

INNOVATION MODEL OF HUMAN RESOURCES TRAINING AND DEVELOPMENT FOR THE HOTEL INDUSTRY FROM THE ASEAN STANDARD FRAMEWORK: A CASE IN NAKHON RATCHASIMA PROVINCE, THAILAND

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Abstract: From the current global changes and the rapid development of innovation and technology, personnel development according to the previous approach may be insufficient for work. It is necessary to increase the skills of the workforce and improve work efficiency for higher quality. This research aims to study the training and development of human resources in the hotel industry in Nakhon Ratchasima Province at present, to study innovations in training and human resource development in the hotel industry and the ASEAN hotel industry standard framework, and to propose the innovation model for training and development of human resources in the hotel industry from the ASEAN standard framework. The findings suggest implementing the innovation model of resources training and development in the hotel industry by integrating modern technology and training techniques into use in developing staff in various forms that are in accordance with the ASEAN standard framework and hotel service standards to increase the hotel service quality and staff performance. The quantitative approach was employed by using structural equation modeling for path analysis. The data was collected by using questionnaires from 400 samplings from hotel staff in Nakhon Ratchasima Province. The model is consistent with empirical material in statistical significance. It can confirm that seven significant factors directly affect service performance which are job rotation, blended learning, practice training, classroom training, study tour for learning, learning through playing games, and teaching respectively and the new model was proposed for innovative development and training for the hotel staff. This research proposes an innovation process for hotels to implement the use of technology and techniques for human resources training and development. It can increase staff service performance, lead to positive guest experience and satisfaction, and lead to hotel revenue. However, the potential, the different hotel contexts and characteristics, and its organizational culture should be considered for the implementation.

Key words: Training and development innovations, Human resources, Hotel industry, ASEAN Standard Framework, Nakhon Ratchasima Province

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INTRODUCTION

The 13th National Economic and Social Development Plan of Thailand (2023-2027) aims to transform Thailand into a hi-value and sustainable country (Transformation to Hi-Value and Sustainable Thailand) by using knowledge, creativity, technology, and innovation as tools to drive potential enhancement and development of the country in all dimensions. As well as to the development of human capital and adjust labor skills to meet quality standards in line with the needs of the labor market and the modern world (Suksutdhi, 2022). In contrast, the quality of education and the skill development system in Thailand is still at a low level, resulting in a labor shortage that is inconsistent with the country's development direction. These problems are likely to be exacerbated by the future of work and rapid changes in technology, lifestyles, and cultures that come with the demand for jobs and new types of skills (Ketrapakorn and Kantabutra, 2019).

In addition, the change in the structure of the Thai population into a completely aging society will result in labor shortages due to non-standard labor quality problems, technology development delays, and management problems. This will be a limitation in increasing the country's competitiveness and economic growth potential, whereas the development of knowledge and skills of the workforce is also inconsistent with the job market requirement (Anantanasuwong, 2021). However, according to a declining population, entering an aging society, and urbanization will bring opportunities to improve the quality of education and training as well as promote lifelong learning to be able to produce and develop a workforce to have high performance (Norrman, 2023), which is an important fundamental factor in transforming Thailand into a hi-value and sustainable country in the future. Hence, the labor sector needs to increase skills and adjust labor aptitudes following new trends. Furthermore, human capital development should focus on developing people to have higher skills, knowledge, and abilities and to be able to adapt to global trends, based on having strong social institutions as an important social capital to drive the country's further development (Anantanasuwong, 2021).

Nakhon Ratchasima is the province with the widest area in Thailand. It is considered the economic center of the lower Northeastern region that has grown quite rapidly over the past several years. At the present day, the government has developed an important infrastructure that connects travel and transportation from the capital city, Bangkok, to Nakhon

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Ratchasima Province such as high-speed trains and motorways. Hence, it drives the tourism and the hotel industry in Nakhon Ratchasima Province to grow significantly. Currently, there are many famous large hotels operating in the central business district including large hotels, medium-sized hotels, small hotels, and boutique hotels. According to the latest survey data of the National Statistical Office of Thailand found that in 2020, Nakhon Ratchasima Province had over 793 accommodation establishments spread at famous tourist attractions throughout the province, including the center of the city, archaeological sites, historical parks, and world heritage sites, Khao Yai National Park (Suksutdhi, 2022).

Therefore, the policy of country development progress and the global trends in various fields mentioned above will directly affect the workforce development of hotels in Nakhon Ratchasima Province to keep up with the changes, as it is a place to accommodate and service the business travelers and tourists who come to the province for their own purpose. The success of the hotel business is to provide international quality service and satisfy guests as expected by excellent service quality that should come from quality and professional staff. Nevertheless, many studies in the hospitality industry stated that service personnel still lack the necessary qualifications to perform their duties in many issues, especially international quality standards and ASEAN standards, such as English language, hotel professional skills, and service psychology (Aragon and Aquino, 2022). However, with the changing world and the rapid development of innovation and technology, human resource development according to the traditional ASEAN approach may not be sufficient for working in the present era. Thus, it is necessary to study the training and human resource development innovation for the hotel industry in addition to the framework of ASEAN standards to increase the necessary skills for the workforce and to increase the efficiency of the workforce for higher quality as well as to support the policy of development of the country.

LITERATURE REVIEW

Innovation refers to the process of introducing new ideas, products, services, processes, or methods that result in improvements or advancements in various aspects of life, business, technology, society, and institutional changes (Kochetkov, 2023). In addition, technological innovation affects economic growth and many scholars have investigated different influencing factors. It involves finding novel solutions to existing problems, creating new opportunities, and pushing the boundaries of what's currently possible (Alqahtani, 2023). Kochetkov (2023) added that innovation is a result of a process of information and specific knowledge, consisting of two phases: the first phase is the initiation of the idea and the implementation of that idea, and the second phase is creatively developing ideas for implementation in solving problems and challenges. Therefore, innovation is a new thing that can be practical and useful and can occur in every industry. However, innovation does not only consist of developing new products or commercializing inventions, but it also includes humanitarian, social, and institutional biases and requires an individual's fit with the organization (Pertiwi et al., 2023).

Innovation can be divided into various aspects such as product, process, service, marketing, language, arts and culture, management, and domination. To drive innovation, there are many factors to refer to including (1) technology and research, technological advancements often drive innovation by providing tools, resources, and platforms to create and scale new ideas. It plays a critical role in discovering new possibilities, (2) market and user feedback, feedback from customers and users is vital for successful innovation. Understanding their needs, preferences, and pain points can guide the refinement and adaptation of innovative ideas, (3) competition in the market, intense competition in the market where organizations must modernize their processes, products, and services for their survival, and (4) change in environment, the innovation implies a departure from the status quo. It introduces change and disrupts established patterns, whether it's in technology, business models, social norms, or other areas (Febriandika and Raihanita, 2023; Kochetkov, 2023).

According to the changes and trends mentioned, the development of manpower of the organizations is necessary together with the implementation of the theory of learning and innovation (Pertiwi et al., 2023). Learning theory encompasses a range of psychological, educational, and cognitive theories that seek to understand how individuals acquire new knowledge, skills, behaviors, and attitudes. These theories provide insights into the processes, mechanisms, and factors that influence learning. From both ethical and behavioral concepts, it is used as the basis of various learning theories such as (1) mental discipline, believing that rigorous mental training will make people smarter and better; (2) behaviorism, believing that humans are rational and freedom of action if encouraged, can reason and draw out knowledge in the learner; and (3) apperception or herbarianism which was popular in the 20th century and was applied to teaching and learning. This theory believes that humans learn from the five senses that help individuals learn. There are three levels of learning that occur, namely (1) sense activity, (2) memory characterized, and (3) conceptual thinking or understanding, the new knowledge, and existing knowledge are linked together, and they can be applied to new problems. Hence, Employees feel more freedom to experiment and try new things without fear of being punished or seen as inadequate. This encourages them to feel confident to create new and different things, leading to better performance (Ding and Li, 2023; Pertiwi et al., 2023).

Likewise, human resource development is the development of employees of the organization to become the intellectual capital which consists of the fundamental skills needed to do the job. As well as technology and innovation application and teamwork include knowledge and understanding of the organization's operational systems linked to the knowledge of the organization. This may be done in several techniques, for instance, mentoring developmental training or in the form of seniors teaching juniors. Education empowers employees to have the knowledge and skills they need to perform better at individual, team, and organizational levels. Especially in the new era, the dynamics of change are occurring so rapidly that organizations cannot predict which skills are suitable for future work, but having employees have a positive attitude will affect employee working behavior better (Xu et al., 2023). There are many scholars and experts who explained the learning theory in similar ways (e.g.: Aidoo, 2023; Baars et al., 2023; Bousalem et al., 2023; Inprasitha, 2023; Kerimbayev et al., 2023; Yang, 2023; Yu and Zin, 2023) which can be concluded that theories of learning are diverse and have different

characteristics that must be studied in conjunction with other related theories, e.g. learning based on an outcome method consists of (1) behavioral theories, which are theories that involve observing changes in one's behavior, skills, and habits (2) cognitive theories, which look deeper into thinking, and memory, and (3) constructivist theories are interested in how people create meaningful events and activities that lead to knowledge creation. For instance, teaching adults must inform the objectives of learning to understand and know the different learning behaviors of each person. Creating a stimulating learning experience and bringing direct experience to learn together and adults will learn when they are ready to learn (Baars et al., 2023). The theory of cooperative or collaborative learning is a small group learning in which 3-6 group members with different abilities help each other to learn towards the goals of the group. The other popular theory is problem-based learning (PBL), which is widely used by learners to face real problems or situations and collaboratively solve problems, will help learners learn meaningfully and develop the necessary skills for lifelong learning (Aidoo, 2023).

Training is a pre-planned study of an organization with the objective of learning to develop employees' competencies, skills, knowledge, and behavior in their day-to-day operations at the level required by the organization (Parent-Lamarche et al., 2023). Employees may be trained to enhance certain competencies that will help them work in their current position. Training results can be returned to the organization's income, for instance, a comparison of waste before and after training or for moving into a new position in the future (Molina-Castillo et al., 2023). It adds value to the work of the organization including personal growth. Training is most effective if it is in line with the organization's strategy (Hubbart, 2023). Training techniques use means of communicating knowledge, facts, and experiences from instructor to trainer and between trainers by organizing seminars, consensus, and group meetings to achieve learning, change behavior, and achieve specified objectives. Each training technique is effective in building knowledge and skills and the learning roles of the participants are different. However, there is currently not the best training method because each technique has its pros and cons, which depend on the trainer choosing to use it according to the context of the learners and the training objectives.

In addition, Rosário and Dias (2023) explained that although technological advances and innovations have changed a lot and are used in service work, many service jobs still require direct human interaction between customers and service personnel. Hence, service organizations should be closely integrated with human resources and dedicated to the selection of training methods to motivate and develop employees to have both technical knowledge, good interpersonal skills, and positive attitudes. Types of training can be categorized by teaching methods, including telling, showing, and practical, or categorized by involvement, consisting of the instructor being highly engaged and the trainees having a high level of involvement, a joint role. However, the most popular methods are on-the-job training, for example, job rotation, job coaching, mentoring, job instructional training, apprenticeship training, and committee assignments. Whereas off-the-job training provides self-improvement knowledge such as lectures by experts participatory and conference discussions, simulation training, case studies, games, role-playing, Internet use, learning portfolio, and team leader training (Parent-Lamarche et al., 2023). Nowadays, the training and development innovations are transforming training from trainer-centered to participant-centered training (Learner-center Training).

The facilitator should not have totalitarian control over the participants and focus on the use of PowerPoint, yet change the training in other ways, for example, talking in a comfortable place, which will make people dare to speak more. After action review (AAR) with discussions after important activities, recording suggestions, precautions, and knowledge gained from that task or using reflection techniques in exchanging new ideas and bringing them to a conclusion is collaborative learning (Sarfrac et al., 2023). In addition, Shahriar et al., (2023) suggested that the digital learning ecosystem offered flexibility in time, place, and pace, which provided essential convenience. For example, e-learning has enabled organizations to quickly adopt the new normal, secure sustainable continuity of organizational development, and ensure decent work and growth within and across organizations. It has enabled organizations to quickly cope with the new normal, causing a significant paradigm to shift in the organizational culture and corporate. Likewise, Fung So and Li (2023) added that the most significant factors are using new technology, keeping up with it, training human labor, being up-to-date, and adopting new infrastructures. However, improper management and lack of knowledge are the most critical factors behind service innovation failure in the hotel industry.

The ASEAN Standard Framework, or the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP), is the minimum requirement for competency standards in tourism and hospitality. It aims to enhance tourism services and facilitate mobility between ASEAN member countries, address the imbalance between supply and demand for tourism jobs across the ASEAN region, and establish a mechanism to facilitate the mobility of skilled and certified tourism workers across the ASEAN region. These include 1) core competencies, which means the knowledge and ability to serve customers and work effectively with colleagues, the ability to adapt to the working environment, the ability to put safety knowledge into action in the workplace, knowledge of workplace hygiene, service industry savvy, and service consciousness. 2) Generic competencies, which means the ability to communicate effectively on the telephone, perform general clerical tasks, access, and search for information through computers, be proficient in using business tools and technology, presenting products and services to customers, conducting financial transactions, manage and solving problems and conflicts in various situations, and communicate in English at the basic level of operation. And 3) functional competencies, which means a specific skill to perform the duties in each job position, with the details of the work broken down according to the nature of the job (Aragon and Aquino, 2022).

Some scholars studied the ACCSTP guideline in the context of the hotel business which mostly focused on traditional training following the general standard operating procedure without suggesting and mentioning the innovative employee training and development direction as well as the techniques for developing manpower. However, some experts presented their findings in different perspectives that related to the new ideas. For instance, Chernbumroong et al., (2017) studied a

massive open online course related learning style and technology usage patterns of Thai tourism professionals and found that the smartphone plays a dominant role which influencing the technology usage of tourism professionals. The following learning styles could be identified as typical for the different learning dimensions: visual style for the input dimension; active style for the procession dimension; sequential style for the comprehension dimension and sensing style for the perception dimension. Likewise, Collin et al., (2020) studied human resource development (HRD) practices supporting creativity in Finnish growth organizations found that HRD plays an important role in increasing creativity in the workplace and that it can best support creativity by taking the form of shared responsibilities in teams, clear career paths and everyday fair leadership. In addition, Wu et al., (2023) studied formation of hotel employees' service innovation performance: Mechanism of thriving at work and change-oriented organizational citizenship behavior suggested that leader-member exchange and coworker support exert positive effects on thriving at work and change-oriented organizational citizenship behavior. Besides, thriving at work exerted positive effects on change-oriented organizational citizenship behavior, and change-oriented organizational citizenship behavior exerted positive effects on service innovation performance. Furthermore, thriving at work partially mediated (1) the relationship between leader-member exchange and change-oriented organizational citizenship behavior, and (2) the relationship between coworker support and change-oriented organizational citizenship behavior.

Thus, from studying the literature related to change and development in many dimensions mentioned above. In particular, the role of technology and innovation will play a significant role in developing the skills and service quality of staff in the hotel industry. However, there should be integrated tools for efficient human resource development and training. To provide employees with modern qualifications and skills and be able to respond to the needs of guests in this era of rapid change. Therefore, it is necessary to study new approaches and adjust human resource training and development techniques from the traditional ways to increase the efficiency and skills of employees to have better quality comparable to international levels. This study is therefore one of the first studies to promote and apply training techniques for adequate training and development. The training and development package includes classroom training, coaching, practical training, blended learning, job rotation, study visits, and learning through games these significant practices of innovative training and development will affect the service performance in the hotel industry concretely from ACCSTP. Consequently, the hypotheses are proposed from the literature review of the study as follows:

- H1 Classroom training impacts effective service performance
- H2 Teaching impacts effective service performance
- H3 Practical training impacts effective service performance
- H4 Blended learning impacts effective service performance
- H5 Job rotation impacts efficient service performance
- H6 Study visit for learning affects efficient service performance
- H7 Learning through playing games impacts efficient service performance

MATERIALS AND METHODS

This study was conducted by a quantitative research method with the study of 400 hotel staff in Nakhon Ratchasima Province. Based on the scale development procedure (Churchill, 1979), various reliability and validity tests have been carried out to confirm the scale structure. This study implemented concepts, theories, and research related to innovation, organizational learning, human resource training and development, competency concepts, the hotel industry, and ASEAN standard framework. This research employed both descriptive statistics and inferential statistics by using structural equation modeling (SEM) for path analysis. Data was collected by using questionnaires from a purposive sampling (Cochran, 1977) by completing an online survey via Google Forms. 20 items were used to measure the model of the result of service performance (RS). A further detailed examination was carried out by looking at the standardized residual covariance of each item and modification indices. The process of research methodology is shown in Figure 1 below.

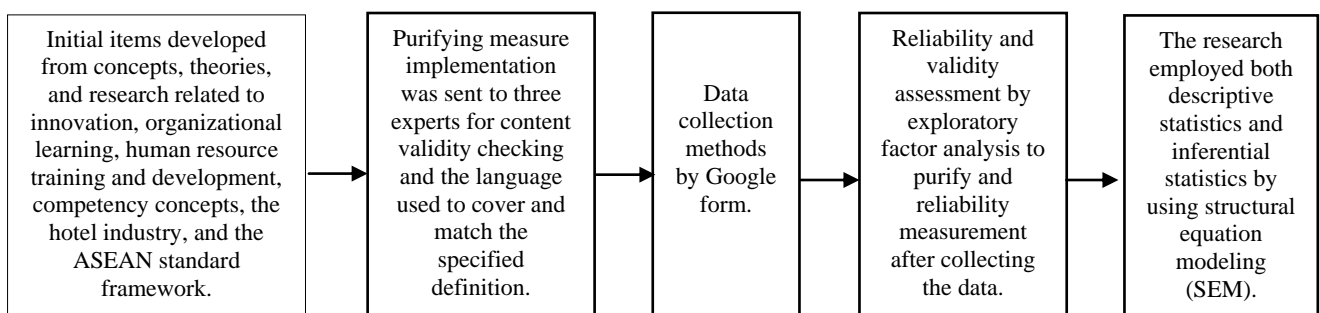


Figure 1. Flow Chart of Research Methodology

After measurement, the number of paths was taken to enhance the validity of the collected data. The fit indices were tested for SEM and found that Chi-Square = 139.96, df = 131, p-value = 0.29, CFI = 0.99, GFI = 0.97, AGFI = 0.95, RMSEA = 0.013, RMR = 0.022, all of them passed the criteria (Hair et al., 2014; Schumacker and Lomax, 2010). The researcher, therefore, summarized the final of 20 variables which are a set of 3 questions per variable to Classroom Training (CT_RS), Teaching (TN_RS), Practice Training (PT_RS), Blended Learning (BL_RS), Job rotation (JR_RS), Study Tour for Learning (STL_RS) respectively, and the rest 2 questions were allocated to Learning through Playing Games (LPG_RS) which was indeed derived from several published papers as shown in Table 1.

Table 1 Summary of training and development variables

Variables	Items	References
Classroom Training (CT_RS)	CT_RS1 Transfer of knowledge and experience in actual work by specialists.	Darkwa and Antwi (2021), Inprasitha (2023), Kerimbayev (2023), Song et al., (2023), Sudibjo and Prameswari (2021), Yang (2023)
	CT_RS2 Creating operational simulations during classroom training (Simulation/Role-play)	
	CT_RS3 Organizing group discussions for collaborative learning.	
Teaching (TN_RS)	TN_RS1 Creating a mentoring system to teach work (Coaching).	Kerimbayev (2023), López-García (2023), Mazza and Valentini (2023), Yu and Zin, (2023)
	TN_RS2 Supervision of practice by a close supervisor (Close Controlling by supervisor).	
	TN_RS3 Teaching by a group of workers together. (Mentoring by peers).	
Practice Training (PT_RS)	PT_RS1 Learning to work in real situations.	Aidoo (2023), Bousalem et al., (2023), Yu and Zin (2023)
	PT_RS2 Learning by problem-solving (PBL)	
	PT_RS3 Knowledge sharing by analytical thinking.	
Blended Learning (BL_RS)	BL_RS1 Learning via online	Darkwa and Antwi (2021), Wut et al., (2023), Salman (2023), Shahriar et al., (2023)
	BL_RS2 Interactive Learning via organization networking.	
	BL_RS3 Web-based learning/on demand	
Job rotation (JR_RS)	JR_RS1 Job rotation in different service department.	Battini et al., (2022), Idris and Wahyudi (2021), Molina-Castillo et al., (2023)
	JR_RS2 Rotation of similar work in different contexts to increase skills in different situations.	
	JR_RS3 Rotating different duties to create professional learning in the service field.	
Study Tour for Learning (STL_RS)	STL_RS1 Field trip in network organization.	Hong et al., (2023), Salman (2023), Sánchez-Fuster et al., (2023)
	STL_RS2 Field trip in best practice service organization within the country to adapt in the workplace.	
	STL_RS3 Field trip in headquarters.	
Learning through Playing Games (LPG_RS)	LPG_RS1 Learning through online games-web-based gamification.	Nieto-Escamez and Roldán-Tapia (2021), Wut et al., (2023), Shahriar et al., (2023)
	LPG_RS2 Classroom gamification.	

RESULTS AND DISCUSSION

The information of all 400 hotel staff showed that most of them 224 were female accounted for 56% and 176 were male which accounted for 44%. They are age between 21 - 30 years old amount of 198 people accounted for 49.5%. 298 of employees who graduated with a bachelor's degree which accounted for 74.5%. A large group of them were having working experience lower than 5 years amount of 121 staff accounted for 30.25%. The number of 133 people who were under the other support departments accounted for 33.25%. They were the operations staff amount of 257 people accounted for 64.25%, and most of them were the staff of small hotels amount of 158 people accounted for 39.5%. The summary of the respondent's data is shown in Figure 2 below.

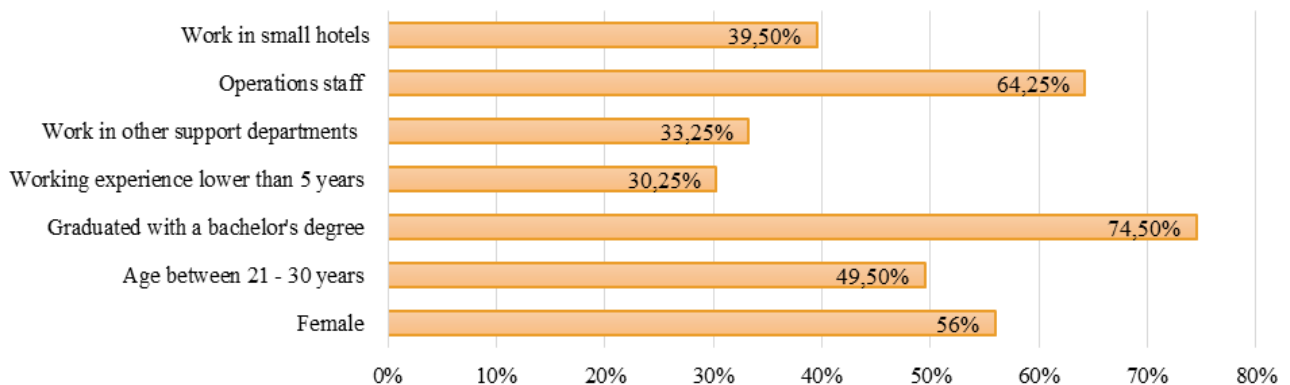


Figure 2. The Summary of the Respondent's Data

The model of the result of service performance (RS) comprising of Classroom Training (CT_RS), Teaching (TN_RS), Practice Training (PT_RS), Blended Learning (BL_RS), Job rotation (JR_RS), Study Tour for Learning (STL_RS), and Learning through Playing Games (LPG_RS). After the measurement model of the research, construct achieved the acceptable goodness-of-fit, the 20 indicators were loaded on their respective constructs and performed by CFA to estimate the fit indices for the overall measurement model. The hypotheses were related to the relationships between Classroom Training (CT_RS), Teaching (TN_RS), Practice Training (PT_RS), Blended Learning (BL_RS), Job rotation (JR_RS), Study Tour for Learning (STL_RS), and Learning through Playing Games (LPG_RS). The hypothesized model was tested by using SEM and the path diagram is presented in Figure 1 which can be explained as follows. Hypothesis 1 predicted classroom training impacts effective service performance, Hypothesis 2 predicted teaching impacts effective service performance, H3 Practical training impacts effective service performance, H4 Blended learning impacts effective service performance, H5 Job rotation impacts efficient service performance, H6 Study visit for learning affects efficient service performance, and H7 Learning through games impacts efficient service performance.

The model presents the path estimates of factor loading value of H1 equals to 0.79, and showed that classroom training (CT_RS) has directly significantly affected service performance which is consistent with the findings of Darkwa and Antwi (2021), Inprasitha (2023), Kerimbayev (2023), Song et al., (2023), Sudibjo and Prameswari (2021), and Yang (2023). Factor loading value of H2 equals to 0.72, showed that teaching (TN_RS) has directly significantly affected service performance which is consistent with the findings of Kerimbayev (2023), López-García (2023), Mazza and Valentini (2023). Factor loading value of H3 equals to 0.90, showed that practice training (PT_RS) has directly significantly affected service performance which is consistent with the findings of Aidoo (2023), Bousalem et al., (2023), Yu and Zin (2023).

Factor loading value of H4 equals to 0.91, showed that blended learning (BL_RS) has directly significantly affected service performance which is consistent with the findings of Darkwa and Antwi (2021), Salman (2023), Wut et al., (2023), Shahriar et al., (2023). Factor loading value of H5 equals to 0.92, showed that job rotation (JR_RS) has directly significantly affected service performance which is consistent with the findings of Battini et al., (2022), Idris and Wahyudi (2021), Molina-Castillo et al., (2023). Factor loading value of H6 equals to 0.79, showed that study tour for learning (STL_RS) has directly significantly affected service performance which is consistent with the findings of Hong et al., (2023), Salman (2023), Sánchez-Fuster et al., (2023).

And lastly, Factor loading value of H7 equals to 0.79, showed that learning through playing games (LPG_RS) has directly significantly affected service performance which is consistent with the findings of Nieto-Escamez and Roldán-Tapia (2021), Wut et al., (2023), Shahriar et al., (2023). In this case, classroom training (CT_RS), teaching (TN_RS), practice training (PT_RS), blended learning (BL_RS), job rotation (JR_RS), study tour for learning (STL_RS), and learning through playing games (LPG_RS) develop the result of service performance, and these seven variables all together influence directly to staff service performance for the hotel industry in Nakhon Ratchasima Province.

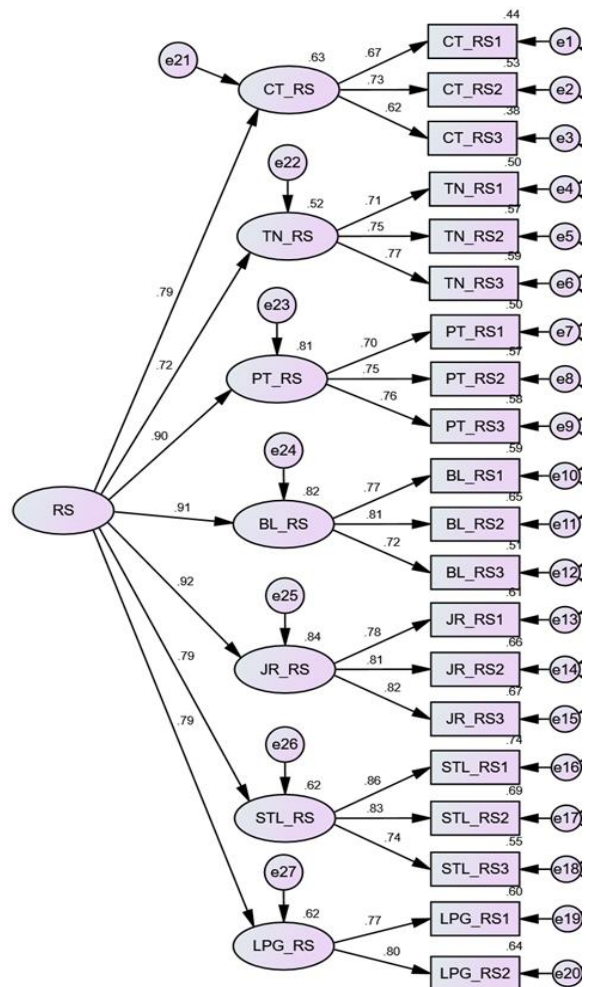


Figure 3. The Structural Model of the Study

CONCLUSION

This study was conducted to find an innovation model for human resource training and development in the hotel industry from the ASEAN standard framework. The results of the study analyzed content data collected from questionnaires on training and human resource development in the hotel industry in Nakhon Ratchasima Province at present. In interpreting, there was an opinion that models of human resource development in the hotel industry in Nakhon Ratchasima Province include: classroom training, teaching, practice training, blended learning, job rotation, study tours for learning, and learning through playing games. In each development model, the sub-components can be described as follows, classroom training consists of transferring knowledge and experience in actual work by specialists, creating operational simulations during classroom training, and organizing group discussions for collaborative learning.

The second format is teaching includes establishing a mentoring system for teaching work, supervision of practice by a close supervisor, and coaching by a group of workers together. The third model is practice training consists of learning to work in real situations, learning by problem-solving from work (PBL), and learning and exchanging critical opinions from work. The fourth format is blended learning consists of creating work-based learning from online electronic media, creating interactive learning through organization networking, and creating lessons for self-learning at all levels at any time from the organization's website. The fifth model is job rotation includes job rotation in different service departments to increase intercommunication between the departments, job rotation of similar work in different contexts to increase skills in different situations, and job rotation in different duties to create professional learning in the service field. The sixth form of a study tour for learning consists of a field trip to a network organization, a field trip to a best practice service organization within the country to adapt to the workplace, and a field trip to headquarters.

Finally, the seventh model is learning through playing games consisting of learning through online games-web-based gamification, and classroom gamification. The results of descriptive statistical analysis at the model level in developing employees to have efficient service performance found that all forms of human resource development are at the same high level. The researcher conducted an inferential statistical analysis by analyzing the structural components in order of the greatest value: practice training format. The second has the same level of value: blended learning, and job rotation, and the third has the same score value: study tour for learning and learning through playing games followed by classroom training and teaching work respectively. In addition, the researcher developed the recommendations into an integrated model for

innovation in hotel human resource development and training. By integrating modern technology into use in developing employees in various forms that follow the ASEAN standard framework and hotel service standards, such as large hotels, medium-sized hotels, small hotels, boutique hotels, etc. For the integration of technology, training can be integrated into the classroom by playing interactive games between the trainees themselves or between the trainees and the computer system. The blended learning dimension mainly integrates the use of technology by creating self-directed learning which is learning for working-age adults who can learn at their own pace anywhere, anytime. The hotel may schedule classroom attendance sometimes for meetings and talking to build relationships with employees which is considered learning between each other. The researcher presented the issue of integrating technology in addition to learning through online games by creating a virtual classroom with technology or creating a virtual world (Metaverse), opening a new perspective for employees. Encounter virtual situations and practice solving various situations. It also inspires learning for employees. If employees can communicate and understand English well along with service skills and problem-solving that have been developed more efficiently, it will affect the satisfaction of guests who are ready to return to use the service and become loyal guests and lead to increasing hotel income, as shown in Figure 4. However, the technology and English skills may be a limitation of each staff, hence, the hotel management should also consider the techniques, timing, and strategies of training to develop individual skills.

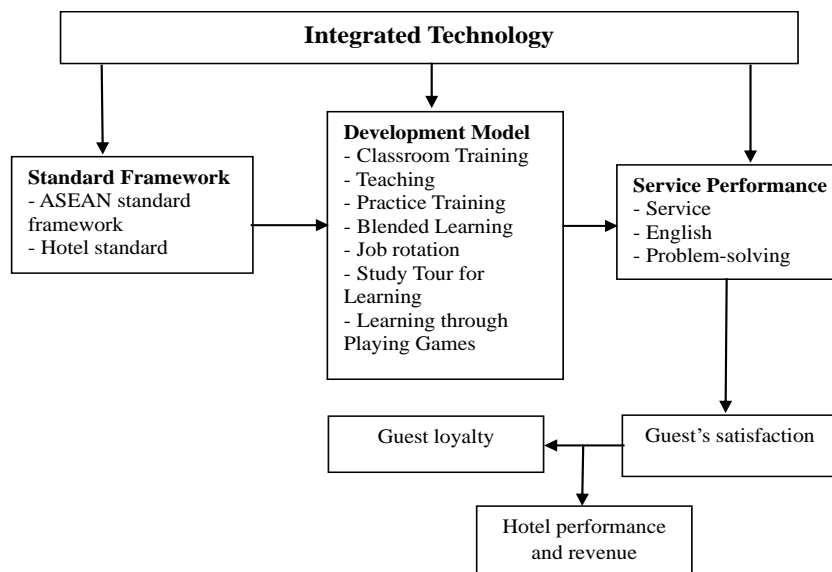


Figure 4. The Model for Innovation in Hotel Human Resource Training and Development

In conclusion, to develop the hotel staff to perform efficient service, the results of the study of training and human resource development models in the hotel industry found that the model consists of seven components as follows.

Classroom training is a transfer of knowledge and experience from experts, including creating simulation situations and providing opportunities for participants to discuss and exchange opinions. In this type of learning, each member of staff will have their own learning style. Cooperation is very important. Learning involves applying real work life problems to learning. Staff are the primary resource for ideas and examples. Therefore, classroom training is beneficial in that staff gain knowledge by sharing expert experiences and by joining the class. Studying in the classroom stimulates staff by dividing them into groups to share ideas, giving them the opportunity to let their thoughts talk and communicate with each other. Classroom training is considered one of the methods for developing human resources to increase the quality, efficiency, and potential of having the knowledge, skills, abilities, and characteristics that the organization needs to use them to perform better at both the internal and external level, individuals, team, and organization level.

Teaching (coaching) is the organization of a mentor system to teach work closely, either as a group of workers or as a supervisor, which is one of the popular forms of human capital development by involving participants in training and many roles. Trainers must create a learning atmosphere and activities by explaining lectures, experiment with two-way communication, share experiences and learn by solving real problems. In addition, teaching work from senior supervisors or co-workers together will pass on the organizational culture and build friendly relationships in working together as a team better.

Practice training (on-the-job training) is learning to work in a real place by doing and solving problems from work so that staff can put the skills and knowledge from training into practice and solve problems by themselves. Staff must truly understand and learn from real situations, namely allowing them to learn from real situations. Practical hands-on practice for maximum efficiency which staff will remember better for longer from their own experiences.

Blended learning (Hybrid Learning) is a combination of learning that the hotel uses technology to help organize training and learning by creating a lesson platform in electronic media for staff. Together with teaching through the internet network with interaction between the trainer and staff and combined with the dissemination of knowledge on the human resource's website, this blended learning is self-learning by staff can learn anytime they want.

Job rotation is the changing of duties to facilitate learning. It may be the same type of work or different duties and contexts for a wider range of experiences. It is one of the processes of practical learning that may be learning by yourself or with others or in groups, which will make learning more efficient and effective. Job rotation is considered human resource

development according to the cooperative learning theory that trains social skills. Working with others, communicating, accepting, and trusting each other, which comes from interaction, working, learning together, helping, and understanding each other, which will have a beneficial effect on the development recipient, is that there is an effort to achieve more goals, stay motivated, pursue achievement, use time efficiently. In addition, job rotation is a development that emphasizes employee experience that will lead to ideas and applications in new situations based on real situations. It is developed by considering the surrounding context related to the real problems that employees will have to face and linking it to use in other contexts. There will be constant changes and development from the original knowledge base.

Study tour for learning is considered part of the educational process that will affect personal development by seeing real examples after learning the theory so that staff can develop their thinking processes and remember from having the opportunity study tour for learning and creating meaning from activities and events into knowledge. Knowledge from learning in the classroom alone is not enough. There must be application and learning of specific work characteristics. Therefore, field trips for learning are one of the processes that help develop real images, learn from those who work in a specific field, and make comparisons that will help promote further development of theoretical knowledge from the classroom. In this regard, the study tour may be a study visit to a subsidiary hotel that is excellent in service or a leading company both in the country and abroad. Learning through playing games (Gamification) is human resource development training using games to create a fun learning environment for staff and to create teamwork and social interaction between the participants themselves. Learning through games can be organized both in the classroom and through online games. This is considered to be a training that has good results for the staff as shown in personal interviews where employees said that they were both knowledgeable and fun and had good memories.

Limitations of the Study and Future Research

This study has a limitation about the study area, which is Nakhon Ratchasima Province, even though it is the province with the largest GDP in the northeastern region of Thailand. However, if counting per capita income, it is still far from the capital, Bangkok. Hence, to obtain information that has a high impact on the hotel industry, this study should be extended to studies in Bangkok or tourist cities such as Phuket, Chiang Mai, or Pattaya to enhance the development and innovative training efficiency of the hotel staff to have the excellence service skills to the global service standard as a whole.

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