Needs Assessment in Competency of Hotel Professionals towards Executive Perception for Designing Undergraduate Curriculum

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Abstract:
Purpose of research was to determine needs assessment in competency of hotel professionals towards ASEAN, organization administrators or department regarding human resource management professionals since a three-star hotels to a five-star hotels, separating in 4 regions, 20 people in each region were studied, thus, total 31 Hotels. Questionnaires were applied regarding the needs in competency of hotel professionals towards ASEAN for 259 competency aspects. These were fundamental competency of employees in ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) (The University of Queensland, 2016) which were analyzed with Thai Qualification Framework for Higher Education (TQF). The research was, especially, studied in hotel aspect from 4 departments 11 positions which were specified in undergraduate degree. Quantitative analysis were applied by principal statistic and Modified Priority Needs Index (PNImodified) for the significant of needs respectively. However, these needs of competency would be applied to design related undergraduate curriculums. Results of the research indicated that competency of hotel entrepreneurs towards ASEAN of common competency group were found that the most aspect which hotel entrepreneurs should be developed from high to low level within the first four questions were: Use basic mathematical and statistical techniques in processing and analyzing data (0.279); Implement occupational health and safety procedures (0.270); Maintain hospitality industry knowledge (0.267); Work effectively with colleagues and customers (0.267) respectively. Results of the study recommended that any institutions which provided curriculum regarding hotel entrepreneurs should be distributed the competency of these needs in the curriculum, concerning wisdom in service industry, language and culture, management including morality and ethics, marketing, and general operation.

Keywords: *Needs assessment, Competency, Hotel professionals, ASEAN, Curriculum design*

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Introduction

Many changes have been clearly occurred especially a labor side when the ASEAN Community Agreement has been activated. There comes from the statement of ASEAN partnership known as Bali Concord II which was from the 9th ASEAN Summit, dated on October 7th, 2004 at the Bali Island, Indonesia. Referring to the 9th ASEAN Summit, the Mutual Recognition Arrangements (MRAs) concluded an agreement in term of qualifications in the main professional fields for free movement of professionals or skill labors or ASEAN ability people. The mentioned free movement of labor is the free movement of skilled labor with qualification under the standard of Mutual Recognition Arrangements (MRAs) and has been activated in 2015. For regulation of each local immigration, ASEAN Member States signed 8 MRAs for 8 professional careers. To be together as ASEAN Community, each professional career should be developed to be more qualified, more skillful of English, Thai, and ASEAN language, more understanding of ASEAN's social and manner. To join the competition in ASEAN Level, the related party in each professional career can prepare and self-developed to reach the standard of qualification of MRAs. So Thailand should be ready for labor to serve the future labor market because of the high competitive market especially the skilled labor in Asia, not only ASEAN. (AEC Information Center, 2016)

Comparing between development of Thai graduation and other countries, the strength were found that Thai people were hospitality, friendly, polite, helpful, cheerful, service mind, and adjust himself/herself to colleague well. However, the weakness were communication skills regarding language, dare not to express the opinion, scarcely management skill, dare not to make decision, lack of systematic planning, lack of knowledge regarding computer, and educational system limitation that students were not graduated as the requirement of labor market (Office of the Permanent Secretary, 2012).

Especially, the acts of limitation in many countries are preserved to only hotel local skilled worker who could work in their hotel services. Among the globalization and international labor force, this research selected to study to the way of hotel staff development to compete in ASEAN hospitality market.

Thailand has been accepted to the hospitality quality and services for almost 10 years (2010-2019) internationally. GDP (Gross Domestic Product) of hospitality industry has acquired to 2 trillion (THB) in every year and or accumulated to 15 per cent of Thailand profit. To be more clarify, 4.13 million people (10.82 per cent) have hired in this sector (Office of Permanent Secretary, 2019). Even if Thailand has been chosen as a Tourism Country Coordinators in free product and hospitality market by Thailand policy supported, the limitation of hotel staff both quantity and quality of hospitality education are not in the practical way with the current situation of Thailand hospitality market.

In the future, labor might be moved cumulative. Undergraduate students in Hotel Department, therefore, should be developed regarding to qualification and competency of the labor market in Southern Asian. According to (Kanjanawasee, Kovin, Boonyavairoj, Buranapanich, Thongdang, Amatashewin, … Poopan, 2014) an assessment project to evaluate the competency of hotel and tourism department in 32 positions, a process for developing hotel and tourism personnel was found that Ministry of Tourism and Sports should be collaborated with higher educational institutions to provide hotel and tourism curriculum, to develop curriculum concerning ASEAN collective agreement for assisting employees to request a work permit comfortably, and to enhance the standard of competency-based which were advantaged for executive, entrepreneur, and economic society. Therefore, to assess competency needs of hotel professionals towards ASEAN according to current circumstances and expectation circumstance towards executive

perception in organization or development regarding human resource management professionals of hotels to design competency-based curriculum.

Research Question

How is the management perspective in the competency of escalating Thailand hotel staff to the professional hospitality worker standard in ASEAN?

Review literature

ASEAN Mutual Recognition Arrangement on Tourism Professionals (2016) set the important strategic role to the purpose of ASEAN economic growth in terms of ACCSTP or ASEAN Common Competency Standards for Tourism Professionals (The University of Queensland,2016). Since the this agreement has been proposed in the ASEAN standard regional, the minimum requirements have been accepted and adapted to countries in this regional as well. There were a Common Core Competencies, a Generic Competencies, a Functional Competencies which indicated to hotel and tourism field and or covered to 32 professional worker positions in this field.

Needs Assessment

Each systematic planning purposed to a different outcome. According to a needs assessment, planning an important priority purposes could clarify to the way of each solutions (Kaufman & English,1979). To acquire with a good solution needed to have a good quality sampling, data tools accuracy, and a good standard of surveying (Susan,1996).

Curriculum development concept

There were two indicated meaning of curriculum development which developed from an original or previous curriculum and or making a new curriculum without a reference earlier (Salor & Alexander,1974) and (Taba,1962).

Furthermore, the process of curriculum planning could affect to all learner. It was comprised of the purpose of curriculum, task activities, constructing a learning experiences, teaching materials, the way of teaching, and the success rate of curriculum evaluations (Chuaratanaphong,1996)

Moreover, to be succeeded to curriculum development needed to focus on a whole cycle of teaching and student groups (Ornstein & Hunkins, 2004). Also, subject and content, resources, course expectation, and timing were significant to proceed in curriculum planning and constructing (Uys & Gwele, 2005)

Making a 'Blue print' or the curriculum structure and pattern. The more clear of structure was the more indicated to a quicker process of course demonstration (Wongyai, 1997).

By all means, in addition to 'Competence-based curriculum development in Higher Education: a globalised concept' (Kouwenhoven, 2009), the quick practical solution in any circumstance situations and a skills of handling in a new situation were related to the changing of social diversity among world globalization. To develop a curriculum should realize to the professional skills and working fields characteristic.

Related research

Rugmai & Puwaret (2014) studied to the development ways of English language learner to an English standard capability of ASEAN. The study found 14 competency units of listening skill, speaking skill, reading skill, and writing skill which presented to the capability standard of beginner to a high level in job positions.

Phosittiphan (2015) studied to the language skill ability of tourism professional worker to AEC competency. The result presented to the current situation of unsatisfied in a high level from customers though there were a good skill of working. Because of the low English proficiency skills in comparing with other countries. This results could affect to a wage and job promotion as well.

Yurarach et al (2011) studied to the development of student skills in private higher education sectors in Thailand to AEC. The study indicated that 49.48 per cent of private universities in Thailand were readied to the changing of AEC competency. As a result, there were 3 approaches to

develop for private institutes student skills in necessary (1) the need of jobs market and career path (2) the need of skills in working of student ability (3) the need of a right student in a right work characteristic.

Research Methodology

The study was a quantitative research.

Population and Sampling

Population include both management executives and human resources management professionals of the 3th -5th star hotels. The amounted to 80 samplings separating in 4 regions and 20 samplings in each region of management executives and human resources management professionals of the 3th - 5th star hotels were selected in total of the 31 selected hotels.

Research Instrument

The research tool is a questionnaire about respondents' demographics, the needs and competencies of hotel professionals in ASEAN for 259 competencies which is synthesized the basic competencies of hotel and tourism professionals between ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and Thai Qualifications Framework for Higher Education (TQF). By the way, researchers study the definition of competencies particularly behavioral characteristics, and then applied them to generate the closed – end questions with dual-response format and determine the questions within the five-rating scale. Each respondents would be answered 2 sided of a questionnaire; one side is about the needs level and another side is about the competencies level in the actual time. A questionnaire is divided into 2 parts;

1) The questionnaire provided 8 questions of the respondents' demographics.

2) The respondents rated 251 competencies related to their opinion levels about the needs and competencies of hotel professionals in ASEAN through the actual condition and ideal condition for the Competency-Based Approach design via the five-rating scale with dual response format. The anchors for the scales are; 1-least to 5-most.

Referring to the tool measurement, researchers firstly asked 5 senior researchers to check the content validity of the questionnaire by IOC technique. The content validity highly reached at 0.949. Secondly, the scales of 251 competency items presented a cronbach's alpha reliability of 0.982 which was obtained from SPSS. Joseph & Rosemary (2003) recommended that the composite reliability should have a minimum of 0.7 or greater

Data Analysis

Data was analyzed by computer package program. Frequency distribution, percentage, and needs assessment in competency of hotel entrepreneurs towards ASEAN by Modified Priority Needs Index ($PNI_{modified}$) (Wongwanich, 2007) were applied to describe date as $PNI_{modified} = (I-D)/D : I =$ Expectation; $D =$ Currently circumstance, then, providing the significant of needs index $PNI_{modified}$ from high to low respectively.

Research Results

The study was concerned particularly hotels, including 4 departments, 11 positions which were qualified for bachelor degree. According to the synthesis results from the competency of hotel entrepreneurs towards ASEAN, researcher designed questionnaire, adjusted to the recommendation from experts, then, 251 competencies in questionnaires had been occurred. Overall, there were 259 items including 8 questions shown in Table 1.

Table 1: 4 departments and 11 positions in the hotel field with Core Competencies, Generic Competencies and Functional Competencies Items

Departments	Positions	Number Core Competencies	Number Generic Competencies	Number Functional Competencies
FRONT OFFICE	1. Front Office Manager	8	9	20
	2. Front Office Supervisor			19
	3. Receptionist			7
HOUSEKEEPING	1. Housekeeping Manager		6	15
	2. Laundry Manager			22
	3. Housekeeping Supervisor			12
FOOD PRODUCTION	1. Executive Chef		15	29
	2. Demi Chef			16
FOOD & BEVERAGE	1. F & B Manager		10	23
	2. Restaurant Manager			29
	3. Restaurant Supervisor			11
	Total	8	40	203
	Competency Totals	251		

Results of evaluation and significant ordering in the needs assessment of hotel professionals and organizational administrators or human resource management were found that necessary needs was between 0.010 – 0.431 from high $PNI_{modified}$ index to low. High index was high needs that must be developed more than low index. Therefore, organizational administrators or human resource management were evaluated and found that each department had higher competency than mean 112 competencies as followed:

The significant competency needs of hotel professionals in Core Competencies of 4 departments found necessary needs had equal or higher $PNI_{modified}$ index than $PNI_{modified\ average} = 0.264$ for 4 competencies. Items which were most selected regarding competency that should be developed from hotel professionals 4 items from the highest to the lowest respectively as followed: Use basic Mathematical and Statistical techniques in processing and analyzing data (0.279). Implement occupational health and safety procedures (0.270). Maintain hospitality industry knowledge (0.267) and Work effectively with colleagues and customers (0.267) respectively.

Table 2: Need Assessment in competencies of hotel professionals in terms of generic competencies and functional competencies of front office department.

Rank	$PNI_{modified}$	Competencies
Generic Competencies: $PNI_{modified\ average} = 0.192$ *from 9 items*		
1	0.284	Speak English at a basic operational level
2	0.235	Manage and resolve conflict situations
3	0.222	Perform basic First Aid procedures

		Functional Competencies
		**1.1 Front Office Manager: PNI$_{modified\ average}$ = 0.123** *from 20 items*
1	0.229	Establish and maintain a safe and secure workplace
2	0.163	Prepare and monitor operational budgets
3	0.159	Plan and conduct an evacuation of premises
4	0.152	Manage quality customer/guest services
5	0.148	Plan, manage and conduct meetings
6	0.141	Manage the effective use of human resources
7	0.140	Read and write English at an advanced level
8	0.128	Manage financial performance within a budget
9	0.125	Prepare and deliver training sessions
10	0.124	Monitor staff performance standards
		1.2 Front Office Supervisor: PNI$_{modified\ average}$ = 0.105 *from 19 items*
1	0.194	Coach others in job skills
2	0.160	Establish and maintain a safe and secure workplace
3	0.160	Monitor routine workplace operations
4	0.158	Conduct a night audit
5	0.134	Monitor and manage workplace relations and diversity
6	0.119	Receive and process reservations
7	0.118	Maintain a paper-based filing and retrieval system
		1.3 Receptionist: PNI$_{modified\ average}$ = 0.109 *from 7 items*
1	0.156	Process transactions for purchase of goods or services
2	0.147	Receive and process reservations
3	0.117	Maintain a paper-based filing and retrieval system

Remark: The PNI modified average of competencies should be greater than average of each departments.

Table 2 summarizes the most important competencies of hotel professionals in terms of generic competencies and functional competencies of front office department. Hotel professionals suggested that the PNI modified average of competencies should be greater than average of each departments. The analysis found that Generic Competencies of 3 positions in front office department sequencing from most to least (Speak English at a basic operational level, 0.284; Manage and resolve conflict situations, 0.235 and Perform basic First Aid procedures, 0.222)

Table 3: Need Assessment in competencies of hotel professionals in terms of generic competencies and functional competencies of housekeeping department

Rank	PNI$_{modified}$	Competencies
		Generic Competencies: PNI$_{modified\ average}$ = 0.231 *from 6 items*
1	0.431	Speak English at a basic operational level
2	0.253	Manage and resolve conflict situations
3	0.241	Promote hospitality products and services
		Functional Competencies
		2.1 Housekeeping Manager: PNI$_{modified\ average}$ = 0.136 *from 15 items*
1	0.235	Read and write English at an advanced level

2	0.156	Manage legal requirements for business compliance
3	0.149	Manage financial performance within a budget
4	0.149	Manage the effective use of human resources
5	0.148	Access and retrieve computer-based data
6	0.137	Conduct a staff performance assessment process

2.2 Laundry Manager: $PNI_{modified\ average}$ = 0.193 *from 22 items*

1	0.342	Read and write English at an advanced level
2	0.275	Access and retrieve computer-based data
3	0.238	Conduct training for a small group
4	0.227	Conduct a staff performance assessment process
5	0.225	Plan, manage and conduct meetings
6	0.223	Coach others in job skills
7	0.218	Prepare and monitor operational budgets
8	0.218	Prepare and deliver training sessions
9	0.214	Perform basic First Aid procedures
10	0.209	Monitor and evaluate the effectiveness of training outcomes
11	0.209	Manage the effective use of human resources
12	0.200	Recruit and select staff
13	0.196	Establish and maintain a safe and secure workplace

2.3 Housekeeping Supervisor: $PNI_{modified\ average}$ = 0.161 *from 12 items*

1	0.244	Coach others in job skills
2	0.216	Plan, manage and conduct meetings
3	0.215	Perform basic First Aid procedures
4	0.200	Monitor staff performance standards
5	0.177	Conduct a staff performance assessment process
6	0.174	Manage quality customer/guest services

Remark: The PNI modified average of competencies should be greater than average of each departments.

The most important competencies of hotel professionals in terms of generic competencies and functional competencies of housekeeping department shown in Table 3. Hotel professionals suggested that the PNI modified average of competencies should be greater than average of each departments. Generic Competencies and functional competencies of 3 positions in housekeeping department sequencing from most to least. The first 3 results from total of 28 competencies found that Speak English at a basic operational level (0.431) followed by Manage and resolve conflict situations (0.253) and Promote hospitality products and services (0.241)

Table 4: Need Assessment in competencies of hotel professionals in terms of generic competencies and functional competencies of food production department.

Rank	$PNI_{modified}$	Competencies
Generic Competencies: $PNI_{modified\ average}$ = 0.122 *from 15 items*		
1	0.244	Speak English at a basic operational level
2	0.173	Receive and resolve customer complaints
3	0.167	Read and interpret basic directions and/or diagrams

4	0.165	Perform basic First Aid procedures
5	0.156	Communicate effectively on the telephone
6	0.131	Perform basic clerical procedures

Functional Competencies

3.1 Executive Chef: PNI$_{modified\ average}$ = 0.166 *from 29 items*

1	0.243	Manage financial performance within a budget
2	0.242	Recruit and select staff
3	0.224	Monitor and evaluate the effectiveness of training outcomes
4	0.199	Prepare and deliver training sessions
5	0.199	Develop a marketing strategy and coordinate sales activities
6	0.199	Use oral English to convey a complex exchange of ideas
7	0.196	Manage the effective use of human resources
8	0.196	Prepare and monitor operational budgets
9	0.196	Manage stock purchases and inventories
10	0.193	Conduct a staff performance assessment process
11	0.190	Read and write English at an advanced level
12	0.182	Design meals to meet specific dietary or cultural needs
13	0.174	Manage quality customer/guest services
14	0.166	Provide professional support to business colleagues

3.2 Demi Chef: PNI$_{modified\ average}$ = 0.089 *from 16 items*

1	0.171	Coach others in job skills
2	0.169	Monitor, control and order new stock
3	0.163	Establish and maintain a safe working environment
4	0.155	Monitor routine workplace operations
5	0.133	Maintain strategies for safe storage of prepared foods
6	0.110	Establish and maintain quality control in food production
7	0.091	Plan, prepare and display a buffet service

Remark: The PNI modified average of competencies should be greater than average of each departments.

The most important competencies of hotel professionals in terms of generic competencies and functional competencies of food production department shown in table 4. Hotel professionals suggested that the PNI modified average of competencies should be greater than average of each departments. Generic Competencies and functional competencies of 2 positions in food production department sequencing from most to least. The first 3 results from total of 27 competencies found that Speak English at a basic operational level (0. 244) followed by Receive and resolve customer complaints (0.173) and Read and interpret basic directions and/or diagrams (0.167) .

Table 5: Need Assessment in competencies of hotel professionals in terms of generic competencies and functional competencies of food & beverage department

Rank	$PNI_{modified}$	Competencies
Generic Competencies: $PNI_{modified\ average}$ = 0.220 *from 10 items*		
1	0.338	Speak English at a basic operational level
2	0.284	Receive and resolve customer complaints
3	0.258	Communicate effectively on the telephone
4	0.233	Promote hospitality products and services
Functional Competencies		
4.1 F&B Manager: $PNI_{modified\ average}$ = 0.188 *from 23 items*		
1	0.227	Develop a marketing strategy and coordinate sales activities
2	0.227	Design, prepare and present various types of reports
3	0.225	Audit financial procedures
4	0.218	Develop and implement a business plan or campaign
5	0.210	Plan a staff performance review
6	0.210	Conduct staff performance assessment processes
7	0.210	Read and write English at an advanced level
8	0.203	Manage physical assets and infrastructure
9	0.203	Manage financial performance within a budget
10	0.197	Maintain a paper-based filing and retrieval system
11	0.191	Monitor staff performance standards
12	0.191	Work cooperatively in a general administration environment
4.2 Restaurant Manager: $PNI_{modified\ average}$ = 0.191 *from 29 items*		
1	0.347	Read and write English at an advanced level
2	0.307	Develop a marketing strategy and coordinate sales activities
3	0.303	Use oral English to convey a complex exchange of ideas
4	0.233	Establish and maintain a safe working environment
5	0.217	Perform basic First Aid procedures
6	0.214	Manage physical assets and infrastructure
7	0.214	Lead and manage people
8	0.207	Establish and maintain a business relationship
9	0.207	Coach others in job skills
10	0.195	Monitor catering revenue and costs
4.3 Restaurant Supervisor: $PNI_{modified\ average}$ = 0.180 *from 11 items*		
1	0.259	Start conversations and develop good relations with guests
2	0.217	Serve a range of wine products
3	0.195	Monitor staff performance standards
4	0.193	Roster staff

Remark: The PNI modified average of competencies should be greater than average of each departments.

Table 5 summarized the most important competencies of hotel professionals in terms of generic competencies and functional competencies of food & beverage department

Hotel professionals suggested that the PNI modified average of competencies should be greater than average of each departments. Generic Competencies and functional competencies of 3 positions in food & beverage department sequencing from most to least. The first 3 results from total of 30 competencies found that Speak English at a basic operational level (0. 338) followed by Receive and resolve customer complaints (0. 284) and Communicate effectively on the telephone (0.258).

Conclusion and Discussion

The research found that there were 4 significant keys for hotel staff should be developed respectively. Firstly, the basic of mathematic and statistic should be improved to a better understanding to data and critical analyzing. Secondly, the knowledge of workplace hygiene standard. Next, to be more understanding and realizing to hospitality industry situation. Then, a competency of hospitality to customer services and good teamwork skills.

Furthermore, there were 4 divisions of hotel services in this research including 1.Front office department, 2. Room and Housekeeping service, 3. Culinary and 4. Food and beverage which categorized from the relationship between needs and the competencies of staff in hotel services.

These were generated to an original draft of hotel management program. The results presented to 6 sections skills, it should be developed for a good standard and quality of hotel staff.

1. Academic skill: The results of the sampling group suggested to develop more understanding to the hotel staff in hospitality services, customer services, teamwork, the standard and quality of hygiene, and the basic of calculation (Mathematic and Statistic) in interpretation and analyzing data.

2. Language and Cultural skill: The result found that Language competency was the first problem in 4 divisions in this research. The language ability should develop to the standard level of communication. To prepare the staff in this field, the first basis of working with ASEAN regional was English for communication. This requirement would help to globalized and emerge to a good potential skill of hotel service. As same as, Prayooktiniwat, Pholperm & Channoi. (2013) studied to the potential skills of hotel staff at Novotel Suvannabhumi airport. The result suggested staff to develop in English proficiency skills and services standard. Meanwhile, Dueraman (2017) found that even though services and technologies were important, it could learn by oneself. However, the most important skill was foreign language which was not only English language but also Chinese language in addition to the main basic problem of lacking skill in practical.

3. Management skill: A well risk management in situations and behavior controlled should be considered to improve in divisions to support a good management.
    Similarly, Suwannachote & Lertputtarak (2016) found that the front manager, reception manager, housekeeping manager, Landry manager should develop to a systematic and having a solutions in any situations control. Fiscal and budget management should control a cost of the budget which was related to new order stock, Purchasing and inventories, Physical asset management and infrastructural, and catering income and purchase. Human resource management should strategize the organizational meeting and training program

the skills to staff. Having an organization and diversity relationship management. Also, evaluation of staff quality and recruitment. Security management should cover to any risks that might happen to customer in practical way and reliable to situations. Hospitality management should have a good quality to customer. Similarly, Suriya (2013) studied to hospitality development in the front manager at hotel for supporting ASEAN traveler: case study of Boutique hotel in Bangkok. The result showed that the satisfaction to customers should be improved at the first priority significantly. Also, Pungpho (2011) studied to the satisfaction of customer between expectation and perception of five stars hotel in Bangkok. Research found to the reliability of customer satisfaction was highly expected more than any perceptions.

4. Morality: Hotel staff should learn the ASEAN cultural. It would help to support all kind of customer services internationally.

5. Marketing: Hotel staff should be in the part of marketing support and business strategy. Developing to organization cooperation was significant. To be clarify, Catering and beverage manager, Culinary and banquet were 3 divisions to cooperate with hotel which was not only a specific knowledge but also a capability to develop and gain more organization profitable.

6. General staff: Technologies learning and operation system should be prepared for staff. Especially, online system platform for a new customer behavior should operate perfectly.

As a result, a high significant required for a hotel staff competency to ASEAN regional indicated to a management industry, Language and cultural, General management, Morality, Marketing and Information Technology for works.

Recommendations

1. This study is significant for program lecturer to adjust the learning method**.** Because of the program is related to qualification of professional, content, and ratio of theory and practice, the lecturer should take the different and applicable learning method such as Experience-Based Learning, Problem-Based Learning, Project-Based Learning, Evidence-Based Learning, Simulation-Based Learning, and Module.

2. The program lecturer and lecturer need to be specialized in both of professional and English skill for teaching. The lecturer also needs to understand the ASEAN context and culture.

3. The Lecturer needs to be self-developed through updating their own knowledge and technology such as the conference participation, practicing with the enterprise, joint teaching with lecturer from ASEAN member states, providing the ASEAN teaching tools.

4. The student with interest to working in ASEAN should improve their language skill and experiences with determination and well self-prepared.

Acknowledgement

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