knowledge and gains new skills from his experiences. He firmly believes that experiences have taught him since he was a kid. For cabin crew F, learning from those who have experiences about what we want to figure out is effective. It is when cabin crew F can solve the problem that he has.

Cabin crew F does not have enough time in life. It is the obvious obstacle that he has had. He does not only work as the cabin crew, but he also works as a real estate trader. Therefore, his life's roster is very complicated. Cabin crew F hopes that he has more time to work on what he wants to learn. It is tough to fly to many different countries around the world. Time zone is the most significant task that he has to deal with. If he cannot deal with it, it can cause emotional effects on him and those around him. Cabin crew F has always tried to have enough rest and sleep. He

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

always finds the best time to sleep or take a nap whenever he is free. It is difficult for him to find to take a rest. It is challenging since he has to work, stay with family, and do many things even when he does not sleep for an hour. Cabin crew F thinks that most of the cabin crew have the same opinions about this.

Identify the need to learn about cultural intelligence. It is a problem between cabin crew F and one of the favorite inflight managers (Key F) that he always works with him. It was not a big deal to exchange and adjust the roster to have the same flights with her in the past. However, cabin crew F cannot do it right now since he has just started studying master's degree. It has been almost six months since he spent time on a master's degree, and he cannot swap, adapt, or even exchange the roster to serve her needs. She does not understand the stress and pressure during his time studying master's degree. Cabin crew F resisted asking him to swap the flights for her every month. For the approach, cabin crew E thought about many approaches that he could use to solve the problem.

Nevertheless, he believes that he will go for the experiential learning approach for this specific problem. For the supportive facilities, the inflight manager (Key F) also has one of her daughters who works in the cabin, and she may be able to help New by providing some advice and suggestions to cabin crew F. For the evaluation method, it is when Key F understands how tough studying master's degree is.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

CASE G (Cabin crew G)

Cabin crew G is the cabin crew who works for the international airline organization. He cannot avoid facing cultural diversity and differences every day; he thinks that the cabin crew is the group of people that need to understand everything about cultures—the cabin crew work in the international airline. Therefore, the cabin crew must work and deal with people from different cultures. The cabin crew needs to understand how to work and deal effectively with them. For cabin crew G, it is not the skill that helps the cabin crew deal with the passenger ultimately, but also

people from different cultural backgrounds. If everyone in the organization understands and knows how to use, employ, and apply cultural intelligence, it will help them understand more about other people. Cabin crew G believes that knowing how to in languages like English cannot help people work, deal, or even live with other people who come from other cultures 100%. However, the cabin crew will be able to work, handle, live and deal with other people from different cultural backgrounds when we understand how to understand, work, and deal with them. Cabin crew G has employed many strategies to work and deal effectively with the people in the organization. He believes that everyone comes from different cultures and backgrounds, and they cannot employ only one strategy to work and deal with everyone. Cabin crew G uses one strategy for one person. He does not use the same strategy to solve the problems about cultural diversity in the workplace. Cabin crew G thinks he has used it to live, work, and deal with other people from different cultural backgrounds, but he does not know how to call it. He wants everyone to learn about this kind of skill. It helps the cabin crew 100%. For Cabin crew G, it is not okay every time he hears people solve the problems with another person and act like they are from the same culture. Let us treat everyone in the same way. The organization should create a course for cultural intelligence. Studying only English cannot help Paris deals with passengers at all. English is just a tool, and the cabin crew needs to learn more about cultural diversities, differences, and inclusions. The organization only provides them with the English language course. It is good, but cabin crew G needs this kind of course that will be able to help him and all of the cabin crew figure out the problems about cultural diversity and difference. There will be many advantages when the organization provides the course of cultural intelligence to all of the employees to learn and apply them to life both in and out of the organization.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Cabin crew G has grown up with various people, which means he has been surrounded by many people who come from other cultural backgrounds. He thinks he learns everything about cultures from his experiences. It is his job to work and deal with other people from different cultural backgrounds. Moreover, he has just started his job on the cabin crew. He has to study cultures harder than before. For cabin crew G, it is crucial. The world moves and changes very fast. The cabin crew all needs to learn and tries new things and methods every day. He was talking about learning about new cultures. Cabin crew G learns about them every day. He works on the flights; he learns how to solve the problems with the passengers. He learns with the new group of cabin crew; he learns how to work and deal with them. For cabin crew G, t is every day that he needs to learn new things about cultures. Cabin crew G has learned new things from the social media platforms these days.

Nevertheless, Cabin crew G loves learning them from YouTube since he has many YouTube channel alternatives that suit his learning style. He has used YouTube recently because there will be many alternatives of the influencers who can give him the knowledge through life rection to explore new knowledge that he needs to understand. Cabin crew G thinks YouTube is his best platform to learn something about cultures. Paris has seen the movements, and he can also read and learn from their comments. Cabin crew G wants any solutions that make him understand the problem he wants to solve. Paris thinks he is good with that. For him, he wants any solutions that help him understand more of the things he needs to know and learn to solve each problem in life.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

For cabin crew G, he stated that there had been many YouTube channels and YouTubers these days. It is pretty challenging to choose which one is the best to solve each specific problem. Because of that, cabin crew G always goes with the same YouTube channel or the YouTuber. It is easy, but there are lots more channels that he wants to experience. However, his time is limited. Cabin crew G asked his

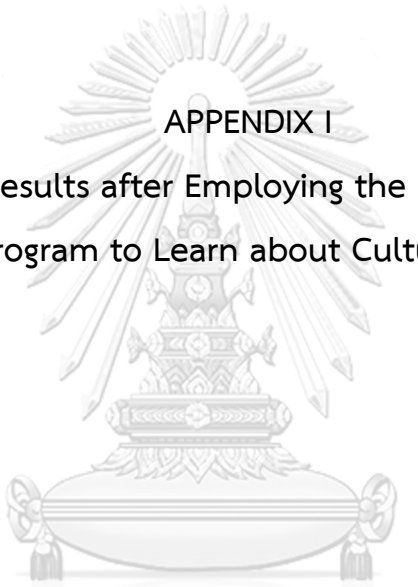
friends and people around him to suggest a YouTube channel or a YouTuber in trend. They are pretty helpful.

To identify the need to learn about cultural intelligence, cabin crew G worked with one of his best Japanese colleagues, and he saw that she enjoyed her Japanese meal from her apartment. Furthermore, it was Somen. Cabin crew G always visits her heart to have fantastic Thai and Japanese meals together. She has served him a variety of Japanese dishes, but She has never served him the Somen. It may not be an obstacle or problem for some people but consider “not knowing how to cook Somen” as the problem for some people like him. For the approach, Cabin crew G will learn how to cook Somen through Thai and Japanese YouTube channels and Youtubers. For the supportive facilities, Cabin crew G will let another Japanese colleague taste it. Furthermore, apply their comments and suggestions from them. For the evaluation method, it is when cabin crew G understands how to cook Somen.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX I

Quotation of the Results after Employing the Personalized Workplace Learning Program to Learn about Cultural Intelligence



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

CASE A: Cabin crew A and Key A

Practices reflecting cultural intelligence

1) Identification of cabin crew's awareness when interacting with him/her

Key A: *"...To me, I never have any negative or harsh feelings because of her warning, and I appreciate her for working on me when I need to be professional in front of the people. This time, she told me funny, making me feel comfortable to listen to her...."*

Cabin Crew A: *"...I was worried at the beginning because I sometimes found myself dealing with my demon, which is my overthinking. I was afraid that what I think is right might not be right or fair to her when I told her. However, Ween is very open to me talking to her. Therefore, I did not feel pressured when communicating with her at all...."*

2) **Identification of cabin crew's use of cultural knowledge**

Key A: *"...I realized her actions every time she tried to come to warn me about something. I have never been angry with her because I know her intention, which is to help me. About the problem that I speak so loudly, I followed her suggestions and instructions without hesitation..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin Crew A: *"...To be able to communicate and deal with her problem, "talking too loud," I have to adjust some behaviors and thoughts about this. I do not need to try too hard to adjust myself to deal with Ween since she has been my best friend, she knows me, and I know her so well. I have learned that I will be myself with the honesty to work, deal, function, and work with her...."*

3) **Identification of cabin crew's accuracy checking of cultural knowledge**

Key A: *"...This time, I realized that she professionally prepared herself to deal with me, there were no mistakes, but I felt a little bit weird when everything was set up..."*

Cabin Crew A: *"...To be honest, I have researched many things on the internet before dealing with Ween. Even though she has been my best friend, I am scared of the mistakes that might occur. And I do not want to see that. I think it is not only the accuracy of my cultural knowledge to deal with her but also the understanding of her natural behavior...."*

Problem-solving ability reflects cultural intelligence

2) **Identification of Cabin crew's understanding of how to deal with cultural values**

Key A: *"...Because we are best friends in the organization, she understands who I am, I understand who she is, we are good..."*

Cabin Crew A: *"...I was not sure at the beginning, but I think I truly understand how to deal with her now by reviewing and trying to understand her behavior since the beginning of our relationship. How? Other than thinking about how to let her know she has been too loud, I also help her by providing some YouTube clips that teach people how to control voice and tone when communicating..."*

2) Identification of the Cabin crew's understanding of how to use verbal language when communicating

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Key A: *"...She is so good at this. She is so good when interacting with people from any cultural background. The way she talks and interacts with me makes me feel comfortable being around her. This time, I realized that she used many strategies when communicating with me. I felt awkward initially, but I could feel the changes and even better competence between myself and her..."*

Cabin Crew A: *"...I use nonformal language with her all the time because it will help make us feel more comfortable, relaxed, and open to learning. I think a lot about the approach to let her realize her current problem because it is a problem*

that she may feel insecure about if I approach her to rush. Therefore, I think and review my verbal language before I interact with her…"

3) Identification of the Cabin crew's understanding of how to use non-verbal language

Key A: *"…She is so good at this. She is so good when interacting with people from any cultural background. The way she talks and interacts with me makes me feel comfortable being around her. This time, I realized that she used many strategies when communicating with me. I felt awkward initially, but I could feel the changes and even better competence between myself and her…"*

Cabin Crew A: *"…For non-verbal language, I highlight the relaxing vibes for both of us. I do not need tension, pressure, or stress during the conversation. Hence, the conversation was so comfortable throughout the process…."*

Expression of attitudes reflecting cultural intelligence

1) Identification of the Cabin crew's joy when interacting with values

Key A: *"…Of course, we are friends, not just ordinary friends, but the best friends in the world. For me, I am not worried when interacting with others at all. I feel so free and so open. When she asks me questions, I can answer all of her questions because I trust her, and I believe she also trusts me…"*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin Crew A: *"…I thought it would be awkward for both of us when I came to talk to her with the serious look. But it was fine when she asked me to relax and be myself. After that, we had lots of fun throughout the whole process…"*

2) Identification of the Cabin crew's confidence in socializing

Key A: *"…Again, we are super closed. There is nothing to hide. Since there was nothing to hide, every question of hers was so frank and direct to the point. Because of frankness when she communicates with me, I also open my heart and space to communicate with her…"*

Cabin Crew A: *"...I was not that confident initially since I was scared my words might hurt her, but they did not. She looked at me and told me to be myself, and she understood what I was trying. So that I feel more relaxed, I feel extremely confident socializing with her...."*

3) Identification of Cabin crew's stress management when adjusting

Key A: *"...Absolutely, she knows what she is doing. As I have stated many times, we are best friends. Then there is no stress or fear she has to deal with me. I do not have it, but this time I think she tried hard to communicate with me like she had the plans in her mind. It was a little bit unnatural this time, but again I am her fired so that I completely understand her..."*

Cabin Crew A: *"...Initially, I was not sure I could deal with her effectively. Afterward, she tried to make me comfortable talking to her and told me to be relaxed. That was the turning point.*

In the end, I think I can deal with her effectively without the stress..."

4) Identification of Cabin crew's understanding of point of view

Key A: *"...Yes, she knows it well. Since we are friends, we understand each other so well...."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin Crew A: *"...I have to say thank you to this process because 1) not only do I understand her point of view that she is so open to letting me teach me anything in life, but I also learn about myself that sometimes overthinking. And 2) it was a good time to learn more about my best friend..."*

5) Identification of Cabin crew's impression when working, dealing, or functioning

Key A: *"...I have been impressed with Nutcha since the beginning of my career. She is so helpful and has always helped people from the beginning of my career. I have seen her perform her job on the flight many times, and there are many characters when she works. The thing I am most impressed with her is her adaptability.*

Wherever she goes, she always adjusts herself to be able to work and spend her life with others…”

Cabin Crew A: *"…I have learned a lot about myself this time. I feel so great to get a chance to be part of this process. The first thing that I remember is not to be overthinking people. I realize that being an overthinker does help to level my life to the next level. It slows down the speed of my life. The second thing I learned is that I have used a lot of knowledge and competence about culture to solve the problem in my life, workplace, family, and relationship. The last thing I learn is how to live with people from different cultural backgrounds with acceptance, understanding, and respect for one another…"*

CASE B: Cabin crew B and Key B

Practices reflecting cultural intelligence

4) Identification of cabin crew's awareness when interacting with him/her

Key B: *“…I realized from his good intension to understand who I am from the very first moment I try to get to know him…”*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

“…I was impressed with him the most because he never judges other people just by the cover—specifically, a person like me who has mixed blood. I always confront several questions from many people in Thailand. He understands this so well. I love him. He is one of my best friends…”

Cabin Crew B: *“…I was conscientious when working and dealing with him. It is because I wanted to study something about him. I did not want to bother his valuable time; we have been stressful enough…”*

5) Identification of cabin crew's use of cultural knowledge

Key B: *"...He is a nerd. Every time we have the annual meeting together, he reads and studies something. He enjoys the moments with friends, and he also enjoys his learning moment. I am sure that he studies about everything around him..."*

"...He has asked me about the cultures of Indian vegetarians these few weeks. I was confused when he invited me to have dinner together at the Indian restaurant and took a look at every single step of mine. I felt awkward initially, but I looked at him and realized that he has always been like this ..."

Cabin crew B: *"...I studied the concepts and theories about his Indian vegetarian from the social media, especially from Google, before I study from him. I learned many things about the characteristics of Indian vegetarian, types of Indian vegetarians, the belief of Indian vegetarian and the advantages of Indian vegetarian..."*

6) Identification of cabin crew's accuracy checking of cultural knowledge

Key B: *"...He has asked me about the cultures of Indian vegetarians these few weeks. I was confused when he invited me to have dinner together at the Indian restaurant and took a look at every single step of mine. I felt awkward initially, but I looked at him and realized that he has always been like this..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew B: *"...I immediately learned everything about Indian vegetarian when I finally analyzed and wrote my learning plan..."*

Problem-solving ability reflects cultural intelligence

4) Identification of Cabin crew's understanding of how to deal with cultural values

Key B: *"...He is brilliant and always thinks before doing anything. He has a good manner which makes me feel very comfortable..."*

Cabin crew B: *"...He has always been my friend since I joined the company. Even though I know him so well, it does not mean that I would treat him the way the same like I normally treat him..."*

5) Identification of Cabin crew's understanding of how to use verbal language when communicating

Key B: *"...He is very behaved. Therefore there is no point in being worried when communicating with him. Plus, it is not just when he communicates with me, but with others..."*

Cabin crew B: *"...I think I have no problems in my verbal language with him. I think I know how to communicate with people who come from different cultural backgrounds very well..."*

6) Identification of Cabin crew's understanding of how to use non-verbal

Key B: *"...From what I heard, he just got upgraded to be the first-class crew. Moreover, to get upgraded to work in the first class is a big deal for all of us. So that he very behaves with both verbal and non-verbal languages..."*

Cabin crew B: *"...Same thing. I am not worried about non-verbal language as well. I also think I understand how to use my non-verbal language when dealing with him..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Expression of attitudes reflecting cultural intelligence

6) Identification of Cabin crew's joy when interacting values

Key B: *"...For the joy, I mean he is very behaved, and it is hard to tell whether he is happy or unhappy. However, I know him. He knows me. I know he enjoyed it very much..."*

Cabin crew B: *"...I realized he was surprised by my behavior this time. He asked me to react normally like we always used to. After that, I acted the same way I used to, but I still learned the Indian vegetarian cultures from him..."*

7) Identification of Cabin crew's confidence in socializing

Key B: *"...He is good. He is strong and confident in the things he works on. He directly came to talk to me without any fears..."*

Cabin crew B: *"...I think I was confident in communicating and socializing with him. I always realized to good chemistry between both of us..."*

Reflection from KEY B: Book is vital in the things he works on this. Cabin crew B directly came to talk to Key B without any fears.

Reflection from CABIN CREW B: Cabin crew B thought he was confident in communicating and socializing with Key B. He always realized the excellent chemistry between both of them.

8) Identification of Cabin crew's stress management when adjusting

Identification

of Cabin crew's stress management when adjusting

Key B: *"...There was no stress during the process at all..."*

Cabin crew B: *"...I researched and studied a lot about his cultures before meeting with him. Therefore, I can manage the stress well..."*

Reflection from KEY B: For Key B, there was no stress during the process at all.

Reflection from CABIN CREW B: Before meeting with him, cabin crew B researched and studied a lot about Key B's Indian vegetarian cultures. Therefore, cabin crew B can manage the stress effectively.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

9) Identification of Cabin crew's understanding of point of view

Key B: *"...He was so careful when communicating with me since we first met. There was no difference for this moment too...."*

Cabin crew B: *"...I think I have studied about his cultures better than before. I have learned so many new things and applied them to the old set of knowledge..."*

10) Identification of Cabin crew's impression when working, dealing or functioning

Key B: *"...He has been on points from the first day we met until now. I was so proud of him when I realized he got upgraded to work in the first class. He deserves it..."*

Cabin crew B: *"...It is a great opportunity to learn more about Indian cultures, especially their foods. It is great for me to apply this knowledge to the courses the organization has provided us. We as the cabin crew should understand more about each culture before dealing, working, or functioning with those who come from different cultural backgrounds..."*

<u>CASE C</u>: Cabin crew C and Key C

Practices reflecting cultural intelligence

4) Identification of cabin crew's awareness when interacting with him/her

Key C: *"...I need to say "Thank you" to her from the beginning of my career since she has helped me ever since..."*

"...I was nervous and worried about how to live my life during the Covid-19 pandemics. Since I am the Korean cabin crew who worked here, I have experienced new things every day. It has been years that lived here and familiarized with Thai cultures..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...However, to live life in other cultures has been difficult enough, I have to deal with them in the pandemics. It was difficult for me. I have to be honest..."

"...Mintra was one of the three of my colleagues in the workplace. She has helped me pass through this pandemic. She knew I was in the stage of shock and could not control the panic..."

"...Since she understood and realized that I was in shock due to the pandemics of Covid-19. Parintita always made the Facetime calling to make sure that I was doing all right almost every day..."

Cabin crew C: *"...I studied a lot from social media before providing her the useful and helpful sources which I think will benefit her the most..."*

"...I understand her feeling so well since I have been living overseas before which I must experience many new cultures which were new for me. The situation worsened due to the Covid-19 pandemics that no one here had experienced. I need to study harder than I used to..."

5) Identification of cabin crew's use of cultural knowledge

Key C: *"...She helped me by providing me with many sources on the Facebook platform. She told me many times that the sources she gave me have been well-reviewed, revised, studied, made sure, and selected before sending to me..."*

"...There were so many helpful solutions to live a life during the pandemics of Covid-19 since the cultures that the Thai government treated Thai people were genuinely different from Korea. The solutions that Parintita considerably selected for me were beneficial. I feel so thankful for what she has done to me..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C: *"...I studied many fruitful and helpful sources from Facebook. They were good. However, I need to confirm those details before telling Kim Mee. So, therefore I also confirm what I had found from the research study as well..."*

6) Identification of cabin crew's accuracy checking of cultural knowledge

Key C: *"...Obviously, all the solutions of how to survive and live my life in Thailand during the Covid-19 pandemics that she has sent to me were reviewed, revised, studied, applied, and selected..."*

"...At her first three suggestions, I consulted with my Korean boyfriend in Seoul. He stated that everything that Parintita has given to me was reliable..."

"...I was extremely confident in the things she provided me. She has done it from the very beginning of the pandemic of Covid-19 until these entire days..."

Cabin crew C: *"...I checked the accuracy of cultural knowledge from a research study. There is one rich platform that I always use to find interesting research to study. It is 'google scholar..."*

Problem-solving ability reflects cultural intelligence

4) Identification of Cabin crew's understanding of how to deal with cultural values

Key C: *"...Absolutely, they are helpful. I am confident she has studied everything before sending it to me..."*

"...I mean, she understands who I am, what I have been through, my cultural background, my current situation, my problem in living my life during the Covid-19 pandemics..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew C: *"...Obviously, Kim Mee So came from other different cultures. Luckily, I have loved Korean culture since I was just a little. I also studied Korean language and culture, and Kim Mee So has helped me learn about it..."*

"...With Kim Mee So, we have known each other for so long. She has been one of the best colleagues that I have known. Therefore, I think I truly understand how to deal with her cultural values..."

5) Identification of Cabin crew's understanding of how to us verbal language when communicating

Key C: *"...Her verbal language has never been the major problem. We both do not have the English language as our first language. We use it just for communication. Therefore, we have the same context when it comes to communication..."*

"...Interestingly, I currently learn how to communicate in the Thai language, and she also learns how to communicate in the Korean language. So, it is not the English language we use to communicate. We use English, Korean, and Thai languages to communicate. It was enjoyable..."

Cabin crew C: *"...We always talk both formally and informally. I think we both have no problems with the verbal language we use to communicate. Plus, we both can speak English, Thai, and Korean, which is very helpful for both of us..."*

6) Identification of Cabin crew's understanding of how to use non-verbal language

Key C: *"...No problems, no worries. There have been no problems at all..."*

Cabin crew C: *"...There were no problems in using non-verbal language too..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Reflection from KEY C: There were no any problems in communicating in non-verbal language at all.

Reflection from CABIN CREW C: There were no problems with how to use non-verbal language too.

Expression of attitudes reflecting cultural intelligence

6) Identification of Cabin crew's joy when interacting values

Key C: *"... Let's say it is happy to see your best friends during the pandemics of Covid-19, but I cannot deny that I am also worried about how to live my life and work happily in the organization during the pandemic of Covid-19. It was confusing..."*

Cabin crew C: *"...It was not about joy anymore. This pandemic has been stressful for all of us. Therefore, I took everything seriously..."*

"...However, we both enjoy our communication every time we catch up..."

7) Identification of Cabin crew's confidence in socializing

Key C: *"...As I stated before, she has reviewed, revised, studied, and selected the best solutions for me. Therefore she was confident in what she was doing and what she was about to do next..."*

Cabin crew C: *"...I needed to be confident to make her believe in what I try to educate her to live her life during the pandemics..."*

8) Identification of Cabin crew's stress management when adjusting

Identification of Cabin crew's stress management when adjusting

Key C: *"...It was fun, it was happy, and I do not have the stress at all..."*

Cabin crew C: *"...There was the stress because of the pandemics of Covid-19, but I cannot show it to them..."*

"...I cannot deny it was stressful for us both. I am Thai, and she is Korean, but we are in Thailand. Therefore, I need to help her..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

9) Identification of Cabin crew's understanding of point of view

Key C: *"...Obviously, I think my colleagues know and realize that all the foreign cabin crew were in the stage of shock and worried about what will be in the future. Since then, Parintita has understood it so well. She knows me. She understands the situation. She knows what I want and needs to be solved at the moment..."*

Cabin crew C: *"...I studied very hard before dealing with her with social media and research. Therefore, I was so ready to help her..."*

10) Identification of Cabin crew's impression when working, dealing, or functioning

Key C: *"...I can tell she was happy to see me, but she was also worried about my life. I told her that everything happens for a reason. It was great to know her. I love her. We will be a friend forever..."*

Cabin crew C: *"...In every time Kim Mee So told me that she was delighted to have me as her friend, I was beyond the planet. Our relationships get better every day. Especially, we both understand each other more because of the pandemics of Covid-19..."*

CASE D: Cabin crew D and Key D

Practices reflecting cultural intelligence

4) Identification of cabin crew's awareness when interacting with him/her

Key D: *"...In these few months, my brother and I have had some controversies among two of us after I decided to have my two adorable cats..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...Let's look at them; how could these two adorable creatures be such awful creatures? I mean I respect his space when he is at home. I feed my cats in my room, but he has been the one that always wants to play with them. I sometimes do not understand what is thinking or what is doing..."

"...However, this time was different. I feel his strong and good intention to fix everything up. I adore what he is about to do so much. Moreover, it is not only for me, but also for two of my cats..."

"...Normally, he talks to me with an unpleasant voice and conversation. I always wanted my brother to understand me more since we work as the same job and in the same airline organization. I heard from another cabin crew that he has been so generous and behaved with everyone. However, it is not with me..."

"...However, since he met and did something with you at my place that day, it seemed like he had learned something. I immediately realize the changes. There have been two significant changes that I can feel: 1) he is more careful when interreacting with me, and 2) he is so good and happy when playing with my cats. I feel confused, but I love what I have seen..."

Cabin crew D: *"...I was cautious when communicating or dealing with my sister after completing the whole learning process. I want to see this has been perfectly done..."*

"...I felt I was too serious in interreacting with her. The good point was everything has changed as I expected. However, the bad point was that I was too awkward. My sister realized it and told me to be more natural..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5) Identification of cabin crew's use of cultural knowledge

Key D: *"...There were three main changes that I have seen he has learned throughout the learning process..."*

"...Firstly, I can see and realize that my brother has learned how to live the life with my cats, learned how to get along with them, how to feed them whenever I went out for flights happily. I always check it on the recorded video from CCTV..."

"...Secondly, I realize the changes whenever he comes to communicate or deal with me. Since he met you that day, I realized two of you have done something, and it works..."

"...Thirdly, I feel the huge change in his living style with two of my cats and me. It is a little bit awkward, but I am impressed with what he has done to my cats and me. Thanks to you too..."

Cabin crew D: *"...I gain a lot of knowledge and skills from those who have experiences in this before..."*

"...Firstly, I have learned the true knowledge and applied them with my sisters' cats. I have learned how to live with them, feed them, and get along with them. I learned how to adjust my life with them..."

"...Secondly, I have learned how to treat my sister better than I used to. Because we have grown up together, lived together, and done many things together, there are no surprises that we will experience the difficulties in living together. Nevertheless, I tried to learn something to treat her and two of her cats better..."

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Identification of cabin crew's accuracy checking of cultural knowledge

Key D: *"...From what I have seen him with the cats, it surprised me to see him talk with them, clean the cats' toilet, know when to feed them, understand when he has to leave them alone and when he has to be with them..."*

"...With me, I know he has tried hard to properly communicate with me, to make everything reasonable, and to understand more of our job as the cabin crew..."

Cabin crew D: *"...I am quite confident in the accuracy of the actions that I did to her after I spent with his learning plan that I have strategized..."*

"... this time I indeed gain my knowledge and skills from the people who have the real experiences, but I also checked the accuracy of cultural knowledge on social sources as well..."

Problem-solving ability reflecting cultural intelligence

4) Identification of Cabin crew's understanding of how to deal with cultural values

Key D: *"...To be honest, he has changed when we talk about cultural values. I am not sure if it will be a temporary situation, but I hope we both understand more. It has been good..."*

"...With the cats, I think he understands more of their cultures and how to be with them. I am impressed..."

Cabin crew D: *"...I think I know my sister very well. The problem was my awkwardness and unnatural action that I treated her..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...For both of her cats, that is the difficult job that I think I was struggled with. However, I did an amazing job on dealing with them both..."

5) Identification of Cabin crew's understanding of how to use verbal language when communicating

Key D: *"...This is interesting. I do not know what you have done to him r what he has done about his verbal language. He does change his verbal language when communicating and dealing with me. Not just that, he also adjusted his verbal language when commutating, feeding, and even dealing with my cats..."*

Cabin crew D: *"...For the verbal language has been like this since we were just a little. However, I try to be more careful of what I am about to communicate to her..."*

6) Identification of Cabin crew's understanding of how to use non-verbal

Key D: *"...For the non-verbal language, there has been nothing many changes. I never had problems with his non-verbal language. What I have was his verbal language. However, it has been fixed, I am good now..."*

Cabin crew D: *"...For the verbal language has been like this since we were just a little. However, I try to be more careful of what I am about to communicate to her..."*

Expression of attitudes reflecting cultural intelligence

6) Identification of Cabin crew's joy when interacting values

Key D: *"...I would not say it is a joy since we are the real brother-sister. Therefore, it has never been a joy. However, I cannot deny that it is truly the happiness of mine..."*

Cabin crew D: *"...I enjoyed it because I have the learning plan to finish. Moreover, I did..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

7) Identification of Cabin crew's confidence in socializing

Key D: *"...There were 50% confident and 50% not so confident that I felt it from him. I think that was the first time he went out of his comfort zone..."*

Cabin crew D: *"...I am confident in socializing with her, but not her cats. However, I have tried the best..."*

8) Identification of Cabin crew's stress management when adjusting

Identification of Cabin crew's stress management when adjusting

Key D: *"...There has always been stress between both of us. I am sure this will turn out in good ways, but this is getting better now..."*

Cabin crew D: *"...I did not manage the stress when communicating and dealing with her. I can see it from her facial expressions, which show that she realized the awkwardness in the room..."*

9) Identification of Cabin crew's understanding of point of view

Key D: *"...I think we understand each other very well since we are the real brother-sister. We have grown up since we were just a little. We understand our point of view so well. However, there must be a misunderstanding among us. We are human..."*

Cabin crew D: *"...I understand my sister more, her cats more, and importantly I understand my learning style more..."*

10) Identification of Cabin crew's impression when working, dealing or functioning

Key D: *"...I can tell I felt his good intention. I feel the changes. I am so impressed with the whole process he has done to all of us..."*

Cabin crew D: *"...This is a great opportunity to learn something new, especially my successful learning style. I get out of my comfort zone. Moreover, I successfully communicate and deal with my sister and also two of her cats..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

<u>CASE E</u>: Cabin crew E and Key E

Practices reflecting cultural intelligence

4) Identification of cabin crew's awareness when interacting with him/her

Key E: *"...I always understand her emotion, whether it will be stable or unstable. I know her, I have been with her, and most importantly, I love her..."*

"...This is not the first time she has tried to solve this kind of problem. I notice every one of her reactions in every time she tries to change her behavior to maintain our relationships..."

"...However, this time of change was quite different from the others, I experienced the unexpected actions from her..."

Cabin crew E: *"...I was cautious when dealing and communicating with him. I studied them on Twitter a few days before trying new knowledge with him. In the beginning, it was very stressful, but I gained more confidence right after my learning process..."*

Identification of cabin crew's use of cultural knowledge

Key E: *"...I think she has studied her symptom in detail this time. I realized the change in her actions. I was surprised initially, but she told me to trust her attempt this time..."*

Cabin crew E: *"...I use many new knowledge and skills before employing them in my learning strategy. It was easy when you used it. The toughest part was when you were choosing the best possible method to use. However, I did try, and I think it was effective..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5) Identification of cabin crew's accuracy checking of cultural knowledge

Key E: *"...I felt so much better. She has tried to change and adjust herself to control her emotional instability. I was not sure that it would be forever or temporary, but I am happy to experience and learn something new with her..."*

Cabin crew E: *"...I was quite confident in the accuracy of cultural knowledge because I have studied a lot from Twitter and YouTube from many trustworthy alternatives..."*

Problem-solving ability reflects cultural intelligence

4) Identification of Cabin crew's understanding of how to deal with cultural values

Key E: *"...She was careful in her verbal and non-verbal language when dealing with and communicating with me. It was not 100% correct, but I understood her since we are all human. No one is perfect..."*

Cabin crew E: *"...For me, it was undeniable this time because I have learned many things about working and dealing with the emotional instability..."*

5) Identification of Cabin crew's understanding of how to use verbal language when communicating

Key E: *"...Because we are a couple and work at the same airline organization, I think she understands and knows where, when, and how to switch roles when communicating with me. This time, it was undeniable that she has tried very hard to control her verbal language when communicating with me..."*

Cabin crew E: *"...I was more careful in the words I expressed to him. I think before I speak. I learn what is going to hurt him and what is going to make him feel better. Overall, I have learned lessons in using verbal languages..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Identification of Cabin crew's understanding of how to use non-verbal

Key E: *"...She has been polite since the day I first met her. Therefore, her non-verbal language has never been a problem for me. There was no problem at all..."*

Cabin crew E: *"...I was quite in my non-verbal reaction with not just him but everyone in life..."*

Expression of attitudes reflecting cultural intelligence

6) Identification of Cabin crew's joy when interacting values

Key E: *"...I could not be joyful since she was very focused on what she was working on or what to do next. Inside my heart, I was delighted to do so..."*

Cabin crew E: *"...I think he and people around me would tell you that I did not enjoy the moment or was stressed when interacting after I learned about this. However, trust me, I enjoy every minute of it..."*

7) Identification of Cabin crew's confidence in socializing

Key E: *"...I can tell she has lacked confidence in socializing whenever she is in bad condition of emotional instability. However, this time was different because she was extremely confident in what she had prepared..."*

Cabin crew E: *"...I was never confident in socializing because of my emotional instability. However, I have gained more confidence after passing through the whole learning process and now have the best learning strategy whenever I want to learn or even when I am curious about something..."*

8) Identification of Cabin crew's stress management when adjusting

Identification of Cabin crew's stress management when adjusting

Key E: *"...It was not the stress that I had for myself, but the stress that I was worried about for her. We have been in a good relationship from the very beginning. It was stressful because I wanted to tell her I would love her no matter what. However, thank you for the attempt to change..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Cabin crew E: *"...There was no stress because I was extremely stressful before this..."*

9) Identification of Cabin crew's understanding of point of view

Key E: *"...As far as I know her, she has been one of the best students in learning new things since she was in the school and the university. She understands more of the symptoms and how to work and deal with the emotional instability..."*

Cabin crew E: *"...I understand more of my emotional instability. I have learned how to work, deal and live with it. Even though it was not 100% perfect, I have learned, I have tried, I have improved, and I have changed..."*

10) Identification of Cabin crew's impression when working, dealing, or functioning

Key E: *"...I love her attempt. Our jobs have been challenging when talking about their duty and fatigue. I am thankful for the attempt to learn, adjust, work and deal with her emotional instability..."*

Cabin crew E: *"...I need to say thank you to the researcher for giving me the chance to let me revise and review myself. It is not just the emotional instability that I have worked on. It is also who I am, who I was, and who I have been. Thank you so much..."*

CASE F: Cabin crew F and Key F

Practices reflecting cultural intelligence

4) Identification of cabin crew's awareness when interacting with him/her

Key F: *"...I know that I always direct to the point. I said what I said, and I meant what I said. And I think people in my organization realized that..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...It has been not very easy for me to welcome someone into my life. As I stated, I have been very directed even with the passengers. And for him, I am so glad to have him in my life as one of the best brothers..."

"...I am not sure what it is this time, but I am sure he has something to tell me. I know he has been careful when talking to me, but this time is different. He is always aware of his behavior when working, talking, or even dealing with me..."

Cabin crew F: *"...I was extremely stressed when I had to communicate with her since the first day I met her..."*

"...This time, I studied a lot from her close airline colleagues. Therefore, I have many tips for working, communicating, and dealing with her..."

"...I have studied many tips and tricks from them. Therefore, I applied them with my knowledge and skills to create the strategy to work and deal with her..."

"...I have been a person who always believes in learning from experiences. Experiences give who I am today. Therefore, I use this strategy to solve the problem effectively..."

Identification of cabin crew's use of cultural knowledge

Key F: *"...I think he knows who I am so well. He never showed any mistakes when working or dealing with me..."*

"...It is not only my culture or the way of my living that he knows, and I think he knows how to deal with me..."

Cabin crew F: *"...I have studied many tips and tricks from them. Therefore, I applied them with my knowledge and skills to create the strategy to work and deal with her..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...I have been a person who always believes in learning from experiences. Experiences give who I am today. Therefore, I use this strategy to solve the problem effectively..."

5) Identification of cabin crew's accuracy checking of cultural knowledge

Key F: *"...It will be amazing if everyone in the organization understands each other more. The cultural intelligence will be one of the skills that help the organization*

change the workplace's climate to a more friendly and more beautiful workplace finally..."

"...I highlight that everyone in the organization should learn this skill and apply it to the real-life situation as the fundamental skill..."

"...I hope that the organization will consider cultural skill as one of most significant skills that not only the cabin crew but everyone in the organization..."

"...We all need to consider studying cultural intelligence by ourselves. There are many platforms we can all learn about culture by ourselves these days. And maybe, it will help you learn more effectively..."

Cabin crew F: *"...I have identified the problems, I have learned, I have studied, I have practiced, and I have checked the accuracy of it. Therefore, I am confident with the cultural knowledge that I have..."*

Problem-solving ability reflects cultural intelligence

4) Identification of Cabin crew's understanding of how to deal with cultural values

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Key F: *"...He understands so well. That is why I always select him to work in the business class with me..."*

"...For this time, it is an A for him..."

Cabin crew F: *"...I have identified the problems, I have learned, I have studied, I have practiced, and I have checked the accuracy of it. Therefore, I am confident with the cultural knowledge that I have..."*

5) Identification of the Cabin crew's understanding of how to use verbal language when Communicating

Key F: *"...*Again, he is always polite to me. The way he talks is charming and friendly*..."*

Cabin crew F: *"...I think I can follow my own rules and regulations to control my behavior. I am sure that I have no problem using the verbal language at all..."*

6) Identification of Cabin crew's understanding of how to use non-verbal

Key F: *"...He was selected to work in business class. The organization and I have never been worried about his non-verbal languages..."*

"...Again, it is an A for him..."

Cabin crew F: *"...Same thing. I am not worried about non-verbal language as well. I also think I understand how to use my non-verbal language when dealing with him..."*

Expression of attitudes reflecting cultural intelligence

6) Identification of Cabin crew's joy when interacting values

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Key F: *"...This will be a tough question since I am not sure about his joy, but I know my joy. But we are close. Therefore, I think he enjoys it as much as I do..."*

Cabin crew F: *"...In the beginning, it was no joy at all. I think a lot of her feeling right after I talk to her. But after I realized that I am close with her and we understand each other well. It turned to joy eventually..."*

7) Identification of Cabin crew's confidence in socializing

Key F: *"...I think he always thinks before he speaks. In my mind, he is confident in what he wants to communicate..."*

Cabin crew F: *"...I learned, improved, adjusted, and studied. Therefore, I am extremely confident in socializing..."*

8) Identification of Cabin crew's stress management when adjusting
Identification of Cabin crew's stress management when adjusting

Key F: *"...For me, I am not stressed at all. I have never been stressed with him..."*

Cabin crew F: *"...In the beginning, I was very stressed. But after I woke up and realized that I knew her, she knew me. We are close. Therefore, I eventually found the space where I can be happy working and dealing with her..."*

9) Identification of Cabin crew's understanding of point of view

Key F: *"...And again, he is so behaved both in work and real-life..."*

Cabin crew F: *"...I thought too much in almost everything, then I learned very hard, I reviewed and revised the experiences from me and others. I understand my point of view on this specific problem very well..."*

10) Identification of Cabin crew's impression when working, dealing, or functioning

Key F: *"...I realized he had something to tell me, talk to me, or what the things he wanted them to be perfectly done. He was nervous at the beginning. But we have been so close. Therefore, he eventually talked to me like usual..."*

Cabin crew F: *"...Oh, I have learned many things from this whole process. 1st) I understand more about the strategy and method to learn about something to solve the problem, and I learn a lot about experiential learning. 2nd) I learn to understand more about myself to be not afraid of something that I have never done. 3rd) I have loved this in-flight manager for so long. Love helps us, and I think it will be able to help many people who have similar problems..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

<u>CASE G</u>: Cabin crew G and Key G

Practices reflecting cultural intelligence

4) Identification of cabin crew's awareness when interacting with him/her

Key G: *"...We have known each other for years, she has been the one who is into Japanese culture, and I think she has studied it very hard. From that, she has been cautious when communicating and dealing with me..."*

"...She has been one of the most diligent people I have ever known; therefore, I know she will do good when interacting between cultures..."

Cabin crew G: *"...I have been a big fan of J-pop, the Japanese language, Japanese culture, and everything about Japan. Therefore I was quite confident when dealing and talking with her. I was cautious not only this time, but every time is talking, working, or dealing with me..."*

5) Identification of cabin crew's use of cultural knowledge

Key G: *"...As I said, she has been so obsessed with everything Japanese, she has asked many questions about my culture and tradition in my hometown, Osaka. And she also asked me how to cook Somen recently. I was surprised because Somen is not easy to do and eat in Thailand. But I know she was trying..."*

Cabin crew G: *"...From what I have told you, I have been a big fan of Japan. There have been so many things that I have discussed with Ta Ma Yo. And this time, I specifically used the knowledge about Japanese cooking knowledge to cook Somen..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Identification of cabin crew's accuracy checking of cultural knowledge

Key G: *"...She let me try it by herself. She cooked in front of me, and demonstrated every step to show what she has learnt. At the last step, she let me taste it and ask me to evaluate her Somen cooking ability. She also wanted to suggest Somen to be one of the Japanese menus on the destinations to Japan. You know? She is in the catering department..."*

Cabin crew G: *"...That is why I went the Ta Ma Yo's apartment. It is because I want Ta Ma Yo to taste it, see when I cook it, and comment and suggest her opinions to me directly..."*

Problem-solving ability reflects cultural intelligence

4) Identification of Cabin crew's understanding of how to deal with cultural values

Key G: *"...For me, she has been a big fan of Japan, and I think she knows almost everything about Japan. I sometimes think that she knows my culture better than me..."*

Cabin crew G: *"...I have adored Japanese cultures since I was just a little. I think I know and understand how to deal with the cultural values..."*

5) Identification of Cabin crew's understanding of how to use verbal language when communicating

Key G: *"...She has been selected to work in the business class. She has also been selected as a representative to help the catering department. I have never been worried about her verbal language..."*

Cabin crew G: *"...We have been friends for a long time, and I think I have never failed her or disappointed her with my verbal language. I am confident to say that..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

6) Identification of Cabin crew's understanding of how to use non-verbal

Key G: *"...I have nothing to worry about her non-verbal language. She is so fine with that..."*

Cabin crew G: *"...We cannot avoid facing the cultural difference in non-verbal languages since we have grown up in totally different cultures. However, I have studied Japanese culture for a long time. Therefore it was easy for me to talk and deal with Ta Ma Yo..."*

Expression of attitudes reflecting cultural intelligence

6) Identification of Cabin crew's joy when interacting values

Key G: *"...I enjoy the moment with her every time I am with her. And this time, she even cooked to try it. I enjoy the moment with her..."*

Cabin crew G: *"...I realized she enjoyed with me. I can feel it..."*

7) Identification of Cabin crew's confidence in socializing

Key G: *"...She was extremely confident in delivering the messages to me. From what I have seen, I think she has studied very hard before that..."*

Cabin crew G: *"...I think I was confident in communicating and socializing with him. I always realized to good chemistry between both of us..."*

8) Identification of Cabin crew's stress management when adjusting
Identification
of Cabin crew's stress management when adjusting

Key G: *"...She was extremely confident in delivering the messages to me. From what I have seen, I think she has studied very hard before that..."*

Cabin crew G: *"...0% of stress..."*

9) Identification of Cabin crew's understanding of point of view

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Key G: *"...She was confident and on point when delivering the messages to me. Since she has studied hard about Somen and Japanese cultures, I think she understood everything about that very well..."*

Cabin crew G: *"...I adore everything about Japan and Japanese cultures. I think I confidently understand it..."*

10) Identification of Cabin crew's impression when working, dealing, or functioning

Key G: *"...She had lots of joy; she cooked and laughed all the time. We both enjoyed the moment together. There were no clues to feel nervous or worried while working with her..."*

Cabin crew G: *"...It is such the opportunity to see Ta Ma Yo again since I have not seen her since the pandemics occurred. Knowing how to learn things I wanted to know by myself was great. Most importantly, it is all of Japan. I love it..."*

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX J

The draft of a guideline for developing personalized workplace learning programs to enhance the cultural intelligence of cabin crew from international airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Version 1.0

May 2022

Table of Contents

(I) Overview of the personalized workplace learning program to enhance cultural intelligence of cabin crew from the international airlines

(II) Phase 1: the analysis of background of cabin crew to learn cultural intelligence

(III) Phase 2: The development of personalized workplace learning program to learn about cultural intelligence

(V) Phase 3: The results after employing the personalized workplace learning program to learn about cultural intelligence

(II) Overview of the personalized workplace learning program to enhance cultural intelligence of cabin crew from the international airlines

These guidelines explain a step-by-step process of the development of the personalized workplace learning program to enhance cultural intelligence of cabin crew from the international airlines. The primary goal of this development is to enhance learner's learning process and also the cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The personalized workplace learning program to enhance cultural intelligence aims to provide the employees the cultural intelligence of their skill acquisition, and personal transformation, collective empowerment with the real-time, anywhere or anytime process. The employees can study at their own pace, at the time and place of their choosing. It provides the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address individual needs and promote individual success to learn about cultural intelligence. Personalized workplace learning program to enhance cultural intelligence lets the learner voice being a core part of decision making, negotiated

personal learning programs for all employees, negotiated project work, rather than whole-class teaching, and modes of assessment selected to give best possible fit to learn about cultural intelligence. The employees will interact with other learners who are from the wider world-going out into the organization for parts of their learning, learner support, primarily through facilitators working together as a team. The personalized workplace learning program aims to valorize the employees' full potential and to empower individuals through knowledge in the workplace sharing and co-construction. The employees, guided by the facilitator, is an active co-designer of the workplace learning pathway experience. employees can appear in the instruction, or previous activities or accomplishments that have been collected and stored can later be presented when appropriate. It also enables them to select components to customize their learner-centric environment to learn cultural intelligence.

This personalized workplace learning program allows:

1) The program allows learners to understand more of cultural intelligence more than the beginning of the learning process. It helps learners identify their strength, weakness, and progress, and helps prospective learners choose their learning strategy.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

2) The program allows the airline organization to articulate what their cabin crew are expected to know and also the cultural intelligence skills they will acquire.

3) The program is valuable to the organization as it facilitates cultural intelligence of cabin crew achievements across programs, and it supports the airline organization training department.

The process described in this document is based on best practices that are being used by airline organization in Thailand.

If you have any questions and/or would like to discuss about the personalized workplace learning program to enhance cultural intelligence of the cabin crew from the international airline, please contact Mr. Dech-siri Nopas, the researcher who created this program by email tonynopas@hotmail.com or by phone, 096-824-4461.

A systematic approach to assessment is comprised of the following six steps:

1) Identify a comprehensive, meaningful backgrounds concerning cultural intelligence and learner's learning style to learn about cultural intelligence.

2) Identify a comprehensive, meaningful need to learn about about cultural intelligence.

3) Raise the issue to let learners think, review, revise, reflect, and finally summarize the rich outcome for the learning process.

4) Strategize the learning plan to let them systematically gather the plan that they think they can learn by their best to achieve their learning goals.

5) Collect, analyze, and interpret the data from the learners

6) Use the resulting information to develop the personalized workplace learning model to help learners learning (including revising the program, facilitating and advising methods).

7) Implement the recommendations

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

The Characteristics of Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines

1) Flexibility: The personalized workplace learning aims to provide the employees the content of their skill acquisition, personal transformation, collective empowerment, or a host of other phenomena with the real-time, anywhere or anytime platform. The employees can study at their own pace, at the time and place of their choosing.

2) Technology: It is important, because it supports a complete learning ecosystem instead of multiple disparate entities. The personalized workplace

learning provides the employees technology as the learning platform that changes the individual objects presented to each learner based on their individual needs as strategies that can address the employee needs and promote individual success.

3) Co-creator: The personalized workplace learning program lets employees' voice being a core part of decision making, negotiated personal learning programs for all employees, negotiated project work, rather than whole-class teaching, and modes of assessment selected to give best possible fit to a personalized curriculum. The employees expected to interact with other learners who are from the wider world-going out into the community for parts of their learning, learner support, primarily through facilitators working together as a team.

4) Self-discovery: The personalized workplace learning lets the employees to be able to choose the fit learning platform with their job in order to meet personal needs, interests and abilities to promote both independence and dependability to enhance job skills and sense of responsibility toward others to improve creative, intellectual, social and moral growth and develop personality effectively in their workplace.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

(II) Phase 1: The analysis of background of cabin crew to learn cultural intelligence

Objective: To obtain the information of the background of cabin crew who works in the international airlines regarding the understanding of the cultural intelligence

Content: To start the learning program, the facilitator needs to know the background of each cabin crew to learn cultural intelligence first before skipping to the next step. It is important to explore the background of each cabin crew since the facilitator can understand more of the strength and weakness to learn about cultural intelligence. In the end, the results from the background will help both learner and

facilitator designing the learning plan to enhance cultural intelligence. The background to learn about cultural intelligence consists of 1) the understanding about cultural intelligence of cabin crew, 2) the experiences in learning about cultural intelligence of cabin crew, 3) the problems in learning about cultural intelligence of cabin crew.

Learning Activity: These are the steps to conduct the Phase 1's learning activity:

1) The facilitator sets up the climate of the learning room to let the learner experience the comfortable and friendly climate. This will help learner feel relaxed, comfortable, and ready to learn with the facilitator. In phase 1, it is to know the background of each cabin crew to learn cultural intelligence.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole earning process.

3) The facilitator asks the learner for the permission to record the voice or video by clearly explain the objective of recording which is to collect and analyze learner's learning behavior.

4) The facilitator begins raising the issues and asking questions to let the learner explain what and how they want to express about each specific issue and question.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5) The facilitator lets the learner freely answer by not interrupting during the interview process.

6) The facilitator must be focus on the conversation during the interview process and always give the learner the positive environment.

7) The facilitator analyzes the data from each learner to know about his/her background to learn about cultural intelligence.

Facilitating Instrument: The guiding questions and issues for the program The guiding questions on cabin crew's background for learning about cultural intelligence

1) Understanding about cultural Intelligence

1.1) From your prospective, can you tell me what you know about cultural intelligence?

1.2) Have you ever made use of cultural intelligence? Please identify how.

1.3) As the cabin crew, do you think cultural intelligence is important to your workplace? Why, or why not?

2) Experiences in learning about cultural intelligence

2.1) Have you ever tried to know more about other cultures? Why, or why not?

2.2) What have you done to get the knowledge you needed?

2.3) How did you know that the knowledge you got was what you really needed?

3) Problems in learning about cultural intelligence

3.1) To your experience, what did you see as being the obstacles or barriers for getting knowledge you needed about other cultures?

3.2) How did you overcome those obstacles or barriers?

Facilitator Role: The role of facilitator is to facilitate the learner to effectively provide the answers during the learning process. The facilitator should not interrupt whenever the learner is providing the answers. On the other hand, the facilitator raises the issue to the learner to let he/she think, review, revise, reflect, and finally summarize the fruitful answers to complete his/her learning program.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Evaluation: The learner provides the answers that cover all the in-depth interview questions or in-depth interview raising issues and also answer the objective of the program. In phase 1, it is to know the background of each cabin crew to learn cultural intelligence.

(III) Phase 2: The analysis of need, objective, approach, supportive facilities and assessment to create the personalized workplace learning plan construction to solve the individual problem about culture that happens in the working context

Objective: To to get the information about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

Content: To continue the learning process, the facilitator furthers the learning program by raising the questions to know more about the information about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context. This is another important step of the learning program since the learner will identify the component of his/her need in learning about cultural intelligence: 1) the need in learning cultural intelligence of cabin crew, 2) the objective in learning about cultural intelligence of cabin crew, 3) the approach in learning about cultural intelligence of cabin crew, 4) the supportive facilities in learning about cultural intelligence of cabin crew, and 5) the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Activity: These are the steps to conduct the Phase 2's learning activity:

1) The facilitator continues creating the climate of the learning room to let the learner experience the comfortable and friendly climate. The learner will be able to feel tired from the previous step, therefore it is the facilitator's job to continue the learning process. It will be able to facilitator learner to feel relaxed, comfortable, and ready to learn with the facilitator.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole learning process. In phase 2, it is to find the information about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

3) The facilitator begins raising the issues and asking questions to let the learner explain what and how they want to express about each specific issue and question.

4) The facilitator lets the learner freely answer by not interrupting during the interview process.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

5) The facilitator must be focus on the conversation during the interview process and always give the learner the positive environment.

6) In phase 2, the facilitator needs to try the best to let the learner identify all of questions and issues.

7) The facilitator analyzes the data from each learner to know about his/her need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

Facilitating Instrument: The guiding questions and issues for the program.

The guiding questions on cabin crew's need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

1) Need

1.1) In your workplace, what is the most significant obstacle when you work or deal with cultural difference that you confront?

1.2) In your workplace, what is the issue you wish to solve most?

1.3) What is the most significant information and approach that you think it will help you to solve the problem that you have mentioned?

1.4) How well do you know about that information or approach that you think it will help you to solve the problem? And what else do you think you do not know about that particular information?

2) Objective

2.1) From what you have mentioned, what is the final outcome that you want to see at the end?

3) Approach

3.1) What is your approach that you think it suits with your personality and lifestyle for learning information that you have mentioned effectively? And why?

4) Supportive Facilities

4.1) Based on that approach, are there any supportive facilities that you think it will facilitate you to learn that information? And why?

5) Assessment

5.1) When do you think you will reach your goal to solve the problem? And why?

5.2) How do you know that the information you have is sufficient?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator Role: The role of facilitator is to facilitate the learner to effectively provide the answers during the learning process. The facilitator should not interrupt whenever the learner is providing the answers. On the other hand, the facilitator raises the issue to the learner to let he/she think, review, revise, reflect, and finally summarize the fruitful answers to complete his/her learning program.

Evaluation: The learner provides the answers that cover all the in-depth interview questions or in-depth interview raising issues and also answer the objective of the program. In phase 2, it is to find the informations about need, objective, approach, supportive facilities and the assessment to create his/her personalized workplace learning plan construction to solve his/her individual problem about cultural difference that happens in his/her working context.

(IV) Phase 3: The development of personalized workplace learning program to learn about cultural intelligence

Objective: to develop the personalized workplace learning to enhance cultural intelligence of international airline cabin crew.

Content: In this step, the facilitator and learner help each other to analyze, summarize, and create his/her personalized workplace learning program to enhance cultural intelligence of the cabin crew from the international airlines. They both help each other to analyze and summarize the data from phase I and phase II, then design his/her learning program.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Activity: These are the steps to conduct Phase 3's learning activity:

1) The facilitator continues creating the climate of the learning room to let the learner experience the comfortable and friendly climate. The learner will be able to feel tired from the previous step, therefore it is the facilitator's job to continue the learning process. It will be able to facilitator learner to feel relaxed, comfortable, and ready to learn with the facilitator.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole learning process. In phase 3, it is to analyze, summarize, and create his/her personalized workplace learning program to enhance cultural intelligence of the cabin crew from the international airlines.

3) The facilitator begins raising the issues and asking questions to let help learner design his/her learning program by integrating the data from phase I and phase II to create each learner's personalized workplace learning program to enhance cultural intelligence.

4) The facilitator lets the learner freely create and design the learning program by always helping him/her during the process.

5) At the end of the step, the facilitator review and reflect learner's personalized workplace learning program that he/she has designed by himself/herself for the confirmation.

6) The facilitator records learner's personalized workplace learning program to enhance Cultural intelligence.

Facilitating Instrument: The guiding issues and steps for the program. The guiding issues and steps help facilitator and learner to develop the personalized workplace learning program to enhance cultural intelligence of international airline cabin crew.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) Empowering

2) Designing the Learning Plan

2.1) Learning Need

2.2) Learning Objective

2.3) Learning Strategy

2.4) Learning Evaluation

3) Reflection

At this stage, these are the roles of the learner and facilitator in each step of the procedure:

2) Empowering

Learner: The learner can begin everything with the problems first. He/she can always raised the questions that he/she is curious of. Learner can take some times at this stage. Learner should finish the empowering process with the positive vibes to go on the next process. And at the end of the stage, leaner should be focused on the problem that he/she wanted to fix.

Facilitator: The facilitator can begin the empowering process by setting up the friendly climate for learning. Facilitator can help learner to finish the empowering stage by raising many words, phrases and sentences to empower them. For example, “I love your point of view, please continue explaining about it.”, “About that issue, is there nothing else you what to say about it?” The facilitator should concern about the dead-air situation during the empowering stage. Whenever the learner took time to think about something, the facilitator can provide some times to let learner think about it. The facilitator should always observe learner’s facial expressions, actions and the whole behavior of the learner.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3) Designing the learning plan

- **Identify the learning need**

Learner: The learner can take some times to consider, think and rethink about the ideas about his/her need in learning. At the end of the stage, learner clearly identifies to the facilitator about what he/she need to learn in order to solve each specific problem.

Facilitator: The facilitator lets learner to freely think and rethink about her learning need until he/she confirmed her learning need with the facilitator. The facilitator finally rephase learner’s learning need again for the confirmation.

- **Identify the learning objective**

Learner: The learner can create more than one objective in learning that relevant to the problem and the learning need that they have identified aforementioned. The learner then identifies the learning objective in learning to solve each specific problem.

Facilitator: The facilitator supports the learner by restating and emphasizing what they have identified. The facilitator finally rephase learner's learning objective again or raise some questions to confirm learner's learning objective.

- **Identify the learning strategy**

Learner: For learner, this is the stage that learner can show his/her creativity to create how to learn by themselves. The learner can take some times at this stage since it is the stage that the leaner must go all the way. Also, the learner can go with any kinds of technology to help they learn best by their own ability. They can go with any social media platform that they are good at. The learner can ask the facilitator for helps in order to plan the learning strategy. Then, the learner can clearly explain his/her learning strategy.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitator: The facilitator helps the leaner by raising some issues to let leaner figures out the learning strategy by himself/herself. The facilitator should support the ideas of leaners that he/she wants to go for any types of technology or social media platforms that will help them learn best in their own pace and time. Then, the facilitator helped the learner to clarify each step of his/her learning strategy until the learner is done. The facilitator lets the learner take their time to carefully think and consider about the learning strategy.

- **Identify the learning evaluation**

Learner: Learner can take time to identify his/her learning evaluation. It should be the evaluation that suits with the learner's learning need, learning

objective, and learning strategy aforementioned. When the learner is confident in what he/she plans to do, then he/she can clearly identify his/her learning evaluation.

Facilitator: The facilitator supports the learner by restating and emphasizing what they Have identified aforementioned. The facilitator lets learner freely create and identify the learning evaluation that suits the whole learning process the most.

4) Reflecting

Learner: At this stage, learner can freely reflect what he/she wants to state about what they have learnt, what they have experienced in the learning process. Learner can take as much as time to reflect until he/she reach the saturated point.

Facilitator: The facilitator lets the learner freely reflects what he/she has learnt for the whole learning processes. At this stage, the facilitator should keep silent to let the learn reflect what they have learnt, what they have experienced. But the facilitator can express some of the words, phrases, or sentences to let the learner reflects best.

Facilitator Role: The role of facilitator is to fully help the learner to effectively design and create the personalized workplace learning program to enhance cultural intelligence of international airline cabin crew. During the stage, the facilitator always reviews and reflects what learner has made the decision.

Evaluation: The facilitator reflects the completed personalized workplace learning program that suits with what learner has plan. The facilitator also checks the result from the data in the two previous phases.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

(V) Phase 4: The results after employing the personalized workplace learning program to learn about cultural intelligence

There are two parts in this phase

Part I: The result from people who come from different cultural backgrounds at workplace

Part II: The result from cabin crew's self-reflection

Part I: The result from people who come from different cultural backgrounds at workplace

Objective: To get the results about the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at his/her workplace. This phase aims to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

Content: To evaluate the learning program, the facilitator has to get the results from the person who is from different cultural backgrounds at his/her workplace. It is to confirm the development of cabin crew in learning about cultural intelligence from is on the right track. This is another important step of the learning program since the facilitator and learner will be able to check the results from what learner has learnt from the program. The objective is to to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Activity: These are the steps to conduct the Phase 1's learning activity:

1) The facilitator sets up the climate of the learning room to let the person who is from different cultural backgrounds at learner's workplace experience the comfortable and friendly climate. This will help him/her feel relaxed, comfortable, and ready to provide answers with the facilitator. In phase V, it is to know results about the development of cabin crew in learning about cultural

intelligence from the person who is from different cultural backgrounds at learner's workplace experience.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole interview process.

3) The facilitator asks the person who is from different cultural backgrounds at learner's workplace experience for the permission to record the voice or video by clearly explaining the objective of recording.

4) The facilitator begins raising the issues and asking questions to let the person who is from different cultural backgrounds at learner's workplace experience explain what and how he/she want to express about each specific issue and question.

5) The facilitator lets the person who is from different cultural backgrounds at learner's
workplace experience freely answer by not interrupting during the interview process.

6) The facilitator must be focus on the conversation during the interview process and always give the person who is from different cultural backgrounds at learner's workplace experience the positive environment.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

7) The facilitator analyzes the data from each person who is from different cultural backgrounds at learner's workplace experience to know about the results of the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at learner's workplace experience.

Facilitating Instrument: The guiding questions to obtain the results about the development of cabin crew in learning about cultural intelligence from the person who is from different cultural backgrounds at his/her workplace.

1) Practices reflecting cultural intelligence

1.1) Do you think that cabin crew is aware of the cultural knowledge

when interacting with you are from different cultural backgrounds? How?

1.2) Do you think that cabin crew adjusted his/her cultural knowledge to effectively deal with y who are from different cultural backgrounds? How?

1.3) Do you think that cabin crew checks the accuracy of his/her cultural knowledge as he/she interacts with you who are from different cultural backgrounds? How?

2) Problem-solving ability reflecting cultural intelligence

2.1) Do you think that cabin crew understands how to deal with your cultural values? How?

2.2) Do you think that cabin crew understands how to use verbal language when communicating with you who are from different cultural backgrounds? How?

2.3) Do you think that cabin crew understands how to use non-verbal language to you when communicating with you who are from different cultural backgrounds? How?

3) Expression of attitudes reflecting cultural intelligence

3.1) Do you think that cabin crew enjoys interacting with you who are from different cultural backgrounds? How?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3.2) Do you think that the cabin crew is confident that he/she can socialize with you who are from different cultural backgrounds? How?

3.3) Do you think that cabin crew can deal with the stresses of adjusting to your cultures? How?

3.4) Do you think that cabin crew understands your point of view who are from different cultural backgrounds? How?

3.5) What are things that you are impressed with cabin crew when he/she work, deal or function with you who are from different cultural backgrounds?

Facilitator Role: The role of facilitator is to facilitate the person who is from different cultural backgrounds at learner's workplace experience to effectively provide the answers during the interview process. The facilitator should not interrupt whenever he/she is providing the answers.

Evaluation: The person who is from different cultural backgrounds at learner's workplace experience provides the answers that cover all the in-depth interview questions or in-depth interview raising issues and also answer the objective of this phase.

Part II: The result from cabin crew's self-reflection

Objective: To get the results about the development of cabin crew in learning about cultural intelligence from his/her own self-reflection. This phase aims to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

Content: To evaluate the learning program, the facilitator has to get the results from the cabin crew's self-reflection. It is to confirm the development of cabin crew in learning about cultural intelligence from is on the right track from the cabin crew's self-reflection. This is another significant step of the learning program since the facilitator and learner will be able to check the results from what learner has learnt from the program. The objective is to to explore 1) the practice reflecting cultural intelligence, 2) the problem-solving ability reflecting cultural intelligence, and 3) the expression of attitudes reflecting cultural intelligence.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Learning Activity: These are the steps to conduct learning activity:

1) The facilitator sets up the climate of the learning room to let the learner the comfortable and friendly climate to do the self-reflection. This will help him/her feel relaxed, comfortable, and ready to provide answers with the facilitator.

In part, it is to know results about the development of cabin crew in learning about cultural intelligence from the cabin crew's self-reflection.

2) The facilitator clearly explains the objective, step, instrument, approximated time, and goal of the whole interview process.

3) The facilitator asks the learner for the permission to record the voice or video by clearly explaining the objective of recording.

4) The facilitator begins raising the issues and asking questions to let learner explain what and how he/she wants to express about each specific issue and question.

5) The facilitator lets the learner freely answer by not interrupting during the interview process.

6) The facilitator must be focused on the conversation during the interview process and
always learner's experience the positive environment when he/she is doing self-reflection.

7) The facilitator analyzes the data from the cabin crew's self-reflection to know about the results of the development of cabin crew in learning about cultural intelligence from the cabin crew's self-reflection.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Facilitating Instrument: The guiding questions to obtain the results about the development of cabin crew in learning about cultural intelligence from the cabin crew's self-reflection.

1) Practices reflecting cultural intelligence

1.1) Do you think that you are aware of the cultural knowledge when interacting with him/her from different cultural backgrounds? How?

1.2) Do you think that you are adjusted your cultural knowledge to effectively deal with him/h are from different cultural backgrounds? How?

1.3) Do you think that you check the accuracy of your cultural knowledge as you interact with him/her who is from different cultural backgrounds? How?

2) Problem-solving ability reflecting cultural intelligence

2.1) Do you think that you understand how to deal with his/her cultural values? How?

2.2) Do you think that you understand how to use verbal language when communicating with him/her who is from different cultural backgrounds? How?

2.3) Do you think that you understand how to use non-verbal language to when communicatin him/her who are from different cultural backgrounds? How?

3) Expression of attitudes reflecting cultural intelligence

3.1) Do you think that you enjoy interacting with him/her who is from different cultural backgrounds? How?

3.2) Do you think that you are confident when socializing with him/her who is from different cultural backgrounds? How?

3.3) Do you think that you can deal with the stresses of adjusting to him/her who is from different cultural backgrounds? How?

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3.4) Do you think that you understand his/her point of view who are from different cultural backgrounds? How?

3.5) What are things that you are impressed with yourself when you work, deal or function with him/her?

Facilitator Role: The role of facilitator is to facilitate to effectively provide the answers during the interview process. The facilitator should not interrupt whenever he/she is providing the answers.

Evaluation: The learner provides the answers from self-reflection that cover all the in-depth interview questions or in-depth interview raising issues and also answer the objective of this phase.

Program Outcomes: Cultural Intelligence

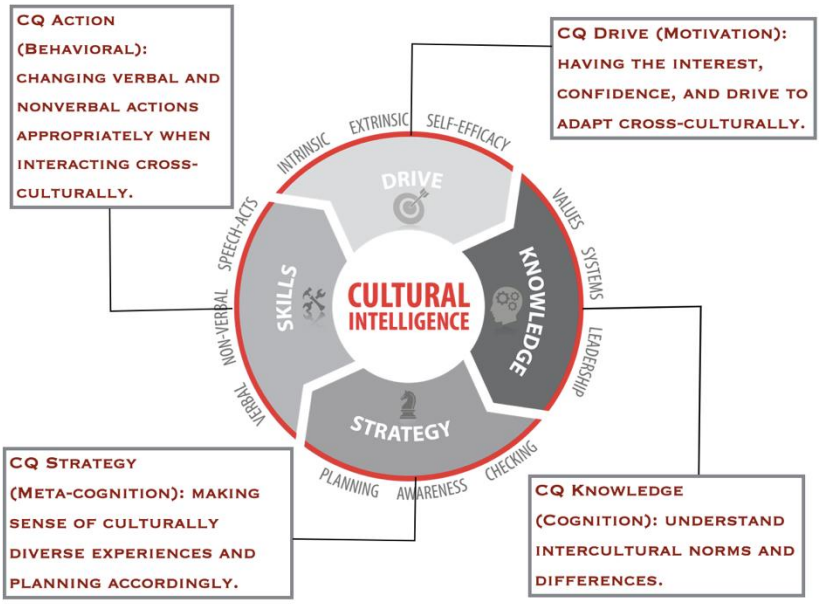
For the program learning outcomes should have the following attributes:

1) Cognitive cultural intelligence is the general knowledge and comprehension regarding cultural institution, norms and practices.

2) Metacognitive cultural intelligence is the awareness and reflection of knowledge, understanding and thinking process about different cultures.

3) Motivational cultural intelligence is the internal force that drives them to be interested in learning, knowing, understanding, and getting involved in different cultural environments.

4) Behavioral cultural intelligence is the appropriate and action indexing with the people from different cultural backgrounds.



APPENDIX K

The Comments and Suggestions from the Focused Group to Develop a Guideline for Developing Personalized Workplace Learning Programs to Enhance the Cultural Intelligence of Cabin Crew from International Airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

These are the result of the focus group:

Phase 1: the analysis of the background of the cabin crew to learn cultural intelligence

Point 1: Cultural Intelligence is the determination to learn and attain knowledge and understanding of cultures.

All of the experts had a similar opinion. They all agreed that the cabin crew job is the job that needs to understand the cultural diversities and cultural differences. Cultural intelligence can help them determine, learn, and attain knowledge together with the understanding of cultures.

"...I do agree with the concept of cultural intelligence. The cabin crew, especially from the international airline, cannot avoid facing the cultural diversity and differences every day. I think the cabin crew job needs to understand culture deeply..."

Expert B, Focus Group

"...I support the ideas that the cabin crew definitely must work and deal with people who come from different cultures. They must understand how to work and deal effectively with them..."

Expert C, Focus Group

"...Cultural intelligence is not just the skill for cabin crew to effectively work or deal with passengers, but for everyone in the organization. Everyone in the organization comes from a different culture. They are all diverse and different. They need to understand each other more..."

Expert G, Focus Group

"...I think it is not just dealing with the passengers for them when we talk about cultures. It is also dealing with colleagues that they need to consider when starting

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

their work. It is because cabin crew should understand each other before working, dealing, and functioning with the customers…"

Expert J, Focus Group

Point 2: Cultural intelligence is actively and continually accessing and acquiring information and understanding about norms and implications of cultures

All of the experts had a similar opinion that cultural intelligence can actively and continually access and acquire information and understanding about norms and implications of cultures for the cabin crew.

"…I think everyone is different. Everyone comes from different backgrounds and different cultures. Even though people come from the same city, it does not mean that we have the same thought, beliefs, worldviews, or way of life. People should learn how to solve each specific problem…"

Expert D, Focus Group

"…The culture of each individual comes from experiences in life that people have experienced before. We all learn how to fall, how to get back, how to improve, or how to familiarize ourselves with every culture, which sometimes can be similar and sometimes can be different…"

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Expert E, Focus Group

Point 3: Cultural intelligence is a plan of action in response to the particular cultural norms and implications for dealing effectively with other people from that cultural background.

All of the experts had the similar opinions that cultural intelligence can be the perfect

plan of action in order to respond to each particular cultural norm and implications for the cabin crew to effectively deal with other people from that cultural background in the workplace.

"...Cultural intelligence is how people deal with diversities and differences in knowledge and experiences. People are diverse and different; people need to understand the diversity and differences that people all have..."

Expert A, Focus Group

"...Talking about cultural intelligence, I think it is the ability to help people effectively deal with other people who come from different cultural backgrounds. For the cabin crew, cultural intelligence is the ability or skill they all need to get to know, learn, and strategize for dealing with the passengers..."

Expert H, Focus Group

"...I have been working on the cabin crew for a long time. Furthermore, I think cultural intelligence is essential. The cabin crew needs to communicate and interact more with many people. Moreover, to be a cabin crew working in international airlines, I cannot avoid working with people from different cultures and backgrounds. They should be quick, intelligent, and expertise in working and dealing with the problems from that..."

Expert I, Focus Group

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

1) **Phase 2: The development of personalized workplace learning program to learn about cultural intelligence**

Point 1: The importance of the personalized workplace learning program for adult learner

The experts agreed that the personalized workplace learning program supports each learning need of the employee as the learner in their working context. The teacher or facilitator should always remind themselves that every single learner has a different need for learning.

"...For me, personalized learning can help each learner learn best at their own pace and time to solve each specific problem that happens in their lives. Significantly, adult learners in the working context have different types of problems. They want to learn how to solve the problem immediately, quickly, firmly, and effectively..."

Expert D, Focus Group

"...For this thesis, the study population is different from the regular learners in the school. The cabin crew is the adult who has more experience in life. Moreover, of course, the way they learn new things will be different. And combine personalized learning and the workplace is enjoyable for all the adult educators to develop new types of learning programs for the workplace context..."

Expert F, Focus Group

"...It is not easy for the cabin crew to stop learning in the classroom for so long. The personalized learning program is helpful for them to let them design their best strategy to effectively learn new things to solve the problem in the organization..."

Expert H, Focus Group

Point 2: The personalized workplace learning program supports the learner to Identify the problem and design the learning strategy by themselves

Personalized work learning lets the cabin crew have a chance to identify and design their learning strategy and design their strategy. Each learner is free to perceive, learn, identify, and freely design their learning plan by themselves.

"...It is the perfect opportunity for the cabin crew or the employee in the organization to experience the freedom of learning. Their working has tough enough to learn in the regular classroom; therefore, the personalized workplace learning program is the answer for all of them..."

Expert A, Focus Group

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...Classrooms for children and classrooms for adults must be different for many reasons. The personalized workplace learning program is one of the best alternatives for all of them in learning new things during these new eras, during the pandemics of Covid-19. From what I heard, it supports learners to learn best in their ways. The learner will be able to create and design a learning program that suits their context..."

Expert B, Focus Group

"...A personalized workplace learning program supports all the employees in the organization to experience the more different kinds of learning. The good thing is that they have a chance to create the learning strategy that suits them the most..."

Expert K, Focus Group

Point 3: Employees are treated as the active, responsible and self-motivated, a co-author in the personalized workplace learning program

Personalized workplace learning treats learners as active, responsible, and self-motivated, a co-author of the script with the platforms with the ability to integrate with multiple systems for the employees in their working context.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...For the idea, this program will see the learner freedom in learning since the employees mostly have more experiences in life, and some have a higher maturity level when it comes to the learning experience. Therefore, it is a brilliant idea to support the personalized workplace learning program in the organization's training department. The employees may have more chances to b be more of themselves..."

Expert A, Focus Group

"...I think the employees know how to take control of themselves to learn something to solve the problems that happen in their working environments, so this program is suitable for the employee when they learn..."

Expert H, Focus Group

Point 4: The personalized workplace learning program allows sidesteps problems with standardized tests, the learner

All of the experts had similar opinions the personalized learning. Some may do better with essays, presentations, or creative projects. Not all learners in the working context prove their knowledge best on tests. Personalized working learning sidesteps these problems. When employees can choose how to prove their learning, they may choose an alternative method and finally reflect on what they have learned to the facilitator. For example, they could make a presentation or creative project. Also, where there is no single test, there is no teaching to the test.

"...For me, learning about something in this century is different from the previous method. The results from the examination will not prove that each learner is good or bad at something that they have learned anymore. What they reflect and the apparent action show that the learner has learned from the lessons and finally changed their behavior, personality, or even the attitude..."

Expert A, Focus Group

"...The results from regular standardized tests do not prove that those learners are good or bad at what they have learned anymore. There are more effective ways to evaluate the learners..."

Expert H, Focus Group

"...I love it when my students show me what they have learned through the reflection strategy. The reflection shows what they have learned from the changes that they notice within themselves..."

Expert K, Focus Group

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Phase 3: Overview for the development of the guideline of the personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines

Point 1: Learners in a personalized learning setting will learn how to assess their own strengths and weaknesses to decide their path. The cabin crew who works for the international airlines in the new economy developing in the 21st century, especially after the Covid-19 pandemic, is not the one-size-fits-all economy. With the researchers, the research institutions, and the academic institutions in Thailand and around the world can develop and apply the program in their training departments.

"...The guideline of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines can be applied and used to support many airline organizations and the international organizations that have to work and deal with other people who come from other different cultural backgrounds. Developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines can support the employees to learn about cultural intelligence better. The program depends on each need in learning about cultural intelligence. For a guideline of developing a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines. Each of the points will be discussed individually as each of them is seen to be significant to discuss the guideline for the development of a personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines..."

Expert A, Focus Group

"...The personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines allows learners to take the

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

initiative for their knowledge and skill to solve the problem they want to solve. Learners can perform best when they are intrinsically motivated. They do not need any extra pushing or prodding. They are willing to go the extra mile to learn something new. The personalized workplace learning program to enhance the cultural intelligence of cabin crew from the international airlines makes learners intrinsically motivated to learn about cultures. Instead of being told what to learn, they can choose their path out of a set of alternatives. Since what they choose is personally meaningful to every one of them, the learners themselves have intrinsic motivation to succeed…"

Expert B Focus Group

"…Thanks to modern ed-tech, personalized learning is easier and more effective than ever. Students can use collaboration software like Google Docs or communication software. Ed-tech helps learners practice learning and working in a technological setting. Ed-tech helps learners prepare for future careers, too. Work is rapidly shifting toward online work and virtual collaboration. It resembles the sort of activities that students in the personalized workplace learning experience…"

Expert C, Focus Group

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"…Learners (employees) can choose their path in personalized learning classes. Nevertheless, their path can still overlap with other learners. It creates opportunities for collaboration and peer review. With personalized learning, learners can also teach or present their knowledge to the class. It is an excellent way for the learner to prove their learning. It also widens the breadth of topics explored in the classroom because each learner can effectively explore a new avenue of learning…"

Expert D, Focus Group

"…The personalized workplace learning program allows sidesteps problems with standardized tests. It is because not all students prove their knowledge best on

tests. Some may do better with essays, presentations, or creative projects. Standardized tests create incentives for teachers to "teach to the test." They do not go beyond the basic program and force all learners to think exactly alike. Personalized learning sidesteps these problems. When learners are allowed to choose how to prove their learning, they may choose an alternative method. For example, they could make a presentation or creative project. Also, where there is no single test, there is no teaching to the test..."

Expert F, Focus Group

"...The new economy developing in the 21st century, especially after the Covid-19 pandemic, is not a one-size-fits-all economy. While people had successful careers in a single company in the past, it is now pervasive for people to move around a lot in their careers. The old metaphor was the "career ladder"; now, people talk about the "career jungle gym." In order to fit into the needs of the new economy, workers have to be prepared to forge their path. It is precisely what personalized learning encourages. Students in a personalized learning setting will learn how to assess their strengths and weaknesses to decide their path. With the cabin crew who works for the international airlines. The cabin crew from the international airlines in Thailand can apply the guideline of developing the personalized workplace learning program to enhance the cultural intelligence of cabin crew the international airlines to help their cabin crew learn better about cultural intelligence. As the cabin crew from the international airlines have to work, deal with, and meet new people from other different cultural backgrounds, they cannot avoid facing the difficulty and toughness in solving all the problems to work effectively. In addition, they can effectively solve the problems when they have to work, function, or deal effectively with the people who come from different cultures and backgrounds in their workplace..."

Expert H, Focus Group

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

"...With international organizations, the airline organizations can apply the personalized workplace learning programs to enhance the cultural intelligence of the cabin crew of the international airline with their employees. For this program, the airline organizations can use it with the cabin crew and all the employees in their organizations. The program helps the organization enhance cultural intelligence to solve problems when they have to work, function, or deal effectively with people from different cultures and backgrounds in their organizations..."

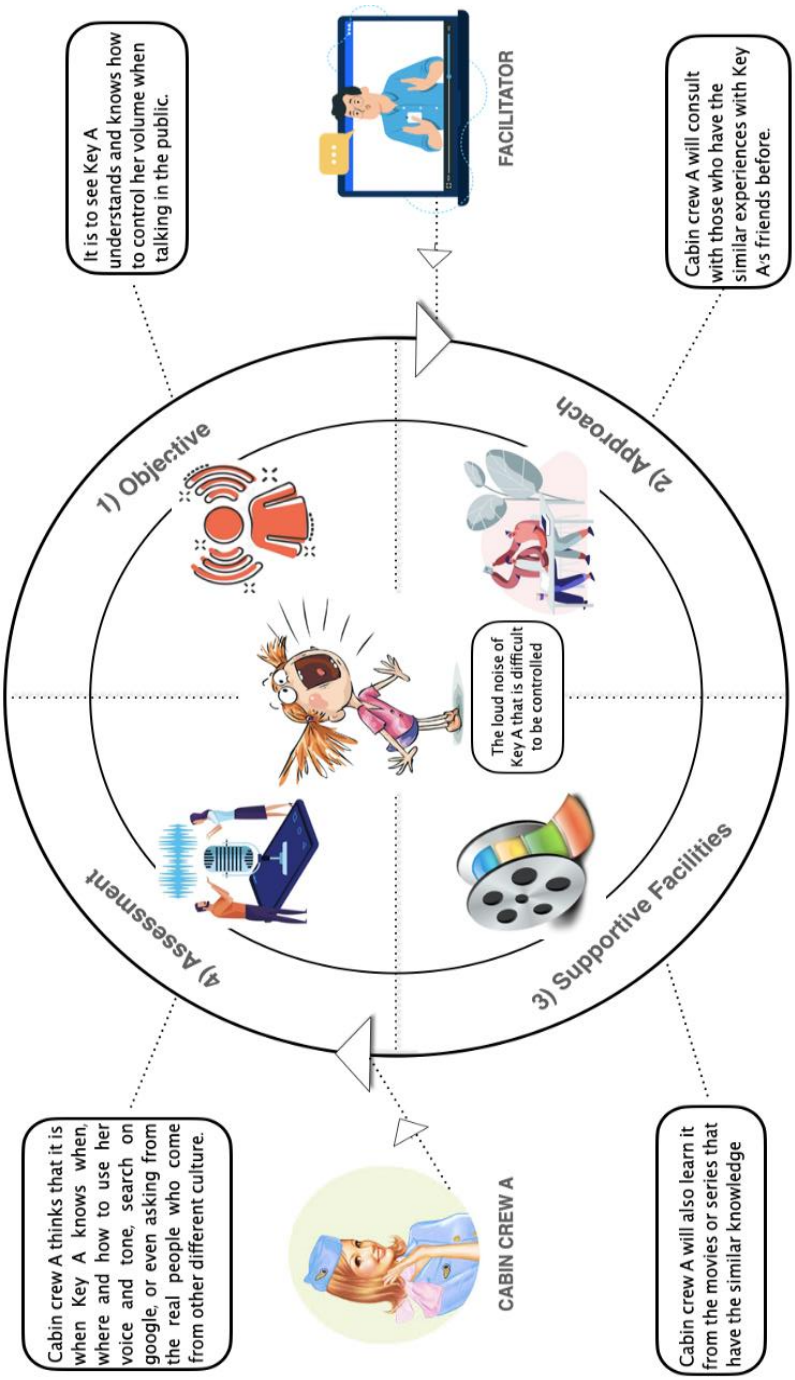
จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX K

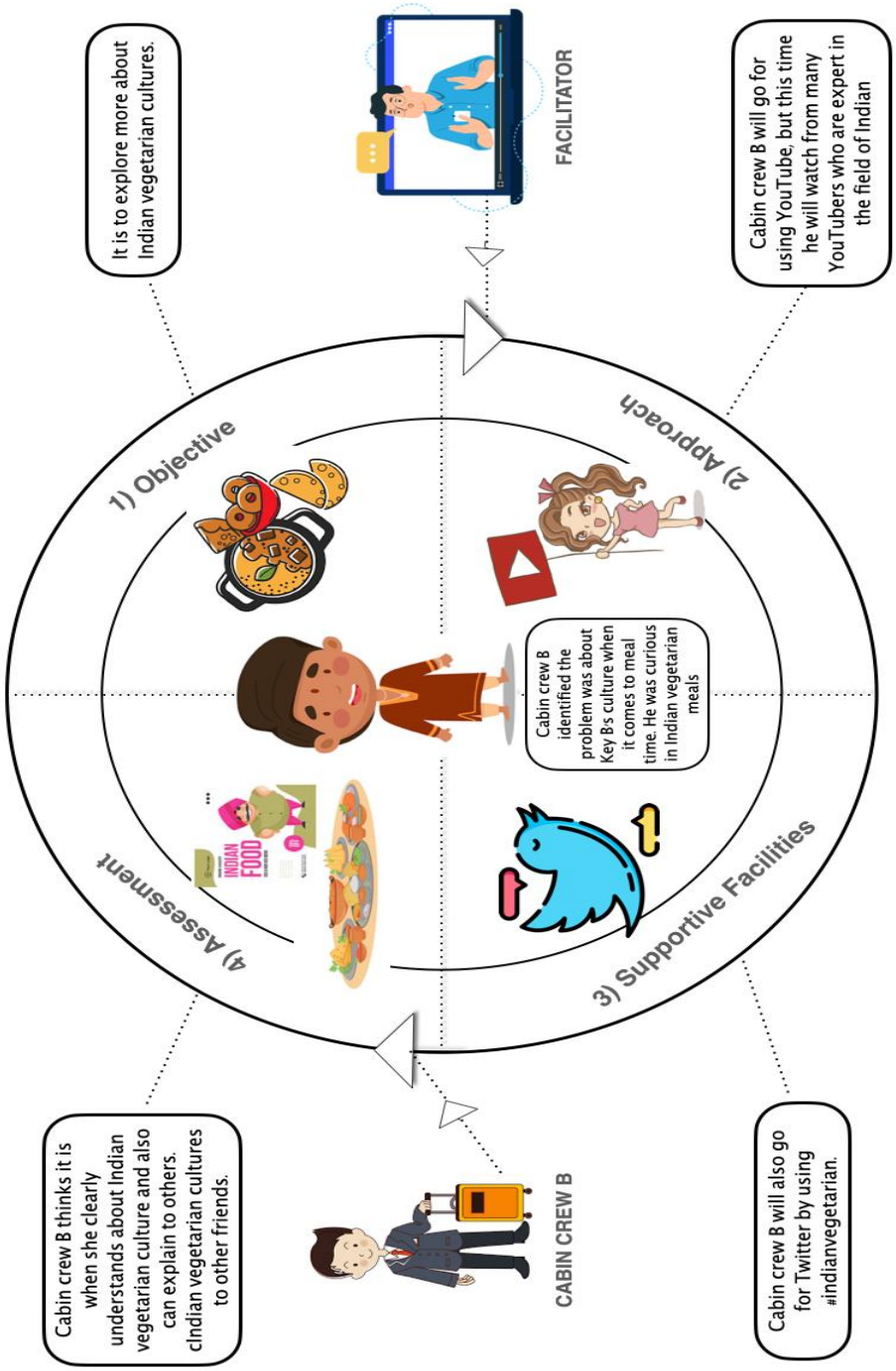
The Draft the Personalized Workplace Learning Program to Enhance Cultural Intelligence of Cabin Crew from the International Airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

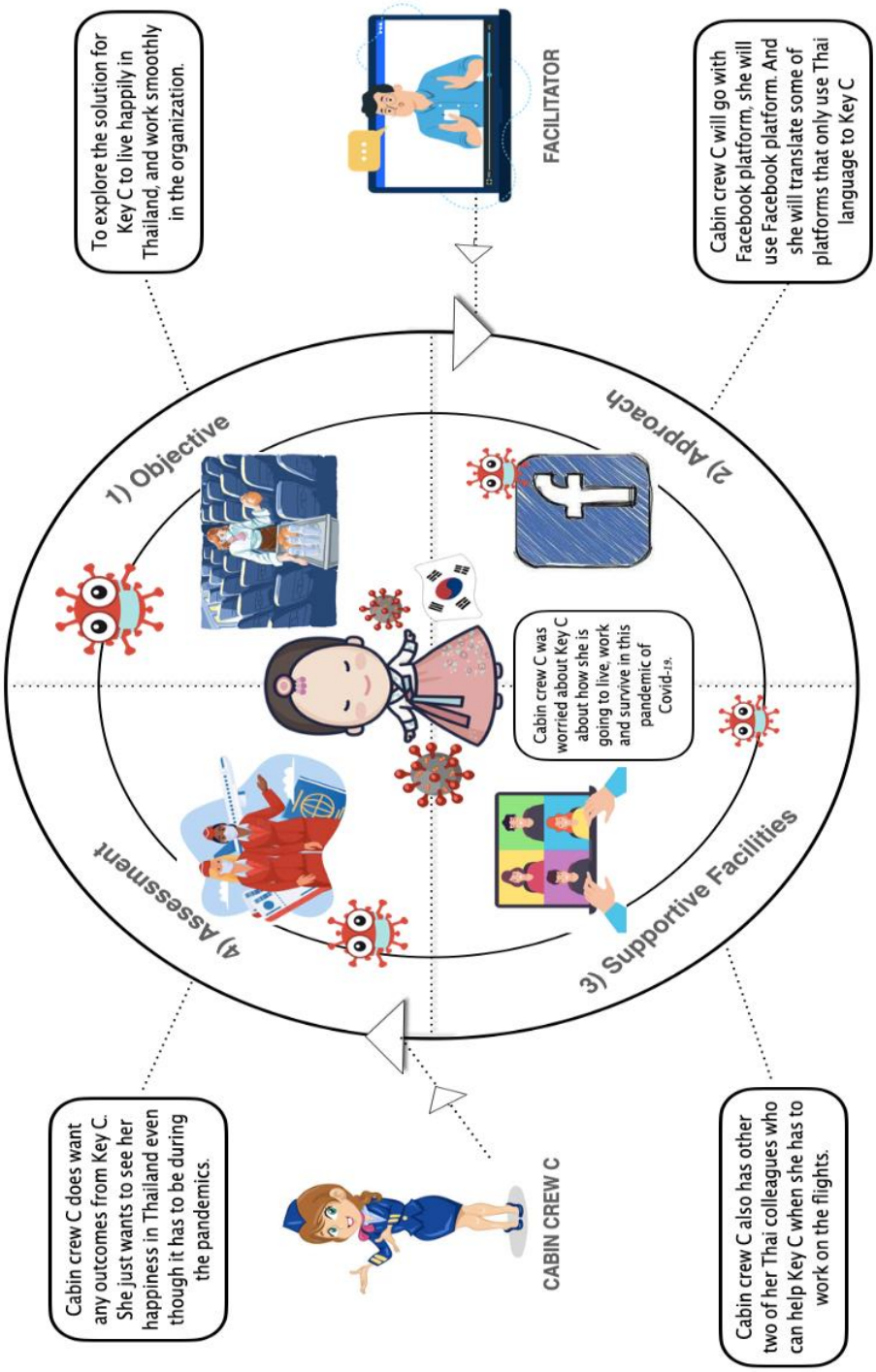
CASE A


It is to see Key A understands and knows how to control her volume when talking in the public.
FACILITATOR
Cabin crew A will consult with those who have the similar experiences with Key A's friends before.
1) Objective
2) Approach
The loud noise of Key A that is difficult to be controlled
4) Assessment
3) Supportive Facilities
Cabin crew A thinks that it is when Key A knows when, where and how to use her voice and tone, search on google, or even asking from the real people who come from other different culture.
CABIN CREW A
Cabin crew A will also learn it from the movies or series that have the similar knowledge

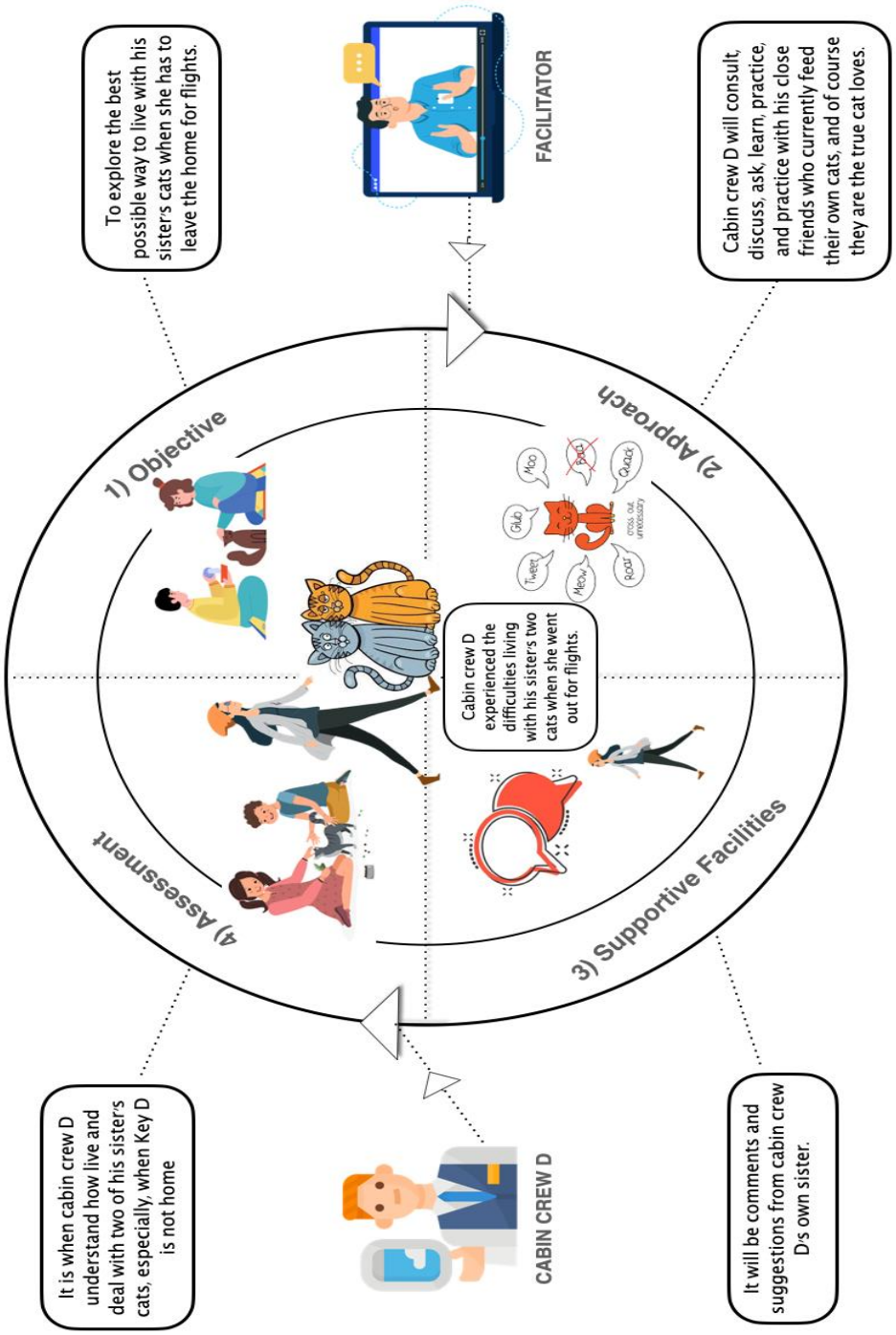
CASE B


It is to explore more about Indian vegetarian cultures.
FACILITATOR
Cabin crew B will go for using YouTube, but this time he will watch from many YouTubers who are expert in the field of Indian
1) Objective
2) Approach
Cabin crew B identified the problem was about Key B's culture when it comes to meal time. He was curious in Indian vegetarian meals
4) Assessment
3) Supportive Facilities
Cabin crew B thinks it is when she clearly understands about Indian vegetarian culture and also can explain to others. clndian vegetarian cultures to other friends.
CABIN CREW B
Cabin crew B will also go for Twitter by using #indianvegetarian.

CASE C

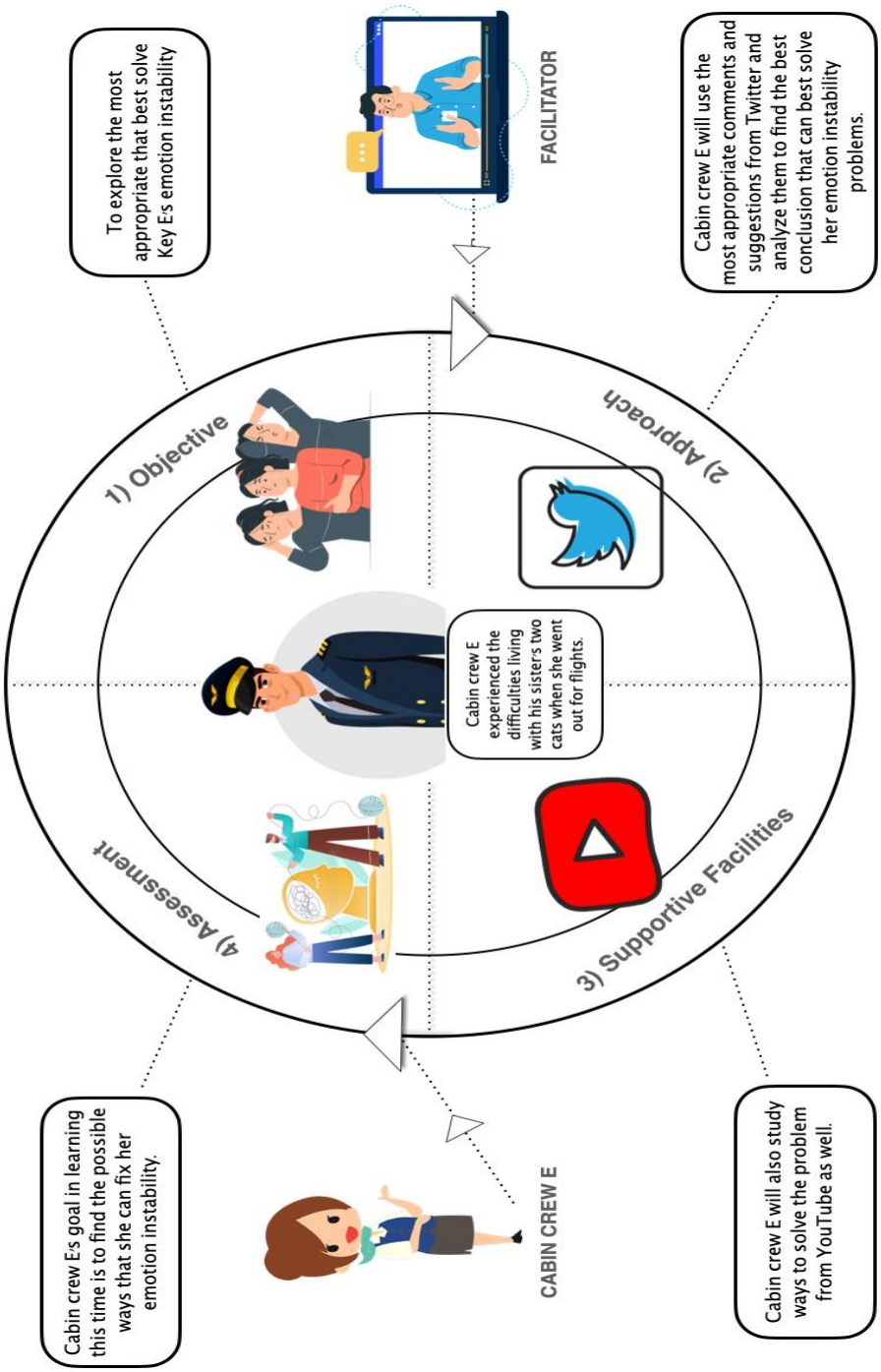

To explore the solution for Key C to live happily in Thailand, and work smoothly in the organization.
FACILITATOR
Cabin crew C will go with Facebook platform, she will use Facebook platform. And she will translate some of platforms that only use Thai language to Key C
1) Objective
2) Approach
Cabin crew C was worried about Key C about how she is going to live, work and survive in this pandemic of Covid-19.
4) Assessment
3) Supportive Facilities
Cabin crew C does want any outcomes from Key C. She just wants to see her happiness in Thailand even though it has to be during the pandemics.
CABIN CREW C
Cabin crew C also has other two of her Thai colleagues who can help Key C when she has to work on the flights.

CASE D



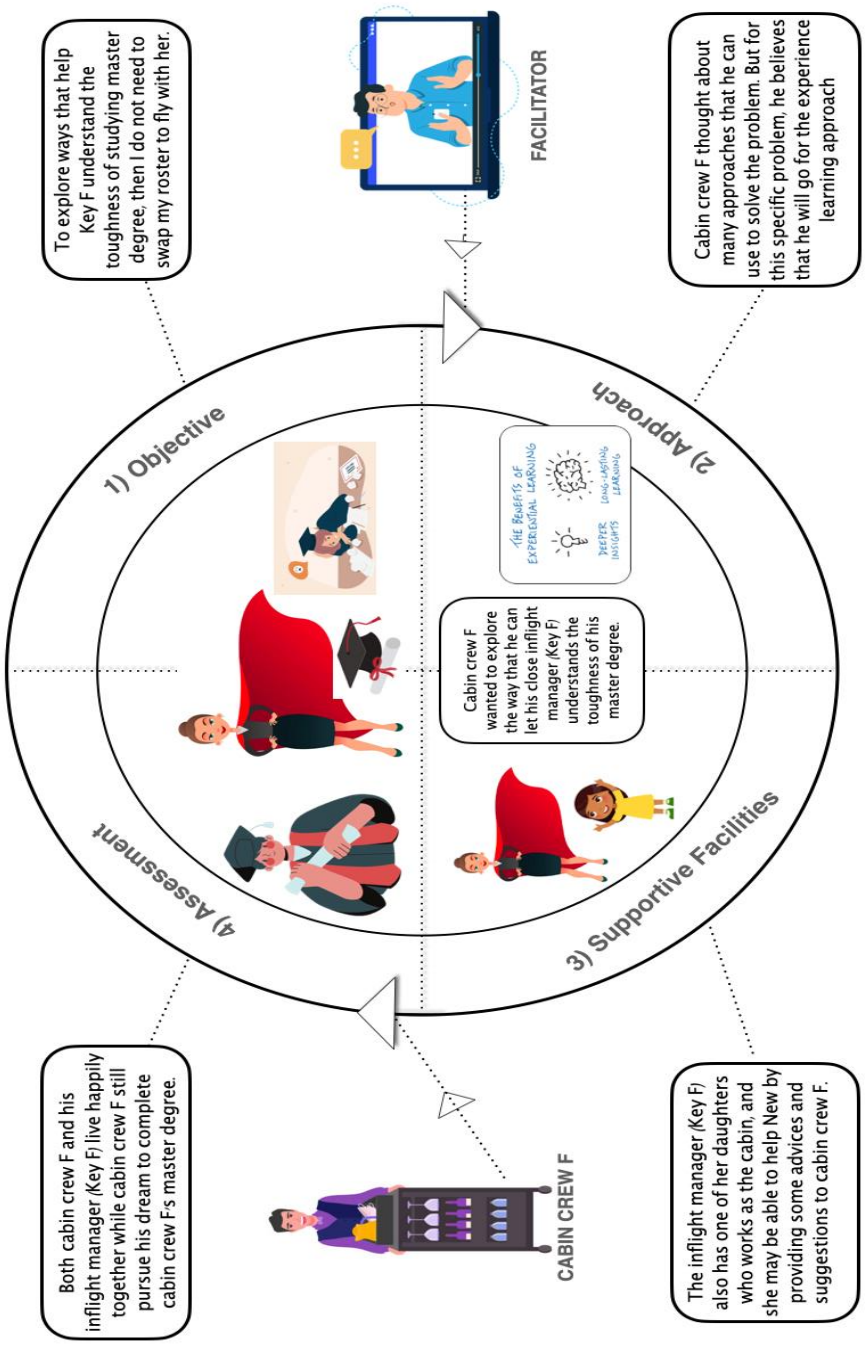
CASE D's Draft of Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE E



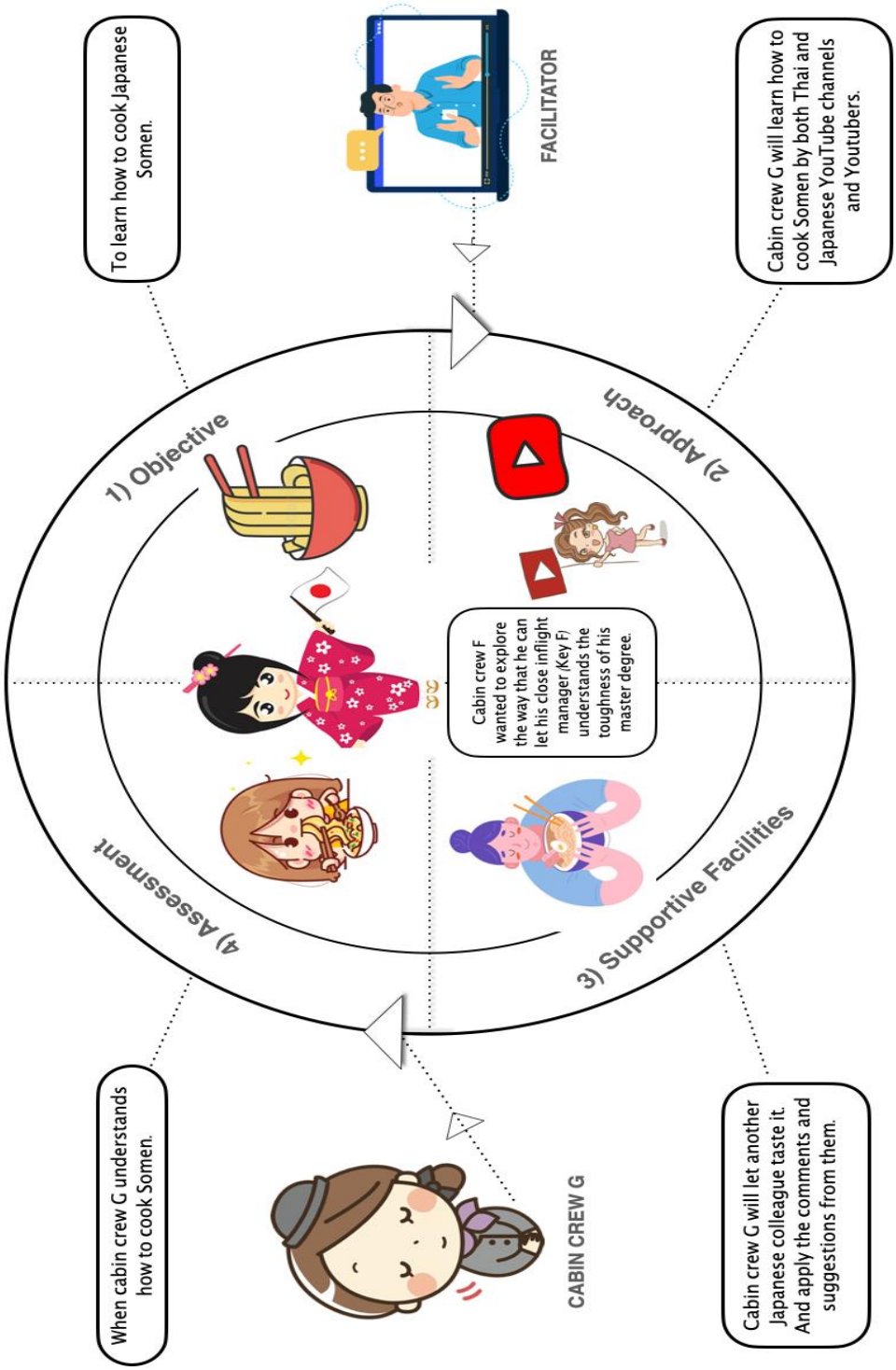
CASE E's Draft of Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE F



CASE F's Draft of Personalized Workplace Learning Program to Enhance Cultural Intelligence

CASE G



CASE G's Draft of Personalized Workplace Learning Program to Enhance Cultural Intelligence

REFERENCES

Abdelaziz, H. A., & Al-Ali, A. (2020). Promoting personalized learning skills: The impact of collaborative learning (a case study on the general Directorate of residency and foreigners affairs in Dubai). *International Journal of Learning, Teaching and Educational Research, 19*(2), 163-187.

Abdurrahman, A. (2015). Undang-Undang Sultan Adam 1835 Dalam Perspektif Sejarah Hukum. *Al-Banjari: Jurnal Ilmiah Ilmu-Ilmu Keislaman, 12*(1).

Al-Rahmi, W. M., Othman, M. S., & Yusuf, L. M. (2015). The effectiveness of using e-learning in Malaysian higher education: A case study Universiti Teknologi Malaysia. *Mediterranean Journal of Social Sciences, 6*(5), 625-625.

Ang, Dyne, L. V., & Rockstuhl, T. (2015). *Cultural Intelligence.* (Vol. 5).

Ang, Rockstuhl, T., & Tan, M. L. (2015). Cultural intelligence and competencies. *International encyclopedia of social and behavioral sciences, 2*, 433-439.

Ang, S., & Dyne, L. V. (2008). *Empirical advances in expanding the cultural intelligence nomological network.PsycEXTRA Dataset*.

Ang, S., Dyne, L. V., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). *Cultural Intelligence Scale.PsycTESTS Dataset.*

Armstrong, F. D. (2005). Thalassemia and learning: Neurocognitive functioning in children. *Annals of the New York Academy of Sciences, 1054*(1), 283-289.

Assma, B., Balla, A., & Marir, F. (2013). *An approach for personalizing learning content in e-learning systems: A review.* Paper presented at the 2013 Second International Conference on E-Learning and E-Technologies in Education (ICEEE).

Banks, E. (2005). *Financial Lexicon : A compendium of financial definitions, acronyms, and colloquialisms*: New York: Palgrave Macmillan.

Bentley, T., & Miller, R. (2006). *Personalisation*.

Bilham, R. (2005). A flying start, then a slow slip. *Science, 308*(5725), 1126-1127.

Billett, S. (2004). Workplace participatory practices. *Journal of workplace learning, 16* (6), 312-324.

Bingham, A. J., & Dimandja, O. O. (2017a). Staying on track: Examining teachers'

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

experiences in a personalized learning model. *Journal of Ethnographic & Qualitative Research, 12*(2).

Bingham, A. J., & Dimandja, O. O. (2017b). Staying on track: Examining teachers' experiences in a personalized learning model. *Journal of Ethnographic & Qualitative Research, 12*(2).

Bishop, P. A., Downes, J. M., Netcoh, S., Farber, K., DeMink-Carthew, J., Brown, T., & Mark, R. (2020). Teacher roles in personalized learning environments. *The Elementary School Journal, 121*(2), 311-336.

Bray, B., & McClaskey, K. (2013). A Step-by-Step Guide to Personalize Learning. *Learning & Leading with Technology, 40*(7), 12-19.

Brislin, R. W., & Yoshida, T. (1994). *Intercultural communication training: An introduction* (Vol. 2): Sage.

Bruce, F., Patrick, S., Schneider, C., & Vander, A., Tom. (2017). What's Possible with Personalized Learning? An Overview of Personalized Learning for Schools, Families & Communities. *iNACOL*.

Carchiolo, V., Longheu, A., & Malgeri, M. (2010). Reliable peers and useful resources: Searching for the best personalised learning path in a trust-and recommendation-aware environment. *Information Sciences, 180*(10), 1893-1907.

Charoensukmongkol, P. (2014). Benefits of mindfulness meditation on emotional intelligence, general self-efficacy, and perceived stress: Evidence from Thailand. *Journal of Spirituality in Mental Health, 16*(3), 171-192.

Charoensukmongkol, P., & Suthatorn, P. (2018). Salespeople's trait mindfulness and emotional exhaustion: the mediating roles of optimism, resilience, and self-efficacy. *International Journal of Services, Economics and Management, 9*(2), 125-142.

Chen, S. Y., & Wang, J.-H. (2021). Individual differences and personalized learning: a review and appraisal. *Universal Access in the Information Society, 20*(1), 833-849.

Cheung, S. K., Wang, F. L., Kwok, L. F., & Poulova, P. (2021). In search of the good practices of personalized learning. *29*(2), 179-181.

Chong, M. (2007). The role of internal communication and training in infusing corporate

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

values and delivering brand promise: Singapore Airlines' experience. *Corporate reputation review, 10*(3), 201-212.

Chookaew, S., Panjaburee, P., Wanichsan, D., & Laosinchai, P. (2014). A personalized e-learning environment to promote student's conceptual learning on basic computer programming. *Procedia-Social and Behavioral Sciences, 116*, 815-819.

Costa, P. T., & Mccrae, R. R. (1992). Reply to eysenck. *Personality and individual differences, 13*(8), 861-865.

Crowne, S. (2008). Keeping in touch. *Seced, 2008*(9).

Crowne, S. (2009). Access all areas. *Seced, 2009*(6).

Deed, C., Lesko, T. M., & Lovejoy, V. (2014). Teacher adaptation to personalized learning spaces. *Teacher development, 18*(3), 369-383.

Detterman, D. K. (1986). Contextualists and Intelligence: Nature-Nurture Anew. *Contemporary Psychology: A Journal of Reviews, 31*(12), 976-977.

Dyne, L. V., Ang, S., & Tan, M. L. (2017). *Cultural Intelligence*: Management.

Earley. (2002). Authors Response. *Gestalt Review, 6*(1), 73.

Earley. (2020). *Seth Earley*. n.p.: Authors Group.

Earley, & Ang. (2003). *Cultural intelligence: Individual interactions across cultures*: Stanford University Press.

Earley, & Peterson, R. S. (2004). The elusive cultural chameleon: Cultural intelligence as a new approach to intercultural training for the global manager. *Academy of Management Learning & Education, 3*(1), 100-115.

Edmunds, B., & Hartnett, M. (2014). Using a learning management system to personalise learning for primary school students. *Journal of Open, Flexible and Distance Learning, 18*(1), 11-29.

Eskelund, K. (2014). *Exploring communication challenges in global IT-projects.* (Master thesis, Department of Informatics). University of Solo,

Fakhreldin, H., & Elsawy, Y. (2018). Examining the relationship between environmental regulations and foreign direct investment level: evidence from China. *International Journal of Business and Globalisation, 20*(4), 519.

Fenwick, T. (2008a). Women’s learning in contract work: Practicing contradictions in boundaryless conditions. *Vocations and Learning, 1*(1), 11-26.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Fenwick, T. (2008b). Workplace learning: Emerging trends and new perspectives. *New directions for adult and continuing education, 2008*(119), 17-26.

Fernandes, A., Kinange, U., & Azhr, S. (2016). Workplace learning a strategic tool for effective human resource management. *International MultidisciplinaryResearch Journal, 6*(8).

Fuller, A., & Unwin, L. (2010). Workplace learning and the organization. *The SAGE handbook of workplace learning*, 40-51.

Guang, X., & Charoensukmongkol, P. (2022). The Effects of Cultural Intelligence on Leadership Performance among Chinese Expatriates Working in Thailand, Asian Business & Management. Retrieved from https://doi.org/10.1057/s41291-020-00112-4. https://doi.org/10.1057/s41291-020-00112-4

Hodkinson, P., Biesta, G., & James, D. (2008). Understanding learning culturally: Overcoming the dualism between social and individual views of learning. *Vocations and Learning, 1*(1), 27-47.

Hongthong, T., & Temdee, P. (2018). *Personalized mobile learning for digital literacy enhancement of Thai youth.* Paper presented at the 2018 International Workshop on Advanced Image Technology (IWAIT).

Imants, J., & van Veen, K. (2010). Teacher learning as workplace learning. *International encyclopedia of education, 7*, 569-574.

Javidan, M., & Teagarden, M. B. (2011). Conceptualizing and measuring global mindset. In *Advances in global leadership*: Emerald Group Publishing Limited ,13-39.

Jones, S. (2004). *Industry track: Next generation airline information using consumer devices to keep passengers informed and as an additional channel to market.* Paper presented at the IEEE International Conference on Mobile Data Management, 2004. , Proceedings 2004.

Jyoti, J., Sharma, P., Kour, S., & Kour, H. (2020). The role of job involvement and career commitment between person–job fit and organizational commitment: a study of higher education sector. *International Journal of Educational Management*.

Kaemkate, W. (2008). *Research Methodology in Behavioral Sciences*: Bangkok:Chulalongkorn University.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Kim, C. (2012). The role of affective and motivational factors in designing personalized learning environments. *Educational Technology Research and Development, 60*(4), 563-584.

Kondratova, I., Molyneaux, H., & Fournier, H. (2018). *Supporting Trust and Engagement in Personalized Learning.* Paper presented at the International Conference on Learning and Collaboration Technologies.

Kurpis, L. H., & Hunter, J. (2016). Developing students' cultural intelligence through an experiential learning activity. *Journal of marketing education, 39*(1), 30-46.

Leadbeater, C. (2004). *Personalisation through participation: A new script for public services*: Demos.

MacNab, B. R. (2011). An experiential approach to cultural intelligence education. *Journal of Management Education, 36*(1), 66-94.

Melis, E., & Monthienvichienchai, R. (2004). They call it learning style but it's so much more. Retrieved from https://www.researchgate.net/publication/228810933_They_call_it_learning_style_but_it's_so_much_more. https://www.researchgate.net/publication/228810933_They_call_it_learning_style_but_it's_so_much_more

Moss, D. L. (2005). *Network access, regulation and antitrust*: Routledge.

Netcoh, S. (2017). Balancing freedom and limitations: A case study of choice provision in a personalized learning class. *Teaching and Teacher Education, 66*, 383-392.

Netcoh, S. (2018). Personalized Learning in the Middle Grades: A Case Study of One Team's Successes and Challenges. Retrieved from https://www.researchgate.net/publication/323883998_Personalized_learning_in_the_middle_grades_A_case_study_of_one_team's_successes_and_challenges

Nganji, J. T., & Brayshaw, M. (2015). *Personalizing learning materials for students with multiple disabilities in virtual learning environments.* Paper presented at the 2015 Science and Information Conference (SAI).

Nopas, D.-S. (2018). *Satisfaction and Loyalty: A Study of Business class passengers.* Thammasat University,

Nunes, R., Alvim-Ferraz, M., Martins, F., & Sousa, S. (2017). The activity-based

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

methodology to assess ship emissions-A review. *Environmental Pollution, 231*, 87-103.

Nurahman, A. (2019). *Research and Development in Education: Lessons Learned from Indonesia*: AhPhysics Education In Vocational School (SMK).

Olofson, M. W., Downes, J. M., Petrick Smith, C., LeGeros, L., & Bishop, P. A. (2018). An instrument to measure teacher practices to support personalized learning in the middle grades. *RMLE Online, 41*(7), 1-21.

Pane, J. F. (2018). Strategies for Implementing Personalized Learning While Evidence and Resources Are Underdeveloped. Perspective. PE-314-RC. *RAND Corporation*.

Peters, M. A. (2009). Personalization, Personalized Learning and the Reform of Social Policy: the prospect of molecular governance in the digitized society. *Policy Futures in Education, 7*(6), 615-627.

Peterson, M. (2004). Buttons. *Interactive QuickTime*, 217-228.

Pupphavesa, M. N. (2017). Problems of Thai Airways senior cabin crew toward English language communication with guests in royal first class and new business class on International flights. *Unpublished independent study paper). Thammasat University, Bangkok, Language Institute*.

Redding, S. (2016). Competencies and personalized learning. In M. Murphy, S. Redding& J. Twyman (Eds)., Handbook on personalized learning for states, districts, and schools (pp. 3–18). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from www.centeril.org. www.centeril.org

Richardson. (2008). *Making cultural intelligence one of your signature skills. Paper presented at PMI® Global Congress 2008—North America, Denver, CO*. Newtown Square, PA: Project Management Institute.

Richardson, P. (2008). *In-pack processed foods: improving quality*: Elsevier.

Roberts-Mahoney, H., Means, A. J., & Garrison, M. J. (2015). Netflixing human capital development: Personalized learning technology and the corporatization of K-12 education. *Journal of Education Policy, 31*(4), 405-420.

Rongbutsri, N., Yuan, F., Huang, J.-J., Wang, W., & Zhang, F. (2018). *E-learning providing mobility in learning Chinese as a foreign language in Thailand.* Paper presented at the 2018 Global Wireless Summit (GWS).

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Shawer., S. (2022). The modified fishbowl for online active learning classrooms. Retrieved from https://novapublishers.com/the-modified-fishbowl-for-online-active-learning-classrooms/. https://novapublishers.com/the-modified-fishbowl-for-online-active-learning-classrooms/

Shminan, A. S., & Othman, M. K. (2015). *Dynamic student assessment to advocate personalized learning plan.* Paper presented at the 2015 International Conference on Information Technology Systems and Innovation (ICITSI), IEEE.

Staub, K. V., Stebler, R., & Reusser, K. (2018). " In Parents' School Experience, the Teacher was just Lecturing at the Front". School-Family Partnerships in Schools with Personalized Learning Concepts. *International Journal about Parents in Education, 10*(1).

Stephenson, J., & Saxton, J. (2005). Using the Internet to gain personalized degrees from learning through work. *Industry and Higher Education, 19*(3), 249-258.

Thida, M. A. M. (2020). *The Impact of cultural intelligence on communication and creativity of local employees who worked at diverse cultural companies in Myanmar.* (The Graduate School of Bangkok University in Partial Fulfillment of the Requirements for the Degree Master of Arts in Communication Arts). Bangkok University,

Triandis, H. C. (2006). Cultural aspects of globalization. *Journal of International Management, 12*(2), 208-217.

Tynjala. (2008). Perspectives into learning at the workplace. *Educational research review, 3*(2), 130-154.

Tynjala, T. (2007). Supporting demand supply network optimization with petri nets. *International Journal of Intelligent Information Technologies, 3*(4), 58-73.

Virtanen, S. (2009). Electrochemical Theory Corrosion. *Encyclopedia of Electrochemical Power Sources*, 56-63.

Whalley, B., France, D., Park, J., Mauchline, A., & Welsh, K. (2021). Towards flexible personalized learning and the future educational system in the fourth industrial revolution in the wake of Covid-19. *Higher Education Pedagogies, 6*(1), 79-99.

Xie, H., Chu, H.-C., Hwang, G.-J., & Wang, C.-C. (2019). Trends and development in technology-enhanced adaptive/personalized learning: A systematic review of

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

journal publications from 2007 to 2017. *Computers & Education, 140*, 1-6.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

VITA

NAME	Dech-siri Nopas
DATE OF BIRTH	17 July 1990
PLACE OF BIRTH	Bangkok
INSTITUTIONS ATTENDED	Chulalongkorn University
HOME ADDRESS	55/162 Supalai Pride Bangna-Ladkrabang T. Srisajakae-Noi A. Bang Sao Thong Samutpakarn Province 10540
PUBLICATION	The Understanding of Cultural Intelligence of Cabin Crew from Thailand's International Airlines

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University